FY 2010
SCHOOL IMPROVEMENT GRANT – Section 1003(g)
SIG II GRANT

River Rouge Middle College High School Academy

APPLICATION

TO DEVELOP THE
RIVER ROUGE NEW TECH HIGH
INTERNATIONAL ACADEMY

TRANSFORMATION MODEL
New Tech Network
February 25, 2011

NARRATIVE

District Name: **School District of the City of River Rouge_____**
School Name: **River Rouge Middle College High School Academy_____**
Reviewer Number: _____

Rubric for Scoring LEA Application	Page Number
Question 1: Use of Data Analysis in Selecting Intervention Model	8
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Comprehensive Needs Assessment – CAN	
Management and Operations	
Teaching and Learning	
Labor and Board Relations	
Human Resources	

III.) Increasing learning time and creating community-oriented schools	
A.) Required Activities	
Establish schedules to provide increased learning time* -- using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for core academic subjects, other subjects, enrichment activities, teacher collaboration or PD	**235**
Provide ongoing mechanisms for family and community engagement	**238**
B.) Permissible Activities:	
Partnering with parents and community organizations to create safe school environments that meet students' needs	**240**
Extend or restructure school day to add time for advisory periods to build relationships between students and staff*	**241**
Improvement of school climate and discipline, for example, positive behavioral supports, anti-bullying	**242**
Offer full-day kindergarten or pre-kindergarten	**243**
IV.) Providing operational flexibility and sustained support	
A.) Required Activities	
Give the school sufficient operational flexibility (staffing, calendar/time, budgeting) to implement comprehensive approach*	**243**
Ensure the school receives ongoing intensive Technical Assistance from LEA, SEA, or turnaround organization	**245**
B.) Permissible Activities:	
Allow the school to run under new governance in LEA or SEA*	**246**
Implement weighted per-pupil school-based budget formula based on student needs	**246**

LEA Application Part I

Attachment III

SIG II – LEA Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG II)

Legal Name of Applicant: School District of the City of River Rouge	Applicant's Mailing Address: 1460 W. Coolidge River Rouge, MI 48218
LEA Contact for the School Improvement Grant	

Name: Dr. Carlos Lopez	
Position and Office: Superintendent of Schools	
Contact's Mailing Address: 1460 W. Coolidge, River Rouge, MI 48218	
Telephone Number: 313-297-9600 Ext. 1630 Cell: 313-212-6878	
Fax: 313-297-6525	
Email address: superintendent @rrouge.k12.mi.us	
LEA School Superintendent / Director (Printed Name): Dr. Carlos Lopez	Telephone: 313-212-6878
Signature of the LEA School Superintendent / Director: X _____	Date: February 25, 2011
LEA School Board President (Printed Name):	Telephone: 313-300-8718
Signature of the LEA Board President: X _____	Date: February 25, 2011

The LEA, through its authorized representative, agrees to comply with all requirements applicable to the school Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.

GRANT SUMMARY

Di District Name: School District of City of River Rouge	**District Code:** 82120
ISD.RESA Name: Wayne County RESA	**ISD Code**:

FY 2010
School Improvement Grant – section 1003(g)
District Proposal Abstract

For each of the models listed below, indicate the number of Schools within the District/LEA intends to implement one of the four models: attach the full listing using form below in Section A, Schools to be Served, and the criteria for selection a attachments to this grant.

☐**Close/Consolidate Model:** Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district.

1☐**Transformation Model:** Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools.

☐**Turnaround Model:** Replace principal and at least 50% of the staff, adopt new governance, and implement a new or revised instructional model. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.

☐**Restart Model:** Close the school and restart it under the management of a charter operator, a charter management organization (CMO) or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

LEA Application Requirements

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

From the list of eligible schools, an LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school. Detailed descriptions of the requirements for each intervention are in Attachment II.
Note: Do not complete information about Tier III at this time.

					INTERVENTION (TIER I AND II ONLY)			
SCHOOL	NCES ID#	TIER	TIER	TIER	Turnaroun	restart	closure	transformation

NAME		I	II	III	d			
River Rouge New Tech High International Academy			X					X

FY 2010
SCHOOL IMPROVEMENT GRANT – Section 1003(g)
SIG II GRANT
RIVER ROUGE NEW TECH HIGH INTERNATIONAL ACADEMY
APPLICATION

TRANSFORMATION MODEL
New Tech Network
February 25, 2011

NARRATIVE

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a school improvement Grant. LEA's are encouraged to refer to their Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) to complete the following:

Provide a narrative description following each of the numbered items below for each school the LEA plans to service with the School Improvement Grant funds.

For each Tier I and Tier II school that the LEA commits to serve, the LEA must:

1. **Describe the process the LEA has used to analyze the needs of each school and how the intervention was selected for each school.** The LEA must analyze the needs of each Tier I, II or III school using complete and consistent data. (The school building plan provides a possible model for that analysis. Do not attach a copy of the district or building CAN.)

Analysis of Needs Process
School and District Comprehensive Needs Assessment
School and District Improvement Plans

River Rouge is a small southwest Wayne County, inner ring suburb in close proximity to the city of Detroit. The River Rouge community is extremely diverse and shares a rich multicultural history. Of the youth enrolled in the River Rouge School District, 71% are African American, 14% are White, and 15% are Hispanic. 35.56% live in extreme poverty, 91% receive free and reduced lunch, and more than 35% of the River Rouge adult population is illiterate. When compared to other school districts in Michigan, River Rouge has a significant number of youth living in single-parent family homes (54%), that are uninsured (32%), live in a home where one or more family members have addiction and substance abuse problems (16%), have or know a peer that is pregnant (28.1%), are potential candidates for dropping out of school (25.38%), and live in a home where one or both parents are unemployed (18.1%). Of the school population, 25% reside in public housing. River Rouge residents have a variety of health disparity factors, including a lack of primary care facilities. The median income for a household in the city is $25,000.00, and the median income for a family was $30,000.00. About 25% of families and 35% of the population were below the poverty line, including 50% of those under age 18.

The River Rouge School District serves and educates the children of the city of River Rouge and other residing communities. Due to increasing budget cuts and declining enrollment, the district has had to restructure how it does business and delivers quality services to students with less. Beginning the 2011-2012 school year, the district will be comprised of a high school (River Rouge New Tech High International Academy), a middle school (C.B. Sabbath 6-8 Preparatory Academy), and an elementary school (Ann Visger K-5 Preparatory Academy). The high school will have an enrollment of 500 students, 85% African American, 10% Hispanic, and 5% Caucasian.

The high school is currently accredited through AdvancED. The high school has adhered to all of the requirements outlined by the AdvancED Standards and Policies. The process identified by AdvancED has been used to analyze the needs of the school, and from that process, the **transformational model** for school improvement was selected by the staff. The school completed the required Self Assessment (SA), which helped to identify areas of strength and opportunities for improvement, as well as preparing for the required Quality Assurance Review (QAR). The Self Assessment identifies seven AdvancED Standards, Vision and Purpose, Governance and Leadership, Teaching and Learning, Documenting and Using Results, Resources and Support Systems, Stakeholders Communication and Relationships, and Commitment to Continuous Improvement. The faculty has met continuously to review all of the data available, which included perception data (surveys), academic achievement data (Local, State and National Assessments), and behavioral data (office referrals). The school has an assigned building NCA/SIP Chair who is responsible for facilitating and leading the faculty through the process.

Data used to identify the high school's academic needs included: MEAP, Explore, Plan, MME/ACT, WorkKeys, Northwest Evaluation Association (NWEA) and local assessments. A four year trend study of data on the MME/ACT indicates 11th grade students dropping in math proficiency from 7% (2007), 8% (2008), 14% (2009), to 0% (2010). Students with disabilities scored extremely low in math proficiency. Our 11th grade scores are also dropping in reading proficiency from 27% (2007), 26% (2008), 25% (2009), and 10% (2010). Again, data also indicate that our students with disabilities are also underperforming on the MME/ACT.

The River Rouge New Tech High International Academy used multiple data sources to gather through the Tier II School's Comprehensive Needs Assessment which included current data in four measurement areas: Student Achievement Data, Demographic Data, Perception Data, and Process Data to analyze the needs of our Tier II High School and to identify the appropriate intervention to support student learning –the New Tech High Reform Model. The Tier II School Improvement Team met to analyze student data and to identify the types of interventions that would enhance student learning through the New Tech High Reform Model. The district used the following data instruments to gather and analyze student results and select the **Transformation Model**.

Student Achievement Data:

According to student achievement data gathered, our high school student population falls significantly below state averages in all core academic areas. There are significant achievement gaps between the subgroups that must be improved through a system of interventions that is directly delivered through explicit instruction in the areas of reading, mathematics, science and social studies. Over the last four years, the trend toward partial proficient and not proficient has decreased significantly in all core areas assessed on the MME/ACT Tests.

MME Reading						
Year	No. of Students Assessed	Performance Levels				
		4-Not Prof.	3-Partial Prof.	2-Prof.	1-Prof.	Levels 1&2
2010	58	53%	36%	10%	0%	10%
2009	65	43%	32%	25%	0%	25%
2008	80	41%	33%	26%	0%	26%
2007	75	39%	35%	27%	0%	27%

MME Writing						
Year	No. of Students Assessed	Performance Levels				
		4-Not Prof.	3-Partial Prof.	2-Prof.	1-Prof.	Levels 1&2
2010	60	40%	58%	2%	0%	2%
2009	70	23%	61%	16%	0%	16%
2008	80	19%	74%	8%	0%	8%
2007	72	17%	76%	7%	0%	7%

MME Mathematics						
Year	No. of Students Assessed	Performance Levels				
		4-Not Prof.	3-Partial Prof.	2-Prof.	1-Prof.	Levels 1&2
2010	54	100%	0%	0%	0%	0%
2009	63	76%	10%	14%	0%	14%
2008	80	83%	11%	6%	0%	6%
2007	75	84%	9%	7%	0%	7%

MME Science						
Year	No. of Students Assessed	Performance Levels				
		4-Not Prof.	3-Partial Prof.	2-Prof.	1-Prof.	Levels 1&2
2010	55	87%	4%	9%	0%	9%
2009	67	76%	6%	16%	1%	18%

| 2008 | 80 | 58% | 20% | 23% | 0% | 23% |
| 2007 | 74 | 64% | 19% | 18% | 0% | 18% |

MME Social Studies						
Year	No. of Students Assessed	Performance Levels				
		4-Not Prof.	3-Partial Prof.	2- Prof.	1- Prof.	Levels 1&2
2010	54	22%	44%	33%	0%	33%
2009	63	27%	19%	46%	8%	54%
2008	80	16%	35%	36%	13%	49%
2007	74	15%	26%	51%	8%	59%

The School Improvement Team recognizes the need to gather multiple data sources through common assessments, formal and informal assessments in all core subject areas at all grade levels. Entrance and exit testing has also been recommended for all grade levels to better measure growth and program quality over time. We will develop an 8th grade assessment instrument to identify areas in need of improvement. Our MME/ACT subgroups have not shown growth over the last four years. It is evident that all subgroups are not performing at grade level in any of the core areas assessed.

Demographic Data:
An analysis of our student demographic data shows a dramatic decrease in student enrollment over the last ten years. The district has experienced a more substantial student loss than the Detroit Public School district. In a ten-year period, the River Rouge School District has experience a 54% loss. The district's loss in students was larger than the loss that Detroit Public Schools experienced (45%) over the same ten year period.

The River Rouge School District opened its doors to Schools of Choice students in 2001. This led to a temporary spike in population, which was short-lived. The influx of out of district students caused an outflow of resident students, resulting in a marked decrease in the overall student population.

The school population has stabilized at approximately 450-480 students over the past two years. Student numbers are higher at the 9th grade and decrease steadily from there. This indicates that students are leaving the district after their 9th grade year. School staff has identified the 9th grade as a crucial transitional year, and plans to the following transitional interventions in place: Gear Up Program partnership with Eastern Michigan, Single-Gender Student Advisories, Credit Recovery Courses, Dual Enrollment, Advanced Placement, Edge Reading, Success 101, and the New Tech High International Transformation Model.

Perception Data:
In 2009-2010, the school retained Resilience, Inc to conduct a perception survey of how all stakeholders valued education at River Rouge. The school also retained the Quaglia Institute to gather data on student aspirations. Examination of the data resulted in the following areas of concern for parents, students and staff:

Resilience, Inc Data
Student Perceptions
• There are no established rules and routines.
• Transitions are not quiet.
Staff Perceptions
• Teachers need to bond with students and get to know them as people.
• Teachers need to realize that things have changed and take a personal interest in student's lives.
• Teachers need to relate to students more.
Parent Perceptions
• Communication needs to improve between the school and parents.
• Supplies and materials are not available for their students.

Quaglia Institute Data
Student Perceptions • There is a lack of respect between teachers and students. • Teachers do not care bout students. • School pride is lacking.
Staff Perceptions • Students do not care about teachers as people. • Teachers feel overwhelmed and unrecognized. • School is not a creative, fun place. • Goals are not set with supervisors. • Teachers are not involved in school-wide decision making. • Central office is not in touch with culture of the school.

The School Improvement Team has work throughout the 2010-2011 school year to improve stakeholder perceptions by providing more opportunities for authentic communication between the school and parents. The school uses Echo, an asynchronous classroom management system that enables parents to access student data and parent/teacher communication tools from home. The adoption of a Positive Behavior Support program has helped to improve student/staff relationships. Orientation, Open House, and Parent/Teacher conferences have provided opportunities for teachers to meet and establish rapport with parents.

The Galileo Teacher Leadership Team (School Improvement Team) has established a comprehensive assessment system that utilizes longitudinal and current data, aligned with clearly defined student performance measures. The system is not only comprehensive but targets key essential standards that must be reinforced frequently in order for students to master these essential standards.

Data Identified by the Galileo Teacher Leadership Team and Being Monitored Longitudinally (5 Year trend Data) by the School Improvement Team includes all of the following:

Behavior Challenges:
- Code of Conduct Violations Data (Reported Daily in ZANGLE)
- Office Referrals (Documented in Written Forms and Kept by the Administration)
- Special Education Manifestation Hearings (Held in Students C60 Records)
- Suspensions (Reported in ZANGLE)
- Long Term Suspensions (As documented through the Office of Superintendent / School Board)
- Expulsions (As documented through the Office of Superintendent / School Board)

Attendance Challenges:
- Student Daily Attendance Data (Reported Daily in ZANGLE)
- Teacher Daily Attendance Data (Reported in CEPI)
- Student Truancy Data (Reported Daily in ZANGLE)
- Student Absenteeism Data – (Chronic Absenteeism/ Medical) (Reported Daily in ZANGLE)

Academic Achievement Challenges
- Low Test Scores Data (Reported Daily in ZANGLE)
- End of Unit Assessment Data (Reported in Gradebook ZANGLE)
- Progress Report Data (Reported in Gradebook ZANGLE)
- Low GPA Data (Reported Daily in ZANGLE)
- Failing Grades Data (Reported Daily in ZANGLE)

Social Emotional Challenges
- Office Referrals for Mental Health (Community Needs Assessment - Health Department Data)
- Special Education Disability Data (Reported in CEPI)

- Physical / Health Challenges Data (MIPHY Data)
- Substance Abuse Data (MIPHY Data)
- Health Data (Community Needs Assessment - Health Department Data)
- Environmental Data (River Rouge Community Environmental Data / Air Quality)
- Mental Health Counseling Data (Community Needs Assessment - Health Department Data)
- Dropout Data (Reported in CEPI)

The Galileo Teacher Leadership Team is currently working with this data in order to identify a seamless process to help high school students succeed in high school, graduate and attend a four-year college institution. The team has clearly identified student performance measures to support academic achievement. The Galileo Teacher Leadership Team (SIP Team) has implemented a system-wide framework for using multiple sources of disaggregated data to inform strategies to close the achievement gap. Courageous conversations dealing with curriculum, instruction, assessments, and leadership issues that yields timely and accurate information that is meaningful and useful to the school, district and school leaders. The Galileo Teacher Leadership Team's focus in eliminating the achievement gap and increasing overall student achievement in all core academic subject areas. The SIP Team is interested in identifying best practices and programs that improve student achievement.

Teachers are evaluated annually using the Teacher Evaluation Appraisal Process as identified in the required activities of the Teacher Evaluation component of the Transformational Model in this SIG II grant. The Principal and other Central Office Administrators are and will continue to be evaluated using the Balanced Leadership Administrative Performance Appraisal Instrument identified in the required activities of the Principal Evaluation component of the Transformation Model. As indicated in this application, each system is evaluated annually and yields information that is reliable, valid and bias free. Fidelity and consistency is critical to aligning our Teacher and Principal Evaluation Appraisal Process. The evaluation instrument is directly coordinated to include effect size that positively impact student achievement as a direct result of effective classroom instruction and strong intentional instructional leadership.

Intervention Selection:

The School Improvement Team after careful evaluation of student achievement and AYP data selected the **Transformational Model** as the Reform Initiative that will be used as the main Intervention to increase student learning. As highlighted above multiple data has been used to identify the reform model that will help this SIP Team turn the school around. The School Improvement Team members have attended a five-day New Tech training session in Indiana during the month of June 2010 that prepared them to develop standards-based / project-based integrated lesson plan units. The SIP Team will return to Indiana for additional training June 2011. The high school staff is excited about the opportunity to implement explicit instruction and other 21st Century Innovations to their students. On Wednesday, February 17, 2011, the school received a $179,000 ARRA Title I, Part A - 1003(a) grant to implement several of the initiatives discussed within this grant. The SIP Team met and submitted a strong grant that has been funded. This initiative includes the implementation of a strong collaborative with EMU and WCCCSD. We will offer Dual Enrollment opportunities to 100 - 11th and 12th graders, ACT Prep, Professional Development, and a CAN system conducted by EMU staff.

2. Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively, the required activities of the Transformation Model. Data and process analysis to assist the LEA with this application may be found throughout this application for the high school and in the District Implementation Plan. In the Rubric for Local Capacity, local challenges are indicated by the categories "exemplary," "implemented," "getting started," and/or "partially implemented."

The River Rouge School District's Strategic Plan - "Blueprint for Success" is one of our guiding tools to help turnaround our high school. The vision statement, "All students succeeding no matter what it takes," promotes a promise that we will do everything to support student learning from cradle to college, careers

and citizenship for all. The River Rouge School District and its Board of Education are committed to assist the Tier II school – River Rouge New Tech High International Academy to fully implement the proposed Michigan Transformation Model. The River Rouge School District is committed to the support of all transformation school improvement strategies, focused and specific with professional development aligned to provide expertise in each identified area of need in our Tier II school.

It is our expectation that the NTH Transformation Model will be the turnaround educational reform that will become the adopted throughout the academy to improve student achievement. Our SIP leadership team will work to align local district objectives to those of the state of Michigan HSCE's through elevating the essential power standards to improve student learning. The SIP leadership team will focus on first things first: what we teach, how we teach and literacy. A laser-focused on elevating the essential power standards will be a major focus of our to school improvement effort.

The River Rouge School District will ensure that the building leadership will be strong by providing operational flexibility to implement the NTH reform. Our efforts will be sustained and fully supported by our central office personnel. The district is committed to the NTH transformation model and will support all of the components that will make real systems change throughout the school. The staff and the leadership is committed to providing research-based/evidence-based practices that incorporate (a.) a process for universal screening and developing individual student success plans, (b) ongoing progress monitoring that drives instruction at the student level and monitors instructional delivery and implementation, (c) an explicit, district-wide resource coordinating team to support student-level action plans, (d) common preparation time for data analysis evaluation, and use, (e) multi-tiered differentiated response to interventions (RtI), and (f) a flexible, data-driven/supported decision making process that is transparent and includes research-based/evidence-based measures of student achievement.

All of our district administrators will continue to be evaluated annually using the River Rouge Balanced Leadership Administrative Appraisal process that measures the administrator's performance in increasing student achievement and program effectiveness. The Balanced Leadership Administrative Performance Appraisal process focuses on 21 core principles that a leader does to increase student achievement. Each of the twenty-one variables has a positive effect size that increases student achievement if implemented successfully and intentionally. Specific instruments also used for reviewing achievement include; CLASS A - Assessments, MEAP, MME/ACT, WorkKeys, PLAN, EXPLORE, and Common Assessments. The Galileo Teacher Leaders in collaboration with the school administrator will establish a high performing Purposeful Community (Professional Learning Community) where this critical friends group will review data, student work, assessments, and classroom practices for effectiveness. This team will use student and school data to improve instructional strategies and deliver interventions appropriately. The River Rouge New Tech High International Academy will implement an effective RtI program that is tiered to support at-risk students in need of additional interventions. Through the use of Class A, Formative and multiple assessments, high school students will be progressed monitored throughout the year.

The River Rouge School District has the capacity to use school improvement funds afforded to provide adequate resources and related support to the River Rouge New Tech High International Academy. In order to implement the required activities of the school intervention model successfully, the River Rouge New Tech High International Academy has committed additional funds to support the New Tech High International Model. The School has purchased the following: Technical Assistance Support Services from the New Tech Network, purchased Laptops for each student, purchased NTN Infrastructure to support the Student Tech Portal, the Smart boards, and the Echo system to support Project-Based Learning.

The River Rouge School District has been the recipient of numerous state and federal categorical grants. The district will enable the deployment of positive external providers that bring a wealth of research-based experiences to the implementation of the NTH Transformational Model. The District will continue to fund components of the school's Positive Behavior Support, Individual Student Success Plans, Resource Coordinating Teams, Michigan Virtual, Dual Enrollment, and other post-secondary initiatives.

All of our providers have agreed to work as part of our Transformation Team that will work towards turning around our high school. The building leadership team selected the NTH Transformational Model

because of the high fidelity. The River Rouge School District has contracted with the New Tech Network to help coordinate and implement a highly successful New Tech High School. This partnership includes the coherent implementation of a disciplined data-driven approach to school reform. The New Tech Network will work closely with the River Rouge New Tech High International Academy to ensure success.

To address other areas identified as needs, the River Rouge School District will implement a standards-driven instrument that will be used to disaggregate Class A student assessment data that can be used by teachers on a daily basis to assist struggling learners. The Galileo Teacher Leadership Team will coordinate ongoing curriculum mapping sessions to identify the 20 essential power standards per course offered, pacing guides to support the teaching of these power standards, pre/post tests, quarterly assessments, Mid-term, and a Final Exam for each course offered. All curriculum that will be delivered to our high school students will be directly aligned to the Michigan's Grade Level High School Content Expectations (HSCEs). Monthly critical friends group meetings will be held by the Galileo Transformational Team to progress monitor student achievement growth through the identified tiered level of support.

As soon as the River Rouge Board of Education received notice that the high school was identified as one of the State's 5% persistently low-achieving school, it took action to direct the Superintendent of Schools to secure funding through grants (SIG II) to support the implementation of the NTH Transformational Model. The School Board is committed to searching for alternative funding sources as well as the replacement of the building principal in the Tier II school. The district will triangulate multi-student achievement data and align results to effective instructional practices to improve student learning. The River Rouge Educational Association (RREA/MEA) Leadership Team collaborated with the River Rouge Administration to create the new River Rouge Teacher Evaluation Instrument that measures teacher performance based on student growth. The committee met throughout the 2010-2011 school year to develop the attached Teacher Evaluation Program. The program is designed for all teachers to have annual evaluations. The new teacher evaluation process will go into effect during the 2011-2012 school year. The staff will use the first year to further develop the definition, instruments and process to define annual student growth. The current collective bargaining agreement allows for teaching assignments as management right as outline by Michigan School Law. Therefore teachers can be moved in and out of the high school building according to what the building administrator deems appropriate. Our principal has the administrative right to place a non-performing teacher into an Individual Development Plan for improvement. The principal is responsible for providing the teacher with reasonable support for improvement.

It is evident that the New Tech High International Transformation Model requires high levels of community and parental involvement. There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in our school. Parents, as well as businesses, social service agencies, and community colleges/universities play an integral vital role in this effort. The engagement of parent in meaningful context is vital to student learning. Our teachers truly believe that parents are our partners in education. We will reach out to parents through a variety of ways. We will create a student grade portal where parents can have access and be able to monitor their child's progress, attendance and behavior, Parents will also be able to communicate with their child's teacher electronically.

Our staff is committed to a two-way line of communication that empowers parents to get involved. The school will sponsor student field trips and clubs to engage parents in their child's education. Our teachers will make contact with parents throughout the year through short emails that introduce the projects and the learning required. We will involve parents in the learning process by asking them to serve in a panel that reviews the completed projects. Community, business and industry are a key component of the NTH International Transformation Model. The school understands that every student in our NTH must complete a three weeks internship in a business and must complete a minimum of 12 dual enrollment credits hours in a community college or university.

To ensure the true implementation of the NTH Transformational Model, the Galileo Teacher Leadership Team, will implement a complete turn-around change in school culture and how the high school does business. The staff will commit to using student test data to identify areas of strengths and deficiencies. The staff will intentionally elevate the essential power standards to improve student learning. The New Tech

Network will assist our teachers with a complete system of delivering quality instruction to students using 21st Century learning practices (PBL – Project Based Learning, one-to-one computing, integrated courses, team teaching, common assessments).

In addition, the staff will participate from high quality on-the-job/classroom based professional development that is presented through multiple medians (coaching, mentoring, classroom observations, demonstrations, etc.). Our teachers will receive sustained professional development in how to run an effective purposeful community (PLC), PBL, Class A, Thinking Maps, PBS, and other systems proven to increase student achievement. The SIP Team will develop a comprehensive professional development plan that will assist teachers with delivery of quality lessons, curriculum alignment, and the use of common assessments. Teachers will use ten additional days for professional development. These days will also be reinforced through ongoing professional development activities scheduled before, after school, Saturdays and during the summer.

The NTH Literacy Coach will visit teachers on a regular basis to ensure fidelity and the full implementation of the NTH Transformational Model. The district will also coordinate additional technical assistance to support student learning.

The River Rouge New Tech High International Academy is accredited through AdvancED. A SNAPSHOT OF OUR - AdvancED Process Data is highlighted below:

The AdvancED self-assessment was completed in February of 2009. The School Improvement Team together with administrators examined the CNA and current school processes to determine areas in need of improvement. The following are areas determined as emergent or not evident.

Standard 1:2 1:5 and 1:6 Vision and Purpose	"Implemented"
We recognize the need to ensure that the vision and purpose guide the teaching process, and plans to rewrite the curriculum with this in mind is well on the way.	
Standard 2:1 2:2 2:4 2:7 Governance and Leadership	"Implemented"
Restructuring of schools, staff and administration on a yearly basis have hindered compliance and creation of policies. We are working toward better understanding and adherence to current policies that are in place. Though local assessments are being created, the team has determined that common, grade-level entry and exit testing should occur in order to better monitor student performance and school effectiveness. Student participation in decision-making has become more apparent, though documentation of this is informal.	
Standard 3 All standards are emerging Teaching and Learning	"Examplary"
The team realized that the curriculum used was inadequate for our current needs. Plans to rewrite additional curriculum units are well in the works for the 2010-2011 school year. Review of MME data has begun. Project-based learning activities will be integrated into the rewritten curriculum. The school has purchased Smart boards and laptop computers for each student to use while learning core content instruction. The school has committed to the implementation of numerous initiatives to aid instruction, including brain-based research, Carnegie Math, the Teach! Initiative that promotes differentiated instruction, technology training for instructors to better utilize the Smart boards in the classroom, the Edge reading initiative, the Math in CTE initiative and the Kaplan ACT advantage series. Teachers will also be participating in a book study using the Skillful Teacher by Jon Sphier, Mary Ann Haley-Speca and Robert Gowen in order to be exposed to and discuss best practices for the classroom.	
Standard 4:1 4:2 and 4:4 Documenting and Using Data	"Implemented"
The team has identified the need for performance measures and a comprehensive assessment system for measuring progress toward meeting the expectations for student learning. Entrance and exit exams as well as common assessments that reflect student achievement are in the development phase.	
Standard 5:5 Resource and Support Systems	"Implemented"
School budgeting includes monies set aside for teacher professional development within the school for the	

creation of team building for teachers and the development of professional learning communities. While individual teachers are given the opportunity to attend professional development, little time or resources are set aside for them to disseminate information to other staff members. Currently, there is only one counselor in the high school to provide both counseling and career support for students.		
Standard 6 Stakeholder Communications and Relationships	**"Implemented"**	
While all indicators were operational this year, parent perception still points toward a lack of communication between the school, teachers and parents. As a result, more creative, innovative methods of communication need to be devised and implemented.		
Standard 7 All standards emerging: Commitment to Continuous Improvement	**"Exemplary"**	
The team continues to bring a strong commitment toward continuous school improvement. Structured meeting times for the team and school-wide committees to examine data, monitor improvement, and modify instructional practices is being considered through SIG funding.		

The school used the data from AdvancED Standards and Policies to identify the correct Transformational Reform Model. The New Tech High Transformational Model was selected by the SIP Team as the model to turnaround the school. The school completed the Self Assessment (SA), the Quality Assurance Review (QAR), and identified all types of data (perception data, academic achievement data, behavioral data, and process data) to transform the school.

Other Resources Alignment:

Operational flexibility is provided through the SIG II grant in the following three areas: (1) increasing student contact time for high school students, (2) administrators retaining the right of staff assignments, and (3) a sustainable job-embedded professional development schedule that was developed on the needs of our high school. The following table depicts all program/personnel expenditures along with the estimated yearly cost. The following section will clearly outline each initiative and provide sustainability information pertaining to cost.

Year 1 - Pre-Implementation		
Professional Development / Purposeful Community / Professional Learning Community	<u>**Professional Development**</u> (PD) for Content Area Galileo Teacher Leaders and the School Leader to work closely with Dr. Phyllis Noda - EMU Professor and EMU Team to develop the following: *Outcomes/Deliverables:* • Individual Achievement Maps for Students (IAMs) including achievement data, occupational preference testing, portfolio assessment tools; • Development of formative and additional summative tools (as needed); • Up-close formative and summative analyses from all internal and external stakeholders; • "Meta-Analysis" of available data; and • Data-Based Recommendations and Plan of Action (A1.) District will employ substitute teachers to release Galileo Teacher Leaders to work closely with EMU Professor Dr. Phyllis Noda and EMU Team to develop the school's PLC. Timeline/Associated Costs $90 per substitute per day x 5 days per teacher x 5 teachers = <u>Grand Total $2,250</u> (A2.) District will provide the five Galileo Teacher Leaders (MATH,	**$32,250**

	ELA, SCIENCE, SOCIAL STUDIES, AND FOREIGN LANGUAGE HIGHLY QUALIFIED TEACHERS) and the School Leader with a $5,000 Stipend @ $50.00 per/hour x 100 hours = $5,000 x 6 leaders = <u>Grand Total: $30,000</u> to: - Complete the AdvancEd Report - Develop PBL Pacing / Curriculum Support - Plan for Fall Rollout / Implementation of ECHO - Redesign Plan Implementation (School Improvement) in Phases - Develop a PLC Process / Meetings of the Minds – Critical Friends Group Process - Develop a School Calendar for the Year - Develop a School Professional Development Calendar - Develop New Tech Network – Entry Documents - Align of Quarterly Class A Assessment / Calendar - Develop MME/ACT Testing Alignment	

WorkKeys School Lab	<u>**WORKKEYS SCHOOL LAB – SAT/ACT PREP LAB:**</u>
	
	Outcomes/ Deliverables
	<u>January - September, 2011 Launch an ACT & WorkKeys Prep Apple Computer Lab</u> that will serve student year round.
	
	   o *Kaplan Complete ACT Course*
	
	   o *Kaplan Advantage:* ACT – Math
	
	   o *Kaplan Advantage: ACT* – Science
	
	   o *Kaplan Advantage: WorkKeys Preparation Combo*
	
	   o *1 Mini Display Port to VGA Adapter = $29.00*
	
	   o *36 iMacs, 20 inch @$1,013 x 36 = $36,468*
	
	   o *Apple Care Protection Plan @$119 x 36 = $4,284*
	
	   o *36 Microsoft Office /36 Adobe Creative Suite 5 license /1 Adobe Creative Media = $13,091.36*
	
	   o *2 HP Color LaserJet Printers @ $532 x 2 = $1,064*
	
	(B.1) The School will purchase an Apple WorkKeys / SAT / ACT Computer Desktop Lab to serve students all year round in preparing for the MME / ACT.
	
	Timeline/Associated Costs
	 Apple WorkKeys/SAT/ACT *Computer Lab* = <u>Grand Total: $54,936.36</u>
		$54,936.36

Instructional Programs	**C.) (GRAND TOTAL):**
	
	(C1.) **KAPLAN Learning Services – ACT & WORKKEYS PREP**
	
	Outcomes/ Deliverables
	<u>February – March, 2011 Launch an 11th Grade ACT & WorkKeys Prep Class</u>
	
	   o *Kaplan Complete ACT Course (for up to 25 students) – includes* all teaching, materials, and Practice Test with Kaplan scoring and reporting (Quantity 4 / Unit Price $5,650 / Total: $22,600)
	
	   o *Kaplan Advantage:* ACT – Math Student Edition (1 Teacher
		$75,813.64

Edition per 25 SEs ordered) (Quantity 110 / Unit Price $17 / Total: $1,870)

- *Kaplan Advantage: ACT* – Science Student Edition (1 Teacher Edition per 25 SEs ordered) (Quantity 110 / Unit Price $17 / Total: $1,870)

- *Kaplan Advantage: WorkKeys Preparation Combo* – Applied Math and Reading for Information Student Editions: (1 Teacher Edition per 25 SEs ordered*)* (Quantity 110 / Unit Price $23.90 / $2,629

Timeline/Associated Costs
Kaplan ACT / WorkKeys Preparation Combo Materials for 110 juniors = $28,969 + Shipping & Handling $509.52 = _____ Total: $29,478.52

(C2.) **WCCCSD DUAL ENROLLMENT – Tuition, Books, Fees**
Outcomes/ Deliverables
Summer, 2011 Launch WCCCSD SUMMER DUAL ENROLLMENT COURSES

- *Offer two (2) 3 credit hour dual enrollment college classes to 25 students throughout the summer of 2011.*

Timeline/Associated Costs $400 per student/3 credit hours x 2 = $800 x 25 =Total $20,000
Alternatives $800 per student for college credit (6 credit hours) for 25 students = $20,000 (tuition, books, fees).

(C3.) **EMU DUAL ENROLLMENT – Tuition, Books, Fees**
Outcomes/ Deliverables
February 15, 2011 Launch EMU AP External Career Tech Exploratory Class

- *Information Assurance Model* one-two sessions 6 week blocks with 6 weeks of concurrent instruction in Introduction to Technology ("What it is, What it does, where you fit"), and

Timeline/Associated Costs
Alternatives $1,000 per student for Advanced Placement University credit (3 credit hours) for 21 students = Total $21,000 (tuition, books, fees).

(C4.) **RENEWABLE ENERGY PBL MATH/SCIENCE PROJECT – HYDROGEN POWER CAR**
Outcomes/ Deliverables
Spring, 2011 Launch a Renewable Energy Hydrogen Car Math/Science Project with 35 students and parents

- *Offer a renewable energy hydrogen car math/science PBL project to 35 students throughout the spring of 2011.*

Timeline/Associated Costs $150 per renewable energy PBL cars/ $150 x 35 = Total $5,335.12

Preparation for Accountability Measures	**Professional Learning Community** (PLC) of all instructional personnel (Galileo Teacher Leaders and School Administrator) that will work with the external evaluator and EMU team to: (D1.) *Design, Conduct, and/or Retool/ Compile* the Comprehensive Needs Assessment: (Data as reported in SIG Proposal to State of Michigan Department of Education 2010-11 from the externally contracted providers appears unrelated to design and/or	**$16,000**

inconclusive).

In addition to a meta-analysis of all data points, the Comprehensive Needs Assessment will provide the following:

Outcomes/Deliverables:
- Individual Achievement Maps for Students (IAMs) including achievement data, occupational preference testing, portfolio assessment tools;

- Development of formative and additional summative tools (as needed);

- Up-close formative and summative analyses from all internal and external stakeholders;

- "Meta-Analysis" of available data; and

- Data-Based Recommendations and Plan of Action

Time on Task and Projected Costs:
January - February 2011: 160 hours inclusive of collection, interpretation, interviews and preparation and execution of final document @ $100.00 p/h = GRAND TOTAL: $16,000 (Contracted Services).

	GRAND TOTAL	$179,000

Program/ Personnel	Funding Source Expenditure Description	Amount Year 1 Estimated Cost	Amount Year 2 Estimated Cost	Amount Year 3 Estimated Cost
Adopted New Tech Network (NTN) Model Fee	The NTH Model will be used as the Transformation Model to support student learning. All component of the proposed model has been discussed throughout this SIG II application to support student achievement. The New Tech Network is the perfect service provider and will oversee all of the components of NTH transformational Model. The NTN will assign a Transformation Director who visits the	$150,000	$50,000	$0.00

	school monthly for the next three years and works side by side by the NTH Literacy Mentor assigned to the high school for the purpose of turning the school around. Through a collaborative partnership, the high school will achieve the following outcomes: • Implementation of a coherent, disciplined approach using data/evidenced-based decision-making to improve teacher and administrative leadership • A clear data profile that illustrates the story of the school's growth over time through the use of multiple data source. We have a cohesive plan that is being implemented and followed with high fidelity. The district will analyze evaluations to assure the effectiveness and level of change in practice at the school per the NTH Model. The NTN will work with the Galileo Teacher Leadership / SIP Team to develop the following: • Convening school data gathering CNA data and spearhead the design of the NTH Transformational Model • Assessing strengths and weaknesses of the current system • Conducting stakeholder meetings with teachers and administrators to share NTH best practices and school priorities • Exploring options for student performance and student growth measures • Training teachers on how to teach PBL lessons and how to utilize the ECHO Teacher Platform Electronic System • Assisting the school with how to better address barriers to learning that keep young people from learning • Coaching each teacher monthly • Training teachers throughout the summer			
Michigan Fellowship Institute	SIG II Funds will be used to sponsor the School Improvement Team to participate from the Michigan Fellowship Institute throughout the 2010-2011 school year. This initiative will support the Marzano's – MCREL Balanced Leadership Best Practices that have a positive effect size on student achievement. This Team will work closely with NTN to ensure a clear articulation of responsibilities and scope of work that will be provided to support student learning. We plan to achieve the following outcomes:	**$50,000**	**$50,000**	**$50,000**

	- Implementation of a coherent, disciplined approach to using data to drive decisions in the SIP Team - A clear data picture that illustrates the story of the school's growth over time in multiple areas. Technical assistance will be provided by the Michigan Fellowship Institute to support the School Improvement Team implement all of the components of the NTH Model.			
Michigan Fellowship Data Coach SIP – SIG II Director Responsible for the Full Implementation of the NTH Transformational Model	The School will hire a part-time School Improvement Data Coach from the Michigan Fellowship Institute. (Contracted Services) This highly qualified individual will meet with the SIP Team and the Principal to: convene school/district committee to spearhead the design process, assess strengths and weaknesses of he current system, and conduct stakeholder meetings with teachers and administrators to share best practices and identify school/district priorities. The SIP Data Coach will provide technical assistance to the School Improvement Team and will serve as the Director of the SIG II Transformational Model. The Data Coach will institute a data disaggregation tool - CLASS A and provide training for staff on how to use data to impact student learning.	$50,000	$50,000	$50,000
Graduation Coach 9-10	The School will employ a part-time (35 hours per week) 9th-10th Graduation Coach that will service our student population in the following capacity: Student Advisories, college preparedness, transcripts, etc. The Graduation Coach will provide direct support to students through the Advisory Capacity. They will ensure that all staff adhere to the 4 C's: College, Careers, Community Service and Cultural Experiences. (Contracted Services)	$55,000	$55,000	$55,000
Graduation Coach 11-12	The School will employ a part-time (35 hour per week) time 9th-10th Graduation Coach that will service our student population in the following capacity: Student Advisories, college preparedness, transcripts, etc. The Graduation Coach will provide direct support to students through the Advisory Capacity. They will ensure that all staff adhere to the 4 C's: College, Careers, Community Service and Cultural Experiences. (Contracted Services)	$55,000	$55,000	$55,000

IT Network Administrator	The School will employ a part- time (35 hours per week) IT Network Administrator that will service our student and teachers in the use of technology as needed to operate a highly effective NTH. The IT Network Administrator will provide direct support to students and teachers through technology innovation (Contracted Services)	$55,000	$55,000	$55,000
Harvard Institute	The school principal will attend a 5-Day Institute at Harvard.	$10,000	$10,000	$10,000

	The Principal will utilize the learning to promote student achievement and prepare teachers to serve as leaders.			
RtI	The RtI framework / concept will be used to drive all interventions through a multi-level prevention and support system. The process will become embedded into the daily work of the school through the early identification of students exhibiting at-risk behaviors, providing evidence based interventions, monitoring student outcomes, and continuously adjusting the process as needed. The district will ensure that the staff and all service providers understand the RtI concept and use to concepts when providing services to the school.	$33,264	$33,264	$33,264
Positive Behavior support (Wayne County RESA)	The Positive Behavior Support Program will address the personalization component of the NTH Transformational Model. The PBS initiative will focus in building the following: • Relationship Building • Resiliency • Sense of Belonging • Respect • Responsibility The PBS Team will be responsible for the following: • Program Development • Yearly Evaluation Data Gathering and Monitoring • General implementation Costs associated with this System • Substitute Costs • Meeting Monthly to review student data • Parent / community engagement partnership required • PBS Master Plan	$20,000	$20,000	$20,000
City Year Americorp Volunteer Program	The NTH will contract with City Year Americorp to provide five college students to support our youth in the following areas: • Mentoring • Tutoring • Community Service Projects • Project-Based Learning • Positive Behavior Support • Student Mediation • Conflict Resolution (Contracted Services)	$50,000	$50,000	$50,000
Class A Quarterly Common Assessments	The School will work with WCRESA to develop quarterly common assessments through the Class A System. Students will be exposed to quarterly common assessments that will help them to prepare for the MME/ACT tests.	$23,500	$23,500	$23,500
Student Success Plans	The School will create Student Success Plans for at-risk students that need additional assistance in order to have academic success in high school. The Graduation Coaches will be responsible for developing individual student success plans for at-risk students struggling academically.	$8,450	$8,450	$8,450
Galileo Teacher Institute	The WCRESA will sponsor four Galileo Teachers throughout the year to participate in Leadership Development opportunities.	$4,000	$4,000	$4,000

	Five high school teachers will participate from the Galileo Teacher Leadership Institute for the 2011-2012 school year.			
Student Advisory	Extended School Day –an additional period will be added to the school day twice per week for single sex- student advisories $20.00 per /hr x 4 hrs/wk=$80.00 x18 Teachers = $1,440 per teacher x 38 wks = $54,720 This experience will ensure that we have qualified teachers to serve as student mentors through our required student advisories per the NTH Model. Fica + Retirement = $17,510 $54,720 + $17,510 = $72,230	**$72,230**	**$72,230**	**$72,230**
Dual Enrollment (Tuition, Books, and Fees)	The school will use SIG II funds to support college or university tuition, books and fees required for Dual Enrollment. The NTH Transformational Model requires every NTH student to graduate with a minimum of 12 credit hours of college credits (a requirement of NTH).	**$50,000**	**$50,000**	**$50,000**
Technology	The School will purchase: Year 1: four labs ($50,000 X 4 = $200,000) to support the NTH computing system that will be used to provide students with before, after school, Saturday, and Summer learning opportunities. Students will have labs available for use after school hours to recover credits. Please note that the NTH Model requires a ONE-TO-ONE COMPUTING requirement. Year 2: $50,000 X 6 = $300.00 Year 3: $50,000 X 7 = $350.00	**$200,000**	**$300,000**	**$350,000**
Title I ELA Class Size Reduction Co-Teacher (As required by NTN)	The school will hire a Title I ELA Co-Teacher to support students in English. The School will hire a Title I ELA Co-Teacher to support student learning. Salary: $71,550 Health /Fica/ Retirement = $42,175 Total = $113,725	**$113,725**	**$113,725**	**$113,725**

Title I Math Class Size Reduction Co-Teacher (As required by NTN)	The School will hire a Title I Math Co-Teacher to support students who lack math proficiency skills. The District will hire a Title I Math Co-Teacher to support students in Mathematics through Carnegie Math. Salary: $71,550 Health /Fica/ Retirement = $42,175 Total = $113,725	$113,725	$113,725	$113,725
Title I Science Class Size Reduction Co-Teacher (As required by NTN)	The school will hire a Title I Science Co-Teacher to support students in Science. The School will hire a Title I Science Co-Teacher to support student learning. Salary: $71,550 Health /Fica/ Retirement = $42,175 Total = $113,725	$113,725	$113,725	$113,725
Title I Social Studies Class Size Reduction Co-Teacher (As required by NTN)	The school will hire a Title I Social Studies Co-Teacher to support students in Social Studies. The School will hire a Title I Social Studies Co-Teacher to support student learning. Salary: $71,550 Health /Fica/ Retirement = $42,175 Total = $113,725	$113,725	$113,725	$113,725
Staff Incentives 10 Additional Teacher PD Days	The School will extend the year for teachers by 10 days for a total of 193 school days to provide 10 days of professional development. $495 per Day X 10 days = $4,950 x 18 Teachers = $89,100 + $28,512 F/R = $117,612 The Teachers will use these ten days to analyze student data, attend professional development, and attend site visits to other NTHS in the country. Teachers will be held accountable for the implementation of all best practices gained through professional development experiences.	$117,612	$117,612	$117,612
Student Result Teacher Financial Incentive Bonus	Student Results/Performance-Based Teacher Financial Incentives and New Teacher Retention: 18 Teachers x $2,000 each = $36,000 Teachers will be compensated for improving student achievement. They will receive a $2,000 bonus for increasing student achievement. Funds will also be used to support new teachers. The teachers will pilot the new student growth teacher appraisal process included in this SIG II application. This teacher evaluation process highlights how teacher performance will be evaluated based on student growth. This model will look at individual teacher performance in the implementation of all aspects of the NTH Model. Teachers will work with the administration to outline a comprehensive process for rewarding employees that get results with our student population. We will also implement an attendance bonus where when a teacher attends the complete summer professional development training sessions, they will be rewarded $100 dollar bonus. $36,000 + $11,520 (Fica/Retirement) =$47,520	$47,520	$47,520	$47,520
Academic Intervention Dean for 9th - 10th Grade	The school will hire a part-time (35 hours per week) 9th – 10th grade Academic Intervention Dean that will be responsible for eliminating barriers to learning that contribute to the achievement gap.	$55, 000	$55,000	$55,000

	• Poor attendance and truancy • Poor behavior • Poor grades • Poor studying habits • Poor health and physical fitness • Poor self-esteem • Substance abuse • Homelessness • Other (Contracted Services)			
Academic Intervention Dean for 11th - 12th Grade	The school will hire a part-time (35 hours per week) 11th – 12th grade Academic Intervention Dean that will be responsible for eliminating barriers to learning that contribute to the achievement gap. • Poor attendance and truancy • Poor behavior • Poor grades • Poor studying habits • Poor health and physical fitness • Poor self-esteem • Substance abuse • Homelessness • Other (Contracted Services)	**$55,000**	**$55,000**	**$55,000**
Field Trips	After School Content Area Clubs support / enrichment activities for students identified in need of support in identified content areas. After School Content Area Clubs support / enrichment activities for students identified in need of support in identified content areas.	**$10,000**	**$10,000**	**$10,000**
Red River Productions	Red River Productions Co. consultants using multi-media to address ELA and Social Studies skills – training students in the writing process through real world situations. Training students in professional video production, graphic design projects and digital media. Red River Consultants will work on projects with 50 high school students.	**$50,000**	**$50,000**	**$50,000**
Clubs	Content Area Clubs support / enrichment activities for students identified in need of support (resiliency inc, Science enter, U of M Hospital, Hilberry Theater, Lansing, DECA The School will sponsor content area clubs to engage students in further meaningful exploration of content.	**$50,900**	**$50,900**	**$50,900**
ACT Prep	ACT Plan 10th Grade, ACT – Explore 9th Grade. WorkKeys. Kaplan ACT Tutors – 11th Graders Students will participate from ACT Prep and other forms of intervention to support academic achievement.	**$20,000**	**$20,000**	**$20,000**

Extended Learning Opportunities Before/After School, Summer, Saturday	Extended learning opportunities aligned with academic achievement goals will be offered to all students before, after school, Summer and Saturdays. The district will engage in on-going evaluation to ensure that the students are making academic progress. The district office will hire staff, acquire instructional materials, and support teachers through professional development. After School: $20.00 per/hr x 2 hrs/day x 4 days = $160.00 per wk x 38 wks = $6,080 per teacher x 8 teachers = $48,640 Summer Academy: $20.00 per/hr x 4 hrs/day x $80.00 x 4 days per/wk = $320.00 per/wk x 6 wks = 1,920 per teacher x 18 teachers = $34,560 $83,200 Salary + $26,624 Fica/Retirement = $109,824	$109,824	$109,824	$109,824
Summer PD Plan	The School will develop a Comprehensive Professional Development Plan that is inclusive and supportive of all required training needed per NTH Model. Each summer the staff will engage in professional learning activities aligned to the goals of the Transformation Plan. Incorporated in our extended learning program, our teachers will be responsible for attending before/after/Saturday/Summer staff development. Topics included in these workshops: MME / ACT, WorkKeys, Data-Driven Decision Making, Technology, Parental Engagement, Differentiation, Direct Instruction, PBS, PBL, Balanced Leadership, PTC, and Learning Circles. Salary $25,000 + Fica + retirement $8,000 = $33,000 Total	$33,000	$33,000	$33,000
Parent Involvement	The School will facilitate parental involvement initiatives that support student achievement. The District will assist in facilitating the program with community organization by providing transportation, meeting space, training and support. The School Leadership team, administration, and district staff will oversee the implementation of the service-learning project.	$10,000	$10,000	$10,000
Indirect Cost	The District's Indirect Cost is 4.49 x $2,000,000.00 = $89,800	$89,800	$89,800	$89,800
GRANT TOTAL for all Three Years = $6,000,000.00		**Year One $2,000,000**	**Year Two $2,000,000**	**Year Three $2,000,000**

The District has put in place all of the systems and processes necessary to implement a comprehensive NTH Transformational Model. The District has an approved 5 Year Deficit Elimination Plan (DEP) filed through the Michigan Department of Education. The Operating Budget is well contained and balanced as highlighted in the 5 Year DEP Plan. Our teachers have taken unprecedented 15% reduction in salary, reduced health care costs, and have agreed and ratified a three year contract that commits to the NTH Transformational Model. Our financial standing is good and we are current with all of our vendors. The District's Director of Business and Finance has developed an electronic purchase order process for getting invoices paid in three days. All District staff had received cross training on how to process and invoice. The

Board of Education has a policy that does not allow the administration the option to put the District at-risk of not being able to borrow money.

As you can see the data systems are in place that provide rapid information to teachers to inform instruction. Teachers are highly trained in the use of technology. The District uses e-rate funding to support building technological needs and funding from alternative funding sources to support building management and operations. Our teachers have received over 100 hours of professional development in the use of technology for the purpose of instruction. Teachers use the electronic NTN-ECHO Platform to develop their project-based lessons, input standards and projects, input course syllabuses, grades, attendance, rubrics, and other related documents. The use of Web 2.0 is a daily requirement of all NTH students and teachers.

The District provides invaluable support through a commitment to honoring what goes on in the classroom. Our classrooms are "sacred". We invest a lot of funding to support our District's Educational Plan. As outlined in the Transformational Model within this SIG II Grant, the River Rouge School District has outlined a clear roadmap to turn the high school around and have created a systematic process for change. The curriculum has been aligned to the state standards and its being adhered to. Teachers are using the MME / ACT / HSCEs to teach our young scholars. The District has been working with WCRESA staff in the alignment of CLASS A Assessments. Our teachers have been trained on how to use and infuse CLASS A Assessments into their daily instruction. We have implemented quarterly assessments to better target students in needs of additional academic support.

NTH materials and the technology needed are in place now. Our high school has a commitment to one-to-one computing system that is reinforced with smart boards and the ECHO educational platform. Please refer to the Transformational Model component that discusses the technology that is used at the high school to support student learning. Our new teachers receive an New teacher Induction Program, have a teacher mentor, have an assigned NTH mentor teacher, and has a written Educational Development Plan. These teachers are observed weekly and two annual evaluations are conducted annually by the principal.

The school and the District provides job-embedded professional development that is systemic and sustainable. Most of the training is provided locally by highly qualified staff and WCRESA Literacy Coaches. Our NTH Coaches are also available to conduct classroom walkthroughs, classroom demonstrations, mentoring and coaching for teachers. Please refer to the Transformational Model component because it provides the types of additional support that is provided to our teachers.

Note: If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school. (The River Rouge New Tech High International Academy is a Tier II School)

> If an LEA claims lack of sufficient capacity to serve each Tier I school, the LEA must submit written notification along with the School Improvement Grant application, that it cannot serve all Tier I schools. The notification must be signed by the District Superintendent or Public School Academy Administrator and the President of the local school board. Notifications must include both signatures to be considered.
>
> The notification must include the following:

- A completed online Michigan District Comprehensive Needs Assessment indicating that the district was able to attain only a "Getting Started" or "Partially Implemented" rating (link below) in at least 15 of the 19 areas with a description of efforts to improve. http://www.advanceded.org/mde/school_improvement_tasks/docs/edyes_report_template.coc
- Evidence that the district lacks personnel with the skills and knowledge to work with struggling schools. This includes a description of education levels and experience of all leadership positions as well as a list of teachers who are teaching out of certification levels
- A completed rubric (Attachment V) scored by the Process Mentor team detailing specific areas of lack of capacity

The River Rouge Board of Education (BOE) and the River Rouge Educational Association (RREA) ratified a new three-year contract that recognize the NTH Transformational Model as the turnaround model that the River Rouge New Tech High International Academy will use to improve student achievement. The plan reflects a clear articulated vision that improves student achievement by making rapid change in practice and procedures. The NTH Transformational Model (Please read the Transformational Model in its entirety) allows for the placement of resources into the high school and holds each entity accountable for results.

As you can witness in the Transformational Model, the District / School has a systematic plan in place to recruit, train or retain new staff. An evaluation plan is also in place for all teachers and the principal that measures performance based on student growth. Provisions have been put in place to assist any teacher in need of improvement. Planning time has been set aside to assist our teachers to meet in content-level groups to collaborate and design quality lessons and common assessments.

3. For each Tier I and II school in this application, the LEA must describe actions taken, or those that will be taken, to:

a. Design and implement interventions consistent with the final requirements

Refer to Components of the Transformational Model as outlined throughout this complete application. Refer to the required and permissible activities as required by the SIG II Grant. Extensive information has been provided throughout the Transformational Model component that highlights the District's commitment and capacity to successfully implement this comprehensive grant. All proposed interventions are consistent with the final grant requirements for the Transformational Model. We have written 134 pages that clearly describe the NTH Transformational Model with clarity and conviction. We are committed to the full implementation and fidelity of this turnaround model. Please note that the team has put emphasis in each area that has been identified in the required rubric provided.

b. Select external providers from state's list of preferred providers

The high school worked collaboratively with Central Office staff to identify the best Turnaround model that would serve our student population, staff and community with integrity and fidelity. The Galileo Teacher Leadership Team (SIP Team) and others identified the following external partners that will assist the school's leadership team turnaround this low performing high school. The following is a list of the external providers that have been strategically selected to assist the SIP Team transform the high school.

- New Tech Network
- Wayne County RESA
- AdvancED Michigan
- Washtenaw ISD
- The College Board

c. Align other resources with the intervention

Other Resource Alignment:
Throughout the 2011-2012 school year, our current resources, which include General Funds, Title II A, and Special Education, will continue to fund existing programs. District school identified as Tier II (River Rouge New Tech High International Academy) will have additional financial support from the SIG II. Ongoing efforts that already exist that will support the SIG II funds are as outlined below:

Program/ Personnel	Funding Source Expenditure Description	Amount
Special Education Co-Teaching	**General Funds** – provide 1.0 FTE special education co-teacher to support our special education students in the core subject areas.	$ 130,000
Social Worker	**General Funds** – provide 1.0 FTE social worker to support at-	$130,000

	risk and special education students who are struggling with literacy.	
Behavioral Intervention Specialist	**Title I Funds –** provide 1.0 FTE behavioral intervention specialist to support the school's positive behavior support.	$65,0000
EDGE Reading	**Title I Funds –** provide the edge reading program that will assist struggling readers with the additional help they need to become successful high school / college competent readers.	$50,000
E2020	**Title I Funds –** provide an online credit recovery instructional program to support students who have to make up credit hours for graduation.	$20,000
Michigan Virtual Online Courses	**Title I Funds –** provide a comprehensive Michigan Virtual Online Courses selection process for high school students in need of AP and high school core subject courses.	$45,000
Class A Assessment	**Title I Funds –** provide a data management system that assists educators with the data they need in order to improve student achievement.	$10,000
Galileo Teacher Leaders	**Title IIA funds –** provide five Galileo Teacher Leaders with the professional development necessary to lead the SIG II School Improvement Team to excellence.	$4,000
Balanced Leadership Training	**Title I Funds –** provide the school leadership team with sustainable Balanced Leadership Training throughout the year to increase student achievement.	$5,000
Thinking Maps	**Title I Funds –** provide meaningful Thinking Maps Training for all educators and students throughout the high school.	$20,000

       d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.

The following Table outlines how the District will enable the River Rouge New Tech High International Academy Leadership Team to implement the NTH Transformational Model fully and effectively. The school leadership team that consists of the School Director/Principal with the Galileo Teacher Leadership Team will have total control and autonomy to effectively run and make every decision to turn this low performing school around. Superintendent Lopez and his Central Office Leadership Team understand that impact comes from within. The local school leadership team needs make data-driven decisions and implement sustainable programs that positively impact student achievement.

Policies / Practices	In Place	Under Consideration If Needed
Purposeful Community / PLC	X	
Dual Enrollment Waiver	X	
Seat time Waiver	X	
Galileo Teacher Leadership Council	X	
Principal / Responsibility	X	
Duties – Teacher	X	
Duties – Principal	X	
Tenure	X	
Flexibility – PD Activities	X	
Flexibility – School Schedule	X	
Waivers from District Policies to		X

try New Innovation		
Flexibility – Staffing Decisions		X
Flexibility – School Funding	X	
Job-Embedded Professional Development	**In Place**	**Under Consideration If Needed**
Curriculum	X	
Instruction	X	
Assessments	X	
Budgeting	**In Place**	**Under Consideration If Needed**
School Staff Input on Allocation	X	
Approval of Allocation	X	
Approval process streamlined	X	

e. Sustain the reforms after the funding period ends.

The following table outlines how the District will realign Title I – Part A, Title II D, and General Fund monies to sustain the Transformational Model after the SIG II funding goes away. The goal for us is to continue to offer and fund the turnaround model in its entirety. Our plan reflects an increase in capacity building and longer sustainability for out Tier II school. Our plan also reflects a genuine commitment to retaining effective leaders and staff in place beyond the life of the SIG II Grant. The following outlines how we plan to sustain this NTH Transformational Model after the SIG II funding goes away.

Operational Area	Interventions and Actions	Plan for Sustainability
Essential CORE HSCEs (ELA/Reading. Writing, Math, Science and Social Studies	**Strategy 1: Curriculum:** **Action steps include:** Develop a credit recovery and personal curriculum option for non-traditional students Implement an aligned district curriculum that supports academic state standards Identify a feasible number of specific objectives as non-negotiable power standards that must be mastered by all students **Indicators of progress include:** Use K-12 articulation meetings to discuss the impact of the effectiveness of the district curriculum Eliminate any programs or curriculum initiatives that do not have a positive effect size on achievement Use technology as an enabler or tool to support the curriculum	The **Essential CORE** will be sustained by the district after the SIG II funds are exhausted.

Operational Area	Interventions and Actions	Plan for Sustainability
Essential CORE HSCEs (ELA/Reading. Writing, Math, Science and Social Studies	**Strategy 2: Instruction:** **Action steps include:** Full scale implementation of district-approved reading, writing and math instructional strategies Use of district approved lesson and unit planning templates Research and use of effective instructional strategies including the Snapshot Practices and nine practices identified by Robert Marzano in "Instructional Practice that Works." Manage the delivery of quality instruction by monitoring implementation of instructional methodologies identified by the district Implement exemplary practices that promote differentiated and student-centered instruction Implement an interactive learning system in all classrooms (laptops, smart boards, data projectors, clickers. Elmos, etc.) **Indicators of progress include:** High levels of student engagement during all observed classroom activities Use of effective instructional strategies during all observed classroom activities Presentation of challenging curriculum during all observed classroom activities Professional development that includes teacher modeling and observation of effective instructional practices Principal monitoring for quality and fidelity using the Classroom walkthrough Observation Checklist	The **Essential Core HSCEs** will be sustained by the district after the SIG II funds are over.

Operational Area	Interventions and Actions	Plan for Sustainability
Essential CORE HSCEs (ELA/Reading. Writing, Math, Science and Social Studies	**Strategy 3: Assessment:** **Action steps include:** Baseline data in each core academic areas for all sub-groups will be used to set initial performance targets Disaggregate assessment data to inform instruction, determine the instructional needs of all students, and make effective curriculum decisions about scaffolding and differentiation instruction for all students Implementation and alignment of district wide quarterly Class A assessments at every grade level Deeply align common assessments to inform instructional decisions and alter teacher practice Quarterly progress monitoring of each of the following subgroups in K-12 African America students Economically disadvantaged students High mobility students Special needs students English language learners **Indicators of progress include:** Annual individual student and school performance on state and local assessments will reflect movement toward and/or achievement of this status Meeting state and federal standards for attendance and four-year graduation rate Every school continues to meet or exceed criteria for Adequate Yearly Progress (AYP) as specified in the federal No Child Left Behind act	The **Essential CORE** will be sustained by the district after the SIG II funds are exhausted.

Operational Area	Interventions and Actions	Plan for Sustainability
GALILEO TEACHER LEADERSHIP & BALANCED LEADERSHIP DEVELOPMENT	**Strategy 1: Balanced Leadership Development** **Action steps include:** Optimize the capacity and performance of our licensed and certified staff Provide sustainable professional development to support the effective use of data to inform instruction Ensure the effective monitoring of the district's curriculum through administrative walkthroughs Create a process that values defined autonomy and aligns the system for results Develop level V leaders throughout the district **Indicators of progress included:** Evidence that every leader shares a common unified vision and understands 'defined autonomy' Evidence throughout the district that high expectations is a valued norm Evidence of a district wide professional development calendar that provides high quality professional development that impacts learning and effect size Evidence of administrative walkthroughs to monitor curriculum, visit classrooms, and provide direct feedback to teachers Evidence of professional dialogue, coaching, and mentoring opportunities for all staff in the district Involvement of board members in the goal setting process	The **Galileo Teacher Leadership / Balanced Leadership – Leadership Matters – What Works Most** will be sustained by using Title I funds to support the Purposeful Community – PLC.

Operational Area	Interventions and Actions	Plan for Sustainability
EVALUATION & MONITORING SYSTEM	**Strategy 1:** Conduct Walkthroughs and Evaluate Teachers annually using a Student Growth Teacher Evaluation Model. **Action steps include:** Optimize the capacity and performance of our licensed and certified staff through classroom evaluation and walkthroughs Provide sustainable professional development to support the effective use classroom walkthroughs to inform instruction Ensure the effective monitoring of the district's teachers through administrative walkthroughs Create a process that values defined teacher autonomy and aligns the system for results **Indicators of progress included:** Evidence that every leader shares a common unified vision and understands 'defined autonomy' Evidence throughout the district that high expectations is a valued norm when conducting teacher evaluation Evidence of administrative walkthroughs to monitor curriculum, visit classrooms, and provide direct feedback to teachers Evidence of professional dialogue, coaching, and mentoring opportunities for all staff in the district	The **Administration will conduct Administrative / Curriculum Walkthroughs** to support classroom instruction. This initiative will be sustained through Title I funds.

Operational Area	Interventions and Actions	Plan for Sustainability
POSITIVE BEHAVIOR SUPPORT	**Strategy 1: Positive Behavior Support:** **Action steps include:** Implement a comprehensive positive behavior support program in each building that promotes an inclusive culture that values learning Ensure that all staff clearly understand and address policies and procedures from the PBS initiative identified for classroom management and student discipline Ensure that all students establish meaningful relationships with caring adults throughout the school day **Indicators of progress include:** Evidence of PBS classroom procedures and routines that support the education of all students Evidence of the PBS implementation of positive behavior support principles implanted faithfully	The staff will continue to realign the **PBS Plan** on a yearly basis. The school will support and sustain the PBS Plan through Title I funds.

Operational Area	Interventions and Actions	Plan for Sustainability
POST SECONDARY EDUCATION	**Strategy 1: Post-Secondary Education (Cradle to College):** **Action steps include:** College visitations and career days EDP Plans in Grades 6-12 Increase the number of Advanced Placement courses Completion of a College Culture survey College themed displays in school buildings College related exit criteria for every student and classroom-based activities that are college-centered Ensure alternative pathways to post-secondary education like dual enrollment through articulation agreement with local post-secondary institutions **Indicators of progress include:** Evidence of student EDP Plans / Participation in pre-college activities Sign in sheets that document parent participation in college-centered activities Meeting and activity agendas Teacher lesson plans documenting college-centered activities Student work that documents participation in classroom based pre-college activities Evidence of staff involvement and support in creation and implementation of pre-college activities	The District will sustain our **dual enrollment** Program through the use of General Funds (Enrollment Tuition, Books and Fees).

Operational Area	Interventions and Actions	Plan for Sustainability
TRANSITIONS	**Strategy 1: Transitions:** **Action steps include:** Implement a comprehensive positive behavior support program in each building that promotes an inclusive culture that values learning Ensure that all staff clearly understand and address policies and procedures identified for classroom management and student discipline Ensure that all students establish meaningful relationships with caring adults throughout the school day Ensure that students experiencing challenges have an active Individualized Student Success Plan that is coordinated with RTI services **Indicators of progress include:** Evidence of classroom procedures and routines that support the education of all students Evidence of the implementation of positive behavior support principles Evidence that students adhere to the student Code of Conduct Policy Evidence of student advisories that focus on college, careers, community service and cultural experiences	The school will use the PBS Initiative to support **positive transitions** throughout the school. We will sustain this initiative through Title I funds.

Operational Area	Interventions and Actions	Plan for Sustainability
PARENT & COMMUNITY ENGAGEMENT	**Strategy 1: Parent and Community Engagement:** **Action steps include:** Creation of parent/family involvement plan for each school building 100% parent/family participation in parent teacher conferences 100% parent/family completion of activities listed in parent compact Data walls that document parent/family participation in school activities Evening and daytime activities that promote parent/family involvement **Indicators of progress include:** Records of activities and participation levels Parent participation and commitment to college preparation activities Documentation of parent in involvement on building/district annual report Use of building web page to display pictures of students and parents participating in school activities Evidence of community service projects that connect students with their social responsibilities Creation of a culturally competent inclusive learning environment throughout the district	The district will use Title I funds to support and sustain our **parent and community engagement**.

Operational Area	Interventions and Actions	Plan for Sustainability
COMMUNICATION & TRANSPARENCY	**Strategy 1: Communication and Transparency:** **Action steps include:** Develop a process for communicating significant decisions that will allow for community feedback Develop accurate, transparent, and usable data for financial decision-making and management Make parent-community outreach and communication a priority through the use of curriculum nights, training, workshops, PTA meetings, etc. Utilize technology and our cable station to educate our community about our mission, vision, and strategic plan Establish a District-Wide Advisory Council of external stakeholders to advice the Superintendent and the Board of Education Hold the school leadership responsible for nurturing a strong parent community involvement program locally **Indicators of progress include:** Evidence that all instructional staff use district provided communication tools to inform parents and students of school progress and achievement Evidence that all district staff utilize district provided communication tools to inform stakeholders Evidence that all staff collaborate regularly with fellow stakeholders to share leadership, support student learning and advance improvement efforts Evidence that all district staff foster positive, reciprocal relationships with our community stakeholders	**Communication and transparency** will be sustained through the use of general fund dollars.

Operational Area	Interventions and Actions	Plan for Sustainability
FISCAL RESPONSIBILITY	**Strategy 1: Responsibility: Fiscal** **Action steps include:** Participation of finance committee in the budget development process Align school budgets to support the goals, objectives, and district priority for serving all students Continue to seek additional non-traditional positive revenue through grants, partnerships, foundation, and fundraisers Explore cost-saving measures throughout the district (shared services, privatization, staff reduction, delay spending, use of technology for efficiency, making sound investments, etc. Adhering to district policies regarding the disbursement of funds throughout the school year Insisting that additions to budget expenditures are made only for essential programs and services that benefit student achievement Regular communication via newspaper articles and district website of district finances Develop a comprehensive marketing strategy to increase student enrollment and to position the district for financial solvency Submit a 5 year deficit elimination plan that is well developed and adhered to faithfully **Indicators of progress include:** Completion of school year within budget Favorable report from auditors Appropriate expenditures of all funding dollars Successful millage levy campaigns Maintenance of adequate fund equity and other cash reserves An approved DEP Plan	The district will use general funds to support and sustain the **school fiscal responsibility**.

4. Include a timeline delineating the steps to be taken to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application. *Include the action steps to be taken, who is responsible, start and end dates, and the metric to be used to determine completion. For example:*

Action Step	Person Responsible	Start Date	End Date	Success Metric
District formed a working group to investigate and visit NTHS. District signaled interest to implement New Tech High School.	Principal	December 1, 2009	December 31, 2009	NTN school Application requirement
District submitted a Letter of Interest to NTN and identified a District Project Manager. NTN invited the district to complete the Planning Application. NTN accepted the Planning Application and assisted the district to begin the Master Plan.	Principal Superintendent	January 3, 2010	January 31, 2010	NTN School Application and beginning of Master Plan
NTN Site Visit to Community to assess commitment, readiness and capacity to implement was conducted. Master Planning continued: facilities (building, classroom learning environments), staffing, technology purchases and bandwidth capacity, fundraising, business partnerships, higher education partnerships, marketing and public relations plan. Planning required others in the school community to visit a NTHS site. District and NTN sign Agreement. District completed the Master Plan for review. Principal attended the 4-Day Principal Residency. Principal presented the Launch Plan back to district and community team.	Principal	February 1, 2010	February 28, 2010	Master Plan
Teaching staff was hired, technology ordered, facilities work plan started. 2-Day Staff Shadowing experience at a NTN designated NTHS.	Principal Superintendent	March 1, 2010	March 30, 2010	Staffing Model established Staff trained in a Two day Inservice

NTN coach was assigned to new site and followed progress of site Launch Plan.	NTN Coach	April 1, 2010	April 30, 2010	NTN Coach was assigned to the school building
Technology was installed and reconfigured.	Technology Coordinator	May 1, 2010	May 30, 2010	NTN Tech Support met with our District Technology Coordinator to identify the technology infrastructure needed
Orient and collaborate with school and central office staff on the School Improvement Grant (SIG II). Review and analyze multiple sources of student data, technology data, perception data, curriculum data and school improvement plans to identify needs. Continue collaboration with staff to research best practices in behavior, transforming the building culture, math, English language arts (ELA) and an effective Response to Intervention (RtI) model. Determine grant writing team (SIG). Collaborate with staff strategies to include in the SIG. All staff of new site attended a 5 day summer New School Training. Additional staff attended a 2-day training on how to develop PBL Lessons. Set Year 1 calendar dates in conjunction with stakeholders and external providers. SIG Team Planning and Grant Writing.	Staff Principal Title I Director WRESA Staff	June 1, 2010	June 30, 2010	Professional development was implemented
District supported instruction / curriculum development for staff. Teachers have been working together throughout the summer of 2010 designing and developing project-based integrated lesson/units. Begin planning professional development that will have a positive impact on student achievement and attitudes toward learning.	Teachers Principal WRESA Staff NTN Coach	July 1, 2010	July 31, 2010	Staff met to design PBL Lessons and entry documents Staff met to design student rubrics

Develop job descriptions and responsibilities for each job description for SIG II.				
Coach will visit new site to work with staff to prepare for opening of school. Roll out of First Integrated Project. Data coach will provide direct services to students and teachers. SIG Team Planning and Grant Writing.	NTN Coach	August 1, 2010	August 30, 2010	Coach visited the school and each teacher individually
Develop plans for HSCE review according to our data. Plan and create goals, in conjunction with external providers from NTH, for development and/or updating of curriculum guides, course descriptions, pre-post testing, and other formative/summative assessments. Conduct ongoing facilitation of Learning Team. SIG II Team Planning and Grant Writing.	Teachers Principal NTN coach	September 1, 2010	September 30, 2010	Staff met to design school improvement goals and review student data
SIG II Team Planning and Grant Writing. Administer the MEAP for 9th Graders. Provide job-embedded individualized professional development for all staff. Purchase technology materials and begin implementation of NTH technology plan. Conduct Smart Board Training for all teachers.	Teachers Principal Superintendent	October 1, 2010	October 30, 2010	Wrote a Title IIA grant to fund NTH
SIG II Team Planning and Grant Writing. Conduct ongoing curriculum review and walkthroughs – NTN Consultants / Principal / Central Office. Conduct Thinking Maps – Follow-up individual classroom training.	Staff	November 1, 2010	November 30, 2010	Staff received Thinking Maps training to support student learning and thinking
Begin to implement the "Individualized Student Success Plans" for any student experiencing difficulties in any area that impedes learning. Conduct monthly PBS meetings to motivate and engage students	Staff	December 1, 2010	December 16, 2010	Staff met with Phyllis Davis Williams to develop the Individual Student Success Plans

through Student Advisory.				
The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school. Data analysis will be provided. Strategic delivery will be provided. Mentoring and modeling will be provided. The Rti process will be embedded into the daily work of the school. The Program Director will coordinate bi-weekly program data meetings will be held with stakeholder groups to evaluate progress and adjust plans. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.	Parent Involvement Specialist	January 3, 2011	January 30, 2011	Conduct parent engagement sessions to increase student learning
Data analysis will be provided. Strategic delivery will be provided. Mentoring and modeling will be conducted by the NTN Coach. The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school.	Data Coach Teachers SIP Team	February 1, 2011	February 28, 2011	SIP team will conduct a data analysis to identify areas in need of improvement
Advanced Placement and Dual Enrollment programs will be monitored. The Graduation Coach will provide direct services to	Teachers Counselor Principal Graduation Coach	March 1, 2011	March 30, 2011	Staff will develop EDP plans for our students

students to complete education and career plans, as needed. Evaluators will provide quarterly summaries of new findings to date, evaluation activities, sustainability progress, and any issues requiring program adjustments. The Graduation Coach will provide direct services to students to complete education and career plans, as needed. Evaluators will provide quarterly summaries of new findings to date, evaluation activities, sustainability progress, and any issues requiring program adjustments. The Graduation Coach will provide direct services to students to complete education and career plans, as needed. PBL Curriculum Unit Alignment will be monitored and reviewed for quality and rigor. Pacing will be reviewed. Instructional strategies will be provided based on need. Data analysis will be delivered. The Graduation Coach will provide direct services to students to complete education and career plans, as needed. The Graduation Coach will provide direct services to students to complete education and career plans, as needed. The Graduation Coach will work with the Parent Involvement Specialist and other stakeholders to coordinate supports to student at-risk of dropping out of school. Conduct monthly PBS meetings to motivate and engage students through Student Advisory.				
Monthly PBS walkthroughs will be conducted. NTN Coaches will provide technical support, mentoring and coaching to teachers. Data analysis will be provided. Monthly PBS walkthroughs will be conducted. The Parent Involvement	Principal	April 1, 2011	April 30, 2011	The building principal will conduct ongoing walkthroughs

Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.				
Extended Learning Opportunities will be provided. Service Learning Activities will be coordinated. Evaluator will meet to discuss and plan quarterly summaries. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.	Teacher After School Staff	May 1, 2011	May 30, 2011	Provide after school and extended learning opportunities for struggling learners
Project scoping for year's implementation. The PBS Leadership Team will analyze disciplinary referrals and data. The PBS Leadership Team will provide follow up training. Data Coach will conduct standard-based classroom site	PBS Leadership Team Teachers Principal	June 1, 2011	June 30, 2011	The PBS Team will work to create a positive learning environment that promotes student learning

visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Conduct monthly PBS meetings to motivate and engage students through Student Advisory. Senior Internship required for graduation.				
Collaborative planning sessions will be conducted with District staff, school administrators, district Data Coach, Graduation Coach and Parent Involvement Specialist. Bi-weekly program data meetings will be held with stakeholders groups. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.	Teachers After School Staff	July 1, 2011	July 30, 2011	Staff will provide individualized extended learning opportunities for students in need
Curriculum alignment will be reviewed/designed. Administrative meetings will be held. Extended learning opportunities will be offered for to all students. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning.	Staff	August 1, 2011	August 30, 2011	Staff will hold strong student advisory sessions that promote a seamless process from high school to college for all

Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.				
Open House for parents and students to learn how to operate the Echo system from home. Data analysis will be provided. Strategic delivery will be provided. Mentoring and modeling will be conducted by the NTN Coach. The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school.	Teachers Principal	September 1, 2011	September 30, 2011	The SIP will identify meaningful ways to increase parental engagement in high school
Monthly PBS walkthroughs will be conducted. NTN Coaches will provide technical support, mentoring and coaching to teachers. Data analysis will be provided. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.	Principal	October 1, 2011	October 30, 2011	The principal will conduct administrative walkthroughs
Coach will visit new site to work with staff to prepare for opening of school. Conduct monthly PBS meetings to motivate and engage students	NTN Coach	November 1, 2011	November 30, 2011	NTN Coach will visit each teacher and provide them with direct support

through Student Advisory. Data coach will provide direct services to students and teachers.				
Coach will visit new site to work with staff to prepare for opening of school. Data coach will provide direct services to students and teachers. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.	Data Coach Teachers	December 1, 2011	December 30, 2011	The data Coach will involve teachers in the process of disaggregating student data
The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.	The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation	January 7, 2012	January 30, 2012	

	Coach will ensure that all student advisories guide student success.			
Data analysis will be provided. Strategic delivery will be provided. Mentoring and modeling will be conducted by the NTN Coach. Conduct monthly PBS meetings to motivate and engage students through Student Advisory. The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.	Teachers	February 1, 2012	February 28, 2012	Staff will participate in RtI training
The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student	Teachers	March 1, 2012	March 30, 2012	Teachers will differentiate instruction and identify positive forms of intervention that support struggling learners

advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.				
Monthly PBS walkthroughs will be conducted. NTN Coaches will provide technical support, mentoring and coaching to teachers. Data analysis will be provided. Conduct monthly PBS meetings to motivate and engage students through Student Advisory.	Teachers NTN Coach	April 1, 2012	April 30, 2012	Teacher Mentoring sessions will be conducted by the NTN Coach
The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.	Teachers Counselor Principal	May 1, 2012	May 30, 2012	Staff will coordinate the Dual Enrollment program with WCCCSD
Curriculum alignment will be reviewed/designed. Administrative meetings will be held. Extended learning opportunities will be offered for to all students. Conduct monthly PBS meetings to motivate and engage students through Student Advisory.	Teachers PBS Coach	June 1, 2012	June 30, 2012	The PBS Coach will involve teachers in creating positive learning opportunities for students
Data analysis will be provided. Strategic delivery will be provided. Mentoring and modeling will be conducted by the NTN Coach.	Teachers	July 1, 2012	July 30, 2012	Ensure that student advisories are being implemented successfully

The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.				
Curriculum alignment will be reviewed/designed. Administrative meetings will be held. Extended learning opportunities will be offered for to all students Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.	NTN Coach Principal Teachers	August 1, 2012	August 30, 2012	Teachers will visit each others classrooms to observe effective practices
The Graduation Coach will provide direct services to students to complete education and career plans, as needed. Conduct monthly PBS meetings to motivate and engage students through Student Advisory.	Graduation Coach Counselor Teachers	September 1, 2012	September 30, 2012	Staff will identify ways to support struggling learners from dropping out of school

The Graduation Coach will provide direct services to students to complete education and career plans, as needed. The Graduation Coach will work with the Parent Involvement Specialist and other stakeholders to coordinate supports to student at-risk of dropping out of school.				
Monthly PBS walkthroughs will be conducted. NTN Coaches will provide technical support, mentoring and coaching to teachers. Data analysis will be provided. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.	Principal	October 1, 2012	October 30, 2012	The Principal will conduct curriculum walkthroughs
Data analysis will be provided. Strategic delivery will be provided. Mentoring and modeling will be conducted by the NTN Coach. The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student	Data Coach Teachers	November 1, 2012	November 30, 2012	Teachers will meet to disaggregate data and identify benchmarks to target

advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.				
The Graduation Coach will provide direct services to students to complete education and career plans, as needed. The Graduation Coach will provide direct services to students to complete education and career plans, as needed. The Graduation Coach will work with the Parent Involvement Specialist and other stakeholders to coordinate supports to student at-risk of dropping out of school. Conduct monthly PBS meetings to motivate and engage students through Student Advisory.	Graduation Coach Counselor Teachers	December 1, 2012	December 16, 2012	Graduation Coach will ensure that teachers are implementing effective student advisory that focus on EDPs
The Graduation Coach will provide direct services to students to complete education and career plans, as needed. Conduct monthly PBS meetings to motivate and engage students through Student Advisory. The Graduation Coach will provide direct services to students to complete education and career plans, as needed. The Graduation Coach will work with the Parent Involvement Specialist and other stakeholders to coordinate supports to student at-risk of dropping out of school.	Teachers	January 3, 2013	January 30, 2013	Teachers will work collaboratively with parents to identify ways of positive engagement
Monthly PBS walkthroughs will be conducted. NTN Coaches will provide technical support, mentoring and coaching to teachers. Data analysis will be provided. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will	Teachers NTN Coach	February 1, 2013	February 27, 2013	Teachers will visit each others classrooms and provide each other with support

ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.				
Data analysis will be provided. Strategic delivery will be provided. Mentoring and modeling will be conducted by the NTN Coach. The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school.	NTN Coach	March 1, 2013	March 30, 2013	NTN will continue to provide mentoring to teachers in need of direct support
The Graduation Coach will provide direct services to students to complete education and career plans, as needed. The Graduation Coach will provide direct services to students to complete education and career plans, as needed. The Graduation Coach will work with the Parent Involvement Specialist and other stakeholders to coordinate supports to student at-risk of dropping out of school.	Graduation Coach	April 1, 2013	April 30, 2013	Graduation coach will work with students in developing career cruising
Monthly PBS walkthroughs will be conducted. NTN Coaches will provide technical support, mentoring and coaching to teachers. Data analysis will be provided. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts	Principal	May 1, 2013	May 30, 2013	The principal will conduct administrative walkthroughs using their i-pad

Senior Internship required for graduation.				
Data analysis will be provided. Strategic delivery will be provided. Mentoring and modeling will be conducted by the NTN Coach. The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.	Teachers	June 1, 2013	June 30, 2013	Teachers will infuse RtI strategies into their lessons to ensure student comprehension and mastery of essential standards
Collaborative planning sessions will be conducted with District staff, school administrator, district Data Coach, Graduation Coach and Parent Involvement Specialist. Bi-weekly program data meetings will be held with stakeholders groups. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading.	Data Coach	July 1, 2013	July 30, 2013	Data Coach will collaborate with the SIP Team in identifying Class A Assessments to use as quarterly assessments
Administrative meetings will be held. Extended learning opportunities will be offered for to all students Data Coach will conduct standard-based classroom site	Teachers	August 1, 2013	August 30, 2013	Teachers will meet to identify alternative types of credit recovery strategies

visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading.				
The Graduation Coach will provide direct services to students to complete education and career plans, as needed. Conduct monthly PBS meetings to motivate and engage students through Student Advisory. The Graduation Coach will provide direct services to students to complete education and career plans, as needed. The Graduation Coach will work with the Parent Involvement Specialist and other stakeholders to coordinate supports to student at-risk of dropping out of school.		September 1, 2013	September 30, 2013	
Extended Learning Opportunities will be provided. Service Learning Activities will be coordinated. Evaluator will meet to discuss and plan quarterly summaries. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.	Teachers Counselor	October 1, 2013	October 30, 2013	The SIP Team will meet to evaluate student performing in Dual Enrollment courses
Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student	Teachers	November 1, 2013	November 30, 2013	SIP Team will meet to identify classroom strategies that can be used to support student learning

advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.				
The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success.	Teachers Counselor	December 1, 2013	December 16, 2013	The counselor will work with teachers in identifying common assessments in ELA and Mathematics
Extended Learning Opportunities will be provided. Service Learning Activities will be coordinated. Evaluator will meet to discuss and plan quarterly summaries. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.	Teachers	January 3, 2014	January 30, 2014	Teachers will infuse interventions for struggling learners
The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be	Parent Facilitator	February 1, 2014	February 27, 2014	The Parent Facilitator will work to involve high school parents in our school

embedded into the daily work of the school. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success.				
Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning.	Data Coach	March 1, 2014	March 30, 2014	Data Coach will visit classrooms to identify effective classroom strategies that have proven to increase student learning
Teachers will provide Interventions for student below grade level in math or reading.	Teacher	April 1, 2014	April 30, 2014	RtI intervention will be shared with the staff.
Extended Learning Opportunities will be provided. Service Learning Activities will be coordinated. Evaluator will meet to discuss and plan quarterly summaries. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.	Counselor	May 1, 2014	May 30, 2014	The counselor will work with the school leadership to identify students to participate in the Summer Dual Enrollment courses
The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school. Data Coach will conduct	Teachers	June 1, 2014	June 30, 2014	Teachers will collaborate with the NTN Coach in identifying effective classroom strategies for success

standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success.			

5. Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor Tier I and Tier II schools that receive school improvement funds.

Annual Goals – Mathematics			
FY 2009-2010 Baseline Data	**FY 2010-2011**	**FY 2011-2012**	**FY 2012-2013**
Grade 11 goals			
All	0% of all 11th grade students scored proficient levels on the Mathematics portion of the MEAP.	Increase the percent of all students scoring proficient levels on the Mathematics of the MEAP to meet or to exceed the annual measurable objectives of 65%.	Increase the percent of all students scoring proficient levels on the Mathematics of the MEAP to meet or to exceed the annual measurable objectives of 75%.	Increase the percent of all students scoring proficient levels on the Mathematics of the MEAP to meet or to exceed the annual measurable objectives of 85%.
Special Needs	0% of all 11th grade special needs students scored proficient levels on the Mathematics portion of the MEAP.	Increase the percent of special needs students scoring proficient levels on the Mathematics of the MEAP to meet or to exceed the annual measurable objectives of 55%.	Increase the percent of special needs students scoring proficient levels on the Mathematics of the MEAP to meet or to exceed the annual measurable objectives of 65%.	Increase the percent of special needs students scoring proficient levels on the Mathematics of the MEAP to meet or to exceed the annual measurable objectives of 75%.
Annual Goals – Reading			
FY 2009-2010 Baseline Data	**FY 2010-2011**	**FY 2011-2012**	**FY 2012-2013**
Grade 11 goals			
All	10% of all 11th grade students scored proficient levels on the Reading portion of the MEAP.	Increase the percent of all students scoring proficient levels on the Reading of the MEAP to meet or to exceed the annual measurable objectives of 65%.	Increase the percent of all students scoring proficient levels on the Reading of the MEAP to meet or to exceed the annual measurable objectives of 75%.	Increase the percent of all students scoring proficient levels on the Reading of the MEAP to meet or to exceed the annual measurable objectives of 85%.
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Annual Goals – Writing			
FY 2009-2010 Baseline Data	FY 2010-2011	FY 2011-2012	FY 2012-2013
Grade 11 goals			
All 2% of all 11th grade students scored proficient levels on the Writing portion of the MEAP.	Increase the percent of all students scoring proficient levels on the Writing of the MEAP to meet or to exceed the annual measurable objectives of 65%.	Increase the percent of all students scoring proficient levels on the Writing of the MEAP to meet or to exceed the annual measurable objectives of 75%.	Increase the percent of all students scoring proficient levels on the Writing of the MEAP to meet or to exceed the annual measurable objectives of 85%.
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6. For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement.

No response needed at this time.

7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

No response needed at this time.

8. As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. Describe how this process was conducted within the LEA.

The River Rouge School District formed a School Improvement Team to create the proposal for the River Rouge New Tech High International Academy SIG II Grant. This Team included all relevant stakeholders that held meetings locally to identify all of the resources, including support staff needed in order to effectively implement the NTH reform model. The following are the majority stakeholders as identified by the RRSD SIG II Committee:

Stakeholder	Type of Support Provided
Michigan Department of Education	The Michigan Department of Education will provide a data coach that will assist the SIP Team to identify the essential standards in need of improvement. The department will fund this position and will provide quality professional development for our staff on how to use student data to improve student achievement. The data coach will collaborate with the five Galileo Teacher Leaders in developing their skills in using data to improve instruction. Based on the program the Data Coach will be responsible for the following: • Identifying teaching and learning needs, barriers and areas in need of improvement. • Disaggregate data to better target the essential power standards in each core area.

	• Provide professional development in how to conduct action research in the classroom.
Wayne County Regional Educational Service Agency	WCRESA will provide onsite technical support in the area of Positive Behavior Support, Class A, and Balanced Leadership Training to the staff.
RRSD Board of Education	The River Rouge Board of Education will provide sustainable financial support through the allocation of financial resources to support the transformational model.
Superintendent & Central Office Administrators	The Superintendent and Central Office has been realigned to support the school in implementing the NTH Transformational Model. The District will find alternative ways to support and finance the priority identified by the school.
Principal	The Principal along with the Dean of Students and the entire staff will be responsible for the full implementation of the NTH Transformational Model. The Principal will outline a job description listing the expectations, incentives and consequences for the implementation of the NTH Transformational Model.
Galileo Teacher Leaders	The Galileo Teacher Leadership Team will be responsible for the delivery of quality professional development in core academic subject areas. They will ensure staff participation in the school's Purposeful Community.
NTH Academic Coach	The NTH Academic Coach will be responsible for ensuring that all teachers are implementing the NTH Transformational Model with fidelity. The NTH Academic Coach is directly responsible for conducting classroom observations, coaching, mentoring and providing professional development.
Parent Liaison	The Parent Liaison is responsible for assisting the school administration in establishing sustainable parent engagement through quality experiences. They are responsible for breaking down social-economic, language, cultural and other barriers that create a direct disconnect between the home and the place called school. The Parent Liaison will serve as an ambassador between the home and school.
Counselors and Ancillary Staff	The Counselor and other Ancillary Staff will work on creating a student-friendly system that promotes staying in school and attending college. They will be responsible for instituting a high school to college, careers and beyond.
Parents	Parents will meet with the Parent Liaison and staff to sign a Parent/Student Contract for Achievement. They will participate from the Parent University Institute and participate from parent workshops in the areas of college, careers, community service, cultural experiences, parenting, PTC, Assessment and Student Recognition.
Community & Business Leaders	Community and Business Leaders will be expected to support the NTH Transformational Model through financial and in-kind contributions.
River Rouge Ministerial Alliance and Faith-Based Organizations	The River Rouge Ministerial Alliance and other Faith-Based Organizations will support the Transformational Model by promoting students to stay in River Rouge and support the new transformational model for achievement.
Southeastern Michigan Alliance, 35th District Court, River Rouge Public Safety	The Southeastern Michigan Alliance, 35th District Court, and the River Rouge Public Safety will provide support for parents and students with resources and time to encourage parental involvement in meeting and workshops that will support the transformational model.
PNI – Promise Neighborhood Initiative – the Guidance Center	The PNI – Promise Neighborhood Initiative - the Guidance Center will provide technical support to the school through programs that assist struggling students to stay in school, graduate and go to college.
Wayne Metro – 21st Century / Project Achieve	The Wayne Metro – 21st Century / Project Achieve Program will continue to provide students with afterschool tutorial and other extracurricular activities (art, music, sports, field trips, summer camp, etc.).

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA use each year in each Tier I, Tier II, and Tier III school it commits to serve.

The LEA must provide a budget in MEGS at the building level that indicates the amount of school improvement funds the LEA will use each year to –
- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, each Tier III school identified in the LEA's application. (No response needed at this time.)

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school LEA commits o serve.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by $2,000,000.

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1. ASSURANCE: an LEA must include the following assurance in its application for a School Improvement Grant

See the Assurances and Certifications section of the LEA Application for a complete list of assurances. LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

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2. WAIVERS: The MDE has requested all of the following waivers of requirements applicable of the LEA's School Improvement Grant. Please indicate which of the waivers the LEA intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

☐   Extended the period of availability of school improvement funds.

         Note: If an SEA has requested and received a waiver
         Of the period of availability of school improvement
         Funds, that waiver automatically applies to all LEAs
         In the State.

☐   "Starting over" in the school improvement timeline for Tier I and tier II Title I participating schools implementing a turnaround or restart model.

☐   Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Baseline Data Requirements

Metric	
School Data	
Which Intervention was Selected (Turnaround, Restart, Closure or Transformation?	TRANSFORMATION
Number of Minutes in the School Year?	**1102.95**
Student Data	
Dropout Rate	**16.67%**
Student Attendance Rate	**90%**
For High Schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	
International Baccalaureate	
Early College / College Credit	**17 students**
Dual Enrollment	**17 students**
Number and Percentage Enrolled in College from most Recent Graduating Class	**75%**
Student Connection / School Climate	
Number of Disciplinary Incidents	**68**
Number of Students Involved in Disciplinary Incidents	**68**
Number of Truant Students	**107**
Teacher Data	
Distribution of Teachers by Performance Level on LEA's Teacher Evaluation System	**100%**
Teacher Attendance Rate	**92%**

LEA Application Part II

SIG II – School Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG II) – 1003(g)
FY 2011-2014

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following from serves as a guide in the thought process. Please submit this form with the application.

<table>
<tr>
<td colspan="2">School Name and Code: 03208
River Rouge New Tech High International Academy</td>
<td colspan="2">District Name and Code: 82120
School District of the City of River Rouge</td>
</tr>
<tr>
<td colspan="2">School Mailing Address:
1460 w. Coolidge, Hwy.
River Rouge, Michigan 48218</td>
<td colspan="2"></td>
</tr>
<tr>
<td colspan="4">LEA Contact for the School Improvement Grant

Name: Dr. Carlos Lopez

Position and Office: Superintendent of Schools

Contact's Mailing Address: 1460 W. Coolidge, River Rouge, MI 48218

Telephone Number: 313-297-9600 Ext. 1630

Cell: 313-212-6878

Fax: 313-297-6525

Email address: superintendent @rrouge.k12.mi.us</td>
</tr>
<tr>
<td colspan="3">Principal (Printed Name):
Dr. Arlene Gibson</td>
<td>Telephone: 313-318-4283</td>
</tr>
<tr>
<td colspan="3">Signature of Principal:

X _____</td>
<td>Date:

February 25, 2011</td>
</tr>
<tr>
<td colspan="4">The LEA, through its authorized representative, agrees to comply with all requirements applicable to the school Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</td>
</tr>
</table>

SECTION I: NEED
School building Application

The school must provide evidence of the need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

1. **Possible Model to Use to Analysis of Data (Explain how subgroups within the school are performing and possible areas to target for improvement). Refer to page the Transformational Model in the SIG II Grant for our specific goal detail including subgroups.**

All subgroups within the River Rouge New Tech High International Academy are performing well below state proficiency standards. In particular, males are performing consistently lower than female students. Our students are failing because of an antiquated educational system that fails to address the educational needs of at-risk youth. Our current educational system has been flawed and has equally been failing our students. The scores at River Rouge High School are extremely poor and totally unacceptable. In general, all subgroups are performing at least two to three years below grade level. The results are not positive and we must take bold and systematic school improvement steps that directly impact student achievement. We must break the cycle that contributes to the dropout factory syndrome. Possible improvement strategies include extended day, Title I intervention specialists in both math and reading, same-gender advisories, including (BOLD) Boys Orientation to Leadership Development, (MEN) Males Emerging Now, and the Gear Up program through Eastern Michigan University.

We must increase the academic performance of all of our students by intentionally increasing the quality of instruction in our classrooms. We need to align our instructional program with the state's high school content expectations. Course Syllabuses, assessments, units of instruction will be aligned to the National Core Standards. Our teachers will receive ongoing systematic job embedded professional development to improve their practices. We will be intentional in our effort to positively impact student learning. We will focus our effort in improving three vital behaviors:

1.) Evidence of Research-Based Best Practices in the Daily Delivery of Core Content Instruction.

2.) Use of Student Data and Common Assessments to Inform Instruction.

3.) Evidence of Whole School Involvement / Visibility During Transitions.

Overall, our teachers will receive training on how to successfully educate at-risk youth through differentiated instruction, a data-driven decision making system, and through the following initiatives: cooperative learning, individualized instruction, small group instruction, mastery learning, accessing the curriculum, creating a supportive structure, community resources, pre-service teacher support, summer school study skills, leading by doing, assessment, faculty support system, problem-based learning, and the use of infusing assistive technology in daily instruction.

Historically, our student's low performance on the ACT / MME, MEAP and other assessments contribute to students that are not prepared for post-secondary opportunities. The number of our students that fail required core courses is unacceptable and alarming at best. Student attendance at River Rouge High School seems to be an area of high concern. If we do not put a comprehensive system to address student failure our youth will not graduate on time and are at risk of becoming potential dropouts. The River Rouge New Tech High International Academy will implement a comprehensive educational reform initiative aimed in changing the educational system so that students are prepare to enter post-secondary institutions and/or the workforce prepared.

- Subgroup Academic Data Analysis
- Subgroup Non-Academic Analysis
- Enrollment and Graduation Data – All Students
- Number of Students Enrolled in Extended Learning Opportunities
- School Resource Profile

Sub Group Academic Data Analysis

Grade: 11

Standards: 2009

Percent of Sub-group meeting State proficiency

Group	Reading			Writing			Total ELA		
	Year1 2007	Year2 2008	Year3 2009	Year1 2007	Year2 2008	Year3 2009	Year1 2007	Year2 2008	Year3 2009
Social Economic Status (SES)	27	29	23	7	8	19	17	15	21
Race/Ethnicity Black White	25 50	24 40	24	5 20	5 20	15	11 40	13 20	18
Students with Disabilities	0				0			0	
Limited English Proficient (LEP)									
Homeless									
Neglected & Delinquent									
Migrant									
Gender									
Male	30	26	29	8	6	14	13	14	18
Female	23	27	19	6	9	18	15	13	19
Aggregate Scores	27	26	25	7	8	16	14	14	18
State									

Group	Math			Social Studies			Science		
	Year1 2007	Year2 2008	Year3 2009	Year1 2007	Year2 2008	Year3 2009	Year1 2007	Year2 2008	Year3 2009
Social Economic Status (SES)	2	6	16	16	21	20	53	50	53
Race/Ethnicity Black White	5 20	2 27	11	15 40	18 40	16	59 80	42 73	55
Students with Disabilities		0			8			31	
Limited English Proficient (LEP)									
Homeless									
Neglected & Delinquent									
Migrant									
Gender									
Male	13	6	21	23	29	20	65	51	52
Female	0	7	7	12	18	16	53	47	57
Aggregate Scores	7	6	14	18	23	18	59	49	54
State									

Sub Group Non-Academic Analysis

11th Grade　　　　　　　　　　　　　　　　　　　**Year: 2009**

Group	# of Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES	92	0	0	AA/82	AA/214	10	0	0	0
Race/Ethnicity	AA/89	0	0	0	0	AA/45	AA/1	0	0
Disabilities	12	0	0	0	0	8	0	0	0
LEP	<10	0	0	0	0	<10	0	0	0
Homeless	<10	0	0	0	0	<10	0	0	0
Migrant	<10	0	0	0	0	<10	0	0	0
Gender	0	0	0	0	0	0	0	0	0
Male	41	36	0	63	82	36	0	0	0
Female	60	27	0	47	68	27	0	0	0
Totals	101	0	0	0	0	0	1	0	0

Sub group Non-Academic Analysis

11th Grade　　　　　　　　　　　　　　　　　　　**Year: 2009**

Group	# of Students	# of Retentions	# of Dropouts	# Promoted to next grade	Mobility	
					Entering	Leaving
SES	92	0	0	90	92	2
Race/Ethnicity	AA/89	0	0	AA/89	AA/89	AA/2
Disabilities	12	0	0	12	12	0
LEP	<10	0	0	0	0	0
Homeless	<10	0	0	0	0	0
Migrant	<10	0	0	0	0	0
Gender	0	0	0	0	0	0
Male	41	0	2	0	0	0
Female	60	0	0	0	0	0
Totals	101	0	2	101	101	2

Enrollment and Graduation Data – All Students

11th Grade　　　　　　　　　　　　　　　　　　　**Year: 2009**

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retention	# of Dropout	# of promoted to next grade
K	90	44	0	0	20	0	80
1	84	0	0	0	15	0	69
2	98	0	0	0	12	0	86
3	97	0	0	0	10	0	87
4	89	0	0	0	12	0	77
5	70	0	0	0	13	0	57
6	86	0	0	0	9	0	77
7	89	0	0	0	10	0	88
8	107	0	0	0	12	0	95
9	137	0	0	0	47	0	90
10	79	0	0	0	8	39	71
11	101	0	0	0	15	6	86
12	78	0	0	0	7	2	71

Number of Students Enrolled in Extended Learning Opportunities

Year: 2009

Number of Students in Building by Grade	# Enrolled in Advanced Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved / reviewed EDP on file
9	0	0	0	118	0
10	0	0	0	92	0
11	0	0	10	93	100
12	0	0	17	0	47

The following are the Annual Goals outlined by the SIP Team based on MME/ ACT student performance data.

Annual Goals – Mathematics			
FY 2009-2010 Baseline Data	FY 2010-2011	FY 2011-2012	FY 2012-2013
Grade 11 goals			
All 0% of all 11th grade students scored proficient levels on the Mathematics portion of the MEAP.	Increase the percent of all students scoring proficient levels on the Mathematics of the MEAP to meet or to exceed the annual measurable objectives of 65%.	Increase the percent of all students scoring proficient levels on the Mathematics of the MEAP to meet or to exceed the annual measurable objectives of 75%.	Increase the percent of all students scoring proficient levels on the Mathematics of the MEAP to meet or to exceed the annual measurable objectives of 85%.
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Annual Goals – Reading			
FY 2009-2010 Baseline Data	FY 2010-2011	FY 2011-2012	FY 2012-2013
Grade 11 goals			
All 10% of all 11th grade students scored proficient levels on the Reading portion of the MEAP.	Increase the percent of all students scoring proficient levels on the Reading of the MEAP to meet or to exceed the annual measurable objectives of 65%.	Increase the percent of all students scoring proficient levels on the Reading of the MEAP to meet or to exceed the annual measurable objectives of 75%.	Increase the percent of all students scoring proficient levels on the Reading of the MEAP to meet or to exceed the annual measurable objectives of 85%.
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		Annual Goals – Writing		
	FY 2009-2010 Baseline Data	**FY 2010-2011**	**FY 2011-2012**	**FY 2012-2013**
	Grade 11 goals			
All	2% of all 11th grade students scored proficient levels on the Writing portion of the MEAP.	Increase the percent of all students scoring proficient levels on the Writing of the MEAP to meet or to exceed the annual measurable objectives of 65%.	Increase the percent of all students scoring proficient levels on the Writing of the MEAP to meet or to exceed the annual measurable objectives of 75%.	Increase the percent of all students scoring proficient levels on the Writing of the MEAP to meet or to exceed the annual measurable objectives of 85%.
Special Needs	0% of all 11th grade special needs students scored proficient levels on the Writing portion of the MEAP.	Increase the percent of special needs students scoring proficient levels on the Writing of the MEAP to meet or to exceed the annual measurable objectives of 55%.	Increase the percent of special needs students scoring proficient levels on the Writing of the MEAP to meet or to exceed the annual measurable objectives of 65%.	Increase the percent of special needs students scoring proficient levels on the Writing of the MEAP to meet or to exceed the annual measurable objectives of 75%.

2. School Building Capacity – Resource Profile (Identify the resources provided to the school in particular, other state and federal funds to support the implementation of the selected model).

X☐ General Funds X☐ Title I Part A X☐ TitleI Schoolwide ☐ Title I Part C ☐ Title I Part D	X☐ Title I School Improvement (ISI)	X☐ Title II Part A ☐ Title II Part D ☐ USAC – Technology	☐ Title III
☐ Title IV Part A ☐ Title V Parts A–C	☐ Section 31a ☐ Section 32e ☐ Section 41	☐ Head Start ☐ Even Start ☐ Early Reading First	X☐ Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools.) A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.			

The River Rouge New Tech High International Academy will include the following resources to support the implementation of the NTH International Transformation Model:

STATE and FEDERAL FUNDING	
Grant Type	**Amount**

General Fund	$2,500,000
Title I (A)	$250,000
Title II (D)	$200,000
Title II D – PD	$50,000
Community Foundation	$500,000
Downriver Leadership Development Center Earmark Grant	$200,000
Project Achieve – 21st CCLC	$450,000
SIG II Funds	$6,000,000

The River Rouge New Tech High School International Academy received a Title II D Grant to support the beginning of the New Tech High Model. The funding has been used to prepared teachers on how to teach in a New Tech High School and to provide teachers with professional development in other areas such as Echo, PBL, and Curriculum Alignment, and Lesson Planning.

- Program Design (Size, School Code, Professional Culture and Trust, Admission Policy)
- Instruction (Web Portal, PBL, Full-Day Program, College Readiness, Team Teaching, Cross Curricular Integration, Authentic Assessments)
- Technology (Technology, IT Administrator, Network Capacity, E-mail Accounts, Internet Access)
- Partnerships (Business, Community, Colleges)
- Professional Development (Start-Up Training, NTN Network PD Programs, IT Administrator Training)
- Staffing (Leadership, Staffing Autonomy, Dedicated Staff, Principal Selection, On-Site NTN Advocate, IT Administrator)
- Facilities (Separate Facilities, Classroom Learning Environments, School Design)

For further explanation of the New Tech High International Transformation Model, please read the complete application.

SECTION II: COMMITMENT

3. School building Commitment

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered through the MDE Comprehensive Needs Assessment – CAN, provide the following information:

3.a. Describe the schools staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.

All of the New Tech High International Academy staff have actively participated and completed a 7-Day Professional Development Institute on how to deliver quality-integrated lessons in the New Tech Network format. The staff has been trained on how to use the Echo System, how to develop standard-based PBL lessons, how to infuse technology and understand the Student Portal System, curriculum development, and how to infuse standard-based HSCEs / benchmarks into successful integrated PBL units. The ratified contract highlights a commitment from the RREA and BOE to support the NTH Transformation Model. Evidence shows that our staff, leaders and other stakeholders support the NTH Transformational Turnaround Model. WCRESA's Superintendent Chris Wigent and his Leadership Team have worked with River Rouge Administration, the River Rouge Board of Education, and the River Rouge Educational Association in identifying ways that WCRESA can actively support the New Tech High Transformational Model in River Rouge. Chris Wigent had students from River Rouge High School make a presentation on

New Tech to the WCRESA Board of Education. A WCRESA Consultant is currently working with the Director of Curriculum in the implementation of infusing project-based learning in our K-8th grades.

The School Improvement Team, District Leadership and Board Trustees have met on an ongoing basis throughout the year to develop a comprehensive School Improvement Plan that is supported by the SIG Grant. The components of the New Tech High International Transformation Model are comprehensive and will contribute to academic success. We are ready to rollout this Initiative as soon as possible.

Our staff is committed to the New Tech High International Transformation Model and we are implementing the model faithfully. The entire staff is committed to work toward a positive and collaborative achievement-focused school culture where smooth transitions are valued and expected. The Vice President of the School Board has a genuine commitment to the model. She has collaborated with the Superintendent in writing a $179,000 ARRA – 1003 (a) grant to fund the implementation of the NTH Transformational Model.

Our commitment to the following changes and strategies are evident by the adoption of the New Tech High International Transformation Model:

- Offering an extended school day to increase student learning time throughout the year and summer
- Increasing teacher workdays by ten additional days (from 183 to 193 days) for professional development days.
- Improving the delivery of quality instruction through systematic job-embedded professional development and evidence-based research practices that support student learning
- Using a data-based system to drive student learning and inform daily instruction. Teachers will use data to make instructional decisions and to positively impact student learning.
- Monitoring evidence of best practices through daily walkthroughs, study groups, peer coaching, mentoring, data team discussions, and critical friends group.
- Involving business partnerships in helping to motivate young people to stay in school and graduate.
- Engaging families in meaningful experiences that support student learning in the high school setting. Opening a Parent Resource Room, Conducting Workshops in our Parent University Institute, College Field Trips, Curriculum Nights, Family Literacy Nights, and other Post-Secondary Experiences.
- Increasing learning time by ensuring that all staff come to school daily prepared to instruct our students through a rigorous system of instruction that is delivered with patience and passion.

The staff is also committed to protecting instructional time through our commitment to support the following practices:

- Implementing and sustaining a mission and vision with focused and profound clarity and clear expectations for student behavior.
- Communicating ideas effectively with precise and straightforward language to minimize disruptions to instructional time.
- Building a diverse and competent team to successfully address in-house suspensions and tardiness that contribute to loss of instructional time and time on task.
- Exercising purposeful visibility through transitions.
- Monitoring the delivery of instruction to ensure that teachers are following the required pacing of instruction.
- Providing teachers with the support they need to get on track and become proficient in delivering quality instruction.
- Implementing a multi-tier system of support for at-risk students that include an Individualized Student Success Plan for each struggling student.
- Implementing home visits by an in-house attendance officer that will monitor student daily attendance and enforce it.
- Believing that hope can become reality.

The Board of Education has shown overwhelming support for the transitional model through the adoption of the New Tech High School Foundations Model for Project Based Learning.

- Board has approved the three-year budget necessary to implement the model.
- Board members have attended New Tech Foundation Board of Directors meeting in Napa Valley, California.
- Board members have attended site visits of other high schools implementing the New Tech Foundation Model.

The River Rouge New Tech High International Academy is accredited through AdvancED. A SNAPSHOT OF OUR - AdvancED Process Data is highlighted below:

The AdvancED self-assessment was completed in February of 2009. The School Improvement Team together with administrators examined the CNA and current school processes to determine areas in need of improvement. The following are areas determined as emergent or not evident.

Standard 1:2 1:5 and 1:6 Vision and Purpose
We recognize the need to ensure that the vision and purpose guide the teaching process, and plans to rewrite the curriculum with this in mind is well on the way.

Standard 2:1 2:2 2:4 2:7 Governance and Leadership
Restructuring of schools, staff and administration on a yearly basis have hindered compliance and creation of policies. We are working toward better understanding and adherence to current policies that are in place. Though local assessments are being created, the team has determined that common, grade-level entry and exit testing should occur in order to better monitor student performance and school effectiveness. Student participation in decision-making has become more apparent, though documentation of this is informal.

Standard 3 All standards are emerging Teaching and Learning
The team realized that the curriculum used was inadequate for our current needs. Plans to rewrite additional curriculum units are well in the works for the 2010-2011 school year. Review of MME data has begun. Project-based learning activities will be integrated into the rewritten curriculum. The school has purchased Smart boards and laptop computers for each student to use while learning core content instruction. The school has committed to the implementation of numerous initiatives to aid instruction, including brain-based research, Carnegie Math, the Teach! Initiative that promotes differentiated instruction, technology training for instructors to better utilize the Smart boards in the classroom, the Edge reading initiative, the Math in CTE initiative and the Kaplan ACT advantage series. Teachers will also be participating in a book study using the Skillful Teacher by Jon Sphier, Mary Ann Haley-Speca and Robert Gowen in order to be exposed to and discuss best practices for the classroom.

Standard 4:1 4:2 and 4:4 Documenting and Using Data
The team has identified the need for performance measures and a comprehensive assessment system for measuring progress toward meeting the expectations for student learning. Entrance and exit exams as well as common assessments that reflect student achievement are in the development phase.

Standard 5:5 Resource and Support Systems
School budgeting includes monies set aside for teacher professional development within the school for the creation of team building for teachers and the development of professional learning communities. While individual teachers are given the opportunity to attend professional development, little time or resources are set aside for them to disseminate information to other staff members. Currently, there is only one counselor in the high school to provide both counseling and career support for students.

Standard 6 Stakeholder Communications and Relationships
While all indicators were operational this year, parent perception still points toward a lack of communication between the school, teachers and parents. As a result, more creative, innovative methods of communication need to be devised and implemented.

Standard 7 All standards emerging: Commitment to Continuous Improvement
The team continues to bring a strong commitment toward continuous school improvement. Structured meeting times for the team and school-wide committees to examine data, monitor improvement, and modify instructional practices is being considered through SIG funding.

The school used the data from AdvancED Standards and Policies to identify the correct Transformational Reform Model. The New Tech High Transformational Model was selected by the SIP Team as the model to turnaround the school. The school completed the Self Assessment (SA), the Quality Assurance Review (QAR), and identified all types of data (perception data, academic achievement data, behavioral data, and process data) to transform the school.

For further explanation of the New Tech High International Transformation Model, please read the complete application.

3.b. Explain the school's ability to support systematic change required by the model selected.

Working together with the New Tech Network team, the school has supported teachers through intensive summer training in Project Based Learning. A new block schedule with integrated courses to accommodate the learning model has been adopted. Teachers and students are now utilizing an online classroom management system called Echo to facilitate learning. 21st Century Learning Outcomes, including the use of technology in every project, have been integrated into curriculum. New Tech Network Coaches provide additional support necessary to sustain the work of the staff.

The River Rouge New tech High International Academy is systematically ready to implement the change required. We have received the blessings from the New Tech Network to roll out our New Tech High International Academy on September 7, 2010. The staff in collaboration with the school administrator has aligned a comprehensive plan that strongly supports the implementation of systemic and sustainable change. With the support from the New Tech Network Coaches and the District, the New Tech High International Academy staff will receive the support necessary to sustain the work underway.

The staff is committed to providing students with a rigorous curriculum that is aligned with high standards of excellence. The staff is also committed to the belief that youth and learning are at the center of our work. We do not believe in excuses. We plan to get the job done. We know that we have the ability to make a difference if we work together as a team in eliminating those practices that rob minority students from achieving excellence.

As a Transformational Model school, we are committed to promoting and supporting bold, visible and measurable learning outcomes that are reinforced through quality teaching and delivered by caring teachers. We will infused a system of support / wraparound that will provide struggling learners with all of the support they need to become success stories. We are committed to the success of every student. We will not settle for less. Our convictions are rooted on the expectations that excellence is obtained through the refusal of accepting complacency.

The following structures have been established to support the successful delivery of the New Tech High International Transformation Model:

NTH International Academy focuses on how 21st Century students really learn. Students today learn differently because they are wired differently. To meet these challenges, the NTH International Academy will:

- provide a flexible and safe learning environment
- develop rigorous and relevant project-based curriculum and use instructional techniques designed to meet students' varying abilities
- involve students in the collaborative establishment of classroom rules and procedures
- encourage exploration of creative alternative solutions to school and classroom tasks

- explain the complex development and function of the brain so students can understand the biology behind their own learning process, including many of the major obstacles and challenges they are facing
- foster a supportive environment that will allow for trial and error
- use multiple assessments – such as portfolios, rubrics, teacher observations, and student performance
- encourage and allow for children to develop individually at their own pace
- use cooperative learning and activities that stimulate positive student participatory learning
- understand that state assessments are a starting point, not a finish line

School Culture:

The first year in NTH International Academy is a time for transition. NTH International Academy promotes a culture of high expectations for students. Teachers know student strengths and weaknesses. Teachers are familiarized with their students' family history and family expectations. Teachers are expected to care about their students and their academic success.

Students arrive at 7:55 a.m. daily and are expected to come on time. NTH International Academy offers a variety of student clubs, seasonal athletics, project-based learning, use technology to complete projects or units of instruction, career-related activities, and an in-house reflection room. Teachers will meet weekly to discuss student progress and interdisciplinary projects.

NTH International Academy will operate under the assumption that all its students will attend post-secondary program regardless of their career aspirations. NTH International will infuse the following Career Academies for 9th through 12th graders into their project-based experiences.

The culture of NTH International Academy will be centered on individual students and their needs. Each student will have a contract of commitment on file. Each in-coming group of 9th graders will be grouped in pods of fewer than 100 students. Students will have the opportunity to develop strong, lasting relationships with their peers and teachers through student advisory groups. Trustful and respectful relationships will be established based on behavioral expectations. Overall, there will be a sense of respect, acceptance, and a strong sense of family in NTH International Academy that will be embraced by the school community. Classrooms will be interactive with rich discussions and activities centered on global topics of interest to students. Achievement will be seen as enjoyable and important. Raising academic expectations for all students will be the strongest component of NTH International Academy.

Core Academic Learning:

Core academic learning refers to achievement in the core subjects of English language arts, mathematics, science, and other subjects identified by the school. Sample data indicators include: percent of students meeting proficiency levels on state tests, average scores on MME/ACT, percentage of students graduating from high school in four years, and/or percentage of students earning a college degree within four years after high school completion.

All students entering NTH International Academy will be involved in a post-secondary preparatory curriculum designed to advance their learning at the most rapid pace possible. For each course students, parents, and teachers enter into a contract that is signed by all parties and outlines expectations, work required, and outcomes. Teachers understand that they must change their teaching style and methods if the students are not successful. Student achievement is the criterion of NTH International Academy. NTH International Academy will focus on high attendance, high achievement, rigorous core academic program, Advanced Placement courses, and initial student profiles. Differentiation of time, resources, grouping, materials, and strategies to meet student needs are central to NTH International's core curriculum and philosophy. Students experiencing reading difficulties will be required to participate from an online reading course.

NTH International Academy will also implement core academic learning through

a focus on the following principles:

- ❑ Implement the **strategies deeply** at the 90% level.
- ❑ Implement what is already known about *exemplary international / global practices*.
- ❑ Focus on **what 21st century instructional leaders do**, rather than what they know.
- ❑ Closely **monitor the delivery of high-quality instruction** to ensure follow-through.
- ❑ Exercise **tighter controls** over what is taught and what is monitored.
- ❑ We will focus on **deeper implementation.**

NTH International Academy will use the Eight Pillars of Excellence to promote student achievement for all.

- ❑ A district-wide *focus on student achievement and the quality of instruction.*
- ❑ A district-wide *focus on the use of data to inform instruction*.
- ❑ A district-wide *commitment to targeted and phased focus for improvement*.
- ❑ A district-wide *commitment to instructional leadership at the school and district level.*
- ❑ A district-wide *emphasis on teamwork and purposeful community.*
- ❑ A district-wide *commitment to new approaches to board-district and district-school relations.*
- ❑ A district-wide *commitment to a positive school culture and climate conducive to learning.*
- ❑ A district-wide *commitment to teacher professional development.*

High-Quality Curriculum and Instruction:

NTH International Academy will provide students with a well-rounded, rigorous, and thinking curriculum that is project based and linked to career academics. The units of study will be supported through curriculum studies and extensions that use project-based learning through technology to provide deeper learning. Our teachers will use WCRESA blackboard, web 2.0, Echo and online opportunities to individualize and self paced instruction. Our classrooms and hallways will contain examples of student work. Teachers will use small group learning, hands-on learning experiences with emphasis on student responsibility, and other strategies to engage students in active learning. Students will use Echo to monitor grades, attendance, GPA, assignments, tests, standards, syllabus, and for keeping a calendar.

College eligibility will be determined through a variety of methods. Our Academic Adviser will conduct academic reviews and help students to obtain scholarships. Students will participate in tech prep courses, MME/ACT Prep courses, and other college opportunities. Each senior must maintain an e-College Portfolio with sample work and a syllabus for each college course taken. If a student receives a D or lower in a college course, the student is placed on college academic probation and must repeat the course.

NTH International Academy will also require all students to participate in rigorous coursework that meets all high school requirements. A personal curriculum option (nontraditional strategies as portfolios, presentations, and authentic assessments and data folders) will be made available for non-traditional students.

NTH International Academy will use data collected through the International Center's Curriculum Matrix to identify the state's most tested standards and performance indicators in its assessment program and also crosswalk the standards to the essential skills. We will teach and learn with rigor and relevance. NTH International Academy will define curriculum and instruction by addressing three major questions:

- What does society expect of students to be successful in the 21st century?
- What have we learned from brain research about the ways students learn best?
- How do students view learning?

Use of Data Classroom and Building Levels:

The teachers in NTH International Academy will use data to inform instruction. They will be responsible for integrating common assessments in their daily lessons. They will also use State assessment results to impact student learning. The staff will design core academic formative tests based upon district standards. Classroom observations will reveal the use of common assessment data to adjust instruction. Careful data analysis will be critical to this process. A grade of C minus or lower will initiate a series of interventions. Students will have the opportunity recover credits throughout the year.

NTH International Academy will use the Learning Criteria for Continuous School Improvement to create a sense of ownership among all stakeholders. Ownership underscores a shared vision, local accountability, and control. NTH International will use the following seven steps to address the learning criteria:

    Step 1: Selection of a Leadership / Data Team
    Step 2: Data Collection and Analysis
    Step 3: Development of School Improvement Goals
    Step 4: Development of an Action Plan
    Step 5: Alignment of Goals
    Step 6: Sharing the School Improvement Plan
    Step 7: Evaluation of Progress for Continuous School Improvement

Addressing Social and Emotional Needs through Transitions:

NTH International Academy will sponsor an 8th grade transition period in which all 8th graders in the district will be transferred into the high school during their second semester to complete their requirements. The district will also offer an opportunity for middle school students to obtain high school credit through the Summer Bridge Learning Academy for 8th graders. 8th graders will have the opportunity to enroll in high school classes during the second semester of their 8th grade year. All efforts in 7th and 8th grade will aim at correcting deficiencies and preparing students to enter high school prepared to take rigorous courses.

Teachers will always be available to assist our students in transitioning into our high school. A freshman orientation will also be required for our incoming 9th graders. The orientation will help our incoming students to understand the philosophy, culture, and expectations required of them during their education in our high school. Students will meet with their academic advisors / counselor regularly. Our 9th graders will participate from an induction program aimed in helping students to be successful. The 9th grade experience will also begin with personalization. Our teachers will use multiple indicators of student success to help students learn 21st century employability skills. A 4 weeks Summer Bridge Leadership Academy will be available for all incoming freshmen. The focus of the Summer Bridge Leadership Academy is to build academic, social, literacy, algebra and readiness skills. Our 9th graders will be placed in small heterogeneous groups with a team of core academic teachers. Our 9th graders will also build relationships with one another through working and learning in their small learning teams. Our students will be taught interpersonal skills and learn the importance of responsibility.

Teachers will participate from Small Learning Communities where they will experience mentoring and tutoring opportunities. The last 6 weeks of the semester will be "contract time." Academic support will be provided to struggling learners through Thinking Maps training, Reading Program, Library – Media - Distance Learning opportunities, and Career and Technical Education opportunities.

The NTH International Academy will address the social and emotional needs of struggling students by creating a multi-tier system of wraparound support that is comprehensive and directly aligned to support student learning. The system is aligned to support each struggling learner with the type of service that he/she needs to be successful in graduating from school. Each struggling learner will be part of a multi-tier model of support that begins with am Individualized Student Success Plan that is developed in collaboration by a team of professional, the parent and the student. The plan will be supported through a series of interventions or support that will assist the student to become successful. The following are some

of the many types of interventions that will be provided to struggling learners who attend the New Tech High International academy: ISSP, extended day/extended year credit recovery options, summer learning academy, sports and recreation options, in-house school reflection room, behavior and attendance support system, wraparound services, career technical exploration, internships, 21st CCLC - Project Achieve (Art, Music, Sports, Tutorial, Mentoring Support) financial management, college field trips, and other extra-curricular activities,

Leadership/System Approach:

NTH International Academy will encourage a high degree of trust among the staff and students. High standards and expectations will be required of all students and staff. Student leadership development will exist throughout the curriculum. Every student will be required to participate in a leadership class. Shared decision making is central in the governance of NTH International Academy. The Director of Curriculum will assist teachers in academic literacy instruction, lesson development, modeling lessons, mentoring, coaching, and classroom management issues. NTH International will sponsor an in-house instructional resource center to provide collaborative and situational leadership. Curriculum planning by departments will be coordinated through mini-learning community teams, common planning time, collaboration, communication, and systematic planning. NTH International Academy will have a Principal's Student Cabinet and an active school improvement team.

NTH International Academy will go through a transformational phase that includes three consecutive stages:

- *Why* involves convincing educators, parents, and community members about the reason our school must change.

- *What* involves the content of change through a common focus by using data, research, and best practices to determine factors that need to be addressed for change to come about

  1. Culture of High Expectations
  2. Data-Driven Decisions
  3. Accountability
  4. Articulated Curriculum
  5. Rigorous and Relevant Instruction
  6. Personalized Learning
  7. Professional Learning Communities
  8. Partnerships
  9. School Climate
  10. Leadership

- *How* is determining the process to implement change at the school once people understand and embrace the *why* and the *what*.

William R. Daggett describes the following six strategies for changing schools:

- Envision: Dream the Possible
- Discover: Focus on the Organization's Competence
- Create: Design Solutions through Kaleidoscope Thinking
- Build: Forge a Consensus for Change
- Develop: Cultivate the Growth of People
- Support: Sustain People through Implementation

Use of Data-Driven Decision Making and Job Embedded Professional Development:

The New Tech High International Transformation Model places considerable emphasis on professional development to improve instruction. In the NTH Model, curricular coaches for literacy, math, and Freshman Seminar work one-on-one with teachers, assisting them in making effective use of block schedule and in using the special project-based learning curricula successfully. The coaches model teaching approaches, sometimes team teaching with individual teachers, sometime working with small groups of teachers.

The purpose of our professional development activities is to promote teacher autonomy and allow teachers the opportunity to work together in aligning curricula with standards, reviewing assignments for rigor, and holding frequent discussions on ways to improve classroom activities that truly engage students.

The New Tech Network will provide a comprehensive job embedded professional development plan that is supported through the PDCA – Plan-Do-Check-Act Model. The following types of job-embedded professional development opportunities will be supported through a Multi-Faceted Professional Development delivery system:

- Assesment and Professional Learning
- Problem-Based Learning
- Class a Assessments
- Classroom Walkthroughs
- Curriculum Design
- Data Analysis
- Differentiated Coaching
- Immersing Teachers in Practice
- Lesson Study
- Common Preparatory Time
- Critical Fiends Group – Focus on Student Work
- Mentoring
- Portfolios for Educators
- School Coaching
- Standards in Practice
- Study Group
- Critical Friends
- Use of Web 2.0 Technology in the Classroom

Student-Centered Learning:

Today our Digital i-Net Generation is experiencing a sense of disconnectedness in terms of finding relevance in our traditional and outdated classrooms. Our high schools have become obsolete teaching systems in need of 21st Century instruction that promotes: discovery learning, learning by doing, manipulating and by interacting with digital expectations, more hands-on activities, use of rapid fire, trial and error approach mastery of digital tools, use of photography, color, video, and sound as primary vehicle to convey information, provide student access to hyperlinked information, and allow students to network and collaborate with each other and with experts from around the world. Our students need instruction that is student-centered and presented through the use of multi-media instead of text-only information presented in traditional classrooms. The Digital Generation's need for speed is a reality that can be easily addressed if teachers would support web 2.0 Literacy. Teachers need to embrace 21st Century learning environments that promote right and left-brain learning. They need to expose students in digital immersion (Digital Tools – Web 2.0) gateways to connectivity with the World. Our classroom practices need a major paradigm shift. The SIG Grant will focus Instruction on 21st Century Thinking Skills through embrace our digital reality, the thinking patterns of digital kids, and by broadening our evaluation or big picture on how to connect rigorous and relevant instruction by using web 2.0 technology.

The River Rouge New Tech High International Academy has demonstrated the ability to support systemic change and successfully implement state and federal grants as is evidenced by the District ability to sustain programs through State and Federal Programs throughout the last ten years.

Through a collaborative process that involves the district, the building principal and teachers, we have clearly set expectations about our instructional practices that are designed to improve student achievement for all subgroups. As highlighted throughout the NTH Transformational Model, yearly expectations have been set for student achievement and these expectations have been communicated to our staff, students, parents, and other stakeholders. All of our certified staff are evaluated annually and are held accountable for student success. Principals are held accountable for ensuring that all programs and initiatives are directly aligned to student achievement. The teacher and principal performance appraisal process is directly aligned to effect size that significantly positively impact student achievement. Time for teacher collaboration as indicated in the Transformational Model, is not only in place but extremely comprehensive. Job-embedded professional development is an integral part of the principal and teacher days. The staff has rigorous instructional practices (refer to the Transformational Model) for all students and a common understanding of what constituents quality student work (Refer to the Student Rubrics as outlined in the Transformational Model). Please note how our school has outlined a comprehensive description / plan on how data is used to guide quality and rigorous instruction for all subgroups.

For further explanation of the New Tech High International Transformation Model, please read the complete application.

3.c. Describe the school's academic in reading and mathematics for the past three years as determined by the state's assessments (MEAP/MME/Mi-Access).

Student Achievement Data:
According to the student achievement data gathered, our high school student population, fall significantly below the state averages in all academic areas. There were significant achievement gaps between the subgroups that must be improved through a system of interventions that is directly delivered through explicit instruction in the areas of reading, mathematics, science and social studies.

Group/ Grade	Reading			Writing			ELA		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
11th	2008	2009	2010	2008	2009	2010	2008	2009	2010
11th	26%	25%	10%	8%	16%	2%	6%	14%	0%

Group/ Grade	Math			Science			Social Studies		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
11th	2008	2009	2010	2008	2009	2010	2008	2009	2010
11th	6%	14%	0%	23%	18%	9%	49%	54%	33%

MME Reading						
Year	No. of Students Assessed	Performance Levels				
		4-Not Prof.	3-Partial Prof.	2- Prof.	1- Prof.	Levels 1&2
2010	58	53%	36%	10%	0%	10%
2009	65	43%	32%	25%	0%	25%
2008	80	41%	33%	26%	0%	26%
2007	75	39%	35%	27%	0%	27%

MME Writing						
Year	No. of Students Assessed	Performance Levels				
		4-Not Prof.	3-Partial Prof.	2- Prof.	1- Prof.	Levels 1&2
2010	60	40%	58%	2%	0%	2%
2009	70	23%	61%	16%	0%	16%

| 2008 | 80 | 19% | 74% | 8% | 0% | 8% |
| 2007 | 72 | 17% | 76% | 7% | 0% | 7% |

MME Mathematics						
Year	No. of Students Assessed	Performance Levels				
		4-Not Prof.	3-Partial Prof.	2-Prof.	1-Prof.	Levels 1&2
2010	54	100%	0%	0%	0%	0%
2009	63	76%	10%	14%	0%	14%
2008	80	83%	11%	6%	0%	6%
2007	75	84%	9%	7%	0%	7%

MME Science						
Year	No. of Students Assessed	Performance Levels				
		4-Not Prof.	3-Partial Prof.	2-Prof.	1-Prof.	Levels 1&2
2010	55	87%	4%	9%	0%	9%
2009	67	76%	6%	16%	1%	18%
2008	80	58%	20%	23%	0%	23%
2007	74	64%	19%	18%	0%	18%

MME Social Studies						
Year	No. of Students Assessed	Performance Levels				
		4-Not Prof.	3-Partial Prof.	2-Prof.	1-Prof.	Levels 1&2
2010	54	22%	44%	33%	0%	33%
2009	63	27%	19%	46%	8%	54%
2008	80	16%	35%	36%	13%	49%
2007	74	15%	26%	51%	8%	59%

The School Improvement Team recognizes the need to gather multiple data source through common assessments, formal and informal assessments in all core subject areas at all grade levels. Entrance and exit testing has also been recommended at all grade levels to better measure growth and program quality over time. We will develop an 8th grade assessment instrument to identify areas in need of improvement.

Even though, the scores have significantly been dropping over the last few years, the school recognizes that our challenge ahead is to improve the proficiency of our students in the areas of reading, mathematics, science and social studies. We understand that we have a lot of work to do ahead of us but we are compelled to tell the truth about what happened last year that contributed to the poor test scores. The School Board under the direction of their legal counsel opted to lay off 24 teachers. The district locked out certified teachers for about two months. Once the District was forced to recall the 24 teachers back from the Unfair Labor Practice Law Suit, it was unable to place the certified teachers in critical core academic areas due to scheduling challenges. The inappropriate lay off of teachers, the lack of recalling certified staff on a timely manner, and poor scheduling challenges contributed to students being taught and tested by core content uncertified staff.

We recognize that what happened at River Rouge last year, will not happen again. Lessons learned have taught the Board of Education to seriously consider the poor recommendations made by their legal council that are not instructional leaders.

The school serves a large number of special education students that need highly qualified teachers that understand the value of co-teaching and inclusion. Students with disabilities will be supported through rti and other instructional practices that support student learning.

100% of our students scored non-proficient in Mathematics during the 2010 school year MME/ACT Testing period and 2% in writing and 8%in reading. This is totally unacceptable. We plan to narrow the achievement gap by reducing the following: student and teacher absences, increasing time on task, decreasing disruption during learning time, providing students with highly qualified teachers that teach that teach with conviction, and the use of assessments to support student learning.

For further explanation of the New Tech High International Transformation Model, please read the complete application.

3.d. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

Effective leadership through the use of on the spot data is required to implement change processes within a New Tech High. This Model takes on many forms. Everyone often plays the role of data researcher, but so do students. Effective data researchers advocate, nurture, and sustain a school culture and instructional program that is data driven and student focused.

The NTH International Academy will use a multi-tier system of interventions and support that is reinforced by data and scientifically-based research. The School Improvement Team plans to use student and school data to select and appoint a strong Leadership / Data Team, to establish a comprehensive Data Collection and Analysis system of support, Develop smart measurable School Improvement Goals, Develop and Implement an Action Plan, Align the Smart of Goals and Share the School Improvement Plan with all stakeholders, and finally Evaluate the Progress of Continuous School Improvement throughout the year.

The NTH International Academy will use summative and formative assessment data, Class A Quarterly Assessments, teacher-made-assessments, and PBL common assessments to evaluate student performance on state standards. The administration will conduct daily walkthroughs to support student learning. Staff will receive effective training on how to collect, analyze and utilize student data to inform instruction.

The NTH International Academy will implement a three tier RTI (Response to Intervention) Model to support student learning and provide struggling learners with the accommodations they need to be successful. The RTI Model is a comprehensive structural system of support that is supported by ongoing monitoring, application and delivery of quality differentiated instruction, instructional group organization, and the evidence of daily instructional delivery that is supported by summative and formative assessments.

TIER I System of Support

Collecting, Analyzing and Using School-wide Data at Classroom Level:

The teachers in NTH International Academy will use data to inform instruction. They will be responsible for integrating common assessments in their daily lessons. They will also use State assessment results to impact student learning. The staff will design core academic formative tests based upon district standards. Classroom observations will reveal the use of common assessment data to adjust instruction. Careful data analysis will be critical to this process. A grade of C minus or lower will initiate a series of interventions. Students will have the opportunity recover credits throughout the year.

NTH International Academy will use the Learning Criteria for Continuous School Improvement to create a sense of ownership among all stakeholders. Ownership underscores a shared vision, local accountability, and control. NTH International will use the following seven steps to address the learning criteria:

    Step 1: Selection of a Leadership / Data Team
    Step 2: Data Collection and Analysis
    Step 3: Development of School Improvement Goals
    Step 4: Development of an Action Plan
    Step 5: Alignment of Goals
    Step 6: Sharing the School Improvement Plan
    Step 7: Evaluation of Progress for Continuous School Improvement

Implementing a Scientifically-Based Curriculum aligned to the State's Standards

The NTH International Academy will use the NTH Student Learning Continuum to align instruction, curriculum and assessments through a positive learning environment. The NTH Transformation Model will highlight five critical areas: healthy classroom environment, curriculum, successful students learning, assessment and balanced-instruction. Students will be exposed to a system of support that is reinforced through personalization, adult world connections, common intellectual mission and teacher as designer.

Our teachers will be supported by a system that promotes adult learning. We will provide a high quality teacher induction program that includes a residency, co-teaching, and mentoring support. Teachers will also participate in study groups, peer observations, and curriculum walkthroughs.

Individualized Student Success Plans and Differentiate Instruction

The staff has designed a comprehensive Individualized Student Success Plan(ISSP) that will be used to support struggling learners. The ISSP will include a personal developmental asset assessment, checklists, student/parent/teacher contract, growth goal setting forms, and other data such as student academic grades, GPA, behavior, and attendance.

The purpose of the ISSP is to help struggling learners to succeed academically through wraparound services that are strategically established to support the individual learner's need.

Assessments and Progress Monitoring

The NTH International Academy will support student learning through a comprehensive system of support that is aligned with common assessments, formative and summative assessments and frequent monitoring of student learning. Once the team finds that a student's plan is not working, they will meet to increase the level of support.

TIER II System of Support

Tier II Level of support include services and interventions that help fine tune the ISSP so that it is aligned with services that truly support the individual student. The types of interventions in Tier II are strategic and monitored frequently. Teachers will receive training on Tier II types of interventions that can help struggling learners to be successful.

TIER III System of Support

Tier III Levels of Intervention are directly provided to students through small group intervention. The intensity and frequency of services is increased and monitored more closely. The struggling student receiving Tier III services will receive the traditional Tier I services and Tier II Intensive Supplemental Interventions.

NTH International Transformation Model Essential Foundation

The River Rouge New Technology High International Academy will become a NTH International postsecondary preparatory site during the 2010-2011 school year. Each participating youth served will acquire the knowledge of post-secondary education, successful careers and the world of work through a balanced educational program with emphasis on core academics and the infusion of fine arts, music, and career and technical education within the context of projects. NTH International will place heavy emphasis on parental involvement. Parents will be required to be involved in their child's school life and support their children's academic progress through home/school projects. The NTH International will prepare students for success in postsecondary education and in the work place through project-based learning, peer-advisory support, and achieving college credits through dual enrollment opportunities. It will also place strong emphasis on Career Academics. NTH International will use the four principles of iNET (Deep Learning, Deep Experience, Deep Support, and Deep Leadership) to help students learn the high school content expectations through a rigorous and relevant process that values relationship building as an expectation.

Deep Learning

- Global Literacy through the Use of Technology Infused throughout the Project-Based Curriculum
- K-12 World Languages (Chinese, Spanish, Arabic)
- International Studies
- Interactive Classrooms (Michigan Virtual Online Learning Courses/ Advanced Placement / Credit Recovery)
- Career Academics (Career Technical Education Courses/ EDP)
- Seamless Post-Secondary Readiness Planning and Enrollment by age 16 (High School Course Requirements / Dual Enrollment in WCCCD)

Deep Experiences

- Project-Based Learning
- 12 hours of College Credits
- Entrepreneurships, Internships, Co-op, and/or Work Experiences
- Service Learning
- Community Service (40 Hours)
- 21st Century Employability Skills (College Field Trips)
- One-on-One Laptops for all 4th-12th Graders)

Deep Support

- Multi-tier Resource Coordinated Services
- Extended Day/Year Learning Opportunities (Summer Learning Academy)
- Bilingual and Cultural Studies Services
- Advisory - Distributed Counseling
- Student Success Plans (Post-Secondary Readiness Planning / College Prep Instructional Program)
- Fine Arts, Band, Music, Choir, Clubs, and Athletics

Deep Leadership

- Student Leadership Development
- Safe and Positive Learning Environments
- Student Council
- Student Voice
- The Youth Ambassador's for Change Project / Summit

All graduating seniors in NTH International Academy will be responsible for participating in all of the following experiences. In order to graduate from the River Rouge School District, every student must have met the following requirements:

- *Completed all High School Requirements*
- *Completed all required CTE Courses – Senior e-Portfolio / College Plan of Work*
- *Completed a Three Weeks Work Experience Internship, Entrepreneurship, and/or Coop Experience by their junior year*
- *Completed 40 Hours of Community Service by their senior year*
- *Participated in an International Global Service Learning Project*
- *Completed 12 Direct College Credit / Dual Enrollment Courses*
- *Completed 2 Online Courses*

- *Completed at least two AP Courses*
- *Participated in a minimum of two College and Post-Secondary Field Trips*
- *Applied for college scholarships and entry to a post-secondary institution*

The hallmark of the NTH International Academy is the *Advanced Placement Studies Program* in which a large number of juniors and seniors will take a number of online Advanced Placement Courses. Our Juniors and Seniors will also successfully participate in college courses at WCCCD. The motto for NTH International is "Hear Us Roar, Home of the Panther Pride." The mission of NTH International is "Help prepare each student for post-secondary experiences through a successful transition that is personalize and accelerated." Collaboration among staff will provide for considerable sharing of ideas and innovations both within and across disciplines. Teachers will provide extra help before and after school for students in need of additional academic tutorial support for enrichment and advancement. All teachers will be required to know their students names and performance levels at all times. Every teacher will be responsible for providing an Advisory - Distributed Counseling group of twenty-five students in a multiage educational setting. Students will be clustered by similar background or career interest to make it easy for teachers to provide support. Advanced college preparatory and academic preparatory courses will be offered throughout the year. The school culture will be student-focused and positive at all times. Student leadership and voice is a strong component of NTH International. Students will be responsible for taking leadership in their own learning, contributing to their community through community projects and service learning experiences, and by engaging in complex thinking, recognizing quality, communicating effectively, and using a variety of emerging technologies effectively and ethically.

NTH International staff will establish a genuine commitment to personalization through the development of caring and positive relationships with every student. They will ensure that every student with disabilities will be included into general education programs through a genuine commitment to inclusion and co-teaching experiences. NTH International will celebrate the success of students and staff throughout the year through multiple celebrations.

Each high school student will have an Individualized Student Success Plan created in conjunction with the – Student Advisory - *Distributed Counseling Teacher*. All students will be exposed to advanced placement classes, a three weeks full time paid job internship, seminars, performances, exhibitions, demonstrations, service learning experiences, community service, and independent learning activities prior to graduation. Students performing below expectations will be required to enroll in Project Achieve, the after school tutorial program and a two week Summer Bridge Learning Academy.

NTH International will provide case management support, academic support, advocacy, support groups, and career counseling. Students in need of additional support will get the necessary help to handle barriers to academic success, increase their engagement in school, improve attendance and school performance, and develop literacy skills.

NTH International will operate on a non-traditional student friendly schedule. Core Subject Courses will be conducted in a combination of 109 minutes Block and 48 minutes schedule per week.

NTH International will offer online classes, dual enrollment, advanced placement courses, emerging technologies program, and world languages through a project-based curriculum.

NTH International is primarily dependent upon student learning, which is influenced by three primary factors:
- what is taught
- students' willingness and ability to learn
- how things are taught

NTH International focuses on how 21st Century students really learn. Students today learn differently because they are wired differently. To meet these challenges, NTH International will:

- provide a flexible and safe learning environment
- develop rigorous and relevant project-based curriculum and use instructional techniques designed to meet students' varying abilities
- involve students in the collaborative establishment of classroom rules and procedures
- encourage exploration of creative alternative solutions to school and classroom tasks
- explain the complex development and function of the brain so students can understand the biology behind their own learning process, including many of the major obstacles and challenges they are facing
- foster a supportive environment that will allow for trial and error
- use multiple assessments – such as portfolios, rubrics, teacher observations, and student performance
- encourage and allow for children to develop individually at their own pace
- use cooperative learning and activities that stimulate positive student participatory learning
- understand that state assessments are a starting point, not a finish line

Data-Driven Decision Making Commitment

Meeting Topic	Participants	Timeline
Analyzing student data to inform instruction	Teachers Principal	September 2011
School Improvement Team	Teachers Principal Parents	Ongoing
Staff Meetings	Teachers Principal	Ongoing
Parent Teacher Conferences	Teachers	Quarterly
Study Groups	Teachers Principal	Monthly
Critical Friend Groups- Looking at Student Work	Teachers Principal	Monthly
Department Meetings	Teachers	Monthly
Item Analysis	Teachers Principal Galileo Coach	September 2011
Review of Class A Quarterlies	Teachers Galileo Coach Principal	Quarterly

Workshops

Workshop Activity	Timeline	Persons Responsible
Echo Training	Fall 2010	NTN Coach Teachers
PBL Training	Fall 2010	Teachers Students
Thinking Maps	Fall 2010	Teachers Parents Students

Web 2.0 Training	To Be Determined	Teachers Parents Students
Curriculum Crafters	To Be Determined	Teachers
Edge Training	Fall 2010	Teachers
Carnegie Math Training	Fall 2010	Teachers Students
Using Data to Drive Instruction	Fall 2010	Teachers
Closing the Achievement Gap	To Be Determined	Teachers Parents
National Common Standards	To Be Determined	Teachers

For further explanation of the New Tech High International Transformation Model, please read the complete application.

3.e.   Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

The NTH International Transformation Model expects high levels of collaboration and communication through teacher and principal autonomy. There is constant collaboration and communication between and among teachers and administrators around student learning and student achievement through the use of live data. Everyone is involved and connected, including parents and members of the community, to solve problems and create solutions.

The NTH International Academy staff understands the value of creating a positive school culture that values learning and respect instructional time. The staff has designed a comprehensive system of support that is built on true collaboration. The staff is committed to spending ten additional days to learn and plan together. The team will use the following strategies to collaborate and learn together:

- Critical Friend Group
- Study Group
- Book Study
- Mentoring
- Coaching
- Co-Teaching
- Peer Walkthroughs
- Class Visitation / Observations
- Team Teaching

Our teachers will participate from before and after school, Summer and even Saturday professional development opportunities.   Teachers will participate from job-embedded training throughout the next three years to turn the school around.

For further explanation of the New Tech High International Transformation Model, please read the complete application.

3.f. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

It is evident that the New Tech High International Transformation Model requires high levels of community and parental involvement. There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in our school. Parents, as well as businesses, social service agencies, and community colleges/universities play an integral vital role in this effort.

The engagement of parent in meaningful context is vital to student learning. Our teachers truly believe that parents are our partners in education. We will reach out to parents through a variety of ways. We will create a student grade portal where parents can have access and be able to monitor their child's progress, attendance and behavior, Parents will also be able to communicate with their child's teacher electronically.

Our staff is committed to a two-way line of communication that empowers parents to get involved. The school will sponsor student field trips and clubs to engage parents in their child's education. Our teachers will make contact with parents throughout the year through short emails that introduce the projects and the learning required. We will involve parents in the learning process by asking them to serve in a panel that reviews the completed projects.

Community, business and industry are a key component of the NTH International Transformation Model. The school understands that every student in our NTH must complete a three weeks internship in a business and must complete a minimum of 12 dual enrollment credits hours in a community college or university.

The following include an overview of the Parent and Community Programs and Business and Industry Partners that are committed in supporting our effort.

Parent/Community Programs	
Activities	Purpose
Parent Room	Academic Support Family Outreach
Parent University	Parent Workshops, Parenting, Support
Family Literacy Nights	Literacy
Parent Teacher Conferences	Student Progress
PTA Meetings	Monthly Parent Informational Meeting
Project Achieve	Academic Support

Business and Industry Partnerships / Community Programs	
Activities	Purpose
The Guidance Center	Mental Health Outreach, Counselor, Social Worker
Wayne Metro	Extended Day/Year/Summer Programs for Students in Art, Music, Sports, Health, And Academic Tutorial
City of River Rouge	Civic Responsibility Programs, Code of Conduct, Citizenship
SKC, Inc.	Mental Outreach, support for at-risk students and families
Michigan Works	Internships for students
The Telegram	Internships, writing, editors, yearbook

For further explanation of the New Tech High International Transformation Model, please read the complete application.

SECTION III: PROPOSED ACTIVITIES

4.   School Improvement Intervention Plan – 5 Page Limit (Describe the proposed activities that address the required US Department of Education USED school intervention that the school will use as a focus for its school Improvement Grant).

The River Rouge New Tech High International Academy Transformational Model outlines and details a clear description of all of the required and permissible activities that will be implemented throughout the duration of the SIG II grant. A detailed description of pre-implementation activities that will be

implemented have been outlined for year one. All pre-implementation activities outlined throughout this Transformational Model appear to be reasonable and necessary and address the needs identified by the District. All pre-implementation activities are directly aligned to support our vision to improve student achievement. The pre-implementation activities contain a rational for why activities were selected and how they are expected to increase student achievement. The plan outlines the required activities and how these activities will be implemented and by whom. The Galileo Teacher Leadership Team has outlined and discussed how the SIG II activities will be implemented and included in the School Improvement Plan.

Our staff has outlined a comprehensive plan throughout the Transformation Model to identify ways of using data to develop and refine plans and goals based on identified needs. Our school collects, analysis, and shares data with internal stakeholders on how we will improve student achievement. The high school SIP Team uses data to adjust instructional practices based on student progress. Our school is also using several assessment tools (CLASS A) in addition to the state assessment (MME/ACT/WORKKEYS) to increase student achievement (Refer to Transformation Model). All school related decisions are driven by data-driven decision making. Professional development is aligned with student data.

As outlined in the BUDGET Section of this SIG II Grant, the positions listed have been identified and job description of the duties and responsibilities have been aligned in the grant. The school has also identified the specific needs they have with relation to school improvement and evaluation. Building and district personnel have been identifies to coordinate the services outlined in the SIG II Grant.

Refer to Section 2B and 2C of this Application. Included is a copy of the Proposed Activities that will take place to support the New Tech High International Transformation Model in our tier II high school. We have also included a Calendar of events that have already transcribed and what will continue to occur throughout the implementation of this SIG grant from September 7, 2011 through June 30, 2014.

The staff recognizes the importance of transforming the previously underperforming school around. They understand that is will take a lot of work. The School Improvement Team has outlined a series of steps needed in order to implement sustainable system change:

1.) Commitment to Situational Leadership
2.) Effective Quality Teaching and Learning
3.) Data-Driven Decision Making Culture
4.) A Culture of Visibility through Transitions

The staff also recognizes the need to abandon ineffective practices that rob our students from a quality educational experience, the importance of collaborative leadership, time on task, use of data to inform instruction and the importance of effective teaching and learning.

The following is a list of activities that the NTH International Academy staff will put in place to ensure excellence and academic success in all of our students:

| **High Priority High School Plan** |
| River Rouge New Tech High International Academy |
| **HIGH PRIORITY FOCUS AREAS** |
| **Leadership:** The School Improvement Team in collaboration with WRESA have created a School Improvement Plan that address achievement in our Title I high school. The plan includes areas of strengths and weaknesses, strategies outlining what will be done to rectify problems, set urgency, establish accountability measures, and the follow-through monitoring system that will be created to get results. The Principal created a School Improvement Team that met throughout the Summer of 2010 to plan the Academic Direction for the high school for 2011-2012 school year. Teachers who were strategically selected to participate as members of the School improvement Team have made themselves accessible throughout the Summer of 2010 to complete the mandatory Title I Transition Plan. The Principal will submit quarterly progress checks / evaluation reports to the Superintendent throughout the year until the school meets AYP for two consecutive years. The School Improvement Team will submit a Comprehensive School Improvement Plan with special focus in areas of MME/ACT reading, writing, and mathematics, science and social studies, no later than September 15, 2011. The School Improvement Team will submit a PDCA Instructional Calendar highlighting the non-negotiable MME/ACT Power Standards that will |

be re-taught to low-performing students to ensure proficiency. WRESA will assist with this process.
- The School Improvement Team will submit a copy of standardized academic forms that outline the names of low-performing students and the types of services that will be provided by the school to address academic, social and emotional development of our students by September 30, 2011.
- The Director of Project Achieve in collaboration with teachers will be responsible for completing a Student Success Plan for every low performing student that has been targeted for academic, behavioral or social support by October 31, 2011. This is mandatory until the high school meets AYP for two consecutive years. Teachers will be responsible for following the plan.
- The Principal will submit a budgetary plan of how the school will reallocate Title I funds to support the education of low-performing students.
- The school Principal will continue to attend all Principal Balanced-Leadership Training sessions.
- The Principal will continue to develop her role as the instructional leader through High Priority Targeted Services provided by WRESA.
- WRESA will ensure that the Principal is assigned the same Principal Coach that she had for the 2010-2011 school year. She will meet with his coach on a monthly basis to develop her executive leadership and instructional leadership skills.
- The Director of Title I / Curriculum will ensure that the Principal is enforcing the student code of conduct and the staff is implementing a successful Positive Behavioral Support Program.
- The Director of Title I / Curriculum will ensure that the Principal identify marginal teachers in need of professional development, provide support, and be ready to use the District's teacher appraisal process to remove all incompetent and marginal teachers that contribute to the failure of our students.
- The Principal will provide leadership in the high school community by building and maintaining a vision, direction, and focus for student achievement.
- Teachers will provide the leadership essential to the success of reform, collaborating with others in the educational community to redefine the role of the teacher and to identify sources of support for that redefined role.

Measurable Goals:

- The School Improvement Team has set long-range school-wide goal of 85% student proficiency in reading, writing, math, science, and social studies achievement on the MME/ACT tests.
- The School Improvement Team will tie long-range academic goals to state grade level high school content expectations.
- The District will set annual measurable-district-wide non-negotiable Power Standards / targets for reading, math, science and social studies improvement.
- The Principal will conduct a School Improvement Team retreat to identify priorities, align the budget and resources, modify instructional practices, and outline a blueprint for academic success for the school. Plan a biweekly yearly calendar that highlights all dates that the School Improvement Team will meet to plan for success.
- The School Improvement Team will ensure that all low-performing students have an Individual Student Success Plan that is active and used by teachers to help low-performing student succeed.

Accountability System:
- The Principal will ensure that teachers are teaching the District's Standards-Based Curriculum as it is required.
- The Superintendent will ensure that the tools, procedures, and criteria used to evaluate teachers and support staff will be aligned so that the attainment of student achievement goals is part of the evaluation process.
- WRESA will conduct a sequence alignment and full implementation of the District's Science and Social Studies Curriculum.
- Teachers will be available to implement cross-age tutoring, peer mentoring, leadership development, student advisories, and other school-wide behavior interventions such as Positive Behavior Support.
- Teachers will be available to supervise students during hall passing time by being outside their doors and taking time to assist the administration with supporting a positive school culture.
- Teachers are responsible for walking their students out of the building and being available after school to dismiss students and meet with parents.
- The Principal will develop a Classroom Observation / Walkthrough Yearly Calendar outlining the time the Principal and District administration will spend in actual classrooms observing the delivery of quality instruction.
- The School Principal will be required to be visible in classrooms, accessible to staff, and supportive to students, staff and the parent community at all times.

Alignment of Programs and Activities with State Standards:
- The School Improvement Team will create an inventory of all instructional approaches, materials, and programs used to teach reading, writing, mathematics, social studies and science.
- The Central Office will eliminate school activities that do not match up with state high school content expectations.
- The District will use Professional Development Funds to support additional common planning time for teachers to plan by grade and/or subject areas taught.
- Teachers will have the opportunity to tutor low-performing students for an hour / two times per week until the high school meets AYP for two consecutive years.
- All staff will provide 10 at-risk students with Distributed Counseling throughout the year until the high school meets AYP for two consecutive years.
- The school will ensure limited interruptions and pull out services during the school day.
- Teachers will ensure that all students understand the format, and expectations of the ACT/MEAP tests.
- The Principal will ensure that all teachers address MME/ACT standards.
- The Principal will ensure that core teachers have the materials and supplies needed to prepare students for the MME/ACT tests.
- Teachers and the Administration will develop 90-Day Plans, Quizzes, Mid-Term-Exam, and Final Exam.
- The District will identify a set of essential learning – in literature and language, writing, mathematics, social studies, science, and the arts – in which students must demonstrate achievement in order to graduate.
- The District will integrate the school's curriculum to the extent possible and emphasize depth over breath of coverage.
- The content of the curriculum will be connected to real life applications of knowledge and skills to help students link their education to the future.

- The high school will promote service learning programs and student leadership activities as integral to an education in River Rouge.
- Teachers will design high-quality work and teach in ways that engage students, cause them to persist, and, when the work is successfully completed, result in their satisfaction and their acquisition of knowledge, critical-thinking and problem-solving skills, and other abilities valued by society.
- Teachers will know and be able to use a variety of strategies and settings that identify and accommodate individual learning styles and engage students.
- Each high school teacher will have a broad base of academic knowledge with depth in at least one subject area.
- Teachers will be adept at acting as coaches and facilitators to promote more active involvement of students in their own learning.
- Teachers will integrate assessment into instruction so that assessment is accomplished using a variety of methods and does not merely measure students, but becomes part of the learning process.
- The District will develop a strategic plan to make technology integral to curriculum, instruction, and assessment, accommodating different learning styles and helping teachers to individualize and improve the learning process.

Standardizing District-Wide Instructional Strategies and Curriculum:

- The District will launch a new strategic campaign to boost reading and writing improvement at the local level through Project Edge.
- The Principal will purchase supplemental materials to fill gaps and address non-negotiable Power Standards.
- Every teacher will ensure that every student has a thinking map journal and writes daily.
- The Principal will ensure that teachers are using MME/ACT writing prompts to model good writing skills.

Delivery of Instruction:
- The Principal will ensure that teachers are teaching students test-taking skills.
- Teachers will ensure that every student has and uses a 'Thinking Maps' journal daily.
- The Principal will ensure that teachers teach test taking skills and prepare students for the new 2010-11 MME/ACT testing process.
- The Principal will ensure that teachers teach the non-negotiable Power Standards to all low-performing students.
- The School Improvement Team will ensure that teachers deconstruct the Power Standards and develop student-friendly language to support mastery of the non-negotiable power standards.
- Teachers will ensure appropriate intervention strategies are in place to support student achievement (MME/ACT Online courses, Advanced Placement, Dual Enrollment, etc.).
- The School Improvement Team will ensure that all subgroups (ELL, Special Education, at-risk) students are taught the same rigorous standards and are provided with the appropriate accommodations to be successful on standardized assessments.

Assessment:
- The School Improvement Team will ensure that teachers use Class A math and reading quarterly assessments effectively to improve instruction in math and ELA.
- The Principal will ensure that teachers are using MME/ACT writing prompts to develop common assessments and to use as a diagnostic tool for instruction.
- The Principal will ensure that teachers use MME/ACT rubrics to inform instruction.

Monitoring Instruction:
- The Principal will conduct daily walkthroughs, formal observations, and provide teachers with positive feedback.
- The Principal will be required to submit a Walkthrough Log to verify the monitoring of instruction and classroom observations by then of every month. A final report is due to the Superintendent by April 30, 2012.
- The Principal will use reflective inquiry questions to change teacher practice.
- The Principal will use Courageous Conversations with teachers to address low expectations that robe minority students from academic success.
- The Principal will use Courageous Conversations around the topic of race and class.
- Teachers are responsible for monitoring student learning and ensuring that all students learn the non-negotiable power standards required for mastery.

Personalizing the School Environment:
- Each at-risk student will have a Individualized Student Success Plan that will be reviewed often to ensure that the high school takes individual needs into consideration and to allow students, within reasonable parameters, to design their own methods for learning in an effort to meet high standards.
- Every high school student will have a Personal Adult Advocate to help him or her personalize the educational experience.
- Teachers will convey a sense of caring to their students so that students feel that their teachers share a stake in their learning.
- The high school will develop flexible scheduling and student grouping patterns that allow better use of time in order to meet the individual needs of students to ensure academic success.
- The high school will engage students' families as partners in the students' education.
- The District, in conjunction with agencies in the community, will help coordinate the delivery of physical and mental health and social services for youth.
- Provide increased learning time for students by creating opportunities before/after school/weekend/summer for learning (credit recovery).

Scheduling:
- The Principal in collaboration with teachers will ensure the scheduling of common planning time for our teachers.
- Teachers will use common planning time effectively to inform instruction.
- The Principal with the Superintendent will ensure appropriate staffing needs to address student achievement.
- The Principal will ensure time for teachers to receive coaching, mentoring, and other types of support needed.

- Teachers will be receptive to all types of professional development activities (coaching, mentoring, etc.)

Professional Development of Staff:
- The Principal will ensure that teachers are deconstructing MME/ACT Power Standards for each core areas.
- The Principal and all teachers will create inclusive communities where students thrive academically, socially and emotionally.
- The Principal will allow teachers and support staff to attend required professional development inservices sponsored at WRESA.
- All teachers are required to have a yearly Individual Development Plan that is monitored by the Principal and Central Office to support teacher leadership development based on teacher instructional delivery needs and District requirements. Each administrator will follow the Teacher Performance Appraisal process negotiated under the current contract.
- The Principal will ensure that teachers are receiving training in the following areas: thinking maps, writer's workshop, math/reading Class A Quarterlies, differentiated instruction, deconstructing Power Standards, etc.
- Teachers will be responsible for the successful implementation of thinking maps, writer's workshop, Class A, differentiation strategies (rti), web 2.0 technology tools, inclusion, and deconstructing Powers Standards.
- The Principal will ensure common planning time for teachers by subject areas.

Data Monitoring System:
- The School Improvement Team will commit and model data-driven decision making, collaboration and teamwork in collaboration with WRESA High Priority Targeted Services Team.
- Teachers will develop and use Class A – Quarterly Assessment System to closely align State standards to daily instruction.
- The School Improvement Team will disaggregate MME/ACT test data to improve instruction.
- The School Improvement Team will implement a process for using data to improve and inform instruction and student learning.
- Teachers will deeply align common assessments to inform instructional decisions.
- Teachers are responsible for monitor student attendance data, student behavioral data, GPA data, grades data, achievement data, classroom observations, and other form of data that impact student achievement. After three consecutive absences teachers are required to contact the parent by phone and letter.

School Reform Initiatives:
- The Principal and School Improvement Team must establish a state of urgency for improving student achievement throughout the school.
- The School Improvement Team will ensure that all teachers are targeting additional resources to support the education of low-performing students.
- The Principal and the School Improvement Team will assign veteran teachers to teach low-performing students.
- Teachers will use Online Learning and other instructional programs to address the areas of deficiency in reading and mathematics.
- Teachers will be responsible for referring at-risk youth to Project Achieve - after-school and summer school opportunities.
- Teachers are responsible for regrouping students through flexible grouping and differentiation.
- Teachers are responsible for the education of special needs students through Co-teaching, Inclusion and the Least Restrictive environment.
- Teachers will identify students that will be scheduled for additional tutorial support in core academic subject areas. This Global Core Intervention Support Room will be made available for students identified as not mastering the non-negotiable power standards.
- Teachers will continue to work closely with WRESA Instructional/Curriculum School Consultants in the process of school improvement and Instructional Leadership.
- Highly qualified veteran teachers will be assigned to teach underperforming students.
- Veteran reading teachers will be assigned to serve the lowest reading groups.
- Core Subject teachers will be responsible for tutoring their low-performing students after school for one hour two times per week.
- The School Improvement Team will assign all Title I support to inform instruction.
- The District will build partnerships with institutions of higher education to provide teachers and administrators at both levels with ideas and opportunities to enhance the education, performance, and evaluation of educators.

Targeted Services / Classroom Support:
- The School Improvement Team will use result-based adjustments / techniques to support flexible use of time, teacher attention, materials, and student grouping to deepen student understanding.
- The District will conduct content-focused professional development to support the effective use of data to inform instruction.

Student Support Services:
- Teachers will ensure the delivery of a rigorous and relevant quality before, during, and after-school program for low-performing students.
- Selected teachers will teach a six weeks course in our Summer Learning Academy to prepare low-performing students for success on the MME/ACT.
- Teachers are responsible for ensuring that every low-performing student has an active Student Success Plan on file.

Positive Learning Culture:
- Teachers are responsible for creating inclusive communities that support student learning.
- The School Improvement Team will create an Annenberg 'Critical Friends' Group that will meet monthly to review their instructional practice and student work during the 2011-12 school year with WRESA Support.
- The School Improvement Team will involve all teachers in establishing a meaningful Purposeful Community that uses data to make instructional decisions.
- Teachers will show evidence of collective efficacy and agreed-upon processes of teamwork and collaboration.

Addressing Barriers to Learning:
- Every teacher is responsible for ensuring that there are systems in place to support students at-risk of failing academically due to high absenteeism, severe behavioral problems, poor social skills, and high mobility.
- Teachers will hold courageous conversations with regarding low expectations that rob minority students from a quality education.
- The Principal will ensure that teachers attend the required professional development to improve their craft.

- The Principal will ensure that teachers receive the support necessary to know, teach, and assess state standards effectively.
- The School Improvement Team will develop a school attendance policy with procedures, rewards and consequences.
- The School Improvement Team will develop a successful Multi-Tier Resource Coordinated Team Process that is responsive to student needs.
- All teachers will implement a successful Positive Behavior Support program that is responsive to student needs.

5. External Provider Selection

The School Improvement Team selected the New Tech High Transformational Model because the NTH Model's fidelity to increase student achievement in diverse student population. The data gathered through the New Tech Network is not only impressive but a powerful way of educating the 21st Century urban student. The SIP Team also selected the NTH Transformational Model because it is supported by the work provided to our students by our external providers. The following external providers have been selected to provide assistance with the full implementation of the NTH Transformational Model. Please refer to the Transformational Model to view how each provider will service the NTH.

- New Tech Network
- Wayne County RESA
- AdvancED Michigan
- Washtenaw ISD
- The College Board

6. Alignment of Resources (Explain how the school will use data to inform instruction, guide decision- making, and design professional development related to the proposed activities).

The River Rouge New Tech High International Academy will use data to monitor progress and make decisions pertinent to the proposed interventions. The Academy commits to a data-driven decision making system that incorporates collaboration and teamwork. We will use WCRESA Class A Common Assessments to develop a quarterly assessment system to closely align state standards to daily instruction. The School will begin to use the results of the quarterly assessments to decide on re-teaching and interventions for struggling learners. We will realign professional development to support best practices and use MME/ACT and MEAP data to improve instruction. The NTH International Academy will use the documents developed by the Michigan Department of Education to craft a SCHOOL ACTION PORTFOLIO that outlines the SIP framework as well as provide rubrics that will assist the school to conduct self-assessments and other type of annual self-assessments that can assist the school to meet the AdvancED Performance Indicators / NCA Accreditation Standards.

The NTH Transformational Model addresses how the Superintendent / Human Resource Director and other community resources have been aligned to implement the intervention selected. The comprehensive plan outlines specific community resources that will be used throughout the implementation of the NTH Transformational Model.

For further explanation of the New Tech High International Transformation Model, please read the complete application.

Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.

The School Improvement Team will continue to disaggregate student data to inform classroom instruction. The SIP Team is extremely interested in closing the achievement gap between our major subgroups: Limited English Proficient Learners, Students with Disabilities, SES, Gender, and race/Ethnicity.

We will use student data to make inform decisions pertaining to the direction that we will take to improve student learning and positively impact student academic success. The river Rouge New tech High International Academy will continue to conduct the following supporting instruments that can enhance the school's Action Portfolio.

6. The Comprehensive Needs Assessment
7. The School Improvement Plan Template
8. Technical Support from MDE and WCRESA

For further explanation of the New Tech High International Transformation Model, please read the complete application.

Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.

The School is committed to using live day-to-day student growth data collected to impact student learning. Teachers will meet frequently to analyze and interpret test results and to identify strategies to support those students that are not learning. Through the use of a non-traditional instructional delivery like project-based learning (PBL) teachers will challenge students to get involved and respond positively to authentic learning opportunities.

The staff will use and share results for the purpose of making impact in student learning. Through the Echo Portal every one will have access to the student's records and grades. Teachers will be able to review a student transcript on a daily basis to target direct interventions that support the student in the area where they need support. Overall, the staff will monitor student progress with the student being an active participant.

Our teachers will review with our parents standardized test results annually. They will discuss report cards and progress reports quarterly and will contact parents via email weekly. All NTH International Academy staff will use the NTN Student Portal to communicate with students daily and parents throughout the year.

Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.

The School plans to use Class A Common Assessments to target areas in need of improvements prior to the administration of the MME/ACT tests. The School will use Kaplan supplemental assessments and workkeys assessments to help students get familiarize with the testing process and format. Daily classroom instruction will shift to a PBL format that is reinforced through Web 2.0 Technology and progress monitoring.

The School plans to explore non-traditional ways to use data effectively to drive instruction and support student learning. Employees plan to use data effectively by collecting data, analyzing the data, interpreting the data, using the data to inform instruction, and learning from the data.

The School will use curriculum walkthrough and teacher walkthroughs to support student learning and develop a process for filtering negative expectations.

Discuss how the school has clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.

The School will meet with the NTN Site Coach to draft a Comprehensive Professional Development Plan that is aligned with NSDC standards. The Professional Development plan will be comprehensive and will focus on the development of content standards, process standards, and context standards.

Please refer to the plan to review all professional development that will be infused throughout the model. NTH International focuses on how 21st Century students really learn. Students today learn differently because they are wired differently. To meet these challenges, NTH International will:

- provide a flexible and safe learning environment
- develop rigorous and relevant project-based curriculum and use instructional techniques designed to meet students' varying abilities
- involve students in the collaborative establishment of classroom rules and procedures
- encourage exploration of creative alternative solutions to school and classroom tasks
- explain the complex development and function of the brain so students can understand the biology behind their own learning process, including many of the major obstacles and challenges they are facing
- continue technical assistance support fro WCRESA
- foster a supportive environment that will allow for trial and error
- use multiple assessments – such as portfolios, rubrics, teacher observations, and student performance
- encourage and allow for children to develop individually at their own pace
- use cooperative learning and activities that stimulate positive student participatory learning
- understand that state assessments are a starting point, not a finish line

List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

Dr. Carlos Lopez, Superintendent of Schools	50%
Dolores Reid, Executive Director of Federal and State Programs	50%
New Principal will be selected by July 1, 2011, Principal	100%
Jan Meeks, Director of Business and Finance	25%
Deitra Porter, Director of Project Achieve	100%
Cory Parker, Dean of Students	100%
Deudre Perry, Chief of Security	75%
Jessica McCarry-Maine, Athletics Director	75%
David Kocbus, RREA Teacher,	100%
Sukie Horvath, Teacher	100%
Maxwell McDonald, Teacher	100%
Lisa LaForest, Teacher	100%
Tammy Hubbard, Teacher	100%
Vacancy, Graduation Coach	100%
Vacancy, Data Coach	100%

Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

The NTN Curriculum / Program Coach, Graduation Coach and Data Coach will be responsible for the coordination of all services that will be provided through the SIG Grant. The School will utilize technical support from multiple vendors that support student learning. We will work with the internal/external evaluator to ensure that our efforts are documented and improving overall student achievement.

We understand that careful coordination of services is needed in order to get the best results from this model. We will collaborate with the NTN, MDE and WCRESA in aligning all technical support to the

NTH Model. In order to ensure continuous school improvement, the SIP Team has identified the following critical roles:

- Dr. Carlos Lopez, Superintendent of Schools 50% responsible for securing financial support through grant writing initiatives.

- Dolores Reid, Executive Director of Federal and State Programs 50% responsible for aligning all professional development initiatives in collaboration with the school leadership committee.

- The School Principal 100% responsible for the full implementation of the SIG II Grant and Educational Model.

- Jan Meeks, Director of Business and Finance 25% responsible for ensuring that the school lives within its mean.

- Deitra Porter, Director of Project Achieve 100% responsible for the implementation of high quality extended Day/Year/Summer Learning Opportunities.

- Cory Parker, Dean of Students 100% responsible for the implementation and enforcement of school policy and student code of conduct.

- Deudre Perry, Chief of Security 75% responsible for the security and infrastructure of the school.

- Jessica McCarry-Maine, Athletics Director 75% responsible for all of the athletic programs and Banquets.

- David Kocbus, RREA Teacher, 100% responsible for communicating urgency with teachers.

- Sukie Horvath, Teacher 100% responsible for serving as a Galileo Teacher Coach.

- Maxwell McDonald, Teacher 100% responsible for serving as a mentor teacher to support any teacher in need of support.

- Lisa LaForest, Teacher 100% responsible for providing technical support to any teacher inquiring on the process of NTH.

- Tammy Hubbard, Teacher 100% responsible for supporting student learning through youth leadership.

- Graduation Coach 100% responsible for organizing student advisories.

- Data Coach 100% responsible for training staff, monitoring, analyzing, interpreting data for staff. Responsible for providing teachers with data to inform instructional decisions.

For further explanation of the New Tech High International Transformation Model, please read the complete application.

7. Modification of Local Building Policies or Practices

The school has been granted the authority by the River Rouge Board of education and the Office of the Superintendent to modify building policies and practices as needed to support the NTH Transformational Model. Our NTH Transformational Model addresses all areas in which the building has modified policies and/or practices to implement selected intervention.

The following Table outlines how the District will enable the River Rouge New Tech High International Academy Leadership Team to implement the NTH Transformational Model fully and effectively. The school leadership team that consists of the School Director/Principal with the Galileo Teacher Leadership Team will have total control and autonomy to effectively run and make every decision to turn this low performing school around. Superintendent Lopez and hid Central Office Leadership Team understand that impact comes from within. The local school leadership team needs make data-driven decisions and implement sustainable programs that positively impact student achievement.

Policies / Practices	In Place	Under Consideration If Needed
Purposeful Community / PLC	X	
Dual Enrollment Waiver	X	
Seat time Waiver	X	
Galileo Teacher Leadership Council	X	
Principal / Responsibility	X	
Duties – Teacher	X	
Duties – Principal	X	
Tenure	X	
Flexibility – PD Activities	X	
Flexibility – School Schedule	X	
Waivers from District Policies to try New Innovation		X
Flexibility – Staffing Decisions		X
Flexibility – School Funding	X	
Job-Embedded Professional Development	**In Place**	**Under Consideration If Needed**
Curriculum	X	
Instruction	X	
Assessments	X	
Budgeting	**In Place**	**Under Consideration If Needed**
School Staff Input on Allocation	X	
Approval of Allocation	X	
Approval process streamlined	X	

8. Timeline

As outlined below, you can see a detailed timeline that highlights the first year planning and the concurrent 2 years that follows the full implementation of our SIG II Grant. Our building personnel are accountable and the individuals responsible have been named. Our pre-implementation activities are noted for Year 1 and our timeline also outlines what will take place in Year 2 and Year 3.

Action Step	Person Responsible	Start Date	End Date	Success Metric
District formed a working group to investigate and visit NTHS. District signaled interest to implement New Tech High School.	Principal	December 1, 2009	December 31, 2009	NTN school Application requirement
District submitted a Letter of Interest to NTN and identified a	Principal Superintendent	January 3, 2010	January 31, 2010	NTN School Application and

District Project Manager. NTN invited the district to complete the Planning Application. NTN accepted the Planning Application and assisted the district to begin the Master Plan.				beginning of Master Plan
NTN Site Visit to Community to assess commitment, readiness and capacity to implement was conducted. Master Planning continued: facilities (building, classroom learning environments), staffing, technology purchases and bandwidth capacity, fundraising, business partnerships, higher education partnerships, marketing and public relations plan. Planning required others in the school community to visit a NTHS site. District and NTN sign Agreement. District completed the Master Plan for review. Principal attended the 4-Day Principal Residency. Principal presented the Launch Plan back to district and community team.	Principal	February 1, 2010	February 28, 2010	Master Plan
Teaching staff was hired, technology ordered, facilities work plan started. 2-Day Staff Shadowing experience at a NTN designated NTHS.	Principal Superintendent	March 1, 2010	March 30, 2010	Staffing Model established Staff trained in a Two day Inservice
NTN coach was assigned to new site and followed progress of site Launch Plan.	NTN Coach	April 1, 2010	April 30, 2010	NTN Coach was assigned to the school building
Technology was installed and reconfigured.	Technology Coordinator	May 1, 2010	May 30, 2010	NTN Tech Support met with our District Technology Coordinator to identify the technology infrastructure needed
Orient and collaborate with school and central office staff on the School Improvement Grant (SIG II). Review and analyze multiple	Staff Principal Title I Director WRESA Staff	June 1, 2010	June 30, 2010	Professional development was implemented

sources of student data, technology data, perception data, curriculum data and school improvement plans to identify needs. Continue collaboration with staff to research best practices in behavior, transforming the building culture, math, English language arts (ELA) and an effective Response to Intervention (RtI) model. Determine grant writing team (SIG). Collaborate with staff strategies to include in the SIG. All staff of new site attended a 5 day summer New School Training. Additional staff attended a 2-day training on how to develop PBL Lessons. Set Year 1 calendar dates in conjunction with stakeholders and external providers. SIG Team Planning and Grant Writing.				
District supported instruction / curriculum development for staff. Teachers have been working together throughout the summer of 2010 designing and developing project-based integrated lesson/units. Begin planning professional development that will have a positive impact on student achievement and attitudes toward learning. Develop job descriptions and responsibilities for each job description for SIG II.	Teachers Principal WRESA Staff NTN Coach	July 1, 2010	July 31, 2010	Staff met to design PBL Lessons and entry documents Staff met to design student rubrics
Coach will visit new site to work with staff to prepare for opening of school. Roll out of First Integrated Project. Data coach will provide direct services to students and teachers. SIG Team Planning and Grant Writing.	NTN Coach	August 1, 2010	August 30, 2010	Coach visited the school and each teacher individually
Develop plans for HSCE review according to our data.	Teachers Principal	September 1, 2010	September 30, 2010	Staff met to design school improvement

Plan and create goals, in conjunction with external providers from NTH, for development and/or updating of curriculum guides, course descriptions, pre-post testing, and other formative/summative assessments. Conduct ongoing facilitation of Learning Team. SIG II Team Planning and Grant Writing.	NTN coach			goals and review student data
SIG II Team Planning and Grant Writing. Administer the MEAP for 9th Graders. Provide job-embedded individualized professional development for all staff. Purchase technology materials and begin implementation of NTH technology plan. Conduct Smart Board Training for all teachers.	Teachers Principal Superintendent	October 1, 2010	October 30, 2010	Wrote a Title IIA grant to fund NTH
SIG II Team Planning and Grant Writing. Conduct ongoing curriculum review and walkthroughs – NTN Consultants / Principal / Central Office. Conduct Thinking Maps – Follow-up individual classroom training.	Staff	November 1, 2010	November 30, 2010	Staff received Thinking Maps training to support student learning and thinking
Begin to implement the "Individualized Student Success Plans" for any student experiencing difficulties in any area that impedes learning. Conduct monthly PBS meetings to motivate and engage students through Student Advisory.	Staff	December 1, 2010	December 16, 2010	Staff met with Phyllis Davis Williams to develop the Individual Student Success Plans
The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school. Data analysis will be provided. Strategic delivery will be provided. Mentoring and modeling will be provided. The Rti process will be embedded into the daily work of the school.	Parent Involvement Specialist	January 3, 2011	January 30, 2011	Conduct parent engagement sessions to increase student learning

The Program Director will coordinate bi-weekly program data meetings will be held with stakeholder groups to evaluate progress and adjust plans. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.				
Data analysis will be provided. Strategic delivery will be provided. Mentoring and modeling will be conducted by the NTN Coach. The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school.	Data Coach Teachers SIP Team	February 1, 2011	February 28, 2011	SIP team will conduct a data analysis to identify areas in need of improvement
Advanced Placement and Dual Enrollment programs will be monitored. The Graduation Coach will provide direct services to students to complete education and career plans, as needed. Evaluators will provide quarterly summaries of new findings to date, evaluation activities, sustainability progress, and any issues requiring program adjustments. The Graduation Coach will provide direct services to students to complete education and career plans, as needed. Evaluators will provide quarterly summaries of new findings to date, evaluation activities, sustainability	Teachers Counselor Principal Graduation Coach	March 1, 2011	March 30, 2011	Staff will develop EDP plans for our students

progress, and any issues requiring program adjustments. The Graduation Coach will provide direct services to students to complete education and career plans, as needed. PBL Curriculum Unit Alignment will be monitored and reviewed for quality and rigor. Pacing will be reviewed. Instructional strategies will be provided based on need. Data analysis will be delivered. The Graduation Coach will provide direct services to students to complete education and career plans, as needed. The Graduation Coach will provide direct services to students to complete education and career plans, as needed. The Graduation Coach will work with the Parent Involvement Specialist and other stakeholders to coordinate supports to student at-risk of dropping out of school. Conduct monthly PBS meetings to motivate and engage students through Student Advisory.				
Monthly PBS walkthroughs will be conducted. NTN Coaches will provide technical support, mentoring and coaching to teachers. Data analysis will be provided. Monthly PBS walkthroughs will be conducted. The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will	Principal	April 1, 2011	April 30, 2011	The building principal will conduct ongoing walkthroughs

ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.				
Extended Learning Opportunities will be provided. Service Learning Activities will be coordinated. Evaluator will meet to discuss and plan quarterly summaries. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.	Teacher After School Staff	May 1, 2011	May 30, 2011	Provide after school and extended learning opportunities for struggling learners
Project scoping for year's implementation. The PBS Leadership Team will analyze disciplinary referrals and data. The PBS Leadership Team will provide follow up training. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Conduct monthly PBS meetings to motivate and engage students through Student Advisory.	PBS Leadership Team Teachers Principal	June 1, 2011	June 30, 2011	The PBS Team will work to create a positive learning environment that promotes student learning

Senior Internship required for graduation.				
Collaborative planning sessions will be conducted with District staff, school administrators, district Data Coach, Graduation Coach and Parent Involvement Specialist. Bi-weekly program data meetings will be held with stakeholders groups. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.	Teachers After School Staff	July 1, 2011	July 30, 2011	Staff will provide individualized extended learning opportunities for students in need
Curriculum alignment will be reviewed/designed. Administrative meetings will be held. Extended learning opportunities will be offered for to all students. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.	Staff	August 1, 2011	August 30, 2011	Staff will hold strong student advisory sessions that promote a seamless process from high school to college for all
Open House for parents and students to learn how to operate the Echo system from home. Data analysis will be provided.	Teachers Principal	September 1, 2011	September 30, 2011	The SIP will identify meaningful ways to increase parental engagement in high

Strategic delivery will be provided. Mentoring and modeling will be conducted by the NTN Coach. The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school.				school
Monthly PBS walkthroughs will be conducted. NTN Coaches will provide technical support, mentoring and coaching to teachers. Data analysis will be provided. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.	Principal	October 1, 2011	October 30, 2011	The principal will conduct administrative walkthroughs
Coach will visit new site to work with staff to prepare for opening of school. Conduct monthly PBS meetings to motivate and engage students through Student Advisory. Data coach will provide direct services to students and teachers.	NTN Coach	November 1, 2011	November 30, 2011	NTN Coach will visit each teacher and provide them with direct support
Coach will visit new site to work with staff to prepare for opening of school. Data coach will provide direct services to students and teachers. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide	Data Coach Teachers	December 1, 2011	December 30, 2011	The data Coach will involve teachers in the process of disaggregating student data

Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.				
The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.	The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success.	January 7, 2012	January 30, 2012	
Data analysis will be provided. Strategic delivery will be provided. Mentoring and modeling will be conducted by the NTN Coach. Conduct monthly PBS meetings to motivate and engage students through Student Advisory. The Parent Involvement Specialist will hold parent meetings, conduct parent	Teachers	February 1, 2012	February 28, 2012	Staff will participate in RtI training

trainings and conduct home visits. The Rti process will be embedded into the daily work of the school. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.				
The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.	Teachers	March 1, 2012	March 30, 2012	Teachers will differentiate instruction and identify positive forms of intervention that support struggling learners
Monthly PBS walkthroughs will be conducted. NTN Coaches will provide technical support, mentoring and coaching to teachers. Data analysis will be provided. Conduct monthly PBS meetings to motivate and engage students through Student Advisory.	Teachers NTN Coach	April 1, 2012	April 30, 2012	Teacher Mentoring sessions will be conducted by the NTN Coach

The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.	Teachers Counselor Principal	May 1, 2012	May 30, 2012	Staff will coordinate the Dual Enrollment program with WCCCSD
Curriculum alignment will be reviewed/designed. Administrative meetings will be held. Extended learning opportunities will be offered for to all students. Conduct monthly PBS meetings to motivate and engage students through Student Advisory.	Teachers PBS Coach	June 1, 2012	June 30, 2012	The PBS Coach will involve teachers in creating positive learning opportunities for students
Data analysis will be provided. Strategic delivery will be provided. Mentoring and modeling will be conducted by the NTN Coach. The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading.	Teachers	July 1, 2012	July 30, 2012	Ensure that student advisories are being implemented successfully

The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.				
Curriculum alignment will be reviewed/designed. Administrative meetings will be held. Extended learning opportunities will be offered for to all students Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.	NTN Coach Principal Teachers	August 1, 2012	August 30, 2012	Teachers will visit each others classrooms to observe effective practices
The Graduation Coach will provide direct services to students to complete education and career plans, as needed. Conduct monthly PBS meetings to motivate and engage students through Student Advisory. The Graduation Coach will provide direct services to students to complete education and career plans, as needed. The Graduation Coach will work with the Parent Involvement Specialist and other stakeholders to coordinate supports to student at-risk of dropping out of school.	Graduation Coach Counselor Teachers	September 1, 2012	September 30, 2012	Staff will identify ways to support struggling learners from dropping out of school
Monthly PBS walkthroughs will be conducted. NTN Coaches will provide technical support, mentoring and coaching to teachers. Data analysis will be provided.	Principal	October 1, 2012	October 30, 2012	The Principal will conduct curriculum walkthroughs

Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.				
Data analysis will be provided. Strategic delivery will be provided. Mentoring and modeling will be conducted by the NTN Coach. The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.	Data Coach Teachers	November 1, 2012	November 30, 2012	Teachers will meet to disaggregate data and identify benchmarks to target
The Graduation Coach will provide direct services to students to complete education and career plans, as needed. The Graduation Coach will provide direct services to students to complete education and career plans, as needed. The Graduation Coach will work	Graduation Coach Counselor Teachers	December 1, 2012	December 16, 2012	Graduation Coach will ensure that teachers are implementing effective student advisory that focus on EDPs

with the Parent Involvement Specialist and other stakeholders to coordinate supports to student at-risk of dropping out of school. Conduct monthly PBS meetings to motivate and engage students through Student Advisory.				
The Graduation Coach will provide direct services to students to complete education and career plans, as needed. Conduct monthly PBS meetings to motivate and engage students through Student Advisory. The Graduation Coach will provide direct services to students to complete education and career plans, as needed. The Graduation Coach will work with the Parent Involvement Specialist and other stakeholders to coordinate supports to student at-risk of dropping out of school.	Teachers	January 3, 2013	January 30, 2013	Teachers will work collaboratively with parents to identify ways of positive engagement
Monthly PBS walkthroughs will be conducted. NTN Coaches will provide technical support, mentoring and coaching to teachers. Data analysis will be provided. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.	Teachers NTN Coach	February 1, 2013	February 27, 2013	Teachers will visit each others classrooms and provide each other with support
Data analysis will be provided. Strategic delivery will be provided. Mentoring and modeling will be conducted by the NTN Coach. The Parent Involvement Specialist will hold parent meetings, conduct parent	NTN Coach	March 1, 2013	March 30, 2013	NTN will continue to provide mentoring to teachers in need of direct support

trainings and conduct home visits. The Rti process will be embedded into the daily work of the school.				
The Graduation Coach will provide direct services to students to complete education and career plans, as needed. The Graduation Coach will provide direct services to students to complete education and career plans, as needed. The Graduation Coach will work with the Parent Involvement Specialist and other stakeholders to coordinate supports to student at-risk of dropping out of school.	Graduation Coach	April 1, 2013	April 30, 2013	Graduation coach will work with students in developing career cruising
Monthly PBS walkthroughs will be conducted. NTN Coaches will provide technical support, mentoring and coaching to teachers. Data analysis will be provided. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.	Principal	May 1, 2013	May 30, 2013	The principal will conduct administrative walkthroughs using their i-pad
Data analysis will be provided. Strategic delivery will be provided. Mentoring and modeling will be conducted by the NTN Coach. The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school. Data Coach will conduct	Teachers	June 1, 2013	June 30, 2013	Teachers will infuse RtI strategies into their lessons to ensure student comprehension and mastery of essential standards

standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.				
Collaborative planning sessions will be conducted with District staff, school administrator, district Data Coach, Graduation Coach and Parent Involvement Specialist. Bi-weekly program data meetings will be held with stakeholders groups. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading.	Data Coach	July 1, 2013	July 30, 2013	Data Coach will collaborate with the SIP Team in identifying Class A Assessments to use as quarterly assessments
Administrative meetings will be held. Extended learning opportunities will be offered for to all students Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading.	Teachers	August 1, 2013	August 30, 2013	Teachers will meet to identify alternative types of credit recovery strategies
The Graduation Coach will provide direct services to students to complete education and career plans, as needed. Conduct monthly PBS meetings to motivate and engage students through Student Advisory. The Graduation Coach will provide direct services to students to complete education		September 1, 2013	September 30, 2013	

and career plans, as needed. The Graduation Coach will work with the Parent Involvement Specialist and other stakeholders to coordinate supports to student at-risk of dropping out of school.				
Extended Learning Opportunities will be provided. Service Learning Activities will be coordinated. Evaluator will meet to discuss and plan quarterly summaries. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.	Teachers Counselor	October 1, 2013	October 30, 2013	The SIP Team will meet to evaluate student performing in Dual Enrollment courses
Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.	Teachers	November 1, 2013	November 30, 2013	SIP Team will meet to identify classroom strategies that can be used to support student learning
The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school. Data Coach will conduct	Teachers Counselor	December 1, 2013	December 16, 2013	The counselor will work with teachers in identifying common assessments in ELA and Mathematics

standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success.				
Extended Learning Opportunities will be provided. Service Learning Activities will be coordinated. Evaluator will meet to discuss and plan quarterly summaries. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.	Teachers	January 3, 2014	January 30, 2014	Teachers will infuse interventions for struggling learners
The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success.	Parent Facilitator	February 1, 2014	February 27, 2014	The Parent Facilitator will work to involve high school parents in our school
Data Coach will conduct standard-based classroom site	Data Coach	March 1, 2014	March 30, 2014	Data Coach will visit classrooms to

visits to ensure that teachers are using data to inform student learning.				identify effective classroom strategies that have proven to increase student learning
Teachers will provide Interventions for student below grade level in math or reading.	Teacher	April 1, 2014	April 30, 2014	RtI intervention will be shared with the staff.
Extended Learning Opportunities will be provided. Service Learning Activities will be coordinated. Evaluator will meet to discuss and plan quarterly summaries. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.	Counselor	May 1, 2014	May 30, 2014	The counselor will work with the school leadership to identify students to participate in the Summer Dual Enrollment courses
The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success.	Teachers	June 1, 2014	June 30, 2014	Teachers will collaborate with the NTN Coach in identifying effective classroom strategies for success

9.Annual Goals

Our high school has provided a profile of the current academic records and has strategically made a projection for the upcoming three years. Please note that the high school's current staff (teachers) is not the same as last year (the staff responsible for the significant decrease in achievement). 50% of our staff in the high school are new to the District or Recalled from layoff. We have a great team that has embraced the new way of teaching and educating our young scholars.

Content Area	Current Proficiency Rate	Goal for 2011-2012	Goals for 2012-2013	Goals of 2013-2014
Reading	10%	65%	75%	85%
Mathematics	0%	65%	75%	85%

10. **Stakeholder Involvement**

The River Rouge School District formed a School Improvement Team to create the proposal for the River Rouge New Tech High International Academy SIG II Grant. This Team included all relevant stakeholders that held meetings locally to identify all of the resources, including support staff needed in order to effectively implement the NTH reform model. As highlighted in the SIG II Grant, the school has what it takes to engage parents and the community. Through an ongoing Save our Schools (SOS) Community Taskforce that meets twice per month, the high school is positively engaging parents and the community in making a positive difference in our high school. Outside experts such as social workers, juvenile justice, the Prosecutor, State representatives, nutrition experts, and others, have joined our SOS Taskforce to positively impact the NTH Transformational Model. There is a genuine commitment to helping our high school succeed. The Central Office continues to hold Town Hall meetings to solicit input from parents, community and other stakeholders. Data is collected via surveys to ascertain how the high school is progressing. Many of our integral stakeholders have met with us in crafting the SIG II Grant application.

The following are the majority stakeholders as identified by the RRSD SIG II Committee:

Stakeholder	Type of Support Provided
Michigan Department of Education	The Michigan Department of Education will provide a data coach that will assist the SIP Team to identify the essential standards in need of improvement. The department will fund this position and will provide quality professional development for our staff on how to use student data to improve student achievement. The data coach will collaborate with the five Galileo Teacher Leaders in developing their skills in using data to improve instruction. Based on the program the Data Coach will be responsible for the following: • Identifying teaching and learning needs, barriers and areas in need of improvement. • Disaggregate data to better target the essential power standards in each core area. • Provide professional development in how to conduct action research in the classroom.
Wayne County Regional Educational Service Agency	WCRESA will provide onsite technical support in the area of Positive Behavior Support, Class A, and Balanced Leadership Training to the staff.
RRSD Board of Education	The River Rouge Board of Education will provide sustainable financial support through the allocation of financial resources to support the transformational model.
Superintendent & Central Office Administrators	The Superintendent and Central Office has been realigned to support the school in implementing the NTH Transformational Model. The District will find alternative ways to support and finance the priority identified by the school.

Principal	The Principal along with the Dean of Students and the entire staff will be responsible for the full implementation of the NTH Transformational Model. The Principal will outline a job description listing the expectations, incentives and consequences for the implementation of the NTH Transformational Model.
Galileo Teacher Leaders	The Galileo Teacher Leadership Team will be responsible for the delivery of quality professional development in core academic subject areas. They will ensure staff participation in the school's Purposeful Community.
NTH Academic Coach	The NTH Academic Coach will be responsible for ensuring that all teachers are implementing the NTH Transformational Model with fidelity. The NTH Academic Coach is directly responsible for conducting classroom observations, coaching, mentoring and providing professional development.
Parent Liaison	The Parent Liaison is responsible for assisting the school administration in establishing sustainable parent engagement through quality experiences. They are responsible for breaking down social-economic, language, cultural and other barriers that create a direct disconnect between the home and the place called school. The Parent Liaison will serve as an ambassador between the home and school.
Counselors and Ancillary Staff	The Counselor and other Ancillary Staff will work on creating a student-friendly system that promotes staying in school and attending college. They will be responsible for instituting a high school to college, careers and beyond.
Parents	Parents will meet with the Parent Liaison and staff to sign a Parent/Student Contract for Achievement. They will participate from the Parent University Institute and participate from parent workshops in the areas of college, careers, community service, cultural experiences, parenting, PTC, Assessment and Student Recognition.
Community & Business Leaders	Community and Business Leaders will be expected to support the NTH Transformational Model through financial and in-kind contributions.
River Rouge Ministerial Alliance and Faith-Based Organizations	The River Rouge Ministerial Alliance and other Faith-Based Organizations will support the Transformational Model by promoting students to stay in River Rouge and support the new transformational model for achievement.
Southeastern Michigan Alliance, 35th District Court, River Rouge Public Safety	The Southeastern Michigan Alliance, 35th District Court, and the River Rouge Public Safety will provide support for parents and students with resources and time to encourage parental involvement in meeting and workshops that will support the transformational model.
PNI – Promise Neighborhood Initiative – the Guidance Center	The PNI – Promise Neighborhood Initiative - the Guidance Center will provide technical support to the school through programs that assist struggling students to stay in school, graduate and go to college.
Wayne Metro – 21st Century / Project Achieve	The Wayne Metro – 21st Century / Project Achieve Program will continue to provide students with afterschool tutorial and other extracurricular activities (art, music, sports, field trips, summer camp, etc.).

11. Sustained Reforms

The following table outlines how the District will realign Title I – Part A, Title II D, special Education, Perkins, and General Fund monies to sustain the NTH Transformational Model after the SIG II funding goes away. The goal for us is to develop a new system of delivering quality instruction to our diverse student population that positively impacts student learning.

The Sustainability Plan includes an increase in capacity building and longer sustainability through the leveraging of alternative funding sources such as grants and funds from foundations, grants, and other sources of funding. The Sustainability Plan reflects a commitment to retaining effective building leaders

and staff in place beyond the life of the SIG II Grant. Please review the following charts because they outline how the District and the high school will sustain the NTH after the SIG II Funding goes away.

Operational Area	Interventions and Actions	Plan for Sustainability
Essential CORE HSCEs (ELA/Reading. Writing, Math, Science and Social Studies	**Strategy 1: Curriculum:** **Action steps include:** Develop a credit recovery and personal curriculum option for non-traditional students Implement an aligned district curriculum that supports academic state standards Identify a feasible number of specific objectives as non-negotiable power standards that must be mastered by all students **Indicators of progress include:** Use K-12 articulation meetings to discuss the impact of the effectiveness of the district curriculum Eliminate any programs or curriculum initiatives that do not have a positive effect size on achievement Use technology as an enabler or tool to support the curriculum	The **Essential CORE** will be sustained by the district after the SIG II funds are exhausted.

Operational Area	Interventions and Actions	Plan for Sustainability
Essential CORE HSCEs (ELA/Reading. Writing, Math, Science and Social Studies	**Strategy 2: Instruction:** **Action steps include:** Full scale implementation of district-approved reading, writing and math instructional strategies Use of district approved lesson and unit planning templates Research and use of effective instructional strategies including the Snapshot Practices and nine practices identified by Robert Marzano in "Instructional Practice that Works." Manage the delivery of quality instruction by monitoring implementation of instructional methodologies identified by the district Implement exemplary practices that promote differentiated and student-centered instruction Implement an interactive learning system in all classrooms (laptops, smart boards, data projectors, clickers. Elmos, etc.) **Indicators of progress include:** High levels of student engagement during all observed classroom activities Use of effective instructional strategies during all observed classroom activities Presentation of challenging curriculum during all observed classroom activities Professional development that includes teacher modeling and observation of effective instructional practices Principal monitoring for quality and fidelity using the Classroom walkthrough Observation Checklist	The **Essential Core HSCEs** will be sustained by the district after the SIG II funds are over.

Operational Area	Interventions and Actions	Plan for Sustainability
Essential CORE HSCEs (ELA/Reading. Writing, Math, Science and Social Studies	**Strategy 3: Assessment:** **Action steps include:** Baseline data in each core academic areas for all sub-groups will be used to set initial performance targets Disaggregate assessment data to inform instruction, determine the instructional needs of all students, and make effective curriculum decisions about scaffolding and differentiation instruction for all students Implementation and alignment of district wide quarterly Class A assessments at every grade level Deeply align common assessments to inform instructional decisions and alter teacher practice Quarterly progress monitoring of each of the following subgroups in K-12 African America students Economically disadvantaged students High mobility students Special needs students English language learners **Indicators of progress include:** Annual individual student and school performance on state and local assessments will reflect movement toward and/or achievement of this status Meeting state and federal standards for attendance and four-year graduation rate Every school continues to meet or exceed criteria for Adequate Yearly Progress (AYP) as specified in the federal No Child Left Behind act	The **Essential CORE** will be sustained by the district after the SIG II funds are exhausted.

Operational Area	Interventions and Actions	Plan for Sustainability
GALILEO TEACHER LEADERSHIP & BALANCED LEADERSHIP DEVELOPMENT	**Strategy 1: Balanced Leadership Development** **Action steps include:** Optimize the capacity and performance of our licensed and certified staff Provide sustainable professional development to support the effective use of data to inform instruction Ensure the effective monitoring of the district's curriculum through administrative walkthroughs Create a process that values defined autonomy and aligns the system for results Develop level V leaders throughout the district **Indicators of progress included:** Evidence that every leader shares a common unified vision and understands 'defined autonomy' Evidence throughout the district that high expectations is a valued norm Evidence of a district wide professional development calendar that provides high quality professional development that impacts learning and effect size Evidence of administrative walkthroughs to monitor curriculum, visit classrooms, and provide direct feedback to teachers Evidence of professional dialogue, coaching, and mentoring opportunities for all staff in the district Involvement of board members in the goal setting process	The **Galileo Teacher Leadership / Balanced Leadership – Leadership Matters – What Works Most** will be sustained by using Title I funds to support the Purposeful Community – PLC.

Operational Area	Interventions and Actions	Plan for Sustainability
EVALUATION & MONITORING SYSTEM	**Strategy 1:** Conduct Walkthroughs and Evaluate Teachers annually using a Student Growth Teacher Evaluation Model. **Action steps include:** Optimize the capacity and performance of our licensed and certified staff through classroom evaluation and walkthroughs Provide sustainable professional development to support the effective use classroom walkthroughs to inform instruction Ensure the effective monitoring of the district's teachers through administrative walkthroughs Create a process that values defined teacher autonomy and aligns the system for results **Indicators of progress included:** Evidence that every leader shares a common unified vision and understands 'defined autonomy' Evidence throughout the district that high expectations is a valued norm when conducting teacher evaluation Evidence of administrative walkthroughs to monitor curriculum, visit classrooms, and provide direct feedback to teachers Evidence of professional dialogue, coaching, and mentoring opportunities for all staff in the district	The **Administration will conduct Administrative / Curriculum Walkthroughs** to support classroom instruction. This initiative will be sustained through Title I funds.

Operational Area	Interventions and Actions	Plan for Sustainability
POSITIVE BEHAVIOR SUPPORT	**Strategy 1: Positive Behavior Support:** **Action steps include:** Implement a comprehensive positive behavior support program in each building that promotes an inclusive culture that values learning Ensure that all staff clearly understand and address policies and procedures from the PBS initiative identified for classroom management and student discipline Ensure that all students establish meaningful relationships with caring adults throughout the school day **Indicators of progress include:** Evidence of PBS classroom procedures and routines that support the education of all students Evidence of the PBS implementation of positive behavior support principles implanted faithfully	The staff will continue to realign the **PBS Plan** on a yearly basis. The school will support and sustain the PBS Plan through Title I funds.

Operational Area	Interventions and Actions	Plan for Sustainability
POST SECONDARY EDUCATION	**Strategy 1: Post-Secondary Education (Cradle to College):** **Action steps include:** College visitations and career days EDP Plans in Grades 6-12 Increase the number of Advanced Placement courses Completion of a College Culture survey College themed displays in school buildings College related exit criteria for every student and classroom-based activities that are college-centered Ensure alternative pathways to post-secondary education like dual enrollment through articulation agreement with local post-secondary institutions **Indicators of progress include:** Evidence of student EDP Plans / Participation in pre-college activities Sign in sheets that document parent participation in college-centered activities Meeting and activity agendas Teacher lesson plans documenting college-centered activities Student work that documents participation in classroom based pre-college activities Evidence of staff involvement and support in creation and implementation of pre-college activities	The District will sustain our **dual enrollment** Program through the use of General Funds (Enrollment Tuition, Books and Fees).

Operational Area	Interventions and Actions	Plan for Sustainability
TRANSITIONS	**Strategy 1: Transitions:** **Action steps include:** Implement a comprehensive positive behavior support program in each building that promotes an inclusive culture that values learning Ensure that all staff clearly understand and address policies and procedures identified for classroom management and student discipline Ensure that all students establish meaningful relationships with caring adults throughout the school day Ensure that students experiencing challenges have an active Individualized Student Success Plan that is coordinated with RTI services **Indicators of progress include:** Evidence of classroom procedures and routines that support the education of all students Evidence of the implementation of positive behavior support principles Evidence that students adhere to the student Code of Conduct Policy Evidence of student advisories that focus on college, careers, community service and cultural experiences	The school will use the PBS Initiative to support **positive transitions** throughout the school. We will sustain this initiative through Title I funds.

Operational Area	Interventions and Actions	Plan for Sustainability
PARENT & COMMUNITY ENGAGEMENT	**Strategy 1: Parent and Community Engagement:** **Action steps include:** Creation of parent/family involvement plan for each school building 100% parent/family participation in parent teacher conferences 100% parent/family completion of activities listed in parent compact Data walls that document parent/family participation in school activities Evening and daytime activities that promote parent/family involvement **Indicators of progress include:** Records of activities and participation levels Parent participation and commitment to college preparation activities Documentation of parent in involvement on building/district annual report Use of building web page to display pictures of students and parents participating in school activities Evidence of community service projects that connect students with their social responsibilities Creation of a culturally competent inclusive learning environment throughout the district	The district will use Title I funds to support and sustain our **parent and community engagement**.

Operational Area	Interventions and Actions	Plan for Sustainability
COMMUNICATION & TRANSPARENCY	**Strategy 1: Communication and Transparency:** **Action steps include:** Develop a process for communicating significant decisions that will allow for community feedback Develop accurate, transparent, and usable data for financial decision-making and management Make parent-community outreach and communication a priority through the use of curriculum nights, training, workshops, PTA meetings, etc. Utilize technology and our cable station to educate our community about our mission, vision, and strategic plan Establish a District-Wide Advisory Council of external stakeholders to advice the Superintendent and the Board of Education Hold the school leadership responsible for nurturing a strong parent community involvement program locally **Indicators of progress include:** Evidence that all instructional staff use district provided communication tools to inform parents and students of school progress and achievement Evidence that all district staff utilize district provided communication tools to inform stakeholders Evidence that all staff collaborate regularly with fellow stakeholders to share leadership, support student learning and advance improvement efforts Evidence that all district staff foster positive, reciprocal relationships with our community stakeholders	**Communication and transparency** will be sustained through the use of general fund dollars.

Operational Area	Interventions and Actions	Plan for Sustainability
FISCAL RESPONSIBILITY	**Strategy 1: Responsibility: Fiscal** **Action steps include:** Participation of finance committee in the budget development process Align school budgets to support the goals, objectives, and district priority for serving all students Continue to seek additional non-traditional positive revenue through grants, partnerships, foundation, and fundraisers Explore cost-saving measures throughout the district (shared services, privatization, staff reduction, delay spending, use of technology for efficiency, making sound investments, etc. Adhering to district policies regarding the disbursement of funds throughout the school year Insisting that additions to budget expenditures are made only for essential programs and services that benefit student achievement Regular communication via newspaper articles and district website of district finances Develop a comprehensive marketing strategy to increase student enrollment and to position the district for financial solvency Submit a 5 year deficit elimination plan that is well developed and adhered to faithfully **Indicators of progress include:** Completion of school year within budget Favorable report from auditors Appropriate expenditures of all funding dollars Successful millage levy campaigns Maintenance of adequate fund equity and other cash reserves An approved DEP Plan	The district will use general funds to support and sustain the **school fiscal responsibility**.

Section B.

Please refer to the Transformational Model component that outlines and describes the requirements and permissible activities that will be implemented through our New Tech High Transformational Model.

Section C.
Budget Pages

A separate 1 and 3 – year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-2012.

Operational flexibility is provided through the SIG II grant in the following three areas: (1) increasing student contact time for high school students, (2) administrators retaining the right of staff assignments, and (3) a sustainable job-embedded professional development schedule that was developed on the needs of our high school. The following table depicts all program/personnel expenditures along with the estimated yearly cost. The following section will clearly outline each initiative and provide sustainability information pertaining to cost.

Year 1 - Pre-Implementation		
Professional Development / Purposeful Community / Professional Learning Community	**Professional Development** (PD) for Content Area Galileo Teacher Leaders and the School Leader to work closely with Dr. Phyllis Noda - EMU Professor and EMU Team to develop the following: *Outcomes/Deliverables:* • Individual Achievement Maps for Students (IAMs) including achievement data, occupational preference testing, portfolio assessment tools; • Development of formative and additional summative tools (as needed); • Up-close formative and summative analyses from all internal and external stakeholders; • "Meta-Analysis" of available data; and • Data-Based Recommendations and Plan of Action (A1.) District will employ substitute teachers to release Galileo Teacher Leaders to work closely with EMU Professor Dr. Phyllis Noda and EMU Team to develop the school's PLC. Timeline/Associated Costs $90 per substitute per day x 5 days per teacher x 5 teachers = Grand Total $2,250 (A2.) District will provide the five Galileo Teacher Leaders (MATH, ELA, SCIENCE, SOCIAL STUDIES, AND FOREIGN LANGUAGE HIGHLY QUALIFIED TEACHERS) and the School Leader with a $5,000 Stipend @ $50.00 per/hour x 100 hours = $5,000 x 6 leaders = Grand Total: $30,000 to: • Complete the AdvancEd Report • Develop PBL Pacing / Curriculum Support • Plan for Fall Rollout / Implementation of ECHO • Redesign Plan Implementation (School Improvement) in Phases • Develop a PLC Process / Meetings of the Minds – Critical Friends Group Process • Develop a School Calendar for the Year	**$32,250**

	• Develop a School Professional Development Calendar • Develop New Tech Network – Entry Documents • Align of Quarterly Class A Assessment / Calendar • Develop MME/ACT Testing Alignment	

WorkKeys School Lab	**WORKKEYS SCHOOL LAB – SAT/ACT PREP LAB:**
	
	Outcomes/ Deliverables
	January - September, 2011 Launch an ACT & WorkKeys Prep Apple Computer Lab that will serve student year round.
	
	   o *Kaplan Complete ACT Course*
	
	   o *Kaplan Advantage:* ACT – Math
	
	   o *Kaplan Advantage: ACT* – Science
	
	   o *Kaplan Advantage: WorkKeys Preparation Combo*
	
	   o *1 Mini Display Port to VGA Adapter = $29.00*
	
	   o *36 iMacs, 20 inch @$1,013 x 36 = $36,468*
	
	   o *Apple Care Protection Plan @$119 x 36 = $4,284*
	
	   o *36 Microsoft Office /36 Adobe Creative Suite 5 license /1 Adobe Creative Media = $13,091.36*
	
	   o *2 HP Color LaserJet Printers @ $532 x 2 = $1,064*
	
	(B.1) The School will purchase an Apple WorkKeys / SAT / ACT Computer Desktop Lab to serve students all year round in preparing for the MME / ACT.
	
	Timeline/Associated Costs
	 Apple WorkKeys/SAT/ACT *Computer Lab* = Grand Total: $54,936.36
		$54,936.36

Instructional Programs	**C.) (GRAND TOTAL):**
	
	 (C1.) **KAPLAN Learning Services – ACT & WORKKEYS PREP**
	
	Outcomes/ Deliverables
	February – March, 2011 Launch an 11th Grade ACT & WorkKeys Prep Class
	
	   o *Kaplan Complete ACT Course (for up to 25 students) – includes* all teaching, materials, and Practice Test with Kaplan scoring and reporting (Quantity 4 / Unit Price $5,650 / Total: $22,600)
	
	   o *Kaplan Advantage:* ACT – Math Student Edition (1 Teacher Edition per 25 SEs ordered) (Quantity 110 / Unit Price $17 / Total: $1,870)
	
	   o *Kaplan Advantage: ACT* – Science Student Edition (1 Teacher Edition per 25 SEs ordered) (Quantity 110 / Unit Price $17 / Total: $1,870)
	
	   o *Kaplan Advantage: WorkKeys Preparation Combo* – Applied Math and Reading for Information Student Editions: (1 Teacher Edition per 25 SEs ordered*)* (Quantity 110 / Unit Price $23.90 / $2,629)
		$75,813.64

	Timeline/Associated Costs
	Kaplan ACT / WorkKeys Preparation Combo Materials for 110 juniors = $28,969 + Shipping & Handling $509.52 = <u> Total: $29,478.52</u>
	
	(C2.) **WCCCSD DUAL ENROLLMENT – Tuition, Books, Fees**
	Outcomes/ Deliverables
	<u>Summer, 2011 Launch WCCCSD SUMMER DUAL ENROLLMENT COURSES</u>
	
	    o *Offer two (2) 3 credit hour dual enrollment college classes to 25 students throughout the summer of 2011.*
	
	Timeline/Associated Costs $400 per student/3 credit hours x 2 = $800 x 25 =Total $20,000
	Alternatives $800 per student for college credit (6 credit hours) for 25 students = <u>$20,000 (tuition, books, fees).</u>
	
	(C3.) **EMU DUAL ENROLLMENT – Tuition, Books, Fees**
	Outcomes/ Deliverables
	<u>February 15, 2011 Launch EMU AP External Career Tech Exploratory Class</u>
	
	    o *Information Assurance Model* one-two sessions 6 week blocks with 6 weeks of concurrent instruction in Introduction to Technology ("What it is, What it does, where you fit"), and
	
	Timeline/Associated Costs
	Alternatives $1,000 per student for Advanced Placement University credit (3 credit hours) for 21 students = <u>Total $21,000 (tuition, books, fees).</u>
	
	(C4.) **RENEWABLE ENERGY PBL MATH/SCIENCE PROJECT – HYDROGEN POWER CAR**
	Outcomes/ Deliverables
	<u>Spring, 2011 Launch a Renewable Energy Hydrogen Car Math/Science Project with 35 students and parents</u>
	
	    o *Offer a renewable energy hydrogen car math/science PBL project to 35 students throughout the spring of 2011.*
	
	Timeline/Associated Costs $150 per renewable energy PBL cars/ $150 x 35 = <u>Total $5,335.12</u>	

Preparation for Accountability Measures	**Professional Learning Community** (PLC) of all instructional personnel (Galileo Teacher Leaders and School Administrator) that will work with the external evaluator and EMU team to:
	
	(D1.) *Design, Conduct, and/or Retool/ Compile* the Comprehensive Needs Assessment: (Data as reported in SIG Proposal to State of Michigan Department of Education 2010-11 from the externally contracted providers appears unrelated to design and/or inconclusive).
	
	In addition to a meta-analysis of all data points, the Comprehensive Needs Assessment will provide the following:
	
	Outcomes/Deliverables:
	  • Individual Achievement Maps for Students (IAMs) including achievement data, occupational preference testing, portfolio assessment tools;
	
	  • Development of formative and additional summative tools (as needed);
		$16,000

	• Up-close formative and summative analyses from all internal and external stakeholders; • "Meta-Analysis" of available data; and • Data-Based Recommendations and Plan of Action *Time on Task and Projected Costs:* January - February 2011: 160 hours inclusive of collection, interpretation, interviews and preparation and execution of final document @ $100.00 p/h = <u>GRAND TOTAL: $16,000 (Contracted Services).</u>	
GRAND TOTAL		**$179,000**

Program/ Personnel	Funding Source Expenditure Description	Amount Year 1 Estimated Cost	Amount Year 2 Estimated Cost	Amount Year 3 Estimated Cost
Adopted New Tech Network (NTN) Model Fee	The NTH Model will be used as the Transformation Model to support student learning. All component of the proposed model has been discussed throughout this SIG II application to support student achievement. The New Tech Network is the perfect service provider and will oversee all of the components of NTH transformational Model. The NTN will assign a Transformation Director who visits the school monthly for the next three years and works side by side by the NTH Literacy Mentor assigned to the high school for the purpose of turning the school around. Through a collaborative partnership, the high school will achieve the following outcomes: • Implementation of a coherent, disciplined approach using data/evidenced-based decision-making to improve teacher and administrative leadership • A clear data profile that illustrates the story of the school's growth over	$150,000	$50,000	$0.00

	time through the use of multiple data source. We have a cohesive plan that is being implemented and followed with high fidelity. The district will analyze evaluations to assure the effectiveness and level of change in practice at the school per the NTH Model. The NTN will work with the Galileo Teacher Leadership / SIP Team to develop the following: • Convening school data gathering CNA data and spearhead the design of the NTH Transformational Model • Assessing strengths and weaknesses of the current system • Conducting stakeholder meetings with teachers and administrators to share NTH best practices and school priorities • Exploring options for student performance and student growth measures • Training teachers on how to teach PBL lessons and how to utilize the ECHO Teacher Platform Electronic System • Assisting the school with how to better address barriers to learning that keep young people from learning • Coaching each teacher monthly • Training teachers throughout the summer			
Michigan Fellowship Institute	SIG II Funds will be used to sponsor the School Improvement Team to participate from the Michigan Fellowship Institute throughout the 2010-2011 school year. This initiative will support the Marzano's – MCREL Balanced Leadership Best Practices that have a positive effect size on student achievement. This Team will work closely with NTN to ensure a clear articulation of responsibilities and scope of work that will be provided to support student learning. We plan to achieve the following outcomes: - Implementation of a coherent, disciplined approach to using data to drive decisions in the SIP Team - A clear data picture that illustrates the story of the school's growth over time in multiple areas. Technical assistance will be provided by the Michigan Fellowship Institute to support the School Improvement Team implement all of the components of the NTH Model.	**$50,000**	**$50,000**	**$50,000**
Michigan Fellowship Data Coach SIP – SIG II	The School will hire a part-time School Improvement Data Coach from the Michigan	**$50,000**	**$50,000**	**$50,000**

Director Responsible for the Full Implementation of the NTH Transformational Model	Fellowship Institute. (Contracted Services) This highly qualified individual will meet with the SIP Team and the Principal to: convene school/district committee to spearhead the design process, assess strengths and weaknesses of he current system, and conduct stakeholder meetings with teachers and administrators to share best practices and identify school/district priorities. The SIP Data Coach will provide technical assistance to the School Improvement Team and will serve as the Director of the SIG II Transformational Model. The Data Coach will institute a data disaggregation tool - CLASS A and provide training for staff on how to use data to impact student learning.			
Graduation Coach 9-10	The School will employ a part-time (35 hours per week) 9th-10th Graduation Coach that will service our student population in the following capacity: Student Advisories, college preparedness, transcripts, etc. The Graduation Coach will provide direct support to students through the Advisory Capacity. They will ensure that all staff adhere to the 4 C's: College, Careers, Community Service and Cultural Experiences. (Contracted Services)	$55,000	$55,000	$55,000
Graduation Coach 11-12	The School will employ a part-time (35 hour per week) time 9th-10th Graduation Coach that will service our student population in the following capacity: Student Advisories, college preparedness, transcripts, etc. The Graduation Coach will provide direct support to students through the Advisory Capacity. They will ensure that all staff adhere to the 4 C's: College, Careers, Community Service and Cultural Experiences. (Contracted Services)	$55,000	$55,000	$55,000

IT Network Administrator	The School will employ a part- time (35 hours per week) IT Network Administrator that will service our student and teachers in the use of technology as needed to operate a highly effective NTH. The IT Network Administrator will provide direct support to students and teachers through technology innovation (Contracted Services)	$55,000	$55,000	$55,000
Harvard Institute	The school principal will attend a 5-Day Institute at Harvard. The Principal will utilize the learning to promote student achievement and prepare teachers to serve as leaders.	$10,000	$10,000	$10,000
RtI	The RtI framework / concept will be used to drive all interventions through a multi-level prevention and support system. The process will become embedded into the daily work of the school through the early identification of students exhibiting at-risk behaviors, providing evidence based interventions, monitoring student outcomes, and continuously adjusting the process as needed. The district will ensure that the staff and all	$33,264	$33,264	$33,264

	service providers understand the RtI concept and use to concepts when providing services to the school.			
Positive Behavior support (Wayne County RESA)	The Positive Behavior Support Program will address the personalization component of the NTH Transformational Model. The PBS initiative will focus in building the following: • Relationship Building • Resiliency • Sense of Belonging • Respect • Responsibility The PBS Team will be responsible for the following: • Program Development • Yearly Evaluation Data Gathering and Monitoring • General implementation Costs associated with this System • Substitute Costs • Meeting Monthly to review student data • Parent / community engagement partnership required • PBS Master Plan	$20,000	$20,000	$20,000
City Year Americorp Volunteer Program	The NTH will contract with City Year Americorp to provide five college students to support our youth in the following areas: • Mentoring • Tutoring • Community Service Projects • Project-Based Learning • Positive Behavior Support • Student Mediation • Conflict Resolution (Contracted Services)	$50,000	$50,000	$50,000
Class A Quarterly Common Assessments	The School will work with WCRESA to develop quarterly common assessments through the Class A System. Students will be exposed to quarterly common assessments that will help them to prepare for the MME/ACT tests.	$23,500	$23,500	$23,500
Student Success Plans	The School will create Student Success Plans for at-risk students that need additional assistance in order to have academic success in high school. The Graduation Coaches will be responsible for developing individual student success plans for at-risk students struggling academically.	$8,450	$8,450	$8,450
Galileo Teacher Institute	The WCRESA will sponsor four Galileo Teachers throughout the year to participate in Leadership Development opportunities. Five high school teachers will participate from the Galileo Teacher Leadership Institute for the 2011-2012 school year.	$4,000	$4,000	$4,000
Student Advisory	Extended School Day –an additional period will be added to the school day twice per week for single sex- student advisories $20.00 per /hr x 4 hrs/wk=$80.00 x18 Teachers = $1,440 per teacher x 38 wks = $54,720 This experience will ensure that we have qualified teachers to serve as student mentors through our required student advisories per the NTH Model. Fica + Retirement = $17,510 $54,720 + $17,510 = $72,230	$72,230	$72,230	$72,230

Dual Enrollment (Tuition, Books, and Fees)	The school will use SIG II funds to support college or university tuition, books and fees required for Dual Enrollment. The NTH Transformational Model requires every NTH student to graduate with a minimum of 12 credit hours of college credits (a requirement of NTH).	**$50,000**	**$50,000**	**$50,000**
Technology	The School will purchase: Year 1: four labs ($50,000 X 4 = $200,000) to support the NTH computing system that will be used to provide students with before, after school, Saturday, and Summer learning opportunities. Students will have labs available for use after school hours to recover credits. Please note that the NTH Model requires a ONE-TO-ONE COMPUTING requirement. Year 2: $50,000 X 6 = $300.00 Year 3: $50,000 X 7 = $350.00	**$200,000**	**$300,000**	**$350,000**
Title I ELA Class Size Reduction Co-Teacher (As required by NTN)	The school will hire a Title I ELA Co-Teacher to support students in English. The School will hire a Title I ELA Co-Teacher to support student learning. Salary: $71,550 Health /Fica/ Retirement = $42,175 Total = $113,725	**$113,725**	**$113,725**	**$113,725**
Title I Math Class Size Reduction Co-Teacher (As required by NTN)	The School will hire a Title I Math Co-Teacher to support students who lack math proficiency skills. The District will hire a Title I Math Co-Teacher to support students in Mathematics through Carnegie Math. Salary: $71,550 Health /Fica/ Retirement = $42,175 Total = $113,725	**$113,725**	**$113,725**	**$113,725**
Title I Science Class Size Reduction Co-Teacher (As required by NTN)	The school will hire a Title I Science Co-Teacher to support students in Science. The School will hire a Title I Science Co-Teacher to support student learning. Salary: $71,550 Health /Fica/ Retirement = $42,175 Total = $113,725	**$113,725**	**$113,725**	**$113,725**
Title I Social Studies Class Size Reduction Co-Teacher (As required by NTN)	The school will hire a Title I Social Studies Co-Teacher to support students in Social Studies. The School will hire a Title I Social Studies Co-Teacher to support student learning. Salary: $71,550 Health /Fica/ Retirement = $42,175 Total = $113,725	**$113,725**	**$113,725**	**$113,725**
Staff Incentives 10 Additional Teacher PD Days	The School will extend the year for teachers by 10 days for a total of 193 school days to provide 10 days of professional development. $495 per Day X 10 days = $4,950 x 18 Teachers = $89,100 + $28,512 F/R = $117,612 The Teachers will use these ten days to analyze student data, attend professional development, and attend site visits to other NTHS in the country. Teachers will be held accountable for the implementation of all best practices gained through professional development experiences.	**$117,612**	**$117,612**	**$117,612**
Student Result Teacher Financial Incentive Bonus	Student Results/Performance-Based Teacher Financial Incentives and New Teacher Retention: 18 Teachers x $2,000 each = $36,000 Teachers will be compensated for improving student achievement. They will receive a $2,000 bonus for increasing student achievement. Funds will also be used to support new teachers. The teachers will pilot the new student growth teacher appraisal process included in this SIG II application. This teacher evaluation process highlights how teacher performance will be	**$47,520**	**$47,520**	**$47,520**

	evaluated based on student growth. This model will look at individual teacher performance in the implementation of all aspects of the NTH Model. Teachers will work with the administration to outline a comprehensive process for rewarding employees that get results with our student population. We will also implement an attendance bonus where when a teacher attends the complete summer professional development training sessions, they will be rewarded $100 dollar bonus. $36,000 + $11,520 (Fica/Retirement) =$47,520			
Academic Intervention Dean for 9th - 10th Grade	The school will hire a part-time (35 hours per week) 9th – 10th grade Academic Intervention Dean that will be responsible for eliminating barriers to learning that contribute to the achievement gap. • Poor attendance and truancy • Poor behavior • Poor grades • Poor studying habits • Poor health and physical fitness • Poor self-esteem • Substance abuse • Homelessness • Other (Contracted Services)	$55, 000	$55,000	$55,000
Academic Intervention Dean for 11th - 12th Grade	The school will hire a part-time (35 hours per week) 11th – 12th grade Academic Intervention Dean that will be responsible for eliminating barriers to learning that contribute to the achievement gap. • Poor attendance and truancy • Poor behavior • Poor grades • Poor studying habits • Poor health and physical fitness • Poor self-esteem • Substance abuse • Homelessness • Other (Contracted Services)	$55,000	$55,000	$55,000
Field Trips	After School Content Area Clubs support / enrichment activities for students identified in need of support in identified content areas. After School Content Area Clubs support / enrichment activities for students identified in need of support in identified content areas.	$10,000	$10,000	$10,000
Red River Productions	Red River Productions Co. consultants using multi-media to address ELA and Social Studies skills – training students in the writing process through real world situations. Training students in professional video production, graphic design projects and digital media. Red River Consultants will work on projects with 50 high school students.	$50,000	$50,000	$50,000
Clubs	Content Area Clubs support / enrichment activities for students identified in need of	$50,900	$50,900	$50,900

	support (resiliency inc, Science enter, U of M Hospital, Hilberry Theater, Lansing, DECA The School will sponsor content area clubs to engage students in further meaningful exploration of content.			
ACT Prep	ACT Plan 10th Grade, ACT – Explore 9th Grade. WorkKeys. Kaplan ACT Tutors – 11th Graders Students will participate from ACT Prep and other forms of intervention to support academic achievement.	$20,000	$20,000	$20,000
Extended Learning Opportunities Before/After School, Summer, Saturday	Extended learning opportunities aligned with academic achievement goals will be offered to all students before, after school, Summer and Saturdays. The district will engage in on-going evaluation to ensure that the students are making academic progress. The district office will hire staff, acquire instructional materials, and support teachers through professional development. After School: $20.00 per/hr x 2 hrs/day x 4 days = $160.00 per wk x 38 wks = $6,080 per teacher x 8 teachers = $48,640 Summer Academy: $20.00 per/hr x 4 hrs/day x $80.00 x 4 days per/wk = $320.00 per/wk x 6 wks = 1,920 per teacher x 18 teachers = $34,560 $83,200 Salary + $26,624 Fica/Retirement = $109,824	$109,824	$109,824	$109,824

Summer PD Plan	The School will develop a Comprehensive Professional Development Plan that is inclusive and supportive of all required training needed per NTH Model. Each summer the staff will engage in professional learning activities aligned to the goals of the Transformation Plan. Incorporated in our extended learning program, our teachers will be responsible for attending before/after/Saturday/Summer staff development. Topics included in these workshops: MME / ACT, WorkKeys, Data-Driven Decision Making, Technology, Parental Engagement, Differentiation, Direct Instruction, PBS, PBL, Balanced Leadership, PTC, and Learning Circles. Salary $25,000 + Fica + retirement $8,000 = $33,000 Total	$33,000	$33,000	$33,000
Parent Involvement	The School will facilitate parental involvement initiatives that support student achievement. The District will assist in facilitating the program with community organization by providing transportation, meeting space, training and support. The School Leadership team, administration, and district staff will oversee the implementation of the service-learning project.	$10,000	$10,000	$10,000
Indirect Cost	The District's Indirect Cost is 4.49 x $2,000,000.00 = $89,800	$89,800	$89,800	$89,800
GRANT TOTAL for all Three Years = $6,000,000.00		Year One $2,000,000	Year Two $2,000,000	Year Three $2,000,000

Section D.
Baseline Data Requirements

Metric	
School Data	
Which Intervention was Selected (Turnaround, Restart, Closure or Transformation?	TRANSFORMATION
Number of Minutes in the School Year?	**1102.95**
Student Data	
Dropout Rate	**16.67%**
Student Attendance Rate	**90%**
For High Schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	
International Baccalaureate	
Early College / College Credit	**17 students**
Dual Enrollment	**17 students**
Number and Percentage Enrolled in College from most Recent Graduating Class	**75%**
Student Connection / School Climate	
Number of Disciplinary Incidents	**68**
Number of Students Involved in Disciplinary Incidents	**68**
Number of Truant Students	**107**
Teacher Data	
Distribution of Teachers by Performance Level on LEA's Teacher Evaluation System	**100%**
Teacher Attendance Rate	**92%**

SECTION IV: Fiscal Information

The MDE has asked for (and been granted) a waiver of section 421 (b) of GEPA to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG II funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Budgets must be submitted for school years 2011-2012, 2012-2013, and 201302014.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) school Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required and will begin in Fall 2011.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

LEA Application Part III

Transformational Model
Attachment II

1. **Developing and increasing teacher and school leader effectiveness**

Required Activity

Transformation Model	Present?	SIG Funded	Title 1 Funded	General Funds	Other	Comments
Replace the principal	Yes					

Process completed July 2009 – Dr. Arlene Gibson was hired as the New Principal to lead the New Tech High International Transformation Reform beginning September 7, 2010. Dr. Gibson will retire on June 30, 2011. We are currently conducting a National Search in conjunction with the New Tech Network to identify a highly qualified Principal for the New Tech High International Academy.

Required Activity						
Transformation Model	Present?	SIG Funded	Title 1 Funded	General Funds	Other	Comments
Use rigorous, transparent evaluation systems for teachers and principal – Student academic achievement / growth data is included as a significant factor in evaluation – Multiple observation-based assessments of performance – Designed and developed with teacher and principal involvement	Yes					

Administrative Performance Appraisal Process

The River Rouge School District currently uses the School Improvement Framework / Marzano's Leadership Matters MCREL – BALANCED LEADERSHIP PRINCIPAL EVALUATION INSTRUMENT to evaluate our principals. The process is comprehensive and is directly aligned to positive effect size in student achievement performance / results. Student Growth / Academic Data Results Constitutes 50% of the Principal's Evaluation Performance Appraisal Process. This instrument was developed in coordination and input from our school principals. Our Leadership Team has been actively involved in using MCREL – BALANCED LEADERSHIP in how our schools are evaluated and coordinated.

River Rouge School District

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Employee Development Plan (EDP)

List five essential performance objectives and develop goals that are: Specific, Measurable, Attainable, Relevant, and Time Limited.

	Performance Objectives	Goal	Recommend Professional Development (Y/N)
1)			
2)			
3)			
4)			
5)			

This Employee Development Plan is accepted for implementation beginning

_____   and ending   _____ .
        Month/Year   Month/Year

Next Conference

☐ Periodic   ☐ Mid Year

_____
      Employee ID #

_____   _____
Employee   Date

_____   _____
Supervisor   Date

* Your signature does not mean that you agree. It means that you and your supervisor had this meeting.

River Rouge School District
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Balanced Leadership
Administrative Performance Appraisal Process

Responsibility	Avg. r	The extent to which the principal…	Associated Practices
Affirmation	.19	Recognizes and celebrates	• Systematically and fairly recognizes the accomplishments

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		school accomplishments and acknowledges failures	of teachers and staff • Systematically and fairly recognizes and celebrates the accomplishments of students • Systematically and fairly recognizes the failures of and celebrates the accomplishments of the school as a whole

As the Principal, I have successfully put the following school-level responsibilities and practices in place:

•

Evidence:

Change agent	**.25**	Is willing to and actively challenges the status quo	• Consciously challenges the status quo • Is willing to lead change initiatives with uncertain outcomes • Systematically considers new and better ways of doing things • Consistently attempts to operate at the edge versus the center of the school's competence

As the Principal, I have successfully put the following school-level responsibilities and practices in place:

•

Evidence:

Communication	**.23**	Establishes strong lines of communications with teachers and among students	• Is easily accessible to teachers and staff • Develops effective means for teachers and staff to communicate with one another • Maintains open and effective lines of communication with teachers and staff

As the Principal, I have successfully put the following school-level responsibilities and practices in place:

•

Evidence:

Contingent rewards	**.24**	Recognizes and rewards individual accomplishments	• Uses performance versus seniority as the primary criteria for rewards and recognition • Uses hard work and results as the basis for rewards and recognition • Recognizes individuals who excel

As the Principal, I have successfully put the following school-level responsibilities and practices in place:

			•

Evidence:

Culture	.25	Fosters shared belief and a sense of community and cooperation	• Promotes a sense of well being among teachers and staff • Promotes cohesion among teachers and staff • Develops an understanding of purpose among teachers and staff • Develops shared vision of what the school could be like • Promotes cooperation among teachers and staff

As the Principal, I have successfully put the following school-level responsibilities and practices in place:

•

Evidence:

Discipline	.27	Protect teachers from issues and influences that would detract from their teaching time or focus	• Protects instructional time from interruptions • Protects/shelters staff from internal and external distractions

As the Principal, I have successfully put the following school-level responsibilities and practices in place:

•

Evidence:

Flexibility	.28	Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent	• Is comfortable with making changes in how things are done • Encourage people to express diverse opinions of authority • Adapts leadership style to needs of specific situations • Is directive or non-directive as the situation warrants

As the Principal, I have successfully put the following school-level responsibilities and practices in place:

•

Evidence:

Focus	.24	Establish clear goals and keeps those goals in the forefront of the school's attention	• Establish high, concrete goals and expectations that all students meet them • Establish high, concrete goals for curriculum, instruction, and assessment practices within the school • Establish high, concrete goals for the general functioning of the school • Continually keeps attention on established goals

As the Principal, I have successfully put the following school-level responsibilities and practices in place: •			
Evidence:			
Ideals/beliefs	**.22**	Communicates and operates from strong ideals and beliefs about schooling	• Possesses well-defined beliefs about schools, teaching, and learning • Shares beliefs about school, teaching, and learning with the teachers and staff • Demonstrates behaviors that are consistent with beliefs
As the Principal, I have successfully put the following school-level responsibilities and practices in place: •			
Evidence:			
Inputs	**.25**	Involves teachers in the design and implementation of important decisions	• Provides opportunities for teacher and staff input on all important decisions • Provides opportunities for teachers and staff to be involved in developing school policies • Uses leadership teams in decision-making
As the Principal, I have successfully put the following school-level responsibilities and practices in place: •			
Evidence:			
Intellectual stimulations	**.24**	Ensures that the faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school culture	• Keeps informed about current research and theory on effective schooling • Continually exposes teachers and staff to cutting-edge research and theory on effective schooling • Fosters systematic discussion regarding current research and theory on effective schooling
As the Principal, I have successfully put the following school-level responsibilities and practices in place: •			
Evidence:			

Involvement in curriculum, instruction assessment	**.20**	Is directly involved in the design and implementation of curriculum, instruction, and assessment practices	• Is directly involved in helping teachers design curricular activities and address assessments and instructional issues.

As the Principal, I have successfully put the following school-level responsibilities and practices in place:

•

Evidence:

Knowledge of curriculum, instruction, & assessment	**.25**	Is knowledgeable about current curriculum, instruction, and assessment practices	Possesses extensive knowledge about effective curricular, instructional, and assessment practices Provides conceptual guidance regarding effective classroom practices

As the Principal, I have successfully put the following school-level responsibilities and practices in place:

•

Evidence:

Monitor / evaluate	**.27**	Monitors the effectiveness of school practices and their impact on student learning	• Continually monitors the effectiveness of the school's curriculum practices • Continually monitors the effectiveness of the school's instructional practices • Continually monitors the effectiveness of the school's assessment practices • Remains aware of the impact of the school's practices on student achievement

As the Principal, I have successfully put the following school-level responsibilities and practices in place:

•

Evidence:

Optimize	**.20**	Inspires and leads new and challenging innovations	• Inspires teachers and staff to accomplish things that might be beyond their grasp • Is the driving force behind major initiatives • Portrays a positive attitude about the ability of teachers and staff to accomplish substantial things

As the Principal, I have successfully put the following school-level responsibilities and practices in place:

•

Evidence:

Order	**.25**	Establishes a set of standard operating procedures and routines	• Provides and reinforce clear structures, rules, and procedures for teachers and staff • Provides and reinforces clear structures, rules, and procedures for students

			• Establishes routines for the effective running of the school that teachers and staff understand and follow
As the Principal, I have successfully put the following school-level responsibilities and practices in place: •			
Evidence:			
Outreach	**.27**	Is an advocate and spokesperson for the school to all stakeholders	• Ensures the school complies with all district and state mandates • Is an advocate of the school with the community at large • Is an advocate of the school with parents • Is an advocate of the school, with central office
As the Principal, I have successfully put the following school-level responsibilities and practices in place: •			
Evidence:			
Relationships	**.18**	Demonstrates awareness of the personal aspects of teachers and staff	• Is informed about significant personal issues within the lives of teachers and staff • Maintain personal relationships with teachers and staff • Is aware of the personal needs of teachers and staff • Acknowledges significant events in the lives of teachers and staff
As the Principal, I have successfully put the following school-level responsibilities and practices in place: •			
Evidence:			
Resources	**.25**	Provides teachers with materials and professional development necessary for the successful execution of their jobs	• Ensures that teachers and staff have the necessary materials and equipment • Ensures that teachers and staff have the necessary professional development opportunities that directly enhances their teaching
As the Principal, I have successfully put the following school-level responsibilities and practices in place: •			
Evidence:			
Situational awareness	**.33**	Is aware of the details and the undercurrents in the running of the school and uses this information to	• Is aware of informal groups and relationships among teachers and staff • Is aware of issues in the school that have not surfaced but could create discord

		address current and potential problems	• Accurately predicts what could go wrong from day to day

As the Principal, I have successfully put the following school-level responsibilities and practices in place:

-

Evidence:

Visibility	**.20**	Has quality contacts and interactions with teachers and students	• Makes systematic and frequent visits to the classroom • Is highly visible to students, teachers, and parents • Has frequent contacts with students

As the Principal, I have successfully put the following school-level responsibilities and practices in place:

-

Evidence:

River Rouge School District
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EVALUATION REPORT FOR SCHOOL ADMINISTRATORS

Outstanding	Satisfactory	Needs Improvement	Unsatisfactory Performance	Does Not Apply	
					A. STUDENT GROWTH / ACADEMIC PERFORMANCE: Improve student academic achievement by exercising instructional leadership, conducting walkthroughs, monitoring teacher performance, monitoring the delivery of quality instruction, evaluating how student data is used to inform instruction, and serve as the school's instructional leader. This rating constitutes 50% of your overall performance. **Comments:**
					B. ADMINISTRATIVE SKILLS: Plans for and anticipates situations. Meets deadlines. Exercises budgetary and management control. Develops and promotes ideas. Communicates effectively with parents, students and staff. **Comments:**
					C. CURRICULUM LEADERSHIP AND PROFESSIONAL GROWTH: Keeps current through local, state, and national participation and/or formal training. Assists staff, encourages staff, and otherwise provides leadership in curriculum development and articulation. **Comments:**
					D. COMMUNITY RELATIONSHIPS: Interprets school programs to community. Participates in community affairs and parent-school organizations. **Comments:**
					E. STAFF RELATIONSHIPS: Promotes staff participation in system-wide activities. Increases staff effectiveness through well planned local meetings. Delegate responsibility to subordinates. Evaluates, informs, and counsels instructional and non-instructional staff. **Comments:**
					F. PERSONAL QUALITIES: Practices professional ethics and integrity in carrying out his responsibilities. Exhibits creativity, enthusiasm, consistency, good judgment, flexibility, and fairness. **Comments:**
					F. OVERALL RATING: **Comments:**

Date: _____   SIGNED: _____

Principal, River Rouge High School

SIGNED: _____

Carlos Lopez, Ed.D., Superintendent

The Performance Appraisal Process for the Leadership has been aligned with the following School Board Non-Negotiable / Dedicated Goals for increasing student achievement:

Teacher Performance Appraisal Process

The River Rouge School District in collaboration with the RREA/MEA has established an open line of communication and we have met to develop a comprehensive teacher evaluation system (with a student growth component) to support our teachers throughout their professional career. We have established an understanding that our NTH staff will be annually evaluated using a combination of the traditional Teacher Tenure Adopted Evaluation Process and the New Tech Network – Marzano's Research Based/Standard-Based Evaluation System. The River Rouge New Tech High International Transformation Model Evaluation Instrument takes into account student growth as a significant factor that contributes to student academic success. The Model utilizes multiple observation-based standard-based assessments of performance and best practices such as project-based learning to improve student achievement and increase high school graduation rates. The Evaluation Instrument incorporates the use of multiple common assessments that are directly aligned to the projects that are integrated across different content areas.

The new legislation requires annual performance evaluations of all teachers and administrators. Meaningful evaluations that are completed in timely, transparent, and efficient ways are the goals of this suggested framework. Our framework represents a set of agreed upon common principles. Plenty of room has been left for teachers and administrators to incorporate previous best practices, as well as to design improvements to current processes.

Specifically we are all committed to the implementation of a comprehensive system of evaluation that respects the following pillars: a rigorous, transparent, and fair performance evaluation system, a comprehensive evaluation system based on multiple rating categories; an evaluation with student growth as determined by multiple measures of student learning, and an evaluation system that includes national, state or local assessments or other objective criteria as a significant factor; and an evaluation system to inform decisions regarding: individual professional learning opportunities with ample time for improvement; promotion, retention, and professional development opportunities; including coaching, and instruction support; tenure and/or certificated decisions based on rigorous, streamlined, transparent and fair procedures.

Our agreed upon framework addresses all the requirements above. The framework is applicable for probationary and tenure teaching staff as well as building and district administrators (Note: our Probationary teachers will have additional evaluation procedures to meet the requirements of the Tenure Act). It connects several school mandates, such as the required School Improvement Plan, and integrates several district-reporting requirements into one streamlined process. The framework seeks to eliminate duplication, as well as remain cost-effective with reasonable expectations to build capacity by those who must do the work.

Our framework is built on the premise that student performance improves when all the educators work diligently towards that common purpose. Individual educators improve individual student achievement when they work in collaborative environments while being accountable for student achievement. To be successful, our district staff must establish common goals, language, understandings, and professional training/learning. Common professional training is essential to assure that evaluators and staff are thoroughly trained in all aspects of the evaluation process being used in our district.

The Professional Growth Plan (PGP) proposed in our framework is the foundation of our annual evaluation. It is this common evaluation measurement for all teachers and administrators. Educators will be evaluated annually based on their performance in meeting the goals in the PGP. The common goals in the PGP have been developed in conjunction with professional teams established in the building, with the input of administrators, and including data on individual student growth. The district and/or building School Improvement Plan required by law will serve as the common foundation from which the professional teams and PGP common goals will be developed. Each educator's goals are developed by the individual and his/her supervisor, and are based on the district and school's goals and individual's needs, and must also be based in significant part on student growth data.

The Professional Growth Plan (PGP) incorporates the School Improvement Plan Goals, Student Growth Improvements Goals, Professional Development Plan to Meet Goals, Indicators / Evidence of Success for Meeting Goals, Monitoring Process and Timelines for Assessing Goals Attainment, and Evaluation Tools to be used for Assessing Goals attainment. The framework is divided into a three-part PGP development process. Part One: The Professional Team (Professional Learning Communities such as subject area departments, learning groups, interdisciplinary teams). Professional Teams (PTs) will develop their goals based on the school improvement plan goals and student performance data for the group. All educators are part of various PTs. The PTs will determine their team's goals that must be tied to the district's goals (school improvement plan) and include criteria for determining success developed from student growth data. Team goals shall also include a delineation of responsibilities needed to meet the goals and suggested timelines for meeting the goals. PTs will provide data and information to their supervisor on the goals and progress towards meeting their goals.

Our PGPs allows teacher autonomy in the manner in which they can present evidence of performance. However, it should be noted that this list is not exhaustive, or inclusive: Surveys (360, Parent, Student), Observation Rubrics, Portfolio based on Rubrics, Presentation/Demonstration/Exhibition, Rubrics, Assessment/Other Student Data, Curriculum/Coursework, Case Studies, and Action Research Projects.

Part Two: The Individual Professional Growth Plan (PGP) – An individual PGP that includes, in significant part, the use of student growth goals based on current student performance data will reinforce or change the educator's instructional practices. Each individual's goals must be consistent with the school improvement plan and his/her professional team goals, and must also be based on student data. The individual's PGP is developed in collaboration with the educator's supervisor and include the applicable components of the professional team's goals. The Individual's PGP includes goals; a delineation of resources and responsibilities needed to meet the goals and suggested timelines for attaining the goals.

Part Three: Paths to Improvement – Our Framework is designed to address both the requirements of Section 1249 (teacher evaluations) as well as Section 1250 (the use of student achievement in teacher pay). It is our belief that every educator seeks continuous improvement of his/her professional practice. Many educators are successfully in buildings that are struggling and do stellar work, yet the district continues to flounder. Rather than continue with the environment of isolated pockets of excellence, the professional team process, which can be implemented throughout the system, offers our educators holistic performance growth opportunities for their professional practice. Our teachers are also responsible for self-evaluating their performance throughout the year for improvement purposes. Please refer to the Year 1 Self Evaluation Instrument.

River Rouge New Tech High International Academy

MEMORANDUM OF UNDERSTANDING

The following Memorandum of Understanding ("MOU") between RRSD and RREA shall be in effect for the 2011 through 2014 school year. The parties shall review recent legislation (Public Act 205 of 2009 effective January 4, 2010) and this MOU at the end of the school year for possible revision and/or inclusion into the collective bargaining agreement.

Public Act 205 mandates annual evaluation of all teachers. The following modified evaluation shall be applicable to all teachers in the River Rouge High School (probationary employees, tenure teachers on an IDP, tenure teachers subject to a full evaluation).

The modified evaluation process consists of the following:

      A.   There will be a minimum of two observations per year.
      B.   There will be one planned observation per year.
      C.   Evaluator's observation feedback will be shared privately (using Form N) with the teacher verbally within 5 working days. In addition, the teacher or evaluator may ask to meet at a mutually agreed upon time.
      D.   Summary Teacher Evaluation Report / Year 1 Teacher Rubric (Form L) will be completed by May 15.
      E.   The post-evaluation conference will take place no later than two weeks prior to the last scheduled workday of the school year.

PROBATIONARY TEACHERS

- The administrator and teacher shall jointly develop an IDP limited to up to three (3) items, but not more than three (3) items, for probationary teachers (Form M).
- Post-evaluation conference will take place no later than two weeks prior to the last scheduled workday of the school year (Form N).

_____   _____
RRSD Signature   RREA Signature

Date: _____   Date: _____

Procedure
  A

RIVER ROUGE SCHOOL DISTRICT
River Rouge, Michigan

AN OVERVIEW OF THE
RIVER ROUGE HIGH NEW TECH HIGH
INTERNATIONAL ACADEMY
TEACHER EVALUATION PROCESS
For Probationary and Tenure Teachers
2011-2014

Public Act 205 of 2009 effective January 4, 2010, requires that all certified staff be evaluated annually and a teacher's job performance should be evaluated using multiple rating categories that take into account data on student growth as a significant factor. For these purposes, student growth shall be measured by national, state, or local assessments and other objective criteria.

All of our high school teachers will be asked to set professional improvement goals for the school year including developing at least two goals focused on student growth created to support reaching the goals established within the redesign plan, which shall be supplied to all staff within two weeks of implementation. Progress on reaching at least one of the goals will be reflected through the results of classroom, district, state, and/or national measures (assessments, projects, performances) identified through the collaboration of the evaluator and teacher. Progress on reaching the second goal will be reflected through the results of measures listed above and identified in collaboration with the members of the teacher's professional learning community and the evaluator and shared by the members of the PLC.

The building administrator and the teachers will be responsible for gathering empirical and non-empirical data for data-decision making. Teachers and administrators will work together to provide an environment where students are safe and value education. This will include supporting each other in disciplinary situations.

Steps in the Teacher Evaluation Process

1. Informational meeting: Group meeting to be held by September 30 each year. The administrator will meet with all teachers:

A. To review the teacher evaluation process (List of River Rouge New Tech High international Academy Evaluation Tool – Form and the Teacher Performance standards – Form A)

- Goal setting
- Observation
- Feedback
- Summary evaluation

B. To distribute all materials related to the teacher evaluation process refer to the List of River Rouge New Tech High International Academy Teacher Evaluation Tools Process.

- An Overview of the NTH - River Rouge New Tech High International Academy Teacher Evaluation Process (List of River Rouge New Tech High International Academy Teacher Evaluation Tools).
- Goal Setting and Action Plan Worksheet (Form B).
- The teacher will draft goals and a Goal Setting and Action Plan Worksheet for each goal prior to the pre-evaluation conference. NOTE: The Goal Setting and Action Plan Worksheet will function as an Individual Development Plan (IDP) for all probationary teachers.

- Summary Teacher Evaluation Report / Year 1 teacher Rubric (Form L), Self Evaluation: Using New Instructional Strategies (Form F) and Professional Growth Plans (Form K).

2. Pre-evaluation conference held by Nov 15 (one on one Administrator/Teacher) but not before second week of classes. Must complete Forms C, D, E, G, and H.

   A. Complete a Goal Setting and Action Plan Worksheet (Form B) for each goal.
   B. Tenure Teachers only: Two goals are recommended for each year including one goal that reflects student growth. Goals should be mutually developed and agreed upon. The administrator may suggest one specific goal.
   C. Probationary teachers must have at least one goal from the three domains (Subject Matter Content, Management, or Relationships) in addition to the two goals reflecting student growth to be used to satisfy the requirements of an Individual Development Plan.
   D. Finalize the documents with the date and signatures of administrator and teacher.
   E. Goals and Action Plans may be changed during the year if agreed upon by the teacher and administrator.

3. Probationary Teachers

   A. Mutually scheduled the planned observation.
   B. Pre-observation conference
   - The teacher brings the completed Pre-Observation Worksheets (Forms C, D, E, G, and H) so the administrator will know about the lesson to be observed.
   C. Post-Observation conference within 5 workdays (Form J – Reflection: Assessment Plan).
   - Discuss observation using the Teacher Evaluation form (Form N).
   - Discuss goals if appropriate
   - The administrator may provide a written report. This report is not required unless the observation identifies areas that are less than satisfactory. The written report must be provided within five days after the post-observation conference and must provide preliminary suggestions for improvement.

4. Tenured Teachers

   A. Minimum of two observations with no minimum amount of time required for this observation. One planned observation based on a minimum 30 minutes planned observation.

   B. Evaluator's observation notes will be shared with the teacher verbally within 5 working days if to appear in written evaluation. Parties sign memo of confirmation.

5. Oral or written feedback must be given after each observation for evaluation using Form N (Teacher Evaluation Form). Any areas of concern must be put in writing.
6. Informal observations may occur at any time.

7. Goals should be reviewed and discussed throughout the year as well as during the post-evaluation conference.

8. Summary Teacher Evaluation Report / Year 1 Teacher Rubric (Form L).
   A. The administrator's summary should provide the teacher with an overall qualitative statement of his/her professional effectiveness and competence as well as progress on the goals set for the year using the Data Collection Worksheet (Form I).
   B. If the evaluation will be summarized as "Satisfactory", the Summary Teacher Evaluation Report with signatures must be completed by both parties prior to May 15.
   C. If the evaluation will be summarized as "Unsatisfactory" or "Needs Improvement", the Summary Teacher Evaluation Report with signatures must be completed by both parties prior to April 1.

9. The final teacher evaluation document must include:
    A.   The Summary Teacher Evaluation Report / Year 1 Teacher Rubric (Form L)
    B.   A narrative written by the administrator which includes:
    - A list of the teacher's goals for that year
    - A narrative describing the teacher's progress on each goal
    - A summary of the teacher's strengths and any areas for growth based on observations throughout the year
    - An overall qualitative statement of his/her professional performance
    C.   A narrative written by the teacher which includes reflection on his or her goals will be included.
    D.   The Goal Setting and Action Plan worksheet (Form B) and Pre-Observation Worksheets (Forms C, D, E, G, and H) should be attached and kept by the administrator for later reference if needed.

10. The post-evaluation conference will take place no later than two weeks prior to the last scheduled workday of the school year using the District Teacher evaluation Form (Form N).

List of River Rouge New Tech High International Academy
Teacher Evaluation Tools

Protocol	Description

Teacher Professional Standards – Form A	The 10 professional standards describe the behaviors that teachers must exhibit consistently over time to maintain employment in the River Rouge School District. The standards are evaluated on an annual basis.
Goal Setting Action Plan – Form B	This form is used for teachers to identify the goal(s) they will focus on throughout the year.
Pre-observation: Standards-Based Planning – Form C	This form is used for teachers to list the subject area of the observation, identify the standards or benchmark that will be addressed, and describe the concept of the lesson.
Pre-observation: Data-Driven Instruction Planning Form D	This is a self-evaluation tool for new teachers or teachers in a new role. It can be used to help a teacher prepare for an observation and conference.
Pre-observation: Standards-Based Classrooms Form E	This is a tool for note taking during the conference or to have the teacher fill out prior to observation. Administrators can use this tool to note evidence of data-driven instruction.
Self-Evaluation: Using New Instructional Strategies Form F	This tool may be useful to new teachers or teachers in a new role as a post-observation tool. It also may useful as an indicator for teachers to document professional goals. Administrators may use this tool for reflection in post-observation or goal development conferences.
Pre- and Post-Observation: Using a Variety of Instructional Strategies Form G	This can be used as a self-evaluation tool for school professionals, and as a pre-or post-observation tool. Administrators may use these prompts for reflection in post-observation or goal development conferences.
Pre-Observation: Planning for Assessment Form H	This instrument is used by the teacher to measure student learning as it relates to the benchmark for a given lesson.
Data Collection: Using Expectations and Assessments in Instruction Form I	This instrument can be used to evaluate the quality of a teacher's classroom assessment process. The evaluator can use specific examples of tests, analysis of assessment, or observe the results of the assessment of data in the form of lesson plans based on those data.
Reflection on the Assessment Plan Form J	This is a post-observation form to be filled our by the teacher or to guide a post-observation conference.
Professional Growth Plans Form K	This self-evaluation tool can be use by the teacher to monitor his/her progress in meeting professional goals. Administrators may use the form for reflection questions, general data collection, or goal development conferences. Evidence, observations, or examples can be cited and indicators checked. The school professional uses a written professional development plan as a guide to self-improvement and learning and then analyzes the results of the plan.
Year 1 Teacher Self-Evaluation – Form L	This self-evaluation rubric will be used and completed by the teacher each year by May 15.
Probationary Teacher – IDP Form Form M	This Probationary Teacher IDP Form will be completed and monitored by the administrator in conjunction with the probationary teacher.
Teacher Evaluation Form – Form N	This form will be completed by the administrator annually and signed by both the teacher and administrator.

Adapted from the Thompson (Colorado) School District Teacher Standards, Tools and Strategies, 2005

FORM

A

River Rouge High School Teacher Professional Standards

These are the behaviors that a school professional must exhibit consistently over time to maintain employment in the River Rouge High School. These standards are evaluated on an annual basis.

1. **The teacher consistently demonstrates the basic components of effective instruction and uses best practices consistently.**

   - Develops plans to support instructional or training objectives.
   - Demonstrates instruction or training that includes initial focus, appropriate delivery, guided and independent practice, monitoring of instruction, and closing, or uses other instructional models as appropriate.
   - Provides a variety of formative and summative assessments that measure student progress toward objectives.
   - Designs and implements management processes that are conducive to student learning.

2. **The teacher provides a program of instruction or training in accordance with the adopted curriculum and consistent with state standards and federal and state regulations.**

   - Uses district curriculum guidelines in planning and implementing instruction.
   - Demonstrates a connection between teacher-prepared lessons or project-based units and district curriculum standards.
   - Is knowledgeable about scope and sequence of district curriculum standards as applicable.

3. **The teacher is responsible for increasing the probability of advancing student achievement.**

   - Collects and analyzes student data to drive instruction.
   - Uses multiple measures to document student growth.
   - Implements strategies based on various types of student achievement data to improve student performance.
   - Analyzes the results of instruction and modifies instruction accordingly.
   - Organizes a learning environment to maximize the potential for student time on task.

4. **The teacher designs and implements instruction to meet the unique needs of all subgroups of students.**

   - Makes decisions about and provides instructional materials and strategies that address a variety of learning needs.
   - Describes students' current performance levels and future instructional needs.
   - Designs and provides a variety of performance opportunities that demonstrate student learning.
   - Uses prescribed modifications for special populations.

5. **The teacher recognizes, develops, and maintains an environment conducive to student well being.**

   - Encourages and models respect for all students.
   - Creates a learning environment in which students can feel safe taking the risks necessary for learning.
   - Encourages student interactions that promote personal growth and self-worth.
   - Respects the cultural and learning diversity of students.

6. **The teacher communicates with students, families, colleagues, and community members concerning student academic and behavioral progress.**

   - Listens with intent to understand.
   - Clearly defines and communicates expectations to students and families.
   - Works to establish partnerships and maintain communication with students, families, colleagues, and community members with respect to student strengths, needs, and progress.
   - Communicates individual student needs in a confidential manner where appropriate.
   - Is articulate, selecting works with clarity and precision.

7. **The teacher assists in upholding and enforcing school rules, Board of Education policies, federal and state rules and regulations, and adheres to licensure standards.**

   - Can access copies of and comply with school rules, Board of Education policies, federal and state rules and regulations, and licensure standards.
   - Monitors student behavior in accordance with building, district, federal, and state policies, and take appropriate action.

8. **The teacher maintains records as required by law, district policy, and administrative regulations in a timely and confidential manner.**

   - Completes required forms, reports, and plans according to district policies.
   - Documents student behavior and academic progress for appropriate placement or referral.
   - Submits forms, reports, and plans in a timely manner.

9. **The teacher demonstrates professional cooperative relationships with others.**

   - Asks for assistance or provides colleagues and families with assistance and collaborates on meeting individual student needs.
   - Uses conflict resolution and decision-making processes to solve problems in the work place.
   - Shares information, materials, and expertise with colleagues.

10. **The teacher exhibits professional characteristics.**

   - Meets and instructs students in the location at the time designated according to job assignment, with as few absences as possible.
   - Performs related duties as assigned by the administration in accordance with district policies and practices.
   - Attends and participates in required meetings.
   - Models appropriate behavior in the school setting according to district policy.

Adapted from the Thompson (Colorado) School District Teacher Standards, Tools and Strategies, 2005

FORM **Complete one worksheet for each goal.**
  B

Goal Setting and Action Plan Worksheet

Teacher: _____School: _____Year: _____

Domain: _____Component: _____

Professional IDP	Probationary IDP	Improvement IDP

Professional Practice Goal:	

Action Plan:

Evidence of progress to be observed:

Resources needed for action plan:

Teacher Signature: _____   Date: _____

Administrator signature: _____   Date: _____

FORM

C

| **Pre-Observation Tool** | **Instruction** | **Standards 1-4** |

Teacher: _____ Position: _____

Please meet with me on _____ (Time) _____ for a Pre-Observation Conference.

Post-observation Conference Date & Time: _____

STANDARDS-BASED PLANNING

Please be prepared for this conference by having the following information ready.

1. List the subject area of the observation and standard or benchmark that will be addressed.

2. Describe the concept of the lesson (e.g., subtraction).

3. Please suggest a time you would like a formal observation:

   Date: _____ Time: _____ Location: _____

4. Pre-assessment analysis or a description of how you will pre-assess. Please describe the assessment or bring it with you.

5. What will you use for a post-assessment? Please bring it with you, including the scoring guide or rubric.

6. Please bring any other important information that needs to be shared.

Adapted from the Thompson (Colorado) School District Teacher Standards, Tools and Strategies, 2005

FORM D

Pre-Observation Tool	**Instruction**	**Standards 1-5**

Teacher: _____ Date: _____ Pre-Observation: _____

Observation Date & Time: _____ Post-Observation Date & Time: _____

Observation Setting: _____

Data-Driven Instruction Planning

This can be a self-assessment tool for new teachers or teachers in a new role. It can be used to help a teacher prepare for an observation and conference. It is also a pre-observation tool based on standards and data-driven instruction. Where possible, the teacher should cite specific examples and evidence. This tool could also be used for data collection during an observation by the evaluator.

Arrange for your observation time and pre-observation conference. Then, please take the time to fill in the following information and return it to your evaluator at least one day prior to the observation. Thank you!

1. Identify the standard or standards and benchmarks addressed in this lesson. How will you communicate these to students?

2. What pre-assessment did you use to base your decision on, to teach this lesson? Elaborate on the assessment analysis and scoring criteria. Please attach.

3. What must students know and be able to remember years from now as a result of this instruction?

4. How will students know that they have done well on this lesson? Please attach your scoring criteria for this lesson or the rubric for the unit.

5. What models will you use to demonstrate proficient and advanced levels of performance in this lesson? Please attach or describe models.

6. What instructional strategies and resources will you use to help students perform well on the assessment? Relate your choice to the pre-assessment results or to the desired performance on the final assessment for the unit.

7. What modifications have you preplanned for learners who are below proficiency and for those at the advanced level? Please attach any examples.

8. Attach the final assessment including the scoring guide or rubric.

Adapted from the Thompson (Colorado) School District Teacher Standards, Tools and Strategies, 2005

FORM

E

Pre-Observation Tool	**Instruction**	**Standards 1-5**

Teacher: _____ Position: _____

Date of Pre-Observation Conference: _____

Date of Observation: _____ Time: _____ Setting/Activity: _____

Standards-Based Classrooms

This can be used as a pre-observation tool for note taking during the conference, or to have the teacher fill out prior to observation. Administrators can also use this guide to note evidence of data-driven instruction.

1. What will you be teaching? (Standard)

2. On what basis have you decided to teach this lesson? (Pre-assessment)

3. What will your students know and be able to do as a result of your instruction (e.g., benchmark, indicator, skills)?

4. How will you know they have demonstrated this thinking, skill, knowledge, or product? (Indicate type of evaluation)

5. What criteria will you use? (Indicate design of assessment)

6. What special learning needs and style must you account for in your instruction? (Unique learners)

7. What instructional strategies will you use? Why?

8. What materials must you prepare?

9. How will the learning environment look?

10. Given the questions above, what aspect of data-driven instruction is your primary focus for this lesson?

Adapted from the Thompson (Colorado) School District Teacher Standards, Tools and Strategies, 2005

Self-Evaluation

Using New Instructional Strategies

Pre-Observation Tool	**Instruction**	**Standards 1-5**

Teacher: _____ Date: _____ Setting: _____

Other Comments: _____

Using New Instructional Strategies

This self-evaluation tool may be useful to new teachers, or teachers in a new role, as a post-observation tool. It may also make a good tool to use as an indicator for one's professional goals. Administrators may use it for reflection in post-observation or goal development conferences.

Trying different instructional strategies helps to differentiate instruction for learners with all types of needs. Some instructional strategies may result in greater achievement by students or promote a classroom atmosphere that encourages good discipline and student well-being.

1. An instructional strategy I have chosen:

2. Description of how I will use this strategy:

3. My reason for wanting to extend the use of this strategy or to learn to use it.

4. The way I assess the success of this strategy in meeting the needs of unique learners.

Adapted from the Thompson (Colorado) School District Teacher Standards, Tools and Strategies, 2005

FORM

G

Pre-And Post-observation: Using a Variety of Instructional Strategies

Pre-Observation Tool	Instruction	Standards 1-5

Teacher: _____ Position: _____

Date of Pre-Observation Conference: _____ Date & Time of Post-Observation Conference: _____

Date of Observation: _____ Time: _____ Setting/Activity: _____

Pre-And Post-observation: Using a Variety of Instructional Strategies

1. This tool can be used as a self-evaluation tool for teachers.

2. It can also be used as a pre-or post-observation tool.

3. It may also make a good tool to use as an indicator for professional growth goals.

4. Administrators may use these prompts for reflection in post-observation or goal development conferences.

Varying your instructional strategies helps to differentiate instruction for learners with all types of needs. Some instructional strategies may result in greater achievement by students while promoting a classroom atmosphere that encourages good discipline and student well-being.

Before the Observation

1. An instructional strategy that I think increases the probability of student achievement is:

2. Description of the instruction technique or strategy:

3. My analysis of prior student performance led me to choose this strategy because:

4. The way I will assess the success of this strategy:

After the Observation

1. How did this strategy work?

2. How do you know? (Provide assessment results)

3. Will you use it again? Why or why not?

4. Under what circumstances might you use it again? How could you make it better?

Adapted from the Thompson (Colorado) School District Teacher Standards, Tools and Strategies, 2005

Pre-Observation
Planning for Assessment

Pre-Observation Tool   **Instruction**   **Standards 1-4**

Teacher: _____ Pre-Observation Date: _____

Observation Setting: _____ Date & Time: _____

Post-Observation Date & Time: _____

Planning for Assessment

Complete 1. 2. 3, and 4 and submit this form to your evaluator at least one day prior to your observation. You will need to complete question 5 prior to your post-observation conference.

1. List the targeted content standards and benchmarks:

2. What observable student actions will demonstrate proficient learning?

3. Design an assessment that will measure the students' learning as it relates to the benchmark for this lesson. Please attach it, along with any models you have of proficient or higher work. Decide what specific skills are a prerequisite to successfully perform on the assessment. Please list the skills below:

4. What instructional strategies for this lesson will engage students and prepare them for the assessment?

5. Analyze he assessment results from this lesson to determine how students performed.

Adapted from the Thompson (Colorado) School District Teacher Standards, Tools and Strategies, 2005

FORM

I

Data Collection

Using Expectations and Assessments in Instruction

Pre-Observation Tool	**Instruction**	**Standards 3**

Teacher: _____ Date: _____ Setting: _____

Other Comments: _____

Using Expectations and Assessments in Instruction

This instrument can be used to evaluate the quality of teacher's classroom assessment process. Evaluators can use specific examples of tests, analysis of assessment, or they can observe the results of the assessment of data in the form of lesson plans based on those data.

Mark an "X" in front of the statements that are applicable.

Comments

Test content
_____ Assessment includes higher-level thinking skills

Presentation of test to students
_____ Assessment presented to students to highlight critical learning and purpose of assessment

Communication of expectations to students
_____ Communicates the ethnics and skills of test-taking

Results reviewed with class
_____ Assessment results reviewed and discussed with class or student

Assessment follow-up
_____ Teacher arranges for intervention with those who do not meet minimum standards and retests to see that they reach those standards

_____ Teacher arranges for enrichment or alternative instruction for those who already meet standards on a pre-assessment

Student self-assessment
_____ Teacher utilizes assessment to assist students in self-evaluation of performance

Use of assessment
_____ Teacher uses assessment analysis to plan future instruction and determine student performance levels

_____ Data analysis is used to determine the effectiveness of instruction

Adapted from the Thompson (Colorado) School District Teacher Standards, Tools and Strategies, 2005

FORM

J

Reflection: Assessment Plan

Pre-Observation Tool	**Instruction**	**Standards 1-5**

Teacher: _____ Pre-Observation Date and Time: _____

Observation Date & Time: _____ Setting: _____

Post-Observation Date & Time: _____

Reflection: Assessment Plan

This tool can be used as a post-observation form to be filled out by the teacher or to guide a post-observation conference.

List the instructional standards and benchmarks:

Specify types of assessments used:

1. What are the distinctive features of this assessment that caused you to select it?

2. On what assessment data did you base your selection of strategies?

3. What common or uncommon variations on this assessment did you put into place for this lesson or unit?

4. What is the primary purpose or instructional information that this type of assessment gives to you?

5. What did you see as the advantages of this assessment?

6. What did you see as the disadvantages of this assessment?

7. On what kind of data analysis did you base your evaluation of the success of this assessment?

8. If you used this assessment again, would you change anything? Why?

Adapted from the Thompson (Colorado) School District Teacher Standards, Tools and Strategies, 2005

FORM

K

Professional Growth Plans

Teacher Evaluation Tool	Professional Growth	Standards 7-10

Teacher: _____ Date: _____ Setting: _____

Other Comments: _____

Professional Growth Plans

Teachers can use this self-evaluation tool for monitoring the progress of their professional goals. Administrators may use I for (1) reflection questions, (2) general data collection, or (3) goal development conferences. Evidence, observations, or examples can be cited and indicators checked. The professional uses a written professional development plan as a guide to self-improvement and learning, and then analyzes the results of that plan.

Part One: Creating a Professional Growth Plan

_____ a. The plan has defined professional growth, instructional growth, and improvement goals, and has activities designed to accomplish those goals.
_____ b.   The plan has been developed through a collaborative process between the school professional and the administrator based on self-assessments and data.
_____ c.   The plan supports school or district instructional priorities.
_____ d.   The school professional assumes responsibilities for managing the agreed-on plan and sees that activities are completed in a timely manner.
_____ e.   The teacher and the administrator reviews the plan periodically. The plan is modified when appropriate.

Part Two: Implementing the Growth Plan

_____ a. The teacher is able to identify specific professional and instructional improvements that have taken place as a result of the growth plan.
_____ b. The teacher reads professional books and articles related to the growth plan and to the assignment.
_____ c. The teacher attends workshops, graduate school classes, and conferences related to the growth plan.
_____ d. The teacher serve on school-or district-level committees.

Part Three: Analyzing the Results of the Professional Growth Plan

_____ a. The teacher demonstrates the accomplishment of each indicator on the goal plan by creating a written summary with analysis and attaching examples or artifacts.
_____ b. The written analysis describes the impact of the professional growth activities.
_____ c. The analysis and artifacts are presented in an edited, typewritten, and professional manner.
_____ d. The teacher analyses the success of the plan and indications for further growth or implementation.

Other notable activities and progress.

Adapted from the Thompson (Colorado) School District Teacher Standards, Tools and Strategies, 2005

Teacher: _____

Date:_____

New Technology Network
Year 1 Teacher Self Evaluation Rubric

UNSATISFACTORY (Below Performance Standards)	PROFICIENT (Minimal Criteria)	ADVANCED (Demonstrates Exceptional Performance)
• Teacher has taken no meaningful steps towards implementing PBL • Projects do not necessarily cover content standards • Project length is inappropriate for content of project and level of student • Projects are not engaging to students • Projects do provide appropriate rigor	• Teacher has developed several projects and is adjusting their classroom practices and assessment for a PBL environment • Projects cover a limited number of standards • Length of project is appropriate for content being covered • Projects are single disciplined • Projects engage the students • Projects provide appropriate rigor	• Teacher has developed projects for a majority of the course content and demonstrates a clear adjustment in their classroom practices and assessment for a PBL environment • Projects covers multiple standards • Projects engage the students and have simulated real world applications • Projects are rigorous and relevant
0 - - - - - - - - - - - - 8 - - - - - - - - - - - - 16	17 - - - - - - - - - - - - 19 - - - - - - - - - - - - 21	23 - - - - - - - - - - - - -24 - - - - - - - - - - - - 25

• Teacher does not provide adequate scaffolding • Little to no group collaboration required of the students • Teacher is not providing sufficient skill building practice • Students do not present their work • Teacher is primarily using direct instruction and not allowing the project to drive the class • Products, tasks, and assessment are not well defined • Teacher does not use a rubric to assess student work • Teaching is not assessing on school wide learning outcomes • Students do not receive regular and timely feedback on progress	• Teacher uses basic scaffolding techniques to manage the project process: 　-Warm-ups/Journals 　-Group Contracts 　-Know/Need to Knows 　-Project Calendars • Some projects require students work in groups • Teacher is providing skill building, but it is not necessarily fully integrated into project • Students present their work to the class • Teacher acts as director of instruction (micromanages project process) • Teacher controls timeline and pace of project • Teacher defines products, tasks, and assessment • Teacher uses a rubric to assess student work • Teacher is assessing students on a limited number of school wide learning outcomes • Students get regular feedback on progress	• Teacher uses a variety of dynamic scaffolding techniques to manage the project process: 　-Project Tasks Lists 　-Pacing Charts 　-Small group workshops 　-Journals/Discussion Boards • Project allows for some differentiation and remediation • Most projects require students to work in groups • Skill building is integrated and tied to the project • Students present their work to a panel • Teacher acts as director of activities • Teacher allows for students input on timeline and pace of project • Teacher solicits input from students on products, tasks, and assessment • Teacher provides a rubric to students early on and continually refers to the rubric during the project process • Teacher is assessing students on multiple learning outcomes
0 - - - - - - - - - - - - 8 - - - - - - - - - - - - 16	17 - - - - - - - - - - - - 19 - - - - - - - - - - - 21	23 - - - - - - - - - - - -24 - - - - - - - - - - - - 25

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• Teacher does not regularly use the course calendar to organize classroom activities
• Teacher does not regularly use any additional tools
	• Teacher regularly uses the course calendar to organize most classroom activities
	• Teacher regularly uses at least one of the following tools:
	     -Journal
	     -Collaboration Database
	     -Discussion Database
	     -Portfolio Summaries
		• Course calendar is linked to other databases & all classroom activities are organized through the calendar
		• Teacher regularly uses many of the following tools:
		     -Journal
		     -Collaboration Database
		     -Discussion database
		     -Portfolio Summaries

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• Teacher has not set reasonable goals for themselves and/or has not made strides towards achieving those goals • Teacher does not seek regular feedback from students or does not respond appropriately to that feedback • Teacher does not seek regular feedback from the site mentor or school coach or does not respond appropriately to feedback • Teacher is not regularly participating in critical friends, meeting of the minds, and other NTN events	• Teacher has set realistic and ambitious goals for themselves and has demonstrated strides towards accomplishing those goals • Teacher seeks and responds appropriately to student feedback • Teacher seeks and responds appropriately to feedback from the site mentor or school coach • Teacher is participating regularly in critical friends, meeting of the minds, and other NTN events	**In addition to meeting proficient criteria...** • Teacher is submitting projects to the library
0 - - - - - - - - - - - - 8 - - - - - - - - - - - - 16	17 - - - - - - - - - - - - 19 - - - - - - - - - - - 21	23 - - - - - - - - - - - -24 - - - - - - - - - - - - 25

COMMENTS:

FORM M

Probationary Teacher – Individualized Development Plan (IDP) Items
School District of the City of River Rouge

The administrator and teacher shall jointly develop an IDP limited to up to three (3) items, but not more than three (3) items, for probationary teachers. Following is a list from which the parties may wish to select items for inclusion among the three.

Subject Matter Content
- Exhibits sound background and understanding of subject matter for the position.
- Keeps abreast of current theory and practice in field.
- Is able to respond satisfactory to questions posed by students, either by providing the information or a source
- for the information.
- Stimulates interest in subject area.
- Uses a variety of teaching and learning techniques designed to serve the differing abilities of students.
- Provides consistently relevant subject content.
- Encourages and respects students' input.
- Uses varied resources appropriately.
- Shares with students the purpose for each assignment and involves students in setting objectives for
- themselves.
- Bases evaluation on realistic goals for each student.
- Takes into consideration the capability and effort of each student.
- Keeps accurate records.
- Reviews and returns assignments promptly.

Management
- Organizes classroom routine in efficient manner.
- Plans lessons and organizes classroom to maintain order with variety of activities carried on simultaneously.
- Devotes most of time to teaching and learning activities.
- Keeps classroom and equipment in good condition.
- Reports maintenance needs promptly.
- Guides students to share responsibility for care of furnishings and equipment.
- Promotes a friendly atmosphere conducive to learning.
- Makes building and classroom rules known to students.
- Handles student discipline according to building and district policy.
- Deals with students in fair and consistent manner.

Relationships
- Exhibits a positive attitude.
- Exercises initiative.
- Encourages others by attitude.
- Seeks out new ideas.
- Is Open-minded.
- Accepts and gives assistance.
- Implements suggestions in professional manner.
- Maintains honest and forthright relationships with all.

- Respects dignity and rights of all people.
- Shows consistent interest in student's academic and social growth.
- Identifies and refers students with problems to appropriate personnel.
- Provides constructive criticism or ideas for improvement of education.
- Seeks resolution of problems through appropriate channels.
- Observes district policies, rules, regulations and Agreement.
- Keeps and promptly turns in reports.

Probationary Teacher – Individualized Development Plan (IDP) Form

School District of the City of River Rouge

This form shall be completed for all probationary teachers. The Individualized Development Plan shall be developed and recorded on this form by the administration in consultation with the teacher. This plan shall set forth the specific expectations of the district regarding the teacher's job performance. It is recognized that the expectations recited below will form a basis upon which the teacher will ultimately be evaluated.

Teacher _____   **Date received by teacher** _____

Building _____   **Position** _____

School Year _____   **Probationary Year 1ˢᵗ 2ⁿᵈ 3ʳᵈ 4ᵗʰ**

Administrator _____

_____   _____
Administrator's Signature   ***Teacher's Signature**

_____   _____
              Date   **Date**

Distribution: Teacher, Administrator, Personnel File

FORM N

Teacher Evaluation Form
The School District of the City of River Rouge

Teacher: _____

Status: Tenure __   Probationary   __ 1st yr.   ___ 2nd yr. __   3rd yr. ___   4th yr.

Building: _____   **Position:** _____

Pre-Observation Conference: _____ **Observation Date(s):** _____

Post-Observation Conference: _____ **Evaluation Date:** _____

The process of evaluation indicates the evaluator's perception of the teacher's performance and verifies this perception with written comments and offers specific suggestions for improvement in the area(s) marked unsatisfactory.

The Evaluator's signature indicates the person responsible for conducting the evaluation. The teacher's signature indicates that he/she has read the evaluation but not necessarily that the teacher agrees with the content of the evaluation. The teacher has the option to attach a letter of dissent, if so desired.

S   Satisfactory
U   Unsatisfactory
NA/NO   Not Applicable/Not Observed
NI   Needs Improvement

I. Subject Matter Content

		S	NI
A.	**Knowledge of Teaching Areas**		
1.	Exhibits a sound background and understanding of the subject matter required of the position.	☐	☐
2.	Keeps abreast of current theory and practice in his/her field.	☐	☐
3.	Can respond satisfactorily to questions posed by students or evaluator either as to information required or as to a source for obtaining available information.	☐	☐

Observations leading to judgment: _____

_____

Improvement needed to correct area(s) rated Unsatisfactory: _____

_____

		S	NI
B.	**Methodology**		
1.	Stimulates interest in subject area.	☐	☐
2.	Utilizes variety of teaching and learning techniques designed to serve the differing abilities of the students.	☐	☐
3.	Subject content is consistently relevant.	☐	☐
4.	Student inputs are encouraged and treated with respect.	☐	☐
5.	Varied resources are used appropriately.	☐	☐
6.	Lesson plans are consistent with state benchmarks.	☐	☐

Observations leading to judgment: _____

_____

Improvement needed to correct area(s) rated Unsatisfactory: _____

_____

		S	NI
C.	**Evaluation**		
1.	The teacher gives evidence of sharing with students the purpose for each assignment and involves the students in setting objectives for themselves.	☐	☐
2.	The capability of the student is taken into consideration, as well as the amount of effort the student has expended.	☐	☐
3.	Accurate records are kept.		☐
☐			
4.	Assignments are reviewed and turned back promptly.	☐	☐
5.	Varied resources are used appropriately.		☐
☐			

Observations leading to judgment: _____

_____

Improvement needed to correct area(s) rated Unsatisfactory: _____

_____

II. Management

A. **Organization and Direction** S NI
   1. The teacher organizes classroom routines in an efficient manner. ☐ ☐
   2. Lessons are planned and the class is organized so that order is ☐ ☐
   maintained at a reasonable level, even though a variety of
   activities may be carried on simultaneously.
   3. Most of the teacher's time is devoted to teaching and learning ☐ ☐
   activities.

Observations leading to judgment: _____

_____

Improvement needed to correct area(s) rated Unsatisfactory: _____

_____

B. **Care of Room and Equipment** S NI
   1. The teacher exerts reasonable care to see that furnishings ☐ ☐
   are kept in good condition.
   2. Maintenance needs are reported. ☐
   ☐
   3. Audio-visual and other learning tools are used and stored ☐ ☐
   properly.
   4. Students are guided in sharing the responsibility for care ☐ ☐
   of furnishings.

Observations leading to judgment: _____

_____

Improvement needed to correct area(s) rated Unsatisfactory: _____

_____

C. **Discipline** S NI
   1. The teacher promotes a friendly environment which is conducive ☐ ☐
   to learning.
   2. Building and classroom rules are made known to the students. ☐ ☐
   3. Breaches of discipline are handled according to the district and ☐ ☐
   building policy.
   4. Students are dealt with in a fair and consistent manner. ☐
   ☐

Observations leading to judgment: _____

_____

Improvement needed to correct area(s) rated Unsatisfactory: _____

_____

III. Relationships

		S	NI
A.	**Self-Relationships**		
1.	Exhibits a positive attitude.	▢	▢
2.	Exercises initiative.	▢	▢
3.	Encourages other by his/her attitude.	▢	▢
4.	Seeks out new ideas.	▢	▢
5.	Is open-minded.	▢	▢
6.	Is willing to give and receive assistance.	▢	▢
7.	Implements suggestions in a professional manner.	▢	▢

Observations leading to judgment: _____

_____

Improvement needed to correct area(s) rated Unsatisfactory: _____

_____

		S	NI
B.	**Interpersonal Relationships**		
1.	Relationships with students, colleagues and parents are honest and forthright.	▢	▢
2.	Dignity and rights of people are respected.	▢	▢
3.	Shows consistent interest in students' academic and social growth.	▢	▢
4.	Identifies problems needing special assistance and makes appropriate plans and/or referrals for services of specialized personnel for meeting those needs.	▢	▢

Observations leading to judgment: _____

_____

Improvement needed to correct area(s) rated Unsatisfactory: _____

_____

		S	NI
C.	**Institutional Relationships**		
1.	Shares freely and constructively any criticism or ideas for improvement of education in the district.	▢	▢
2.	Seeks resolution of the professional concerns and personnel problems through appeal channels developed by the Administration and the Association.	▢	▢
3.	Observes district and building rules, administrative regulations, agreements and policies.	▢	▢
4.	Reports and bookkeeping are accurately kept and promptly turned in when requested.	▢	▢
5.	Supports school programs through attendance at school functions or activities.	▢	▢

Observations leading to judgment: _____

Improvement needed to correct area(s) rated Unsatisfactory: _____

Summary

Evaluator's Narrative Remark:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Overall evaluator's observation about teacher (Check One):

☐ Satisfactory   ☐ Needs Improvement   ☐ Unsatisfactory

Evaluator: _____   Teacher: _____
            Signature   Signature

Date: _____   Date: _____

TENURE TEACHER – Individualized Development Plan (IDP)

School District of the City of River Rouge

This instrument shall be completed for a tenure teacher, if and only if, he/she has received an unsatisfactory performance evaluation. The Individualized Development Plan shall be developed and recorded on this form by the administration in consultation with the teacher. This plan shall set forth the specific expectations of the district regarding the teacher's job performance. It is recognized that the expectations recited below will form a basis upon which the teacher will ultimately be re-evaluated.

Teacher's Name _____   **Date** _____

Building/Department _____   **Assignment** _____

Date of Hire: _____   **Date of last completed evaluation:** _____

All items below must be completed:

Specific area(s) in the last evaluation where performance was rated "unsatisfactory":

Performance standard(s) which must be attained in order to correct deficiencies:

Plan to be followed for achieving performance standard(s), thereby correcting deficiencies:

Assistance to be provided by the school district to achieve these performance standard(s):

Timeline for achieving performance standard(s), thereby correcting deficiencies:

Administrator's Signature	***Teacher's Signature**
Date	**Date**

Distribution: Teacher, Evaluator, Personnel File

* The teacher's signature is only to indicate receipt of this document and shall not necessarily indicate agreement with the content of the document.

New Technology Network
Year 1 Teacher Self Evaluation Rubric

CRITERIA	UNSATISFACTORY (Below Performance Standards)	PROFICIENT (Minimal Criteria)	ADVANCED (Demonstrates Exceptional Per...
Curriculum Development (25%)	• Teacher has taken no meaningful steps towards implementing PBL • Projects do not necessarily cover content standards • Project length is inappropriate for content of project and level of student • Projects are not engaging to students • Projects do provide appropriate rigor	• Teacher has developed several projects and is adjusting their classroom practices and assessment for a PBL environment • Projects cover a limited number of standards • Length of project is appropriate for content being covered • Projects are single disciplined • Projects engage the students • Projects provide appropriate rigor	• Teacher has developed projects for a majority of the course content and demons... assessment for a PBL environment • Projects covers multiple standards • Projects engage the students and have simulated real world applications • Projects are rigorous and relevant
	0 - - - - - - - - - - - - 8 - - - - - - - - - - - - 16	17 - - - - - - - - - - - - - 19 - - - - - - - - - - - 21	23 - - - - - - - - - - - -24 - - - - - -

Project Management **(25%)**	• Teacher does not provide adequate scaffolding
	• Little to no group collaboration required of the students
	• Teacher is not providing sufficient skill building practice
	• Students do not present their work
	• Teacher is primarily using direct instruction and not allowing the project to drive the class
	• Products, tasks, and assessment are not well defined
	• Teacher does not use a rubric to assess student work
	• Teaching is not assessing on school wide learning outcomes
	• Students do not receive regular and timely feedback on progress
		• Teacher uses basic scaffolding techniques to manage the project process:
		   -Warm-ups/Journals
		   -Group Contracts
		   -Know/Need to Knows
		   -Project Calendars
		• Some projects require students work in groups
		• Teacher is providing skill building, but it is not necessarily fully integrated into project
		• Students present their work to the class
		• Teacher acts as director of instruction (micromanages project process)
		• Teacher controls timeline and pace of project
		• Teacher defines products, tasks, and assessment
		• Teacher uses a rubric to assess student work
		• Teacher is assessing students on a limited number of school wide learning outcomes
		• Students get regular feedback on progress
			• Teacher uses a variety of dynamic scaffolding techniques to manage the project...
			   -Project Tasks Lists
			   -Pacing Charts
			   -Small group workshops
			   -Journals/Discussion Boards
			• Project allows for some differentiation and remediation
			• Most projects require students to work in groups
			• Skill building is integrated and tied to the project
			• Students present their work to a panel
			• Teacher acts as director of activities
			• Teacher allows for students input on timeline and pace of project
			• Teacher solicits input from students on products, tasks, and assessment
			• Teacher provides a rubric to students early on and continually refers to the rubri...
			• Teacher is assessing students on multiple learning outcomes

	0 - - - - - - - - - - - - 8 - - - - - - - - - - - - 16	17 - - - - - - - - - - - - - 19 - - - - - - - - - - - 21	23 - - - - - - - - - - - -24 - - - - - -

On another note, the River Rouge Board of Education has adopted a board resolution to implement PA 112, Section 15 of PERA. In this framework all aspects of the evaluation processes, timelines, instruments or tools, level of proficiency, significant student growth measure, professional group composition and processes are not subject to collective bargaining because the River Rouge School District has chosen to implement PA 112, Section 15 of PERA. This Three Part Professional Growth Plan Framework has much potential for us. Many of our educators are already making great strides in student achievement using the collaborative team approach in our NTH framework. Our new framework is meaningful, manageable for all, connects many school initiatives to achievement and student growth, and is flexible enough to fit the needs of our district, any educator, non-tenured or tenures teacher, building administrator or central office administrator.

The Evaluation instrument that has been developed has had input from our high school teachers and the school principal. The School will continue to involve the RREA/MEA in the fine-tuning of our comprehensive teacher performance appraisal process so that is collaborative and aligned with student academic performance growth.

The RREA has agreed to pilot the new Teacher Performance Appraisal Process during the 2011-2012 school year at the River Rouge New Tech High International Academy.

Required Activity						
Transformation Model	Present?	SIG Funded	Title 1 Funded	General Funds	Other	Comments
Reward school leaders, teachers, staff who have increased student achievement/growth and graduation rates and remove leaders and staff who have not increased student achievement*	Yes					

The River Rouge New Tech High International Academy staff and administrators are committed to the full implementation of the New Tech High International Transformation Model. We are ready to do what it takes to provide our students with a quality education opportunity. Since we are implementing PA 112, Section 15 of PERA, we do not need to negotiate the removal of any staff that does not increase student achievement. We can remove a teacher who is not performing at a satisfactory level by following the adhered Michigan Tenure Act procedures or by using the Involuntary transfer option.

We plan to compensate our high performing teachers who are successful in increasing student achievement by rewarding them with a Teacher Financial Incentive Bonus. As part of the SIG Grant we plan to provide a **$5,000** Teacher Financial Incentive Bonus to any teacher that directly show evidence that he/she helped to improve overall student performance as measured on multiple assessment instruments. The School has budgeted **$35,900** from the SIG Grant to provide an annual Student Outcome / Teacher Incentive Bonus to teachers that are making a difference as measured through student performance/results/growth.

The current contract allows the administration to involuntarily transfer any teachers that are not the right fit or right for the assignment to another school. The contract also has language that highlights that the administration can use experience (NTH Training) to protect teachers from possible lay off or attrition.

Also, the RREA/MEA understands that the District is under PA 112, Section 15 of PERA, in which this topic is a non-negotiable issue for the 2011-2012 school year. Under this law, we can move teachers within the District as needed to support the instructional model.

We have the ability to terminate or remove any administrators and teachers who have not increased student achievement. Because we are the lowest persistent 5% school in Michigan, we have the support from MDE to do what it will take to turn the school around.

Required Activity						
Transformation Model	**Present?**	**SIG Funded**	**Title 1 Funded**	**General Funds**	**Other**	**Comments**
Provide on-going, high-quality, job-embedded (PD) to ensure that teachers are equipped to facilitate teaching and learning*	Yes					

The New Tech High International Transformation Model places considerable emphasis on professional development to improve instruction. In the NTH Model, curricular coaches for literacy, math, and Freshman Seminar work one-on-one with teachers, assisting them in making effective use of block schedule and in using the special project-based learning curricula successfully. The coaches model teaching approaches, they team teach with individual teachers, and work with small groups of teachers.

The purpose of our professional development activities is to promote teacher autonomy and allow teachers the opportunity to work together in aligning curricula with standards, reviewing assignments for rigor, and holding frequent discussions on ways to improve classroom practices that truly engage students.

The New Tech Network includes a comprehensive job embedded professional development plan that is supported through the PDCA – Plan-Do-Check-Act Model. The following types of job-embedded professional development opportunities will be supported through a Multi-Faceted Professional Development delivery system:

- Assessment and Professional Learning
- Problem-Based Learning
- Class a Assessments
- Classroom Walkthroughs
- Curriculum Design
- Data Analysis
- Differentiated Coaching
- Immersing Teachers in Practice
- Lesson Study
- Mentoring
- Portfolios for Educators
- School Coaching
- Standards in Practice
- Study Group
- Critical Friends
- Use of Web 2.0 Technology in the Classroom

The following is the Plan-Do-Check-Act Cycle that we use daily and will use throughout the duration of this SIG Grant to ensure that all Professional Development Activities are job-embedded and comprehensive. We will provide a comprehensive professional development calendar that is systematic and ongoing with multiple support structures. For example, we have been working with Horacio Sanchez from Resilience, Inc. He has helped our staff to challenge the status quo and to try a new system to positively educate inner city students with respect, rigor, and high expectations. The following is the PDCA Instructional Framework that we use and will continue to use during the 2011 through 2014 to support student learning through a comprehensive professional development plan:

The River Rouge School District
Plan-Do-Check-Act Instructional Framework
Moving from Standards to Success

The Benefits of the PDCA Cycle

- Gives teachers flexibility in how to teach by focusing on what to teach.
- Emphasizes key skills for every student.
- Allow students to retain skills in order to build higher skills.
- Aligns planning, instruction, assessment, and support toward student performance.
- Removes subjectivity and replaces it with a focus on results.
- Contributes to a climate of achievement and success.
- It is a proven approach that achieves student results.

Step 1 (PLAN)
Disaggregate and Analyze Data

- Disaggregate, Analyze and Study Data
- Look at specific groups
- Get to root causes by framing the problem: Identifying weak standards
- Objectives from individual test items are identified from the disaggregated data.
- Objectives represent areas that require improvement.
- Weaker objectives are established as high priorities.
- What impacts / impedes student achievement? (Attendance, Discipline, Language, Poverty, and Expectations)
- Break the Data Down (School, Class, Student Group, and Individual Student)
- Share the Data with Stakeholders (Students, Parents, Community Members, School Staff
- Involve Stakeholders (Students must know their own strengths and weaknesses)

Step 2 (PLAN)
Develop an Instructional Calendar / Timeline

- Develop and submit an Academic Teaching Calendar / Timeline for all standard areas and time allocations based on the needs of the student groups, weight of the standard and logical teaching sequence.
- The timeline is subject to change due to mastery of target areas.
- Identify and analyze the power standards that are non-negotiable.
- Align the written, taught, and tested curriculum to the MDE Standards or HSCEs.
- Develop the Teaching Calendar (Data and Dates for Standardized Assessments, State Assessments, District Assessments, Current Grade Level for Reflection / Evaluation, and Data for Incoming Students).
- Estimate the Learning Time (Count the number of instructional days from the beginning of school / until the state assessment administration. Estimate the actual number of days needed for each standard / skill concept).
- Do the Math (Where can we combine standards / skills? Have we underestimated / overestimated the days we need? Start the Calendar the very first day of school. Revise the map until the numbers work).
- Map It on the School Calendar (Mark off non-instructional holidays, parent-teacher conferences, testing days. Develop one instructional-focus calendar per grade level or subject area. Indicate start/stop times for focus targets. Include an assessment date for each instructional-focus target).
- Distribute and Publicize the Calendar (Share, Model, and Post Calendar)

Step 3 (DO)
Implement and Maintain Instructional Focus

- Standards Instruction – Using the standards calendar, teachers teach state standards to students. The standards focus is non-negotiable. The standards focus is delivered at the beginning of the class period. Standards focus is teacher-modeled, active direct instruction. Standards focus is NOT

a worksheet that students do by themselves and then the teacher corrects without modeling or comment. Standards focus is active, interesting, and important for all students.

- Standards Focus In Three Easy Steps – 1. Post and highlight standard at the beginning of class. 2. Deliver standard lessons at the beginning of class. 3. Provide guided practice / homework to reinforce new skills learned.
- Direct, on-grade-level core instruction is delivered at the beginning of the class period, is non-negotiable and is in all subject areas.
- All teachers, including electives and specials, incorporate the standards focus into their instruction.
- Instructional-focus activities emphasize reading, math, and writing standards.
- Provide collaborative planning time to discuss and develop standards focus activities.

Step 4 (CHECK)
Conduct On-going Assessments

- After the standards focus has been taught, administer a benchmark assessment to identify mastery/non-mastery students.
- Assessments are given to all students every 1-3 weeks based on the instructional focus activities and calendar.
- Assessments are included in the grade report for students.
- Use a variety of assessments (rubrics, scoring guides)
- Emphasize Quality Work (What is grade-level work?)
- Analyze student assessments for both right and wrong answers.
- Develop an assessment that reflects the format of the state standardized exams.
- Share the data with all staff.
- Allow collaboration time to analyze results.
- Identify students in need of assistance.
- Identify mastery students.
- Pay close attention to those students who just met the standards – Have they really learned the standard, or was it luck?

Step 5 (CHECK)
Monitor Student Progress

- Monitor lesson plans and emphasize the importance of process.
- Make accountability a part of each staff meeting.
- Monitor attendance and student performance.
- Conduct daily walkthroughs and provide feedback after every visit.
- Coaching – The principal assumes the role of instructional leader and is continuously involved in the teaching and learning process.

Step 6 (CHECK)
Provide Maintenance (Focus and Review Throughout The Year)

- What is maintenance? Maintenance is checking to be sure that the students have learned and remembered what was previously taught.
- How do we maintain? We spiral back and address the objectives throughout the year.
- We do not teach concepts in isolation. They are always a part of a whole system. We are always spiraling back.

Step 7 (ACT)
Provide Tutorial / Interventions

- Re-teaching time should be devoted to the re-teaching of non-mastered target areas.
- Tutorials are provided for those students who did not master the material.
- Tutorials are always a standard/objective behind on the school calendar.
- Make tutorial time a part of the Master Schedule.

- Emphasize the importance of tutorial attendance.
- Incorporate extended day activities.
- Keep the tutorial groups as small as possible.
- Switch teachers for tutorials.
- How do we keep the tutorials small? Everyone is involved – not just the language arts and math teachers.
- Where are the rest of the kids? They are involved in enrichment activities.
- The tutorials are built into the school day.

The River Rouge New Technology High International Academy will become a NTH International postsecondary preparatory site for the New Tech Network during the next three years. Each participating youth served are responsible for acquiring the knowledge of post-secondary education, successful careers and the world of work through a balanced educational program with emphasis on core academics and the infusion of fine arts, music, and career and technical education within the context of projects. NTH International places heavy emphasis on parental involvement. Parents are required to be involved in their child's school life and support their children's academic progress through home/school projects. The NTH International prepares students for success in postsecondary education and in the work place through project-based learning, peer-advisory support, and achieving college credits through dual enrollment opportunities. It places strong emphasis on Career Academics. NTH International will use the four principles of iNET (Deep Learning, Deep Experience, Deep Support, and Deep Leadership) to help students learn the high school content expectations through a rigorous and relevant process that values relationship building as an expectation.

Deep Learning

- Global Literacy through the Use of Technology Infused throughout the Project-Based Curriculum
- K-12 World Languages (Chinese, Spanish, Arabic)
- International Studies
- Interactive Classrooms (Michigan Virtual Online Learning Courses/ Advanced Placement / Credit Recovery)
- Career Academics (Career Technical Education Courses/ EDP)
- Seamless Post-Secondary Readiness Planning and Enrollment by age 16 (High School Course Requirements / Dual Enrollment in WCCCD / Baker College / Eastern Michigan University)

Deep Experiences

- Project-Based Learning
- 12 hours of College Credits
- Entrepreneurships, Internships, Co-op, and/or Work Experiences
- Service Learning
- Community Service (40 Hours)
- 21st Century Employability Skills (College Field Trips)
- One-on-One Laptops for all 4th-12th Graders)

Deep Support

- Multi-tier Resource Coordinated Services
- Extended Day/Year Learning Opportunities (Summer Learning Academy)
- Bilingual and Cultural Studies Services
- Advisory - Distributed Counseling
- Student Success Plans (Post-Secondary Readiness Planning / College Prep Instructional Program)
- Fine Arts, Band, Music, Choir, Clubs, and Athletics

Deep Leadership

- Student Leadership Development
- Safe and Positive Learning Environments
- Student Council
- Student Voice
- The Youth Ambassador's for Change Project / Summit

All graduating seniors in NTH International Academy are responsible for participating in all of the following experiences. In order to graduate from the River Rouge School District, every student must have met the following requirements:

- *Completed all High School Requirements*
- *Completed all required CTE Courses – Senior e-Portfolio / College Plan of Work*
- *Completed a Three Weeks Work Experience Internship, Entrepreneurship, and/or Coop Experience by their junior year*
- *Completed 40 Hours of Community Service by their senior year*
- *Participated in an International Global Service Learning Project*
- *Completed 12 Direct College Credit / Dual Enrollment Courses*
- *Completed 2 Online Courses*
- *Completed at least two AP Courses*
- *Participated in a minimum of two College and Post-Secondary Field Trips*
- *Applied for college scholarships and entry to a post-secondary institution*

The hallmark of the NTH International Academy is the University *Advanced Placement Studies Program* in which a large number of juniors and seniors take a number of online Advanced Placement Courses from a local community college or university. Our Juniors and Seniors are successfully participating in college courses. The motto for NTH International is "Hear Us Roar, Home of the Panther Pride." The mission of NTH International is "Help prepare each student for post-secondary experiences through a successful transition that is personalize and accelerated." Collaboration among staff will provide for considerable sharing of ideas and innovations both within and across disciplines. Teachers provide extra help before and after school for students in need of additional academic tutorial support for enrichment and advancement. All teachers are required to know their student names and performance levels at all times. Every teacher is responsible for providing an Advisory - Distributed Counseling group of twenty-five students in a multiage educational setting. Students are clustered by similar background or career interest to make it easy for teachers to provide support. Advanced college preparatory and academic preparatory courses will be offered throughout the year. The school culture will be student-focused and positive at all times. Student leadership and voice is a strong component of NTH International. Students are responsible for taking leadership in their own learning, contributing to their community through community projects and service learning experiences, and by engaging in complex thinking, recognizing quality, communicating effectively, and using a variety of emerging technologies effectively and ethically.

NTH International staff works cohesively toward establishing a genuine commitment to personalization through the development of caring and positive relationships with every student. They are responsible for ensuring that every student with disabilities will be included into general education programs through a genuine commitment to inclusion and co-teaching experiences. NTH International celebrates the success of students and staff throughout the year through multiple celebrations.

Each high school student will have an Individualized Student Success Plan created in conjunction with the – Student Advisory - *Distributed Counseling Teacher*. All students are exposed to advanced placement classes, a three weeks full time paid job internship, seminars, performances, exhibitions, demonstrations, service learning experiences, community service, and independent learning activities prior to graduation. Students performing below expectations will be required to enroll in Project Achieve, the after school tutorial program and a two week Summer Bridge Learning Academy.

NTH International provides case management support, academic support, advocacy, support groups, and career counseling. Students in need of additional support get the necessary help to handle barriers to academic success, increase their engagement in school, improve attendance and school performance, and develop literacy skills.

NTH International operates on a non-traditional student friendly schedule. Core Subject Courses are conducted in a combination of 109 minutes Block and 48 minutes schedule per week.

NTH International offers online classes, dual enrollment, advanced placement courses, emerging technologies program, and world languages through a project-based curriculum.

NTH International is primarily dependent upon student learning, which is influenced by three primary factors:
- what is taught
- students' willingness and ability to learn
- how things are taught

NTH International focuses on how 21st Century students really learn. Students today learn differently because they are wired differently. To meet these challenges, NTH International:
- provides a flexible and safe learning environment
- develops rigorous and relevant project-based curriculum and use instructional techniques designed to meet students' varying abilities
- involves students in the collaborative establishment of classroom rules and procedures
- encourages exploration of creative alternative solutions to school and classroom tasks
- explains the complex development and function of the brain so students can understand the biology behind their own learning process, including many of the major obstacles and challenges they are facing
- fosters a supportive environment that will allow for trial and error
- uses multiple assessments – such as portfolios, rubrics, teacher observations, and student performance
- encourages and allow for children to develop individually at their own pace
- uses cooperative learning and activities that stimulate positive student participatory learning
- understands that state assessments are a starting point, not a finish line

Required Activity						
Transformation Model	Present?	SIG Funded	Title 1 Funded	General Funds	Other	Comments
Implement financial incentives, opportunities for career growth, and more flexible work conditions*	Yes					

With the SIG II funds we plan to extend the teacher's workday for an additional 10 days for professional development – job-embedded activities. Our teachers will now have 10 additional days per year. They will work for a total number of 193 Days for the next three years.

Our teachers will also be compensated so that they can stay for an additional hour per week to conduct mandatory Student Advisory. The purpose of the Single Sex Student Advisories is to help students complete their Educational development Plans, and focus on the 4 C's: Career, College, Community Service, and Cultural Experiences.

The School will utilize $125,000 from the SIG II Grant to fund a student result / teacher financial incentive – growth model that compensates teachers who have positively impacted student achievement.

We also plan to extend the year for students by extending before, after and throughout the year to provide students opportunity to advance or recover credits.

Permissible Activity						
Transformation Model	Present?	SIG Funded	Title 1 Funded	General Funds	Other	Comments
Provide additional compensation to attract and retain teachers*	Yes					

We plan SIG II Funds to extend the teacher's workday for an additional 10 days for professional development – job-embedded activities. Our teachers will now have 10 additional days per year. They will work for a total number of 193 Days for the next three years.

We plan to use part of the $125,000 aligned for teacher financial incentives to attract and support new non-tenure teachers who are hired to implement the New Tech High International Transformation Model. We plan to use the funds to support mentoring, coaching, site visitation, and other types of systematic professional development methods to support adult learning.

Permissible Activity						
Transformation Model	Present?	SIG Funded	Title 1 Funded	General Funds	Other	Comments
Institute system for measuring changes in instructional practices that result from professional development	Yes					

The School will use WRESA's / MDE - Snapshots, which is an instrument (survey) that is conducted twice annually throughout the District to measure the impact of change in Robert Marzano's instructional practices resulting from sustained professional development. Teachers will receive sustained professional development training and will have to show evidence of implementation during daily instruction.

RIVER ROUGE SCHOOL DISTRICT
INSTRUCTIONAL SNAPSHOT
May 2010 Data

Instructional Snapshot				
Best Practice Instructional Indicators for Success	Behavior Expected	Ann Visger School Results	Sabbath School Results	What support do I need to improve in this area?
1.) Learning objectives are clear	Did the teacher clearly state the learning objectives at the beginning of the lesson?	56%	78%	
2.) Expected outcomes are established	Did the teacher make it clear hoe he/she would assess proficiency (establish and expected outcome)?	48%	40%	
3.)Prior knowledge is assessed	Did the teacher assess student prior knowledge at the beginning of the lesson?	56%	65%	
4.) Connections to prior learning are made	Did the teacher connect the lesson to things the students previously learned or already knew?	78%	75%	
5.) Direct instruction is a component of the lesson	Was direct instruction a component of this lesson? Did the teacher tell students the information that made up the lesson?	78%	68%	
6.) Student collaboration is encouraged	Did the teacher engage students during the lesson through collaboration, cooperation or student-to-student discussion?	44%	73%	
7.) Checks for understanding are made	Did the teacher check to determine if students understood the lesson at least once during the lesson?	82%	76%	
8.) Wait time is provided	When questioning, did the teacher give the students enough time to think carefully	41%	85%	

	about their answers?			
9.) Individual attention is give	Did the teacher help individual students when they needed assistance with the lesson?	78%	88%	
10.) Visual and auditory aids are used	Did the teacher use visual and auditory aids that were easy for students to understand?	**70%**	80%	
11.) Teachers are active and move throughout the room	Did the teacher actively move about the classroom during the lesson?	82%	78%	
12.) Guided practice is provided	Did the teacher have students practice what they learned during the lesson for an appropriate amount of time?	**67%**	80%	
13.) Lessons are summarized	When conducting the lesson, did the teacher or the students summarize and restate what the students were to have learned from the lesson	**37%**	**40%**	

2010-2011 - District Expectation

By June 30, 2011, 100% of our teachers in the district will show evidence of daily use of the **Instructional Snapshot** (Best practices) that promote a positive effect size on student achievement in the proficiency category or above on state standardized Assessments.

Climate Snapshot

Best Practice Instructional Indicators for Success	Behavior Expected	Ann Visger School Results	Sabbath School Results	What support do I need to improve in this area?
1.) Classrooms are neat, clean and orderly	Was the classroom neat and clean and orderly?	**70%**	94%	
2.) Classrooms are organized effectively for instruction	Was the classroom organized effectively for instruction?	80%	86%	
3.) Routines and practices are established	Did it appear that classroom routines and practices were clearly established?	**70%**	**71%**	
4.) Student work is displayed in the classroom	Was student work displayed in the classroom?	90%	80%	
5.) Teachers have high expectations	Was there evidence of high teacher expectation; and were higher order thinking skills regularly engaged?	**30%**	**51%**	
6.) Interruptions are minimized	Were external interruptions minimized?	90%	91%	
7.) Students exhibit pride in the classroom and school	Was there evidence that students took pride in their classroom and school?	**70%**	**74%**	
8.) Students are engaged and interested in lessons	Were students engaged and interested in the day's lessons?	**60%**	**71%**	
9.) Relevant support materials are available to support instruction	Were relevant support materials available in the room or its vicinity to support the teacher's instruction?	80%	80%	

2010-2011 - District Expectation

By June 30, 2011, 100% of our teachers in the district will show evidence of daily use of the **Climate Snapshot** (Best practices) that promote a positive effect size on student achievement in the proficiency category or above on state standardized Assessments.

RIVER ROUGE SCHOOL DISTRICT 2010-2011

TEACHER-DRIVEN NON-NEGOTIABLE VITAL BEHAVIORS

Three Teacher Vital Behaviors / Strategies to Increase Student Achievement

Teacher Leadership that Works

Evidence of Research-Based Best Practices in the Daily Delivery of Core Content Instruction	Use of Student Data and Common Assessments to Inform Instruction	Evidence of Whole School Involvement / Visibility During Transitions
FOCUS:	**FOCUS:**	**FOCUS:**
ELA / MATH / SCIENCE / SOCIAL STUDIES	ELA / MATH / SCIENCE / SOCIAL STUDIES	ELA / MATH / SCIENCE / SOCIAL STUDIES
OUTCOMES:	**OUTCOMES:**	**OUTCOMES:**
Evidence that all *Teachers* are Infusing the Snapshots Standards-Based Literacy Best Practices in their Daily Delivery of Core Content Instruction	Evidence that *SIP Team / Teachers* are Using a Multiple Data Source System to Inform Instruction	Evidence that all Teachers and Administrators are Visible during Critical Transitions.
Evidence that all Teachers are Teaching the Non-Negotiable *Critical Power Standards (GLCE / CE)* that every student must be Taught and Learned Prior to Existing to the Next Grade	*Evidence that the SIP Team / Teachers are Disaggregating all Types of Data* to Inform Instruction	Evidence that all Teachers are Implementing the School's Positive Behavior Support (PBS) System.
Evidence that all Teachers are Differentiating Instruction, *Monitoring Student Learning of Critical Standards*, Providing Intervention, Assessing Frequently, and Monitoring Student Progress Over Time	Evidence that all Teachers *Know the Standards, Teach the Standards, and Know How to Assess the Standards*	Evidence that all Teachers are Providing Opportunity for Students to Practice and Build Fluency of Appropriate Behaviors Expected

Principal Strategies to Increase Student Achievement

Assist Principals in the Implementation of a *PDCA* calendar in Every School by *Using Data to Inform Instruction*	Assist Principals in the Implementation of a *Standards-Based Instructional Model* In Every Classroom	Conduct *Administrative Walkthroughs* and Weekly Classroom Visitations	Assist Principals in the Implementation of a *'Purposeful Community'* in Every School	Assist Principals in the Implementation of a Daily *Thinking Map Writing Journal* Across the Content Areas
FOCUS: ELA / MATH	**FOCUS:** ELA / MATH	**FOCUS:** ELA / MATH	**FOCUS:** ELA / MATH	**FOCUS:** ELA / MATH
Meet Monthly with the *School Improvement Team* to Ensure Ways to Build a PDCA Calendar and Plan of Implementation and Capacity Building	Meet with *Title I Literacy Coaches, and Departmental Units* to Discuss How We Will Implement a Standards-Based Literacy Model	Meet with Principals to Coordinate Dates to Conduct Monthly Walkthroughs and Weekly Classroom Visitations. *Reading First Literacy Coaches, Title I Literacy Coaches, and Departmental Units* will Observe and Visit Each Others Classrooms	Everyone will be Involved in the Process of Establishing a Successful *Purposeful Community* in their School	*Teachers* will Ensure that All Students Maintain a Core Content *Thinking Map Writing Journal*
Disaggregate all Types of Data to Inform Instruction	Identify the Non-Negotiable *Critical Power Standards (GLCE / CE)* that must be Taught and Mastered	Develop a Comprehensive Administrative *Walkthrough Calendar* for the Next	Provide Principals with Professional Development on How to Implement a *Purposeful Community* in their	Require that Each Student in Our District Have a Core Content *Thinking Map Writing Journal* that Must Be

200

	by Every Student	Six Months	School	Used Daily in Every Classroom.
Differentiate Instruction, *Monitor Student Learning of Critical Standards*, Provide Intervention, Assess Frequently, and Monitor Student Progress Over Time	Ensure that Every Teacher *Knows the Standards, Teach the Standards, and Know How to Assess the Standards*	Develop *Reflective Inquiry Questions* to Encourage Action Research and Sustain Meaningful Change Over Time	Provide Teachers with Professional Development on How to Implement a Successful *Purposeful Community* in their School	Require Teachers to have Students Write Daily in Their Core Content *Thinking Map Writing Journals*
OUTCOMES:	OUTCOMES:	OUTCOMES:	OUTCOMES:	OUTCOMES:
CLASS A MATH / ELA QUARTERLIES	58 Day Plan Alignment, Quizzes, Mid-Term, and Final Exams	Walkthrough Calendar	Evidence of Agreed-Upon Processes	Writing Across the Content Areas
MLLP	Pacing Guides / Units of Instruction	Classroom Visitations Log	Evidence of Collective Efficacy	Evidence that Teachers are Teaching COGNITIVE STRUCTURES through THINKING MAPS
TEACHER ASSESSMENTS END OF UNIT ASSESSMENTS	Credit By Examination (A/B/C Grades Only) for Repeats	Formal Classroom Observations	Evidence of Uses of All Available Assets	Evidence that Every Student Has a Core Content TM Writing Journal
MEAP TEST SCORES	Evidence of Standards-Based Instruction and Assessment in the Delivery of Core Content Instruction	Support for Teachers and Administrators	Evidence of Outcomes that Matter to All	Differentiated Instruction and RtI Intervention Strategies

The building principal along with the central office curriculum leaders conduct weekly curriculum and instruction walkthroughs to ensure that teachers are utilizing the tools learned during the delivery of daily instruction. For example, every teacher received training on Thinking Maps in August 2010. The administration conducts walkthroughs to ensure that teachers are teaching using the best practices daily. We also expect the school improvement team to meet regularly and develop a PDCA calendar on how the eight Thinking Maps are taught and delivered to students throughout the year. The administration expects to see evidence of implementation in student work, bulletin boards, classroom examples, student portfolios, and the Thinking Map Student Journal.

Any teacher who fail to deliver or put the teaching strategies into daily classroom practice, are provided with additional coaching support from the NTN Literacy or Math Coaches. If after the support has been provided for an extended period of time and the teacher fails to put the practices learned into effect, the teacher is referred for corrective discipline per the Teacher's Contract.

Permissible Activity					
Transformation Model	Present?	SIG Funded	Title 1 Funded	General Funds	Other	Comments
Ensure that school is not required to accept a teacher without consent of teacher and principal regardless of seniority*	Yes					

The current contract allows the administration to involuntarily transfer any teachers that are not the right fit or right for the assignment to another school. The contract also has language that highlights that the administration can use experience (NTH Training) to protect teachers from possible lay off or attrition.

Also, the RREA/MEA understands that the District is under PA 112, Section 15 of PERA, in which this topic is a non-negotiable issue for the 2010-2011 school year. Under this law, we can move teachers within the District as needed to support the instructional model. We plan to reapply for a extension for 2011-2012 school year.

Permissible Activity						
Transformation Model	Present?	SIG Funded	Title 1 Funded	General Funds	Other	Comments
Include in the planning teachers and principals from other building in the LEA	Yes					

The District's Central Office Leadership has a genuine commitment to holding weekly vertical articulation dialogue from Preschool (Cradle) to 12th Grade (and College) with all of our administrators and staff. All of our Principals and School Improvement Leadership Team are currently collaborating with each other as they deliver Robert Marzano's – MCREL Balanced Leadership Best Practices to our students. We meet weekly to plan cohesively as a seamless educational system that is aligned for preparing students for college. We work together in examining multiple data, instructional practices that have a significant effect size on achievement, curriculum alignment that supports our non-negotiable power standards, and the use of quarterly assessments to support student learning. We have a commitment to learn together because we understand that we are not a district of schools but a school district that is responsible for the education of our students.

2. Comprehensive instructional reform strategies

Required Activity						
Transformation Model	Present?	SIG Funded	Title 1 Funded	General Funds	Other	Comments
Use data to identify and implement an instructional program	Yes					

The River Rouge New Tech High International Academy's School Improvement Team met to dissect the instructional plan to identify areas of strength and areas in need of attention. The School identified the New Tech High International Transformation Model as the intervention that will be used because it is student centered, research-based, standard-based, and a method that incorporates business and industry through authentic project-based educational experiences.

River Rouge is a racially diverse "blue collar" city of 8,739 people historically dependent upon the auto industry and related manufacturing. The current economic crisis and the shrinking manufacturing sector have undoubtedly negatively affected this community. Some of the changes that the community has undergone have led to both increased obstacles and opportunities to adequately educate each and every student in our classrooms today. In order to improve the level of educational outcomes in our district, it is first necessary to understand the unique attributes of the community and children we service. Then, and only then, can we begin to realign our district's educational philosophy, pedagogy, and support systems to ensure that no child is left behind.

Today, of the students enrolled in the School, 71% are African American, 15% are White, 14% are Hispanic. Fourteen percent of enrolled students are bilingual and we have a large group of special education students. More than a third of River Rouge residents are considered to be below the poverty line and as a result 87% of our students receive free and reduced lunch. In summation, the majority of the students we serve are poor minorities.

Furthermore, when compared to other districts in Michigan, River Rouge has a significant number of children and youth living in single-parent family homes (54%), that are uninsured (32%), live in a home where one or more family members are addicted to substance abuse (16%), have or know a peer that is pregnant (28.1%), live in a home where one or both parents are unemployed (18.1%) or reside in public housing (25%). Because of these and other related factors, the majority of our students are by definition considered at-risk for academic and social failure. Clearly, River Rouge is in desperate need of radical

systemic change and urgent action to ensure that all its children have access to a high quality education to improve academic achievement and to enhance their social, physical, and emotional development.

The following NTH - Student Learning Continuum Model highlights all of the components of the New Tech High International Transformation Model. Please note that it is divided into the five tenets for aligning instruction, curriculum, and Assessments in a highly productive learning environment. The five tenets include: healthy Class environment, Curriculum, Successful Student Learning, Assessment, and Balanced-Leadership. Each tenet highlights the major components of the NTH International Transformation Model.

New Tech High International Reform Model
The student Learning Continuum
Aligning Instruction, Curriculum, and Assessment in a Healthy Environment

Healthy Class Environment	Curriculum
- Establishes a Culture of High Expectations for Each Student - Provides Social Support - Encourages Risk Taking - Prospects Physical Safety - Advocates for Social Justice - Celebrates Diversity - Promotes Respectful Management - Foster Class, School, Parent, and Community Relationships - Positive Behavior Support - Post-Secondary Preparedness 12 Dual Enrollment Credits 40 Hours of Community Service	- Grounded in National and State Standards - Locally Contextualized and Inclusive - Integrated - Monitored, Articulated, and Guaranteed - Aligned with Instruction and Assessment - Project-Based Learning - One-to-One Technology Infusion - Professional Portfolio - Assessment Tools - Curriculum Units (PBL) - Evaluation Rubrics - Learning Outcomes - Electronic Gradebook - Communication Tools - Discussion Boards - Student Data Collection - Collaboration Evaluator - Curriculum Library

Successful Student Learning

- Personalized
- Engaged
- Meaningful
- Regular, Specific Feedback
- Standards-Based
- Caring
- Social, Emotional, and Academic
- Achievement Anchored
- Globally Oriented
- Student Centered
- Student Advisory
- Business and Industry
- Entrepreneurship
- Teacher Evaluation Aligned to Student Performance
- Senior e-Portfolio and EDP Plan
- Individual Student Success Plan

Assessment	Balanced Instruction
• Multiple Measures • Formative Assessments • Student Reflections • Common Assessments • Summative • Aligned with Curriculum and Instruction	• Best and Promising Practices • Various Teaching Strategies • Constructivist • Domain Specific • Collaborative • Critical Thinking • Differentiated • Data Driven • Active • Aligned with Curriculum and Assessment

(Note: "3 Week Internship" appears as a bullet above the Assessment/Balanced Instruction table)

The following are the Four Guiding Principles of the New Tech High International Transformation Model explained in detail. Please note that these four key principles are a major component of the NTH International Transformation Model.

Four New Tech High International Principles	
Personalization	NTH International fosters student engagement by knowing students well, tapping into student experience and interests, and building a strong sense of community.
Adult World Connections	Through internships and projects students collaborate with adults on meaning activities that extends beyond the school walls.
Common Intellectual Mission	NTH International expects all students to graduate well-prepared for post-secondary education, work, and citizenship. Students are not tracked into classes by race, class, or perceived academic ability.
Teacher as Designer	NTH International teachers work in interdisciplinary teams to develop the program for 55 students each. The schedule accommodates team teaching, common planning time, project-based learning, work-based learning, and other regular interaction with outside world.

NTH International Design Principles	
Personalization	NTH International fosters student engagement by knowing students well, tapping into student experience and interests, and building a strong sense of community.
• Small learning community (maximum 105) students per group • Advisory program for all students (15 per teacher) • Project reflect students' interests and passions • Integrated support services for students with needs • Personal reflection as an explicit academic routine	
Adult World Connections	All students engage in community-based learning, collaborating with adults on meaningful work that extends beyond the school walls.
• Students participate in internships, field studies, and other community-based learning • Student projects contribute to the workplace or community • Students regularly exhibit their work to authentic audiences • Students have one-on-one relationship with adults in field placements	
Common Intellectual Mission	All students graduate ready for post-secondary education, work, and citizenship.
• Non-selective student admissions • Student population is representative of the local school district population • Students are not tracked into classrooms by race, class, or perceived academic ability	

	• Technical and academic learning are integrated across the curriculum • School has a full-time college counselor/placement officer
Teacher as Designer	Teachers work in interdisciplinary teams to develop curriculum and program for 55 students per team.
	• Teaching staff includes experienced master teachers, recent university graduates, and professionals from the world of work • Curriculum is designed by teachers and reflects their passions • Teachers meet in teams at least one hour daily for planning and staff development • School provides support and resources for teachers' learning • Teachers participate in hiring and orientation of new staff

Adult Learning Programs at River Rouge NTH International
• Teacher Induction Program • Teacher Residency – NTH 101: An Overview, Project Based Learning, Classroom and School Culture 101, and Classroom Visitations • Co-teaching as an Art • PBL - Classroom Assessments • Buck Institute – Lesson Format / Curriculum Mapping • Infusing 1 to 1 Technology • Successful Ways to Conduct a Student Advisory Study Group • How to Run a Successful Student Tutorial Program

Four Guiding Questions
1. How does the school ensure that each student is known well by at least one adult?
2. How does the program make adult work and learning visible and accessible to all students?
3. What are the common expectations for all students, across all subject areas?
4. How is this a place where teachers can and do learn?

River Rouge NTH Implementation Commitment Criteria
Program Design
• Size – 500 Students • Unique School Name and School Code – River Rouge International High Tech High • Professional Culture of Trust and Responsibility • Admission Policy – Open / School of Choice • Personal Learning Plans (Student Success Plans) • Advisory – Distributed Counseling • Tutorials – Interventions • Post-Secondary Preparation and Placement • 3 Week Internships • Certificate of Advanced Mastery for graduation by exhibition (Digital Portfolio) • Evidence of meeting MDE - HS Credit Requirements for Graduation
Instruction
• PBL – Research and Standards-Based Projects • Echo • College Readiness • Team Teaching and Cross Curriculum Integration • Authentic Assessment • Standards-Based Grading • Interventions for students below grade level in math and reading
Technology
• Technology • IT Administrator On Site • Network Capacity • E-mail Accounts • Bandwidth Access
Partnerships

• Business	
• Community / Agencies	
• Colleges	
Professional Development	
• NTH Training	
• Student Orientation	
• Parent / Community Awareness	
• Staffing Autonomy – Teacher as Designer	
Staffing	
• Leadership – NTH Leadership Director	
• Dedicated Mentors	
• Galileo Experts	
• Leadership Coaches	
• IT Administrator	
Facilities	
• Separate Facilities	
• Classroom Learning Environments	
• School Design – Supports 1:1 student to computer environment with sufficient space for PBL activity.	

The following is a table to highlight the difference between what has been happening at River Rouge in the last two years and what the New Tech High International Transformation Model promises to deliver if implemented effectively as intended.

Traditional River Rouge Middle College High School Academy	River Rouge New Technology High International Transformation Model
Focus on Teaching or Learning?	
Teacher Centered	**Student Centered**
Lectures Direct Teacher-Led Instruction	Teaching for Understanding Principles Student Engagement Required Student Leadership Development Discovery / Inquiry-Based Learning Thinking about their Thinking Strategic Learning Systems Development Problem-Based Learning Student Leadership Learning Groups Advisory – Distributed Counseling Tutorials Summer Bridge Leadership Academy Student Led Projects 15 Day Internships Exhibitions Community / Service Learning Projects Special Interest Groups Student Electronic Portfolios College Visitations Student Led Demonstrations
Group or Individual Teaching and Learning?	
Group Teaching and Learning	**Individual Teaching and Learning**
Whole Group Instruction Lectures	Individualized Instruction Project-Based Learning

No Individual Instruction	Individual Student Success Plans
	Student Leadership Development
	Deep Instruction
	Deep Experience
	Deep Support
	Deep Leadership
	Art and Digital Media Infused in Projects
	Drama and Storytelling Infusion

Traditional Teaching vs. Digital Learning	
Teacher Text	**Digital**
Outdated Textbooks used as the Curriculum	e-Labs
	Digital Immersion
	1 to 1 Laptop Technology
	Smart Boards
	Blackboard – Web 2.0
	Infused Digital Storytelling
	Students with District email Accounts and Storage Space
	Online Grading
	Class A online Assessments
	Online Grading
	Online Lesson Planning
	Echo

21st Century Thinking Skills	
Knowledge Skills	**Content + Problem-Solving Skills**
Basic Skills	21st Century Skills
	e-2020 Support
	Michigan Virtual High School
	Virtual Schooling
	Online Courses
	Online World Language Experiences
	Virtual Instructional Tour
	iNET International Schooling
	Distance Learning
	Hybrid Technology

Curriculum, Instruction and Assessment	
Content Skills	**Content + Problem-Solving Skills**
Basic Skill Development	Dual Enrollment – 12 Credits from Community College
Lectures - Passive Learning	Advanced Placement Courses
Low Level Questioning and Reasoning Skills	Problem-Based Learning
Departmentalized Instruction	Exploratory / Inquiry Learning
Isolated Learning	Constructivist Method
	Quarterly Reviews
	Surveys
	Positive Check Ins -Walkthroughs
	Investigations
	High Level Questioning and Reasoning Skills
	Snapshot Strategies
	Carnegie Standards-Based Units of Instruction
	No Textbooks
	Echo

Learning Focus	
Traditional Content	**21st Century Literacies**
Teacher-Directed Lectures	Student-Centered Learning

Do as I say Approach One Shoe Fits All	Student-Led / Inquiry Learning Student-Led Investigations and Action Research Development Use of 21st Century Literacy Skills Digital Immersion / Web 2.0

Instructional Organization	
Departments and Disciplines	**Interdisciplinary**
One Shoe Fits All Lectures - Passive Learning Low Level Questioning and Reasoning Skills Departmentalized Instruction Isolated Learning	Problem-Based Learning Standards-Based Instruction Understanding by Design Strategic Development Course Integration Onsite Coaching and Mentoring Use of thinking Maps

Application of Learning	
Classroom Theory	**Real-World Relevance**
Passive Learning – Lectures Direct Instruction	Constructiveness Theory Active Learning Relevant and Applicable to Real world Experiences Digital Immersion Friendly 21st Century Career Pathways Digital Portfolios International / Global Connections Service Learning Community Service Requirement e-labs K-12 World Languages Global Literacy

Responsibility for Learning	
Teacher	**Student**
Teacher Owned	Student Owned Students learn about things outside personal experience Relevant to real-world experiences

Time – School Year	
Fixed, Traditional	**Flexible**
Traditional Ten Months	Year will be Extended for Students who Need More Time to Master Instruction Flexibility of Time and School Year Extended School Year Option Available

Time – School Day	
Fixed, Traditional	**Flexible**
Traditional 7:50 a.m. -3:02 p.m.	7:00 a.m. – 6:00 p.m. Option Extended Year as well Saturday Schooling Option Available

Student Support	
Counselor	**Academic / Teacher-Advisor**
Scheduling Transcripts Advising Students on Careers College Tours / Applications	Advisory - Distributed Counseling Tutoring / Mentoring Coaching Academic Adviser Support Resource Coordinating Team Support Interventions Post-Secondary Placements / Tours Scholarships

	Advising Students
	Career Pathways / Explorations
	Attendance and Punctuality
	Team Work and Collaboration
	Communication Skills
	Legal and Ethical Performance
	Positive Attitude
	Global and Cultural Competence
	Summer Bridge Leadership Academy
	Personalization

Student Learning Spaces	
Teacher's Rooms	**Personal Workspaces**
Teacher's Owned Classroom	Faculty / Student Learning Spaces
	Flexible Schedules
	Large Open Working Areas
	Common Areas
	Aesthetic Pleasing Environment
	Couches in Classrooms and Home Furnishing in Hallways

Spatial Flexibility	
Durable, Permanent	**Responsive, Flexible**
Fixed	Flexible
Traditional in Scope	Non-Traditional in Scope
	Small Group
	Individual
	Large Group Learning

Scalability – School Size	
Large Enrollment	**Small Enrollment**
485 Students	500 or Less

Course Offerings	
Core + Broad Elective Subjects	**Core Subjects**
Text-Based Instruction in Traditional Courses	PBL- Course Integration
	21st Century Online Opportunities
	Standards-Based
	Advanced Placement Courses
	Dual Enrollment
	Seat Time – Courses
	Non-Traditional Career Pathways Course Options
	4 C's – College, Career, Culture, and Community
	Student Led Leadership
	Collegial Coaching
	Teacher as Designer
	Principal as Designer
	Student as Designer

Career Pathways	
Traditional Career Development	**21st Century Career Pathways**
Traditional Career Courses	Non-Traditional Career Pathways Course Options
	Alternative Energy / Fuel e-Labs Career Opportunities
	PBL – Career Exploration
	Coop / Internship/ Job Placement
	Educational Development Plan
	Employability Skill Building
	Leadership Development
	Entrepreneurial Spirit

	Community Involvement

Extracurricular Activities and Interventions	
Minimal	**Extensive**
Athletics Band Clubs	21st CCLC – Project Achieve Guidance Center Programs Wayne Metro Programs Walter White Community Outreach Center Support Athletics / Band / Clubs Student Leadership Development – Success 101 Digital Learning Support Resource Coordinating Team Student Success Plans Extended Day / Extended Year Opportunities Distributed Counseling Student Voice – Leadership Development

Costs – Staff	
High Cost per Student	**Low Cost per Student**
Yes	Yes

Costs – Facilities	
High Cost per Student	**Low Cost per Student**
Comparable to other high Schools that Size	Comparable to other high Schools that Size

Roles and Responsibility	
Traditional High School	**River Rouge International High Technology High – Dropout Prevention Initiative**
Principal Teacher Substitute Teacher Counselor Student Parent Community	Executive Director Instructional Leader Guest Teacher Academic Advisor Youth Ambassador Student Advocate Village Elders

Shift in Thinking Patterns of Digital Kids	
Ways Gen Net Digital Kids Process Information	**Ways Non-Digital Adults Teach**
Digital Learners Prefer Receiving Information Quickly from Multiple Sources.	Non-Digital Teachers Prefer Slow and Controlled Release of Information at Conventional Speed and from Limited Sources.
Parallel Processing and Multi-Tasking.	Singular Processing and Single or Limited-Tasking.
Developing a High Level of Skills with New Technologies.	Do Not Value or Even Recognize High Level of Skills with New Technologies.
Processing Pictures, Sounds and Videos Before Text.	Provide Text Before Pictures, Sounds and Videos.
Random Access to Hyperlinked Multi-Media Information.	Provide New Information Linearly Logically and Sequentially.
Active and Engaged Learning.	More Experiences with Passive Lectures.
Prefer to Network Simultaneously with Many Others.	Prefer Students to Work Independently before any Networking and Interface.
Today students need instruction that promotes: • Discovery learning • Learning by doing, manipulating and by interacting with digital expectations • More hands-on activities	

- Use of rapid fire, trial and error approach mastery of digital tools
- Use of photography, color, video, and sound as primary vehicle to convey information
- Provide student access to hyperlinked information
- Allow students to network and collaborate with each other and with experts from around the world.

Major Shifts Needed:

- Focus Instruction on 21st Century Thinking Skills (Thinking Maps)
- Embrace Digital Reality
- Thinking Patterns of Digital Kids
- Broaden Evaluation / Big Picture
- Connectivity between Instruction in High School and the "Real World."

Project Based *NTH International* - Course Integration

Integrating Subjects can be a powerful lever for change and fosters application of content instead of memorization.

Social Studies and Language Arts
US History and Language Arts (US Literature)
World History and Language Arts
US Government and Language Arts
Biology and Language Arts
Chemistry and Language Arts
Computer Digital Media Applications and Language Arts
Math and Science
Algebra 1 and Computer Digital Media Applications
Geometry and Conceptual Physics
Algebra 2 - Trigonometry and Chemistry
Math and Engineering
Exploratory
PE and Health
Music and Graphic Art
Spanish and Drama
Red River Productions and Digital Media Design
Culinary Arts and Mathematics

Project Based NTH – Single Course Offerings

Mathematics Single Course Offerings
Algebra 1
Geometry
Algebra 2
Science Single Course Offerings
Chemistry
Other Single Course Offerings
Advanced Placement Courses
Dual Enrollment Courses
Online Courses (e-2020 and Michigan Virtual)

NTH International Academy focuses on how 21st Century students really learn. Students today learn differently because they are wired differently. To meet these challenges, the NTH International Academy will:

- provide a flexible and safe learning environment
- develop rigorous and relevant project-based curriculum and use instructional techniques designed to meet students' varying abilities
- involve students in the collaborative establishment of classroom rules and procedures
- encourage exploration of creative alternative solutions to school and classroom tasks
- explain the complex development and function of the brain so students can understand the biology behind their own learning process, including many of the major obstacles and challenges they are facing
- foster a supportive environment that will allow for trial and error
- use multiple assessments – such as portfolios, rubrics, teacher observations, and student performance
- encourage and allow for children to develop individually at their own pace
- use cooperative learning and activities that stimulate positive student participatory learning
- understand that state assessments are a starting point, not a finish line

School Culture

The first year in NTH International Academy is a time for transition. NTH International Academy promotes a culture of high expectations for our students. Teachers are responsible for knowing student strengths and weaknesses. Teachers also are familiarized with their students' family history and family expectations. Teachers are expected to care about their students and their academic success.

Students arrive at 7:55 a.m. daily and are expected to come on time. NTH International Academy offers a variety of student clubs, seasonal athletics, project-based learning, the use of technology to complete projects or units of instruction, career-related activities, and an in-house reflection room. Teachers meet weekly to discuss student progress and interdisciplinary projects.

NTH International Academy operates under the assumption that all its students will attend post-secondary program regardless of their career aspirations. NTH International infuses a Career Academic focus for 9th through 12th graders through project-based leadership experiences.

The culture of NTH International Academy is centered on individual students and their needs. Each student has a contract of commitment on file. Each in-coming group of 9th graders has been grouped in pods of fewer than 55 students. Students have the opportunity to develop strong, lasting relationships with their peers and teachers through student advisory groups. Trustful and respectful relationships are being established based on behavioral expectations. Overall, there is a sense of respect, acceptance, and a strong sense of family in NTH International Academy that is embraced and supported by the school community. Classrooms are very interactive with rich discussions and activities centered on global topics of interest to students. Achievement is seen as enjoyable and important. Raising academic expectations for all students is the strongest component of NTH International Academy.

Core Academic Learning

Core academic learning refers to achievement in the core subjects of English language arts, mathematics, science, and other subjects identified by the school. Sample data indicators include: percent of students meeting proficiency levels on state tests, average scores on MME/ACT, percentage of students graduating from high school in four years, and/or percentage of students earning a college degree within four years after high school completion.

All students entering NTH International Academy are involved in a post-secondary preparatory curriculum designed to advance their learning at the most rapid pace possible. For each course students, parents, and teachers enter into a contract that is signed by all parties and outlines expectations, work required, and outcomes. Teachers understand that they must change their teaching style and methods if the students are not successful. Student achievement is the criterion of NTH International Academy. The focus of the NTH International Academy is high attendance, high achievement, rigorous core academic program, Advanced Placement courses, and initial student profiles. Differentiation of time, resources, grouping, materials, and strategies to meet student needs are central to NTH International*'s* core curriculum and philosophy. Students experiencing reading difficulties will be required to participate from an online reading course.

NTH International Academy will also implement core academic learning through
a focus on the following principles:

- ☐ Implement the **strategies deeply** at the 90% level.
- ☐ Implement what is already known about *exemplary international / global practices*.
- ☐ Focus on **what 21st century instructional leaders do**, rather than what they know.
- ☐ Closely **monitor the delivery of high-quality instruction** to ensure follow-through.
- ☐ Exercise **tighter controls** over what is taught and what is monitored.
- ☐ We will focus on **deeper implementation.**

NTH International Academy will use the Eight Pillars of Excellence to promote student achievement for all.

- ☐ A district-wide *focus on student achievement and the quality of instruction.*
- ☐ A district-wide *focus on the use of data to inform instruction*.
- ☐ A district-wide *commitment to targeted and phased focus for improvement*.
- ☐ A district-wide *commitment to instructional leadership at the school and district level.*
- ☐ A district-wide *emphasis on teamwork and purposeful community.*
- ☐ A district-wide *commitment to new approaches to board-district and district-school relations.*
- ☐ A district-wide *commitment to a positive school culture and climate conducive to learning.*
- ☐ A district-wide *commitment to teacher professional development.*

High-Quality Curriculum and Instruction

NTH International Academy provides students with a well-rounded, rigorous, and thinking curriculum that is project based and linked to career academics. The units of study is supported through curriculum studies and extensions that use project-based learning through technology to provide deeper learning. Our teachers use WCRESA blackboard, web 2.0, Echo and online opportunities to individualize and self paced instruction. Our classrooms and hallways will contain examples of student work. Teachers use small group learning, hands-on learning experiences with emphasis on student responsibility, and other strategies to engage students in active learning. Students use Echo to monitor grades, attendance, GPA, assignments, tests, standards, syllabus, and for keeping a calendar.

College eligibility will be determined through a variety of methods. Our Academic Adviser conduct academic reviews and help students to obtain scholarships. Students participate in tech prep courses, MME/ACT Prep courses, and other college opportunities. Through our SIG Initiative each senior will be responsible for maintaining an e-College Portfolio with sample work and a syllabus for each college course taken. If a student receives a D or lower in a college course, the student is placed on college academic probation and must repeat the course.

NTH International Academy also requires all students to participate in rigorous coursework that meets all high school requirements. A personal curriculum option (nontraditional strategies as portfolios, presentations, and authentic assessments and data folders) will be made available for non-traditional students.

NTH International Academy uses multiple data collected through the International Center's Curriculum Matrix to identify the state's most tested standards and performance indicators in its assessment program and also crosswalk the standards to the essential skills. We will teach and learn with rigor and relevance. NTH International Academy will define curriculum and instruction by addressing three major questions:

- What does society expect of students to be successful in the 21st century?
- What have we learned from brain research about the ways students learn best?
- How do students view learning?

Use of Data Classroom and Building Levels

The teachers in NTH International Academy use data to inform instruction. They are be responsible for integrating common assessments in their daily lessons. They also use State assessment results to impact student learning. The staff designs core academic formative tests based upon district standards. Classroom observations will reveal the use of common assessment data to adjust instruction. Careful data analysis will be critical to this process. A grade of C minus or lower will initiate a series of interventions. Students have the opportunity recover credits throughout the year.

NTH International Academy uses the Learning Criteria for Continuous School Improvement to create a sense of ownership among all stakeholders. Ownership underscores a shared vision, local accountability, and control. NTH International uses the following seven steps to address the learning criteria:

Step 1: Selection of a Leadership / Data Team
Step 2: Data Collection and Analysis
Step 3: Development of School Improvement Goals
Step 4: Development of an Action Plan
Step 5: Alignment of Goals
Step 6: Sharing the School Improvement Plan
Step 7: Evaluation of Progress for Continuous School Improvement

Transitions

NTH International Academy sponsors an 8th grade transition period in which all 8th graders in the district will be transferred into the high school during their second semester to complete their requirements. The district will also offer an opportunity for middle school students to obtain high school credit through the Summer Bridge Learning Academy for 8th graders. 8th graders will have the opportunity to enroll in high school classes during the second semester of their 8th grade year. All efforts in 7th and 8th grade will aim at correcting deficiencies and preparing students to enter high school prepared to take rigorous courses.

Teachers are always available to assist our students in transitioning into our high school. A freshman orientation is required for our incoming 9th graders. The orientation will help our incoming students to understand the philosophy, culture, and expectations required of them during their education in our high school. Students meet with their academic advisors / counselor regularly. Our 9th graders participate from an induction program aimed in helping students to be successful. The 9th grade experiences begin with personalization. Our teachers use multiple indicators of student success to help students learn 21st century employability skills. A 4 weeks Summer Bridge Leadership Academy is available for all incoming freshmen. The focus of the Summer Bridge Leadership Academy is to build academic, social, literacy, algebra and readiness skills. Our 9th graders are placed in small heterogeneous groups with a team of core academic teachers. Our 9th graders build relationships with one another through working and learning in their small learning teams. Our students are taught interpersonal skills and learn the importance of responsibility.

Teachers participate from Small Learning Communities where they will experience mentoring and tutoring opportunities. The last 6 weeks of the semester will be "contract time." Academic support will be provided

to struggling learners through Thinking Maps training, Reading Program, Library – Media -Distance Learning opportunities, and Career and Technical Education opportunities.

Leadership/System Approach

NTH International Academy encourages a high degree of trust among the staff and students. High standards and expectations are required of all students and staff. Student leadership development exists throughout the curriculum. Every student is required to participate in a leadership class. Shared decision making is central in the governance of NTH International Academy. The Director of Curriculum assists teachers in academic literacy instruction, lesson development, modeling lessons, mentoring, coaching, and classroom management issues. NTH International will sponsor an in-house instructional resource center to provide collaborative and situational leadership. Curriculum planning by departments will be coordinated through mini-learning community teams, common planning time, collaboration, communication, and systematic planning. NTH International Academy will have a Principal's Student Cabinet and an active school improvement team.

NTH International Academy has gone through a transformational phase that includes three consecutive stages:

- *Why* involves convincing educators, parents, and community members about the reason our school must change.

- *What* involves the content of change through a common focus by using data, research, and best practices to determine factors that need to be addressed for change to come about

10. Culture of High Expectations
11. Data-Driven Decisions
12. Accountability
13. Articulated Curriculum
14. Rigorous and Relevant Instruction
15. Personalized Learning
16. Professional Learning Communities
17. Partnerships
18. School Climate
19. Leadership

- *How* is determining the process to implement change at the school once people understand and embrace the *why* and the *what*.

William R. Daggett describes the following six strategies for changing schools:

- Envision: Dream the Possible
- Discover: Focus on the Organization's Competence
- Create: Design Solutions through Kaleidoscope Thinking
- Build: Forge a Consensus for Change
- Develop: Cultivate the Growth of People
- Support: Sustain People through Implementation

Most importantly, effective schools are also consistent with research and sound-proven best-practices. Research has shown that high performing schools tend to show evidence of the following 9 characteristics, all of which are at the heart of the New Tech High International Transformation Model.

1. **Clear and Shared Vision and Purpose -** Everybody knows where

they are going and why? That vision is shared and everyone is involved. The vision is developed from common beliefs and values, creating a consistency of purpose.

2. **High Standards and Expectations -** Teachers and staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.
3. **Effective School Leadership -** Effective leadership is required to implement change processes within the school. This leadership takes on many forms. Principals often play this role, but so do teachers and other staff, including those in the district office. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
4. **High Levels of Collaboration and Communication -** There is constant collaboration and communication between and among teachers of all grades. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.
5. **Curriculum, Instruction and Assessment Aligned with the Standards -** Curriculum is aligned with the Essential Academic Learning Requirements. Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.
6. **Frequent Monitoring of Teaching and Learning -** Teaching and learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used. The results of the assessment are used to improve student performances and also to improve the instructional program.
7. **Focused Professional Development -** Professional development for all educators is aligned with the school's and district's common focus, objectives, and high expectations. It is ongoing and based on high need areas.
8. **Supportive Learning Environment -** The school has a safe, civil, healthy, and intellectually stimulating learning environment. Students feel respected and connected with the staff, and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.
9. **High Level of Community and Parent Engagement -** There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

The Leadership recognizes that the School Improvement Team must operate as a coherent body that will use the following 10 Qualities for Success in 21st Century Leadership:

10 Qualities for Success in 21st Century Leadership

1.	Implementing and sustaining a mission and vision with focused and profound clarity
2.	Communicating ideas effectively with precise and straightforward language
3.	Building a diverse and competent team to successfully address the mission
4.	Engendering trust, loyalty, and respect through humility, humor, and personal example
5.	Leading and serving with emotional intelligence and empathy
6.	Exercising situational competence and responding appropriately to implement effective change
7.	Rising beyond personal and professional trials through tenacity, persistence, resilience, and courage
8.	Exercising purposeful visibility
9.	Demonstrating personal growth and enhanced competence as a lifetime learner, willing to reflect on and expand ideas
10.	Believing that hope can become a reality

Required Activity						
Transformation Model	Present?	SIG	Title 1	General	Other	Comments

	Funded	Funded	Funds		
Continuous use of student data (formative, interim, summative) to inform instruction and differentiate instruction	Yes				

The School Improvement Team meets regularly to disaggregate student data to inform instruction and identify the type of professional development needed to improve. The School Improvement Team has identified many alternative ways to differentiate instruction and meet the academic needs of all subgroups.

According to the snapshot data below describing attendance, graduation and test scores, our current educational system is not working successfully for the majority of our high school students:

Data Supporting District Challenge	
Graduation Rate	49%
College Enrollment	45%
Percentage of Classes Passed	52%
Initial School AYP	Phase 6

Dropout Factory Syndrome
2009-2010

Number of Students Failing Courses First Semester		
Period	# of Students Failing Courses this Semester	% of Students Failing Courses this Semester
Period 1	245	50%
Period 2	184	37%
Period 3	219	45%
Period 4	230	47%
Period 5	208	42%
Period 6	188	38%
Period 7	215	44%
Total	**1489**	**43%**

Number of Students Absence 6 or More Times this Semester	
215 Students	**44%**
Number of Suspensions for 1st Semester	
76 Students	15%
Number of Expulsions for 1st Semester	
2 Students	.04%

School	Met/Exceeded Standards	Did Not Meet Standards
River Rouge High School	34.2	65.8

Year	Total Tested	English	Mathematics	Reading	Science	Composite
2005	73	16.6	16.5	18.1	18.3	17.5
2006	54	15.3	16.9	17.3	18.0	17.0
2007	40	15.2	16.3	17.2	16.7	16.4
2008	67	13.0	15.2	15.6	15.5	15.0

| 2009 | 76 | 13.8 | 15.6 | 15.2 | 16.6 | 15.4 |
| **2010** | **58** | **2.0** | **0.0** | **10.0** | **9.0** | **5.2** |

Based on this and other sources of data, it is obvious that the high school must be restructure for success in order to meet the current needs of our students and their families and to prepare them for post-secondary school and work. Reinventing the school system in this climate is a daunting challenge, one that requires all available community resources to collaboratively respond to the shifting economic landscape of the region, the state, the nation and the world. In re-imagining the River Rouge School District, Superintendent Dr. Lopez has enlisted students, parents, teachers, and other community stakeholders in restructuring the school district around an International Academy model: *"River Rouge Promise: Re-imagining the Educational Landscape to Prepare Students for a Global Economy."*

The School Improvement Team meets bi-weekly to disaggregate student data through the eye of a systematic school improvement process to positively impact student achievement. The SIP Team meets to COLLECT Outcome DATA about demographics and process indicators; they than ORGANIZE the DATA and create charts, graphs and data tables to simplify the process; they also ANALYZE the DATA and ask further questions which may contribute to positive outcomes; and finally, the SIP Team USE the DATA to create a roadmap or blueprint for success.

The teachers use student data appropriately to positively impact student achievement. Teachers are trained on how to use a variety of data to increase student achievement. Teachers receive training on Decision-Making Skills, Classroom Assessments, External Testing Programs, Communicating with Parents, Using Technology in the Classroom, Teacher Training, Curriculum, Instruction, Collecting, Growth Plans, and Organizing and Analyzing Data.

Teachers received professional development training on how to use data to improve student learning. The items listed below give an idea about how teachers use data to enhance student learning.

- Make decisions about student placement.
- Use data to figure out what is needed to improve student achievement.
- Make decisions about where to budget resources for the year.
- Respond to inquiries by teachers about classroom assessments.
- Suggest classroom assessments for state standards.
- Evaluate effectiveness of teacher training programs.
- Use test results, grade reports, attendance records, and other methods to spot potential problems in curriculum and instruction.
- Prepare evaluation findings of student achievement.
- Define standards of performance.

Permissible Activity						
Transformation Model	Present?	SIG Funded	Title 1 Funded	General Funds	Other	Comments
Conduct reviews to ensure that curriculum is implemented with fidelity and is impacting student achievement	Yes					

The New Tech Network Curriculum Coaches conducts periodic reviews and classroom observations to ensure the implementation of a project-based learning standard-based curriculum aligned with authentic common assessments.

The River Rouge New Tech High International Academy is designed to prepare students for the future by exposing them to a technologically-rich Web 2.0 project-based curriculum that is rigorous, relevant and

focused on relationship building. The proposed project is a high priority initiative in collaboration with our local WRESA –ISD. Our goal is to prepare River Rouge students for future high skilled jobs in an innovation-based World. The SIG Grant articulates a clear vision for 21st Century learning systems that will positively impact student achievement. Students participating from this nationally recognized approach to 21st Century learning systems will graduate with the minimum following requirements:

- Ready for post-secondary experience by age 16,
- Prepared in authentic student-led leadership development experiences,
- Having extensive experience in web 2.0 project based-learning systems that develop deep learning,
- Being fluent in multiple languages,
- Globally competent with a broad international social network,
- Technologically savvy,
- Critical thinker and problem solver,
- Having experience with authentic assessment,
- Leading teams by influence,
- Prepared with 21st Century employability skills
- Experienced in participating in entrepreneurship experiences,
- Prepared with effective oral and written communication skills, and
- Experience in traveling abroad through an student exchange program
- We plan to create a 21st Century school climate and physical learning environment that promotes positive behaviors, intellectual strengths and social competence by increasing the graduation rate.

The NTH teachers developed a series of rubrics to measure student growth throughout the project-based standards-based lessons. These rubrics were developed by our teachers throughout the summer to ensure fidelity of the NTH Model.

PERSON BEING EVALUATED

River Rouge New Tech International Academy
CRITICAL THINKING EVALUATION RUBRIC

PROJECT BEING EVALUATED

CRITERIA	UNSATISFACTORY (Below Performance Standards)	PROFICIENT (Minimal Criteria)	ADVANCED (Demonstrates Exceptional Performance)
Appropriateness The student selects material, objects and/or techniques that meet the needs, requirements and rules of the time, place and audience	• Student does not select material (photos, sound files, video clips, apparel, illustrations, etc.) that is appropriate for the audience and the situation. • Student does not use language appropriate for the audience and the situation (as defined by school and district guidelines). • Student does not select an efficient tool, technique or paradigm to achieve the desired goal as defined in the project or course guidelines. • Student uses humor that doesn't enhance understanding and may offend audience.	• Student selects material (photos, sound files, video clips, apparel, illustrations, etc.) that is appropriate for the audience and the situation. • Student uses language appropriate for the audience and the situation. • Student selects an effective tool, technique or paradigm to achieve the desired goal as defined in the project or course guidelines. • Student uses humor that enhances understanding and doesn't offend audience.	In addition to meeting the PROFICIENT criteria … • Student shows a deep understanding of the audience and the situation by selecting material that enhances understanding. • Student uses language that creates a strong, positive reaction in audience. • Student creates tools, techniques or paradigms that effectively achieve the desired goal.
Application The student uses this material, understanding and/or skill in new situations	• Student does not demonstrate an ability to apply theories, principles and/or skills to new situations, settings or problems. • Student is not able to modify theories, products, behaviors or skills to fit new or changed environment.	• Student demonstrates an ability to apply theories, principles and/or skills to new situations, settings or problems. • Student is able to modify theories, products, behaviors or skills to fit new or changed environment.	In addition to meeting the PROFICIENT criteria … • Student actively seeks new environments and situations to apply theories, principles and/or skills. • Student provides multiple examples of how theory, principle or skill can be applied.

Analysis The student breaks down this material and/or skill into its component parts so that its structure can be understood	• Student does not demonstrate a clear understanding of the rules, definitions, laws, concepts, theories and principles of topic or skill under study. • Analysis does not include diagrams, models, timelines, illustrations or step-by-step progression of object/principle/problem under study. • The student does not identify cause-and-effect relationships.	• Student demonstrates a clear understanding of the rules, definitions, laws, concepts, theories and principles of topic or skill under study. • Analysis includes diagrams, models, timelines, illustrations or step-by-step progression of object/principle/problem under study. • The student can identify relationships between ideas, data sets, and phenomena.	In addition to meeting the PROFICIENT criteria … • Student is able to use his/her analysis to teach the definitions, law, concepts, theories and principles under study. • Student and/or audience is able to differentiate between similar definitions, law, concepts, theories and principles. • The student can differentiate between correlation and cause and effect.
Evaluation The student judges the quality (based on both subjective and objective standards) of the material, object, or performance	• Student does not demonstrate understanding of the criteria used for evaluation. • Student does not defend his/her evaluation (critique) • Evaluation is not supported by reference to standards • Evaluation does not include comparison and contrast to other ideas/objects/materials.	• Student demonstrates understanding of the criteria used for evaluation. • Student is able to defend his/her evaluation (critique). • Evaluation is supported by reference to standards. • Evaluation includes comparison and contrast to other ideas/objects/materials.	In addition to meeting the PROFICIENT criteria: • Evaluation includes references (comparison/contrast) to three or more objects/ideas/materials. • Student creates clearly defined criteria (i.e., rubric, standards, guidelines) for evaluation.
Synthesis The student combines more than one object or idea and forms a new, cohesive whole	• Synthesis does not successfully integrate ideas, images and/or objects to form a cohesive whole. • Student does not summarize their thinking during the process of synthesis. • Combination of elements is not logical and/or verifiable.	• Synthesis integrates ideas, images and/or objects to form a cohesive whole. • Student is able to summarize their thinking during the process of synthesis. • Combination of elements is logical and justified.	In addition to meeting the PROFICIENT criteria … • Synthesis is unique. • Synthesis shows careful planning and attention to how disparate elements fit together. • Student is able to create new synthesis based on changing circumstances, input or environment. • Combination of elements is verified.

River Rouge New Tech International Academy
ORAL PRESENTATION RUBRIC

River Rouge New Tech International Academy
Global and Community Engagement Rubric

CRITERIA	UNSATISFACTORY	PROFICIENT	ADVANCED
Stereotyping and Bias	☐ Student does not demonstrate understanding that stereotyping and other biases are not acceptable, and tends to engage in these behaviors. Student internalizes implicit, biased messages about other cultural groups and is not sensitive to the impact of prejudice and issues of racism.	☐ Student understands that stereotyping and other biases are not acceptable and recognizes the dangers of stereotyping. Student is sensitive to the issues of racism, the impact of prejudice and biased messages about other cultural groups.	☐ Student understands that stereotyping and other biases are acceptable and recognizes the dangers of stereotyping. Stu sensitive to the issues of racism, the impact of prejudice an messages about other cultural group. Student uses positive in helping others to accept this stance.
Tolerance			☐ Student understands that individuals from diverse cultures some fundamental beliefs. He/she appreciates and accepts and seeks opportunities to learn about and interact with in from different cultures.
Interactions with Individuals from Different Cultures	☐ Student fails to recognize similarities between his/her own culture and other cultures; he/she judges differences in behavior or lifestyle negatively.	☐ With few exceptions, student is able to recognize similarities between his/her own culture and other cultures. He/she shows an appreciation and accepts individuals from different cultural backgrounds.	☐ Student communicates, interacts and works positively with from other cultural groups. He/she seeks opportunities to l diverse perspectives.
Historical Perspective Awareness	☐ Student refuses or is strongly hesitant to communicate, interact or work with individuals from other cultural groups.	☐ With little or no reluctance, student can positively communicate, interact and work with individuals from other cultural groups.	☐ Student realizes that history is socially and politically cons and has sufficient knowledge to spontaneously take the per non-mainstream groups when learning.
Community Engagement	☐ Student does not realize that knowledge of history is socially and politically constructed; when learning about history, does not independently assume the perspective of non-mainstream groups.	☐ Student realizes that history is socially and politically constructed. With minimal guidance, he/she is able to take the perspective of non-mainstream groups when learning about historical events.	☐ Student is able to articulate ways in which he/she can take his/her community to effect change and shows initiative by action in a leadership role. ☐ Student participates in volunteer or other community enga activities and encourages the participation of others.
	☐ Student is unable to articulate ways in which he/she can take action in his/her community to effect change.	☐ Student is able to articulate ways in which he/she can take action in his/her community to effect change.	
	☐ Student does not participate in volunteer or other community engagement activities.	☐ Student participates in volunteer or other community engagement activities.	

CRITERIA	WEIGHT	UNSATISFACTORY (Below Performance Standards)	PROFICIENT (Minimal Criteria)	ADVANCED (Demonstrates Exceptional Performance)
Structure and Organization Introduction Main ideas Supporting materials Conclusion Length requirement TIME:	30%	• No formal introduction or introduction had no clear thesis statement nor offered any preview of topics to be discussed • Main ideas were not separated into a logical progression • Important ideas were not supported with references or data • No conclusion or conclusion did not adequately summarize presentation • Presentation did not use time allotted 0 - - - - - - - - - - - - 10 - - - - - - - - - - - - - 20	• Introduction had clear thesis statement and a preview of topics to be discussed • Main ideas were separated into a logical progression • Speaker supported important ideas and viewpoints through accurate and detailed references to text or other works • Conclusion restated thesis statement and summarized the ideas presented • Time requirement was met for specific assignment (neither too long or too short) 21 - - - - - - - - - - - - 24 - - - - - - - - - - - - 26	In addition to meeting the PROFICIENT criteria … • Clever attention getting introduction or an imaginative thesis and preview • Ideas connected by original transitions, logical throughout; creative pattern • Conclusion tied speech together and left audience with memorable message • Speaker used logical, ethical and emotional appeals that enhanced a specific tone and purpose 27 - - - - - - - - - - - - 28 - - - - - - - - - - - 30
Vocal Expression Rate and Volume of Speech Pitch, Articulation and Pronunciation	20%	• Speaker was hard to hear or understand • Voice or tone distracted from purpose of presentation • Excessive use of verbal fillers such as "um" "like" and "you know" 0 - - - - - - - - - - - - 6 - - - - - - - - - - - - - 12	• Speaker was easy to hear and understand • Tone was conversational, but with purpose • Voice sounded natural, neither patterned nor monotone • Speaker pronounced words clearly, correctly and without verbal fillers 14 - - - - - - - - - - - - 15 - - - - - - - - - - - - 17	In addition to meeting the PROFICIENT criteria … • Speaker was enjoyable to hear; used expression and emphasis • Speaker used voice to create an emotional response in audience 18 - - - - - - - - - - - - 19 - - - - - - - - - - - 20
Physical Characteristics Eye Contact, Posture, Gestures, Movement, Attire	15%	• Little eye contact with audience • Poor or slouchy posture • Movements were stiff or unnatural • Attire was inappropriate for audience • Nervous gestures, uncontrolled movements or nervous laughter 0 - - - - - - - - - - - - 5 - - - - - - - - - - - - - 8	• Strong eye contact with entire audience • Posture conveyed confidence • Gestures and movements were natural and effective • Attire was appropriate for audience and purpose 9 - - - - - - - - - - - - 11 - - - - - - - - - - - - 12	In addition to meeting the PROFICIENT criteria … • Posture was commanding and purposeful • Attire was chosen to enhance presentation 13 - - - - - - - - - - - - 14 - - - - - - - - - - - 15
Appropriateness of Content and Language For audience, purpose, and assignment	15%	• Speaker used inappropriate language, content or examples for this audience • Speaker did not demonstrate a clear understanding of the assignment or purpose of presentation 0 - - - - - - - - - - - - 5 - - - - - - - - - - - - - 8	• Speaker obviously considered the audience and used appropriate language and examples • Speaker displayed a clear understanding of assignment requirements and content • Speaker understood purpose of presentation 9 - - - - - - - - - - - - 11 - - - - - - - - - - - - 12	In addition to meeting the PROFICIENT criteria … • Examples and words were creative and well chosen for target audience 13 - - - - - - - - - - - - 14 - - - - - - - - - - - 15
Overall Impact Energy, Enthusiasm,	10%	• Speaker appeared bored by the message or presented without conviction	• Speaker appeared to believe strongly in message and demonstrated desire to have audience listen, understand and remember	In addition to meeting the PROFICIENT criteria … • Overall presentation was creative and exciting

Sincerity Originality/Creativity		0 - - - - - - - - - - - - 3 - - - - - - - - - - - 6	7 - 8	9 - 10
Features Multimedia, Visuals, Audio	**10%**	• Materials detracted from content or purpose of presentation or were of such low quality as to discredit speaker 0 - - - - - - - - - - - - 3 - - - - - - - - - - - 6	• Materials added, did not detract from presentation • Materials used were quality products; easy to see and hear 7 - 8	In addition to meeting the PROFICIENT criteria … • Speaker creatively integrated a variety of objects, charts and graphs to amplify the message 9 - 10

ADDITIONAL COMMENTS:

PROJECT NAME

COURSE:

EVALUATOR:

NAME OF PERSON BEING EVALUATED:

River Rouge New Tech International Academy
PEER COLLABORATION
& TEAMWORK RUBRIC

CRITERIA	WEIGHT	UNSATISFACTORY	PROFICIENT	ADVANCED
LEADERSHIP AND INITIATIVE	**25%**	Group member played a passive role, generating few new ideas; tended to only do what they were told to do by others, or did not seek help when needed. 0 - - - - - - - - - - - - 5 - - - - - - - - - - - 15	Group member played an active role in generating new ideas, took initiative in getting tasks organized and completed and sought help when needed. 17 - - - - - - - - - - - - 19 - - - - - - - - - - - - 21	In addition to the "Acceptable" qualities, the group member provided leadership to the group by thoughtfully organizing and dividing the work, checking on progress, or providing focus and direction for the project. 23 - - - - - - - - - - - - 24 - - - - - - - - - - - - 25
		EXAMPLE:		
FACILITATION AND SUPPORT	**25%**	Group member seemed unable or unwilling to help others, made non-constructive criticisms toward the project or other group members or was distracted other members. 0 - - - - - - - - - - - - 5 - - - - - - - - - - - 15	Group member demonstrated willingness to help other group members when asked, actively listened to the ideas of others, and helped create a positive work environment. 17 - - - - - - - - - - - - 19 - - - - - - - - - - - - 21	In addition to the "Acceptable" qualities, the group member would actively checked with others to understand how each member was progressing and how he or she may be of help. 23 - - - - - - - - - - - - 24 - - - - - - - - - - - - 25

		EXAMPLE:		
CONTRIBUTIONS AND WORK ETHIC	50%	Group member was often off task, did not complete assignments or duties, or had attendance problems that significantly impeded progress on project. May have worked hard but on relatively unimportant parts of the project. 0 - - - - - - - - - - - - 15 - - - - - - - - - - - 30	Group member was prepared to work each day, met due dates by completing assignments/duties, and worked hard on the project a most of the time. If absent, other group members knew the reason and progress was not significantly impeded. 34 - - - - - - - - - - - - 38 - - - - - - - - - - - 42	In addition to the "Acceptable" qualities, the group member made up for work left undone by other group members, demonstrated willingness to spend significant time outside of class/school to complete the project. 44 - - - - - - - - - - - - 46 - - - - - - - - - - - - 50
		EXAMPLE:		

School Wide
Learning Outcomes
(Revised)

Peer Collaboration & Teamwork
> Students will collaborate with others demonstrating shared leadership, responsibility, support and decision-making.

Critical Thinking
> Students will use various types of reasoning to make judgments and decisions to solve problems demonstrating the following critical thinking skills, appropriateness, application, analysis, evaluation and synthesis

Oral Presentation
> Students will use etiquette appropriate to their audience, subject matter and situation.

Technology Literacy
> Students will effectively utilize technology in an appropriate manner as a means to research, organize, evaluate, and communicate.

Work Ethic
> Students will manage goals and time effectively while interacting appropriately with others in a productive manner.

Written Communication
> Students will communicate clearly in a manner appropriate to their audience, subject matter and situation.

Global & Community Engagement
> Students will demonstrate an awareness of local and global communities and their functional role in both.

*** In addition all students will need to know how to use

ECHO
GOOGLE APPS

River Rouge New Tech International Academy

Technological Literacy

CRITERIA	UNSATISFACTORY (Below Performance Standards)	PROFICIENT (Minimal Criteria)	ADVANCED (Demonstrates Exceptional Performance)
Utilizing Common Programs	• Unable to use Echo, Internet Browser, Search Engines	• Able to use Echo, Internet Browser, Search Engines, Web Design	Able to use Internet Browser, Search Engines, Web Des Weebly, Adobe Suite, other multi media tools
Basic Skills	• Unable to perform basic computer operations (turning computer on/off, starting/ending programs, recover from freezing, navigating through windows, saving files in various formats, locating and opening files). Does not understand AUP.	• Adequately perform basic computer operations, create files and folders, copy/paste…not lose files and data. Understands AUP.	• Adequately perform basic computer operatio multiple platforms (PC vs. MAC), converts f new format. Understands AUP.
Graphics	• Ineffectively incorporates/pastes graphs, tables, drawings, photos, maps into documents. Unable to edit simple graphics files with Paint program.	• Effectively incorporates/pastes graphs, tables, drawings, photos, maps into documents. Able to edit simple graphics files with Paint program.	• Able to use advanced graphic and video editi software, such as Photoshop, Weebly, Movie
Hardware Competency	• Student unable to use data probes, scientific calculators and computer peripherals.	• Student adequately uses data probes, scientific calculators and computer peripherals.	• Student adequately uses AND troubleshoots probes, scientific calculators and computer peripherals with little assistance.
Google Apps	Student unable to locate or use Google Apps	• Student able to locate or use Google Apps briefcase, journal, calendar, e-mail tools to meet class requirements	• In addition to student being able to locate an Google Apps briefcase, journal, calendar, e-n tools to meet class requirements, student faci others to reach that point.
	0 - - - - - - - - - - - - 1 - - - - - - - - - - - - - 3	4 - - - - - - - - - 5 - - - - - - -- 6- - - - - - - - - 7	
			8 - - - - - - - - - - - - 9 - - - - - - - - - - - - 10

225

River Rouge New Tech International Academy

Technological Literacy

CRITERIA	UNSATISFACTORY (Below Performance Standards)		PROFICIENT (Minimal Criteria)	ADVANCED (Demonstrates Exceptional Perform
Utilizing Common Programs	• Unable to use Echo, Internet Browser, Search Engines		• Able to use Echo, Internet Browser, Search Engines, Web Design	Able to use Internet Browser, Search Engines, Web Design, Weebly, Adob other multi media tools
Basic Skills	• Unable to perform basic computer operations (turning computer on/off, starting/ending programs, recover from freezing, navigating through windows, saving files in various formats, locating and opening files). Does not understand AUP.		• Adequately perform basic computer operations, create files and folders, copy/paste…not lose files and data. Understands AUP.	• Adequately perform basic computer operations, use platforms (PC vs. MAC), files to new format. Under AUP.
Graphics	• Ineffectively incorporates/pastes graphs, tables, drawings, photos, maps into documents. Unable to edit simple graphics files with Paint program.		• Effectively incorporates/pastes graphs, tables, drawings, photos, maps into documents. Able to edit simple graphics files with Paint program.	• Able to use advanced grap video editing software, suc Photoshop, Weebly, Movi
Hardware Competency	• Student unable to use data probes, scientific calculators and computer peripherals.		• Student adequately uses data probes, scientific calculators and computer peripherals.	• Student adequately uses A troubleshoots data probes, scientific calculators and computer peripherals with assistance.
Google Apps	Student unable to locate or use Google Apps	• Student able to locate or use Google Apps briefcase, journal, calendar, e-mail tools to meet class requirements	• In addition to student being able to locate and use Goo Apps briefcase, journal, calendar, e-mail tools to meet requirements, student facilitates others to reach that po	
	0 - - - - - - - - - - - - 1 - - - - - - - - - - - - 3		4 - - - - - - - - 5 - - - - - - -- 6- - - - - - - -7	

River Rouge New Tech International Academy
Written Communication Rubric

CRITERIA	UNSATISFACTORY (Below Performance Standards)	PROFICIENT (Minimal Criteria)	ADVANCED (Demonstrates Exceptional Performance)
Organization	• Little or no evidence of preparation before writing or speaking (note taking, outlining and/or mapping). • Unclear or missing thesis. • Little or irrelevant evidence to support thesis. • Little or no evidence of organization or structure. 0 - - - - - - - - - - - - 8 - - - - - - - - - - - 16	• Some evidence of preparation and planning before writing or speaking (note-taking, outlining, and/or mapping). • Standard thesis that makes sense. • Provides adequate development and relevant examples to support the thesis. • Standard organization with adequate structure. 17 - - - - - - - - - - - - 19 - - - - - - - - - - - 21	• Strong evidence of effective planning strategies before writing or sp taking, outlining, and or mapping). • Strong and insightful thesis. • Thesis is thoroughly developed and thoughtfully supported. • Writing is well organized; paragraphs are clear, focused, and engagi 23 - - - - - - - - - - - -24 - - - - - - - - - - - - 25
Rhetorical Skills	• Inappropriate diction; too many words in the narration are childish, slang or informal. • Little or no use of transitions. • Little or no use of adjectives. 0 - - - - - - - - - - - - 8 - - - - - - - - - - - 16	• The diction is appropriate, but not very sophisticated. (Too many dead words.) • Some transitions are used, but they could be used more frequently, with more variety and accurately. • Some adjectives are used, but they could be used with more variety. 17 - - - - - - - - - - - - 19 - - - - - - - - - - - 21	• Sophisticated diction and professional tome is used. • A variety of appropriate transitions are used. • A variety of descriptive adjectives are used. 23 - - - - - - - - - - - -24 - - - - - - - - - - - - 25
Polish	• Little or no evidence of proofreading; numerous errors in spelling. • The author switches between past and present tense – inconsistent tense use. • The product is messy and/or does not use the correct format. 0 - - - - - - - - - - - - 8 - - - - - - - - - - - 16	• Some evidence of proofreading; the writing contains some mistakes but these do not impede understanding. • The author mostly stays in one tense (past or present). • The product is neat and uses the correct format with little variation. 17 - - - - - - - - - - - - 19 - - - - - - - - - - - 21	• Excellent proofreading; the writing is polished and contains fe • The author uses tense appropriately and consistently. • The product is neat and correctly formatted. 23 - - - - - - - - - - - -24 - - - - - - - - - - - - 25

Comments:

Student-Centered Learning:

Today our Digital i-Net Generation is experiencing a sense of disconnectedness in terms of finding relevance in our traditional and outdated classrooms. Our high schools have become obsolete teaching systems in need of 21st Century instruction that promotes: discovery learning, learning by doing, manipulating and by interacting with digital expectations, more hands-on activities, use of rapid fire, trial and error approach mastery of digital tools, use of photography, color, video, and sound as primary vehicle to convey information, provide student access to hyperlinked information, and allow students to network and collaborate with each other and with experts from around the world. Our students need instruction that is student-centered and presented through the use of multi-media instead of text-only information presented in traditional classrooms. The Digital Generation's need for speed is a reality that can be easily addressed if teachers would support web 2.0 Literacy. Teachers need to embrace 21st Century learning environments

that promote right and left brain learning. They need to expose students in digital immersion (Digital Tools – Web 2.0) gateways to connectivity with the World. Our classroom practices need a major paradigm shift. The SIG Grant will focus Instruction on 21st Century Thinking Skills through embrace our digital reality, the thinking patterns of digital kids, and by broadening our evaluation or big picture on how to connect rigorous and relevant instruction by using web 2.0 technology.

Shift in Thinking Patterns of Digital Kids

Ways Gen Net Digital Kids Process Information	Ways Non-Digital Adults Teach
Digital Learners Prefer Receiving Information Quickly from Multiple Sources.	Non-Digital Teachers Prefer Slow and Controlled Release of Information at Conventional Speed and from Limited Sources.
Parallel Processing and Multi-Tasking.	Singular Processing and Single or Limited-Tasking.
Developing a High Level of Skills with New Technologies.	Do Not Value or Even Recognize High Level of Skills with New Technologies.
Processing Pictures, Sounds and Videos Before Text.	Provide Text Before Pictures, Sounds and Videos.
Random Access to Hyperlinked Multi-Media Information.	Provide New Information Linearly Logically and Sequentially.
Active and Engaged Learning.	More Experiences with Passive Lectures.
Prefer to Network Simultaneously with Many Others.	Prefer Students to Work Independently before any Networking and Interface.
Today students need instruction that promotes:	
- Discovery learning - Learning by doing, manipulating and by interacting with digital expectations - More hands-on activities - Use of rapid fire, trial and error approach mastery of digital tools - Use of photography, color, video, and sound as primary vehicle to convey information - Provide student access to hyperlinked information - Allow students to network and collaborate with each other and with experts from around the world.	

The hallmark of the New Tech High International Transformation SIG Grant will be met through our commitment and relationship with the *New Tech Network*. The School is a *New Tech High International School*. The District offers students a one-to-one technology infused curriculum that supports project-based learning through the use of a technologically-based learning system. The curriculum that is presented and taught is shared with our students through a student-centered curriculum that requires certain types of services through cyber learning, virtual learning, and operating personal digital devices for learning in the 21st Century. The K-12 - New Tech High School Model is an evidence-based student-centered model of instruction that allows each student to own their learning, choose the outcomes and products of their learning and progress at their individual pace. The NTH – Model addresses barriers to learning and teaching access. It aims in reducing risk-producing conditions that can become barriers to learning. By addressing a comprehensive system with multi-tier levels of instruction the student-centered model promotes healthy development and prevention problems, address problems early and assists with chronic and severe problems. This multi-tier levels of intervention approach helps meet the challenge of diversity by suggesting flexible instructional teaching, techniques, and strategies that empower learners. The NTH International Transformation Model uses the Universal Design for Learning (UDL) approach to expose students to multiple means of representation (the "what" of learning), expression (the "how" of learning) and engagement (the "why" of learning). This UDL approach empowers students to accept responsibility for their learning by determining the outcomes and product of the learning process. Students will use technology as a learning tool to work at their own pace of learning.

Student leadership and voice is a strong component of the *River Rouge School District – NTH International Model*. Students are responsible for taking leadership in their own learning, contributing to their community through community projects and service learning experiences, and by engaging in complex thinking, recognizing quality, communicating effectively, and using a variety of emerging technologies effectively and ethically. *River Rouge* staff is responsible for establishing a genuine commitment to personalization through the development of caring and positive relationships with every student. They will ensure that every student with disabilities will be included into general education programs through a genuine commitment to inclusion and co-teaching experiences. The *River Rouge–NTH's* Success is primarily dependent upon student learning, which is influenced by three primary factors:

- what 21st Century skills are taught
- students' willingness and ability to learn in a 21st Century learning system
- how teachers teach things using 21st Century teaching and learning systems

The New Tech High International Transformation Grant will emphasize the following National Educational Technology Standards and Performance Indicators:

1. Facilitate and inspire student learning and creativity
2. Design and develop digital-age learning experiences and assessments
3. Model digital age work and learning

Students have the opportunity to explore real-world issues and solving authentic problems using digital tools and resources. They demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations. Through the use of a variety of digital age media and formats, our students will learn as they explore their creativity. Students are taught how to use current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

Standards-Focused:

The New Tech High International Transformation Model emphasize the following New Tech High School standards:

Standard-Focused Goal 1: Set a long-range district-wide goal of 85% student proficiency in reading, math, science and social studies achievement on the MEAP / MME / ACT standardized assessments.
• Create a 21st Century classroom environment that puts students' tech-savvy skills to work in collaborative projects across the school and around the world.   • Prepare students to function in the 21st Century classroom through our Web 2.0 Boot Camp for youth.

Outcome 1: Improved Student Achievement in Core Curriculum Areas
    • Focus on student achievement and the quality of instruction
    • Use of data to inform instruction
    • Targeted and phased focus for improvement
    • Commitment to 21st Century instruction
    • Rigorous and relevant 21st Century instruction aligned to HSCEs
    • Proficiency-based evaluation and assessments

Standard-Focused Goal 2: Set annual and measurable district-wide non-negotiable targets for reading, math, science and social studies improvement.
• Prepare students and teachers to master Web 2.0 literacy.   • Teach students subjects and 21st century themes (such as language arts, mathematics, science, global awareness, and financial literacy).

Outcome 2: Innovative Instructional Delivery of Programs
    • Small learning community of 500 students
    • Partnership with local business, agencies and faith-based organizations
    • PBL- Project-Based Learning

Standard-Focused Goal 3: Implement uniform district-wide professional development on the implementation of new tech curriculum and instructional approaches to support teachers and students on Web 2.0 literacy.
- Teach students learning and innovation skills (such as creativity and innovation and critical thinking and problem solving).   - Teach students life and careers skills (such as initiative and self-direction.
Outcome 3: Preschool implementation   - Continuation of a GSRP – Pre-School Program in the District   - After School Programming for young children in literacy
Outcome 4: Early Transition Options   - Dual Enrollment with Wayne County Community College District   - On-Site college courses taught by college instructors   - Advance Placement Courses   - Online Courses – Michigan Virtual College
Outcome 5: Universal Education in Instruction   - Universal Design for Learning Model   - Inclusion of diverse student groups   - Project-Based lessons and instructional delivery system

21st Century Skills:

In order to make the River Rouge New Tech High School Academy relevant and to develop digital competencies, the School Improvement Team has taken a number of actions to change mindsets, policy, practices, and behaviors around technology. Our decision to become a New Tech High International Academy and invest in a technology-based learning environment was made because we understand the urgency to prepare digital-age natives to become successful 21st Century learners. Make no mistake about it, we are at a crossroad in terms of education in America. We can continue to destroy our strengths in order to catch up with others in test scores, or we can invest in District's like River Rouge, committed to building on our strengths so we can keep the lead in innovation and creativity. As we enter a new world rapidly changed by globalization and technology, we need to change course. We need to embrace globalization, encourage education innovation, inspire educators with genuine support, diversify and decentralize curriculum, and educate children as confident, unique and well-rounded human beings.

As Michigan transitions into an Innovation-Based Economy, we need to prepare graduates ready for this creative workforce. We must ensure that all learners are being prepared for post-secondary experiences. Our commitment to the full implementation of the New Tech High School Reform Model is because of the success of this model in having 80% of their minority student graduate from Harvard University. Our PreK-12 New Tech High School Model prepares 80% of our minority graduates to attend and graduate from an accredited Michigan University.

The River Rouge School District **New Tech High School - 21st Century Learning System** **Rigorous, Relevant, and Student-Centered Learning Environments**	
Core Subjects	English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics, 21st Century Themes (global awareness, financial, economic, business and entrepreneurial literacy, civic literacy and health literacy) Project-Based Learning
Learning and Innovation Skills	Creativity and innovation skills, critical thinking and problem solving, communication and collaboration skills
Information, Media, and Technology Skills	Information literacy, media literacy, information and communication technology
Life and Career Skills	Flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility

Digital-Age Literacy	Basic scientific, economic, and technological literacy, visual and information literacy, multicultural literacy and global awareness
Inventive Thinking	Adaptability / managing complexity, self-direction, curiosity, creativity, risk-taking, higher order thinking, and sound reasoning
Effective Communication	Teaming, collaboration, and interpersonal skills, personal, social, and civic responsibility, interactive communication
High Productivity & Quality, State-of-the Art Results	Ability to prioritize, plan and manage for results, effective use of real-world tools, and the ability to create relevant and high-quality products.

Permissible Activity						
Transformation Model	Present?	SIG Funded	Title 1 Funded	General Funds	Other	Comments
Implement school-wide Response to Intervention (RtI) model	Yes					

With the SIG Funds, the River Rouge New Tech High International Academy will implement a comprehensive response to intervention (RtI) model that enhances how to ensure success with effective classroom instruction and intervention. The proposed RtI model will integrate and align core instruction and supplemental intervention, assess classroom instruction, strengthen existing school improvement efforts, and utilize systematic feedback to raise student achievement.

We will use systematic professional development to implement an effective enhanced RTI model.

RIVER ROUGE SCHOOL DISTRICT
Response to Intervention Model
2010 - 2013

Targeted Schools
River Rouge New Tech High International Academy

Areas of Focus
Increased and improved literacy, focused instruction, improved positive behavior supports, meaningful regularly given assessments and data driven instruction in the academic and behavioral areas.

 Components
   Estimated Cost

1. AIMSweb - Benchmark and progress monitoring system based on direct, $15,500
            frequent and continuous student assessment
      AIMSweb Pro Complete - Language Arts & Math
      AIMSweb Data Capture Tools Upgrade
      AIMSweb Behavior Upgrade

2. PBS Interventionist - Full time
      $100,000
      To promote PBS within the entire high school environment and lead the RtI model
      Train, collaborate, develop successful procedures to increase achievement and behavior at the high school setting
      To support the EDGE literacy program

3. District-wide Assessment Consultant - Full time
      $100,000

To manage the continuous progress monitoring of all students in the academic and behavioral arenas for the entire district

To train staff and administrators in the continuous monitoring/progress monitoring tools for all students.

4. Profession Development
$20,000
   Sub costs
   Trainers
   Materials
   Coaches

Permissible Activity						
Transformation Model	Present?	SIG Funded	Title 1 Funded	General Funds	Other	Comments
Provide PD to implement strategies to support students with disabilities and English language learners	Yes					

The Director of Specialized Student Services collaborates with all of our staff in the New Tech High to identify quality professional development to enhance effective classroom instruction and interventions.

The New Tech High International Academy staff will also explore inclusion, Co-teaching, least restrictive environment, RtI, and other effective ways of providing a quality educational experience for all students including all subgroups. WCRESA ESL/Bilingual Staff will collaborate with the River Rouge New Tech High International Academy staff in identifying best practices and common assessments to ensure that English Language Learners are successful academically.

The SIP Team is responsible for implementing the following strategies to the High Quality Job Embedded Professional Development Goal:

   Strategies:
- Develop a comprehensive content-focused professional development plan to address the needs of subgroups (ELL, at-risk, special education).
- Implement online professional development programs for faculty.
- Implement training to improve the skills of classified staff directly working with students.
- Develop Level V Teacher Leaders throughout all levels of the organization by embracing the principles identified by the Galileo Leadership Consortium.
- Implement District-wide professional development for teachers on the use of data to inform instruction.
- Ensure that all District-wide professional development opportunities provided is of quality and address the needs of all instructional and non-instructional personnel.
- Create principal study group to support the leader.
- Conduct professional dialogue, coaching, and mentoring opportunities as effective methods of changing professional practice and improving student achievement.
- Use a learning cycle that involves reflection, dialogue, inquiry, construction of new meaning, and action.

Permissible Activity						
Transformation Model	Present?	SIG Funded	Title 1 Funded	General Funds	Other	Comments
Use and integrate technology-based interventions	Yes					

The River Rouge New Tech High International Academy has already implemented a one-to-one student network computing system. The District has allocated funding to support new technologies for our classrooms (smart boards, interactive software, distance learning, online opportunities) The District has a genuine commitment to ensure that our students are exposed to new technologies. We have a comprehensive plan for updating our technology district-wide. We are currently exploring how we will create e-mail Goggle accounts and server space for all of our students. We have currently purchased additional servers to ensure speed and bandwidth to support our technological needs.

Web Portal: Students and staff fully implement the Echo web portal platform to facilitate a student-centered learning environment.

IT Administrator: School will provide an IT administrator to support school (full time for a school of 400).

Network Capacity: School will have a fully functioning network, including a file server with adequate capacity to provide all students and staff with individual accounts and secure storage space on personal and shared disks. Data is strongly recommended.

E-mail accounts: School is responsible for all regulatory compliance of NTN provided student and staff email accounts.

Internet Access: school will provide sufficient bandwidth to the Internet as well as an internet browser supported by NTN District IT staff will be amenable to opening certain outbound only ports to specific IP addresses owned and controlled by New Tech Network.

Educational Technology	
Indicator	**Benchmark**
Increasing numbers of teachers that will be trained to integrate technology into their teaching.	By the end of the school year, 50% of teachers will have had technology training.
Teachers will learn how to integrate technology into their teaching.	After training, teachers will be able to advise at least three examples of how technology could be integrated into their lessons.
Teacher-to-computer and student-to-student ratios will be one-to-one.	By next-year, teacher-to-computer and student-to-computer ratios school-wide will be 1:1.
Students will actively use computers daily to complete projects and assignments.	All students will use computers at school at least four hours per week.
Technology will be increasingly incorporated into the classroom in all subject areas.	In two years, English, science, and social studies curricula will have a least 25 percent of lessons incorporating technology.
An increasing percentage of teacher lessons will incorporate technology.	All trained teachers will have at least 25 percent of lessons incorporating technology.
Outcomes	**Benchmark**
Students will produce reports and presentations that teachers judge to be of higher quality.	Within two years, student grades will increase, on average, by 10 points or one letter grade.
Students will display increasingly higher performance on tests assessing reading ability.	Within two years, student scores on the reading portion of standardized tests will increase by 10 percent.
Both teachers and students will display increased computer literacy.	After one year, at least 75 percent of teachers and students will display at least an intermediate level of computer literacy.

Using Technology to Make Connections between School and Family

The New Tech High International Academy staff use technology to communicate with families more frequently and efficiently. Technology provides an additional resource that allow s two-way dialogue between home and school, between teacher and home, and between teacher and students:

- Create a homework helpline that allows students and their parents to get information on and assistance with homework.
- Provide absent students and their parents a way to receive work missed.
- During non-school hours, invite families and community members to use school computers to learn skills such as keyboarding and software applications.
- Have teachers use e-mail to share information with students and their families about homework policies, lateness and absence directives, the student's performance, curriculum-related television programs, and useful Web sites.
- Allow parents to e-mail teachers with questions, suggestions and comments.
- Have the principal e-mail families about parent organization meetings, school board meetings, general election, and electronic versions of newsletters.
- Over a secure, password-protected line, allow families to get student grades and report cards.
- Have the counselor direct students to college and university Websites and career and technical education information.

Permissible Activity						
Transformation Model	Present?	SIG Funded	Title 1 Funded	General Funds	Other	Comments
In Secondary Schools						

Post-Secondary Preparedness for All

Permissible Activity						
Transformation Model	Present?	SIG Funded	Title 1 Funded	General Funds	Other	Comments
(in high school) Increase rigor (AP, IB, STEM, and others)	Yes					

College: The New Tech High International Academy has a partnership with WCCCD, Baker College, and Eastern Michigan University. We will continue to get MOU from other local post-secondary education institution to provide college courses to high school students. We will continue to increase our Dual Enrollment opportunities to a greater number of students. We will offer Advanced Placement courses, early college courses (12 credit hours upon graduation) and college career preparation.

Our student advisories will concentrate on the four C's: college, career, community service and cultural experiences. This year River Rouge High School had 10 students that graduated with 24 credits or more college credits from WCCCSD.

DUAL ENROLLMENT AGREEMENT BETWEEN
WAYNE COUNTY COMMUNITY COLLEGE DISTRICT AND
RIVER ROUGE SCHOOL DISTRICT

Wayne County Community College District, a Michigan constitutional body corporate and institution of higher education located in Detroit, Michigan ("WCCCD") and River Rouge School District, a Michigan public school district located in River Rouge, Michigan ("RRSD") enter into this Dual Enrollment Agreement ("Agreement") as of September 1, 2008 ("Effective Date").

WHEREAS, WCCCD and RRSD desire to work cooperatively to encourage eligible RRSD high school juniors and seniors to supplement their education by enrolling in college classes at WCCCD; and

WHEREAS, WCCCD and RRSD desire to describe in this Agreement their anticipated areas of cooperation and their respective responsibilities regarding RRSD high school seniors who are interested in enrolling in college classes at WCCCD.

THEREFORE, in consideration of the mutual covenants, promises and conditions contained in this Agreement, and for other good and valuable consideration, receipt of which is hereby acknowledged, WCCCD and RRSD agree as follows:

1. Term. The term of this Agreement will commence upon the Effective Date and terminate as provided in Paragraph 12.

2. Student Recruiting. RRSD will recruit eligible RRSD high school juniors and seniors who meet or exceed WCCCD admission standards for high school students, have a subject score of 19 or higher in reading and 19 or higher in writing on the ACT, have a cumulative High School GPA of 2.5, and are interested in enrolling in college classes at WCCCD. RRSD will provide a list of the eligible students, along with completed WCCCD Enrollment Applications for High School Students for each eligible student, to WCCCD no later than August 15th of each calendar year.

3. Admissions. WCCCD will, in its sole and absolute discretion, make all admissions decisions regarding RRSD students. RRSD students admitted to WCCCD pursuant to this Agreement ("Students") are only admitted for fall and winter semesters of their junior or senior year in high school.

4. WCCCD Courses. Students may enroll through WCCCD's regular registration process in no more than two college courses per semester. Students must enroll in either Fundamentals of Speech 101 or an elective course during the fall semester, and earn at least a 2.0 in each of their courses. Students that fail to earn at least a 2.0 in either course will be required to take that class again in order to continue taking courses at WCCCD. Students will attend their WCCCD courses even when RRSD is closed.

5. Releases. RRSD will provide WCCCD with signed releases, in a form approved by WCCCD, for each Student who is under 18 years of age.

6. Tuition, Fees and Books. RRSD will pay the lesser of the eligible charges for tuition, fees and book/course pack charges to WCCCD prior to the start of each semester. Refunds, withdrawals, and residency will be based upon WCCCD's rules and policies. WCCCD will accept and process RRSD payments made on behalf of Students.

7. Transportation and Parking. RRSD will provide transportation to and from WCCCD for Students to attend WCCCD courses. WCCCD will provide parking for RRSD vehicles used to transport Students.

8. Program Coordinators. RRSD will appoint a coordinator to assist Students in resolving issues relating to their WCCCD courses and WCCCD's coordinator of precollege programs will assist the RRSD coordinator in resolving any such issues. WCCCD will provide WCCCD's academic calendar to the RRSD coordinator.

9. Release of Transcripts. Upon receipt of valid Family Educational Rights and Privacy Act releases, WCCCD will provide Student transcripts to RRSD.

10. Student Grievances and Conduct. Students will comply with all WCCCD policies, rules, regulations, ordinances and conduct codes. WCCCD will use its own administrative process and procedures to address: (a) complaints or grievances relating to WCCCD's administration, faculty, staff, the Students, other students, classes, services or facilities: and (b) violations of WCCCD's policies, rules, regulations, ordinances and/or conduct codes.

11. Student Services. Students will have access to other WCCCD student services on the same basis as those services are available to other part-time WCCCD students.

12. Termination. Either party may terminate this Agreement, with or without cause, upon 30 calendar days' written notice to the other party. Students may complete those courses in which they are enrolled on the effective termination date.

13. Disputes. Disputes relating to this Agreement will be discussed by WCCCD Provost and RRSD's superintendent, or their designees, and settled amicably.

14. Indemnification. WCCCD and RRSD will defend, indemnify, and hold each other, and the other institution's trustees, officers, employees, students, volunteers, agents, representatives and designees, in both their official and personal capacities, harmless from and against any and all claims, demands, suits, damages, judgments, liabilities, losses and expenses, including without limitation property damage, personal or bodily injury to or dearth of any person, and reasonable attorneys' fees and expenses of litigation, to which one institution may become subject actually or allegedly arising out of or relating to : (a) any failure of the other institution to observe or perform any of the covenants, conditions, agreements or obligations observed or performed pursuant to this Agreement; and (b) any other act or omission of the other institution. Notwithstanding any provision in this Paragraph or this Agreement to the contrary, WCCCD's and RRSD's defense, indemnify and hold harmless obligations are subject to and limited in all respects by the Michigan State Governmental Tort Liability Act, as amended, and nothing in this Agreement is intended to or can be deemed a waiver of governmental immunity by WCCCD or RRSD. The obligations set forth in the Paragraph will survive expiration or termination of the Agreement.

15. Miscellaneous. Neither party may assign this Agreement without the other party's prior written consent. The invalidity or unenforceability of any term or provision of the Agreement will in no way affect the validity or enforceability of any other term or provision. A waiver by either party of any provision or breach of this Agreement will not waive any other provision or breach, nor will the same be deemed to be a waiver of any subsequent breach, either of the same provision or otherwise. Neither party will be liable for any losses or damages of any kind, nature or description caused by fire, water, accident, weather, riot, strike, act of God, acts of terrorism or any other cause beyond that party's control. The captions or headings in this Agreement are for convenience only and in no way define or limit the scope or intent of any term, clause, provision or paragraph. This Agreement amend the recitals contain the entire agreement between the parties, and will be binding upon the parties and their respective successors and assigns. No amendment to this Agreement will be effective unless it is in writing and signed by both parties' benefit of the parties, and neither party intends to create a benefit in favor of any other person, entity or third party. In the performance of their respective duties and obligations under this Agreement, the parties are each independent contractors and neither is a partner, joint venturer, employee or servant of the other, and each is responsible only for its own conduct.

16. Non-Discrimination. Each is separate responsible for compliance with all federal and state nondiscrimination laws, including without limitation the applicable sections of the Michigan Persons with Disabilities Civil Rights Act and the Elliot-Larsen Civil Rights Act.

17. Governing Law. Michigan Law will govern the validity, construction and performance of the Agreement.

18. Counterparts. This Agreement may be executed in counterparts.

WAYNE COUNTY COMMUNITY　　　**RIVER ROUGE SCHOOL**
COLLEGE DISTRICT　　　　　　　　**DISTRICT**

By: _____　　By: _____
　　Vice President for Academic　　　　　　Superintendent of the RRSD

Date: _____   Date: _____

Permissible Activity						
Transformation Model	**Present?**	**SIG Funded**	**Title 1 Funded**	**General Funds**	**Other**	**Comments**
Improve student transition from middle to high school	Yes					

The River Rouge New tech High International Academy will implement a comprehensive 8th grade transition program that will extend throughout the school year and summer. We will provide a Web 2.0 Boot Camp during the summer to help prepare 8th and 9th graders for academic and social success. The Web 2.0 Camp will teach students blackboard, power point, word, excel, podcast, and other Web 2.0 principles. All of the 8th graders will be transition to the high school after second semester to prepare them for NTH.

The NTH International Academy provides mentoring and tutoring to 8th and 9th graders. The District will use Title I – Supplemental Educational Services funds to provide struggling learners with additional tutorial intervention support in reading and literacy.

Permissible Activity						
Transformation Model	**Present?**	**SIG Funded**	**Title 1 Funded**	**General Funds**	**Other**	**Comments**
(in high school) Increase graduate rates through credit recovery and other strategies	Yes					

The River Rouge New Tech High International Academy will increase student graduation rates by providing the following types of interventions: credit recovery, Kaplan, Carnegie Math, Edge, e-2020, Michigan Virtual, project-based learning, standard-based assessments, and other authentic professional culture experiences. We have successfully implemented a comprehensive SES afterschool program that is supporting all of our 9th graders academically and socially.

The District will increase graduation rates through the following six basic content areas:

- Classroom-Based Learning Supports that personalize professional development.
- Support for Transitions by enhancing interventions for facilitating transitions.
- Home Engagement at School by reaching out to students and families regularly.
- Community Outreach to Engage Collaborative Support and strengthen students, families, schools and neighborhoods and enhance a sense of community.
- Crisis Assistance and Prevention to integrate response plans to ensure a safe and caring learning environment.
- Student and Family Assistance to enhance stakeholder awareness of programs and services.

Permissible Activity						
Transformation Model	**Present?**	**SIG Funded**	**Title 1 Funded**	**General Funds**	**Other**	**Comments**
Establish early warning systems to identify students at risk of failure or dropping out	Yes					

The River Rouge New Tech High International Academy has incorporated an Individualized Student Success Plan (ISSP) that highlights all of the strengths and areas of need that the student must receive personalized support in order to demonstrate improvement. The Superintendent in collaboration with a team of professional staff designed an ISSP Folder that will be incorporated within the CA-60. The School Improvement Team and Data Coach will identify students that are struggling academically, socially, and

emotionally. Teachers will use Student Advisories to help identify students in need of additional services and support. The staff will meet bi-weekly to identify the types of interventions that support student learning.

3. Increasing learning time and creating community-oriented schools

Required Activity						
Transformation Model	Present?	SIG Funded	Title 1 Funded	General Funds	Other	Comments
Establish schedules to provide increased learning time* -- using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for core academic subjects, other subjects, enrichment activities, teacher collaboration or PD	Yes					

The School Improvement Team continues to meet and to identify a comprehensive timeline that outlines all of the required interventions and strategies to implement a successful authentic model that address and provide increased learning time. The New Tech High International Academy has a system for providing students with the following learning supports:

- Enhancing regular classroom strategies to enable learning.
- Supporting transitions.
- Increasing home and school connections.
- Increasing community involvement and support.
- Responding to, and where feasible, preventing crises.
- Facilitating student and family access to effective services and assistance as needed.

The integrated continuum of intervention is designed to:

- Promote healthy development and prevent problems.
- Response as early after problem onset as is feasible.
- Provide for those whose serious, pervasive, and chronic problems require more intensive assistance and accommodation.

Learning supports are the resources, strategies, and practices that support physical, social, emotional, and intellectual supports intended to enable all students to have an equal opportunity for success at school by addressing barriers to and promoting engagement in learning. Just as efforts to enhance instruction emphasize well-delineated and integrated curriculum content, so must efforts to address external and internal factors that interfere with students engaging effectively with that curriculum.

Our students will receive additional learning time in Core Academic Subject Areas and a well Rounded Education (time on task) in the following manner through the implementation of this SIG Grant:

- One additional hour per week for the entire school year to attend Student Advisory.
- Two Hours of Core Subject Tutoring / Mentoring four times per week through SES a State Approved SES Providers.
- One Hour of all Core Subject Credit Recovery Before School 4 days per week.
- Two Hours of all Core Subject Credit Recovery After School 4 days per week.
- Two Hours of Core Subject Tutorial Support 4 Times per week.

- Two Six Weeks Summer Core Subject Credit Recovery Academies.
- Six Weeks Summer – Project Achieve 21st Century (21stCCLC) Program.
- *All Year – Project Achieve 21st Century (21st CCLC) Program.
- *All Year – Youth Support from Wayne Metro.
- *All Year – Youth Support from the Guidance Center.

* Please note that Project Achieve is a 21st Century CCLC Grant that is directly aligned to high school content expectations. The focus of the 21CCLC Grant is to expose students to Academics, Early College, Project-Based Learning, Fine Arts and Music, Sports and Recreation, Social/Emotional Counseling and Support, and Student Leadership.

Our Core Subject Teachers will receive the following opportunities to collaborate and learn together:

- 10 additional paid days per year for professional development and for planning time to collaborate and implement systemic change throughout this school improvement initiative.
- One additional Paid Hour per week to conduct Single Sex Student Advisories that focus on the 4C's: Careers, College, Community Service and Cultural Experiences.
- 8 Additional Professional Development Days for the purpose of looking at student data and examining effective classroom practices in core academic subject areas (Math, English, Science and Social Studies).

Stretch Learning

Stretch learning is the demonstration of rigorous and relevant learning beyond minimum requirements through participation and achievement in higher-level learning or specialized courses. Sample data indicators include: number of credits required to graduate, average number of credits earned at graduation, average number of college credits earned by high school graduation through dual enrollment, enrollment in Advanced Placement (AP) courses, scores on AP exams, and percentage of participating achieving a score or higher on a five-point scale, value of scholarships earned at graduation, and/or achievement of specialized certificates.

NTH International will prepare students for postsecondary learning and motivate students to higher levels of achievement. The expectation for all students is that they will strive to qualify to take college level courses during their high school career by having a minimum 2.5 GPA. Our certificate programs will bring together relevant instruction and student career aspirations in several fields. The *Advanced Studies Program* exists to encourage and support all students in their quest for college credits and challenging course work.

By 10th grade, each student must identify a career they will explore. Each student must complete 40 hours of community service upon graduation. Every student is required to complete an Educational Development Plan (e-Portfolio prior to graduation). NTH International*'s* Course of Study Guide will include a Checklist for College Planning. All students will be required to maintain a minimum 2.5 GPA. High school seniors will be required to write an English research paper on a career choice of interest.

NTH International will offer Credit Recovery Classes and other computer-based online learning opportunities. It will offer Summer school as an alternative way for students to receive extra credit. The optional extended-day/year program will consist of classes taught before and after school. Teachers will be required to conduct two 60-minute student tutorials each week. Students will be asked to demonstrate their learning in a variety of ways, by oral presentations, written documents, research papers, and exhibitions. Each student will be responsible for completing an e-*College Portfolio* upon graduation. Each student will also participate from an internship within the immediate community. Prior to graduation, students are to complete an autobiography to include in the e-College Portfolio.

NTH International will offer high school students the option to receive a minimum of 16 credits toward an Associate Degree prior to graduation. Students will be required to read 25 approved books upon graduation. College visits will be mandatory. The Academic Adviser will coordinate all visits to colleges and universities, set up tours, set up college fairs, and provide personal guidance to students on how to apply for college and complete financial aid forms successfully. NTH International will provide students with a non-traditional Block schedule that encourages deeper learning in core academic content areas.

Learner Engagement

Student engagement is the extent to which students (1) are motivated and committed to learning, (2) have a sense of belonging and accomplishment, and (3) have relationships with adults, peers, and parents who support learning. Sample data indicators include: student satisfactory surveys, dropout rate, attendance rate, graduation rate, tardiness rate, and/or disciplinary referrals.

Thinking and learning is the primary focus of NTH International. Each student must take responsibility for his/her own learning with the support of the entire staff. Student interaction among themselves and with their teachers will be meaningful and valued. Each year, NTH International will sponsor a Summer Bridge Learning Academy for new coming 9th graders with a Freshmen Orientation. All 9th graders will also be tutored and mentored throughout the year by juniors and seniors who participate in the dual enrollment program.

Staff will serve on site-based committees dealing with school improvement, technology, academy awards, national honor society, attendance, social courtesy, and long range planning. Students will be required to work things out in a respectful and adult-like manner. NTH International has a detailed set of student behavior expectations and consequences (positive behavior support) that are consistently enforced. The tutorial intervention system will be highly effective at motivating students to stay on task with their academic work. Student leadership will be fostered through opportunities for cooperative learning, exhibition, and project-based learning. Each senior will be required to complete an electronic Graduation Exhibition e-Portfolio.

NTH International will provide students with meaningful school-to-work experiences. The staff will conduct regular surveys of student engagement and connection. Students will be grouped in small "family" settings. Students will also have meaningful contact with a small number of staff members who are deeply committed to meeting their needs. Students will conduct student-led conferences two times per year. Inclusion and Co-teaching experiences will be used to expose students with special needs to the least restrictive environment.

NTH International will use data-driven decision making to get results. Administrators and teachers will monitor attendance, graduation rates, discipline, extracurricular participation, and parent and family involvement to monitor student progress. A variety of afterschool clubs will offer students many opportunities to get involved in the learning process and develop leadership skills. Students will have to complete a minimum of 40 hours of community service hours, must show involvement in school events, and show the ability to take advantage of the many opportunities offer in their immediate community by establishing a meaningful relationship with a significant adult.

Personal Skill Development

Personal skill development includes (1) measures of personal, social, service, and leadership skills and (2) demonstrations of positive behaviors and attitudes. Respect, responsibility, and perseverance are examples of skills or attributes that are included in this category. Sample data indicators include: percentage of students participating in service-learning opportunities, presence of students in leadership positions for clubs or sports, assessment of personal skills, such as time management, ability to plan and organize work, leadership, being a team players, and/or respect for diversity.

NTH International will create more opportunities for self-direction and student self-management of their own behavior. Our juniors and seniors will be expected to act as peer mentors to freshmen and sophomores

students. They will be required to complete a minimum of 40 hours of community service and a three weeks job internship, 12 credits in a post-secondary institution in order to graduate from the River Rouge School District. NTH International will offer common planning time for teachers to plan daily and weekly lessons together. Students will be responsible for developing good self-discipline, study habits and independent learning skills. Students will also be required to develop 21st century employability skills through a three weeks job embedded entrepreneurship paid internship in their junior year.

Students will be required to read, think, and write daily in their quick-write journals. Staff will survey students on an on-going basis. NTH International will also continue to offer students the opportunity to participate in leadership development through our Marines JROTC Program. NTH International will offer students other opportunities to build leadership skills through active participation in community service, service learning, mentoring, and volunteer work experiences. Students will learn responsibility, respect and tolerance, appreciation for diversity, intellectual curiosity, creativity, perseverance, and independence through character education experiences.

NTH International will teach students social skills expectations. Students will be responsible for saying "good morning," "please" and "thank you," open doors for adults, pick up litter in the floor, avoid dishonesty, and demonstrate responsibility. There will be a zero tolerance policy toward violence, graffiti and the use of drugs. Students will be encouraged to explore individual and/or small group learning experiences independently. Students will also be encouraged and supported in their efforts to develop youth leadership skills. A Superintendent Student Advisory Council will be established to help high school students guide the decisions being made by the Board of Education.

NTH International will teach students business etiquette skills. Students will be expected to learn to introduce themselves, speak with adults, maintain eye contact, and dress appropriately. They will also learn additional 21st century skills through situational leadership experiences. Seniors will be required to complete a post-high school plan and must write an exiting thesis. Student will be responsible for writing daily in their Quick-Write Journals in every class. A job shadowing experience will be introduced in the junior year. Students must keep weekly calendar/planner. They will be required to enroll in a thinking map/study skills course. The culture of NTH International will be centered-around individual students and their needs. A mentoring program component will be linked so that juniors and seniors who excel academically will be available to assist freshmen and sophomores' academically through tutorial support.

Required Activity						
Transformation Model	Present?	SIG Funded	Title 1 Funded	General Funds	Other	Comments
Provide ongoing mechanisms for family and community engagement	Yes					

The River Rouge New Tech High International Academy sponsors the following family and community engagement opportunities:

Community: school develops community partnerships for financial support, community service opportunities and participation in school projects.

Business: school develops business community partnerships for financial support, internship opportunities and participation in school projects.

The School Improvement Team will create a framework to reach school goals by addressing the following six types of involvement to improve school climate and student success: parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community.

The River Rouge New Tech High International Academy will implement the following comprehensive partnerships:

- Link partnerships to school improvement goals
- Focus on transitional years
- Promote early postsecondary planning
- Actively involve students
- Reach out to families in need
- Expand teacher's roles gradually

Families, schools, and communities all may benefit from carefully planned, well-implemented partnership activities. High school parents can influence student achievement by forming strong relationships with the school. Parents will use the Echo Portal to obtain the following information pertaining to their children. They can assist students with the following:

- Grades and Course Credits Completed
- Standardized Test Scores
- Attendance
- Behavior and school Preparedness
- Negative Relationships Between Family Involvement and Student Success

SCHOOL, FAMILY AND COMMUNITY PARTNERSHIPS
DATA DRIVEN DECISION MAKING PROCESS

PRACTICES IMPLEMENTED	DATA SOURCE / EVALUATION PROCESS
TYPE 1: PARENTING	
Help all families establish home environments to support students.	
Conduct workshops or provide information for parents on NTH technologies, child development, ECHO System, MME/ACT, PBS, Code of Conduct, Bullying, Internet usage, etc.	Keep attendance records, minutes, agendas workshop evaluations.
Produce information for families that is clear, usable, and linked to student success in schools (translations in Spanish when applicable).	Evidence of translated materials for bilingual parents.
Ask families information about youth goals, strengths, and talents.	Parent Surveys – 40 Developmental Assets.
Develop Individualized Student Success Plans (ISSS) together with parent and student input.	Evidence of ISSP for each student.
TYPE 2: COMMUNICATING	
Design effective forms of school-to-home and home-to-school communications about school programs and their children's progress.	
Conduct orientations and open houses throughout the year to keep the line of communication open to parents.	Will conduct an annual survey for families to share information and concerns about student needs, reactions to school programs, and satisfaction with their involvement in school and at home.
Conduct Student-Led- Parent Teacher Conferences were students lead the conference through their portfolios.	Evidence of Student Led Parent Teacher Conferences and student portfolios.
Provide clear information about the curriculum, state tests, school and student results, and report cards. Use the ECHO System to keep parents highly engaged in their child's life.	Evidence that parents are using the ECHO System weekly. Conduct a survey to gather data on how the ECHO System is helping parents to help their youth be successful.
Send home folders of student work weekly or monthly for parent review and comments.	Survey parents on the effectiveness of the student work folders.
TYPE 3: VOLUNTEERING	
Recruit and organize parent help and support.	
Recognize volunteers for their time and efforts.	Conduct annual surveys to identify interests, talents, and availability of parent volunteers to match their skills and talents with school and classroom needs.

Provide a parent or family room for volunteers and family members to meet and work, and to access resources about parenting, tutoring, and related topics.	Evidence of a Parent Resource Room that is highly utilized by parents / families.
Train volunteers so they use their time productively.	Evidence of a System for Evaluating Volunteerism in the school.
Provide various types of opportunities for students and parents to exercise leadership through business and industry partnerships, internships, mentorships, and volunteerism.	Survey business and industry to ensure an articulation of engagement. Evidence of student engaged in internships.

TYPE 4: LEARNING AT HOME

Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

Provide information to families on how to monitor and discuss schoolwork at home.	A homework policy.
Provide specific information to parents on how to assist students with skills that they need to improve.	Evidence of Skill-based learning workshops for parents throughout the year.
Provide information and ideas for families to talk with students about college, careers, and postsecondary plans.	College fairs that involve parents. Evidence of parental involvement in field trips to universities.
Assist families in helping students set academic goals and select courses and programs.	Evidence that parents have received training on how to assist their children in developing goals for success.

TYPE 5: DECISION MAKING

Include parents in school decisions, developing leaders and representatives.

Establish an effective PTA parent organization.	Evidence of a highly effective / well attended PTA group.
Have parents represented on school and district-level advisory council and committees.	Evidence of parental engagement in school and district level advisory council / committees.
Include parents and students in decision-making groups.	Evidence of parents engaged in decision-making experiences. Evaluations and parent surveys.
Continue to use ECHO as a formal social network to link all families and keep them engaged.	Evidence of ECHO being highly utilized by parents to assist their children.

TYPE 6: COLABORATING WITH THE COMMUNITY

Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Develop a resource directory for parents and students on community agencies, services, and programs.	Evidence of a Parent Resource Directory that identifies all types of services in the immediate community.
Involve families in locating and using community resources.	Participation of parents in the River Rouge / Guidance Center – PROMISE NEIGHBORHOOD GRANT.
Provide "one-stop shop" at the school for family services through partnerships of school, counseling, health, recreation, job training and other agencies.	Evidence of a one-stop-shop where parents are receiving services that are well coordinated.
Continue to offer afterschool programs and SES support for students with support from community businesses, agencies, and volunteers.	Evidence of parent involvement in our afterschool programs throughout the year. Involvement of parents in clubs, athletics, band, field trips, and other school related functions.

Permissible Activity						
Transformation Model	Present?	SIG Funded	Title 1 Funded	General Funds	Other	Comments
Partnering with parents and other organizations to create safe school environments that meet students' needs	Yes					

The School Improvement Team has identified a comprehensive plan to involve faith-based organizations and parent volunteers to support component of our positive behavior plan to promote a safe and healthy school environment.

The River Rouge New Tech High International Academy will implement the following comprehensive partnerships:

- Link partnerships to school improvement goals
- Focus on transitional years
- Promote early postsecondary planning
- Actively involve students
- Reach out to families in need
- Expand teacher's roles gradually

Permissible Activity						
Transformation Model	Present?	SIG Funded	Title 1 Funded	General Funds	Other	Comments
Extend or restructure the school day to add time for advisory periods to build relationships between students and staff*	Yes					

The School Day will be extended twice per week to allow for Student Advisories with a focus on the four C's: College Careers, Community Service and Cultural Experiences.

The River Rouge School District met with the School Improvement Team and identified a comprehensive timeline that outlines all of the required interventions and strategies required in order to have a successful authentic model that address and provide increased learning time. The New Tech High International Academy has a system for providing students with the following learning supports:

- Enhancing regular classroom strategies to enable learning.
- Supporting transitions.
- Increasing home and school connections.
- Increasing community involvement and support.
- Responding to, and where feasible, preventing crises.
- Facilitating student and family access to effective services and assistance as needed.

The integrated continuum of intervention is designed to:

- Promote healthy development and prevent problems.
- Response as early after problem onset as is feasible.
- Provide for those whose serious, pervasive, and chronic problems require more intensive assistance and accommodation.

Learning supports are the resources, strategies, and practices that support physical, social, emotional, and intellectual supports intended to enable all students to have an equal opportunity for success at school by addressing barriers to and promoting engagement in learning. Just as efforts to enhance instruction emphasize well-delineated and integrated curriculum content, so must efforts to address external and internal factors that interfere with students engaging effectively with that curriculum.

Our students will receive additional learning time in the following manner through the implementation of this SIG Grant:

- One additional hour per week for the entire school year to attend Student Advisory.
- Two Hours of Tutoring / Mentoring four times per week through SES a State Approved SES Providers.
- One Hour of Credit Recovery Before School 4 days per week.
- Two Hours of Credit Recovery After School 4 days per week.
- Two Hours of Tutorial Support 4 Times per week.

Permissible Activity						
Transformation Model	Present?	SIG Funded	Title 1 Funded	General Funds	Other	Comments
Improvement of school climate and discipline, for example, positive behavioral supports, anti-bullying	Yes					

A positive school climate where our students and adults know each other well and where adults express care and concern for students' well-being, intellectual growth, and educational success is a key motivational element in the learning process for adolescents. The New Tech High International Transformation Model incorporates the following solutions to the problem of autonomy:

- Small Learning Community
- Small Class Size
- Integrated Classes
- Project-Based Learning
- Student Advisories
- Positive Behavior Support
- Individualized Student Success Plan
- Extended Block Schedule
- Catch-Up Courses (Credit Recovery) in Reading and Math
- Freshman Seminar

Transitions are most effective when the new environment and personnel are responsive to each particular age group and to the stakeholders most affected by the changes. The goals and strategies outlined in the NTH International Academy Positive Behavior Support suggest a transition plan that is designed to help students be successful and better prepared to meet the challenges of the future. Paying attention to the transition of students as they progress through the different grade levels is even more important in today's schooling environment because of the diverse populations that represent many cultures and ethnic groups.

Parents and teachers will continue to collaborate to create positive, ongoing and effective initiatives for students transitioning from middle school to high school. During these years, students need to have a sense of belonging to a group. They need initiatives that introduce them to peers with a safety net when encounter higher academic standards and social and emotional issues. Our positive and effective initiative will successfully result in more academic rigor, increased graduation rates, reduced dropout rates and improved relationships for more students.

With support from the school principal, teachers must:

- Build relationships among transitioning students, parents, older peers, teachers and key school personnel.
- Prepare students for transitioning to the next grade level, career and work.
- Develop transition programs and a variety of activities that meet the social and emotional needs of the students.
- Develop vertical alignment planning for middle school, high school , college, universities and district level personnel.

- Develop and implement a plan to meet the challenges facing the RRSD.

Professional Culture and Trust and Responsibility: Staff will create a professional climate based upon trust, respect and responsibility to develop a positive culture.

Individualized Student Success Plan: Each teacher is responsible for completing an ISSP Plan for every student who is struggling in school and learning.

Classroom Learning Environment: Classrooms are large enough and organized to support team teaching in a technology-rich environment.

Dedicate staff: Teachers and principals are full-time employees of the school and will not have their assignments divided with other schools.

Student Advisories: Teachers are assigned 15 students per year to support them in the 4 C's – College, Careers, Community Service and Cultural Experience.

WCRESA received a $ 6 Million US ED's OSDFS FY 2010 Safe & Supportive Schools Grant Award and the MDE Coordinated School Health & Safety Unit to support Michigan's low-achieving schools. In particular the focus will help our school in addressing the needs of students at risk of educational failure. These two grants will help us with the development of a comprehensive measurement system and the effective implementation of a research-based intervention system aimed in supporting our students. We plan to use the funds to support anti-bullying / violence, staff/student relations and mental health support for our school.

Permissible Activity						
Transformation Model	Present?	SIG Funded	Title 1 Funded	General Funds	Other	Comments
Offer full-day kindergarten or pre-kindergarten	Yes					

The District is committed in expanding the day for every student by providing credit recovery options before, after school, Saturdays and throughout the summer. The district will provide two Full Day GSRP – Preschool Classrooms and Three Full Day Kindergarten Classrooms.

4. Providing operational flexibility and sustained support

Required Activity						
Transformation Model	Present?	SIG Funded	Title 1 Funded	General Funds	Other	Comments
Give the school sufficient operational flexibility (staffing, calendar /time/budgeting) to implement comprehensive approach*	Yes					

Staffing Autonomy: school principal and teachers have significant autonomy from involuntary or undesirable transfers from other schools. Hiring and assessment procedures must reflect the specific requirements of the model.

The School Improvement Team and Principal have all sufficient operational flexibility to implement the New Tech High International Transitional Model and improve student learning.

A Comprehensive Professional Development Calendar has been developed in collaboration with the School improvement Team for the 2010-2011 school year. The 2010-2011 High School Course Schedule allows for sustained opportunities for growth.

River Rouge High Tech High International Academy
9th Grade Schedule
Revised 7/21/10

Teacher	Block 1 8:00-9:48 108 Min	Block2 9:52-11:40 108 Min	Period 5 Elective 11:44-12:32 48 Min	Period 5 Lunch 12:36-1:11 35 Min	Block 3 1:15-3:03 108 Min
LaForest	BioLit	BioLit	Prep	Lunch	BioLit
McDonalds	BioLit	BioLit	Prep	Lunch	BioLit
Konaska	Applied Math Alg 1	Applied Math Alg 1	Prep	Lunch	Applied Math Alg 1
Dawn Vaughn Math Co-Teaching	Applied Math Alg 1	Applied Math Alg 1	Prep	Lunch	Applied Math Alg 1
Horvath	Global Studies Cultural Studies	Global Studies Cultural Studies	Prep	Lunch	Global Studies Cultural Studies
Kim Boyd	Global Studies WH	Global Studies WH	Prep	Lunch	Global Studies WH

River Rouge High Tech High International Academy
10th Grade Schedule

Teacher	Block 1 8:00-9:48 108 Min	Block2 9:52-11:40 108 Min	Period 5 Elective 11:44-12:19 35 Min	Period 5 Lunch 12:23-1:11 48 Min	Block 3 1:15-3:03 108 Min
VanAuken	American Studies Eng	American Studies Eng	Lunch	Prep	American Studies Eng
Hubbard	American Studies AH	American Studies AH	Lunch	Prep	American Studies AH
Jonathan Scharf	Applied Math Geom	Applied Math Geom	Lunch	Prep	Applied Math Geom
Kohn Math Co-Teaching	Applied Math Geom	Applied Math Geom	Lunch	Prep	Applied Math Geom
Bramble Chem	Chem Tech	Chem Tech	Lunch	Prep	Chem Tech
Hall Chem Tech	Chem Tech Graphics	Chem Tech Graphics	Lunch	Prep	Chem Tech Graphics

80/10 Plan
9th and 10th Grade schedule

	Fall Term 90 Days	Middle Term 5 Days	Spring Term 90 Days	Final Term 5 days
Block 1 108 Min 8:00-9:48	Course 1	Electives, Community Service, Tutorial Support, Credit Recovery	Course 5	Electives, Community Service, Tutorial Support, Credit Recovery
Block 2 108 Min	Course 2		Course 6	

9:52-11:40		**Staff Dev**		**Staff Dev**
Period 5 **48 Elective** **+** **35 Lunch** **11:44-1:11**	**Course 3** **&** **Lunch**	**Course 3** **&** **Lunch**	**Course 3** **&** **Lunch**	**Course 3** **&** **Lunch**
Block 3 **108 Min** **1:15-3:03**	**Course 4**	**Electives, Community Service, Tutorial Support, Credit Recovery** **Staff Dev**	**Course 7**	**Electives, Community Service, Tutorial Support, Credit Recovery** **Staff Dev**

River Rouge Middle College High School Academy
11th-12th Grade Schedule

Teacher	Advisory 20 Min 8:00-8:20	Period 1 56 Min 8:20-9:16	Period 2 56 Min 9:21-10:17	Period 3 56 Min 10:22-11:18	Lunch 35 Min 11:23-11:58	Period 5 56 Min 12:03-12:59	Period 6 56 Min 1:04-2:00	Period 7 58 Min 2:05-3:03
Eric Rivers ELA	Advis	Prep	Eng 12	Eng 12	Lunch	Eng 11	Eng 11	Year book 12
Vacancy Math	Advis	Alg 2 11	Prep	Alg 2 11	Lunch	Math Models 12	Math Models 12	e-2020 Math Lab 11/12
Kocbus	Advis	US Gov 12	Psych 11	Prep	Lunch	Psych 11	US Gov 12	e-2020 Lab 11/12
Brian Shinn Science	Advis	Earth Science 11	Conceptual Physics 12	Earth Science 11	Lunch	Conceptual Physics 12	Prep	e-2020 Science Lab 11/12
Simons	Advis	Alg 2 Co-Teach	Eng Co-Teach	Eng Co-Teach	Lunch	Concept Physics Co-Teach	US Gov Co-Teach	Prep
		Prep 35 12th	**Prep 35 11th**	**Prep 35 12th**			**Prep 35 11th**	

Required Activity						
Transformation **Model**	**Present?**	**SIG Funded**	**Title 1 Funded**	**General Funds**	**Other**	**Comments**
Ensure that school receives ongoing intensive Technical Assistance from LEA, SEA, or	Yes					

turnaround organization						

The River Rouge New Tech High International Academy will continue to receive Technical Assistance from the Central Office, Wayne County RESA and the Principal Fellowship through our SIG funds. The New Tech Network Curriculum Coaches and the school's Data Coach will provide quality technical assistance to the staff to ensure that data informs instruction and that students are supported throughout the learning process.

The Principal Fellowship, Data Coach, WRESA Literacy Coaches, MDE technical Support, and New Tech Network Coaches will collaborate with the School Improvement Team to ensure that teachers receive quality professional development, coaching support, mentoring, and other technical assistance to improve student learning and achievement.

Permissible Activity						
Transformation Model	**Present?**	**SIG Funded**	**Title 1 Funded**	**General Funds**	**Other**	**Comments**
Allow the school to run under new governance in LEA or SEA*	Yes					

The River Rouge New Tech High International Academy will continue to receive Technical Assistance from the Central Office, Wayne County RESA and the Principal Fellowship. The New Tech Network Curriculum Coaches and the school's Data Coach will provide quality technical assistance to the staff to ensure that data informs instruction and that students are supported throughout the learning process.

Permissible Activity						
Transformation Model	**Present?**	**SIG Funded**	**Title 1 Funded**	**General Funds**	**Other**	**Comments**
Implement weighted per-pupil school-based budget formula based on student needs	Yes					

The budget was reconfigured to address a per pupil school-based budget formula that was weighted based on student need and District Student Data. Our Director of Business and Finance, the Superintendent, and the Executive Director of State and Federal Projects have met throughout the summer to ensure that this process is was handled effectively.

The School is committed to spending $4,000 per student / per year for three years from the SIG Funds to support student achievement. The $4,000 per student will be used to support the following initiatives:

- Adoption of the New Tech Network – NTH Reform Initiative
- Michigan Fellowship Institute
- Academic Student Activities (ACT Prep, Work Keys, etc.)
- Kaplan
- Michigan Virtual
- Red River Productions
- Clubs
- Extended Learning Time
- Title I Math Teacher
- Title I Reading Teacher
- Field Trips
- Service Learning Facilitator
- Performance-Based Teacher Financial Incentives

- Professional Development
- Student Advisory Teacher Extended Day Pay
- E-2020 licenses
- Graduation Coaches
- Galileo Teacher Leadership Institute
- RTI
- School Improvement Coach
- Individualized Student Success Plan
- Substitutes Services for Professional Development
- 4 Computer Labs
- Student Audio Response System
- Harvard Institute for the Principal
- Parent Liaison
- Parental Involvement
- Indirect Cost

B3. For each Tier I and II school in this application, the LEA must describe actions taken, or those that will be taken, to design and implement interventions consistent with the final requirements

Actions Taken:

The River Rouge New Tech High International Academy has been in communication with the MEA / RREA since January 2010 regarding the New Tech High International Transformation Model. The School Board took board action to adopt a Board Resolution to implement P.A. 112, Section 15 of PERA which prohibits collective bargaining over: (h) Decisions concerning use of experimental or pilot programs and staffing of experimental or pilot programs and decisions concerning use of technology to deliver educational programs and services and staffing to provide the technology, or the impact of these decisions on individual employees or the bargaining unit.

Under this law, our district has the right to implement an experimental program without bargaining. This includes the following modifications:

- Extend the scope of responsibilities for our teachers (student/teacher contact time, hall and dismissal duties, calls to parents regarding attendance, behavior and poor academic issues)
- Extended the day and school year
- Implement a new 21st Century Reform Design – New Technology High International academy in collaboration with the New Tech Network
- Create meaningful opportunities for teachers to interface and collaborate with other teachers, administrators, community, and students
- Provide required on-going professional development (create a purposeful learning community of teachers)
- Develop a comprehensive evaluation process for monitoring staff in the delivery of the program design
- Develop project-based lesson planning and delivery structure
- Establish an inclusive learning environment where thrust and respect is valued
- Develop an alternative schedule that serves the needs of our diverse student population

The River Rouge Board of education has give the Superintendent and School Principal the authority to transform the River Rouge Middle College High School Academy into the River Rouge New Tech High International Academy in collaboration with the New Tech Network.

The MEA/RREA received a copy of the New Tech High Planning for the 2010 implementation timeline, Planning application (submitted on Thursday, January 14, 2010) letter from Thrun Law Firm, and the New Tech High International Dropout Prevention Experimental Program. The MEA/RREA has been quite supportive of the New Tech High International Model.

Select external providers from the state's list of preferred providers

Actions Taken:
The River Rouge New Tech High International Academy has selected the following providers to support our New Tech High International Model.

Wayne County RESA –Tier II & III
New Tech Network Tier II
AdvancED Tier II
College Board Tier II
Michigan Principals Fellowship – Michigan State University Tier II
WAY Program – Tier III

Align other resources with interventions

Actions to be Taken:
Professional Development
Our commitment is to the full implementation of the NTH International Transformation Model. We have begun to craft our comprehensive plan for the next five years as we successfully transition into a World-Class Learning System. We have allocated the funding necessary to provide our teachers with the time, finances and logistical support needed to become fully competent in new instructional and assessment practices, use of 21st Century technology, and in supporting the school culture.

Staffing
During the Month of July 2009, the District posted and hired the New Tech High Principal. We are currently under contract with the MEA/RREA Association. The team understands that we must work together to accomplish greatness.

Facilities
The River Rouge High Tech High International Academy will be housed in the RRHS Building. The building is equipped with all of the technology necessary and wireless capacity to implement integrated PBL classes. If modifications are necessary, we are open to make them as needed.

Student Recruitment
The District has allocated $50,000 for a marketing campaign to promote the District. We are an Open Enrollment District. This means that we can attract students through an application process that reside in Wayne County, Michigan. The District uses the following strategies to attract students to the District: radio, television commercials, flyers, postcards, posters, newsletters, newspaper advertisement, theater commercials, cable, door to door canvassing.

Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively

Actions Taken and Actions to be Taken:
The River Rouge School District has been in communication with the MEA / RREA since January 2010 regarding the New Tech High International Transformation Model. The School Board took board

action to adopt a Board Resolution to implement P.A. 112, Section 15 of PERA which prohibits collective bargaining over: (h) Decisions concerning use of experimental or pilot programs and staffing of experimental or pilot programs and decisions concerning use of technology to deliver educational programs and services and staffing to provide the technology, or the impact of these decisions on individual employees or the bargaining unit.

The Administration and School Board will modify any practices or policies to enable the River Rouge New Tech High International Academy to be successful.

Sustain the reforms after the funding period ends

Actions to be Taken:
The River Rouge New Tech High International Transformation Model has been designed to build capacity and yield results. The intervention model aims in developing a comprehensive strategic plan that improves the quality of education for all of our students. The District is committed to the successful implementation of this intervention model years after the funding being provided has been depleted.

The proposed intervention model will continue to build capacity through education, orientations, professional development, parent information center, and community outreach strategies. This commitment is the on-going focus of our work. We will develop a sustainability plan for this intervention model shaped by creative vision with strong result-oriented mentally. We will align all services provided, explore strategic financing opportunities, mark adaptations as needed, expand upon our broad based of community support, champion excellence, develop effective internal monitoring systems, and ensure that the sustainability plan is kept at the fore front of our work. Our Plan for the next five years is ambitious but desperately needed.

RIVER ROUGE NEW TECH HIGH INTERNATIONAL ACADEMY

High Priority High School Plan River Rouge New Tech High International Academy
HIGH PRIORITY FOCUS AREAS

Leadership:

9. The School Improvement Team in collaboration with WRESA has created a School Improvement Plan that address achievement in our Title I high school. The plan includes areas of strengths and weaknesses, strategies outlining what will be done to rectify problems, set urgency, establish accountability measures, and the follow-through monitoring system that will be created to get results.
10. The Principal created a School Improvement Team that met throughout the Summer of 2010 to plan the Academic Direction for the high school for 2010-2011 school year.
11. Teachers who were strategically selected to participate as members of the School improvement Team have made themselves accessible throughout the Summer of 2010 to complete the mandatory Title I Transition Plan.
12. The Principal will submit quarterly progress checks / evaluation reports to the Superintendent throughout the year until the school meets AYP for two consecutive years.
13. The School Improvement Team will submit a Comprehensive School Improvement Plan with special focus in areas of MME/ACT reading, writing, and mathematics, science and social studies, no later than September 15, 2011.
14. The School Improvement Team will submit a PDCA Instructional Calendar highlighting the non-negotiable MME/ACT Power Standards that will be re-taught to low-performing students to ensure proficiency. WRESA will assist with this process.
15. The School Improvement Team will submit a copy of standardized academic forms that outline the names of low-performing students and the types of services that will be provided by the school to address academic, social and emotional development of our students by September 30, 2011.
16. The Director of Project Achieve in collaboration with teachers will be responsible for completing a Student Success Plan for every low performing student that has been targeted for academic, behavioral or social support by October 31, 2011. This is mandatory until the high school meets AYP for two consecutive years. Teachers will be responsible for following the plan.
17. The Principal will submit a budgetary plan of how the school will reallocate Title I funds to support the education of low-performing students.
18. The school Principal will continue to attend all Principal Balanced-Leadership Training sessions.
19. The Principal will continue to develop her role as the instructional leader through High Priority Targeted Services provided by WRESA.
20. WRESA will ensure that the Principal is assigned the same Principal Coach that she had for the 2011-2012 school year. She will meet with his coach on a monthly basis to develop her executive leadership and instructional leadership skills.
21. The Director of Title I / Curriculum will ensure that the Principal is enforcing the student code of conduct and the staff is implementing a successful Positive Behavioral Support Program.

22. The Director of Title I / Curriculum will ensure that the Principal identify marginal teachers in need of professional development, provide support, and be ready to use the District's teacher appraisal process to remove all incompetent and marginal teachers that contribute to the failure of our students.
23. The Principal will provide leadership in the high school community by building and maintaining a vision, direction, and focus for student achievement.
24. Teachers will provide the leadership essential to the success of reform, collaborating with others in the educational community to redefine the role of the teacher and to identify sources of support for that redefined role.

Measurable Goals:

25. The School Improvement Team has set long-range school-wide goal of 85% student proficiency in reading, writing, math, science, and social studies achievement on the MME/ACT tests.
26. The School Improvement Team will tie long-range academic goals to state grade level high school content expectations.
27. The District will set annual measurable-district-wide non-negotiable Power Standards / targets for reading, math, science and social studies improvement.
28. The Principal will conduct a School Improvement Team retreat to identify priorities, align the budget and resources, modify instructional practices, and outline a blueprint for academic success for the school. Plan a biweekly yearly calendar that highlights all dates that the School Improvement Team will meet to plan for success.
29. The School Improvement Team will ensure that all low-performing students have an Individual Student Success Plan that is active and used by teachers to help low-performing student succeed.

Accountability System:

30. The Principal will ensure that teachers are teaching the District's Standards-Based Curriculum developed as it is required.
31. The Superintendent will ensure that the tools, procedures, and criteria used to evaluate teachers and support staff will be aligned so that the attainment of student achievement goals is part of the evaluation process.
32. WRESA will conduct a sequence alignment and full implementation of the District's Science and Social Studies Curriculum.
33. Teachers will be available to implement cross-age tutoring, peer mentoring, leadership development, student advisories, and other school-wide behavior interventions such as Positive Behavior Support.
34. Teachers will be available to supervise students during hall passing time by being outside their doors and taking time to assist the administration with supporting a positive school culture.
35. Teachers are responsible for walking their students out of the building and being available after school to dismiss students and meet with parents.
36. The Principal will develop a Classroom Observation / Walkthrough Yearly Calendar outlining the time the Principal and District administration will spend in actual classrooms observing the delivery of quality instruction.
37. The School Principal will be required to be visible in classrooms, accessible to staff, and supportive to students, staff and the parent community at all times.

Alignment of Programs and Activities with State Standards:

38. The School Improvement Team will create an inventory of all instructional approaches, materials, and programs used to teach reading, writing, mathematics, social studies and science.
39. The Central Office will eliminate school activities that do not match up with state high school content expectations.
40. The District will use Professional Development Funds to support additional common planning time for teachers to plan by grade and/or subject areas taught.
41. Teachers will have the opportunity to tutor low-performing students for an hour / two times per week until the high school meets AYP for two consecutive years.
42. All staff will provide 10 at-risk students with Distributed Counseling throughout the year until the high school meets AYP for two consecutive years.
43. The school will ensure limited interruptions and pull out services during the school day.
44. Teachers will ensure that all students understand the format, and expectations of the ACT/MEAP tests.
45. The Principal will ensure that all teachers address MME/ACT standards.
46. The Principal will ensure that core teachers have the materials and supplies needed to prepare students for the MME/ACT tests.
47. Teachers and the Administration will develop 90-Day Plans, Quizzes, Mid-Term-Exam, and Final Exam.
48. The District will identify a set of essential learning – in literature and language, writing, mathematics, social studies, science, and the arts – in which students must demonstrate achievement in order to graduate.
49. The District will integrate the school's curriculum to the extent possible and emphasize depth over breath of coverage.
50. The content of the curriculum will be connected to real life applications of knowledge and skills to help students link their education to the future.
51. The high school will promote service learning programs and student leadership activities as integral to an education in River Rouge.
52. Teachers will design high-quality work and teach in ways that engage students, cause them to persist, and, when the work is successfully completed, result in their satisfaction and their acquisition of knowledge, critical-thinking and problem-solving skills, and other abilities valued by society.
53. Teachers will know and be able to use a variety of strategies and settings that identify and accommodate individual learning styles and engage students.
54. Each high school teacher will have a broad base of academic knowledge with depth in at least one subject area.
55. Teachers will be adept at acting as coaches and facilitators to promote more active involvement of students in their own learning.
56. Teachers will integrate assessment into instruction so that assessment is accomplished using a variety of methods and does not merely measure students, but becomes part of the learning process.
57. The District will develop a strategic plan to make technology integral to curriculum, instruction, and assessment, accommodating different learning styles and helping teachers to individualize and improve the learning process.

Standardizing District-Wide Instructional Strategies and Curriculum:

58. The District will launch a new strategic campaign to boost reading and writing improvement at the local level through Project Edge.
59. The Principal will purchase supplemental materials to fill gaps and address non-negotiable Power Standards.
60. Every teacher will ensure that every student has a thinking map journal and writes daily.
61. The Principal will ensure that teachers are using MME/ACT writing prompts to model good writing skills.

Delivery of Instruction:
62. The Principal will ensure that teachers are teaching students test-taking skills.
63. Teachers will ensure that every student has and uses a 'Thinking Maps' journal daily.
64. The Principal will ensure that teachers teach test taking skills and prepare students for the new 2011-12 MME/ACT testing process.
65. The Principal will ensure that teachers teach the non-negotiable Power Standards to all low-performing students.
66. The School Improvement Team will ensure that teachers deconstruct the Power Standards and develop student-friendly language to support mastery of the non-negotiable power standards.
67. Teachers will ensure appropriate intervention strategies are in place to support student achievement (MME/ACT Online courses, Advanced Placement, Dual Enrollment, etc.).
68. The School Improvement Team will ensure that all subgroups (ELL, Special Education, at-risk) students are taught the same rigorous standards and are provided with the appropriate accommodations to be successful on standardized assessments.

Assessment:
69. The School Improvement Team will ensure that teachers use Class A math and reading quarterly assessments effectively to improve instruction in math and ELA.
70. The Principal will ensure that teachers are using MME/ACT writing prompts to develop common assessments and to use as a diagnostic tool for instruction.
71. The Principal will ensure that teachers use MME/ACT rubrics to inform instruction.

Monitoring Instruction:
72. The Principal will conduct daily walkthroughs, formal observations, and provide teachers with positive feedback.
73. The Principal will be required to submit a Walkthrough Log to verify the monitoring of instruction and classroom observations by then of every month. A final report is due to the Superintendent by April 30, 2012.
74. The Principal will use reflective inquiry questions to change teacher practice.
75. The Principal will use Courageous Conversations with teachers to address low expectations that robe minority students from academic success.
76. The Principal will use Courageous Conversations around the topic of race and class.
77. Teachers are responsible for monitoring student learning and ensuring that all students learn the non-negotiable power standards required for mastery.

Personalizing the School Environment:
78. Each at-risk student will have a Individualized Student Success Plan that will be reviewed often to ensure that the high school takes individual needs into consideration and to allow students, within reasonable parameters, to design their own methods for learning in an effort to meet high standards.
79. Every high school student will have a Personal Adult Advocate to help him or her personalize the educational experience.
80. Teachers will convey a sense of caring to their students so that students feel that their teachers share a stake in their learning.
81. The high school will develop flexible scheduling and student grouping patterns that allow better use of time in order to meet the individual needs of students to ensure academic success.
82. The high school will engage students' families as partners in the students' education.
83. The District, in conjunction with agencies in the community, will help coordinate the delivery of physical and mental health and social services for youth.

Scheduling:
84. The Principal in collaboration with teachers will ensure the scheduling of common planning time for our teachers.
85. Teachers will use common planning time effectively to inform instruction.
86. The Principal with the Superintendent will ensure appropriate staffing needs to address student achievement.
87. The Principal will ensure time for teachers to receive coaching, mentoring, and other types of support needed.
88. Teachers will be receptive to all types of professional development activities (coaching, mentoring, etc.)

Professional Development of Staff:
89. The Principal will ensure that teachers are deconstructing MME/ACT Power Standards for each core areas.
90. The Principal and all teachers will create inclusive communities where students thrive academically, socially and emotionally.
91. The Principal will allow teachers and support staff to attend required professional development inservices sponsored at WRESA.
92. All teachers are required to have a yearly Individual Development Plan that is monitored by the Principal and Central Office to support teacher leadership development based on teacher instructional delivery needs and District requirements. Each administrator will follow the Teacher Performance Appraisal process negotiated under the current contract.
93. The Principal will ensure that teachers are receiving training in the following areas: thinking maps, writer's workshop, math/reading Class A Quarterlies, differentiated instruction, deconstructing Power Standards, etc.
94. Teachers will be responsible for the successful implementation of thinking maps, writer's workshop, Class A, differentiation strategies (rti), web 2.0 technology tools, inclusion, and deconstructing Powers Standards.
95. The Principal will ensure common planning time for teachers by subject areas.

Data Monitoring System:
96. The School Improvement Team will commit and model data-driven decision making, collaboration and teamwork in collaboration with WRESA High Priority Targeted Services Team.
97. Teachers will develop and use Class A – Quarterly Assessment System to closely align State standards to daily instruction.
98. The School Improvement Team will disaggregate MME/ACT test data to improve instruction.
99. The School Improvement Team will implement a process for using data to improve and inform instruction and student learning.
100. Teachers will deeply align common assessments to inform instructional decisions.
101. Teachers are responsible for monitor student attendance data, student behavioral data, GPA data, grades data, achievement data, classroom observations, and other form of data that impact student achievement. After three consecutive absences teachers are required to contact the parent by phone and letter.

School Reform Initiatives:
102. The Principal and School Improvement Team must establish a state of urgency for improving student achievement throughout the school.
103. The School Improvement Team will ensure that all teachers are targeting additional resources to support the education of low-performing students.
104. The Principal and the School Improvement Team will assign veteran teachers to teach low-performing students.
105. Teachers will use Online Learning and other instructional programs to address the areas of deficiency in reading and mathematics.
106. Teachers will be responsible for referring at-risk youth to Project Achieve - after-school and summer school opportunities.
107. Teachers are responsible for regrouping students through flexible grouping and differentiation.
108. Teachers are responsible for the education of special needs students through Co-teaching, Inclusion and the Least Restrictive environment.
109. Teachers will identify students that will be scheduled for additional tutorial support in core academic subject areas. This Global Core Intervention Support Room will be made available for students identified as not mastering the non-negotiable power standards.
110. Teachers will continue to work closely with WRESA Instructional/Curriculum School Consultants in the process of school improvement and Instructional Leadership.
111. Highly qualified veteran teachers will be assigned to teach underperforming students.
112. Veteran reading teachers will be assigned to serve the lowest reading groups.
113. Core Subject teachers will be responsible for tutoring their low-performing students after school for one hour two times per week.
114. The School Improvement Team will assign all Title I support to inform instruction.
115. The District will build partnerships with institutions of higher education to provide teachers and administrators at both levels with ideas and opportunities to enhance the education, performance, and evaluation of educators.

Targeted Services / Classroom Support:
116. The School Improvement Team will use result-based adjustments / techniques to support flexible use of time, teacher attention, materials, and student grouping to deepen student understanding.
117. The District will conduct content-focused professional development to support the effective use of data to inform instruction.

Student Support Services:
118. Teachers will ensure the delivery of a rigorous and relevant quality before, during, and after-school program for low-performing students.
119. Selected teachers will teach a six weeks course in our Summer Learning Academy to prepare low-performing students for success on the MME/ACT.
120. Teachers are responsible for ensuring that every low-performing student has an active Student Success Plan on file.

Positive Learning Culture:
121. Teachers are responsible for creating inclusive communities that support student learning.
122. The School Improvement Team will create an Annenberg 'Critical Friends' Group that will meet monthly to review their instructional practice and student work during the 2010-11 school year with WRESA Support.
123. The School Improvement Team will involve all teachers in establishing a meaningful Purposeful Community that uses data to make instructional decisions.
124. Teachers will show evidence of collective efficacy and agreed-upon processes of teamwork and collaboration.

Addressing Barriers to Learning:
125. Every teacher is responsible for ensuring that there are systems in place to support students at-risk of failing academically due to high absenteeism, severe behavioral problems, poor social skills, and high mobility.
126. Teachers will hold courageous conversations with regarding low expectations that rob minority students from a quality education.
127. The Principal will ensure that teachers attend the required professional development to improve their craft.
128. The Principal will ensure that teachers receive the support necessary to know, teach, and assess state standards effectively.
129. The School Improvement Team will develop a school attendance policy with procedures, rewards and consequences.
130. The School Improvement Team will develop a successful Multi-Tier Resource Coordinated Team Process that is responsive to student needs.
131. All teachers will implement a successful Positive Behavior Support program that is responsive to student needs.

B4. Include a timeline delineating the steps to be taken to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application.

The high school principal will not be required to be replaced. She has served in this capacity less than two years.

Time	Activity
December 2009	District formed a working group to investigate and visit NTHS. District signaled interest to implement New Tech High School.
January 2010	District submitted a Letter of Interest to NTN and identified a District Project Manager. NTN invited the district to complete the Planning Application. NTN accepted the Planning Application and assisted the district to begin the Master Plan.
February 2010	NTN Site Visit to Community to assess commitment, readiness and capacity to implement was conducted. Master Planning continued: facilities (building, classroom learning environments), staffing, technology purchases and bandwidth capacity, fundraising, business partnerships, higher education partnerships, marketing and public relations plan. Planning required others in the school community to visit a NTHS site. District and NTN sign Agreement. District completed the Master Plan for review. Principal attended the 4-Day Principal Residency. Principal presented the Launch Plan back to district and community team.
March 2010	Teaching staff was hired, technology ordered, facilities work plan started. 2-Day Staff Shadowing experience at a NTN designated NTHS.
April 2010	NTN coach was assigned to new site and followed progress of site Launch Plan.
May 2010	Technology was installed and reconfigured.
June 2010	Orient and collaborate with school and central office staff on the School Improvement Grant (SIG). Review and analyze multiple sources of student data, technology data, perception data, curriculum data and school improvement plans to identify needs. Continue collaboration with staff to research best practices in behavior, transforming the building culture, math, English language arts (ELA) and an effective Response to Intervention (RtI) model. Determine grant writing team (SIG). Collaborate with staff strategies to include in the SIG. All staff of new site attended a 5 day summer New School Training. Additional staff attended a 2- day training on how to develop PBL Lessons. Set Year 1 calendar dates in conjunction with stakeholders and external providers. SIG Team Planning and Grant Writing.
July 2010	District supported instruction / curriculum development for staff. Teachers have been working together throughout the summer of 2010 designing and developing project-based integrated lesson/units. Begin planning professional development that will have a positive impact on student achievement and attitudes toward learning. Develop job descriptions and responsibilities for each job description for SIG.
August 2010	Coach will visit new site to work with staff to prepare for opening of school. Roll out of First Integrated Project. Data coach will provide direct services to students and teachers. SIG Team Planning and Grant Writing.
September 2010	Develop plans for HSCE review according to our data. Plan and create goals, in conjunction with external providers from NTH, for development and/or updating of curriculum guides, course descriptions, pre-post testing, and other formative/summative assessments. Conduct ongoing facilitation of Learning Team. SIG Team Planning and Grant Writing.
October 2010	SIG Team Planning and Grant Writing. Administer the MEAP for 9th Graders. Provide job-embedded individualized professional development for all staff. Purchase technology materials and begin implementation of NTH technology

	plan. Conduct Smart Board Training for all teachers.
November 2010	SIG Team Planning and Grant Writing. Conduct ongoing curriculum review and walkthroughs – NTN Consultants / Principal / Central Office. Conduct Thinking Maps – Follow-up individual classroom training.
December 2010	Begin to implement the "Individualized Student Success Plans" for any student experiencing difficulties in any area that impedes learning. Conduct monthly PBS meetings to motivate and engage students through Student Advisory.
January 2011	The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school. Data analysis will be provided. Strategic delivery will be provided. Mentoring and modeling will be provided. The Rti process will be embedded into the daily work of the school. The Program Director will coordinate bi-weekly program data meetings will be held with stakeholder groups to evaluate progress and adjust plans. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.
February 2011	Data analysis will be provided. Strategic delivery will be provided. Mentoring and modeling will be conducted by the NTN Coach. The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school.
March 2011	Advanced Placement and Dual Enrollment programs will be monitored. The Graduation Coach will provide direct services to students to complete education and career plans, as needed. Evaluators will provide quarterly summaries of new findings to date, evaluation activities, sustainability progress, and any issues requiring program adjustments. The Graduation Coach will provide direct services to students to complete education and career plans, as needed. Evaluators will provide quarterly summaries of new findings to date, evaluation activities, sustainability progress, and any issues requiring program adjustments. The Graduation Coach will provide direct services to students to complete education and career plans, as needed. PBL Curriculum Unit Alignment will be monitored and reviewed for quality and rigor. Pacing will be reviewed. Instructional strategies will be provided based on need. Data analysis will be delivered. The Graduation Coach will provide direct services to students to complete education and career plans, as needed. The Graduation Coach will provide direct services to students to complete education and career plans, as needed. The Graduation Coach will work with the Parent Involvement Specialist and other stakeholders to coordinate supports to student at-risk of dropping out of school. Conduct monthly PBS meetings to motivate and engage students through Student Advisory.
April 2011	Monthly PBS walkthroughs will be conducted. NTN Coaches will provide technical support, mentoring and coaching to teachers.

	Data analysis will be provided. Monthly PBS walkthroughs will be conducted. The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.
May 2011	Extended Learning Opportunities will be provided. Service Learning Activities will be coordinated. Evaluator will meet to discuss and plan quarterly summaries. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.
June 2011	Project scoping for year's implementation. The PBS Leadership Team will analyze disciplinary referrals and data. The PBS Leadership Team will provide follow up training. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Conduct monthly PBS meetings to motivate and engage students through Student Advisory. Senior Internship required for graduation.
July 2011	Collaborative planning sessions will be conducted with District staff, school administrators, district Data Coach, Graduation Coach and Parent Involvement Specialist. Bi-weekly program data meetings will be held with stakeholders groups. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.
August 2011	Curriculum alignment will be reviewed/designed. Administrative meetings will be held. Extended learning opportunities will be offered for to all students. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading.

	The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.
September 2011	Open House for parents and students to learn how to operate the Echo system from home. Data analysis will be provided. Strategic delivery will be provided. Mentoring and modeling will be conducted by the NTN Coach. The Parent Involvement Specialist will hold parent meetings, conduct parent trainings and conduct home visits. The Rti process will be embedded into the daily work of the school.
October 2011	Monthly PBS walkthroughs will be conducted. NTN Coaches will provide technical support, mentoring and coaching to teachers. Data analysis will be provided. Data Coach will conduct standard-based classroom site visits to ensure that teachers are using data to inform student learning. Teachers will provide Interventions for student below grade level in math or reading. The Graduation Coach will ensure that all student advisories guide student success. The Graduation Coach will monitor Dual Enrollment Courses and Transcripts Senior Internship required for graduation.
November 2011	Coach will visit new site to work with staff to prepare for opening of school. Conduct monthly PBS meetings to motivate and engage students through Student Advisory. Data coach will provide direct services to students and teachers.
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Actions Taken and to be taken from 2010-2014

The following is a checklist of all of the components of the New Tech High Transformation Model, a Checklist of required Site Visits, and a Comprehensive Plan that outlines all of the Action Items & Benchmarks, Action Steps to be taken, Persons responsible for implementation, Timeline and Cost.

District Minimum Operating Requirements and Criteria

NTH Model Implementation Commitment Criteria

Schools implementing the NTH Model commit to meet the following criteria for program design, instruction, technology, partnerships, professional development, staffing and facilities:

PROGRAM DESIGN	PARTNERSHIPS
☐ **Size:** School will be designated a small school with no more than	☐ **Business:** School develops business community partnerships for

400 students for grades 9-12, with a firm commitment from the district to hold enrollment level.

- [ ] **Unique School Name and School Code:** School will have its own identity, with a unique school name and state school code. School will have appropriate signage for recognition as unique site.

- [ ] **Professional Culture of Trust and Responsibility:** Staff will create a professional climate based upon trust, respect and responsibility to develop a positive culture.

- [ ] **Admission Policy:** School will have a non-selective admissions policy.

INSTRUCTION

- [ ] **Web Portal:** Students and staff fully implement the **PeBL™** web portal platform to facilitate a student-centered learning environment.

- [ ] **PBL:** All courses will implement Project-Based Learning as the primary instructional methodology in the classroom.

- [ ] **Full-day Program:** Students will take their entire core curriculum through the School.

- [ ] **College Readiness:** Core courses will all meet state requirements for college readiness.

- [ ] **Team Teaching and Cross-Curricular Integration:** Team teaching, cross-curricular projects, and/or integrated courses expected in all subjects.

- [ ] **Authentic Assessment:** Assessment strategies will reflect both subject matter and 21st Century skills.

TECHNOLOGY

- [ ] **Technology**: 1:1 student to networked computer ratio in all classrooms. All computers meet or exceed the minimum technical specifications set forth in PeBL™ Technical Requirements Document.

- [ ] **IT Administrator:** District will provide an IT administrator to support school (full time for a school of 400).

- [ ] **Network Capacity:** School will have a fully functioning network, including a file server with adequate capacity to provide all students and staff with individual accounts and secure storage space on personal and shared disks. Data backup and disaster recovery plan for staff and student data is strongly recommended.

- [ ] **Email Accounts:** District is responsible for all regulatory compliance of NTN provided student and staff email accounts.

- [ ] **Access:** District will provide sufficient internet bandwidth as well as an internet browser supported by NTN (defined in PeBL™ Technical Requirements Document). District will ensure open outbound-only ports to specific IP addresses owned and controlled by NTN as well as access to on-line technology tools necessary to the NTN collaborative learning environment.

financial support, internship opportunities and participation in school projects.

- [ ] **Community:** School develops community partnerships for financial support, community service opportunities and participation in school projects.

- [ ] **Colleges:** School will develop key partnerships with the local higher education organizations to provide college courses to high school students.

PROFESSIONAL DEVELOPMENT

- [ ] **Start-Up Training Prior to School Opening:** All staff will attend a 5-day training on PBL unit development and technology. Director will participate in NTN Leadership training and staff members will attend a NTHS shadowing experience

- [ ] **NTN Network PD Programs:** Participation in annual NTN Network Teacher and Director Development events.

- [ ] **IT Administrator Training:** Designated IT Administrator attends 3-day training in the months prior to the School opening.

STAFFING

- [ ] **Leadership:** School will have a full-time principal.

- [ ] **Staffing Autonomy:** School principal will have significant autonomy from involuntary or undesirable transfers from other schools. Hiring and assessment procedures must reflect the specific requirements of the model.

- [ ] **Dedicated Staff:** Teachers and principals are full-time employees of the School and will not have their assignments divided with other schools.

- [ ] **Principal Selection:** NTN will play an advisory partner role in principal selection and approval.

- [ ] **On-Site NTN Advocate:** One lead teacher will be designated as an on-site advocate for staff and liaison with NTN.

- [ ] **IT Administrator:** Assignment of IT administrator to support the School (full time for a school of 400).

FACILITIES

- [ ] **Separate Facilities:** School facilities are physically separate from other schools and support a unique identity.

- [ ] **Classroom Learning Environments:** Classrooms are large enough and organized to support team teaching in a technology-rich environment.

- [ ] **School design:** Supports 1**:**1 student to computer environment with sufficient space for PBL activity.

Readiness Visit Guidelines

Objective: The goal of the Readiness Visit is for NTN staff to meet with key stakeholders on the site, tour the proposed facilities, and discuss next steps in the planning and implementation process. These visits can range from half of a day to a full day, depending on the schedule of the NTN staff member conducting the Readiness Visit.

Schedule Development:

The agenda for these visits is usually coordinated with the school's project manager prior to the visit. NTN staff should confirm that an agenda has been organized before the visit. Given the needs of every school are different, the agenda will often vary, but follows a similar format:

- Meeting with District and School Leadership: topics usually include the school's implementation strategy and next steps in the planning process (30 min- 1 hour)
- Facilities Tour of the location of the proposed NT school (30-45 min)
- Meeting with teachers: topics usually include the process for training and support, Teacher Shadowing, and the New Schools Conference. (45 min-1 hour)
- Meeting with other stakeholders such as school board members, community partners, district staff or parents. Depending on availability of the NTN staff member, the district will often arrange a meeting with other stakeholders to coincide with the Readiness Visit. This allows for a broader audience to learn about NTN and the schools implementation plans.

Visit Checklist

Implementation:
- ☐ School has strong support from key district personnel and other stakeholders who both know the model and seek to create a school with high fidelity to that model.
- ☐ School has worked to build staff and community support for the implementation.
- ☐ School has developed a thoughtful preliminary implementation plan that is likely to produce a high fidelity implementation of the model.

Facilities Tour Checklist:
- ☐ Double sized classrooms: most schools have 1-2 rooms of roughly 1800 sq. ft. per grade level. Discussion usually includes the plan for all three-four years of implementation, to insure that the NT can grow to have 1-2 integrated courses in each grade.
- ☐ Furniture: A clear plan for furniture is in place to replace traditional student desks with tables or other solutions to maximize collaborative workspace.
- ☐ Technology: a clear plan should be in place to achieve a 1:1 environment, with suitable power and bandwidth.

Autonomy: For schools on a shared campus, elements are in place to help define the NT school as unique and different from the main campus. These can include a separate entrance, signage, and/ or master schedule.

Section One: Staffing Plan	
(Using the Master Plan Guidelines as a reference, provide a detailed description of the process and timeline for identifying, hiring and training the staff)	
Goals:	
- Define personnel needed to create an autonomous small school. - Identify the skills and traits that are likely to be successful in the New Tech model and design a n appropriate selection process. - Select/Hire a staff on a timeline that will ensure that each team member can fully participate in NTN training events. - Protect the investment in training those selected.	
Key Indicators:	**District Actions:**
Clear and realistic staffing needs for years one, two, and three of implementation	**Year One:** 10 Teachers (350 - 9th & 10th Graders) **Year Two:** 12 Teachers (400 – 9th – 11th Graders)

	Year Three: 14 Teachers (450 – 9th -12th Graders) We will seek those innovative teachers who want to be part of this comprehensive reform initiative.
Timeline for identifying or hiring school principal that ensures they will be able to participate in the NTN Principals Residency Program occurring in early February	The River Rouge School District used the job posting as outlined by WCRESA for posting for a NTH Principal. The questions used to interview the NTH Principal pertained to the daily operations and qualifications of a strong candidate that can lead an International NTH. We successfully employed the NTH Principal – Dr. Arlene Gibson for the 2009-2011 School Year. Dr. Gibson and Dr. Lopez have successfully visited eight NTH / HTH sites in San Francisco, San Diego and Indiana Dr. Gibson will retire on June 30, 2011. We are in the process of conducting a national Search for a New Tech High Principal. The WCRESA and the New Tech Network is assisting us with this process. We plan to have a principal on site by July 1, 2011.
Timeline for identifying or hiring teaching staff that ensures they will be able to participate in the NTN Shadowing Program occurring in March	We must operate under our collective bargaining obligations. The Superintendent has successfully put in place PA 112 – of Section 15 (h) (3) of PERA that gives him total permission to implement an experimental program without bargaining. We are collaborating with the existing staff and they are excited about this opportunity. We will continue to identify the staff needed and will work closely with the River Rouge Educational Association to ensure highly qualified staff in our program. We will seek the waivers required through MDE or RREA to get this program on the road to success.
A Process for principal selection	Task Successfully Completed.
A process for principal selection that * ensures the new principal has the qualities of an effective leader in a shared-decision making environment that can empower staff, students and community members Ensures the new principal is hired in time to participate in NTN training events	Task Completed.
A process for selecting a teaching staff that: * embraces a student centered teaching model * possess content knowledge to create	We will work with RREA and seek the necessary waivers or letters of understanding to get the job done. I do not foresee any challenges in this area.

rigorous, relevant project-based learning units	The participating teachers will adapt to this new 21st Century learning style.
Are willing collaborators	
Are hired in time to participate in all NTN training events	
Consider ways to ensure trained teachers are retained at the school thus protecting the significant investment in training	We will start communication with RREA to seek a letter of understanding that will allow NTH teachers immunity of being laid-off or replaced by non-trained staff during the lay/off process.
Evidence that NTN tools, resources or staff will be used in the hiring process	The District has a commitment to the integrity and success of this model. We have already used the Principal's Job Description to post, interview, and hire the School Principal. We will continue to do the same with other positions.

Staffing Plan Benchmarks:
(List key benchmarks or critical deadlines)

1.   Identify participating teachers interested in the NTH Model
2.   Train the staff on the NTH Model Guiding Principles / Comprehensive Reform Model
3.   Principal Residency Training (Principal and Lead Teacher)
4.   Teacher Institute in June of 2010 (All Participating Staff)
5.   Establishment of a NTN Social Network / Support for Teachers/PeBL
6.   Optimize the capacity and performance of our licensed and certified staff.
7.   Establish a district-wide commitment to NTH improvement framework that is supported by sustainable job-embedded professional development opportunities for all.
8.   Establish a critical friends group that promotes adult learning through text-based discussions, looking at student work, study groups, content-area team meetings, university on-site courses, on-line courses, ect.
9.   Create a process for the identification of non-negotiable goals that must be taught successfully to every student through project-based learning.
10. Create a process that values defined autonomy and aligns the system for results.

Staffing Budget Considerations:
(List budget considerations and estimated costs including attending NTN training events)

$50,000 has been set aside for Travel Expenses associated with this Model.
We will revisit this annually as we realign Title IID and Title I - Professional Development for all participating teachers and staff in the River Rouge New Tech High International Academy.
We will continue to identify non-traditional funding source to fund off-site teacher professional development.

Section Two: Facilities Plan
(Using the Master Plan Guidelines as a reference, provide a detailed description of the process and timelines for creating an autonomous learning environment that supports the culture and instruction of the New Tech Model)

Goals:
- Establish a location for the school that supports team-taught classes, one-to-one computing environment in all classrooms, and the autonomy to foster a professional culture
- Develop a detailed budget and timeline for consideration / renovation and technology installation

Key Indicators:	District Actions:
Floor plan drawings of the facilities and identifies how space will be used	**Open for Suggestions** Space is not really an issue at River Rouge. Our High School was built 14 years ago and is underutilized. The High School was built as a Middle / High School. Middle School students have never been housed in the high school. The high school has the following multi-purpose rooms that cater

	to integrated classrooms: G104 – Lecture 100 Seats Auditorium – 1,000 Seat – 26,351 SF Cafeteria – 27,684 SF Gymnasium – 27,696 SF Pool – 24,570 SF Court Yard – 17,535 SF 4 Large Multi-purpose Rooms / Labs Library 25,696 SF 8 Large CTE Rooms in First Floor **<u>We do not have any capital improvement funds or general funds to support building modifications at this time.</u>**
Teaching spaces that allow for team teaching in a technology rich environment. (number of double-sized classrooms, adequate space for computers, adequate electrical outlets, spaces for team collaboration, etc.)	12 Multipurpose Classrooms
Classroom environments and furniture that accommodate individual and group work	We have the classroom environment and furniture to accommodate this program. If additional furniture is needed the District will purchase what's needed.
Spaces for informal learning, research group work (Research center, open lab, open space, etc.)	The District has 8 connecting science labs, library space, 4 computer labs, 8 CTE Spaces.
Description of any remodeling / construction necessary for the current/new facilities along with a timeline for completion	N/A
Dedicated spaces for technology support personnel and internship coordinator	Wireless Network Space through e-rate funding. We have 1-1 computing for each student. Smart boards have arrived and are being set up. Open to multiple tech system.
For schools that are located on a shared campus, plan includes a description of facilities that identify the school as a separate school and support the development of a distinct school culture	The RRHS will operate as follows: River Rouge New Tech High International Academy - 350 9th-10th Graders River Rouge Middle College High School Academy – 160 11th - 12th Graders

Facilities Plan Benchmarks:
(List of benchmarks or critical deadlines)

1. Executive Operations - Site Visit scheduled for Monday, February 15, 2010.
2. Plan for Modifications will be developed in collaboration with the NTN Team.
3. Board will take action to approve building modifications.
4. Timeline for Modifications Upgrades will be developed and implemented.
5. Quarterly reviews will be conducted to measure performance.

6. Improve how the functions and arrangements of buildings, classrooms, facilities and grounds are used to enhance learning.	
Facilities Budget Considerations: (List budget considerations and estimated costs)	
1. The Superintendent will continue to secure non-traditional grant opportunities to support the NTH Model and modifications needed.	
2. No general funds are currently available for modifications. The District is in a State approved Deficit Elimination Plan that limits spending.	
3. Align school budgets to support the goals, objectives and district's commitment to the NTH Model.	
4. Reconfigure our school and classroom according to achievement and finance.	
5. Develop a formal facilities plan that includes outsourcing of custodians.	

Section Three: Technology Infrastructure Plan

(Using the Master Plan Guidelines as a reference, provide a detailed description of the process and timelines for creating a one-to-one computer environment for students and staff. Please include adjustments to current district policies or practices needed to meet the NTN technology commitment criteria.)

Goals:

- Provide a robust technology infrastructure that supports a one-to-one computing environment with sufficient storage capacity, network functionality and bandwidth.
- Provide computers for every student and staff member.
- Provide a sustainable approach for creating, maintaining and refreshing a one-to-one computing environment.
- Provide sufficient IT support staff to manage accounts, maintain equipment and support users.

Key Indicators:	District Actions:
Information about hardware purchases (servers, switches, desktops, laptops, batteries, printers, projectors, etc)	1 –to-1 computing system /560 netbooks, 10 smart boards, 7 servers district-wide, additional 400 pcs / macs Will purchase two additional Apple Labs of 40 computers each
Describes the local network and internet connectivity with sufficient capacity	100 MB Connection to Internet 25 MB other schools connected to high school The District is capable of gigabit The District is connected through WCRESA.
Includes a timeline for equipment purchases and installation that ensures the school year starts with fully functional one-to-one environment in all classrooms	We have continue to use ARRA as well as Title I funds to support the high school reform initiative. We plan to seek additional funding to support of technology plan. A 1-to-1 computing environment is non-negotiable to us.
Necessary district modifications to accommodate New Tech Network guidelines	Open. School Board is flexible and welcomes innovation at all levels.
Electrical capacity and room design allows for continuous use of all computers throughout the school day	Security Carts in classrooms support electrical capability.
Description of district/school policies for e-mail, printing, file storage, security, etc.	Open for revision. Refer to District Technology Plan.
Description of how the technology will be maintained (on-site tech support, software purchases, computer imaging, account management for e-mail, web apps and the network)	The District's Computer Technician is responsible for this component.

Technology Plan Benchmarks:
(List benchmarks or critical deadlines)
1. School Improvement Team will meet and develop a comprehensive plan that outlines their educational needs pertaining to technology.
2. District will purchase new technology on a yearly basis.
3. A Tech Team will continue to meet throughout the year to explore new technologies and make recommendations on purchases.
4. All staff will receive training on PeBL Student / Staff Portal.
5. Staff will receive on-going sustainable professional development training on Web 2.0, blackboard, PeBL, online learning, and other technology software and educational programs.
Technology Budget Considerations:
(List budget considerations and estimated cost)
1. Title IID
2. Non-traditional funding sources
3. Title I
4. ARRA Funding
5. Other

Section Four: Community Outreach Plan

(Using the Master Plan guidelines) as a reference, provide a detailed description of the process and timeline you will use to create enthusiasm in and support the community for this initiative. Please list current and potential business / community partners.)

Goals:

- Create strong community awareness and support for the New Tech model
- Develop buy-in for key players (teachers union, local businesses, community organization, etc)
- Prepare for successful student recruitment
- Ensures that parents are continuously informed

Key Indicators:	District Actions:
Strategies to inform the community of school events and activities	Panther Exchange Electronic Newsletter, Zangle Parent Connect Data, Flyers, Podcasts, Website, PTA Meetings, Parent Nights, Town Hall Meetings
Identifies key individuals and organizations that can contribute to the school's development in meaningful ways (panel participants, contributors to project content and development, school facilities, event sponsors, etc	The Guidance Center, Wayne Metro, Nandi Comer, Dee Covington, Phyllis Davis Williams, E3Labs, and Red River Productions.
Open parent access to all school information and student progress	PeBL Portal will allow us to do this.
Identifies post-secondary education partners and presents a timeline to develop an on-going relationship with the school	WCCCD, HFCC and Baker College are our current post-secondary institutions. We have an articulation agreement with these three institutions. We currently have WCCCSD offering Dual Enrollment in our high school building. CTE students can enroll in Baker College for dual enrollment credits. We currently take 50 students to HFFC for dual college credit opportunities.
Identifies preliminary goals for post-	We have articulation agreements with WCCCSD, HFCC and

secondary education partnerships	Baker College to provide dual enrollment opportunities for our students.
	Our model will require every high school student to graduate with a minimum of 12 college credits.

Community Outreach Plan Benchmarks:
(List key benchmarks or critical deadlines)

1. Create a community vested in our school through opportunities for awareness and involvement of all stakeholders.
2. Form strong partnerships with community groups and organizations.
3. Communicate more effectively and frequently with internal stakeholders.
4. Communicate more effectively with external stakeholders.
5. Develop a strategic marketing plan in collaboration with other district initiatives.

Community Outreach Budget Considerations:
(List budget considerations and estimated costs)

1. The District allocates $50,000 annually toward marketing our schools and programs.
2. Allocate funding to support marketing through website, ComMentor, local media, sign boards, cable TV, and local TV, and radio.
3. Utilize MJR Theaters to advertise our programs and schools.
4. Go door to door to share information with families and community.
5. Continue to share resources with the Guidance Center and Wayne Metro partners.

Section Five: District Relations Plan

(Using the Master Plan Guidelines as a reference, provide a detailed description of adjustments of district resources allocation, policies or practices (pacing guides, professional development requirements, teacher evaluation, etc) that must be negotiated to implement the model with fidelity)

Goals:

- Identify district systems, policies or procedures that might impede the school's ability to implement the New Tech model with fidelity (curriculum pacing guides, professional development activities, union contracts, etc)
- Provide district support to insure school success and fidelity to the New Tech model

Key Indicators:	District Actions:
Flexibility to develop and/or adapt pacing guides to meet the sequence of PBL units, aligned to state content standards	Total flexibility and autonomy will be granted.
Grading and assessment policies that support the school's use of Grade Portal as the primary tool to record grades for students and as a tool to track their development in both content and school-wide learning outcomes	Total flexibility and autonomy will be granted.
Flexibility in attendance of district mandated professional development in order to provide staff opportunity to focus on New Tech training	Required and time will be made available to support the complete implementation of the NTH Model.
District personnel who interact with staff are provided the opportunity to attend NTN training to gain an understanding of the PBL instructional model and expectations	Our Central Office Support will be trained side-by-side so that they can learn their new role as supporters of quality educational opportunities for students and staff.

A complete paradigm shift will evolve in time. |

District Relations Plan Benchmarks:

1. We will develop and implement a high school curriculum that supports high school state standards through a project-based delivery system.
2. We will align assessments to the standards taught through project-based learning.
3. We will analyze data to determine the instructional need of struggling students.
4. Adopt an instructional and resource management system that makes it easy to track student learning.
5. Implement exemplary practices to promote differentiated instruction.
District Relations Budget Considerations:
1. TIID – Critical Friends Study Groups ($10,000)
2. Title I – Professional Development – Thinking Maps and other Training ($20,000)
3. Title I – School Improvement – ($5,000)

Section Six: Financial Sustainability Plan

Goals:

- District and community support the continuation of the New Tech High School from year to year
- New Tech High School develops a strategy to ensuring additional resources to sustain the school

Key Indicators:	District Actions:
Technology expansion and refreshment plan as the program rolls out	The District is committed to the expansion of 21st Century technologies in the classroom. We have a comprehensive District Technology Plan in place that values innovation and creativity. The District will continue to set aside funds to refresh the technology in the NTHS.
Staffing allocations that, once at full enrollment, is capable of being district funded	The NTH school staff will be funded through general fund dollars.
District efforts to reorganize and reallocate resources to provide support and services to a 21st Century teaching and learning model	The District is committed to the full implementation of the NTH Model. All financial resources will be reallocated to support this comprehensive reform model.

ACTION PLAN

MARKETING PLAN Chair: Dr. Carlos Lopez				
Action Item & Benchmarks	**Action Steps**	**Who?**	**When?**	
NTH Leadership Team will release a series of short podcast to educate students, teachers and community.	Dr. Lopez, Dr. Gibson, Dee Covington, Nandi, and Judith will create a series of podcast to promote community awareness of NTH.	Dr. Lopez, Dr. Gibson, Dee, Nandi, Judith	April 2010	
NTH Leadership Team will hold a series of Town Hall meetings to introduce NTH.	• Create a Power Point • Schedule dates and advertise • Place on Channel 22 • Post on Website	Dr. Lopez, Dr. Gibson, NTH Team	April 2010	
SSI Director and ESL Recruiter will develop a NTHS application.	• Dr. Gibson will print six applications from PeBL • Dr. Lopez and Carmen will create a NTH application • Carmen will translate in Spanish	Margaret, Carmen, Dr. Lopez	March 2010	
Dr. Lopez and Dr, Gibson will create the NTH Master schedule	Dr. Lopez and Dr. Gibson will create the Master Plan per HS Requirements.	Dr. Lopez and Dr. Gibson	March 2010 (DONE)	
Dr. Gibson and Dr. Lopez will hold a series of mini working sessions for staff to address their questions and concerns.	• Create a Power Point to promote NTH • Present to staff	DR. Gibson and Dr. Lopez with Attorney Bill Albertson	March 2010	
Pam Cox will collaborate with the	• Pam will contact each Principal	Dr. Lopez, Pam Cox,	March 2010	

Leadership Team to create a District Newsletter promoting the NTH.	and Directors to get stories that promote a clear message that we are moving toward the future. • Work with Jason top format newsletter. • Have Pat DeLaTorre edit the newsletter. • Have Jason Print it and Bulk Mail.	Principals, each Department Release in April	
NTH Leadership Team will hold a meeting with parents of 8th and 9th graders to inform them of the NTH concept.	• Dr. Gibson puts a small power point for recruitment with a student focused message • Schedule two sessions with applications to fill out • Hold a parent recruitment session at Sabbath in coordination with Brandon	Dr. Gibson, Dr. Lopez, Board of Education, NTH Team, students	April 2010
Superintendent Lopez will develop media releases (cable, Detroit Free Press, Herrald, Telegram, El Central.	Refer to MARKETING PLAN 2010	Dr. Lopez, Carmen, and Pat DeLaTorre	March 2010
Dr. Lopez will identify the NTH staff.	• Dr. Lopez will meet with Pat De LaTorre and Dr. Gibson to identify the staff needed at the high school for 2010.	Dr. Lopez, Pat DeLatorre and Dr. Gibson will identify staff based on seniority and contractual rights	March 2010 (DONE)

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TECHNOLOGY AND FACILITIES
Chair: Dr. Arlene Gibson and Glen Reid

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Mr. Pruneau will work with Dr. Gibson to furnish each classroom with the equipment and furnisher that is needed (chair, tables, launch furniture)	• Conduct an inventory of all furniture in storage • Conduct a walkthrough to identify furniture that must be moved to the identified rooms.	Dr. Lopez, Dr. Gibson and M. Prunea	March 2010
Identify the rooms that will be used for the NTH.	Dr. Lopez and Dr. Gibson will identify the rooms that will be used by the NTH.	Dr. Lopez and Dr. Gibson	March 2010
Conduct an inventory of current work tables and chairs and make minimal purchases as needed.	Mr. Pruneau will conduct this survey ASAP.	Mr. Pruneau	March 2010
Paint Classrooms – NTH Colors	Mr. Pruneau and Chris B. will began the work.	Mr. Pruneau, Chris B	April 2010
Identify tech needs and priorities.	• Dr. Lopez, Dr. Gibson, Dolores Reid, Kocbus and Glen will meet to identify NTN Needs for Fall 2010 • Take Steps necessary to achieve goal.	Dr. Lopez, Dolores Reid, Dr. Gibson, Kocbus, Glen Reid	March 2010
Roll Out an 8th Grade NTH Summer Tech Camp 4/6 weeks.	• Dr. Gibson will establish an innovative team that will be responsible to make the presentation student friendly. • Establish calendar of events • Go on the road.	Dr. Gibson and NTH Team	April 2010
Develop laptop contracts between school and parents and students.	Dr. Gibson and NTH Team will develop a laptop contract.	Dr. Gibson and NTH Team	April 2010
Hold student technology orientation for current 9th graders	• Dr. Gibson will establish an innovative team that will be responsible to make the presentation student friendly. • Establish calendar of events • Begin.	Dr. Gibson and NTH Team	June – August 2010
Review a list of software agreements.	Glen Reid is to review and meet with Dr. Gibson, Dr. Lopez, and Dolores Reid	Dr. Gibson, Glen and NTH Team	April 2010
Order all software licenses required (Microsoft Office, etc.)	Glen Reid is to order and meet with Dr. Gibson, Dr. Lopez, and Dolores Reid	Glen Reid	May 2010
Secure a wireless network that can manage video streaming.	Glen Reid will meet with Dr. Gibson, Dr. Lopez, and Dolores Reid and secure a wireless network.	Glen Reid	April 2010

Review current and future software with NTH Leadership Staff.	Glen Reid will meet with Dr. Gibson, Dr. Lopez, and Dolores Reid and review current and future software needs.	Dr. Gibson, glen and NTH Team	**March 2010**	
Review and revise tech policy, procedures and staffing needs.	Dr. Lopez and School Board will update new Tech Policies.	Dr. Lopez	**May 2010**	
Plan NTH IT Tech training needs for all.	Glen Reid will meet with Dr. Gibson, Dr. Lopez, and Dolores Reid to develop a comprehensive IT Tech Training Calendar.	Dr. Lopez, Dolores, Dr. Gibson	**May 2010**	
Provide a robust technology infrastructure that supports a one-to-one computing environment and server space for each NTH student.	Glen Reid will meet with Dr. Gibson, Dr. Lopez, and Dolores Reid to develop an infrastructure that supports a 1-to-1 computing environment.	Glen	**March – August 2010**	
PARTNERSHIP AND SUSTAINABILITY **Chair: Dee Covington**				
Host a series of Community Forums to create an awareness of NTH Model.	Dr. Lopez, Dr. Gibson, NTH Team will host a series of community forums to educate the community on the NTH concept.	DR. Lopez, Dr. Gibson, Parent Facilitator, Dee, Student	**March – August 2010**	
Host Open House promoting NTH.	Dr. Gibson and NTH Team will conduct a series of Open Houses and site visits to promote the NTH concept and recruit students.	Dr. Gibson and NTH Team	**May-August 2010**	
Conduct recruitment focus trips to middle schools including charters schools.	Dr. Gibson and NTH Team will set a series of student friendly small mini presentations to recruit and sign new students to the 9th grade.	Dr. Gibson and NTH Team	**April May June 2010**	
Write grants and secure additional funding to support NTH.	Dr. Lopez and Grant Writing Team will continue to secure funding.	Dr. Lopez and Grant Team	**March-August 2010**	
Identify alternative funding streams to support NTH.	Dr. Lopez will identify potential funding opportunities.	Dr. Lopez and Grant Team	**March – August 2010**	
Establish strong business partners.	• Dr. Lopez, Dee Covington and Team will continue to seek partnerships • Principals must create a list of local partners that support their schools.	DR. Lopez, Dr. Gibson, Parent Facilitator, Dee, Student	**Ongoing**	
Contact Chamber of Commerce to begin a dialogue on how to get businesses involved.	Dr. Lopez, Dee and Team will meet with Chamber of Commerce.	DR. Lopez, Dr. Gibson, Parent Facilitator, Dee, Student	**May 2010**	
STUDENT ACHIEVEMENT & CURRICULUM AND INSTRUCTION **Chair: Dr. Arlene Gibson, Sukie Horvath, and Dolores Reid**				
Collect demographic and academic data for incoming students.	• Dolores Reid will meet with Dr. Gibson to collect data on each student. • NTH Team will began to develop profiles on each student.	Dr. Gibson, Dolores Reid and NTH Team	**April 2010**	
Create a Personalized Success Plan for each NTH student.	NTH Team will began to create Personalized Success Plan for each participating student.	NTH Team	**Ongoing**	
Develop a course sequence and master schedule.	Dr. Lopez and dr. Gibson will collaborate on this initiative.	Dr. Lopez and Dr. Gibson	**March 2010 (DONE)**	
Hold small group sessions to inform students and parents on how to operate Zangle and the PeBL system.	Dr. Gibson and NTH Team will set a series of student friendly small mini presentations to educate students and parents on how to operate Zangle and PeBL.	Dr. Gibson and NTH Team	**June-August 2010**	
Create Student Advisory with focus on career, college, culture and community service.	Dr. Gibson and NTH Team will meet to design a comprehensive student advisory component.	Dr. Gibson and NTH Team	**Summer 2010**	
One-to-one technology infusion.	Dr. Gibson and NTH Team will meet to coordinate the 1-to-1 computing system.	Dr. Gibson, Glen and NTH Team	**Ongoing**	
Interdisciplinary curriculum.	Dr. Gibson, Dolores Reid and NTH Team will meet with NTN Coaches to design a Interdisciplinary Curriculum.	Dr. Gibson and NTH Team	**Ongoing**	
Applied learning through PBL experiences that impact community through	Dr. Gibson, Dolores Reid and NTH Team will meet with NTN Coaches to design culturally	Dr. Gibson and NTH Team	**Ongoing**	

meaningful projects.	relevant PBL units.			
Create PBL core content classes using team teaching and cross curricular projects and/or integrated courses.	Dr. Gibson, Dolores Reid and NTH Team will meet to create PBL core classes that promote integrated projects.	Dr. Gibson and NTH Team	Summer 2010	
Create a PBL Lesson Plan format.	Dr. Gibson, Dolores Reid and NTH Team will meet with NTN Coaches to design strong standards based PBL lessons.	Dr. Gibson and NTH Team	Summer 2010	
Use iNet as an instructional support system to promote cultural connections.	Dr. Gibson, Dolores Reid and NTH Team will meet with NTN Coaches to design a Interdisciplinary Curriculum that are supported by iNet principles.	Dr. Gibson and NTH Team	Ongoing	
Identify a feasible number of specific objectives as non-negotiable power standards that must be mastered by all students.	Dr. Gibson, Dolores Reid and NTH Team will meet with NTN Coaches to identify specific objectives as non-negotiable power standards.	Dr. Gibson and NTH Team	May 2010	
Collaborate with post-secondary institutions to offer quality dual enrollment, online, AP courses.	Dr. Gibson will get MOU from participating Post-Secondary Institutions.	Dr. Gibson, Dr. Lopez and NTH Team	Ongoing	
Create transitions that support smooth alignment, access and acceleration.	Dr. Gibson, Dolores Reid and NTH Team will create smooth transitions through a comprehensive PBS Program.	Dr. Gibson and NTH Team	Ongoing	
Implement a positive behavior support program.	Dr. Gibson, Dolores Reid and NTH Team will create smooth transitions through a comprehensive PBS Program.	Dr. Gibson and NTH Team	May 2010	
Create a student centered learning environment that supports.	Dr. Gibson, Dolores Reid and NTH Team will create an inclusive environment through a comprehensive PBS Program.	Dr. Gibson and NTH Team	May 2010	
Develop a calendar of training development.	Dr. Gibson, Dolores Reid and NTH Team will meet with NTN Coaches and WRESA High Priority Coaches to develop a comprehensive Professional Development Calendar the 2010-2011 school year.	Dr. Gibson and NTH Team	Summer 2010	
Schedule collaborative time for staff to develop power standards.	Dr. Gibson, Dolores Reid and NTH Team will meet to ensure common planning time for collaboration.	Dr. Gibson and NTH Team	Summer 2010	
Develop curriculum binders containing lesson plans, common assessments, pacing charts, and power standards.	Dr. Gibson, Dolores Reid and NTH Team will meet with NTN Coaches and WRESA High Priority Coaches to develop a comprehensive curriculum binder the 2010-2011 school year.	Dr. Gibson, Dolores Reid, WCRESA Coaches, NTN Coaches, NTH Team.	Summer 2010	
PROFESSIONAL CULTURE/SCHOOL CULTURE AND AUTONOMY Chair: Lisa LaForest				
Develop a comprehensive hiring and interviewing process to attract quality personnel.	• Dr. Lopez will meet with Pat DeLaTorre to ensure a system of quality and fairness. • Establish a bank of job postings that resemble NTN format	Pat DeLaTorre	Ongoing	
Establish norms of collaboration.	Dr. Lopez will share the District Adopted Norms of Collaboration Norms for everyone to share.	Dr. Lopez, Dr. Gibson and NTH Team	March 2010	
Continue the Galileo Teacher Leadership Team.	Dr. Gibson, Dolores Reid and Galileo Leadership Team will continue to lead the Galileo L. Team.	Galileo Leadership Team	Ongoing	
Ensure teacher autonomy.	Dr. Gibson, Dolores Reid and Galileo Leadership Team will continue to lead teachers through teacher autonomy.	Dr. Gibson and NTH Team	Ongoing	
Reinforce teacher collaboration through the use of technology tools for collaboration.	Dr. Gibson, Dolores Reid and Galileo Leadership Team will ensure that teachers use technology tools to promote learning.	Dr. Gibson and NTH Team	Ongoing	
Establish instructional expectations and	Dr. Gibson, Dolores Reid and Galileo	Dr. Lopez, Dr. Gibson and	Ongoing	

methods of accountability.	Leadership Team will meet with teachers to establish instructional expectations.	NTH Team		
Seek waivers of understanding MOU that will allow NTHS teachers to do their jobs freely without stress.	Mr. Kocbus will collaborate with other MEA NTH Districts to seek waivers for teachers.	Dave Kocbus	May 2010	
Develop and implement a plan for student recruitment.	Refer to Master Student Recruitment Plan 2010	Dr. Lopez and Marketing Team	March 2010	
Review recruitment strategies from other NTHS.	Refer to Master Student Recruitment Plan 2010	Dr. Lopez and Marketing Team	March 2010	
Conduct administrative walkthroughs.	Principals and Directors will create a coordinated calendar of administrative and curriculum walkthroughs for the entire calendar year.	Principals and Central Office Administrators	Ongoing	
Have teachers post objective online.	Dr. Gibson, Dolores Reid and Galileo Leadership Team will continue to lead teachers through teacher autonomy through the use of online learning.	Dr. Gibson	Ongoing	
Develop a data team.	Dr. Gibson, Dolores Reid and Galileo Leadership Team will continue to lead teachers through teacher autonomy that value data.	Principals	May 2010	
NTH Teachers must develop authentic assessments.	Dr. Gibson, Dolores Reid and Galileo Leadership Team will work together in Critical Friends Groups to support authentic assessments.	Dr. Gibson and NTH Team	Ongoing	
Form a NTH student council.	Dr. Gibson and NTH will establish a NTH Student Council for 2010-2011	Dr. Gibson and NTH Team	May 2010	
Create a new staff handbook.	Dr. Gibson and NTH Team.	Pat DeLaTorre	Summer 2010	
Develop an orientation schedule and structure.	Dr. Gibson will meet with Central Office Administration to develop an orientation schedule.	Dr. Gibson and NTH Team	May 2010	

B5. Describe the annual goals for school student achievement on State's assessments in both reading/language arts and mathematics that it has established in order to monitor Tier I and Tier II schools that receive school improvement funds.

Goal 1: Math Proficiency

Content Area: Math
Goal Source: continuous Improvement
Development Status: Approved
Student Goal Statement: All students will be proficient in mathematics
Gap Statement: There are approximately 0% of the students proficient on the mathematics portion of the MME compared to the state average of 49%. There is no gap that is evident for SES.

Cause for Gap: General Education Curriculum needs to be aligned. Pre Algebra is not aligned with the high school mathematics curriculum. Lack of access to data for transitioning 9th graders. Poor monitoring of student achievement between grade levels. Student apathy is evident. Poor basic math skills cause problems in algebra and geometry.
Poor student engagement in relevant learning experiences. Low expectations. Interrupted class time.

Multiple measures of data you used to identify this gap in student achievement: Carnegie assessments / MME, MEAP, PLAN Tests / Common Assessments / Kaplan Test Prep Activities

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?
Proficiency in math on the MME. Proficiency in math on the common assessments.

List of Measurable Objectives:
Student achievement on the MME will increase by at least 10% by 2011. Student achievement on common assessments will increase by at least 10%.

Strategies:
Tutorial and remediation programs will be integrated into the math curriculum.
Staff will participate in professional development activities designed to increase student achievement.

1.1.1.Strategy: Interventions Math

Activity:
- 1.1.1.1.Carnegie Cognitive Tutor
- 1.1.1.2 Kaplan Test Prep
- 1.1.1.3. WorkKeys / Key Train
- 1.1.1.4. E-2020
- 1.1.1.5. Michigan Virtual
- 1.1.1.6. Professional Development
- 1.1.1.7. Pedagogical practices on how to use TI-83/84 graphic calculators
- 1.1.1.8. Algebra 1 & 2 Co-Teaching

Goal 2: Reading / ELA Proficiency

Content Area: English Language Arts
Goal Source: Continuous Improvement
Development Status: Approved
Student Goal Statement: All students will be proficient in ELA / Reading.
Gap Statement: 10% of our students were proficient on the ELA Reading portion of the MME test and 2% on the Writing Test portion of the MME test. There was no gap noted for SES. The entire student population is doing poorly.

Cause for Gap: The general education curriculum needs to be aligned. The middle school curriculum is not aligned with the high school curriculum. There seem to be a lack of data about our 9th graders. Poor monitoring of student achievement between grade levels. Student apathy. Poor reading and below level reading skills cause problems in all content areas including ELA. Poor student engagement in relevant learning experiences. Interrupted class time. Poor time management and test taking skills.

Multiple measures of data you used to identify this gap in student achievement:

MEAP/ MME/ACT Test Scores / Common Assessments / Plan Test Scores / Kaplan Test Prep Activities

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?
Student achievement on the MME Reading and Writing Tests will increase by 10% by 2011. Student achievement on common assessments will increase by at least 10% by 2011.

List of Measurable Objectives:
Student achievement on the MME Reading and Writing Tests will increase by 10% by 2011. Student achievement on common assessments will increase by at least 10% by 2011.

2.1.1 Strategy: Interventions; Reading / ELA

Activity:
- 2.1.1.1 EDGE Reading / Language Arts Program
- 2.1.1.2 Kaplan Reading and Writing Test Prep
- 2.1.1.3. WorkKeys / Key Train
- 2.1.1.4. E-2020
- 2.1.1.5 Michigan Virtual
- 2.1.1.6. Macomb ELA Units

- 2.1.1.7 Thinking Maps

2.1.2 Strategy: Professional Development

Activity:
- 2.1.2.1. Using Technology to Support Literacy
- 2.1.2.2. Building ELA Capacity
- 2.1.2.3. ACT Reading
- 2.1.2.4. Creating and Using Balanced Assessments
- 2.1.2.5. Focused ELA Field Trips

Goal 3: Relevance, Responsibility, and Respect

Content Area: Career and Employability Skills
Goal Source: Continuous Improvement
Development Status: Approved
Student Goal Statement: All students will develop career and employability skills necessary for success in the 21st Century.

Gap Statement: 10% of our students were proficient in reading, 2% in writing, 0% in mathematics 9% in science and 33% in social studies. All student subgroups are doing poorly.

Cause for Gap: General education needs to be aligned. Middle school curriculum is not aligned with the high school curriculum. Lack of access to data for transitioning 9th graders. Poor monitoring of students achievement between grade levels. Student apathy. Poor reading and below level reading skills cause problems in all academic areas. Poor student engagement in relevant learning experiences. Interrupted class time. Poor time management and test taking skills.

Multiple measures of data you used to identify this gap in student achievement:
MEAP/MME/ACT Test Scores/ Plan/ common assessments/ Kaplan Test Prep Activities

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?
Proficiency on MME/MEAP/ACT/ Proficiency on common course assessments/successful completion of project-based learning activities

List of Measurable Objectives:
3.1. Objective: Increase Career and Employability for all Students

Strategy: Project Based Learning

Activity:

- 3.1.1.1. Planning and Organizational Tools
- 3.1.1.2. Focus Field Trips
- 3.1.1.3. Professional Development
- 3.1.1.4. Extended Time Interventions
- 3.1.1.5. Technology Infused Infrastructure
- 3.1.1.6. New Tech Technical Support Staff

3.2. Objective: Parental Involvement

Strategy: Parental Involvement and Partnerships

Activity:

- 3.2.1.1. Parent Room Facilitator
- 3.2.1.2. Workshop and Recognition Activities
- 3.2.1.3. Transportation

B6. For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement.

Non-Applicable Section

B7. Describe the goals in order to hold accountable its Tier III schools that receive school improvement funds.

Non-Applicable Section

B8. As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

Describe how this process was conducted within the LEA.

The LEA has established a process where key personnel have met throughout the process to identify all key components of the proposed transformation model.

Tier II School Improvement Team
Dr. Arlene Gibson, Principal
Maxwell McDonald, Teacher
Jeanine Van Auken, Teacher
Greg Kohn, Special Education Teacher
David Kocbus, RRE/MEA President
Evelyn Snow, Parent
Sean Campbell, Parent
Brenda Perkins, Parent
Judith Flowers, 11th Grade Student