

**Cover Letter Identifying Revisions  
January 17, 2011**

**Revisions for Benton Harbor Area Schools  
Benton Harbor High School Reform and Redesign Plan**

- I. **A *revised* Collective Bargaining Agreement—Memorandum of Understanding 2011 has been attached. The agreement has been modified, signed and ratified since our November 16, 2010 submission. Please see attached.**
  
- II. **All Revisions can be found on pages 49-54**
  
- III. **Revisions Noted by section:**
  - a. **Teacher/Principal Evaluation: Pages 49-50**
  - b. **Teacher Evaluation/Teacher-Administrator-Staff Removal: Pages 49-50**
  - c. **Incentives/Rewards/Attracting and Retaining Teachers-Administrators-Staff: Pages 51**
  - d. **Flex-time Scheduling: Pages 52**
  - e. **Extended Learning Time for Students 53-54**

**LEA Application Part I**  
**SIG GRANT--LEA Application**  
 APPLICATION COVER SHEET  
 SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: Benton Harbor Area Schools	Applicant's Mailing Address: 823 Riverview Drive Benton Harbor, MI 49022
LEA Contact for the School Improvement Grant:  Name: Rebecca Fudge  Position and Office: Director of Title I, Title I office  Contact's Mailing Address: 823 Riverview Drive, Benton Harbor, MI 49022  Telephone: 269.605-1065  Fax: 269.605.1043  Email address: Rebecca.fudge@bhas.org	
LEA School Superintendent/Director (Printed Name): Dr. Leonard Seawood	Telephone: 269.605-1010
Signature of the LEA School Superintendent/Director:  X _____	Date: 08/11/2010
LEA School LEA Board President (Printed Name): Leroy Harvey	Telephone: 269.277.5411
Signature of the LEA Board President:  X _____	Date: 08/11/2010
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

District Name: Benton  
Harbor Area Schools  
**ISD/RESA Name:**  
**Berrien RESA**

**District Code: 11010**  
**ISD Code:11000**

**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 as 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.
- 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 school 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.**

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Benton Harbor High School			x					x

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

**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 serve with School Improvement Grant funds.

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

**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 initially considered the four different SIG fund models:*

- *Turnaround*
- *Restart*
- *Close / consolidate*
- *Transformation*

*Because of the local context the LEA was able to rule out two of these models as inappropriate*

- 1. Close / consolidate Model: BHHS is the only high school in the district closing the school and enrolling the students who attended the school in other, higher-performing schools in the LEA. Hence this was clearly not an option.*
- 2. Restart Model: Close the school and restart it under the management of a charter school operator, a charter management organization (CMO), or an educational management organization (EMO). Because of the lack of availability of a suitable CMO or EMO with a local track record and because the LEA wanted to maintain its only High School within LEA control this option was not viable.*

*Therefore in the context of Benton Harbor Area Schools the LEA was very quickly able to narrow the options down to a choice between the Turnaround Model or the Transformation Model. The Turnaround Model requires the LEA to replace the principal and at least 50% of the staff, adopt new governance, and implement a new or revised instructional program. This model should also 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.*

*The Transformation Model requires the following:*

- 1. Develop teacher and leader effectiveness*
- 2. Comprehensive instructional programs using student achievement data:*
- 3. Extend learning time and create community-oriented schools*
- 4. Provide operating flexibility and intensive support*

*The LEA was also aware that if they adopted the Transformation model they would also need to replace the principal who led the school prior to commencement of the transformation model.*

*In analyzing the trend data it was very apparent that the BHHS students are performing well below their counterparts in the State in all subjects. There is a significant gap between the district and the state. There is no significant statistical gain over the past three years—in some cases there is an actual decrease in the percentage of students who are proficient.*

*Table II, Performance on Academic Assessments  
Percentage of Students Exceeding and Meeting State Standards- MME*

SUBJECT	2006-2007		2007-2008		2008-2009	
	BHHS	State	BHHS	State	BHHS	State
Mathematics	5%		7%		8%	
Reading	25%	61%	26%	64%	18%	60%
Writing	8%	42%	5%	48%	6%	44%
English Language Arts	14%	61%	12%	56%	9%	52%

*However, at the same time there is a significant statistical value in the increase in the graduation rate over a 3 year trend.*

Year	High School Graduation rate	Graduation Rate Economically Disadvantaged	Graduation Rate Ethnicity (African American)
2007	68.4%	32.69%	69.53%
2008	76.95%	78.43%	76.47%
2009	81.89%	81.61%	82.08%

*In view of the fact that both the Turnaround and Transformation models involve removing the principal, one of the main differences between the two Models is the fact that the Turnaround Model also requires replacing at least 50% of the staff. Given the facts that: BHHS is the only High School in the LEA and the increasing graduation rate, the LEA felt that the Transformation Model would be the most appropriate model.*

*This view was further reinforced when the LEA took into account all the detailed components of the Transformation Model that BHHS would be required to implement:*

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

- A. Use evaluations that are based in significant measure on student growth to improve teachers' and school leaders' performance.*
- B. Identify and reward school leaders, teachers, and other staff who improve student achievement outcomes and identify and remove those who do not;*
- C. Replace the principal who led the school prior to commencement of the transformation model;*
- D. Provide relevant, ongoing, high-quality job-embedded professional development*
- E. Implement strategies designed to recruit, place, and retain high-quality staff.*

**2) Comprehensive instructional reform strategies.**

- A. *Use data to identify and implement comprehensive, research-based, instructional programs that are vertically aligned from one grade to the next as well as aligned with State academic standards; and*
- B. *Differentiate instruction to meet students' needs.*

**3) Extending learning time and creating community-oriented schools.**

- A. *Provide more time for students to learn core academic content by expanding the school day, the school week, or the school year, and increasing instructional time for core academic subjects during the school day;*
- B. *Provide more time for teachers to collaborate,*
- C. *Provide more time for enrichment activities for students*
- D. *Provide ongoing mechanisms for family and community engagement.*

**4) Providing operating flexibility and sustained support.**

- A. *Give the school sufficient operating flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes; and*
- B. *Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).*

*Consequently, given the following: the LEA was committed to replacing the Principal, the trend of increased graduation rates and the detailed components of the Transformation Model, the LEA selected the Transformation Model as the appropriate Model for BHHS.*

**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 school intervention model it has selected.**

- o *LEA will provide technical assistance to the school through curriculum support and by providing learning coaches to support the development of the teaching staff. The district has a curriculum director who will continue to support the reviewing of the KC4 curriculum. In addition, the district will provide LEA PD that will align with the transformation initiatives.*
- o *Please see the attached narrative for details as to how we will ensure full implementation of the school intervention model (transformation model).*
- o *In addition, over the past two years this district has implemented an infrastructure that fully supports effective delivery of our Title I programs—including budget templates, schoolwide plan templates/requirements (derived from state rubrics), on-going data analysis, evaluation structures, etc.--all of which will assist us in the effective delivery of the proposed SIG.*

**2. If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school.**

*N/A, we do not have any Tier I schools eligible for the SIG.*

**3. 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**
- **Select external providers from the state’s list of preferred providers;**
- **Align other resources with the interventions;**  
**Modify its practices or policies, if necessary, to enable its schools implement the interventions fully and effectively (Attachment VI is a rubric for possible policy and practice changes);**

*See attached narrative for bullets 1-4, and*

- **Sustain the reforms after the funding period ends.**

*A key focus of the Transformation interventions will be Human Capacity Development. This will include providing high quality training, technical assistance and support for the school leadership and staff.*

*One of Cambridge Education’s key roles as External Lead Partner will be to provide Executive Coaching to the Principal to enable her to facilitate the growth and development of school leaders. The Berrien RESA will provide coaching and support to all staff to enable them to develop the requisite knowledge, skills and experience which will enable them to sustain the transformation process.*

*A key function of the District SIG Transformation team will be to ensure that the LEA develops policies and strategies which will enable the BHHS to move toward School Autonomy. This will include:*

- *Examining current state and district policies and structures related to central control and make modifications to fully support transformation*
- *Reorienting the district culture toward shared responsibility and accountability*
- *Establishing performance objectives for the school*
- *Aligning resource allocation (money, time, human resources) with the school’s instructional priorities*
- *Negotiating union waivers if needed*

**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. (Attachment VII provides a sample rubric for principal selection if the LEA chooses an intervention that requires replacement of the principal.)**

*Timeline: See the attached “Reform at a glance” attachment*

**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.**

*(Please see attached narrative)*

**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.**

*Various stakeholders were included at different stages of the planning process.*

**Describe how this process was conducted within the LEA.**

*(please see above and attached narrative)*

**C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will 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, for 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 the LEA commits to 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.

## ASSURANCES AND CERTIFICATIONS

### **STATE PROGRAMS**

- **INSTRUCTIONS:** Please review the assurances and certification statements that are listed below. Sign and return this page with the completed application.

#### **CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS**

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LL\*Disclosure Form to Report Lobbying\*, in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

#### **CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS**

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

#### **ASSURANCE WITH SECTION 511 OF THE U.S. DEPARTMENT OF EDUCATION APROPRIATION ACT OF 1990**

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

#### **ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT**

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Department of Education."

#### **CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS**

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

#### **CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C.**

##### **7905, 34 CFR PART 108.**

A State or subgrantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

#### **PARTICIPATION OF NONPUBLIC SCHOOLS**

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

#### **ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS**

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

#### **ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS**

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

#### **CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES**

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

**CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES**

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

**CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)**

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92 of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

**AUDIT REQUIREMENTS**

All grant recipients who spend \$500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers to upon the request of the Michigan Department of Education.

**IN ADDITION:**

This project/program will not supplant nor duplicate an existing School Improvement Plan.

**SPECIFIC PROGRAM ASSURANCES**

The following provisions are understood by the recipients of the grants should it be awarded:

1. Grant award is approved and is not assignable to a third party without specific approval.
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Innovation and Improvement unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds.
7. If the recipient implements a restart model in a Tier I or Tier II school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
8. The recipient must report to the SEA the school-level data required under section III of the final requirements.

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

Date

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SIGNATURE OF LEA BOARD PRESIDENT

Date

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**4. ASSURANCES: An LEA must include the following assurances 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.

**5. WAIVERS: The MDE has requested all of the following waivers of requirements applicable to 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.

- Extending 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**  
**Please see attached SIG narrative**

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

<b>Metric</b>	
<b>School Data</b>	
Which intervention was selected (turnaround, restart, closure or transformation)?	Transformation
Number of minutes in the school year?	74,340
<b>Student Data</b>	
Dropout rate	17.76%
Student attendance rate	83.2%
For high schools: Number and percentage of students completing advanced coursework for each category below	--
Advanced Placement	72
International Baccalaureate	0
Early college/college credit	118 students 18% of student population
Dual enrollment	Same as above
Number and percentage enrolled in college from most recent graduating class	Not Available
<b>Student Connection/School Climate</b>	
Number of disciplinary incidents	1,397
Number of students involved in disciplinary incidents	Not Available
Number of truant students	Not Available
<b>Teacher Data</b>	
Distribution of teachers by performance level on LEA's teacher evaluation system	Not Available
Teacher Attendance Rate	Not Available

## **LEA Application Part II**

**ATTACHMENT III**  
**SAMPLE SCHOOL APPLICATION**  
 SCHOOL IMPROVEMENT GRANT – 1003(g)  
 FY 2010 – 2011

**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 form serves as a guide in the thought process. Please submit this form with the application.**

School Name and code Benton Harbor High School 00286	District Name and Code Benton Harbor Area Schools 11010
Model for change to be implemented: Transformation Model	

School Mailing Address: 870 Colfax, Benton Harbor, MI 49022	
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<b>Contact for the School Improvement Grant:</b>  <b>Name: Anita Harvey</b>  <b>Position: Principal</b>  <b>Contact's Mailing Address: 870 Colfax, Benton Harbor, MI 49022</b> <b>Telephone: 269.605-1215</b> <b>Fax: 269.605.1213</b> <b>Email address: anita.Harvey@bhas.org</b>
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Principal (Printed Name): Anita Harvey	Telephone: 269.605-1215
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Signature of Principal: See attached signature page X_____	Date: 08/16/2010
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<p>The School, through its authorized representatives, 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 District/School receives through this application.</p>
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**SECTION I: NEED (see attached narrative for details)**

The school must provide evidence of 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. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.

**School Resource Profile**

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. A full listing of all grants contained in No Child Left Behind (NCLB) is available at: [www.mi.gov/schoolimprovement](http://www.mi.gov/schoolimprovement).

<input checked="" type="checkbox"/> <b>General Funds</b> <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Title I School Improvement (ISI)	<input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input checked="" type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input checked="" type="checkbox"/> Special Education
<b>Other: Smaller Learning Communities</b> A complete listing of all grants that are a part of NCLB is available at <a href="http://www.michigan.gov/schoolimprovement">www.michigan.gov/schoolimprovement</a> .			

See the attached “Reform at a Glance” document to see the coordination of funds and initiatives.

## **SECTION II: COMMITMENT (*Please see the attached narrative*)**

**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 using the MDE Comprehensive Needs Assessment - CNA, provide the following information:**

### **1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.**

*The new principal has established a School SIG Transformation Team. In addition to the Principal and Assistant Principal this team includes 4 teachers. As part of their role the members of this team are liaising with all colleagues to ensure that all staff are fully aware of the key strategies and have the opportunity to provide specific input. The school will be establishing a series of working parties, committees and focus groups which will enable all staff to actively contribute to the implementation strategies.*

*An indication of the level of commitment is that the SIG Transformation Team holds the majority of its meetings outside the normal school day. Furthermore, all members of staff have already actively participated in three initial training days which addressed: Behavior for Learning, Teaching, Learning and the Curriculum, and Student and Teacher Efficacy.*

### **2. Explain the school's ability to support systemic change required by the model selected.**

*Benton Harbor High School has struggled with a team-based leadership approach; this has been remedied by a shift to a principal-with-assistants structure. This change will support developing capacity for systemic change. The school has demonstrated the capacity to initiate and implement major reform, as illustrated in progress with Learning Design. It is also evident from other experience, notably the implementation of the Johns Hopkins Model, that fidelity of adoption is a significant challenge. The change in District leadership will represent an opportunity as well as a challenge, as a new superintendent balances continuity with shifts in emphasis. Events associated with the District's obligation to eliminate a multi-million dollar deficit will affect the high school: the ninth graders are being reintegrated into the building; a program for struggling high school learners is being eliminated; both administrative and teaching staff are being reduced. With all of this said, the SIG initiative offers the school a powerful source of focus for reformation – one that is energizing and offering hope to staff who have thus far been involved with its planning.*

- 3. 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).** *Please see the attached narrative.*
- 4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.** *Please see the attached narrative.*
- 5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.** *Please see the attached narrative.*
- 6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.** *Please see the attached narrative.*

### **SECTION III: PROPOSED ACTIVITIES**

- 1. 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.** *(see attached SIG application narrative)*
- 2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.** *(Please see attached SIG narrative)*
  - i. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.
  - ii. 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.
  - iii. 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.
  - iv. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsd.org/standards/index.cfm>) 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.

**3. 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 budget as well.**

<i>Role</i>	<i>Name</i>	<i>%age of time allocated to SIG</i>	<i>Core Responsibilities</i>
<i>Internal Lead Partner</i>	<i>Dr Leonard Seawood</i>	<i>10%</i>	<i>Local monitoring and oversight of the transformation initiatives</i>
<i>Principal</i>	<i>Anita Harvey, Principal Benton Harbor High School</i>	<i>25%</i>	<i>To provide Strategic Leadership of the Transformation Model and serve as Director of Transformation.</i>
<i>School coordinator</i>	<i>Kevin Simmons</i>	<i>10%</i>	<i>To coordinate day to day implementation of the transformation initiatives and act as Manager of Transformation</i>
<i>School administrator</i>	<i>Kevin Simmons</i>	<i>10%</i>	<i>To process invoices and all claims and general administration of the activities to support implementation</i>
<i>Grant oversight</i>	<i>Sheletha Bobo, Assistant Superintendent of Business and Finance</i>	<i>10%</i>	<i>LEA Fiscal accountability and grant oversight</i>
<i>External Lead Partner</i>	<i>Cambridge Education (LLC)</i>		<i>To assist with the detailed design implementation and monitoring of the School Transformation Action Plan</i>
<i>External Providers</i>	<i>Berrien RESA and Cambridge Education (LLC)</i>		<i>To support the implementation of specific reform initiatives</i>
<i>External Evaluator</i>	<i>Lakehouse Evaluation</i>		<i>To provide external evaluation of the reform initiatives</i>

**5. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services. Please see the attached narrative**

## Section IV: Fiscal Information

Individual grant awards will range from not less than \$50,000 to not more than \$2,000,000 per school, with grants averaging around \$500,000.

The MDE has asked for 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 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.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 2013.

### 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 will be required.

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.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. <http://www2.ed.gov/programs/sif/applicant.html>

**LEA Application Part III**

**ATTACHMENT VI**

**Policies and Practices Change Analysis to Implement the SIG Final Requirements**

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

<b>Polices/ Practices</b>	<b>In Place</b>	<b>Under Consideration</b>	<b>Not Needed</b>
<ul style="list-style-type: none"> <li>• Leadership council composition</li> <li>• Principal Authority/responsibility</li> <li>• Duties – teacher</li> <li>• Duties - principal</li> <li>• Tenure</li> <li>• Flexibility regarding professional development activities</li> <li>• Flexibility regarding our school schedule (day and year)</li> <li>• Waivers from district policies to adopt new approaches</li> <li>• Flexibility regarding staffing decisions</li> <li>• Flexibility on school funding</li> </ul>	    X  X     X  X	  X  X X       X	                      X
<b>Job-Embedded Professional Development</b>			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content			X
• Schedule	X		
• Length		X	
• Financing	X		
• Instructors		X	
• Evaluation		X	
• Mentoring		X	

<b>Budgeting</b>			
School funding allocations to major spending categories • School staff input on allocation	X		
• Approval of allocation			x
• Change of allocation midyear		X	
Major contracts for goods and services • Approval process streamlined	X		x
• Restrictions (e.g., amounts, vendors)	X		
• Legal clarifications			x
• Process			x
• Stipulations (e.g., targeted vs. unrestricted spending)			x
• Timeline			x
• Points of contact		x	
Auditing of school financial practices Process			x
• Consequences			x

\*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998

**Benton Harbor Area Schools**  
**Benton Harbor High School**  
**School Improvement Reform/Redesign Plan**  
**November Submission**

**Benton Harbor High School (BHHS): Transformation in Action**

The LEA has implemented a number of key activities which are pre-requisite requirements to the effective implementation of Transforming BHHS these include:

- Establishing and Orienting the District Transformation Team
- Selecting and appointing a new Superintendent
- Selecting and appointing a new Principal
- Working with Stakeholders and Building Support for Transformation
- Contracting with External Lead Partners and External Providers
- Implementing a review of current district policies and structures related to central control and making modifications to fully support transformation
- Review of resource allocation (money, time, human resources) to ensure fully aligned with the school's instructional priorities
- Engaging the union as part of the Transformation process

**District support**

In the summer of 2010 a new Superintendent was appointed. The new superintendent has already displayed his commitment to the school transformation process in a number of ways including:

- Serving as the Internal District Lead Partner
- Serving on the LEA and School SIG Transformation Teams
- Actively working with all stakeholders to build support for the transformation

**School Leadership change**

In the summer of 2010 the principal of BHHS a new principal was appointed. The **new principal** has already displayed her commitment to the school transformation process in a number of ways including:

- Leading the initial changes
- Communicating the message of change, including a new vision and mission for the school which focuses on success for all students
- Seeking quick wins
- Providing optimum conditions for school turnaround team
- Establishing a school transformation team, which includes a number of teachers
- Providing team members with information on what the school can do to promote rapid improvement

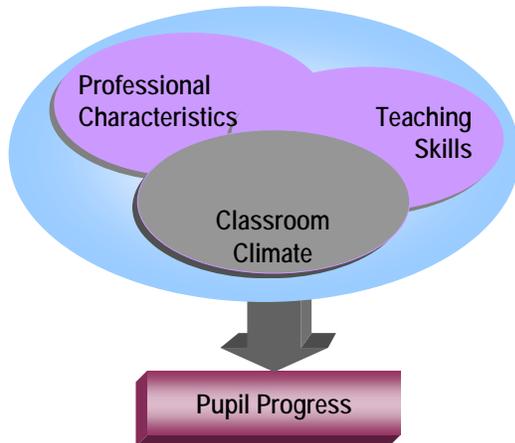
The **School SIG Transformation Team** is very committed to the school transformation process. They have committed to:

**Ensuring that the school reforms instruction by:**

- Establishing a team structure among teachers with specific duties and time for instructional planning
- Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction
- Aligning professional development with classroom observations and teacher evaluation criteria
- Ensuring that teachers align instruction with standards and benchmarks
- Monitoring and assessing student mastery of standards-based objectives in order to make appropriate curriculum adjustments
- Differentiating and aligning learning activities
- Assessing student learning frequently using standards-based classroom assessments
- Preparing standards-aligned lessons and differentiated activities
- Providing sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework
- Demonstrating sound homework practices and communication with parents
- Employing effective classroom management

**Ensuring that all staff are provided with high quality, ongoing, job-embedded, and differentiated professional development which:**

- Is appropriate for individual teachers with different experience and expertise
- Includes an induction program to support new teachers in their first years of teaching
- Ensures that all professional development is fully aligned with identified needs based on staff evaluation and student performance
- Is structured to provide adequate time for collaboration and active learning
- Is specifically related to implementation of new programs and strategies
- Directly aligned with classroom observations (including peer observations) to build specific skills and knowledge of teachers
- Enables the creation of an effective professional learning community that fosters a school culture of continuous learning
- Promotes a school culture in which professional collaboration is valued and emphasized



The SIG Transformation teams are committed to ensuring that all professional development services are high quality, job-embedded.

They further envisage that all training and development will focus on those aspects which will have the maximum impact on student progress and on academic achievement. This includes: professional characteristics of teachers; teaching skills and programs which support and develop effective classroom climate. The programs will all be designed to be activity-based and wherever possible we adopt an 80:20 principle for training where 80% of the training is embedded in classroom practice.

**The School SIG team and our partners will ensure that the job-embedded professional development:**

- Is appropriate for individual teachers with different experience and expertise
- Includes an induction program to support new teachers in their first years of teaching
- Ensures that all professional development is fully aligned with identified needs based on staff evaluation and student performance
- Is structured to provide adequate time for collaboration and active learning
- Is specifically related to implementation of new programs and strategies
- Directly aligned with classroom observations (including peer observations) to build specific skills and knowledge of teachers
- Enables the creation of an effective professional learning community that fosters a school culture of continuous learning
- Promotes a school culture in which professional collaboration is valued and emphasized

**Ensuring that the school provides enhanced learning time by:**

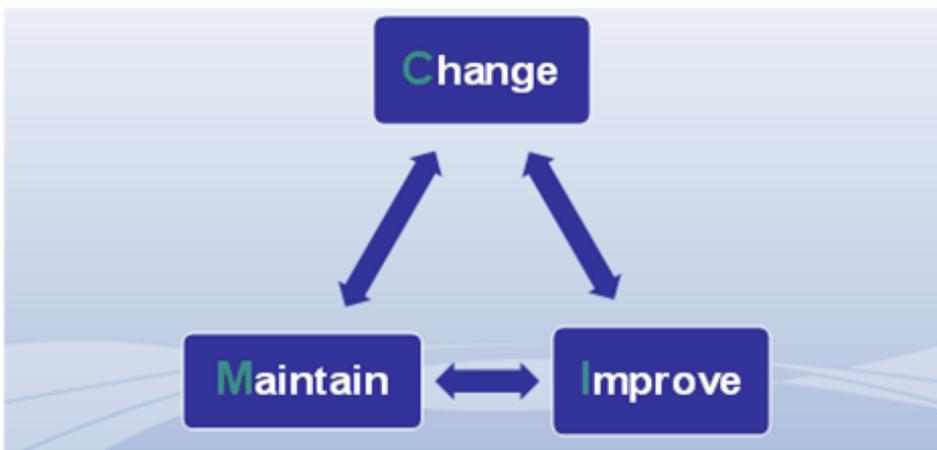
- Becoming familiar with research and best practices associated with efforts to increase learning time
- Assessing areas of need, selecting programs/strategies to be implemented and identifying potential community partners
- Creating enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication
- Allocating funds to support extended learning time, including innovative partnerships
- Networking with potential partners and in developing partnerships
- Creating and sustaining partnerships to support extended learning

- Ensuring that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development
- Monitoring progress of the extended learning time programs and strategies being implemented, using data to inform modifications

### Transforming the school culture

Success in a turnaround environment requires transformation and that to transform schools is to transform cultures. Research shows that 80% of successful change is about the “how” and only 20% is about the ‘what’. Hence merely changing structures makes no difference to the essential culture of school. However, in transforming cultures, people change the meaning that they give to themselves and to the institution in which they work. The SIG Transformation Team believes that all schools and all staff want to improve on their previous best. Therefore, one of the key starting points of our work with our External Partners will be to assist the school to identify what they are doing well and what needs to be improved.

### Focused Change approach



### Transformational Leadership

The team is committed to a theory of action which is based on the belief that the development of strong working partnerships and actively engaging all stakeholders is fundamental to transforming schools and districts. Furthermore, they believe that high quality leadership at all levels is key transforming educational outcomes for of all students. Successful transformational leadership entails winning the hearts and minds of all stakeholders to gain commitment and active involvement in the culture of change. It is concerned with futures thinking, values and the quality of social relationships and is distributed across the school. It is also underpinned by effective management. This is the process of translating the principles, vision and values into practical outcomes that will make a difference in every aspect of the students’ experience.

Therefore another key area of work will be to support the development of the following key dimensions to transformational leadership:

- building the school vision
- establishing the school's goals, providing intellectual stimulation
- offering individual support
- modeling best practices and important organizational goals
- demonstrating high performance expectations
- creating a productive school culture
- developing structures to foster participation in school decision making

Success in a turnaround environment also involves recognizing that change is complex and that there is no blue-print for improving schools. Every school is different and each school's capacity for change will vary. Hence it is a question of enabling each school to make intelligent, informed decisions about what is likely to work best for them.

However, research from across America indicates that there needs to be an unrelenting focus on the quality of teaching and learning. This will entail transforming student – teacher relationships, promoting equity, providing opportunities for all students to be actively engaged in their own learning and developing a culture of success through, among other strategies, disseminating the good practices already going on in schools across the country. Teachers need to be the main agents of change and students need to be the main focus for change.

### **School Action Plan**

One of the tools which the school will use is the Prioritization Matrix. This the one of the key tools which Cambridge Education and the SIG Team will utilize to develop a school improvement action plan based on high impact priority issues. In this model, necessary improvements are identified through rigorous and honest evaluation, and carefully staged in their implementation. This ensures the sequential nature of development, in which ultimate goals are achieved as a consequence of the implementation of an essential series of actions beforehand.



**Develop and increase teacher and leader effectiveness**

All partners involved in the BHHS Transformation process are totally committed to developing and increasing teacher and leader effectiveness. In particular they:

- Fully support the five specific elements identified in the Transformation Model;
- Use evaluations that are based in significant measure on student growth to improve teachers’ and school leaders’ performance;
- Identify and reward school leaders, teachers, and other staff who improve student achievement outcomes and identify and remove those who do not;
- Replace the principal who led the school prior to commencement of the transformation model;
- Provide relevant, ongoing, high-quality job-embedded professional development;
- Implement strategies designed to recruit, place, and retain high-quality staff.

**The following is an overview proposed strategies.**

**A. Use evaluations that are based in significant measure on student growth to improve teachers’ and school leaders’ performance.**

The LEA has actively gained the support of the Teachers Union to review and revise the teacher and school leader evaluation models. *(Please see the attached addendum of the signed agreement “CBA-MOU: Collective Bargaining Agreement-Memorandum of Understanding”).* Cambridge Education will provide Technical Assistance and support for this key component of work to ensure that student growth is a key measure in Teacher Evaluation and Principal / school leader evaluation. Cambridge Education is recognized as one of the world wide leaders in this area of work. Over the past five years in the US they have provided Technical Assistance in this area to a range of SEAs and LEAs including: Indiana State, Minnesota State, North Carolina State; Hillsborough PS, FL; Minneapolis, MN, New Haven, CT. Cambridge Education is also a key partner in the Gates Foundation’s Measures of Effective Teaching (MET) project and they were the UK Government’s Lead Partner in the Teacher Performance Review proposals, which included Cambridge Education supporting the Introduction of Teacher and Principal performance measures in 26,000 school across England and Wales. In all cases the

Teachers' Unions and Principals' Associations have been key partners in the design, development and implementation of effective systems of Teacher and Administrator evaluation. In all cases student achievement / growth measures account for at least 50% of the Teacher and Principal Evaluations, which also include other student related measures, such as increased attendance, reduction in exclusions and disciplinary incidents, and increased graduation rates.

**B. Identify and reward school leaders, teachers, and other staff who improve student achievement outcomes and identify and remove those who do not**

The LEA has replaced the school Principal and actively supported the new Principal in the creation of a school SIG implementation team which includes a number of teachers. The LEA is committed to developing an effective system for identifying and rewarding school leaders and other staff who improvement student achievement outcomes. They will use a range of measures, including establishing a district wide data system which enables staff at the school to track the growth of individual students and cohorts of students as they move form k-12; thus enabling the establishment of a value-added component. The LEA is also committed to providing high quality support and training for those staff that do not improve student achievement and are working with the Union to strengthen the mechanisms for removing staff who fail to improve .(see below: *Operational Flexibility*)

**C. Replace the principal who led the school prior to commencement of the transformation model**

The LREA has already replaced the Principal (August 2010)

**D. Provide relevant, ongoing, high-quality job-embedded professional development**

A key component of the BHHS Transformation Model will be to provide high-quality, job-embedded professional development. Historically BHSS staff have received a significant amount of training, but this has been related to one-off initiatives, was not always job-embedded and it has not been sufficiently coordinated to ensure that it was aligned with the school improvement plan.

One of the key strategic decisions which has already been taken by the SIG Transformation Team is that all professional development must be fully aligned with the School Transformation Plan. Furthermore, all professional development must be high quality and job-embedded. In order to facilitate this LEA has agreed to engage Berrien RESA and Cambridge Education as external providers. Both of these organizations have well-deserved reputations as providers of high-quality job-embedded training.

**E. Implement strategies designed to recruit, place, and retain high-quality staff.**

The LEA is committed to recruiting, inducting training and retaining high quality staff. A key part of the ongoing discussions on teacher and principal evaluations is the introduction of a range of measures to support these key areas.

## **Key strategies**

The BHHS Transformation team also supports the findings of The National Association of Secondary School Principals who have identified **nine cornerstone strategies for transforming schools:**

- Establish academically rigorous essential learning for all students
- Create dynamic teacher teams
- Provide structured planning time
- Implement a comprehensive advisory program
- Ensure that teachers assess the individual learning needs of students
- Entrust teachers with the responsibility to implement flexible schedules
- Institute structured leadership systems
- Align all programs and structures
- Align school wide, comprehensive, ongoing professional development programs

A further cornerstone of the role of the LTP will be to provide customized development programs for administrators (school, district) school governors and board members (school and district), which focus on the importance of Strategic Planning, supported by well-developed and fully costed Annual Improvement (Action) Plans, which are closely aligned to the school's long term aims and short, medium and long term objectives.

## **Comprehensive Needs Assessment**

### **Demographic Data**

The Benton Harbor Area Schools (BHAS) district is located in the southwest corner of Michigan in Berrien County. BHAS is one of fourteen (14) public K-12 school districts in the county, and consists of seven elementary schools, two middle schools and one high school. Based on the *Official February 2007 Headcount*, the enrollment for grades K-12 was 3,961; the high school enrollment is 1,154. This makes BHAS the largest school district in the county, although the senior high graduating class compares to schools of considerably smaller size (the class of 2010 consisted of 232 graduates).

The median household income of \$17,471 is much lower than both the state (\$44,667) and national levels (\$40,154) (US Census Bureau, 2007). The average annual unemployment rate, reported as Niles-Benton Harbor area, for February 2007 was 7.7%, Berrien County 7.7%, and the State of Michigan 7.2% (MI Department of Labor and Economic Growth, February 2007 data report).

The highest levels of poverty are located in the City of Benton Harbor with an unemployment rate of 27.4%.

As can be seen in Table I, below, educational attainment levels for Benton Harbor residents are substantially lower than those in Michigan and the US.

Table I Population Statistics (Source: US Census Bureau, 2007)

Category	Benton Harbor	Michigan	United States
Ethnicity:			
➤ White	5.5%	80.2%	75.1%
➤ Black or African American	92.4%	14.2%	12.3%
Per Capita Income	\$8,965	\$22,168	\$21,587
Educational Attainment			
➤ Bachelor's Degree	2.1%	13.7%	15.5%
➤ Master's/Professional/Doctorate	2.2%	8.1%	8.9%

Extreme poverty, low educational attainment levels and high unemployment have led to crime rates far above the national average. According to the 2001 Federal Bureau of Investigation Crime Reports, Benton Harbor's crime level was worse than the national average in five of the seven Crime Index categories: murder, forcible rape, aggravated assault, burglary and motor vehicle theft.

Student expulsions and suspensions account for far too many students being out of school at any given time. Expulsions at the high school level have increased slightly from 12 in '07-'08 to 15 during the '08-'09 school year ('09-'10 hearings are in progress and data is not yet tabulated). The majority of these expulsions were for assault or fighting. The increase in female expulsions is an alarming trend (11 in '06-'08 to 16 in '08-'09). Discipline referrals are down slightly with BHHS average of 231 per month (40% females; 60% males), which accounts for a substantial interruption to the learning process and illustrates the negative climate of the school.

### Academic Performance Data

The driving factor for the re-design of Benton Harbor High School (BHHS) centers on the need to improve the level of academic performance, which consistently falls below state levels. As can be seen, BHHS qualifies for the School Improvement Grant. The State of Michigan School Report Card for BHHS indicates, "D Alert" status in 2009, which places the high school in Phase 6 of AYP Sanctions. One of the latest versions of the building report card, published by the Michigan Department of Education (2008-2009) provides additional information on the results of State assessments.

The table below reflects a three year trend in our MME data.

Table II, Performance on Academic Assessments  
*Percentage of Students Exceeding and Meeting State Standards- MME*

SUBJECT	2006-2007		2007-2008		2008-2009	
	BHHS	State	BHHS	State	BHHS	State
Mathematics	5%		7%		8%	
Reading	25%	61%	26%	64%	18%	60%
Writing	8%	42%	5%	48%	6%	44%
English Language Arts	14%	61%	12%	56%	9%	52%

BHHS students are performing well below their counterparts in the State in all subjects. There is a significant gap between the district and the state. There is no significant statistical gain over the past three years — in some cases there is an actual decrease in the percentage of students who achieve proficiency. Subgroups not represented in the chart above are not significant to our overall data, as the students who fall within those categories are too few to account for statistical data. We have over 100 students who fall within our subgroup of ‘students with disabilities’. However, a large percentage of the students in this subgroup take the MI-ACCESS test. Therefore, the subgroup is not large enough to be reflected in statistical data for the MME.

<b>Year</b>	<b>High School Graduation rate</b>	<b>Graduation Rate Economically Disadvantaged</b>	<b>Graduation Rate Ethnicity (African American)</b>
2007	68.4%	32.69%	69.53%
2008	76.95%	78.43%	76.47%
2009	81.89%	81.61%	82.08%

There is significant statistical value in the increase in the graduation rate over a 3 year trend. We are implementing an advisory class to support students in staying on track for graduation. Staff will check-in with individual students in regard to their academic and social growth.

**Process Data**

**Cambridge Quality Review Report**

A summary of the Cambridge Quality Review Report reveals low student achievement, and the reasons behind it. Elements in need of immediate corrective action include a lack of teacher and staff understanding of what high expectations look like in classrooms. Teachers’ need increased training in the use of data to drive instruction. We need to increase the consistency with which teachers use good teaching practices. The absence of research-based best practices in the majority of the classrooms proves to be a major concern.

The administrators need to hold teachers more accountable for their students’ progress. The review team suggests that administrators use regular walk-through and lesson observations, with prompt feedback. They also recommend regular meetings with teachers to discuss progress and achievement.

**North Central Accreditation Quality Assurance Report**

The Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable by the LEA for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations. Those recommendations are as follows:

1. Increase focus on student academic performance.

2. Use the continuous improvement process with a profile and a current School Improvement Plan (SIP) to evaluate progress and determine impact of improvement efforts.
3. Involve all stakeholders in the process of continuous improvement.
4. Establish and implement a process to ensure consistency, accountability, and equity among the academies.

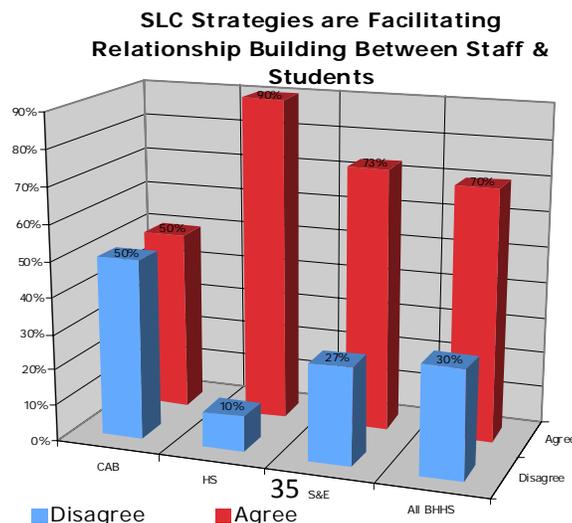
### Perception Data

Both the Cambridge Review Team and the Quality Assurance Review Team learned from interviews with all stakeholders that there is great autonomy in each academy (which have moved into one high school as of the 2010-2011 school year). The dean and staff determine their own vision and mission that is consistent with the district vision of quality, offer core academic and elective courses for their own students, create and distribute their own newsletters, and perform other activities such as honoring and disciplining students. The absence of a single leader/principal means that there is no one person or representative council to oversee consistency and equity among the five academies creates an unnecessary void within the high school.

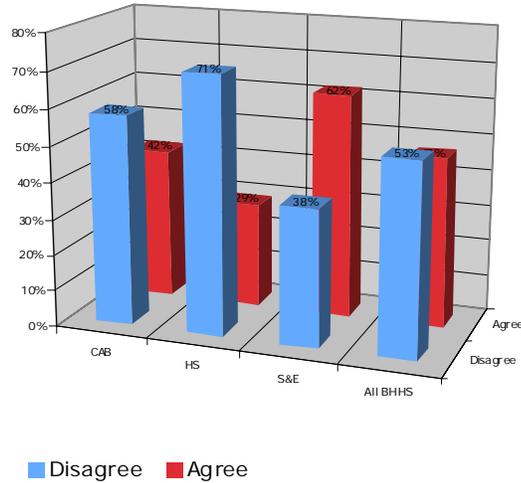
The high school has also gathered and synthesized perceptive data through the John Hopkins Climate and Culture survey. The survey is designed to show correlations between the SLC grant and the climate/culture within the school. The following are the results from the staff survey in 2007. (We will be implementing a new perceptive data survey this school year. Read more throughout the narrative).

### Trends:

- While only 47% of the faculty reported that they feel school is safer this year than last, 71% of the faculty reported that SLC strategies are improving the climate of BHHS
- The majority of the HS & S&E faculty consistently responded positively on questions relative to implementation of SLC strategies / interventions
- 85% of the faculty reported that they feel our students care about their academic achievement
- 97% of the faculty feel well suited for the personality of their academy and 98% believe in the mission / vision of their academy
- 



### School is Safer Than Last Year



### Context: District Improvement

District improvement in the Benton Harbor Area Schools has centered on three essential areas of extensive need: **culture**, **curriculum**, and **instruction**. Focus on these critical areas is guided by a Logic Model (see attached BHHS Logic Model). The district's ultimate outcome as depicted in the Logic Model is "Quality Learning for Every Student Every Day." This is operationalized to mean that every student meets every grade level outcome. An intermediate, or enabling, outcome is defined for each of the three critical areas of need. As portrayed in the Logic Model, these must be accomplished in sequence in order to attain the ultimate outcome. In order these are as follows.

**Culture:** Collaborative quality-focused learner-centered cultures throughout the district.

**Curriculum:** Curriculum (content, assessment, instruction) for authentic academic achievement in all classes.

**Instruction:** Instruction with responsive and evidence-based methods in every classroom.

In addition, we will increase our capacity to deliver our plan with fidelity through the implementation of a project director, who will be responsible for overseeing the full implementation of the initiatives included in this plan at the building level.

One additional contextual fact worth noting is the re-organization of the high school. The high school has moved from shared leadership of three deans, with three academies to one cohesive program with one named principal, with one assistant principal. This is taking effect for the 2010-2011 school year.

## Data Driven Outcomes for a Transforming High School

To take advantage of previous district thinking, and to maximize capacity through the alignment of its transformation initiative with the LEA, high school and SIG planners (the planners) began their work by considering how the vision of Quality Learning for Every Student Every Day might be operationalized at the high school level. The planners were significantly influenced by the work of the Education Trust, found in the document *Gaining Traction, Gaining Ground*. This work, looking into the improvement experience of a dozen struggling high schools, focused the planners on the companion priorities of college readiness for every student, with “support, support, support” to assure that all reach the high bar. The high school planners have agreed to operationalize the district vision with the declarative statement, “*Every student graduates, ready to be successful in college.*” This ultimate outcome embeds the graduation target of 100% in a statement of higher purpose – successful college attendance. The planners have defined readiness for success in college.

College-ready students consistently demonstrate:

- Academic excellence by applying, analyzing, evaluating, and creating knowledge in oral and written formats throughout the school’s fully college preparatory course offerings;
- The cognitive, emotional, and social understanding and skills to be successful in college.

The baseline for the school’s SIG initiative is defined in the Michigan Merit Examination (MME) results for the class of 2011. The following table illustrates MME results for recent classes.

**MME Proficiency Overall for the BHAS Classes of 2008-2011**

	Reading	Writing	Mathematics
<b>2008-2009</b>	18%	6%	8%
<b>2007-2008</b>	26%	5%	7%
<b>2006-2007</b>	25%	8%	5%

These data suggest the importance of the ultimate outcome that *every student graduates, ready to be successful in college*. Benton Harbor High School is home to significant investments in improvement. For example, it is in the midst of a Federal Small Learning Communities grant, which has led to its organization into five academies. It is a career pathways school, with Career and Technical Education (CTE) courses alongside the core course offerings of the three academies serving 10<sup>th</sup> through 12<sup>th</sup> graders, by virtue of the gap between present and envisioned performance. Yet, in spite of these and other significant initiatives, its MME performance is in the single digits.

Learning from the Education Trust work, the Planners realize that the goals of reducing dropout rates, increasing graduation rates, and becoming proficient on the MME offer inadequate leverage on quality student performance. *Every student graduates, ready to be*

*successful in college* is an outcome that seeks to reach higher, to serve significant motivational purposes for students, staff, and the community.

Given what district staff had learned about the critical areas of **culture, curriculum, and instruction**, the planners turned next to learn what high school data suggest about these areas. Interpreting and applying the school's process data, high school planners observe significant need in all three areas.

### **Culture**

Cambridge Education studied Benton Harbor's schools in depth from the standpoints of achievement, demographics, and process. The Cambridge findings include affirmatives. For example, the high school's small learning community initiative, under which the school is comprised of five academies, is credited with improving student behavior. The data also point to significant needs for further improvement in the area of culture. The academy system tends to divide the staff into five sub-groups that are not effective in working as a whole – collaboration is far from the norm overall, even as it is a focus within some academies.

Further, the data show a lack of focus on learning. Essential protocols are not followed consistently by all staff. Learning time is interrupted. Classes are predominantly teacher-driven, so it is relatively rare that students are active collaborators in their own learning. At the classroom level, significant numbers of students are disenfranchised. Discipline tends to be punitive in nature, while a 2009-10 initiative to begin developing students as conflict mediators has been enthusiastically received.

### **Curriculum**

According to the Cambridge review the overall curriculum displays significant weaknesses. It does not consistently meet state standards. It is not sufficiently defined and differentiated to motivate and challenge all students. Daily lesson outcomes are seldom posted. While bright spots exist in the curriculum, such as the range of course offerings, significant shortcomings co-exist with them. There is little consensus about what constitutes quality; students, most importantly, are unclear about this. Most significant among the bright spots is the curriculum development that comprises Learning Design (see Learning Design attachment). Cambridge observers noted the potential that this district initiative holds to positively impact curriculum.

The planners realize the importance of this area of endeavor. The definition of a college-ready student includes reference to the school's course offerings as fully college preparatory.

### **Instruction**

The Cambridge data indicate that students do invest responsibly in a minority of classes where a variety of instructional methods engage them in individual, pair, and small group work as well as teacher-led whole-class work. In most lessons, however, the pace is slow, there is a lack of urgency and academic rigor, and most student time is devoted to listening to teacher talk or to copying from the chalkboard. Lessons are most frequently teacher-directed, with little or no differentiation of instruction. Predictably, such work is too easy for some, and extending activities are the exception. Students tend not to develop effective

problem-solving or other higher order thinking skills because teachers rarely provide opportunities for independent or cooperative learning, or ask the sort of questions that call for such thinking. The planners recognize the importance of this, as they define college-ready as focusing on “applying, analyzing, evaluating, and creating knowledge.”

Since the Cambridge study, the school has begun a staff-wide initiative to develop and apply cooperative learning strategies. Half of the staff participated enthusiastically in a four-day Kagan Cooperative Learning institute. Many are actively engaged in planning applications for the opening of the new school year.

Planning is underway for transferring this learning experience to a job-embedded format as teachers tackle the challenges of becoming cooperative learners with their students (See below for additional Kagan information).

Given the concern generated by these process findings, a developing Logic Model for the high school SIG now displays an intermediate outcome for each of the three areas of need: culture, curriculum, and instruction.

These outcomes, or goals, are as follows:

### **Culture**

Create collaborative quality-focused learner-centered cultures throughout the school.

### **Curriculum**

Develop curriculum content, assessment, instruction for authentic academic achievement to drive and organize all courses.

### **Instruction**

Consistently deliver instruction with responsive and evidence-based methods in every classroom.

Each of these intermediate, or enabling, outcomes guides a backward planning process in which indicators of success and sources of evidence, and capacities for development and implementation are defined. This implementation and evidence gathering work, the day-to-day heart of the SIG initiative, is now illustrated in the High School Logic Model.

## **Approaches to Transforming the School**

Analyzing the BHHS achievement data, then its process data in the three domains of culture, curriculum, and instruction, the planners found significant improvement needs in all four areas. With outcomes defined for each, the planners identified ongoing sources of evidence about performance in each domain. These are portrayed in the Logic Model. First, we will look at the ultimate outcome, separate from the three that make up the fourth and final outcome—student learning.

## **Student Learning**

***Every Student graduates, ready to be successful in college.***

### **Sources of Evidence and Approaches for Development and Implementation**

In the achievement area, the backward planning focused on the tools and processes needed to systematically study, interpret, reflect on, and plan with student learning data. In addition to the MME, the high school will utilize ACT Plan, ACT Explore and the ACT data to help drive instruction.

The ACT® test assesses high school students' general educational development and their ability to complete college-level work.

- The multiple-choice tests cover four skill areas: English, mathematics, reading, and science.
- The Writing Test, which is optional, measures skill in planning and writing a short essay.

**PLAN** can help all students—those who are college-bound as well as those who are likely to enter the workforce directly after high school. As a "pre-ACT" test, **PLAN** is a powerful predictor of success on the ACT. At the same time, many schools recognize the importance of PLAN testing for all students, as it focuses attention on both career preparation and improving academic achievement.

The **EXPLORE**® program is designed to help 8th and 9th graders explore a broad range of options for their future. EXPLORE prepares students not only for their high school coursework, but for their post-high school choices as well. It marks an important beginning for a student's future academic and career success.

The high school staff has participated in professional development in the area of Learning Design for the past two years. Although the district will be moving to the use of the KC4, Kent County Collaborative Core Curriculum, the staff will continue to utilize components of Learning Design to continue to impact student learning. One high profile component of *Learning Design* is Summative Assessments of learning that conclude each unit, planned and administered in common by the teachers of a course. These will serve as a new, classroom-centered, source of evidence of student learning in the backward planning toward the ultimate student learning outcome. Once in place, this creates a balanced triangle of learning evidence, including state and national data, locally decided standardized data, and common classroom summative data.

As high school teachers become skilled in the use of backwards design, Standards-based learning grades will become essential. This will cause teachers to revisit how they think about grading, and how to account for citizenship and work habits variables in a way that does not confound the meaning of letter grades that need to reflect learning towards power standards. Teachers will begin the process of reviewing and revising their common units of study by looking at student work. In content area teams, staff will review the *teacher created* common standards based assessments, through the study of student work, to assist them in

identifying gaps in student learning. Please see the following plan for the implementation of the improvement of assessment strategies.

### **Data and assessment for learning**

Cambridge Education has begun work designed to enhance the school's understanding and utilization of student assessment data, which will establish a concrete early warning system to identify students who may be at risk of failure. The central focus of this work is in ensuring that teachers plan work appropriate to students' different needs, and in increasing leadership effectiveness in identifying at risk students, planning interventions to improve achievement, and evaluating the impact of these initiatives.

Building from an initial training day, the purpose of the Professional Development is to provide:

- a structured opportunity to explore the range of data that is available detailing each students' achievement at the start of the year and at identified points through the year;
- time to work together in grade teams or other groups as appropriate to ensure that all staff have access to the data;
- guidance in establishing class and course profiles of the range of student achievement;
- guidance in using benchmark information in identifying challenging goals for all students.

A Cambridge Education consultant is assigned to work with the school to provide continuing assistance to school leaders and coaches in working with teachers to collate and interpret student achievement data, and in setting goals from initial class or course profiles. Outcomes achieved from initial Professional Development are:

- every teacher has started to develop a profile of the achievement of each student in their subject, based on availability of all data (e.g. ACT Plan and Explore` scores).
- teachers have begun to identify the three main ability groups in their class/group.

Below grade level	Grade level	Above grade level
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and, in relation to the school's spectrum of achievement:

- all staff are aware that these groups will be used to inform planning /support /intervention groups.
- planning groups have been established, in which teachers and school leaders will discuss, agree and set individual long term goals for each student in subject area based on identified and agreed measures of expected progress.
- the school has begun to develop an assessment cycle with agreed benchmarks and interim measures of progress (to include regular data meetings with all staff to discuss student progress).
- the District has undertaken to support a Winter Interim Assessment Point in addition to the Fall and Spring points already in place to provide better opportunities of assessing goal-related progress and planning modifications/interventions in a more timely manner.

On-going support will be provided by Cambridge Education through its School Improvement Partner work in which, through regular mentoring, the initial focus of embedding assessment practices will be supported by the continued emphasis on building leadership capacity through strategic analysis of the outcomes of the recently established cycle of Effective Classroom Observation.

High School staff will have the opportunity to implement this work into the existing team planning meetings (designed for meeting the needs of individual students) and the Progress Reports currently used.

Finally, a system for warehousing a full range of school information will be in order, if high school staff are to monitor their improvement. The RESA serving the District, Berrien, is sponsoring Data Director to serve such needs. It remains for the high school to discover how best to take advantage of this important data resource. Therefore, Data Director professional development will be provided for all stakeholders. The newly hired, District Data Coach and Learning Coaches will be tasked to provide follow-up, job embedded professional development.

Another key component for student learning to take place will be the implementation of Flex-time Scheduling, which will include Zero hour, 5th Block/7th Period. The flex-time scheduling will allow for both—extended learning time for students (see extended learning time for students later in this document) as well as Professional Learning Communities for staff. Professional Learning Communities (PLCs) will be structured in such a way that staff will have the opportunity to do vertical planning, team planning, content area/unit planning and reviews, study student work and data, develop implementation plans for the school reform initiatives and receive additional coaching and professional development in the reform and redesign initiatives. Staff will also receive professional development around the use of PLC time to ensure the impact on student learning.

## **Culture**

***Create collaborative quality-focused learner-centered cultures throughout the school.***

### **Sources of Evidence**

Sources of evidence of progress toward this outcome include two external sources and important internal ones. As part of the SIG initiative, school and district leaders will seek to engage Cambridge Education as an external source of evaluation data, in continuity with the assessment that yielded the process data that the SIG planners have used. Cambridge will be invited to propose annual follow-up studies.

The second external source is the Talent Development High School program of Johns Hopkins University. The High School is three years into the process of implementing the “Johns Hopkins Model,” as it is referred to locally. The approach includes an annual *Climate and Instruction Survey* that was administered at the high school in 2006, 2007, and 2008. At present, it is unclear what factors may have contributed to the survey’s hiatus in 2009 and 2010. As the school moves into the reform plan, it is likely that the school will partner with Cambridge to implement the Tripod survey (see “Cambridge Rationale” at the end of this

document for more information about the Tripod survey), which would replace the Johns Hopkins survey. This option is being considered because it offers perception data (culture and climate data) on individual classrooms and/or teachers. It will be imperative that we move to collecting this type of data as we begin to tie teacher performance to student achievement.

The internal sources of evidence will develop through the observations undertaken by high school leaders, together with the related professional conversations that they initiate with staff. The school leaders in the district are:

- (1) three years into an instructional supervision initiative that has centered on developing their capacities in just these areas: observing for quality, and engaging staff in reflective conversation and planning;
- (2) creating incentives for staff, including supporting staff, and students for the purpose of intrinsic and extrinsic motivational programs centered on attendance, retention, and academic achievement;
- (3) establishing specified events targeted at promoting higher learning through collaboration with local, state, and national colleges and universities.

The SIG initiative's focus on developing collaboration as the operative norm across the school's staff will call on the leaders to focus their observing and conferencing capacities on the school's developing culture of: (a) collaborative, (b) quality-focused and (c) learner-centered work. According to the current process data, each of these focus areas is lacking in the current operation of the high school.

### **Approaches for Development and Implementation**

In 2009-10, the school initiated a Peer Mediation program in the building, by providing mediation training to a cadre of students and arranging for a staff sponsor of the initiative. The training was received with enthusiasm by the student participants! Under the SIG, the mediation approach will expand to include staff training, as well as basic training for all students. Peer mediation has repeatedly shown affirmative effects on school cultures, while experience supports the importance of spreading mediation thinking throughout a school's community – all of its students and its staff in particular.

Under the SIG, leaders will initiate two additional approaches that specifically focus on the development of culture. The first seeks to apply an initiative that the district has begun with its leaders, that of learning the tools and lenses of adaptivity. The Adaptive Schools approach focuses on two simultaneous objectives: organizational capacity for collaboration, and individual learning of the tools and strategies that build and sustain self-directed, collaborative interactions. During the 2009-10 school year, building and district-level leaders participated in the Foundation Institute for Adaptive Schools, responding with enthusiasm to the impact of its understandings and strategies on their interactions with staff. The Adaptive Schools approach is in service of developing effective professional communities – ones that advance the learning of all students. It rests on significant research about the power of professional communities to accomplish this end (Supovitz and Christman, 2003).

Furthermore, Adaptive Schools is about changing form and changing identity to meet the needs of today. If our schools do not become adaptive in every way, we run the risk of

becoming extinct. The Adaptive Schools Foundation seminar provides participants with the skills and tools necessary to continue to meet these challenges.

As part of the SIG initiative, the high school staff will take part in the Foundation Institute, with building leaders supporting application of the knowledge and skills through sustained embedding of Adaptive School ways in the regular operation of staff groups throughout the year.

While it is anticipated that Adaptive School ways will find application in classroom work with students as well as staff interactions, a second approach will be paired with it – one that focuses directly on developing and sustaining quality-focused and learner-centered relations with students and focus on authentic, quality-driven learning throughout a school. The Quality School approach rests on the work of Dr. William Glasser (Quality Schools, 2007; Every Student Can Learn, 2009). Its applications extend from everyday classroom interactions and learning focus, to the approach that the staff takes to supporting students who require extra-classroom interventions. The approach calls for replacing punishment with restitution, and will require significant paradigm shifts for high school staff. A student support coordinator will be hired to support the Quality Schools initiative.

In addition, advisory time “Tiger Time” has been built into the schedule in an effort to provide time in the day for staff to connect with individual students.

## **Curriculum**

***Develop content, assessment, and instruction for authentic academic achievement in all courses.***

### **Sources of Evidence**

The High school staff will utilize rubrics and protocols for scoring unit plans and maps for the quality of their content, their assessment tasks, and their planned instruction. The reviews will ensure rigorous assessment of the KC4 units of study.

Observation and conferencing by school leaders will furnish additional evidence of progress in this area. Observation of this sort includes both looking into classes, and engaging teachers in professional conversation about the units taught. These activities will have to become routine to advance the SIG initiative.

### **Approaches for Development and Implementation**

Under the redesign plan, the high school will implement the KC4, Kent County Collaborative Core Curriculum. This is an articulated K-12 standards-based curriculum in mathematics, language arts, science and social studies, aligned to the Michigan Curriculum Framework. KC4 contains approximately ten standards per grade in each content area and provides a suggested sequence of instruction, assessments, and resources.

Cambridge Education has been asked to undertake a District-wide review and evaluation of the overall curriculum, with the aim of developing increased continuity and rigor at all phases of education. Additionally, the outcomes of this review will be utilized in planning and

implementing coherent and research based teaching methodologies to embed consistency of approach, planning, pedagogy and assessment to accelerate student achievement. In relation to Benton Harbor High School, the review will focus, in particular on the strategies employed in:

- planning activities in relation to students' prior achievements in reading and in writing,
- planning links between subjects so that skills learned in ELA are consolidated, developed and applied coherently across subjects,
- planning interventions in Literacy.

In all of the above, there will be a strong emphasis on the degree to which data is used by school leaders in evaluating the effectiveness of each aspect, and by teachers in planning work that is matched to the full range of students' different needs.

The Literacy Review will result in a set of recommendations for improvement, for each school, and for the District as a whole. Cambridge Education will support schools in implementing these improvements through its ongoing School Improvement Partner work.

An additional approach in the **curriculum** area under SIG auspices is implementation of the district's Coaching Initiative. Under this initiative, the district is seeking to capitalize on the research that demonstrates the effectiveness of coaching, data analysis, assessment design, and monitoring and evaluating student service programs, as an approach to supporting improvement of instruction by teachers and learning by students. The district has developed the role of Learning Coach, with the formally stated purpose of "supporting the learning of all students and staff by developing and sustaining consistent:

- ◆ collaborative quality-focused and learner-centered cultures;
- ◆ results-driven application of curriculum;
- ◆ responsive and evidence-based instructional practices; and
- ◆ inquiry-driven decision-making."

Learning Coaches, of which two have been hired specifically for the high school, will engage five priority functions:

**1. Mediator of Thinking**

To develop and support self-directedness in relation to teaching and learning, specifically self-monitoring, self-managing, self-assessing, and self-improving.

**2. Facilitator of Learning Communities**

To support adult learning through collegial engagement in sustained collaborative inquiry.

**3. Data Coach**

To ensure that student learning evidence drives instructional and organizational decisions

at classroom, school, and district levels.

**4. Curriculum Specialist**

To ensure implementation of the District's curriculum through Learning Design.

**5. Instruction Specialist**

To ensure consistent responsive evidence-based methods for the learning of all students.

In addition, the high school will further their partnership with the local community college to implement college course offerings on the High School campus. Certified teachers will have

the opportunity to become an adjunct professor to teach the college courses on site. This will further the initiative to enhance the curriculum and course offerings. The high school will implement the Michigan High Virtual High School program as well.

## **Instruction**

***Consistently deliver instruction with responsive and evidence-based methods in every classroom.***

### **Sources of Evidence**

The key sources of evidence in the **instruction** area are the same as those in the **culture** area. Please see above.

- Cambridge Education study
- Tripod Study, through partnership with Cambridge Education
- Observation and Conferences by Building Leaders

### **Approaches for Development and Implementation**

The approaches in this area include the Coaching Initiative (please see the **curriculum** area above), Kagan Cooperative Learning, Response to Intervention, Technology based learning and the *Framework for Effective Teaching*.

Cooperative learning, when implemented with fidelity, improves the learning of all students. This has been exhaustively documented around the world for decades. Kagan Cooperative Learning makes this high-powered approach readily available to teachers. Two years ago, the district began a K-12 initiative to develop all teachers' capacity for this approach. Enthusiastic implementation at the middle school level, together with the high school's start into *Learning Design* in the summer of 2009, convinced high school and district planners to launch the initiative with high school staff in June, 2010. Approximately half of the school's teaching staff, and the newly-hired Learning Coaches, participated energetically in a four day Kagan Cooperative Learning Institute in June. This learning from this high caliber workshop experience must now transfer into sustained embedded collaborative learning among the teaching staff. Read more about Kagan Cooperative Learning. The following was taken from the Kagan website: [www.kaganonline.com](http://www.kaganonline.com)

*'Kagan Structures' engage every student. In the traditional classroom, the teacher is the hardest working person. At Kagan, we think that's backwards. Students need to work at least as hard! The more they interact with their peers and with the curriculum, the more they'll learn. Kagan Structures require every student to participate frequently and approximately equally. Kagan Structures close the achievement by creating dramatic gains for struggling students. But the gains are not bought at the expense of high achievers; they too are engaged in a richer, more interactive learning environment. As brain-research is proving, meaningful engagement is just a better way to reach and teach all students. Engagement is why low-performing and minority students who use Kagan Structures outperform their school and district peers who don't. Engagement is why students report they like school more, their teachers more, the academic content more, and feel better about themselves, and are less disruptive. Engagement is the reason why principals of failing schools can turn schools around, quickly. Active student engagement gets straight to the root of the problem in many classrooms.'*

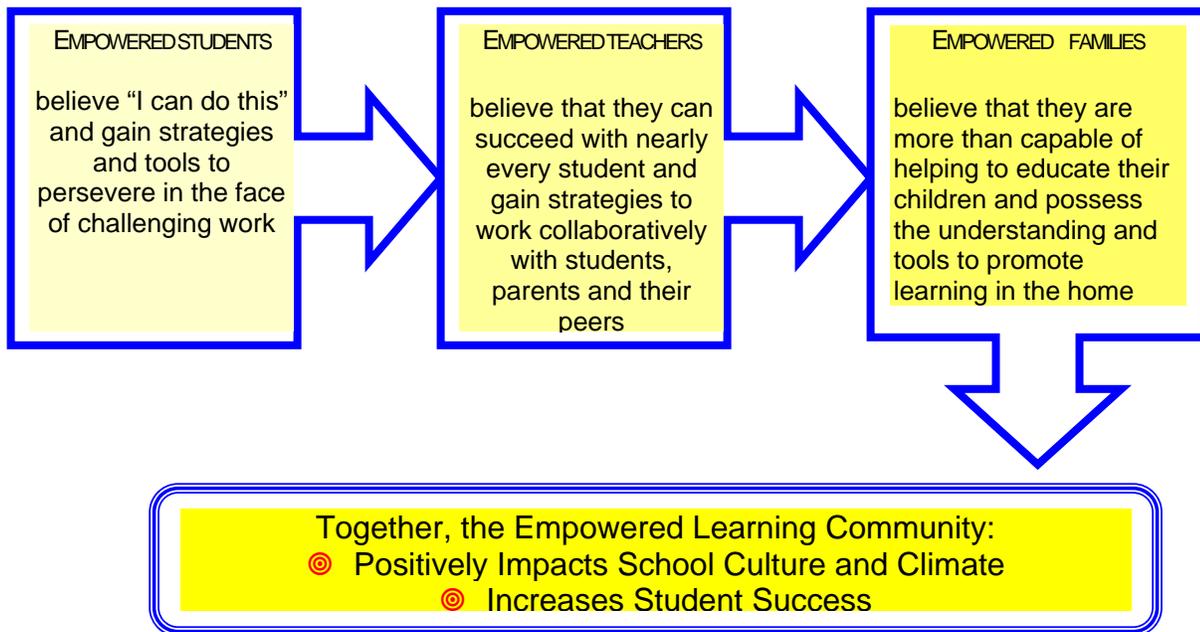
Response to Intervention (RTI) will provide individualized, tiered-instruction for all students. As we begin the study of student work for Learning Design Refinement, we will also utilize the data to provide individual plans for all students. Progress reports and team meetings centered on individual student needs are currently in place.

### The Empowered Learning Community Model

The Empowered Learning Community (ELC) approach brings together research in fields of social psychology and family engagement. ELC recognizes that student, teacher and parent beliefs about students' ability to learn can powerfully influence their learning success, while parental self-efficacy shapes the roles families play in promoting academic achievement.

The Empowered Learning Community Model completes the school improvement process by equipping students and parents to work effectively alongside the school staff to support student achievement. Together, the three groups build a core set of beliefs and actions around student capacity for growth and gain the skills to establish a more cohesive school culture that fosters learning and achievement.

The Empowered Learning Community training modules will develop school capacity to one in which:



**Use and integrate technology-based supports and interventions.**

As part of the planned Curriculum Review, consideration will be given to the degree to which technology is used in consolidating and enhancing students' skills, and the efficacy of its use in providing support and intervention that is effective in raising student achievement. It is also imperative that we provide a focus on the use of technology in the classroom.

**Learning includes turning information into knowledge using multiple media.**

Learning to make sense of information transforms it to knowledge and learners into critical thinkers who produce their own information and knowledge. Students use and evaluate appropriate digital tools and resources for the work they are doing in and across subject areas. They find relevant and reliable sources, use digital tools and resources efficiently and ethically, analyze and interpret information, and evaluate conflicting sources. As students use technology for communication, research, and creation of new ideas, the process of knowledge generation establishes students as learners and creative problem solvers. Teachers keep current about digital tools and applications useful to their own learning and to the learning of their students. They understand and apply the tools and applications that students employ in their out-of-school and in-school lives. They incorporate into instruction those tools and applications best suited for their subject area and continue their own learning as new technologies open access to multiple ways of knowing and learning.

**Learning occurs in a global context.**

Greater accessibility via technology enables students to interact with diverse students and people in their local settings and around the world. Students learn to recognize the ways that others present evidence and build arguments in different societies. Dealing with real world problems expands students' thinking beyond their local context to begin their participation as world citizens. Teachers necessarily expand their knowledge about people and societies around the world, adopting pedagogies that ensure participation by themselves and their students in global awareness and interaction. They seek cross-cultural experiences to ensure their own development as world citizens.

We will provide intensive professional development to support the efficient use of IT to promote learning, while enhancing the amount of hardware; such as laptops, SMART boards, etc. (SIG funding pending).

Emphasis will also be placed on developing the systems in place for securing improvements in credit recovery through such strategies as:

- the application of 'Virtual High School' (Genesis)
- ensuring that web-based assessment routines are clearly linked to teachers' planning, and that students play an enhanced role in tracking their achievement against targets set and agreed with councilors and teachers,
- the development of assessment strategies linked to regular tracking of student achievement against set curricular goals, and
- the implementation of a coherent grading policy to align the criteria for credit award to State Standard achievement measures across subjects and departments.

**Teacher/Principal Evaluation**

The *Framework for Effective Teaching* was completed by the Superintendent's office in June, 2010. Adapted from work by the New Teacher Center at the University of California at Santa Cruz, it describes proficient teaching in six Areas of Performance. Each Area includes a standard of proficiency, three to six Elements of Performance, and four-point rubrics for each of the total of 31 elements. The Areas of Performance have been agreed upon by district and the Education Association, as required under the teachers' collective bargaining agreement. Under the District's collective bargaining agreement with the local Education Association, the remainder of the *Framework* is administrative prerogative, about which the district must inform teachers. Workshops for engaging teachers with the Framework's content are in the process of being scheduled. We will implement the enhanced evaluation system as we go into second semester of 2010-2011 (**Please see the \*revised\* attached addendum of the signed agreement "CBA-MOU2011: Collective Bargaining Agreement-Memorandum of Understanding"**).

The content of the *Framework* has already served as the definition of quality teaching that the district leaders have been using to guide their instructional supervision initiative over the last three years. Consequently, continuing administrators – including the High School Principal – are already familiar with the contents. As the district undertakes its obligation to engage its teachers in learning the *Framework*, it will be for the high school leaders to bring it to life there.

The *Framework for Effective Teaching* serves as the foundation of a new system for supervising and evaluating teacher performance based on student growth, as called for in Section 380.1249 and 1250 of Michigan's Revised School Code. Specific procedures for handling unsatisfactory performance were promulgated by the Superintendent last spring.

### **Teacher Evaluation / Teacher-Administrator-Staffing Removal**

A Memorandum of Understanding has been signed by the district and the Collective Bargaining Unit that supports the acceptance, removal and/or transfer of any teacher to and from persistently low achieving schools (**Please see the revised attached addendum of the signed agreement "CBA-MOU2011"**) for unsatisfactory student achievement growth, attendance, disciplinary incidents, etc.. All staff will be given multiple opportunities to improve performance through various professional development opportunities prior to consideration for removal. Identified improvements will be set against achievable time scales to minimize the disruption for student learning, primarily in semester increments. More specifically, teachers who do not reach the student achievement goals and do not meet all the required components after one year (2 semesters) will be placed on an improvement plan. The improvement plan will be supported by intensive building and district level professional development and coaching throughout Year Two. After the completion of Year Two (total of 4 semesters), progress will be evaluated. If, at this time, the teacher has not reached the student achievement goals and required components; he/she will be removed from the staff.

In addition, conversations around offering another buy-out are also on the table to support removal of staff.

The District's present arrangements for evaluating teacher performance are out of compliance with the state's Tenure Act and the Revised School Code (section 380.1249). The new system for supervising and evaluating teacher performance:

- a. brings the District into compliance with the Tenure Act,
- b. maintains or improves on the recently-promulgated *Terms and Procedures in Cases of Unsatisfactory Teacher Performance*,
- c. provides for annual teacher evaluation,
- d. **includes measures of student learning/growth** such as Collaborative Data Inquiry (CDI) into NWEA-M.A.P. data and the results of the Summative Assessments in teachers' Units of Study, and Collaborative Analysis of Student Learning to focus on effectiveness with struggling students, and
- e. is being developed through a collaborative planning process between District and Education Association leadership, and approved in collective bargaining.

Parallel development will be necessary for supervision and evaluation of the performance of school administrators. At the same time; the administrator, high school principal, is on a year to year contract. Each year the principal's contract is up for negotiation based upon school, district and board goals. The administrator can be non-renewed for the upcoming year if given a 60-day written notice prior to the end of the current contract year as is written in the administrators' contract which allows for the removal of the administrator at any year end in which progress has not been made and/or goals have not been met.

With the above guidelines in mind, BHHS will implement evaluations showing teacher effectiveness as gauged by annual student achievement growth of students in their classrooms. The evaluation includes:

- Understanding and Use of Framework for Effective Teaching across the 6 areas of Performance
- Professional Development for all faculty and administration in 'Classroom Walkthrough' procedures
- Hiring of one permanent substitute to allow departmental personnel time for implementing newly acquired evaluation skills
- Linking the evaluations process with the building's collective and individualized professional development opportunities
- Collecting and disseminating longitudinal data to measure short- and long-term student growth. Use this data, along with other valid and reliable tools, to assist in determining whether a teacher possesses the necessary skills and competencies (this will include the use of End of Course Exams and Learning Design standards based assessments).

Teachers are involved in the process of defining teacher effectiveness (**Please see the attached revised addendum "CBA-MOU2011"**). As part of the evaluation, teachers and staff will work together to determine what skills and knowledge an effective teacher must possess and what outcomes an effective teacher must produce. Levels of teacher effectiveness are being established. For each level, clear outcome criteria are being developed. Outcomes will include removal, remediation, professional development and/or positive incentives and rewards.

### **Incentives / Rewards / Attracting and Retaining Teachers-Administrators-Staff**

Incentives and Rewards for meeting student achievement growth goals are a significant portion of this plan. We have also developed plans for staff promotion (to lead teacher), retaining and attracting new hires.

Teachers within each department / core area who increase student achievement by the largest percentage will be named the course facilitator (department chair or lead teacher) for the upcoming academic year. This lead teacher will lead the department in achieving the student growth goals. This assignment will be evaluated every two years—to ensure that student growth remains the focus.

In addition, the district is offering incentive bonuses to the administrators, teachers, teams, and/or entire staffs who are a part of buildings who are “persistently low achieving” (at this time our high school is our only “persistently low achieving school”). The district has raised \$50,000 to allocate toward staff rewards beginning school year 2011-2012. The bonuses will be disseminated on a point system. Administrators, teachers and support staff will earn points in the areas of student growth/student achievement, attendance, professional development attendance and resulting change in practice/impact, parent-teacher conference attendance rate and participation in extra-duty roles (i.e. volunteer at school event, serve on school improvement team, etc.). Each role has a different point system based upon which categories are applicable for the respective role.

At year end, we will tabulate the total number of points earned and divide that by the \$50,000 raised to determine the dollar amount per point. Then each staff member would receive a check based on the number of points earned multiplied by the dollar amount per point.

Teachers who are on Improvement Plans will not be eligible for rewards.

Additional items that may be included:

- The possibility of providing relocation assistance for teachers recruited from outside the area.
- The potential in providing additional ‘one-off’ payments for teachers appointed to difficult to fill positions; e.g. in math or science.

Please see the attached \*revised\* addendum “CBA-MOU2011” for the collective bargaining agreement in regards to the agreement to the rewards and/or incentives.

### **Professional Learning**

The requirements of the Transformation Approach under SIG regulations call for “high quality job-embedded professional development.” This is expected to be a signal feature of the SIG initiative at Benton Harbor High School. The approaches described above, in the areas of student learning, culture, curriculum, and instruction, can weave together into the fabric of a high school that truly can graduate every one of its students ready for success in college. If

they are implemented with fidelity and are the focus on sustained professional learning by all staff. Every one of the approaches defined above will require ongoing learning and reflection.

### **Flexible scheduling**

Two significant time features are included in the Reform and Redesign Plan: Flex-time scheduling (see **Curriculum: Approaches above**), in which all students would be required to attend either a Zero hour and/or Seventh hour. The teacher schedules would be staggered in such a manner that not all staff would be onsite for Zero and Seventh hour. Some staff would come early and leave early, while others will come late and leave late. With the additional hour of student contact time daily, staff will actually have the ability to build in four additional professional development days for teacher learning. These will be committed to the Adaptive Schools Foundation Institute, which will be imperative for developing the sort of school culture that will support the other work necessary to reach **Quality Learning for Every Student Every Day**. With these two scheduling features in place, the high school is equipped to provide the sort of job-embedded professional development that will be necessary, supported by intermittent workshop activities and Learning Coaches. **(Please see the attached addendum “CBA-MOU2011) for collective bargaining agreement)**

Quality Schools learning will begin immediately, becoming a focus of ongoing attention during district professional development time, during Zero Hour, and during the team time in the building’s master schedule.

Learning Coaches participated in the Foundation Seminar of Cognitive Coaching in July. The Advanced Seminar will need to be scheduled during the 2010-11 school year, as will other learning activities that will develop their coaching capacities. These will include their participation in the Data Coach training offered through Berrien RESA, and supported by Cambridge Education’s work in developing profiling and goal-setting strategies, and the strategies of evaluating learning through the Effective Classroom Observation model.

Peer mediation will require learning attention, both for the student body and for faculty. Arrangements for this expansion of the mediation approach have yet to be developed.

In addition, Special Education Inclusion training will be provided for all staff as we strive to implement an inclusion initiative in the high school.

Cambridge Education has been asked by BHAS to provide training in the strategies of Effective Classroom Observation for its school leaders and key District staff as a system for measuring changes in instructional practices that result from professional development.

This training is structured to provide school Administrators, coaches and, ultimately, other staff with the skills to make use of observations of learning and teaching in planning for improvement. Additionally, the training enables school leaders to focus on the impact of developments that have been initiated in the school. In this way, the school’s strategies of monitoring and evaluation are strengthened so that leaders are able to identify what is working well and where improvement is needed. This, in turn, enables the school to take

strategic decisions based on identified need so that Professional Development is designed to secure specific change in practice, and in student achievement.

The initial training is strongly focused how to identify particular features of learning in lessons, through a mix of discussion, group-work, and watching sample lessons on DVD to introduce the necessary skills and to plan feedback. Following this initial training, has provided mentored support in practicing the strategies that school leaders have learned through a series of in-school 'Mentored Visits'. The entire process is designed to support leaders in planning for and ensuring improvement at a classroom level through the identification of need and the subsequent planning and provision of development and support.

In undertaking this work in schools in areas as diverse as New York, Minnesota, North Carolina and Connecticut, experience has shown that this approach to monitoring the impact of teaching on learning increases schools' capacity to apply efficient and developmental ways of making use of the information in the planning and monitoring elements that are so central to the roles of principals, coaches and District -based staff. Initial feedback demonstrates that school leaders and their teachers are positively motivated by this approach and that, as a result, focused change has already begun to occur.

### **Teacher Participation in Assessment Decisions**

Strong commitment to this work is addressed above, in the **Student Learning** and **Curriculum** sections. A significant feature of Learning Design, as addressed by teachers already involved, is that it creates collegial ownership among teachers of content, assessment, and instruction decisions which will also include quarterly external assessment and feedback of student work from a national scoring firm. This has represented a shift in the district, one that will require sustained commitment and support.

### **Extending Learning Time for Students**

As the Reform and Redesign team considered the vision of every student graduating, ready to be successful in college, they were significantly influenced by work of the Education Trust in this area. Specifically, they were intrigued at such a high bar, and they focused on how important it would be to "support, support, and support" students to assure their success. Mastery learning loops are an integral component of the Catalog of Lessons in *Learning Design* Units of Study. These are enabled by systematic attention to a Unit's Learning Targets and their respective formal formative assessments. Teachers have yet to develop this aspect of Learning Design, as they are new at this work, and their time to work together for this sort of within-Unit planning and reflection has been exceedingly limited. PLC time will be used to advance Learning Design dramatically. Combined with the student-centered team time that is built into the master schedule, routines and protocols for assuring timely re-teaching and other forms of support will be assured.

Plans are also in the making for extending the school day for all students through the use of flex-time scheduling described above, participating in virtual high school online courses, ACT prep sessions, and Saturday school. The most common practice to-date has been to offer extended time on a voluntary basis. This has proven inadequate and will no longer be the norm when students require timely support to demonstrate proficiency on the outcomes of

Units of Study. For the fall of 2011, we will implement a Zero and Seventh hour in which all students would be required to attend either a Zero hour and/or Seventh hour. The teacher schedules would be staggered in such a manner that not all staff would be onsite for Zero and Seventh hour. Some staff would come early and leave early, while others will come late and leave late. **With the additional hour of student contact time daily**, staff will actually have the ability to build in four additional professional development days for teacher learning. Please see above “Flex-time Scheduling” for details, as well as the Professional Learning section. **Please see the attached “CBA-MOU2011” for association agreement.**

In addition, we are moving out of a 4x4 block schedule to a 6 period day (implemented by Fall 2011-2012) in which we will double up on Math and ELA instruction, enabling all students to get increased learning time in the core content areas. We are also eliminating wasted time that is built into our current contract days (transition time between classes, lunch period length, etc.).

Finally, initial planning is underway for an extensive review of present summer school arrangements. School leaders and SIG planners are committed to increasing the leverage of this way of extending learning time. In addition to the traditional summer school, transition programs will be offered for incoming freshman and college going seniors. All incoming freshman will take part in the transition summer program in which they will take the ACT Explore. All freshmen will enter the transition program with an ACT equivalent score to help us measure the interventions needed to get them college ready, college bound. We will use the test scores as a pretest exam that will subsequent help us to identify the academic program they will need to follow in order to show academic growth as measured by the ACT. In addition to the four week academic program, freshman students will get oriented with Michigan colleges and universities requirements for admissions; followed by a Michigan tour through out the school year.

## **Board of Education, Family and Community Engagement**

There is significant board and community support of the turnaround effort. Parents have taken an active role through the participation on our school improvement team and local PTO (Parent Teacher Organization). Community members have participated in the planning of the redesign initiatives. One of our key community partners, Consortium for Community Development, has brought Cambridge Education to our district to support this initiative—from the planning of the plan to supporting the writing of the reform/redesign plan to providing professional development for the staff. The school board has taken a number of steps to support the turnaround effect. The Board has:

- Replaced the Superintendent with Dr Leonard Seaward
- Supported the LEA’s replacement of the school principal with Ms Anita Harvey
- Supported the establishment of an LEA SIG Transformation Team,
- Provided representatives to serve of the SIG Transformation Team
- Supported the appointment of:
  - Dr Seaward as the Internal Lead Turnaround Partner
  - Cambridge Education as External Lead Turnaround Partners
  - Berrien RESA and Cambridge Education (LLC) as External Provider to support the

implementation of the reform initiatives  
Lakehouse Evaluation as an external evaluator of these efforts.

### **Alternative Governance**

The current budget and finance committee of the board, along with representatives from the following partners/organizations will become a new governance committee for the high school. The organizations include: Upward Bound, Lake Michigan College, Promise Zone, Michigan Works, and the Consortium for Community Development.

Through the use of four student service coordinators, family and communities will engage in programs geared at connecting parent/guardians with school-related activities and services. The Student Service Coordinators will be responsible for implementing quality school focus centers designed to eliminate punitive discipline and promote student conflict resolutions.

Partnerships include:

**M Can**-the mission of M-Can is to enable high school students to pursue post-secondary education. The program's intent is to motivate students in the community and to assist them with the college admissions and financial aid process. In addition, M-CAN provides a full time college advisor on site and an extensive Parent Program.

**Promise Zone**-we have been identified as one of 10 communities across Michigan in hopes to expand opportunities for students to attend college. A Promise Zone authority board has been established to outline the intended educational promise, which at minimum, must include funding for each to obtain an Associates Degree.

**Lake Michigan College** for dual enrollment and early college enrollment-High School Teachers as adjunct professors.

**Local PTO-Parent Teacher Organization**

**Whirlpool**

**Twin Cities Beauty College for on the job training**

**Cook Nuclear Plant for on the job training**

**Department of Health and Human Services:** This partnership improves the overall health of our students. Berrien County Health Services has a clinic right on site.

**HOYA:** The district is in partnership with HOYA to provide a temporary alternative education program who have been removed from the school due to expulsion, suspension or teacher recommendation for alternative placement (academic, social or emotional factors).

**Food Service Department:** The food service department provides lunches for students under the age of 18 free of charge throughout the summer.

In addition, the school utilizes security personnel and security cameras to promote a safe learning environment. We also utilize culture survey data to improve the school culture and climate. For the 2011-2012 school year, it is anticipated that we will implement the Tripod Survey (See Cambridge Rationale for more information).

We will be implementing a parent advocate leader program to increase parental involvement and communication between home and school.

Data is collected to show effectiveness of offerings for parents. Sign-in sheets at various events are tabulated to show the number of parents who are attending our programs/events. We have demonstrated a significant increase in parental involvement, as well as re-instituted our PTO for the first time in a number of years.

## **Coordination and Integration of Federal, State, Local Programs and Resources**

See the Reform Plan “At-A-Glance/Overview”

### **Operational Flexibility and Sustained Support**

**Calendar:** Beginning this school year, 2010-2011 (second semester), the high school will be given flexibility as to when the built-in/required professional development days will take place. The high school staff will schedule the Professional Development Days according to their specific needs, not according to when the district has scheduled the professional development days for the year.

**Budgeting:** The high school will be granted flexibility in budgeting for the 2011-2012 school year. The high school will be given the grant allocation amounts (i.e. 31a) and then have the autonomy to determine the best use of the dollars available according to their needs assessment and school improvement / student growth goals. The recommendations will be taken to the superintendent for formal approval. The building will also be given a general fund staffing allocation and, once again, have the autonomy to determine how best to allocate the dollars that are available for staffing—as opposed to the current system where the district provides the number of FTEs, etc that are available to the school. The recommendations will be taken to the superintendent for formal approval.

**Staffing:** As discussed previously, with the attached signed addendum, the high school will have the ability to remove and/or transfer teachers who are not positively increasing student achievement/growth. Given the budgeting flexibility discussed above, school leadership will also have some flexibility in deciding how to best allocate the funds that are available for staffing. Recommendations will be taken to the superintendent for formal approval. Discussions are also underway to make provisions that would exempt the high school from receiving staff members based on the seniority lists/contract provisions.

### **Evaluation**

Sources of Evidence, internal and external, are described throughout the above in Approaches to Transforming the School, as each of its sections is organized according to the High School Logic Model’s backward design.

Further, it is the intention of the district to select and contract with an external evaluator for the SIG initiative, who is experienced at monitoring high school improvement. This seems essential to understanding and remedying the school and district’s challenges related to developing, adopting, and implementing approaches and strategies with fidelity. We have also selected Lakehouse Evaluation as an external evaluator of our efforts.

## **Sustainability**

A key focus of the Transformation interventions will be Human Capacity Development. This will include providing high quality training, technical assistance and support for the school leadership and staff.

One of Cambridge Education's key roles as External Lead Partner will be to provide Executive Coaching to the Principal to enable her to facilitate the growth and development of school leaders. The Berrien RESA will provide coaching and support to all staff to enable them to develop the requisite knowledge, skills and experience which will enable them to sustain the transformation process.

A key function of the District SIG Transformation team will be to ensure that the LEA develops policies and strategies which will enable the BHHS to move toward School Autonomy. This will include:

- Examining current state and district policies and structures related to central control and make modifications to fully support transformation
- Reorienting the district culture toward shared responsibility and accountability
- Establishing performance objectives for the school
- Aligning resource allocation (money, time, human resources) with the school's instructional priorities
- Negotiating union waivers if needed

## **External Lead Providers and External Lead Partners**

We have selected BRESA and Cambridge Education as our lead providers, and Cambridge Education as our lead partner. Cambridge Education will be the on the ground partner to assist in moving our transformation efforts forward. (Please see Cambridge Education Rationale at the end of this document.)

Cambridge Education was selected because of their extensive track record as an external lead partner both within the US, in states such as Massachusetts, Minnesota, New York, New Jersey and Virginia, as well their work in over 45 countries across the world. An example of the esteem in which Cambridge Education is held is that they have recently been invited to be an inaugural member of the United Nations Academic Impact Evaluation group.

We will monitor and evaluate the impact of the work of BREA and Cambridge Education using a range of measures against agreed sets of Key Performance Indicators. In addition to enhanced student achievement these measures will include:

- Principal and administrator satisfaction surveys
- Faculty surveys
- Student surveys
- Quality assurance visits
- On-line feedback forms following PD activities

## Annual SMART Goals toward Logic Model Outcomes

(Years One & Two)

### **Ultimate** – Student Learning

Every student graduates, ready to be successful in college.

<b>S</b> pecific & Student-driven <b>M</b> easurable <b>A</b> ttainable <b>R</b> esults-based <b>T</b> ime-bound
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**Participation of affected teachers necessary.** Significant improvement in English and Mathematics necessary. Possible measures include ACT and PLAN, Unit Summative Assessments. First year for 9<sup>th</sup> grade NWEA-M.A.P. Develop a common writing prompt for fall and spring administration, using ACT writing rubric for scoring.

### **Culture**

Create collaborative quality-focused learner-centered cultures throughout the school.

Use Cambridge process and JHU or tripod survey. Consultation with these sources will be needed to determine suitable gains in one year's time.

### **Curriculum**

Develop curriculum – content, assessment, instruction – for authentic academic achievement to drive and organize all courses.

Year 1: Learning Design Unit Maps for all course online for all Michigan Merit Courses, per the BHHS electronic unit template.

Teachers of Michigan Merit Courses consistently use the Unit Maps to guide instruction. (Reflecting conversations with school administrators, specific protocol to be considered)

Year 2: Learning Design Unit Maps for all Health, Physical Education, Music, Art, and Career and Technical Education (CTE) courses online, per the BHHS electronic unit template.

Teachers of these courses consistently use the Unit Maps to guide instruction.

(Reflecting conversations with school administrators, specific protocol to be considered)

**Instruction**

Consistently deliver instruction with responsive and evidence-based methods in every classroom.

Year 1: Teachers with 6/10 cooperative learning training consistently employ minimum of one Kagan structure in every teaching block. (Observation by school administrators; documentation in Learning Design Unit Maps)

All other teachers employ minimum of one Kagan structure in every teaching block by fourth quarter of 2010-11. (Observation by school administrators).

Year 2: All teachers employ minimum of two Kagan structures in every teaching block. (Observation by school administrators; documentation in Learning Design Unit Maps)

Other to be determined as additional common strategies are selected and training Provided.

## Cambridge Education Rationale

Cambridge Education is an international company with a proven track record of success in many countries, particularly in the United States. It has the required capacity and skill set to provide technical assistance and intensive support to Benton Harbor High School. We comply with all ethics and diversity acts in force in the UK and US.

**Our vision** is to create a lasting improvement in the quality of education experienced by the young people and adults we support, either directly or indirectly through our relationship with clients. **Our aim** is to provide high quality technical assistance, professional advice and support. **Our objective** is to contribute to and be part of the development of every organization we work with. **Our approach** is to develop partnerships based upon mutual trust. **Our work** is characterized by the belief that we can only be successful if our clients develop the knowledge, capacity, and mechanisms to help themselves. To that end, all of our services:

- Build on our clients' existing strengths while pressing to address areas for improvement
- Make sure our clients learn about widely recognized best practices as well as promising research
- Ensure our clients develop the habit of selecting and collecting essential data and acting on it rigorously and regularly to improve student achievement
- Develop and build high quality leadership at all levels to transform the education of all students.
- Provide high quality and effective professional development to school leaders, coaches, content leaders, teachers and other adults working at the school

Cambridge Education has undertaken other similar contracts and projects throughout the US in the past five years. These include engagements at school, district, state and federal level and demonstrate an excellent capacity to bring about dramatic, fundamental and sustained change. In other words, to turnaround and transform low performing schools and their culture. The emphasis is on embedding a culture of trust, collaboration and teamwork where the focus is on data-driven decision making and a 'no excuses' mentality is the norm.

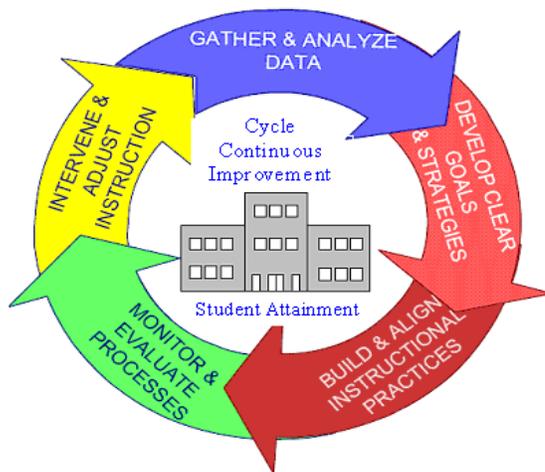
At the heart of the work lies transforming leadership and establishing each school as a learning organization. Transformational leadership results in the creation of many lead learners within a school culture. Schools are helped to become effective learning organizations where students want to learn rather than being made to learn, where there is a sense of ownership and pride and where there is a strong combination of vision, action and equity for all.

Cambridge Education recognizes the challenge and also the urgency needed in bringing about transformational change. It also concurs very closely with Michael Fullan's statement that "80 per cent of successful change is about the how and only 20 per cent is about the what." Human Capital Development is at the heart of successful school transformation. We therefore provide high quality training and mentoring for leadership at every level within schools that empowers key personnel to fully meet the demands of change management at the ground level.

Cambridge Education works with schools in changing conditions for learning, in developing capacity, involving families and communities and building on and dissemination of existing strengths from the best schools and in decision making that revolves around the needs of children, not adults. This is evidenced by the numerous references received from by highly satisfied clients in a number of states and districts including Connecticut,

North Carolina, New York City, NY, Minneapolis, MN, and Newark. With each client we have developed effective and comprehensive sets of evaluation tools and instruments to support school improvement and turnaround. We have led training, and built the capacity at school, district, and state level so that staff fully understand the use of these tools and instruments and in doing so ‘buy in’ to the whole process. In this way staff, at all levels, become increasingly self reflective and, by having a clearer understanding of the school’s strengths and areas for improvement, are better able to lead or contribute to continuous school development.

Cambridge Education, having designed, managed and implemented numerous transformation programs, recommends that the five-stage cycle of continuous improvement underpin this process.



Cambridge Education has developed a robust School Improvement Planning (SIP) tool which helps administrators and staff to plan systematically and plot progress as they seek to move from where they are to where they desire to be. By developing benchmarks, identifying the people responsible for change and setting challenging but achievable time scales for the completion of the work, school improvement initiatives can be managed effectively. Since this planning tool is both user-friendly and comprehensive, Cambridge Education consultants have, on numerous occasions, gained agreement at school, district and state level establishing a memorandum of understanding about what actions are required within the time available and who is responsible for each of the development aspects.

The Cambridge Education School Improvement Partnership program (CESIP) uses these tools to develop and implement a bespoke set of Strategic Interventions which focus on enabling all schools, especially low-performing schools, to improve on their previous best and provide high quality education which prepares all students for lifelong success at college, work and citizenship.

Consultants engaged by Cambridge Education have proven senior administrative experience at either school or district level and are carefully blended to achieve the best possible match of experience and expertise. Great care is taken on each and every occasion to ensure professional credibility by matching the phase experience of the consultants to the context and needs of the school. Consultants deliver high quality professional development that aligns very closely with the needs and priorities of the school and the staff.

Cambridge Education believes that in the development triangle of client, consultant and project partner, the role of the consultant is to ensure that goals and aims implicit in the terms of reference are realized in the complexity of implementation. In our experience this is best achieved by regular and frank discussions between all parties involved, and our reporting systems have been designed in order to ensure effective communication at all times.

Cambridge Education takes seriously the responsibility to support the growth of local expertise and the local economy. Cambridge Education takes the view that capacity building amongst local and national consultants as well as regional service providers is a key contributory factor to the long-term development of the education sector. We also recognize the critical importance of coordinating the work of all service providers, within schools and across the district, to ensure that all initiatives are fully aligned with the aims and objectives of the district's Strategic plan.

## **Strategic Interventions**

### **Research Base**

Cambridge Education's approach to school improvement is rooted in high quality research. We have a long history of commissioning and undertaking research and as a result have developed strategic partnerships with a wide range of leading education research establishments.

For example, in the US Dr. Ronald F. Ferguson is one of our key advisors. Dr. Ferguson is the Senior Research Associate at Harvard's Weiner Center for Social Policy and is the founder and director of the Tripod Project for School Improvement and is also Co-Director of the Achievement Gap Initiative at Harvard University. The Tripod project is supported and operated as a partnership between Cambridge Education and Dr Ferguson. Cambridge Education is also a key partner in the Mass Insight Education & Research Institute (MERI) School Turnaround project, having undertaken a number of site visits across the US.

In the UK we have been a long standing supporter and partner to the Improving Quality of Education for All (IQEA) project which focuses on a collection of six techniques which enable schools to map:

- their staff's perceptions of the nature of any change (Technique 1, the Timeline of Change)
- their staff's feelings about particular changes (Technique 2),
- their commitment to change (Technique 3),
- the perceived culture of the school (Techniques 4 and 5) and
- their perceptions about the current capacity of their school to accommodate change (Technique 6)

Professor Paul Clarke, the Director of IQEA, is one of our senior UK consultants.

The General Teaching Council for England (GTCE) has contracted Cambridge Education as its logistics partner to manage the operations of the Teacher Learning Academy which recognizes the professional achievements of teachers through the submission and assessment of their research.

### **Supporting School Improvement – a coordinated approach**

The success of Cambridge Education's approach to turning around low-performing schools has been our commitment to applying this research base to provide a coordinated approach which ensures that the individual Strategic Interventions are fully aligned to maximize their potential to transform schools

This approach has been developed and refined over the past two decades both in our work around the world, especially in the UK and the US to meet the specific requirements of individual clients. For example, The Cambridge Education School Improvement Partnership program (CESIP) was developed specifically for the New York City Empowerment School Organization (ESO). It was a school turnaround solution for elementary and K through 8 schools who had not met AYP for several years and were under threat of closure since they were failing to serve the needs of their students. Each school was allocated a principal consultant with particular phase related experience. He/she was assigned thirty days throughout the calendar year to support the principal in bringing about school turnaround and raise student achievement. The principal consultants began the process by scoping the individual needs of the school and developing a uniquely customized program for the school drawing on the range of intervention strategies and Professional Development Programs developed by Cambridge Education for this purpose.

The customized programs for each of the schools were different in every case even though several of the components were the same for several of the schools. The individual improvement plans when devised, were discussed with the principals and then shared with the network leader and the school support organization. Scope was also available within this proposal for schools to work together where needs are similar. It is also important to be cognizant of the fact that highly effective and collaborative use can be made of the better performing schools within the district so that good practice can be disseminated across a wider number of schools. The strategic goal is for effective and highly successful school network partnerships. In effect, school clusters that amount to 'mini-districts' supported by highly capable partner organizations that utilize a range of transformational strategies as a vehicle for more dramatic and fundamental change than is currently the norm.

In addition to our strategic work with almost 100 US districts, in April 2000, we were awarded the UK Government contract to provide education support services in the inner London borough of Islington. A year later The Office for Standards in Education (Ofsted) noted rapidly transformed relationships with schools. In the years that have followed the successful partnership between schools and Cambridge Education has transformed the quality of education and pupil outcomes. **Islington schools add value to pupils' education** its GCSE results, UK national benchmark for 16 year olds, have reached their highest point ever, increasing from 28% in 2000 to 73% in 2010. The borough's schools are among the best in the country for adding value to children's education. In 2000, 13 of Islington's schools were judged by **Ofsted** to either be in need of special measures, or to have serious weaknesses. At October 2009 Islington has no schools in special measures or with a notice to improve and 82% of schools have been judged good or better by Ofsted. More than one in five has an outstanding rating. In April 2009 when Michelle Obama visited a school in the UK she selected the Elizabeth Garrett Anderson School in Islington.

Cambridge Education will apply this experience and expertise to developing and implementing a wide range of coordinated Strategic Interventions for Transforming BHH, particularly in relation to the following areas:

1. Developing leaders, at all levels
2. Strengthening and aligning curriculum with rigorous standards, ensuring that it is engaging, relevant and implemented consistently.
3. Creating a highly effective professional development system for teachers and administrators that is more focused on delivering quality instruction and aligned to the learning needs of each student.
4. Ensuring that all students, parents, families, and community members are respected and that the school is safe and family-friendly

### **1. Developing leaders at all levels**

Through a program of Executive Coaching we will support and coach the school administrators as they provide the strategic leadership required to transform the school. We will also provide real time coaching and support to team leaders as they implement the required changes.

### **1. Strengthen and align curriculum with rigorous standards, ensuring that it is engaging, relevant and implemented consistently**

Alignment of curriculum, instruction, and assessments to state standards is central to Cambridge Education's approach to school improvement, in particular our School Improvement Review process. It has been an explicit feature of our work in Pomona, Charlotte-Mecklenburg, New York City (where Cambridge is helping turn around low-performing schools), in 15 districts across Connecticut, and soon in over 40 North Carolina districts. In Oakland and Pomona, our quality review work is calibrated to give a clear picture of individual school performance, and the effectiveness of the district's services model in providing relevant support for schools.

Our school improvement consultants assist schools to establish and implement collaborative School Instructional Leadership Teams (SILT), with representation at all levels including, teachers, coaches, and administrators. SILT focus on promoting curriculum alignment, formative assessment, and high quality teaching and learning to transform the achievement of all students. It embeds accountability for learning that focuses on continuous improvement and helps determine and disseminate best practices.

### **2. Create a highly effective professional development system for teachers and administrators that is more focused on delivering quality instruction and aligned to the learning needs of each student.**

The Council of Great City schools reports that *"more than any single approach increasing the presence of effective experienced teachers in schools and school districts serving poor and minority children represents the greatest single opportunity for reducing the achievement gap and enabling our education system to provide all children with the education they need"*. Cambridge Education provides an extensive range of **Professional Development programs** for schools, districts, and states, which actively promote Human Capital Development and enhance the retention of high quality teachers and school leaders. The programs will be tailored to the individual needs of each school. The programs will very closely align to the developmental needs of leaders, teachers, students and other staff within the school building. This flexibility is a unique strength of each program and is achievable due to Cambridge education's expertise built up over years working in the world wide education sector. An overarching goal of the programs will be to increase the achievement of all students through the rigorous utilization of data. The following are examples of current Professional Development programs:

**Assessment for Learning (AfL)** – this four module program is designed to support and engage those who are just beginning the AfL journey and to enhance the knowledge and understanding of those who already demonstrate good and effective practice but who want to move forward further and / or to support others in their quest to improve their practice. It gives a wide array of practical and proven strategies that enable students to take more responsibility for their own learning through self and peer assessment as well as feedback. It is also a powerful tool in improving the learning culture of the classroom.

**Behavior for Learning (BfL)** this modular program focuses on promoting and establishing Behavior for Learning and in particular the importance of the 3 Rs of behavior:

1. Good **relationships** have a critical impact on learning and behavior
2. Good **relationships** are more likely to flourish in a school climate based on shared values, principles and belief
3. Improving staff-student **relationships** should be an important part of action planning

## The 3s of Behavior



**Common Priorities Program (CPP)** – this program is designed to support department staff to undertake curriculum mapping and to ensure that the curriculum is closely aligned to state and district standards and that the needs of all students, including those with disabilities and English language learners are fully met.

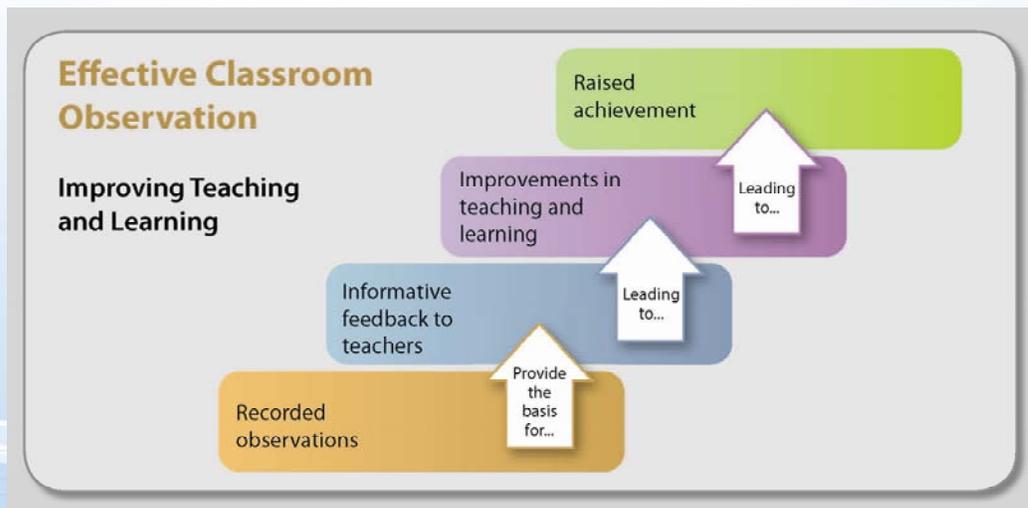
**Data for Learning (DfL)** – this program provides coaching and support to school administrators, data-coaches and teachers so that they can make effective use of data and data analysis to identify targeted interventions at school, grade and individual classroom level. It ensures that school personnel closely track the progress of students as they move through the school. It sets interim benchmarks and identifies where progress is strongest and weakest. A strong emphasis is put on the analysis of different groups of students such as those with disabilities, English language learners and the more able students. The program is a highly effective tool for school leaders in holding teachers accountable for the progress made by the students they teach. It asks challenging questions and provides solutions as to how the strengths that are apparent in some classrooms, some grade levels, some content areas are to be sustained and developed so that students do not slide back. The program identifies where interventions are most needed and follow up work with staff is set swiftly in motion to design, implement and evaluate remediation strategies that help bring about significant improvement in student achievement.

**Effective Classroom Observation (ECO)** – the aim of this program is to help to develop the skills of effective lesson observation and enhance the quality of feedback provided to teachers. Participants acquire the necessary skills, knowledge, understanding and confidence to carry out lesson observations to a high standard, to look critically at students' work, to consider the role of talking with students and to review how well data is being utilized to drive forward instruction and learning. Participants are expected to evaluate how well instruction meets the needs of different group of students such as those with disabilities, the more able and English language learners. Participants are also shown how to incorporate their findings into their school improvement procedures. In addition they learn more about skillfully feeding back findings to teachers. This

program helps build strong instructional leadership teams that go beyond the principal and lead to improvements in the quality of instruction, the school's learning culture and student achievement.



## Effective Classroom Observation



**Efficacy** – this program utilizes the research of the Massachusetts-based Efficacy Institute, to assist schools to build consensus in their mission of enabling all children to achieve their maximum potential. The program is grounded in the belief that intellectual capacity is neither fixed nor given; rather, it can be built - *to high levels* - through the sustained application of effective effort at challenging tasks.

**Executive Coaching**- this program is designed to provide high quality coaching and mentoring for school administrators and particularly focuses on **strategic** leadership and the importance of actively engaging all stakeholders in the turnaround process. It plots a course for the shared responsibility within a school for student outcomes and achievement and helps develop highly capable and distributed school leadership.

**Family Literacy** – this program uses the strength of families and the flexibility of the family literacy approach to respond to the changing needs and demographics of underserved populations.

**Good Teaching Successful Learning** – the aspiration to develop the quality of teaching and learning continuously in our schools is at the heart of school improvement. This program provides resource which enable schools to observe and evaluate the qualities of good teaching and the successful learning that results from it for all groups of students.

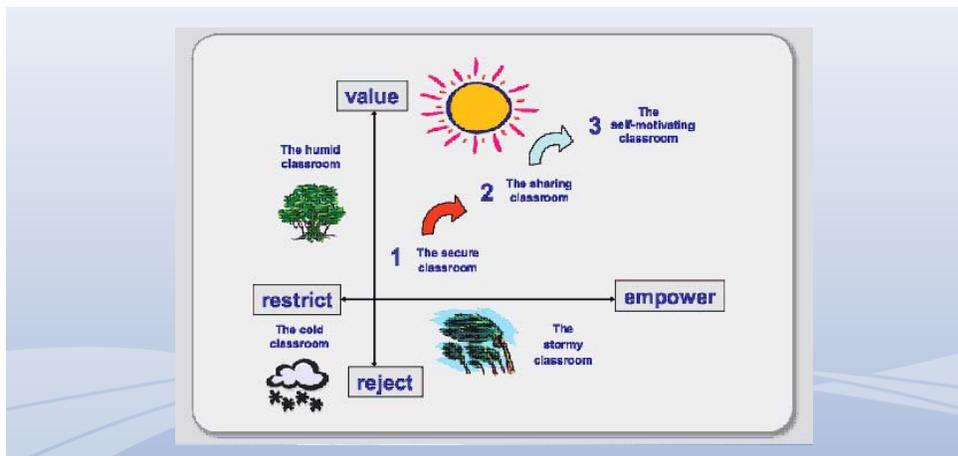
**Leading for Learning (LfL)**– this is an embedded, distributed and self-selected program, with customized units that provide opportunities for coaching, hands-on experiences, developing a blend of skills and knowledge and participating continuously in a virtual learning community. The modules are designed to build capacity, at all levels, across four key areas: strategic leadership; student achievement; exceptional children; organization and management.

**Looking at Students' Work (LASW)** - is designed to support teachers, coaches, and administrators in this vital aspect of work. It focuses on the importance of peers looking critically at students' work. The program can either be offered as a free-standing program or integrated into the ECO or CPP programs.

**Management of Change**- this program encourages the school leadership team to review and reflect on the guiding principles for change management and to use these as a systematic, comprehensive framework, which enables them to understand what to expect, how to manage their own personal change, and how to engage the entire school in the transformation process. It enables leaders at all levels to be both flexible and inventive in bringing about lasting and sustainable change.

**Mentoring for new teachers** – this program provides instructionally intensive high quality mentoring support for first- and second-year teachers and addresses four main areas: planning and preparation, classroom environment, instruction and professional responsibilities. The program can either be delivered by Cambridge Education or in association with the New Teacher Centre, Santa Cruz.

## The Motivated Classroom



**Motivated Classrooms** – this program builds capacity among lead practitioners to promote effective ways to motivate young people. It helps teachers to: understand how motivation works and particularly how to help other people to be self-motivated; reflect on the extent and in what ways their classroom is self-motivating at the moment. It provides teachers with a wide range of practical strategies to create a self motivated classroom where all students are actively engaged and where relationships are made positive and enduring and students

**Performance Review: Professional Growth** – this program is designed to ensure that performance review in schools derives its focus and priorities from school self-evaluation outcomes and improvement priorities so that all teachers are individually committed to developing their own performance and maximizing their personal contribution to achieving the school's aims.

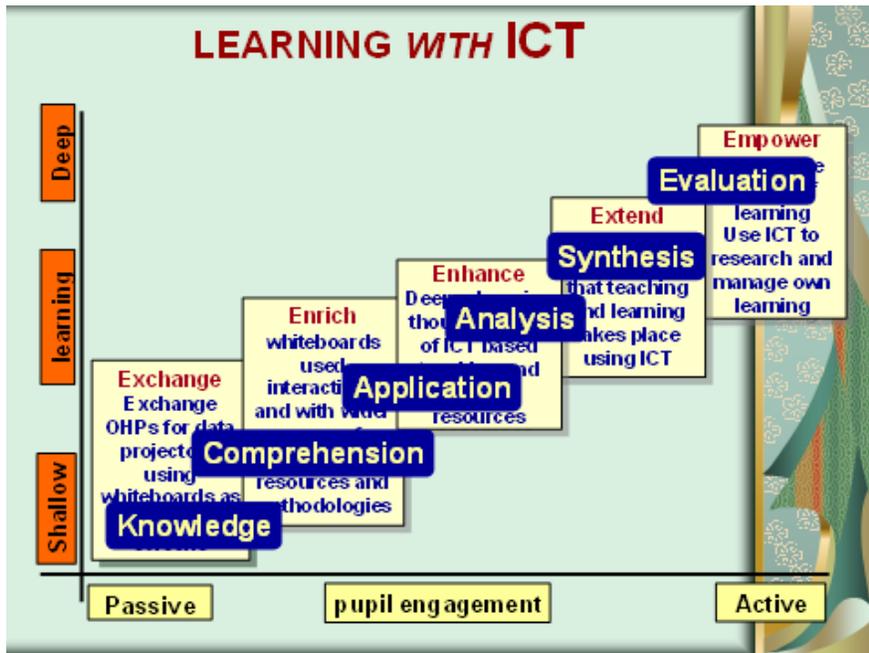
**Professional Learning Communities (PLCs)** - this tool kit has been designed for the Massachusetts Department of Education to promote the effective development of PLCs in schools but it has the capacity to be adjusted to meet the needs of other states.

**Sharing Learning Outcomes** – this program promotes the role and skill of the teacher in helping students achieve goals that they themselves have identified and want to achieve through their own efforts. It promotes self-initiated learning strategies and puts a greater onus on students taking responsibility for their own learning.

**Teaching for Learning** - is an innovative program which provides a framework for teachers and coaches to reflect upon their teaching and improve their performance to enrich students' learning better. There are six modules that address: how the brain learns; the importance of the learning environment; memory and learning; learning rapport; managing behavior and purposeful planning

**Instructional technology**

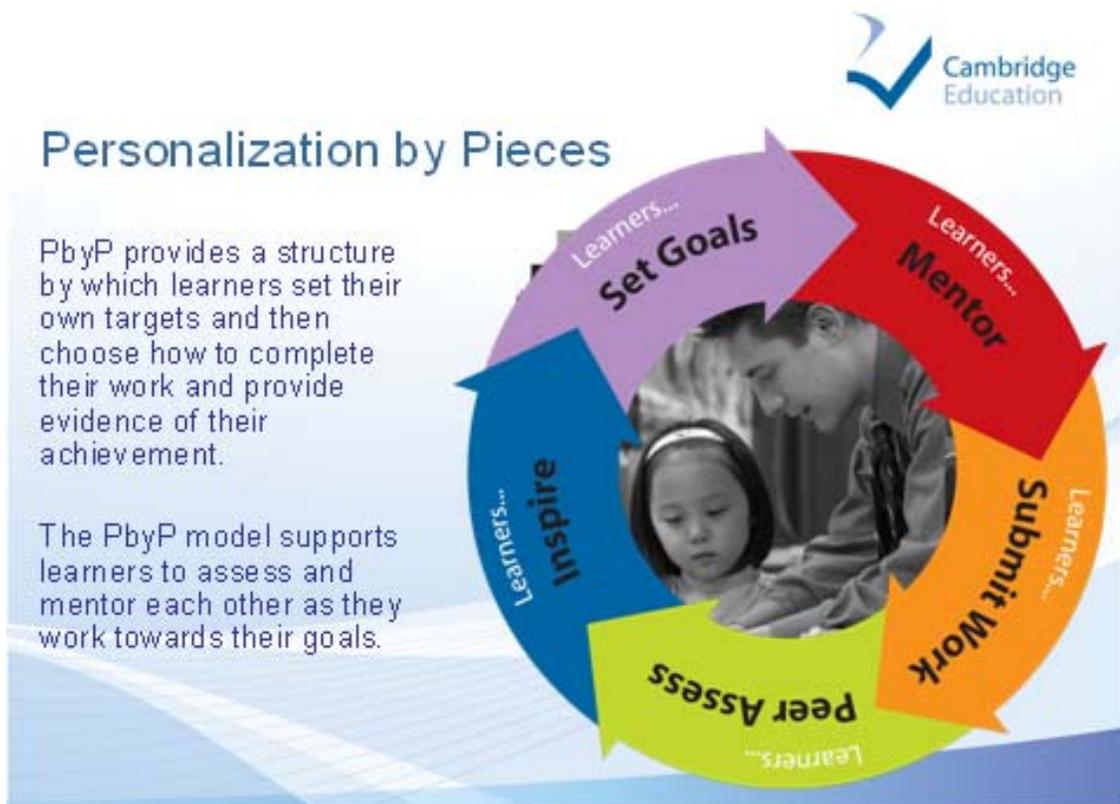
Instructional technology is an area where Cambridge Education has significant experience and expertise.



For example in the 1990s we were one of the main providers for UK Government's Instructional Technology professional development program which enables teachers to gain bronze, silver, gold or platinum awards depending on their experience and expertise. For the past decade we have also been a provider of the **Strategic Leadership of Information and Communications Technology** (SLICT) program. This program supports school leadership teams to develop holistic schools policies to promote the use of technology to aid teaching and learning.

Cambridge Education is also a lead ICT consultant as part of the UK Government's **Building Schools of the Future** program. In fact we are only one of small number of consultancy groups that are on both the ICT Technical Assistance and Education support Framework.

In addition to providing high quality academic education one of the key functions of schools has always been to promote and develop the social, emotional and physical well-being of all students. However, as with the quality of education the quality of services provided by districts and schools in these areas have traditionally been very varied. With the development of the 21<sup>st</sup> Century skills many schools, districts, states and countries have refocused their efforts on this important aspect of school life. **Personalization by Pieces (PbyP)** is innovative program, developed by Cambridge Education through a grant from Microsoft, which links schools and individual learners across the world by providing a structure by which learners set their own targets, choose how to complete their work and provide evidence of their achievement.



**3. Ensure that all students, parents, families, and community members are respected and that the school is safe and family-friendly.**

Establishing a genuine partnership and culture of mutual respect between all stakeholders is central to the transformation of low-performing schools. Our consultants will work with schools to support them in implementing proven strategies which actively promote the involvement of students, parents/guardians and the local community. Cambridge Education will work with schools in creating a partnership and a learning environment which is valued and respected by all stakeholders. Key to developing this model practice is taking

proactive steps in improving parental participation and giving greater attention to partnerships with city agencies, local businesses and universities and community and faith based organizations.

Student voice needs to be embraced from an early age through the establishment of grade level and school councils that address all aspects of school life, including academic and social. Schools also need to develop a wide range of regular, two-way methods for communicating with parents, guardians and the wider community and take steps to encourage their active engagement in the education of children and involvement in the life of the school. For example:

- Parents/guardians should receive at least quarterly progress reports which are clear and useful in helping them understand their child's achievement levels as well as next steps in learning.
- Communication should be culturally appropriate and sensitive.
- Parent/guardian involvement should be actively solicited to enhance the work of the school.
- Parents/guardians should be invited to take part in focus group discussions.
- Each school should have a functioning PTA or PTO.
- Parents/guardians should be surveyed at least once a year to seek their views on the quality of education the school provides and the culture and ethos of the school.
- Partnerships should be fostered through positive collaboration with community stakeholders to support children's learning.

### **The Tripod Project**

It is for this purpose that Cambridge has partnered with The Tripod Project, a national consortium of schools and districts with a shared interest in raising achievement for all students, while narrowing gaps among students from different racial, ethnic, and social class backgrounds.

Schools engaging in this work are committed to strengthening their performance in three domains:

- Content
- Pedagogy
- Relationships

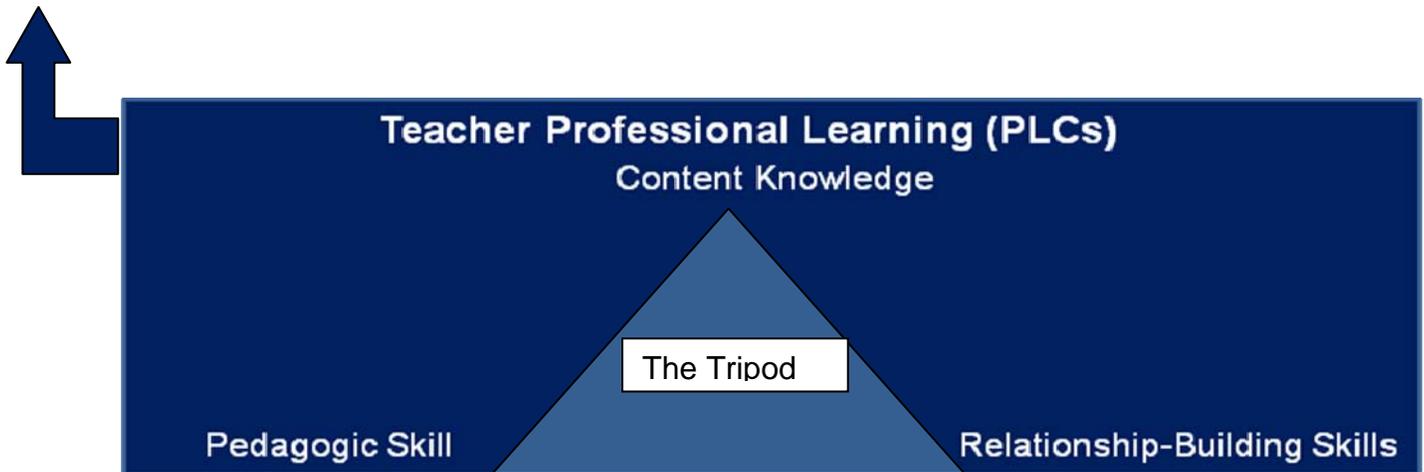
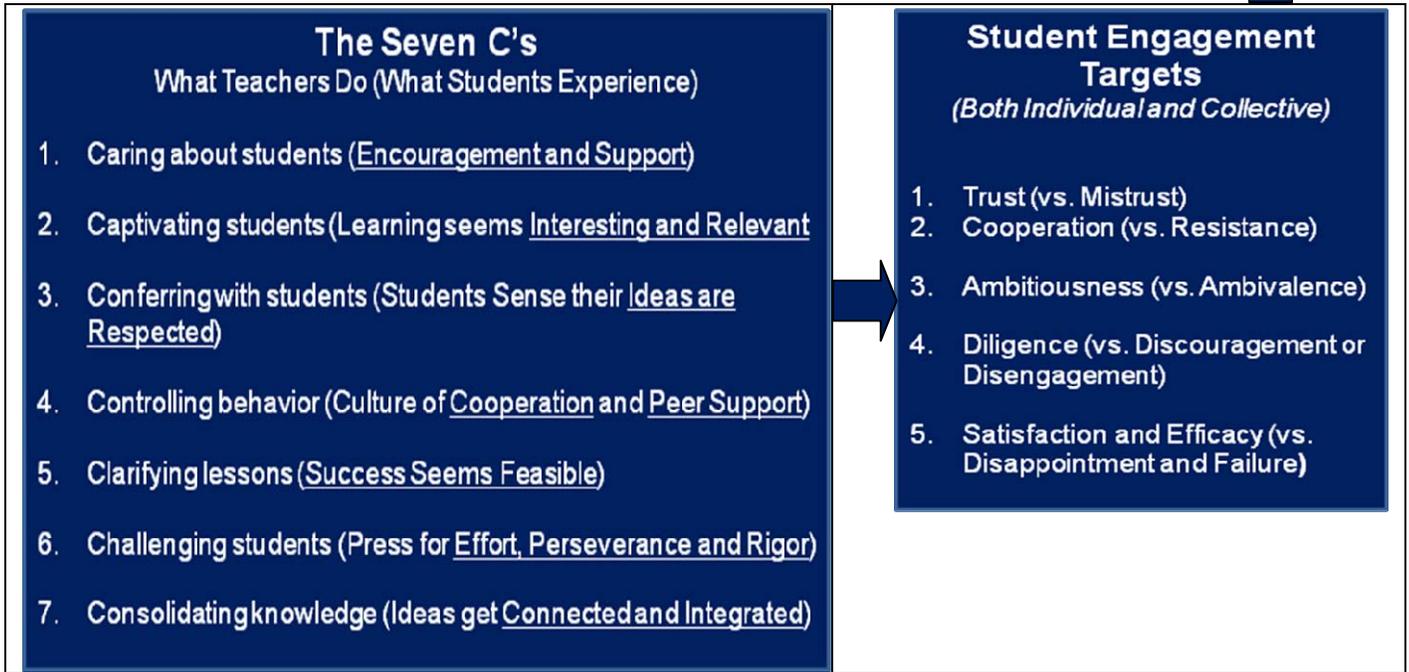
The project, headed by Dr. Ron Ferguson of Harvard University's Achievement Gap Institute, uses [student and teacher surveys](#) to collect data and analyze school climate, [classroom conditions](#), and student engagement. The surveys and the associated analysis of results is based on an underlying conceptual model that has been developed and refined over eight years and is informed by surveys of over 300,000 students in more than 50 districts.

We use the Tripod Project's conceptual framework to support school improvement efforts. Our Targets for Student Engagement are based on a review of research literature and our analysis of Tripod assessment data.

We believe students are engaged when they:

- Feel trusting, safe and welcome
- Behave cooperatively
- Embrace mastery-oriented, ambitious goals
- Work diligently and persistently
- Achieve satisfaction

# STUDENT ACHIEVEMENT OUTCOMES



We use Tripod results to assess levels of student engagement and the classroom conditions in schools. This process supports our belief that school self-evaluation is a key component of school improvement. Cambridge Education is committed to making schools a safe place to learn. Creating the right school culture is an essential element to this goal. Our work had seen us successfully introduce programs where students play an integral part by initiatives such as peer mentoring, buddying and conflict resolvers.

Transforming schools is not a quick fix process. Transformation will not come overnight. However, there is an urgency to make things happen. The children and students of Benton Harbor cannot fall further behind. Lost ground has to be made up. The strategies reflected in Cambridge Education's planned work with the District present an innovative, challenging but achievable path to follow. They present a strategic plan that will be embedded in the work and lives of schools that will set the bar of expectation at a far higher level. The children, parents and community of Benton Harbor deserve no less.