



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

December 14, 2010

Mr. Robert Bobb
Detroit City School District
3011 West Grand Blvd. 14th Floor
Detroit, MI 48202-3096

Dear Mr. Bobb:

The redesign plans submitted by your team have been received and reviewed by the State School Reform/Redesign Office. This letter fulfills the requirement of MCL 380.1280c, section 3, for the State School Reform/Redesign Officer to "issue an order" approving, disapproving or requiring changes of redesign plans.

The following Redesign Plans have been **approved**:

A.L. Holmes Elementary	King High School
Beckham Academy	Law Elementary
Bethune-Fitzgerald Elementary	Mumford High School
Brenda Scott Middle School	Murphy Elementary
Burns Elementary	Northwestern High School
Cody College Preparatory School	Osborn Upper School of Global Comm.
Denby High School	Parker Elementary
Duffield Elementary	Pershing High School
Earhart Middle School	Schulze Elementary
Finney High School	Southeastern High School
Ford High School	Stewart Elementary
Hutchinson Elementary	Trix Elementary
Jemison School of Choice	Vetal Elementary
Kettering High School	Western International High School

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The redesign plans for the following schools were incomplete and **require changes** before they can be approved:

Central High School

Crockett High School

Deadline: Friday, January 21, 2011 by 5:00 p.m.

Reviewer comments have been provided to assist with the revision of the redesign plans for these two schools. The review document is also posted on the Michigan Electronic Grants System (MEGS) website.

Please upload the revised redesign plans in MEGS with a cover page for each that identifies the pages on which changes were made. A letter approving or disapproving final redesign plans will be sent via email by February 21, 2011.

Thank you for sending confirmation that the School Improvement Grant (SIG) plans for schools that received SIG grants are also the state-required redesign plans for those schools. The following SIG schools are **approved**:

Farwell Middle School

Lessenger Elementary Middle School

Nolan Elementary School

Phoenix Elementary School

Southwestern High School

White Elementary School

If the district would like to apply for a federal School Improvement Grant (SIG) to support and enhance implementation of redesign plans in schools that do not have SIG grants, please watch for email notification in January of the grant application availability and technical assistance.

Next Steps:

- Competitive application for federal School Improvement Grant funds (optional)
 - Competition is expected to begin in January 2011
 - Details will be provided to the person you have named as contact
 - Your approved redesign plan will be the base of the School Improvement Grant application
- Preparation for full implementation of redesign plans
- Implementation may begin immediately, but must begin no later than the start of the 2011-12 school year
- Submission of monitoring reports as requested on a quarterly basis

The district and schools will be notified of monitoring requirements, student growth expectations, and professional learning opportunities over the next several weeks.

December 10, 2010
Page 2

Please extend my thanks to your team for the hard work they did to develop the many redesign plans. I look forward to evidence of steady improvements in student learning and achievement in your schools.

Sincerely,

MaryAlice Galloway
Interim State School Reform/Redesign Officer

cc: Principal
Board President

		rewarded. <input type="checkbox"/>	
Requirement 5 Provide staff with ongoing, high quality, job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Professional development is aligned and designed to insure that staff can facilitate effective teaching and learning and have the capacity of successfully implementing school reform strategies	<input type="checkbox"/> There is no professional development plan indicated. <input type="checkbox"/> A plan for professional development is indicated, yet it is not job embedded, focused, or lacking a timeline. <input type="checkbox"/> Professional development consists of a series of workshop activities that are not directly connected to the student outcomes indicated in the plan. <input type="checkbox"/>	<input type="checkbox"/> Professional development is well defined and occurs on a regular basis with follow up and support aligned with instructional needs. <input checked="" type="checkbox"/> Plan differentiates for the needs of school personnel. <input type="checkbox"/> A timeline is included detailing when and how job embedded professional development will occur (weekly, bi-weekly, monthly). <input type="checkbox"/> The plan indicates that school staff was an integral part of designing the professional development. <input type="checkbox"/>	Job embedded professional development (PD) is identified, a general timeline is listed. While the plan discusses “Rubric Design” for evaluating the effectiveness of PD, it does not state how it will be collected, implemented, and monitored.
Requirement 6 Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students in a transformational school.	<input type="checkbox"/> The plan does not indicate if any of these strategies will be available to staff. <input type="checkbox"/>	<input checked="" type="checkbox"/> The plan indicates that one or more of the activities will be available to staff. <input type="checkbox"/>	The plan lists incentives for teachers.
Comprehensive Instructional Reform Strategies Requirement 1 Use data to identify and implement an instructional research based program that is vertically aligned from one grade to the next, as well as aligned to state standards.	<input type="checkbox"/> The program described does not align with state standards. <input type="checkbox"/> The plan describes an instructional program with only a moderate basis in data, research and alignment. <input type="checkbox"/> There is no program described. <input type="checkbox"/>	<input checked="" type="checkbox"/> Plan describes an instructional program that is researched based, vertically aligned and aligned with the state standards. <input type="checkbox"/>	
Requirement 2 Promote the continuous use of individual student data (formative, interim, and summative) to inform and differentiate instruction to meet individual student needs.	<input type="checkbox"/> There is no evidence that there is a plan to review student data on an ongoing basis for the purpose of adjusting instruction <input type="checkbox"/> There is evidence that some data is reviewed; no information is given about how it will be used to modify instruction <input type="checkbox"/>	<input checked="" type="checkbox"/> The plan indicates how staff will use multiple sources of data to differentiate instruction to meet individual student needs. <input type="checkbox"/>	
Increasing Learning Time and Mechanisms for Community-Oriented Schools Requirement 1 Establish schedules and strategies that provide increased time for all students to learn core academic content by expanding the school	<input type="checkbox"/> The plan does not address expanding the learning time for students. <input type="checkbox"/> Additional learning time is addressed, yet it does not focus on core academic content <input type="checkbox"/> Additional learning time is addressed, but it does not focus on all students. <input type="checkbox"/>	<input checked="" type="checkbox"/> There is evidence of increased learning time for all students in core academic content. <input type="checkbox"/>	

day, week or year. Provide increased instructional time for core subjects during the school day.			
Requirement 2 Provide ongoing mechanisms for family and community engagement.	<input type="checkbox"/> The plan does not reflect how ongoing mechanisms for family and community engagement will be provided. <input type="checkbox"/>	<input checked="" type="checkbox"/> The plan details multiple strategies and additional resources to integrate family and community partners into school improvement efforts. <input checked="" type="checkbox"/> Data is collected to show effectiveness. <input type="checkbox"/>	
Providing Operational Flexibility and Sustained Support Requirement 1 Provide the school operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rates.	<input type="checkbox"/> Plan does not include any operational flexibility. <input type="checkbox"/> Describes a plan to grant additional flexibility, but does not demonstrate capacity to do so. <input type="checkbox"/>	<input type="checkbox"/> Plan details how operational flexibility provided. <input checked="" type="checkbox"/>	The building plan sights the Priority Schools Agreement between DPS and DFT.
Requirement 2 Ensure that the school receives ongoing, intensive Technical Assistance and related support for LEA, SEA or other designated external partner or organization.	<input type="checkbox"/> There is no indication of how support will be provided to the school by the LEA or other organizations. <input type="checkbox"/> There is no indication that a rigorous process for recruiting external providers will follow a rigorous process for selection. <input type="checkbox"/>	<input checked="" type="checkbox"/> Plan reflects how support will be provided to the school by the LEA and other organizations.. <input type="checkbox"/> The plan details the process for selecting, contracting and monitoring the external provider. <input type="checkbox"/>	
If any of the indicators above received a NO, this application WILL be rated incomplete.	Incomplete <input checked="" type="checkbox"/>	Complete <input checked="" type="checkbox"/>	

Additional feedback: This redesign plan is approved.

The plan provides many details regarding the instructional program and the intensive support for the school. A strong component of the plan is the community involvement.

**Northwestern High School
School Improvement Grant Application
Detroit Public Schools**

Reform/Redesign Plan

LEA Application Part II

District Name
School Name
Reviewer Number

Detroit Public Schools
 Northwestern

Transformation Model		Page numbers	Reveiwer Comments
Develop and increase school leader effectiveness			
Required Activities	Replace principal*	p. 11	
	Use rigorous, transparent evaluation systems for teachers and principal* --Student academic achievement/growth data is included as a significant factor in evaluation; -Multiple observation-based assessments of performance; -- Designed and developed with teacher and principal involvement	p.12 educator evaluation system; p. 73	
	Reward school leaders, teachers, staff who have increased student achievement/growth and graduation rates and remove leaders and staff who have not increased student achievement*	p. 11; 42; 71; 72; 73; 75; 77	
	Provide ongoing, high-quality, job-embedded Professional Development (PD) to ensure that teachers are equipped to facilitate teaching and learning*	p. 11; 19; 21; 29; 30-32; p. 53	
	Implement financial incentives, opportunities for career growth, and more flexible work conditions*		
Permissible Activities	Provide additional compensation to attract and retain staff*		
	Institute system for measuring changes in instructional practices resulting from PD		
	Ensure the school is not required to accept a teacher without consent of teacher and principal regardless of seniority*		
	Include in the planning teachers and principals from other buildings in the LEA		

Required Activities	Use data to identify and implement instructional program	p. 34; 46	
	Continuous use of student data (formative, interim, summative) to inform and differentiate instruction	p. 31; 34	
Permissible Activities	Conduct reviews to ensure curriculum is implemented with fidelity and is impacting student achievement	p. 12	
	Implement school-wide Response to Intervention (RtI) model	p. 33	
	Provide PD to implement strategies to support students with disabilities and English language learners		
	Use and integrate technology-based interventions		
	(in high schools) Increase rigor (AP, IB, STEM, and others)	p. 58; 12	
	Improve student transition from middle to high school	p. 12; ;13	
	(in high schools) Increase graduation rates through credit recovery and other strategies	p. 35	
	Establish early-warning systems to identify students at risk of failure or dropping out	p. 34-35; 57	
Increasing learning time and creating community-oriented schools			
Required Activities	Establish schedules to provide increased learning time* --using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for core academic subjects, other subjects, enrichment activities, teacher collaboration or PD	p. 4; 11; 12; 13; 20	
	Provide ongoing mechanisms for family and community engagement	p. 40-45; 42-43	

Permissible Activities	Partnering with parents and community organizations to create safe school environments that meet students' needs	p. 42-43	
	Extend or restructure school day to add time for advisory periods to build relationships between students and staff*	p. 45; 61	
	Improvement of school climate and discipline, for example, positive behavioral supports, anti-bullying		
	Offer full-day kindergarten or pre-kindergarten		

Providing operational flexibility and sustained support

Required Activities	Give the school sufficient operational flexibility (staffing, calendars/time, budgeting) to implement comprehensive approach*	p. 20	
	Ensure the school receives ongoing intensive Technical Assistance from LEA, SEA, or turnaround organization	p. 22; 36;; 55	
Permissible Activities	Allow the school to run under new governance in LEA or SEA*	p. 22; 23	
	Implement weighted per-pupil school-based budget formula based on student needs		

General Comments

ATTACHMENT III

Northwestern High School

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 NORTHWESTERN HIGH SCHOOL 560	District Name and Code DETROIT PUBLIC SCHOOLS
Model for change to be implemented: TRANSFORMATION	

School Mailing Address: 2200 W. Grand Blvd. Detroit, MI 48208	
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Contact for the School Improvement Grant: Name: Belinda Raines Position: Principal Contact's Mailing Address: 2200 W. Grand Blvd. Telephone: 313.596.0700 Fax: 313.596.0710 Email address: belinda.raines@detroitk12.org

Principal (Printed Name): Belinda J. Raines	Telephone: 313.596.0700
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Signature of Principal: X 	Date: November 15, 2010
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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.

SECTION I: NEED

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).

According to Northwestern's Comprehensive Needs Assessment and its Data Profile and Analysis the following subgroups are performing below the proficient levels.

Critical indicators of Need:

- The indicators of performance for our students with disabilities show no students achieving proficiency, suggesting a need for intensive program improvement.
- In general, students at all grade levels and all sub-groups are significantly underperforming in core content areas.
- No sub-group has met AYP targets in the past three years.
- In the areas of English Language Arts, Mathematics, Science, and Social Studies, we have found our female students are less proficient than our male students, suggesting a need for intensive program improvement for our female students.
- Student suspensions and absences are frequent disruptors of student progress across most sub groups.
- 95% of our student population qualify for free or reduced lunch.

Areas to Target for Improvement:

- Implement best practice instructional models in order to provide more equitable and substantially opportunities for our students with disabilities
- Increase students' access to rigorous learning in reading, writing and math, by offering extended learning opportunities; most notably for sub-groups populations.

- Monitor the IEP process to insure individualized needs of our students with disabilities so they are more equivalent to the instructional opportunities and supports needed by these students.
- Alignment of curriculum, instruction and assessment with state content expectations, and student academic supports.
- Collection and utilization of data to drive instruction that meets the learning needs of individual students.
- Student engagement in all subjects with the focal point on performance-based learning and assessment.
- Establish a college-ready culture throughout the school for all sub-groups by increasing college-readiness curriculum offerings.
- Additional opportunities for students to accelerate their learning through extended day/year, online learning experiences, and/or access to college level courses via dual enrollment opportunities, and internships.

Overview of the Need

A brief analysis of the data for Northwestern High School's sub-group populations reveals a student body in distress.

- There are discrepancies in the disaggregated student counts among the reports generated at the school, district and state level. In one report, it appears some 69% of the student body meets the qualifications for low-socioeconomic status; another source shows 88% of the student body meeting low SES status.
- The state report card shows an attendance rate of 66%, with the attendance rate for females about 5% higher than for males.
- State figures report that Northwestern's 2009 graduation rate was 62.5%; its dropout rate more than 18%.
- In the most recent school year, Northwestern had 293 out-of-school suspensions and 22 expulsions.
- While overall reading and mathematics performance is low, performance levels of students with disabilities is alarmingly low. In 2009-10, 25% of low SES and 26% of minority students met the state's proficiency standard for

reading; only 8% of students with disabilities met state standards—on the positive side, not a single student with disabilities met state standards in 2007-08 or 2008-09, so improvements are being made in services to that population. Mathematics performance has hovered around 3 to 4% over the past three years, with no students with disabilities scoring proficient in mathematics.

- Fewer than 3% of students are enrolled in advanced placement courses; 15% are enrolled in CTE or vocational classes.

Based on this analysis, Northwestern has the opportunity to move students forward at a rapid pace, based on the systemic and external supports provided through this proposal.

Possible Areas to Target for Improvement

After an analysis of data, the Northwestern staff has chosen to implement a systemic, whole school approach targeting the following areas for immediate improvement:

- Reading
- Writing
- Mathematics

Curriculum alignment and ongoing, focused professional development will be critical to improving student outcomes in those areas. Attention will also be placed on improving the school climate, culture and discipline management systems.

Sub Group Academic Data Analysis
Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Writing			Total ELA		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
	2007	2008	2009	2007	2008	2009	2007	2008	2009
Social Economic Status (SES)	23%	16%	25%	8%	5%	16%	13%	9%	18%
Race/Ethnicity	26%	19%	25%	8%	5%	10%	13%	10%	16%
Students with Disabilities	0%	0%	0%	0%	0%	0%	0%	0%	
Limited English Proficient (LEP)	<10	<10	<10	<10	<10	<10	<10	<10	<10

Group	Reading			Writing			Total ELA		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
	2007	2008	2009	2007	2008	2009	2007	2008	2009
Homeless	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Neglected & Delinquent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Migrant	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Gender									
Male	16%	15%	21%	5%	3%	16%	11%	88%	18%
Female	32%	22%	27%	9%	6%	7%	14%	11%	15%
Aggregate Scores	25%	19%	25%	7%	5%	10%	13%	10%	16%
State	60%	62%	60%	40%	41%	43%	52%	52%	51%

Grade 11

Group	Math		
	Year 1	Year 2	Year 3
	2007	2008	2009
Social Economic Status (SES)	3%	4%	4%
Race/Ethnicity	4%	4%	4%
Students with Disabilities	0%	0%	0%
Limited English Proficient (LEP)	<10	<10	<10
Homeless	n/a	n/a	n/a
Neglected & Delinquent	n/a	n/a	n/a
Migrant	n/a	n/a	n/a
Gender			
Male	5%	3%	5%
Female	3%	5%	3%
Aggregate Scores	4%	4%	4%

State	46%	46%	49%
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Sub Group Non-Academic Analysis

Year: 2009-2010

Group	# Student s	# of Absences		# of Suspension		# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*		In*	Out*
SES	348							
Race/Ethnicity	1367							
Disabilities	306							
LEP	7							
Homeless	n/a							
Migrant	n/a							
Gender								
Male	632							
Female	738							
Totals	1370				293	22		

**Enrollment and Graduation Data
Year: 2009-2010**

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Drop out	# promoted to next grade
9	375	0	0	n/a	n/a		
10	247	0		n/a			
11	193	0		n/a			
12	183	0		n/a			

**Number of Students enrolled in Extended Learning Opportunities
Year: 2009-2010**

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file*
9	0	0	0		37
10	0	0	0	41	48
11	20	0	0	101	27
12	20	0	0	60	32

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.

<input type="checkbox"/> General Funds <input checked="" type="checkbox"/> Title I Part A <input type="checkbox"/> Title I School wide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input checked="" type="checkbox"/> Title I School Improvement (ISI) <input type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology <input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input type="checkbox"/> Title III <input checked="" type="checkbox"/> Special Education Fund 22
<p>Other: No other grant funding is available to the school.</p> <p>(Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.)</p>			

SECTION II: COMMITMENT

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

Using information gathered 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.

During the spring 2010, the School Design Team presented to instructional and support staff the initial plan for transforming Northwestern. In July 2010 and August 2010 a series of professional development sessions were held to enable the School Design Team and staff volunteers to analyze data to make informed decisions regarding curriculum, instruction and assessment. The professional development sessions were conducted by Northwestern's Wayne RESA Data Coach and Process Mentor.

Northwestern staff members are committed to work together to successfully implement the Transformation Model approach. The staff at Northwestern High School has aligned all work with the Detroit Public Schools district improvement plan and school improvement plan. Such a collaborative effort lead by teachers, parents and community members demonstrate a clear commitment to improve the learning process for all students. During the SIP process teacher met within each content area, and with parents to gather greater input on the essential items required for the SIP process. SIP plans were jointly reviewed and created by staff members. Students' academic data (math, reading, and science, social) and other demographic performance (attendance, discipline, professional development, community engagement, and school culture and climate) data was analyzed and reviewed for future programmatic enhancement.

The Northwestern community is employing the following strategies, among others, to achieve a successful Transformation. Chief among the strategies are elements included in the Priority Schools agreement between the Detroit Federation of Teachers and the Detroit Public Schools:

- Replacing the principal
The District identified leaders who exhibited the most potential to effectively address the unique needs of the SIG schools and assigned these individuals appropriately. Belinda Raines was assigned as the principal for the 2009-2010 school years. She meets the two year allowance for new leadership at Northwestern High School
- Providing incentives to teachers
The Financial Incentives to Teachers (F-I-tT) Program will allow teachers to receive a promotion, reward and annual appreciation for the contributions to high levels of student achievement. (SEE ATTACHMENT VII)
- Using data as a driving force behind the rigorous, relevant, instructional program that is research-based instructional program that is aligned to national Common Core standards, state standards and national college and career-ready standards.
- Expanding learning time and flexibility and offering enhanced learning options (Advanced Placement) through implementation of a robust block schedule.
- Establishing an effective shared decision-making system, driven through a School Leadership Team.
- Extending the school day through intensive Accelerated Academies to help students master required knowledge and skills.
- Extending the school year through Summer Bridge transition programs for students.
- Engaging every staff member—leaders, teachers and support staff—in an on-going, job-embedded professional development process within the regular school year and in extended time, with any staff hours worked beyond the regular school day compensated at the contract rate.
- Implementing an educator evaluation system that includes attainment of pre-established benchmarks and targets, and a continuing commitment to the Priority School agreement.

- Differentiated instruction for all students; most notably special education students.
- Provide literacy across the content for all students
- Test preparation for MME/ACT and other college and work ready standardized assessments
- Build vocabulary skills and enhance writing across the curriculum
- Using common quarterly Mathematics and English assessments
- Flexible learning time to enhance the extended learning of students
- Strengthening academic SLCs to focus on STEM, International Business and Leadership
- Enhance the summer bridge program to transition middle school students to high school with a clear focus on academic expectations and outcomes
- Formative assessments for all students across content areas
- Work readiness skills and performance based assessments

August 2010, the staff, leadership team and community voiced approval for an initial planning, during the 2010 school year, for the potential of establishing smaller learning communities for the 2011 school year to improve personalization of instruction, data use and analysis, graduation and retention rates, and increase students' college and career-readiness.

Further, the Northwestern High School learning community is investigating the implementation of the following strategies, among others, to achieve a successful Turnaround. Chief among the strategies are elements included in the Priority Schools agreement between the Detroit Federation of Teachers and the Detroit Public Schools:

- Rigorous, college-ready curriculum for every student, every day
- Clear learning objectives
- Differentiated instruction
- High levels of student engagement
- Higher order thinking skills
- High payoff, short-term instructional strategies across the content areas
- Broad, school-wide early college experience
- 21st century literacy across the curriculum

- Results-driven, flexible scheduling
- On-site and online professional learning communities
- Intensive summer institutes for teachers and curriculum staff
- Just-in-time interventions, including re-teaching, and tutoring, among other strategies
- Semi-annual student led progress review
- Accessible, detailed, easy-to-understand student progress data and portfolio
- Student Advisory System
- Accelerated Academies
- Summer Bridge Program
- Higher education partnerships
- Internships and community service
- Baseline diagnostic data
- Short Cycle Assessment
- Classroom assessment
- State-mandated graduation tests
- College and Career Readiness tests
- Performance-based alternative assessment
- Teacher, school and district self-assessments
- Safe, purposeful school environment
- Community engagement for accountability
- Students and families as primary stakeholders
- Distributed leadership from the student's desk to the superintendent's desk
- School design for personalization
- Coordination of campus-wide issues
- Personalized student growth plans with quarterly outcomes
- Results-driven goals
- A culture of continuous learning for adults

THE PLAN

THE LEARNING COMMUNITY OF NORTHWESTERN HIGH SCHOOL:

A THEME BASED TRANSFORMATION

INTRODUCTION

Career academies have rapidly grown as a high school reform model and are used nationwide in a variety of high school settings, as they address the need for both academic rigor and contextualized learning.

Northwestern High School has an organizing theme for contextualization and application of academic coursework that is proposed to contribute to student learning and student achievement. Cognitive psychologists and other experts have argued that students learn most effectively if they are taught skills in the context in which they will use those skills (Collins, Brown, & Newman, 1989; Lave, 1988; Lave & Wenger, 1991; Resnick, 1987). According to Howey (1998), “contextual learning” occurs when students are taught in a way that enables them to use their academic knowledge and abilities both alone and with others and to link what they learn in the classroom with their roles and responsibilities as family members, citizens, students, and workers.

The aim of this Northwestern proposal is to give emphasis on academic standards to create clearer academic priorities for all students. The National Commission on Excellence in Education (1983) strongly discouraged general and non-academic courses and recommended a more academic course sequence that would prepare students better for postsecondary education. Research shows that “the quality and intensity of high school curriculum is the single most important predictor of college completion” (Adelman, 1999). However, more than a decade after the publication of *A Nation at Risk*, just half of high school students complete what the report termed a minimum academic program—four years of English and three each in math, science and social studies (Jennings & Rentner, 1998).

The Northwestern career academy model has emerged over the last 20 years as one of the most promising approaches to structuring and focusing students’ high school education, while creating a smoother transition into college and careers. Its core features—focused and integrated curriculum, contextualized academics, work-based learning and a small learning community environment—are aimed toward improved student learning.

Moreover, industry engagement in the program broadens the boundaries of high school, encompassing the workplace as a critical component of student learning as well as a setting in which to apply academics and examine career opportunities. The program's features appear to benefit teachers as well, enabling them to work meaningfully and collectively in preparing students well for their futures.

As we will show below, the academies' success appears to be highly dependent upon teachers' engagement in the program's goals and purposes, the design and implementation of each component, the quality and intensity of employer participation, and the integration of the various component parts into a holistic student experience.

Specifically, prior research has demonstrated the close and personal nature of several types of academies for their students and teachers (Kemple, 1997), the academy's quality as an educational experience (Kemple, 1997; Orr, Fruchter, Thomas, & White, 1987; Orr & Fanscali, 1995), and the effectiveness of the model for improved student achievement (Foothill Associates, 1997; Kemple & Snipes, 2000) and post-high school success (Maxwell, 1999; Orr, 1990; Orr & Fanscali, 1995)¹. Such research, however, has been conducted in the early years of academy program implementation (Orr, Fruchter, Thomas, & White, 1987; Orr & Fanscali, 1995) or on career academy programs that vary in purpose, structure and focus (Foothill Associates, 1997; Kemple, 1997; Kemple & Snipes, 2000).

Options such as magnet programs, academies, and houses demonstrate the effort to use small learning community structures and themes to offer variety and challenge, and have been advocated by many high school reform models (c.f. McPartland, Belfanz, Jordan, & Legters 1998). Much research has already demonstrated the benefits of smaller high schools for student retention (Natriello, McDill & Pallas, 1990; Wehlage, Rutter, Smith, Lesko & Fernandez, 1989) and academic achievement (c.f. Lee & Smith, 1995). Visher, Emanuel and Teitelbaum (1999) reviewed the available research and found that small school size alone leads to improved academic achievement and engagement and facilitates other positive school attributes, including teacher collegiality, personalized teacher-student relationships, and less instructional differentiation by ability. Small school size also helps to create a professional community and consensus on educational and ethical principles (Muir, 2000). Many believe that breaking up large schools into

smaller learning communities can achieve similar results to those found in small schools.

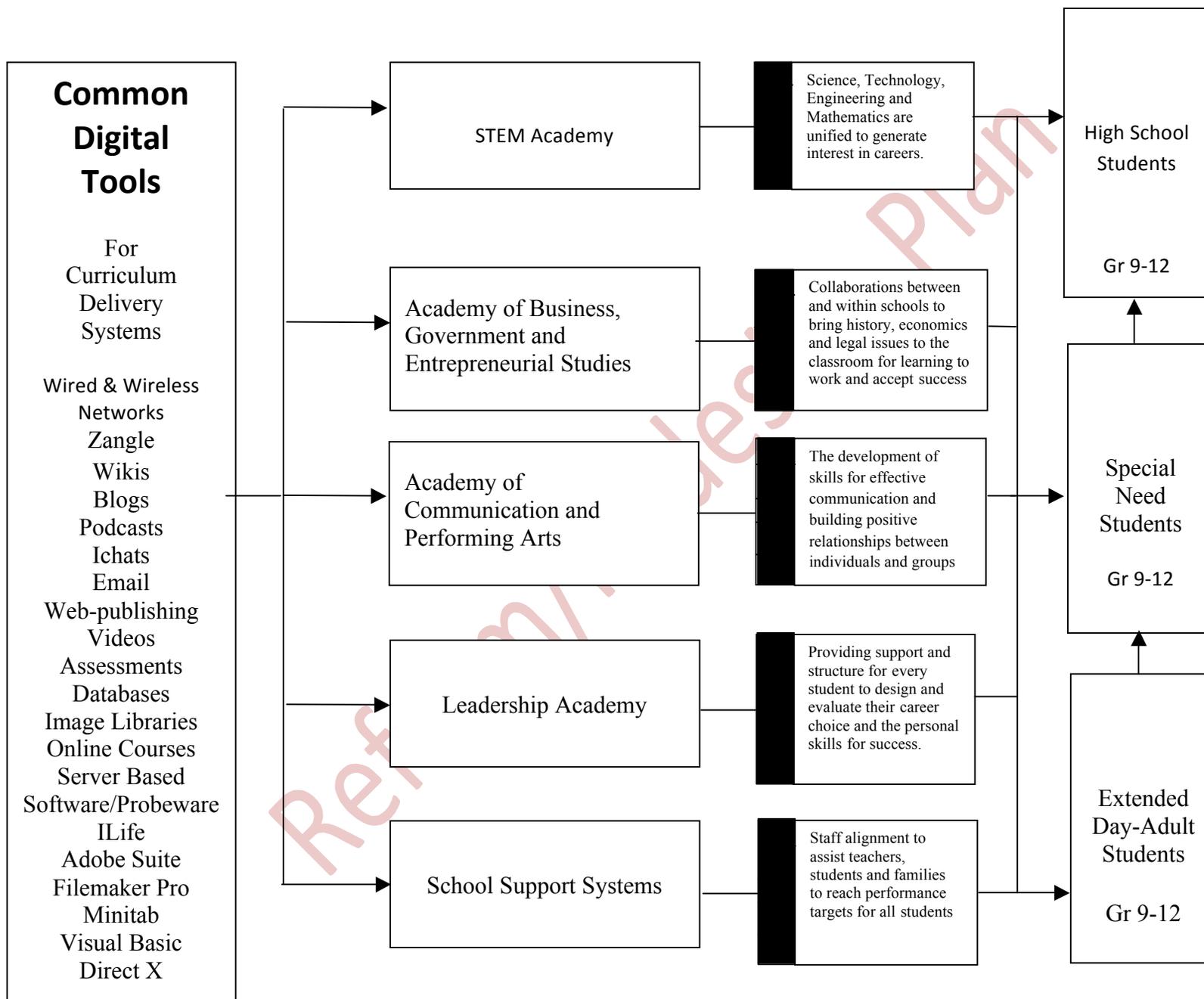
A DESCRIPTION OF THE TRANSFORMATION

The first decade of the 21st Century thrusts Michigan and Detroit into a mandated redesign of educational and manufacturing institutions, that will be noted worldwide as a vision for innovation, knowledge creation and research discoveries that can be attributed to a steady stream of individuals proficient in Science, Technology, Engineering and Mathematics (STEM). Additionally, students have demonstrated an interest in other career tracks and as a result we will transform Northwestern High School into a center of learning and talent development for several different focal career areas. These areas will, as consequences provide direction and support for the following learning themes for smaller schools within the Northwestern High School campus. This proposal for a Northwestern High School transformation to smaller academies includes the following themes:

- 1) STEM
- 2) Business, Government (legal) and entrepreneurial Studies
- 3) Communication and Performing Arts
- 4) Leadership

Another important arena in the transformation involves the learning scaffold that includes all other support systems and resources that enable improved student and staff outcomes. This area is to be known as:

- 5) School Support Systems: This is inarguably an essential component for a sustained achievement initiative. The benefit to the NWHS learning community and Detroit in sustaining the legacy of “world-class” success through a deliberate, focused investment and commitment to student learning is priceless.



DESCRIPTION OF ACADEMY THEMES

STEM

A group of teachers are unified in providing instruction and career guidance for students that focus on learning about STEM subjects (Science, Technology, Engineering and Mathematics). The learning opportunities are extended to other students from the other career academies located within Northwestern. A significant effort is made to provide every STEM student an apprenticeship with a STEM professional for “On-the-Job” learning experiences to support the career choices of students.

Academy of Business, Government and Entrepreneurial Studies

The teachers are providing students with information related to starting and managing a business. The principles of accounting, legal issues, developing human capital and preserving quality and retail consumer sales and employee retention will assist students in leaving high school with the skills and talents to start a business or work within a preexisting business framework. In addition students review the historic trends in local, state, national and global communities. The Psycho-Social issues that impact business success are topics that insure students are prepared for employment and/or additional

The Academy of Communication and Performing Arts

The ability to improve student communication with the written and spoken English language is enhanced by the additional languages students learn for understanding the culture and issues within the global communities that impact everyone. Students are able to dramatize their experiences with poetry and/or acting experiences. The creation of student publications and support of classroom/school communication is supported by ‘real-world’ experiences. The incorporation of digitally created music and staged performances and delivery with digital video tools for delivery will capture the interests of all students in this smaller learning community.

The Leadership Academy

This school works with each student to develop the leadership potential that every student has the potential to develop and demonstrate. Leadership development allows every student to accept the challenges of leading a

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This school works with each student to develop the leadership potential that every student has the potential to develop and demonstrate. Leadership development allows every student to accept the challenges of leading a

corporation, a team, a family or community. This is accomplished with a greater understanding of management principles and the consideration of decision making, collaboration and assertiveness. Time and fiscal management are common challenges that are overcome with placement in a Detroit business as an apprentice.

The Common Tools

The migration to a theme-based digital learning community will require all instructional staff to undergo a series of professional development experiences that will transform their pedagogical practices. The introduction of common digital tools for learning and instruction will require an expanded PD schedule. Each school will schedule these PD experiences according to the calendar used for the school. All staff attendance at PD sessions will be mandated. The professional Development is both formal and informal learning experiences. The embedded PD will permit the staff to receive on-site support that is “Just-in-time. The Staffing of each of the smaller learning communities will participate in an intense system of professional development that will support the transition to the new Performance based paradigm.

2. Explain the school’s ability to support systemic change required by the model selected.

The school’s ability to support change is evidenced by how it has garnered the support the staff, students, parents, alumni in embracing the transformational model. The staff has structured itself around the model by developing a calendar of activities and formed grade level leadership teams. The school will be able to sustain and continue improvement through job- embedded professional development through-out the school year. Professional Development will be designed to address elements that align instructional strategies with data that will be evident in achievement in reading, writing, and math. Under the transformational model, the principal will lead an inclusive process of developing a sustained and shared philosophy that involves stakeholders at all levels, and a strong emphasis on teacher leadership.

Based on the transformational Model, the principal will take the lead role in implementing the school improvement, which is predicted on a vision that requires a cultural full of professional and collaborative change. The leadership team will use data to display useful and current patterns to discern student achievement, and organizational productivity issues that need to be addressed.

While all elements of Northwestern’s plan are important, among the most powerful of the conditions established at the school to support systemic change are:

- High expectations, holding all students and communities to high standards and accountability for results;
- Common focus, ensuring the learning community offers a core curriculum, instruction, and assessments that promote success for targeted student populations;
- Time for staff to collaborate, including regular, scheduled, and committed time for staff to engage in team-building planning, analysis of student work, and collaboration for student success;
- Performance-based instructional strategies, utilizing regular and systematic teaching approaches that improve student learning outcomes;
- Distributed leadership, ensuring that leadership for learning and high performance is embedded as a well-designed and high-functioning leadership *system* involving multiple roles and responsibilities;
- Performance accountability, having students and staff share both personal and school accountability for measureable results and continuous improvement in student outcomes; and
- Investment in professional development, committing time and resources to a coherent plan and emphasis on continuous learning for all professionals in the support of learning for all students.
- Autonomous governance, budgets, structures, and staffing, along with the flexible use of resources
- Distributed leadership
- Open access to a rigorous college and career readiness curriculum and choice of enriched learning experiences for students
- Identification of and release time for principals in the first year of implementation
- Professional development that clearly links changes in teaching practice to improved student achievement
- A clearly defined system of central office support of small school design and implementation
- A curriculum clearly aligned with state standards and focused on helping students use their minds well
- Non-traditional scheduling that promotes deep student learning and meaningful relationships with teachers
- Clearly demonstrated use of technology and advanced communications resources
- Clearly stated benchmarks for improved student achievement
- Performance assessment for students
- Authentic community engagement as defined by substantive community conversations that engage a broad array of stakeholder and connect with and influence official decisions
- Clear community involvement in the daily life of the school
- Individual teacher advisors for each student
- Expanding learning time and flexibility and offering enhanced learning options (like Advanced Placement) through implementation of a robust block schedule.

- Engaging every staff member—leaders, teachers and support staff—in an on-going, job-embedded professional development process within the regular school year and in extended time, with any staff hours worked beyond the regular school day compensated at the contract rate.
- Using data as a driving force behind the rigorous, relevant, instructional program that is research-based instructional program that is aligned to national Common Core standards, state standards and national college and career-ready standards.
- Implementing an educator evaluation system that includes attainment of pre-established benchmarks and targets, and a continuing commitment to the Priority School agreement.
- Rigorous College-Ready Curriculum
- Comprehensive Student Supports
- Climate and Culture
- Aligned Assessments
- Development of internal coaches
- Annual School-wide and classroom revision and implementation of the strategic plan
- Partner with higher education, business and community partners to develop and deliver critical issue seminars examining real world challenges
- Assess and refining high payoff instructional strategies
- Launch formal Professional Learning Communities focused on looking at student work
- Examine Curriculum Alignment and Vertical Scope and Sequence Implementation
- Build cross-curricular units of study
- Moving from Teacher Leader to Internal School Improvement Coach(es)
- Work with business and community partners to examine the relevance of student experiences and performance assessments
- Self-Assessment of progress to date toward a rigorous, relevant, personalized academic program
- Refine the course of study, as indicated through Summer Institute
- State, district, and school policy policies and practices must address institutional structure, including the implementation of small, personalized schools in previously failing traditional high schools
- Curriculum must be constructed to meet the needs of tomorrow's colleges and tomorrow's workplaces, reflecting 21st century realities and opportunities
- Ongoing data-monitoring , at the individual student level, the classroom level, and school-wide is a key and essential component to school improvement and sustainability
- Instructional approaches personalized through growth plans and short-term benchmarks
- Teachers must be empowered to bring change and improvement, and they gain that empowerment

through relevant professional development opportunities

- Sustainability requires the establishment of planned, purposeful connections with postsecondary education, business, and the community at large.
- Curriculum Alignment for College and Career Readiness
- Service Learning/Community Service
- Assessing the quality and depth of early college experiences

District-Level Commitment to the Transformation Plan at Northwestern

Improvement efforts at Northwestern are made possible through a wide range of system-level supports including, but not limited to:

- The district has appointed a district wide **Superintendent for School Redesign, Dr. James Ray**, with the assistance of **Kathleen Freilino**, an experienced central office change agent and successful building administrator. This team has the access and influence to move the work forward in an expeditious manner. (see attached resumes)
- A new data capture and reporting system, to be fully operational in fall 2010.
- Implementation of “The Learning Village” platform to support data-driven instruction and delivery of standards-aligned curriculum from multiple providers.
- A commitment to the use of a Short-Cycle/formative assessment system. Northwestern currently has some level of baseline assessment available through the Accelerated Reader system and the Carnegie online math system. The district will also investigate the Northwest Evaluation Association’s Measures of Academic Progress as an alternative short-cycle assessment system with significant supports for students and teachers.
- The District engaged EdWorks, LLC, to guide the systemic, whole school transformation process at Northwestern high School
- One-to-one laptop computing for students at Northwestern
- New, powerful desktop computers and computer systems for Northwestern teachers

At the school level, using SIG funds, the district will establish:

The district will establish a leadership team on the Northwestern campus with the knowledge and skill to implement the plan. That team consists of:

- A **School-Based Transformation Manager** whose primary focus is in the implementation of Northwestern's rapid transformation plan.
- A **leader for each of the Smaller Learning Communities** at Northwestern. These administrators will have a minimum of 2 days release each year for leadership development and time for targeted one-on-one mentoring time with the EdWorks coach monthly, as well as time for full participation in all teacher professional development.
- A **Data Analyst** to assist in the capture and reporting of data in a way and on a timeline that allows teachers to use the data to improve instruction.
- A lead teacher focused on improving mathematics knowledge, skills and teaching practices that will work hand-in-hand with the literacy coach provided by the district to improve student basic knowledge and skills.
- A **College and Community Access and Coordinator** to ensure students have the information and support needed to pursue higher education and/or careers.

Organizational funds will be provided to support:

- **Common Planning Time** will be established for all teachers embedded within the master schedule.
- **Focused professional development time** for all educators in the building: Four hours of extended professional development time each month and a minimum of five days for an annual teacher summer institute (in two parts, three days in June, two days in August, at a minimum)
- **Accelerated Academies for students:** focused student intervention just prior to the high stakes state exams (in addition to any regular intervention practices)
- **Student Summer Bridge:** minimum 4 days as transition between grades 8 and 9
- **Year-long Senior Seminars and Capstone** projects as transition between high school and the world of work and higher education.

An External Rapid Transformation Partner

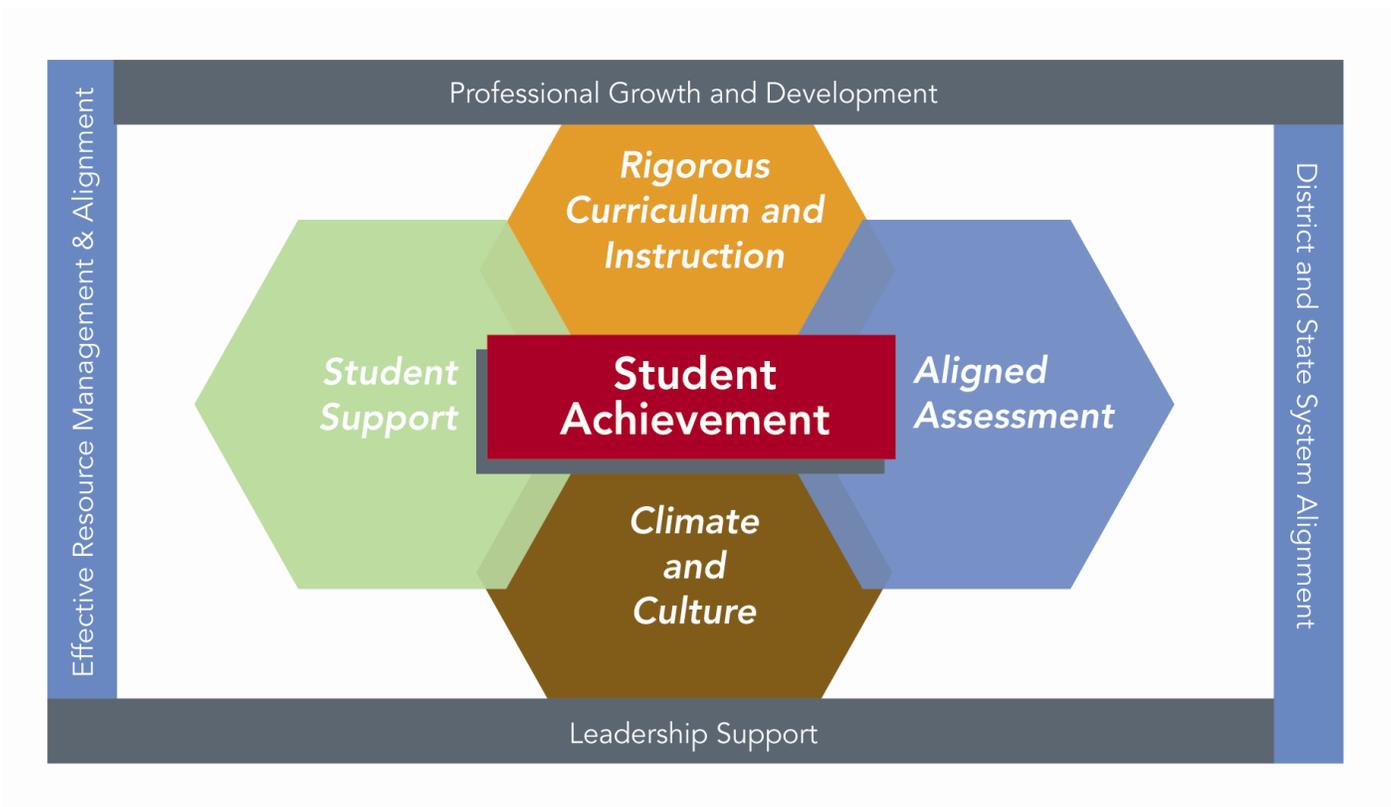
In summer 2009, the Detroit Public Schools release a Request for Qualifications to assist its priority schools in designing and implementing a systemic approach to whole school reform. School leaders met with approved external providers and confirmed EdWorks as their choice of external partners. Why EdWorks?

EdWorks, LLC is a not-for-profit, fee-for-service subsidiary of the nationally recognized Knowledge Works Foundation. To drive its work on the ground, EdWorks has developed a portfolio of proven high school approaches: Redesign; Early College; and Science, Technology, Engineering and Mathematics (STEM). Collectively referred to as, “The EdWorks Model,” these approaches enable school and district leaders to start-up or restructure a high school through a five-year, step-by-step system of strategies, processes, and tools. The EdWorks Model represents a very specific point of view about the structure and process of working with schools to turnaround operations and student achievement. The Model is designed to develop a high-performing high school that uses personalization as the key to increasing graduation rates and student academic performance. Personalization is achieved in three ways:

1. Through the development of high-functioning small schools in an existing school building.
2. By building the capacity of each and every person in the school to “get the work done” through very structured professional and leadership development plans.
3. By developing a culture in which the teaching and learning process focuses on individual student growth and achievement and thus drives everything that happens in the building (i.e., if it doesn’t improve teaching and learning, we don’t do it).

Student Achievement forms the Focal Point for the EdWorks Model.

The four fundamental components—rigorous curriculum and instruction, climate and culture, aligned assessments and a system of student support—provide the foundation for the work with schools. A total of 36 essential elements refine the implementation strategy. Together, these four components, their underlying elements and the district support framework form a tightly-woven, interconnected, interdependent system.



The four fundamental components and 36 essential elements in the EdWorks Model include:

Rigorous Curriculum and Instruction

1. Rigorous, college-ready curriculum for every student, every day
2. Clear learning objectives
3. Differentiated instruction
4. High levels of student engagement
5. Higher order thinking skills
6. High payoff, short-term instructional strategies across the content areas
7. Broad, school-wide early college experience
8. 21st century literacy across the curriculum
9. Results-driven, flexible scheduling
10. On-site and online professional learning communities
11. Intensive summer institutes for teachers and curriculum staff

Comprehensive Student Support

12. Just-in-time interventions, including re-teaching, and tutoring, among other strategies
13. Semi-annual student led progress review
14. Accessible, detailed, easy-to-understand student progress data and portfolio
15. Student Advisory System
16. Accelerated Academies
17. Summer Bridge Program
18. Higher education partnerships
19. Internships and community service

Aligned Assessments

20. Baseline diagnostic data
21. Short Cycle Assessment
22. Classroom assessment
23. State-mandated graduation tests
24. College and Career Readiness tests
25. Performance-based alternative assessment
26. Teacher, school and district self-assessments
27. Regular Dashboard Reports for each shareholders' shared accountability data (student, teacher, principal, administration, Board, partners, parents, community)

Supportive Climate & Culture

28. Safe, purposeful school environment
29. Community engagement for accountability
30. Students and families as primary stakeholders
31. Distributed leadership from the student's desk to the superintendent's desk
32. School design for personalization
33. Coordination of campus-wide issues
34. Personalized student growth plans with quarterly outcomes
35. Results-driven goals
36. A culture of continuous learning for adults

EdWorks Processes and Tools

EdWorks offers a well-developed process that is contextualized to meet local needs— EdWorks doesn't just tell sites what they need to do, EdWorks *shows school teams how* to transform to effective, 21st century learning organizations. The EdWorks Model works on *all* elements, not just one or two. EdWorks gives school teams a structure achieve their goals:

- ☑ Technical Assistance Coach
- ☑ Scope and Sequence for the design and delivery of effective, innovative high school education
- ☑ Easy to follow annual planning and implementation calendar
- ☑ Fully developed 5-Year Teacher Professional Development Plan (with the first three years of the plan delivered during the life of this grant)
- ☑ Hands-on Leadership Development Plan
- ☑ Teacher Summer Institute
- ☑ National Leadership Institute and Leadership Retreats
- ☑ Online social networking and professional learning community focused specifically on high school
- ☑ Data capture tools and customized dashboard presentation of results

And continuously monitoring and adjusting.

The EdWorks scope and sequence reflects a simple premise, an equation discovered through years of work with high schools: SCHOOL CLIMATE + TEACHING PRACTICE + COMPREHENSIVE SUPPORT = STUDENT ACHIEVEMENT.

The EdWorks Model is rooted in more than 20 years of research by educators, scientists, social scientists, and economists. The research can be distilled to five simple strategies:

- Begin with the individual student.
 - ↳ Drive instructional practice with data.
 - ↳ Conduct teaching and learning through the tightly-woven fabric of standards, assessments, curricula, student supports, and instructional practices.
 - ↳ Connect teaching and learning to students' prior knowledge and understanding.
 - ↳ Make connections across content areas and with the real world; don't teach isolated facts in artificial silos in a sterile classroom environment.

The focus on students well-prepared for college and the workplace lends itself to an important question: “What would students be able to do if they were well-prepared to leave school ready to succeed in the workplace and college?” Research from three individuals well-known to secondary reform initiatives, Conley (2007), Lachat (2110), and Lachat & Williams (1996), provide some key characteristics of students which are summarized on the following chart:

Workplace Readiness (Lachat, 2001; Lachat & Williams, 1996)	College Readiness (Conley, 2007)
Students who can problem solve, communicate, understand multidimensional problems, and design solutions.	Students who can effectively use cognitive and metacognitive strategies, often described as “habits of the mind” (the ability to analyze, interpret, work with precision and accuracy, problem solve, and reason).
Students who can demonstrate what they know and can do.	Students who can demonstrate proficiency in rigorous courses.
Students who can plan their own tasks, evaluate results, and work cooperatively with others.	Students with attitudes and behaviors that lead to success, i.e., study skills, time management, awareness of one’s performance, persistence, and the ability to utilize study groups.
Students who can transfer their school knowledge to “real-life” situations.	Students who can do the tasks needed to prepare for and adjust to college, i.e., succeeding in high school coursework (including college-level classes), applying to college, understanding needed resources, and adapting to college life.

Lachat (2001, p.7) describes some of the challenges of preparing students for the 21st century and strategies that can help schools meet these challenges:

The growing emphasis on educational standards, equity, continuous improvement, and accountability that now drives high school reform is fueled by widespread recognition that schools must become high-performing organizations if they are to prepare all students to succeed in the twenty-first century. Today, our students represent an unprecedented level of diversity—in abilities, learning styles, prior educational experience, attitudes and habits related to learning, language, culture, and home situations. The challenge of educating these students requires new capacities for schools and new orientations for the educators who make decisions that influence students’ lives. It requires a commitment to basing these decisions on sound information rather than assumptions and subjective perceptions. The capacity to access and effectively use many types of data from multiple sources is critical to realizing a vision of high school education that embraces the belief of high expectations for all students. The process of creating learning environments that support the individual success of each student must

incorporate both the willingness and the capacity to continually examine the results of our efforts. This principle of continuous improvement requires the best data available.

This foundational informational base, then, drove the development of the five-year EdWorks teacher professional development and coaching systems, rooted primarily in the research and practices of:

- Grant Wiggins and Jay McTighe, *Understanding by Design*, 2005
- Robert Marzano, *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*, 2004; and *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*, 2007
- The International Center for Leadership in Education's Rigor & Relevance Framework
- Gayle Gregory and Lin Kuzmich, *Differentiated Literacy Strategies for Student Growth and Achievement* in Grades 7-12
- National Research Council, *How People Learn*, 2000
- Rick Stiggins, *Assessment for Learning*
- *The Differentiated Classroom*, Tomlinson
- *Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn*, DuFour, DuFour, Eaker, Karhanek, 2004

On-Going, High-Quality Job-Embedded Professional Development

The timeline for activities in Section III provides insight into the timing and content/pedagogical focus of professional development. Specific workshops and professional development schedules will be designed in consultation with the school and district leadership teams, which both include teacher association leaders. New knowledge and skills will be introduced to staff in workshops that are generally 90 to 120 minutes in length. Multiple modules may be combined, if the school is able to offer day-long or multi-day retreats.

New Content is delivered in Workshops or Retreats

Each workshop models research-based instructional strategies, providing clear learning outcomes, short segments of content delivery to set the stage for the work to come or summarize immediate lessons learned, periods of collaborative reflection and research, hands-on discovery, and an overall learn-by-doing focus. Leaders and teachers involved in the workshops learn the latest approaches to leadership, teaching, and learning

by developing lessons or creating walkthrough plans or completing SWOT analyses and formulating student support plans, just to name a few examples.

This “learn-by-doing” approach to professional development makes it possible to correlate changes in student performance with professional and leadership development experiences.

	Leadership Development	Teacher Professional Development
Year One	<p>Leadership Retreat: Getting the culture and Climate Right for Student Success:</p> <ul style="list-style-type: none"> • Supportive climate and culture • Research components of a high-performing high school • Data-driven strategic planning • Resource development and monitoring (budgeting to support research-based practices) • Authentic community engagement • Effective communication • Engaging students and family • Personalized Student Growth Plans 	<p>Mini Teacher Summer Institute focusing on:</p> <ul style="list-style-type: none"> • High Payoff, Short Term Instructional Strategies • Literacy Across the Content Areas • Brain-Based Research—its meaning for student engagement
	<p>21st Century Education Seminar Series</p> <ul style="list-style-type: none"> • 2020 Forecast: Creating the Future of Learning • Understanding and applying the local economic development plan and jobs forecast to real-world educational experiences • The latest research on teaching and learning strategies for 21st century students • Unpacking College and Career-Ready Standards and Skills • Understanding the EdWorks Innovative Prototypes and the research behind their development • Contextualizing the Portrait of a Graduate, Identifying specific 21st century skills and habits of mind to be reinforced in innovative prototype designs • Understanding and contextualizing the Four-Year, Standards-Aligned Learning Plan for the prototype designs 	
	<p>Leadership Retreat focusing on Adaptive Leadership for Real-World Results:</p> <ul style="list-style-type: none"> • Adaptive Leadership knowledge and skills • 21st Century Skills • College and career readiness • Student advisories • National and international student performance • Effective business and community 	<p>Teacher Summer Institute focusing on:</p> <ul style="list-style-type: none"> • Introduction to the Rigor and Relevance Framework • Backwards Design • Literacy Across the Content Areas • “Quadrant D” Rigorous, Relevant Lesson Design • 21st Century Skills • Lesson Design and Delivery for coherence and student growth

	Leadership Development	Teacher Professional Development
	partnerships <ul style="list-style-type: none"> • Effective small school operations 	

	Leadership Development	Teacher Professional Development
Year Two	<p>Using one-on-one meetings with members of the leadership team and embedded teacher professional development, educators deepen knowledge and skills gained in the previous year and the summer institute. Workshops are held after school, as needed, to reinforce or teach in a different way, content and pedagogy introduced in the summer, so that teachers and leaders become fluent practitioners in that area. Professional development focuses in the following areas:</p> <p>Implementing Personalization</p> <ul style="list-style-type: none"> ▪ Advisories ▪ Personalized Student Growth Plans <p>Short Cycle Assessments</p> <ul style="list-style-type: none"> ▪ Exploring Diagnostic and Short Cycle Assessment System ▪ Short Cycle Assessments as Instructional Resources <p>Classroom Practice/Learning Conditions</p> <ul style="list-style-type: none"> ▪ Student Work ▪ Lesson Design and Delivery ▪ Research-Based Instructional Models ▪ Student Performance 	
	<p>Leadership Retreat: Growing and Supporting Effective Teams</p> <ul style="list-style-type: none"> • Distributed leadership • Effective meetings • Active listening • Progress monitoring • Walkthroughs and appraisals • Leadership in the school community • Induction programs for new staff • Culture of continuous Learning 	<p>Teacher Summer Institute: Instructional Design for Rigor and Relevance</p> <ul style="list-style-type: none"> ▪ Rigor and Relevance Framework ▪ Knowledge Taxonomy and the Application Model ▪ Instructional Models and Planning ▪ Unpacking the State and 21st Century College-Ready Content Standards ▪ Formative and Summative Assessments (including Performance-Based, Alternative Assessments) ▪ Developing “Quadrant D” Units of Study ▪ Designing and using Rubrics ▪ Differentiation
Year Three	<p>Using one-on-one meetings with members of the leadership team and embedded teacher professional development during common planning time, educators deepen knowledge and skills gained in the previous year and the summer institute. Workshops are held after school, as needed, to reinforce or teach in a different way, content and pedagogy introduced in the summer, so that teachers and leaders become fluent practitioners in that area. Professional development focuses in the following areas</p>	
	<p>Leadership Development:</p> <ul style="list-style-type: none"> • Distributed leadership 	<p>Teacher professional development</p> <ul style="list-style-type: none"> • Looking at Student Work

	Leadership Development	Teacher Professional Development
	<ul style="list-style-type: none"> • Effective meetings • Active listening • Progress monitoring • Walkthroughs and appraisals • Leadership in the school community • Induction programs for new staff • Culture of continuous Learning <p>Leadership Retreat: Leading a High-Performance Organization:</p> <ul style="list-style-type: none"> • Instructional Leadership • Rigorous curriculum and instruction • High payoff instructional practices • Assessment for learning • Gap analysis • Curriculum Alignment • Instructional monitoring • Results-driven, flexible scheduling 	<ul style="list-style-type: none"> ▪ Standards-Aligned, Unit Design and Delivery ▪ Differentiation ▪ Implementing Student Performance Assessments ▪ Formative and Summative Assessments ▪ Best Practice Instructional Models ▪ Designing and Using Rubrics with students ▪ Alignment with State and 21st Century Standards <p>Teacher Summer Institute: Beyond Rigor and Relevance</p> <ul style="list-style-type: none"> • Comprehensive, four-year Course of Study aligned to State and 21st Century College-Ready Standards • Grades 9-13 Curriculum Alignment and Vertical Scope and Sequence Development within and across content areas • Analysis of Content with University Partners • Integration of early college experiences in Core and Elective Courses

Note that teachers are unpacking the standards from the beginning of their professional development process. In a scaffold process, they learn to look for alignment of standards, assessments, content and pedagogy. They build trust and work in professional learning communities providing feedback for each other on the alignment of lesson plans and homework assignments with the standards. They compare the learning objectives of lessons to student to the content, materials, pedagogy, and performance outcomes at the end of the lesson. By the third year, they pull all of the pieces together, focusing on curriculum alignment from grade nine through the first year of college and finding ways to reinforce process standards across the content areas. Their university partners sit at the table with the teachers, offering insights and suggesting alternative sources of information or pedagogical approaches. Because they have worked side-by-side in professional learning communities, leaders and teachers can compare walk-through observations with teachers' analyses of alignment and instructional impact. Together, they will chart a course of action to improve the instructional process, alignment and outcomes.

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).

Grade	Reading			Math		
	2007	2008	2009	2007	2008	2009
11	38	34	41	6	7	6

The combined MEAP/MME scores for Northwestern depict a school struggling to provide its students with strong skills in mathematics, as evidenced by the fact that the percentage of students meeting state proficiency levels across the three-year period is hovering around 6-7%. Reading scores show an uneven pattern of performance, with a four-point dip from 2007 – 2008, and then a seven-point rise in scores in 2009. The school will need to be able to launch a rapid upward trajectory in mathematics—paying particular attention to its special education population—and will need to jump-start its literacy initiative in a way that is sustainable. Again, significant resources must be focused on special needs students.

Scores at this low level often indicate a lack of alignment in the curriculum *or* a failure of classroom practice to implement the aligned curriculum.

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

Northwestern High School will provide a tiered approach to using data and research to promote continuous use of student data to inform and differentiate instruction. This ubiquitous use of data will meet the needs of all students, ensuring they have the supports they need to be successful in a rigorous course of study.

Northwestern will implement an RTI system as defined by the National Council for Response to Intervention: “Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems. With RTI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities or other disabilities.”

Northwestern's Improvement Plan and its Strategic Plan (outlining the movement to Smaller Learning communities), both integrate a commitment to the use of data to drive instruction. That commitment is seen in the commitment of funds to support:

- A school-based Data Analyst
- A proven baseline and short cycle assessment system
- Professional development in the use of data to drive instruction and the development of standards-based instructional plans (outlined in the activities described in Section III below)
- The commitment to employ a formal system of interventions and acceleration to help all students achieve success in a rigorous curriculum.
- The commitment to design and implement a customized early warning system for the students at Northwestern that are in risk of failure—with the Student Triage Process and the first step.

In summary, instructional teams, by grade level, will meet during common prep time to develop instructional strategies that align standards-based curriculum and district state benchmarks. The leadership team will use data to display useful and current patterns to discern student achievement. School leaders will provide assistance interpreting AYP requirements and data analysis in determining actions to improve student performance. The school will develop, implement, and monitor short-term action plans that align with the school improvement plan.

The formal intervention system includes the following levels:

Level One: All students participate in a baseline diagnostic assessment to pinpoint skills and challenges in English Language Arts, Mathematics and Science. Student schedules are designed to ensure they have time within the scheduled day for intervention or acceleration. All teachers use data to drive instruction and employ differentiated teaching practices to provide additional time, materials or support for each student. Testing occurs three more times during the year, with adjustments made to the schedule and research-based instructional practices to ensure all students are progressing according to plan. Effective use of differentiated instructional practices and team teaching among regular content teachers and special education teacher or among regular content teachers and ELL specialists, allows schools to serve students in the least restrictive environment. Common planning time is key to the effectiveness of team teaching, allowing the educators' time to review data in depth and plan a coordinated strategy for support.

This basic process is referred to as a “Triage” process. The goal of the Triage Process is to bring together the many different sources of data on every student so that it can be considered in a single, easy to understand document. The Triage process provides teachers and leaders with the opportunity to reflect on the steps *each student* must take to ensure on-time graduation, ready for college or career without remediation. The act of looking collectively at all of the available data for each individual student actually helps leaders and teachers become familiar with the young people under their charge in a whole new way. By using the Triage process, adults don’t just see students as being on the list who have “passed or not passed” high stakes tests, or the list of students who took the ACT or SAT. The Triage process presents a multi-dimensional picture of each student. By applying the Triage process to 11th and 12 grade students in the fall and spring of the very first year of transformation, schools can begin to identify students in danger of falling through the cracks, either because they are missing credits or have not passed high stakes tests. If it is determined a student needs to be involved in credit recovery, staff determine the best format for a student to earn the credit. If a student needs to pass a specific high stakes test, a staff member takes responsibility for scheduling the student in the approved testing period. Likewise, if it is determined that a student is ready for acceleration, teachers, students and parents come together to make decisions about the format for acceleration-- AP? IB? Dual credit? College enrollment? Technical certification? Internship? Apprenticeship?

Level Two: If students still are not meeting individual learning goals under Level One, students participate in “Accelerated Academies,” intensive instruction outside of the regular school day to help them master difficult skills related to state-required tests and standards. Students who still seem to be struggling are referred to guidance and special education services for additional testing and placement. Often, strong, technology-driven curricula are integrated into the overall intervention process at this level to better align content and pedagogy to meet student individual student needs.

Level Three: EdWorks will assist Northwestern in the identification of evidence-based interventions to ensure the most challenged students reach learning goals.

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

Leadership team meetings will conduct weekly staff meetings, extended school day opportunities staff meeting and Saturdays will be used for collaborative planning sessions that assist in organizing and analyzing data plan steps to meet individual student needs. Staff will develop quarterly academic and team meeting calendar.

Specifically, Northwestern will work with the scheduling specialist from EdWorks to develop a schedule a schedule for students and teachers that provides common planning time for teachers, first, within teacher-formed study groups, and then, in fall 2011, *within* their Smaller Learning Communities and *across* Smaller Learning Communities in content-specific groups. Northwestern’s proposed schedule will increase instructional time, reduce time spent in the lunchroom, provide time for common planning, student advisory, flexible scheduling, and permit greater access to elective and advanced courses.

Such schedules meet the following key goals:

1. Supports team, trust-building among staff members that are accustomed to working in isolation. Trust is critical to the effective use of common planning time.
2. Offers a platform for teams of teachers sharing a group of students to engage in the deep, ongoing examination of student data and student work across time so that they can make adjustments in instructional strategies and materials to better meet student learning needs.
3. Provides time for teachers to develop curricula, units of study, assessments, and lesson plans that integrate and reinforce standards, knowledge, skills and pedagogy across the content areas.
4. Provides time for staff to observe each other’s classes and provide feedback to improve colleagues’ instructional practice and student outcomes.
5. Breaks down the isolation from their departmental colleagues that teachers in SLC’s often feel when moving from a large departmentalized high school with a staff of 10 or people in each content area to SLCs, with staffs that often have only two or three teachers of the same subject area.
6. Increases the opportunity for examination of the latest research and pedagogy crosses content areas, as well as new information specific to the content area.
7. Provides time to examine school progress toward critical milestones and benchmarks and make recommendations for improving school plans and support systems.

Learning to Maximize Common Planning Time

EdWorks models the processes and tools of collaboration throughout implementation of its professional development, strategic planning, and stakeholder engagement. During the life of this grant, then, the EdWorks Technical Assistance Coach will help the staff become adept at applying those processes and tools during common planning time to improve student engagement and outcomes, as well as their own professional growth. Initial work with teachers answers the question, “Why collaborate?”

EdWorks coaches will team with mentors and coaches from Wayne RESA and the state to offer guidance for teachers within and across content areas:

From Wayne RESA

- Process Mentor Coach
- SIG Coach
- Data Coach
- Math Instructional Coach
- ELA Instructional Coach

From MAISA (State)

- School Improvement Coach

And because teachers often struggle at the beginning to use common planning time effectively, EdWorks provides a series of specific agendas and protocols to guide use of common planning time for specific purposes. EdWorks trains teacher leaders in the application of the protocols and mentors staff through the processes of:

1. Examining Student Work

(Protocol adapted from National School Reform Faculty's Tuning Protocol)

This protocol enables teachers to receive feedback and fine-tune their developing student assessment systems -- including exhibitions, portfolios and design projects. Collaborative reflection on the completed product and its outcomes in terms of student growth and learning provides suggestions for the designer, who may choose to modify the work and / or refine its process before using it again. Seeing through fresh eyes and hearing colleagues' questions often enable the designer to raise the rigor and relevance of the work.

2. Tuning Instructional Strategies / Materials Same content area

(Protocol adapted from National School Reform Faculty's Tuning Protocol)

The process in tuning instructional strategies and materials is similar to the Examining Student Work protocol (Agenda 1), except that this protocol is used in the design phase of instruction. Prior to using the strategy or materials, the teacher is asking for affirmation or some additional direction in planning. The collaborative reflection of the group will provide a deeper understanding of the strategy and its uses

and/ or the materials and their appropriate use with the designated standards. This protocol is best used with same-content practitioners because of their deep knowledge of the standards, but other colleagues would certainly add insight.

3. Collaborative Unit Design – Same Content

Issues of equity and access surface when teachers interpret the curriculum according to their own value systems. No ill is ever intended for students; however, some students may gain a rich understanding of difficult topics while others merely skim the surface learning basic factual material. One way to combat this inequitable curriculum is for groups of teachers to agree to design units together around the most difficult-to-learn, hard-to-teach concepts within the content area.

4. Collaborative Unit Design – Cross-Content

Adolescent brain research has shown us that students learn best when their learning is connected – connected to their world, their emotions, their passions. By purposefully designing integrated units of study, we set the stage for students to understand and remember difficult concepts across disciplines. When the work we design enables students to “connect the dots” between separate, seemingly unrelated courses, we provide context for student learning and increase the likelihood of long-term memory. The purpose of this protocol is to help teachers from different disciplines design a unit of study that makes these connections visible to students.

5. Examining Student Data

(Adapted from ATLAS “Looking at Data” – National School Reform Faculty, 2004)

Data drives good decision-making, but sometimes looking at data can put people on the defensive. The purpose of this protocol is to provide a structured dialogue format to manage the discussion and maintain the focus while examining data. This protocol is designed to use inquiry-based thinking: observation, generalization, and justification. Participants describe the data, then identify trends, make inferences and hypotheses. Using the data, they justify their thinking and describe what they believe to be the implications for their teaching. The three phases of the protocol help the group make shared meaning of the data and provide the platform for objective decisions about instruction.

6. Examining School Data

(Protocol based on Inquiry-based Instruction Model)

Examining School Data can reveal the strength of curriculum, classroom instruction, and scheduling in broad strokes. Identifying trends within the data can inform decisions for current instruction and intervention. In addition, those trends should inform decisions about future schedule changes, future curriculum offerings, and future student services.

Educators at every level of the organization must be able to identify instructional needs and must have the opportunity to provide possible solutions. Within the collaborative planning time, teams of teachers can examine slices of the school data that impact their day-to-day instruction. By uncovering trends and possible causes, classroom teachers can provide very practical solutions to difficult issues.

7. Text-Based Discussion on Research

(Protocol adapted from “Three Levels of Text” – National School Reform Faculty)

Purpose: Within the school, every person must continue to be a learner. By setting aside time to read and discuss a piece of text together, the group collaboratively builds its capacity. So what kind of text should we choose? It could be a journal article, a chapter in a book, an article from business, education, or popular publications. Whatever it is, the group collectively agrees to probe its implications for teaching. The purpose of this protocol is to provide each member of the group an equal voice in the inquiry process.

8. Unpacking Standards and Assessments

Prior to designing any lesson/ unit, teachers must be clear about the learning objectives. Just what content will be learned? What kind of thinking is required to learn that content? Too often, lessons target pre-requisite skills and never get to the heart of the learning for the grade-level standards. We are not for a minute suggesting that teachers ignore the scaffolding needed to bridge gaps in student learning. What we are saying is that we must be purposeful in designing assessments and learning tasks that match the rigor and relevance required by the standards. The purpose of this protocol is two-fold: to enable teachers to de-construct the standards prior to lesson design and to analyze assessments in order to link instruction and assessment to the standards.

9. Classroom Observation and Feedback

Just as formative assessment and feedback are critical in student learning, so observation and feedback are critical to teacher development. The crux of the matter, though, for most teachers is who is observing and for what purpose. This protocol is designed for teacher pairs to help each other improve the quality of instruction in their classrooms. It is teacher-driven, growth-oriented – not evaluative.

6. Describe the school’s collaborative efforts, including the involvement of parents, the community, and outside experts.

Northwestern will function as a learning community. This means a basic structure for team planning and decision making which includes; parents, students, community and outside experts. To this end, Northwestern Leadership will make every effort through scheduled monthly meetings, communications, and activities to ensure that active participation and engagement in reforms efforts leading to school improvement and student achievement are provided. Leadership will ensure that teams receive total access to information, including student progress, data and professional development opportunities.

Specifically, Northwestern will collaborate with EdWorks and the Detroit Public Schools to identify a local nonprofit organization work under EdWorks’ guidance to implement an authentic the community engagement process. Funds are included in this proposal to hire a trusted partner who knows the local community well and can assist with the authentic engagement process

Ongoing Mechanisms for Family and Community Engagement

Community Engagement in the first year is conducted primarily through a series of 20-30 “kitchen table conversations.” These kitchen table conversations are held in places that are convenient for the community—neighborhood homes, local churches, college campuses, community centers, lunch rooms at area businesses, even grocery stores or laundry facilities—anywhere that people come together. Each conversation revolves around a set of essential questions, ranging from people’s hopes and dreams for the students of their community to student needs for real world, applied learning. The conversations involve small groups of 10-15 people, and last about two hours each. Community insights and recommendations are gathered through the process and

used to help shape the design of the schools. In the first year, the conversations try to both provide a glimpse of the future of education for parents and community members and gain their insights into what that means for their community and their schools. This type of engagement sets the stage for years two and three.

By the beginning of the second year of the grant, community, business and university partners actually sit down with cross-curricular teams of teachers to examine standards and design units of study that involve real world learning experiences for students in a planned, purposeful way. The community may come into the school to team teach lessons with teachers or they may host students in their location. Often, parents, business, community and university partners are members of the teams listening to and scoring student presentations. Kitchen table conversations are held twice a year to help gauge feedback to the operation of the innovative new schools and gain insights for additional hands-on learning experiences.

Involving the community in this way opens makes the walls of the school permeable to parents and community, thus building ownership of the educational process across a wide range of stakeholders.

Partnering with Parents and Organizations to Create Safe School Environments and Address Social and Emotional Needs

Community mapping will be the primary process Northwestern and EdWorks use to create a safety net for students.

Many strong approaches to community mapping (also referred to as, “asset mapping) exist in the literature of international grassroots community development organizations. Community mapping processes exhibit a common focus on identifying, appreciating and mobilizing the *existing local assets and skills* of a community, rather than its problems and deficits. At the heart of the community mapping process is a desire to build *internal, sustainable* solutions to *specific* community challenges, rather than relying on external sources of support.

The community mapping process at Northwestern is an extension of the community engagement strategy. It plays a critical role in connecting the community with the daily life of the school—and with the ultimate success of individual students and the school itself. A strong community mapping process can weave a seamless tapestry of academic, social and emotional supports for students, linking home, school, neighborhoods, businesses, educational and government institutions, and local organizations. The community mapping process

strives to capitalize on existing strengths within the community with the purpose of building future success for students.

Community maps range from very simple lists to actual physical maps of resources—people, places, materials, institutions, etc. EdWorks recommends the development of a physical map that can serve to provide a description of the community boundaries, as well as visual reference points for where the local resources lie in relation to the school. Once a community map is built, it can really “come alive” for the staff of a school through a planned, purposeful “tour” of the assets.

Who should develop the community map?

The strongest community maps are developed by a group, rather than an individual. A school may want to make development of a community map the first collaborative project of its Community Partner and members of the Core Planning Team. The strongest maps are generally built by a group that contains a mix of long-time residents of the community and relative newcomers, all of whom see the area through different lenses.

What is the purpose for engaging in the community mapping activity?

The most effective community maps are developed with a specific purpose in mind. Rather than “listing” random resources, strong community maps point to “solutions” for specific challenges. For instance, a community a map of resources for student academic support might include sites where students have access to internet-enabled computers for research and writing; physical locations where students can find quiet space to complete homework or meet in small study groups; businesses that provide space for students who are their employees to study and give incentives to their employee-students for academic performance; or even the phone number for “homework hotlines,” etc. If social services are key to academic success for its students, a school may even want to pinpoint the locations and contacts for those resources.

Key questions to consider as Northwestern begins the community mapping process:

1. What do you want participants in the community mapping process to carry away from the experience?
2. What do you want *participants to do* as a result of the community mapping experience?
3. What do you want those individuals, organizations and institutions *identified on your map to do*?
4. When your asset map is complete, how will you introduce it to those who you want to use it? To those who are listed on it? Will you show the map to those who will use it and provide written information about the resources listed on the map? Will you physically drive through the neighborhood? Will you arrange meetings between those who will use the map and those who are listed on it? Will you create a

“scavenger hunt,” of sorts, giving those who will use the map clues to the location of assets and then challenging them to find those assets and engage them in a discussion to find specific information?

The following categories of resources generally considered in a community mapping process:

- **Individuals** (parents, teachers, entrepreneurs, activists, religious leaders, students, etc.)
- **Local businesses and economic generators** (small and medium-sized businesses, large corporations, banks, credit unions, community development corporations, chambers of commerce, etc.)
- **Formal and informal groups and organizations** (churches, family support groups, service clubs, unions, veterans groups, youth groups, etc.)
- **Physical spaces** (libraries, recreation centers, museums, transit facilities, parks, etc.)
- **Institutions** (other schools, hospitals, colleges and universities, police and fire departments, libraries, social service agencies, foundations, etc.)

Strategy Two: Student-led Parent-Teacher Conferences

Twice each year, students, parents and teachers come together to discuss student progress, both successes and challenges, and to outline upcoming key events and needs. The conferences revolve around individualized growth plan for each student. The Individualized Student Growth Plan is a document that guides student coursework and actively engages students in setting and monitoring progress toward their own goals. Student Growth Plans are developed by the student, with the guidance and involvement of the student’s advisor, teachers, parents/guardians, guidance counselor, and other adults who are familiar with the student’s educational needs and aspirations. The Student Growth Plan encompasses general academics, independent projects, internships, service learning, and other endeavors related to the student's growth. Providing connections between all facets of a student's learning, the Student Growth Plan is more than a record of the student’s daily schedule of standardized coursework. Like instruction, student growth plans begin with the end in mind. Student goals for life after high school become the driver for the instructional plan. Beginning with the Summer Bridge transition between 8th and 9th grades, students chart a course that will put them on track for Advanced Placement courses, college dual enrollment and advanced career certifications—while still in high school.

Strategy Three: Higher Education and Business.

To support rigorous content and real-world learning experiences for students, EdWorks will help Northwestern identify business and higher education partners with content expertise who will join cross-curricular teams of teachers each summer as they develop unit and lesson designs that revolve around overarching “big ideas,”

“enduring understandings” and “essential questions. These partnerships ensure the development of research-based units and lessons. This ensures hands-on learning opportunities are built into the curriculum as they arise and teachers have immediate support, if needed, in teaching the more rigorous curriculum.

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.
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The following were selected from the School Profile and MME Summary Report 2009, as areas of priority:

- Curriculum Revision (Reading, Writing and Mathematics)
- Organizational Structure
- Analysis of Data
- School Benchmark Assessment
- Parent/Community Communication and Involvement
- Professional Development

Northwestern, EdWorks, Wayne RESA and the state will collaborate to finalize a set of activities that will meet the unique needs of Northwestern staff and community.

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an Action Portfolio that will guide and inform the school's Continuous School Improvement Planning Process. The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

From the first day of work on the ground with a school, EdWorks begins focusing everyone in the school community on identifying specific 21st century skills and habits of mind to be displayed through the teaching and learning practices in a school. Everyone in the school learns how to integrate the research on how people learn with college and workplace ready standards, local economic development forecasts and research-based

instructional practices into the design, operations and strategic plans for the transformed schools. The result is a learning organization that exhibits a deep understanding of how content knowledge plays out in real world situations.

Through a well-developed process, EdWorks will guide Northwestern High School through:

1. An in-depth assessment process, building on information gleaned in the school improvement process and the findings of the Organizational Effectiveness assessment.
2. The development of a four-year learning plan for each of these themed schools that implements a rigorous, core course of study for all students
3. The implementation of a scaffold professional development plan that incorporates all elements of NSDC's standards for professional development, and provides 21st century knowledge and skills for all adults in the building.
4. The development of an operations plan that provides a system of support for students through the use of flexible scheduling, extended learning time, collaborative planning time for teachers and the development of small school leadership teams.
5. The design and implementation of an ongoing community engagement system.
6. The result of this Transformation process is the development of a learning environment at Northwestern in which students, parents, educators, business and community are all self-directed, self-motivated learners able to thrive in the 21st century global economy.
7. Develop Study Groups/Professional Learning Communities
8. Examine Student Work
9. Audit and Align Unit Design and Delivery
10. Differentiation of Instructional Practice
11. Student Performance Assessments
12. Implementation of Rigorous Formative and Summative Assessments
13. Implementation of Best Practice Instructional Models
14. Design and apply performance based rubrics
15. Alignment Learning Goals with the Michigan Department of Education and 21st Century Standards

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

Data will be used on multiple levels to develop and refine the School Improvement Plan:

Drawing on the lessons of nationally-recognized researchers and practitioners like Richard DuFour, Rick Stiggins, Judy Wurtzel, Robert Marzano, and others, EdWorks has developed a model that effectively guides schools through the process of balancing annual, interim and classroom assessments in a way that provides both assessment *of* learning and assessment *for* learning.

Northwestern High School Learning Community will:

- Design professional development related to the proposed activities; targeting all sub groups after evaluation of data.
- Create supplemental resource packets for all students performing at MME assessment levels 3 and 4
- Examine Curriculum Alignment and Vertical Scope and Sequence Implementation
- Build cross-curricular units of study
- Partner with higher education, business and community partners to develop and deliver critical issue seminars examining real world challenges
- Assess and refining high payoff instructional strategies
- Launch formal Professional Learning Communities (PLCs) focused on looking at student work
- Develop lesson plans and assignments that emphasize the use of graphic organizer: Develop unit plans for informational texts that include common question stems.
- Use data to inform instruction create innovative programs to complement school improvement efforts and enable struggling students to master fundamental skills in all core content areas.
- Create learning plans and outcomes.
- Rigor and Relevance Framework
- Knowledge Taxonomy and the Application Model
- Instructional Models and Planning
- Unpacking the State and 21st Century College-Ready Content Standards
- Formative and Summative Assessments (including Performance-Based, Alternative Assessments
- Developing Rigor and Relevant “Quadrant D” Units of Study
- Develop Performance Based Rubrics
- Differentiation of Instructional Practice
- Academic College-Readiness Advisories
- Personalized Student Academic Growth Plans

- Exploring Diagnostic and Short Cycle Assessment System
- Implement Short Cycle Assessments as Instructional Resources
- Use Research-Based Instructional Models
- Monitor Student Performance Assessments
- Access and Use an Online Learning Community

The EdWorks Model will support Northwestern in the effective use and, as appropriate, development of the following balanced system of Aligned Assessments and reports.

Data used to inform teaching and learning at the classroom level:

- Baseline diagnostic data
- Short cycle assessment
- Classroom assessment
- Performance-based alternative assessment
- Teacher self-assessment of practice using the EdWorks Instructional Rubrics; district and school self-assessment of support for the learning process

Data used by the state and national bodies to judge school effectiveness over time:

- State-mandated graduation tests
- College and Career Readiness tests

One-Page, Easy-To-Use Reports to Monitor Progress Over Time on Key Indicators:

- Regular Dashboard Reports for each shareholders' shared accountability data (student, teacher, principal, administration, Board, partners, parents, community)

The goal is to produce a “continuous flow of information about student achievement ... to advance, not merely check on student learning.” (Stiggins, 2002) These eight types of assessments and reports, in combination, create a balanced picture of student academic progress and school effectiveness. By focusing on setting specific goals during the strategic planning process, schools can clearly answer the questions, “Where are we today? Where are we going? How far is it? How far have we come? Are we there yet?”

The greatest professional development emphasis in the EdWorks system of aligned assessments revolves around helping teachers and students employ assessment *for* learning.

- Teachers design assessments every day as part of the instructional process. EdWorks begins by helping teachers view themselves as assessment professionals and designers as they plan their classroom learning experiences. By increasing teachers' knowledge and skills in assessment, EdWorks can help them gather better data from their students about knowledge and skills gained through the learning experience.
- Once teachers have an understanding of strong assessment design, EdWorks helps them articulate achievement standards and goals for students *before* they actually teach a course, unit or lesson. Approaching assessment in this fashion actually motivates students to achieve and take responsibility for their own learning.
- Over time, EdWorks helps teachers use multiple sources of data to adjust their classroom instruction to better meet student needs.
- Through the full system of aligned assessments, teachers and students can communicate their learning and achievements more effectively with each other, their parents/guardians and the community.

This focus on multiple strategies of assessment for learning increases the insights of leaders, teachers and students about the assessment process, leading to a purpose-driven, motivational, high-performing learning environment.

It is only through this continuous focus on student data and achievement that teachers, parents and students can come together to realize the goal of early college and/or Advanced Placement and/or advanced technical certification for all students at Northwestern. The school will reach for the following minimum targets:

	Target for Students Gaining Early College Exposure through Seminars or Visits	Target for Students Gaining College Credit through AP/IB or College Course Completion or Advanced Technical Certification
Year One	100%	10%
Year Two	100%	20%
Year Three	100%	30%

- 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.**

Northwestern will utilize the EdWorks system for data gathering and reporting. EdWorks utilizes a mixed-method evaluation approach involving multiple methods of data collection, taking stock of everything from central office supports for the school Transformation work to change in leadership and teacher practices to attitudinal surveys of students, teachers, parents and leaders.

Data are presented in user-friendly format and discussed in School Leadership Team meetings, in the professional learning communities that operate during common planning time, in meetings with school and district leadership and in community engagement conversations.

Surveys will also be collected from business and community partners. This data will then be shared with stakeholders during monthly meetings and professional development in order to evaluate and use effectively to improve student achievement. Collected results will be available in the main office of the school. We anticipate the ability to upload results from any data collected on the schools web site.

The data will be collected under the direction of Deborah Howard, EdWorks Director for Education Strategy in partnership with the school's Data Analyst and its Technical Assistance Coach. Tools in the DPS-provided "Learning Village" and resources in the Northwest Evaluation Association Measures of Academic Progress will ensure all administrators and teachers are able to access and monitor progress of individual students, classes, grade levels and the whole school. A third-party evaluator hired by EdWorks will provide an annual analysis of trends. The following data collection tools are used to obtain the data needed to create the desired reports:

1. **School Data Collection Template:** completed by the evaluation consultant and coach, in collaboration with the school. The template stores the wide range of data generated at the school and which do not require special interpretation or analysis during the process of collection.
2. **Planning and Implementation Calendars:** Comprehensive timeline of key activities, events and milestones to guide the implementation of the EdWorks model.
3. **Student, Teacher and Leader, Business and Community Attitudinal Surveys:** Survey to gauge perception of school climate, culture, instructional practices, student engagement, relationships, and overall school effectiveness.
4. **Client Satisfaction Survey:** Survey to further EdWorks' understand of how well it is serving its clients and to provide insight on how to improve its services
5. **Rubric Assessment Process:** Robust scoring tools using quantitative and qualitative information to assess school performance and progress in key areas of instructional and organizational effectiveness.

Student data will be disaggregated by gender, ethnicity free and reduced price meal eligibility, ELL and special education, and year in school, as available.

Three reports will be generated:

Report One: Engagement and Model Implementation – Annually

- **Measurement Need:** Is the EdWorks model being implemented with fidelity, and is the school progressing?
- **Reporting Approach:** Demonstrate school's progress employing all of the components of the EdWorks model

Metric	Analysis
Rubric Level, Rigorous Curriculum and Instruction	Trend, Benchmark
Rubric Level, Advisories	Trend, Benchmark
Rubric Level, Personalized Growth Plans	Trend, Benchmark
Rigorous Curriculum Enrollment	Trend, Benchmark
Rubric level, Performance-Based Alternative Assessments	Trend, Benchmark
Professional Development Adoption	Trend, Benchmark
Student attendance rates	Trend, Benchmark
Disciplinary actions	Trend, Benchmark
Overall Level, Instructional Rubric	Trend, Benchmark
Instructional Delivery Assessment	Trend, Benchmark
Michigan Merit Exam	Trend, Benchmark
Progression	Trend, Benchmark
Graduation	Trend, Benchmark

Report Two: Interim Student Growth -- Quarterly

- **Measurement Need:** Are students improving academically so that they will be prepared to progress at the end of the year?
- **Reporting Approach:** Examine key student achievement indicators which demonstrate students are on the path to success

Metric	Analysis
Student attendance	Trend, Benchmark
Disciplinary actions—by category of action	Trend, Benchmark
Formative/Short cycle assessment performance (<i>NWEA Measures of Academic Progress; District Benchmark Assessments Q2/Q4; or STAR system</i>)	Trend, Benchmark
Grade distribution	Trend, Benchmark
ACT/ACT Plan/ACT Explore Participation	Trend, Benchmark
College applications	Trend, Benchmark
College /technical Course Participation ¹	Trend, Benchmark

Metric	Analysis
Internships, community service, research assistantships, apprenticeships	Trend, Benchmark

Report Three: Annual Student Growth – Annually

- **Measurement Need:** Is student academic achievement increasing?
- **Reporting Approach:** Examine key student achievement indicators which demonstrate students are on the path to success.

Metric	Analysis
Student attendance	Trend, Benchmark
Disciplinary actions	Trend, Benchmark
Rigorous curriculum enrollment	Trend, Benchmark
District Benchmark Assessments Q4; annual NWEA Measures of Academic Progress or STAR system	Trend, Benchmark
On time progression	Trend, Benchmark
On time graduation	Trend, Benchmark
Technical Certificates Earned	Trend, Benchmark
AP/IB course participation	Trend, Benchmark
AP/IB course performance	Trend, Benchmark
College/ technical course performance	Trend, Benchmark
College course completion ¹	Trend, Benchmark
ACT/ACT Plan/ACT Explore Participation	Trend, Benchmark
ACT/ACT Plan/ACT Explore Performance	Trend, Benchmark
College applications	Trend, Benchmark
College/ technical school enrollment	Trend, Benchmark

- 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.**

The “learn-by-doing” approach to professional development workshops facilitated by the EdWorks Technical Assistance Coach provides a strong setting for helping teachers and leaders learn to understand and apply data to differentiate instruction and adjust instructional plans. Knowledge and skills are introduced in the Teacher Summer Institute and Leadership Retreats, where participants bring actual student and school data to the table. This actual data is analyzed in a scaffold fashion in the workshop and results used immediately to adjust lesson

designs in the Summer Institute or ongoing Workshop. Teachers use data analysis skills learned in the Institutes and Workshops to guide their collaborative work in common planning time.

Again, this “learn-by-doing” approach to professional development makes it possible to correlate changes in student performance with professional and leadership development experiences.

The Michigan Merit Exam, ACT Plan, ACT Explore, COGNOS, MI-ACCESS, the Northwest Evaluation Association Measures of Academic Progress and District Benchmark Assessments Q2/Q4 will be used to measure student progress. Identify low scoring areas through assessment scores and use data as a resource tool during instruction. The Learning Village will be an invaluable tool in data access and reporting, as will the interactive suites of NWEA’s MAP system and its Des Cartes support system for differentiation.

- 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.**

The School begins development of its professional learning plan with the end in mind—student, school and teacher data.

- The school mines student data for school wide, class, grade-level and individual student trends, both within individual content areas and across the process standards. Data are garnered through a combination of teacher classroom records, the nationally-normed short cycle assessments of the Northwest Evaluation Association’s Measures of Academic Progress, and instructional data gleaned from the Learning Village.
- The school looks at the aggregate results of annual assessments using the research-based EdWorks Instructional Rubrics (focused on individual teacher growth) and Organizational Effectiveness (focused on school-wide growth).

Analyzed together, these data sources help the staff plot a professional and leadership development course. The professional and leadership development plans begin with EdWorks’ scaffold five-year leadership and

professional development plans. In study groups, then, teachers and leaders from Northwestern will use that data to adjust or add elements to the basic, proven professional development plan.

Because the professional development plan is aligned to the leadership development plan, which is aligned to content and teaching practice, it is possible to determine, in real time, when the teaching and learning process is achieving the desired results. For instance, when teachers are learning how to support literacy across the curriculum, the walk-through protocols for the leaders will prompt the leader to look for those practices in each classroom. Leaders and teachers then sit side-by-side and unpack results of student short cycle assessments, looking for growth in the student lexile levels or advancement in RIT scores in the Measures of Academic Progress.

EdWorks' on-site technical support is provided by a Technical Assistance Coach who works at the district and building level as many as 70 days per year to support the Transformation of a secondary school. The coach guides the development and implementation of the operational guidelines/practices. They also assist school personnel in identifying key outcomes and benchmarks through: recruiting and hiring staff; planning and implementation of integrated standards; aligned curriculum, instructional strategies, and assessments. Key to the success of the EdWorks school model is the ability to offer specific, highly contextual technical assistance in such critical areas as labor-management collaboration and business plan formation.

Each building has a primary Coach that guides the process on the ground, assists sites in completing tasks, and delivers the school wide professional development and leadership development. The leadership development is delivered by the Coach in three ways:

1. In the context of doing the work on the ground
2. Through structured annual leadership retreats
3. Through one-on-one counseling sessions

Teacher professional development is delivered in the school building through a combination of:

1. Whole-school late start or early release time
2. Small group release time using substitutes
3. Teacher Summer Institutes
4. Common planning time
5. One-on-one coaching and modeling
6. Educators Knowledge Network, EdWorks' online learning community

A one-year plan will be written after reviewing the Comprehensive Need Assessment Plan and the School Improvement Plan. The targeted goals will be set to begin immediately. The plan will have immediate goals for implementation for 2010 – 2011 school years and will have a benchmark to monitor, review, or revise the plan.

Again, this professional development will be coordinated among EdWorks, Wayne RESA and state coaches.

Activities and Timeline

Northwestern will implement a multi-faceted technical assistance approach across the three-years of the School Improvement Grant. The plan is designed to have experienced EdWorks technical assistance coaches modeling instructional leadership and professional development practices in the first two years of the initiative and implementing a scaffold leadership and professional development process that ultimately prepares the principals, teacher leaders and staff to carry on the research-based practices after the close of the grant. The work is scaffold to challenge participants, but not paralyze progress by moving too quickly on too many fronts.

Description of Work	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Year One (September 2010 – August 2011)												
Work with the district and teacher association leadership to gain understanding of the research underlying the <i>2020 Forecast: Creating the Future of Learning</i> and collaboration		u				u					u	
Conduct Mini Teacher Summer Institute focusing on: <ul style="list-style-type: none"> High Payoff, Short Term Instructional Strategies Literacy Across the Content Areas Brain-Based Research 	u	u										
Conduct an in-depth Safety Audit and implement recommended changes/enhancements	u											
Initial professional development with every adult in the local schools, central office staffs, and association representatives on the 2020 Forecast, local economic development plans and the research on effective teaching, learning and skills for the 21 st century. Choose innovative school design from among prototypes.		u	u	u								
Implement an authentic community information and engagement plan focusing on the 2020 Forecast and innovative high school designs		u	u	u	u	u						
Sites choose specific school designs and contextualize the model to reflect local economic and community conditions		u										

Description of Work	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
Hold the initial leadership retreat: Getting the culture and Climate Right for Student Success, including: <ul style="list-style-type: none"> • Supportive climate and culture • Research components of a high-performing high school • Data-driven strategic planning • Resource development and monitoring • Authentic community engagement • Effective communication • Students and family • Personalized growth plans 		u											
Complete any necessary District-Teacher Association MOU to support implementation of			u	u									
Revise the School Improvement Plan, including the development of a detailed strategic plan and milestone, involving all site-based leaders and teachers in the process, along with community representatives					u	u							
Develop new operational structures and policies to support the innovative schools					u	u							
Conduct Triage process and accelerated interventions with existing 11 th and 12 th graders in each school				u	u	u	u						
Identify specific local community engagement and university partners; building of work plans with each partner			u	u	u	u	u	u	u	u			
Conduct the annual school assessment using the EdWorks rubrics for Organizational Effectiveness and Instruction (These rubrics operationalize the areas cited in the Phi Delta Kappa audit and provide a clear path for improvement at the school and individual teacher level. See attached Overview of the Assessment Process.)								u	u				
Administer student, teacher and leadership surveys							u	u					
Hold official ceremonies “closing” the existing high school										u			
Conduct a final readiness check for opening the new autonomous small schools											u	u	
Hold the Second Leadership Retreat focusing on Adaptive Leadership for Real-World Results, including: <ul style="list-style-type: none"> • Adaptive Leadership knowledge and skills • 21st Century Skills • College and career readiness • Student advisories 										u			

Description of Work	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	
<ul style="list-style-type: none"> National and international student performance Effective business and community partnerships Effective small school operations 													
Conduct the first Teacher Summer Institute focusing on: <ul style="list-style-type: none"> Introduction to the Rigor and Relevance Framework Backwards Design Literacy Across the Content Areas “Quadrant D” Lesson Design 21st Century Skills Lesson Design and Delivery for coherence and student growth 										u		u	
Conduct the Student Summer Bridge													u
Hold formal opening ceremonies for new schools													u
Year One Milestones													
<ul style="list-style-type: none"> Completed year one of a customized school design work plan driven by an asset-based assessment of current strengths and conditions. Completed safety audit, leading to evidence of improved safety conditions Identities, structures and operation systems in place to open small learning communities/small schools in fall 2010 Student academic Triage system implemented with targeted interventions for all 11th and 12 graders to gain needed credits and other requirements for graduation. Targeted 11th and 12th grade students participate in intensive academic boost interventions to increase chances of success on state tests Implemented year one of the five-year teacher and leader professional development plans. Evidence of improvement in ELA and math skills in targeted students 													

Description of Work	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Year Two (September 2011 – August 2012)												
Make a formal Progress report to the local community	u											
Continue work with district and teacher association leadership on the <i>2020 Forecast: Creating the Future of Learning</i> and using student data to guide decision making		u				u					u	

Description of Work	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
<p>Conduct leadership and teacher professional development deepening knowledge and skills gained in the previous year and the summer institute. Professional development focuses in the following areas:</p> <p>Implementing Personalization</p> <ul style="list-style-type: none"> Advisories Personalized Student Growth Plans <p>Short Cycle Assessments</p> <ul style="list-style-type: none"> Exploring Diagnostic and Short Cycle Assessment System Short Cycle Assessments as Instructional Resources <p>Classroom Practice/Learning Conditions</p> <ul style="list-style-type: none"> Student Work Lesson Design and Delivery Research-Based Instructional Models Student Performance <p>Accessing and Using an Online Learning Community</p>												
Revisit Local District-Teacher Association MOU to support implementation of the innovative practices; make adjustments, as needed			u	u								
Revisit effectiveness of new operational structures and policies for the innovative schools; adjust, as needed					u	u	u					
Conduct Triage process and accelerated interventions with 10 th , 11 th and 12 th graders				u	u	u	u					
Revisit strategic plans and milestones for each site, involving all site-based leaders and teachers in the process, along with community representatives							u	u	u			
Revisit progress and work plans with local community engagement and university partners; adjust, as needed			u							u		
Conduct Annual Assessment using the EdWorks Rubrics for Operational Effectiveness and Instruction. Administer student, teacher and leadership surveys								u	u			
<p>Conduct Leadership Retreat Three: Growing and Supporting Effective Teams, including:</p> <ul style="list-style-type: none"> Distributed leadership Effective meetings 										u		

Description of Work	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
<ul style="list-style-type: none"> Active listening Progress monitoring Walkthroughs and appraisals Leadership in the school community Induction programs for new staff Culture of continuous Learning 												
Conduct Teacher Summer Institute Two: Instructional Design for Rigor and Relevance <ul style="list-style-type: none"> Rigor and Relevance Framework Knowledge Taxonomy and the Application Model Instructional Models and Planning Unpacking the State and 21st Century College-Ready Content Standards Formative and Summative Assessments (including Performance-Based, Alternative Assessments) Developing “Quadrant D” Units of Study Rubrics Differentiation 										u		u
Student Summer Bridge												u
Collect student, teacher, school data			u				u				u	
<p style="text-align: center;">Year Two Milestones</p> <ul style="list-style-type: none"> All 9th and 10th grade students enrolled in a college and career-ready curriculum Increase on-time grade-level progression over baseline school year 2009-10 Decrease dropout rate between 9th and 10th grade over baseline school year 2009-10 Increase attendance over baseline school over baseline school year 2009-10 Decrease Type A and B disciplinary offenses over 2009-10 Reduce the number of failing grades over baseline school year 2009-10 Implemented year two of the five-year teacher and leader professional development plans. Evidence of expanded family and community participation in the school 												

Description of Work	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Year Three (September 2012 – August 2013)												
Regular meetings of school-based leadership teams		u	u	u	u	u	u	u	u	u		u
Progress report to the local communities	u											
Continued work with district and union leadership on the <i>2020 Forecast: Creating the Future of Learning</i> and using student data to guide decision making		u									u	
Conduct teacher professional development	u	u	u	u	u	u	u	u	u	u		

Description of Work	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
<p>reinforcing and building on knowledge and skills learned in the previous year and summer institute:</p> <ul style="list-style-type: none"> ▪ Student Work ▪ Unit Design and Delivery ▪ Differentiation ▪ Student Performance Assessments ▪ Formative and Summative Assessments ▪ Best Practice Instructional Models ▪ Rubrics ▪ Alignment with State and 21st Century Standards 												
Using an Online Learning Community												
Revisit Local District-Teacher Association MOU to support implementation of the innovative practices; make adjustments, as needed			u	u								
Revisit effectiveness of new operational structures and policies for the innovative schools; adjust, as needed					u	u	u					
Conduct Triage process and accelerated interventions with all grade levels				u	u	u	u					
Revisit strategic plans and milestones for each site, involving all site-based leaders and teachers in the process, along with community representatives							u	u	u			
Revisit progress and work plans with local community engagement and university partners; adjust, as needed			u						u			
Conduct Annual Assessment using the EdWorks Rubrics for Operational Effectiveness and Instruction. Administer student, teacher and leadership surveys								u	u			
<p>Conduct Leadership Retreat Four: Leading a High-Performance Organization:</p> <ul style="list-style-type: none"> • Instructional Leadership • Rigorous curriculum and instruction • High payoff instructional practices • Assessment for learning • Gap analysis • Curriculum Alignment • Instructional monitoring • Results-driven, flexible scheduling 										u		
<p>Conduct Teacher Summer Institute Three: Beyond Rigor and Relevance</p> <ul style="list-style-type: none"> • Comprehensive, four-year Course of Study aligned to State and 21st Century College-Ready Standards 											u	u

Description of Work	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
<ul style="list-style-type: none"> Grades 9-13 Curriculum Alignment and Vertical Scope and Sequence Development within and across content areas Analysis of Content with University Partners Integration of early college experiences in Core and Elective Courses 													
Student Summer Bridge													u
Collect student, teacher, school data			u				u				u		
Year Three Milestones													
<ul style="list-style-type: none"> All 9th, 10th and 11th grade students enrolled in a college and career-ready curriculum Increase state exam passage rates over the previous year Increase on-time grade-level progression over the previous year Decrease dropout rate over the previous year Evidence of student participation in initial AP/Dual Enrollment options Implemented year three of the five-year teacher and leader professional development plans. 													

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.

The District will establish the Office of Priority Schools, which will include an Assistant Superintendent of Priority Schools, Priority School Coaches, and a Priority School Budget Implementation/Compliance Officer. Collectively, this office will be responsible for monitoring and supporting each school with the implementation of the selected model. Each school will be assigned a Priority School Coach, who will be responsible for making direct contact with assigned schools weekly. Each Priority School Coach will be assigned no more than seven SIG schools. At the school level, the principal will be the primary point of contact responsible for ensuring the required components of the plan are fully implemented.

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

As stated above, data will be collected under the direction of Deborah Howard, EdWorks Director for Education Strategy in partnership with the school’s Data Analyst and its Technical Assistance Coach. Literacy and Mathematics Coaches and College and Career Access Coordinators will assist with the process. Tools in the DPS-provided “Learning Village” and resources in the Northwest Evaluation Association Measures of Academic Progress will ensure all administrators and teachers are able to access and monitor progress of individual students, classes, grade levels and the whole school. A third-party evaluator hired by EdWorks will provide an annual analysis of trends. The following data collection tools are used to obtain the data needed to create the desired reports:

- School Data Collection Template:** completed by the evaluation consultant and coach, in collaboration with the school. The template stores the wide range of data generated at the school and which do not require special interpretation or analysis during the process of collection.

2. **Planning and Implementation Calendars:** Comprehensive timeline of key activities, events and milestones to guide the implementation of the EdWorks model.
3. **Student, Teacher and Leader Attitudinal Surveys:** Survey to gauge perception of school climate, culture, instructional practices, student engagement, relationships, and overall school effectiveness.
4. **Client Satisfaction Survey:** Survey to further EdWorks’ understand of how well it is serving its clients and to provide insight on how to improve its services
5. **Rubric Assessment Process:** Robust scoring tools using quantitative and qualitative information to assess school performance and progress in key areas of instructional and organizational effectiveness.

Student data will be disaggregated by gender, ethnicity free and reduced price meal eligibility, ELL and special education, and year in school, as available.

School and Educator Review Process

Research-Based Rubrics Help Chart Growth for Teachers and the School

Growth in school and educator effectiveness is monitored through annual implementation of a complete set of organizational effectiveness and instructional rubrics developed by the nationally-recognized curriculum and assessment specialists at Edvantia, in addition to attainment of student growth and achievement targets.

Rubric Design

The **Instructional Rubric** is designed around five focus areas: professional growth, unit design, lesson development, instructional delivery, and assessment of learning. The elements of each focus area describe the expectations for integrating and implementing effective research-based instructional strategies and practices into the curriculum. To teach an intellectually challenging class, teachers must be properly prepared and equipped with the skills necessary to evoke in students the desired responses to material, responses designed to deepen their engagement with and understanding of key course concepts, and to expand their repertoire of thinking skills and strategies. Having learned these elements of complex thinking, students understand what it means to master concepts at a higher proficiency level and are more likely to apply these thinking skills in subsequent areas of study. Likewise, the knowledge and skills developed through key literacy elements enable students to engage texts critically and create well written, organized, and supported work products in all content areas.

Designed around the four essential components of the EdWorks Model – rigorous curriculum and instruction; supportive climate and culture, aligned assessments, and comprehensive student support—the **Organizational Effectiveness Rubric** is a comprehensive set of indicators used to review and assess progress that schools make in implementing high school initiatives designed to increase achievement for all students and prepare each student for life in the 21st century. The Organization Effectiveness Rubric enables leaders to gather data that they can use to reflect on practices that are shaping the future of their school(s), to gauge their progress in implementing innovative high school practices, and to motivate staff and stakeholders to plan and implement strategies that will bring initiatives to scale. Additionally, data can inform the allocation of resources, define professional development needs, guide coaching plans, and prioritize areas in which administrative support is most needed.

The Organizational Effectiveness Rubric components capture the essential practices of high schools that successfully prepare students for college, the workplace, and life in the 21st century. These schools are intellectually rigorous, innovative, personalized, and responsive to all learners, student centered, and connected to real-world learning. The Organizational Effectiveness Rubric also measures how well the school is reaching beyond its doors to engage its community and collaborate with postsecondary educators and workplace leaders.

Communication of School Progress to the School, District and State

The following chart outlines the process for communicating progress to the district and the state. Each report will be discussed with the school leadership team and the school as a whole for their feedback prior to sharing and discussing with the superintendent and appropriate state personnel.

PROGRESS CHECK	AGENDA
Quarterly update meetings with the coach	<ul style="list-style-type: none"> <input type="checkbox"/> Review the completed calendar tasks <input type="checkbox"/> Seek guidance in areas of concern <input type="checkbox"/> Discuss future work
Mid-year meeting (December) with EdWorks senior staff	<ul style="list-style-type: none"> <input type="checkbox"/> Informal site visit with district leadership <input type="checkbox"/> Review the preliminary rubric assessment results <input type="checkbox"/> Summarize progress on calendar tasks <input type="checkbox"/> Quickly preview the second semester calendar <input type="checkbox"/> Discuss available dashboard data <input type="checkbox"/> Review strategic planning process
End-of-year meeting (April) with EdWorks senior staff	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct formal rubric-based site review <input type="checkbox"/> Review the final rubric assessment results <input type="checkbox"/> Summarize progress on calendar tasks <input type="checkbox"/> Preview the calendar for the coming implementation year <input type="checkbox"/> Review preliminary projections for year-end dashboard data <input type="checkbox"/> Discuss strategic action plans for the coming year
Annual written report from EdWorks for distribution and discussion with the Board and State (August)	<ul style="list-style-type: none"> <input type="checkbox"/> Deliver a written annual report to the superintendent, the Board and the State that includes: <ol style="list-style-type: none"> 1. Executive Summary of Progress 2. Preliminary and Final Rubric Assessment Results 3. School Readiness Check (planning year only); School Implementation Check 4. Data Dashboard indicating Progress Made on the Annual Milestones and Progress toward Implementation Year Performance Targets
Regular informal check-ins by EdWorks senior staff	Mix of phone calls, e-mails from the National Director of Field Operations and others, as needed

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, 13.

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

Reform/Redesign Plan

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.

Respond by indicating yes or no. Provide

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

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

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

ATTACHMENT VII

Teacher Evaluation Process

NORTHWESTERN HIGH SCHOOL

Belinda Raines, Principal

Reform/Redesign Plan

NORTHWESTERN HIGH SCHOOL

TEACHER EVALUATION PROCESS AND THE F-I-tT PROGRAM

The overarching mission of Northwestern High School is that every student will graduate and be globally competitive for work and postsecondary education and prepared for life in the 21st Century. The **Financial Incentives to Teachers (F-I-tT) Program** will allow teachers to receive a monetary reward and an annual appreciation for the contributions the teacher(s) make(s) towards high levels of student achievement.

A) VISION

Northwestern High School engages all students in a dynamic and seamless learning experience resulting in evidence of student mastery of career and academic knowledge including the skills required for each student to become a positive and contributing member of a collaborative, productive school learning team operating in a 21st century global community.

B) Mission

Northwestern High School teachers: (A) will deliver high-quality learning and assessment programs, resources, and services to prepare all students for making informed decisions as well as planning careers; (B) are unified in the execution of activities focused on: 1) careers and academic success, 2) postsecondary education, and 3) supporting students as they transition to adult roles and responsibilities. (C) will receive a financial reward for assisting and mentoring students in attaining high scores on the Michigan Merit Examination or the ACT college admission program.

This mission requires a new vision of school leadership and a new set of skills that teachers must use daily in order to help their students learn 21st century content and master skills they will need when they graduate from high school and enroll in higher education or enter the workforce or the military.

C) GUIDING PRINCIPLES

1. **INCLUSION:** Northwestern High School teachers provide all students with full access to high-quality course offerings in a clean, safe learning environment.
2. **STUDENTS AND THE ECONOMY:** Northwestern High School teachers serve the career preparation needs and interests of students, industry, labor, and communities while promoting workforce and economic development.
3. **PREPARATION FOR SUCCESS:** Northwestern High School teachers prepare students to master the necessary technical, academic, employability (language, punctuality and appropriate dress), decision-making, and interpersonal skills to compete globally and make the transition to meaningful postsecondary education and/or employment.
4. **CAREER PLANNING AND MANAGEMENT:** Northwestern High School teachers provide students with opportunities to develop, expand, master and apply the skills needed for planning and managing their career choices. In addition, teachers participate in programs of professional development that enhance the professional growth and development of all teachers.
5. **INTEGRATION:** Northwestern High School teachers incorporate differentiated instructional strategies to improve

teaching and learning through a robust integration of technology for meeting academic content standards as applied in real-world situations.

6. **PROGRAMS OF STUDY:** Northwestern High School teachers provide sequenced curricular pathways that include career-related and academic content standards to prepare students for success in postsecondary education, careers, and lifelong learning.
7. **INNOVATION AND QUALITY:** Northwestern High School teachers foster innovation and continuous improvement of the instructional environment, content, pedagogy and assessments.
8. **21ST CENTURY ORIENTATION:** Northwestern High School teachers demonstrate a progressive perspective with learning technologies and communication modalities that meet the contemporary and emerging needs of individuals, communities, and the economy.
9. **COLLABORATION:** Northwestern High School teachers partner with business, industry, labor, postsecondary institutions and the community to provide classroom and work based learning opportunities that prepare all students for success in the 21st century.
10. **INCENTIVES:** All Northwestern High SCHOOL teachers will be qualified for a financial reward of \$25K when a cohort of 25 students (selecting the teacher as a mentor) have reached the highest level of performance on the State of Michigan Merit Examination or the MEAP.

According to the Northwestern High School Teaching and Academic Standards Committee, the different demands on 21st century education dictate new roles for teachers in their classrooms. The following define and provides a promotional potential and financial incentive are created for what Northwestern teachers need to know and do to teach students in the 21st century:

- Teachers providing a shared leadership among the staff and with the administration in order to bring consensus and a common, shared ownership of the vision and purpose of the work of the school. Teachers are valued for the contributions they make to their classroom and the school. The incentive plan will reward teachers and promote them to having a Distinguished Educator status.
- Teachers make the content they teach engaging, relevant, and meaningful to students' lives.
- Teachers can no longer cover material; they, along with the students, uncover solutions. They teach existing core curriculum content that is revised to include skills like critical thinking, problem solving, and information and communications technology (IT) literacy.
- In their classrooms, teachers facilitate instruction encouraging all students to use 21st century skills so they discover how to learn, innovate, collaborate, and communicate their ideas.
- The 21st century content (global awareness, civic literacy, financial literacy, and health awareness) is included in the core content areas.
- Subjects and related projects are integrated among disciplines and involve relationships with the home and community.
- Teachers are reflective about their practice and include assessments that are authentic and structured and demonstrate student understanding.
- Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.

D) THE NORTHWESTERN TEACHER EVALUATION SYSTEM

The evaluation instruments are based on the Framework for 21st Century Learning Professional Teaching Standards in the State of Michigan. The instruments used to evaluate teachers and instruction are designed to promote effective leadership, quality teaching, and student learning while enhancing professional practice and leading to improved instruction. All of the instruments and processes are designed to encourage professional growth, to be flexible and fair to the teachers being evaluated, and to serve as the foundation for the establishment of professional goals and identification of professional development needs.

The intended purpose of the *Northwestern High School Evaluation Process* is to assess the teacher's performance in relation to National and State of Michigan Teaching Standards and to design a plan for professional growth for every teacher. The principal or a designee (hereinafter "principal") will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s).

A Northwestern school committee for High School Teaching and Academic Standards shall use the Northwestern Teaching Protocols and Northwestern Teacher Evaluation Process unless it develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in National Professional Teaching Standards and the National Teacher Evaluation Process including the City of Detroit Public Schools as the LEA (Local Educational Agency).

E) PURPOSES OF THE EVALUATION

The Northwestern teacher performance evaluation process will:

- Serve as a measurement of performance for individual teachers;
- Serve as a guide for teachers as they reflect upon and improve their effectiveness;
- Serve as the basis for instructional improvement and teacher promotion;
- Provide support for the distribution of incentives, Financial Incentive to Teachers (FitT) Program for student achievement;
- Focus the goals and objectives of teachers as they support, monitor, and evaluate their students;
- Guide professional development programs for teachers;
- Serve as a tool in developing coaching and mentoring programs for teachers;
- Enhance the implementation of the approved curriculum for student achievement; and
- Inform higher education institutions as they collaborate with our leadership team to develop the content and requirements for our "in-house" teacher training programs.

F) DEFINITIONS

For purposes of this evaluation process, the following terms are defined below:

1. **Action Plan** - A plan developed by a principal/supervisor with input from the teacher for the purpose of articulating specific actions and outcomes needed in order to improve the teacher's performance. Action plans are developed and administrated under guidelines provided by the City of Detroit Public Schools as our LEA.
2. **Artifact** – A product resulting from a teacher's work. Artifacts are natural by-products of a teacher's work and are not created for the purpose of satisfying evaluation requirements. Artifacts are used only when

the evaluator and teacher disagree on the final rating. Teachers may use them as exemplars of their work. Examples of artifacts include these:

- a. **Lesson Plans** – Teacher’s plans that demonstrate integration of 21st century skills and coverage of State of Michigan Curriculum Frameworks and Courses of Study in the Grade level and Content Expectations.
- b. **Teacher Working Conditions Survey** – A survey of teacher working conditions in five areas conducted on a biennial basis, they include:
 - Instructional time
 - Teacher Empowerment,
 - School facilities (infrastructure) and resources,
 - School leadership team and
 - professional development.

Teachers are required to demonstrate their active participation in the development and implementation of plans to improve the school’s working conditions.

- c. **Professional Development** – Staff development, based on research, data, practice and reflection that focuses on deepening knowledge and pedagogical skills in a collegial and collaborative environment.
 - d. **Student Achievement Data** – Student achievement/testing data available from the School District data system.
 - e. **Student Dropout Data** – Data about grade 9–12 students who drop out of high school.
 - f. **School Improvement Plan** – A plan that includes strategies for improving student performance, how and when improvements will be implemented, use of state funds, requests for waivers, etc. Plans are in effect for no more than three years. Teachers should be able to demonstrate their participation in the development of the plan and/or their active support of the plan.
 - g. **School Improvement Team** – A team made up of the school executive and representatives of administration, instructional personnel, instructional support personnel, teacher assistants, and parents of children enrolled in the school. The team’s purpose is to develop a school improvement plan to strengthen student performance.
3. **Beginning Teachers** – Teachers who are in the first three years of teaching and who hold a Standard Professional 1 License.
 4. **Career Status Teachers** – Teachers who have been certified in their grade level and content area.
 5. **Code of Ethics for Northwestern Teachers** – The standards of professional conduct for the Northwestern High School professional educator and support staff.
 6. **Code of Professional Practice and Conduct for Michigan Educators** – The uniform standards of professional conduct for licensed professional educators (see www.michigan.gov).
 7. **Data** – Factual information used as the basis for reasoning, discussion, or planning.
 8. **Evaluator** – The person responsible for overseeing and completing the teacher evaluation process. This is usually the school principal, but it may be someone who is designated by the principal to assume these responsibilities.
 9. **Evidence** – Documents that demonstrate or confirm the work of the person being evaluated and support the rating on a given element.
 10. **Formal Evaluation Process** – The process of evaluating a teacher using the following essential components:

- a. **Training** – Before participating in the evaluation process, all teachers, principals and peer evaluators must complete training on the evaluation process.
- b. **Orientation** – Within two weeks of a teacher’s first day of work in any school year, the principal will provide the teacher with a copy of or directions for obtaining access to a copy of the following: a) Rubric for Evaluating Detroit Teachers, b) state board policy governing teacher evaluations, and c) a schedule for completing all the components of the evaluation process. Copies may be provided by electronic means. While a formal meeting is not required, supervisors may choose to hold this orientation as a group meeting at the beginning of each school year and/or individually as staff is added throughout the year.
- c. **Teacher Self-Assessment** – Using the Rubric for Evaluating Detroit Teachers, the teacher shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year. This will also be used during the post-observation conference.
- d. **Pre-Observation Conference** – Before the first formal observation, the principal shall meet with the teacher to discuss the teacher’s self-assessment based on the Rubric for evaluating Detroit teachers, the teacher’s most recent professional growth plan, and the lesson(s) to be observed. The teacher will provide the principal with a written description of the lesson(s). The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are not required for subsequent observations.
- e. Observations:
 - 1. **Formal Observation** – A formal observation shall last 45 minutes or an entire class period.
 - 2. **Informal Observation** – An informal observation may take place as an evaluator visits classrooms, helps a student, or “drops in” on the teacher’s classroom for a minimum of 20 minutes in one sitting.
- f. **Post-Observation Conference** – During the post-observation conference, the principal and teacher shall discuss and document on the Rubric the strengths and weaknesses of the teacher’s performance during the observed lesson.
- g. **Summary Evaluation Conference and Summary Rating Form** – The conference between the principal and teacher to discuss the teacher’s self-assessment, the teacher’s most recent Professional Development Plan, the components of the Detroit Teacher Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher’s performance on the Rubric. At the conclusion of the process, the principal shall complete the Teacher Summary Rating Form and complete the recommend to the Achievement Committee the level of financial incentives that the teacher evaluation system has identified for payment to the teacher for student success.
- h. **Professional Development Plans** – Every teacher will use a Professional Development Plan to identify goals and strategies to improve performance. The Professional Development Plan may be a(n):
 - 1. **Individual Growth Plan** – developed by a teacher and should be discussed with the principal
 - 2. **Monitored Growth Plan** – placed on the plan by the principal, developed and monitored by the teacher and principal
 - 3. **Directed Growth Plan** – placed on the plan by the principal, developed and monitored by the principal
- i. **Financial Incentive** – A plan to distribute a reward to teachers reaching a distinguished educator status within Northwestern High School

11. **Peer** – A teacher who has been trained on the Northwestern High School Teacher Evaluation Process.
12. **Performance Rating Scale** – The following rating scale will be used for determining the final evaluation rating for Northwestern High School teachers:
- **Developing:** Teacher demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.
 - **Proficient:** Teacher demonstrated basic competence on standard(s) of performance.
 - **Accomplished:** Teacher exceeded basic competence on standard(s) of performance most of the time.
 - **Distinguished:** Teacher consistently and significantly exceeded basic competence on standard(s) of performance. Qualifies for the Financial Incentive to Teachers (FitT) Program.
 - **Not Demonstrated:** Teacher did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the “Not Demonstrated” rating is used, the Principal/Evaluator must comment about why it was used.)
13. **Probationary Teachers** – Teachers who have not yet been granted certified or licensed status in the State of Michigan.
- 14 **Rubric for Evaluating Northwestern (Detroit) Teachers** – A composite matrix of the following standards, elements, and descriptors of the Michigan Professional Teaching Standards:
- a. **Performance Standard** – The distinct aspect of teaching or realm of activities that form the basis for the evaluation of a teacher.
 - b. **Performance Elements** – The sub-categories of performance embedded within the performance standards.
 - c. **Performance Descriptors**–The specific performance responsibilities embedded within the components of each performance standard.
15. **School Executives** – Principals and assistant principals licensed to work in Michigan.
16. **Self-assessment** – Personal reflection about one’s professional practice to identify strengths and areas for improvement conducted without input from others. Purposes of the self-assessment are to clarify performance expectations, guide discussions about goal-setting and professional development and program needs, and provide input to the final ratings.
17. **Teacher** – A person who holds a valid Michigan teaching certificate and is employed to instruct, direct or supervise the instructional program.
18. **Training** – District/School-approved and sponsored training on the teacher rubric and evaluation process required of all teachers and individuals responsible for their evaluation.

G) THE EVALUATION PROCESS

On October 8, 2010, the Northwestern High School Academic Achievement Team Committee approved a school policy adopting the Rubric for Northwestern Teachers and the Teacher Evaluation Process. This policy outlines the Teacher Evaluation Process described below.

1) Teacher Responsibilities:

- Know and understand the Northwestern Professional Teaching Standards.
- Understand the Northwestern Teacher Evaluation Process.
- Prepare for and fully participate in each component of the evaluation process.
- Gather data, artifacts, evidence to support performance in relation to standards and progress in attaining goals.
- Develop and implement strategies to improve personal performance/attain goals in areas individually or collaboratively identified.

2) Principal/Evaluator Responsibilities:

- Know and understand the National Professional Teaching Standards.
- Participate in training to understand and implement the Teacher Evaluation Process.
- Supervise the Teacher Evaluation Process and ensure that all steps are conducted according to the approved process.
- Identify the teacher's strengths and areas for improvement and make recommendations for improving performance.
- Ensure that the contents of the Teacher Summary Evaluation Report contain accurate information and accurately reflect the teacher's performance.
- Develop and supervise implementation of action plans as appropriate.

H) PROFESSIONAL TEACHING STANDARDS FOR NORTHWESTERN HIGH SCHOOL

The City of Detroit Public Schools charged the Northwestern High School to create a transformation plan that establishes a new paradigm for teacher performance and our newly commissioned "*Teaching and Academic Standards Committee*" worked to align the Core Standards for the Teaching Profession with our newly adopted mission. To this end, our committee members, practicing Northwestern educators from across the curriculum, considered what teachers need to know and be able to do in a 21st century school and classroom. This document contains the Standards for Teaching and learning as aligned with National Teacher Standards as adopted by the Michigan State Board of Education and embraced by the City of Detroit Public Schools, the LEA.

Why are Teaching Standards important to Northwestern High School? The National Teaching Standards are the basis for teacher preparation, pre-service teacher evaluation, and professional development by trainers. Colleges and universities are changing their programs; a new teacher evaluation instruments are being designed; and professional development is taking on a new look based on these Standards. Each of these standards will include the skills and knowledge needed for the 21st century teaching and learning communities. This document is provided in this format so that it may be kept in the NWHS School Improvement Plan book to guide instruction as we move forward in the 21st century.

I) A NEW VISION OF TEACHING WITH REWARD INCENTIVES

The different demands on 21st century education dictate new roles for teachers in their classrooms and schools. The following defines what teachers need to know and do to teach students in the 21st century and provides for a reward (incentive) system for a Distinguished Educator status through the evaluation of the teachers contribution to student success. Teachers are qualified for financial rewards when they objectively demonstrate the following:

1. Leadership among the staff and with the administration is shared in order to bring consensus and common, shared ownership of the vision and purpose of work of the school. Teachers are valued for the contributions they make to their classroom and the school.
2. Making the content they teach engaging, relevant, and meaningful to students' lives.
3. Demonstrates, along with their students, solutions to school and classroom challenges. They teach existing core content that is revised to include skills like critical thinking, problem solving, and information and communications technology (IT) literacy.
4. Facilitate instruction in their classrooms, encouraging all students to use 21st century skills so they discover how to learn, innovate, collaborate, and communicate their ideas.
5. The 21st century content (Global Awareness, Civic Literacy, Financial Literacy, and Health – Physical Fitness Awareness) is included in the core content areas as evidenced in evaluation outcomes.

6. Teacher introduces subjects and related projects that are integrated among disciplines and involve relationships with the home and community.
7. Teacher is reflective about their practice and include assessments that are authentic and structured and demonstrate student understanding.
8. Teacher demonstrates the value of lifelong learning and encourages students to learn and grow.

Reform/Redesign Plan

TEACHER EVALUATION PROCESS

J) STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP

1. Northwestern TEACHERS LEAD IN THEIR CLASSROOMS.

Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

Teachers:

- Take responsibility for all students' learning
- Communicate vision to students
- Use data to organize, plan, and set goals
- Use a variety of assessment data throughout the year to evaluate progress
- Establish a safe and orderly environment
- Empower students

2. Northwestern TEACHERS DEMONSTRATE LEADERSHIP IN THE SCHOOL.

Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use school, school district, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

Teachers:

- Work collaboratively with all school personnel to create a professional learning community
- Analyze data
- Develop goals and strategies through the school improvement plan
- Assist in determining school budget and professional development
- Participate in hiring process
- Collaborate with colleagues to mentor and support teachers to improve effectiveness

3) Northwestern TEACHERS LEAD THE TEACHING PROFESSION.

Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

Teachers:

- Strive to improve the profession
- Contribute to the establishment of positive working conditions
- Participate in decision-making structures
- Promote professional growth

4) Northwestern TEACHERS ADVOCATE FOR THE SCHOOL AND STUDENTS.

Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

Teachers:

- Advocate for positive change in policies and practices affecting student learning
- Participate in the implementation of initiatives to improve education

Northwestern Teachers demonstrate high ethical standards.

Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for Northwestern High School Educators and the National Standards for Professional Conduct.

Teachers:

- Demonstrate ethical principles
- Uphold the Code of Ethics and Standards for the Professional Conduct

K) STANDARD II:

TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS

Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.

- 1. Northwestern Teachers create an environment that is inviting, respectful, supportive, inclusive, and flexible.**
- 2. Northwestern Teachers embrace diversity in the school community and in the world.**
 - Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures.
 - Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance.
 - Teachers consider and incorporate different points of view in their instruction.
 - Demonstrate knowledge of diverse cultures
 - Select materials and develop lessons that counteract stereotypes and incorporate contributions.
 - Recognize the influences on a child's development, personality, and performance
 - Consider and incorporate different points of view

3. Northwestern Teachers treat students as individuals.

Northwestern teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Our teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

Maintain high expectations for all students

Appreciate differences and value contributions by building positive, appropriate relationships

4. Northwestern Teachers adapt their teaching for the benefit of students with special needs.

Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

- Collaborate with specialists
- Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice

5. Northwestern Teachers work collaboratively with the families/significant adults in the lives of students.

Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

- Improve communication and collaboration between the school and the home and community
- Promote trust and understanding and build partnerships with school community
- Seek solutions to overcome obstacles that prevent family and community involvement

L) STANDARD III:

TEACHERS KNOW THE CONTENT THEY TEACH

Northwestern Teachers align their instruction with the Michigan Core Content.

In order to enhance the Michigan Core Content, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

Northwestern Teachers embrace the Michigan Core and Grade Level Content Expectations

- Develop and apply strategies to make the curriculum rigorous and relevant
- Develop literacy skills appropriate to specialty area

Teachers know the content appropriate to their teaching specialty.

Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. We work to support our feeder and elementary and middle school teachers to have broad knowledge across disciplines. Our high school teachers have depth in one or more specific content areas or disciplines.

Know subject beyond the content they teach
Direct students' curiosity into an interest in learning

Northwestern Teachers recognize the interconnectedness of content areas/disciplines.

Teachers know the links and vertical alignment of the grade or subject they teach and the Michigan Core Standards for all courses of study. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to the subjects they teach.

- Know links between grade/subject and the Michigan Curriculum Frameworks
- Relate content to other disciplines
- Promote global awareness and its relevance

Northwestern Teachers make instruction relevant to students.

Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the Michigan Core Standards for all courses of study and 21st century content which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.

Teachers:

- Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility
- Demonstrate the relationship between the core content and 21st century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness

M) STANDARD IV:

TEACHERS FACILITATE LEARNING FOR STUDENTS

Northwestern Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.

Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

Northwestern Teachers plan instruction appropriate for their students.

Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the Michigan Core Standards for all courses of study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must

be constantly monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs.

Teachers:

- Collaborate with colleagues
- Use data for short- and long-range planning
- Engage students in the learning process
- Monitor and modify plans to enhance student learning
- Respond to cultural diversity and learning needs of students

Northwestern Teachers use a variety of instructional methods.

Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

Teachers:

- Choose methods and materials as they strive to eliminate achievement gaps.
- Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction

Northwestern Teachers integrate and utilize technology in their instruction.

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

- Know appropriate use
- Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate

Northwestern Teachers help students develop critical thinking and problem-solving skills.

Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

- Encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions
- Help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems

Northwestern Teachers help students work in teams and develop leadership qualities.

Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

- Teach the importance of cooperation and collaboration

- Organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities

Northwestern Teachers communicate effectively.

Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.

- Communicate clearly with students in a variety of ways
- Assist students in articulating thoughts and ideas clearly and effectively

Teachers use a variety of methods to assess what each student has learned.

Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.

- Use multiple indicators, both formative and summative, to evaluate student progress
- Provide opportunities for self-assessment
- Use assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions

N) STANDARD V:

TEACHERS REFLECT ON THEIR INSTRUCTIONAL IMPACT

Northwestern Teachers analyze student learning.

Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

- Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement
- Collect and analyze student performance data to improve effectiveness

Northwestern Teachers link professional growth to their professional goals.

Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

- Participate in continued, high quality professional development

Northwestern Teachers function effectively in a complex, dynamic environment.

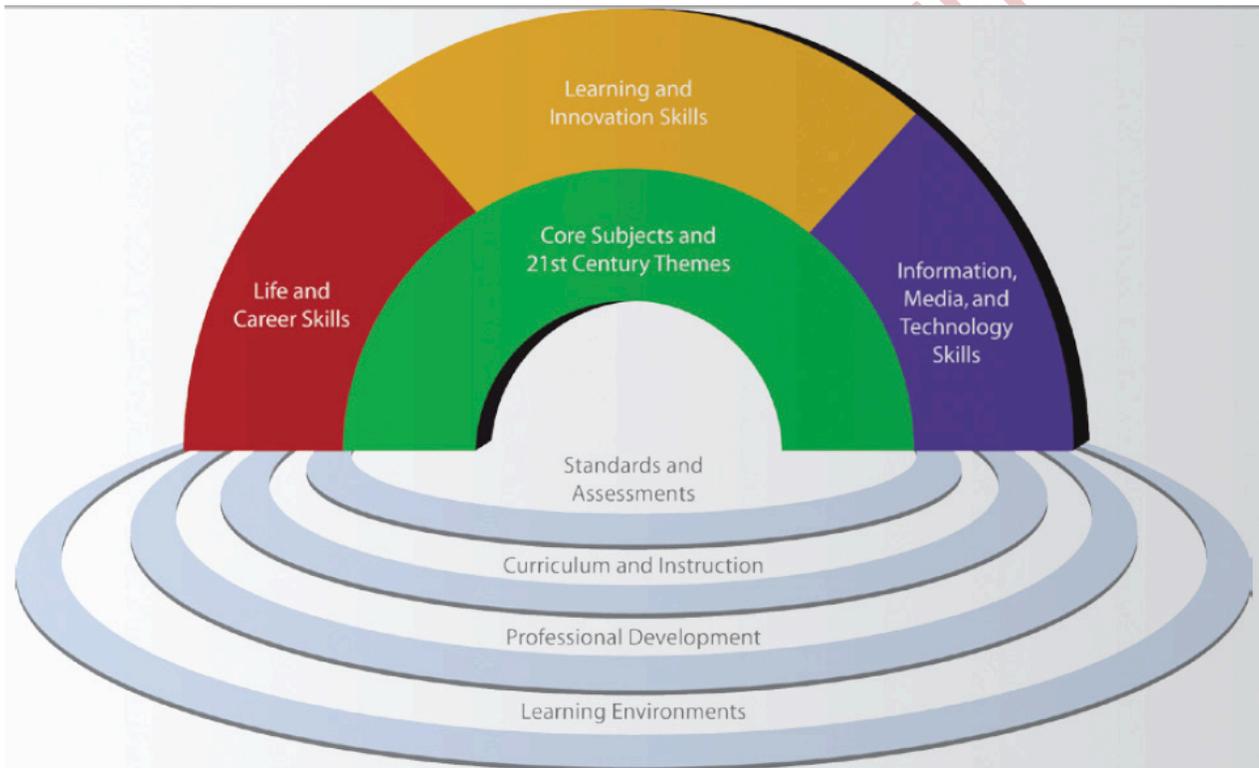
Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

- Actively investigate and consider new ideas that improve teaching and learning
- Adapt practice based on data

O) THE NORTHWESTERN HIGH SCHOOL TEACHER EVALUATION PROCESS

FRAMEWORK FOR 21ST CENTURY LEARNING

The Partnership for 21st Century Skills has developed a vision for 21st century student success in the new global economy.



21ST CENTURY STUDENT OUTCOMES

The elements described as “21st century student outcomes” (represented by the rainbow) are the skills, knowledge and expertise students should master to succeed in work and life in the 21st century.

CORE SUBJECTS AND 21ST CENTURY THEMES

Mastery of core subjects and 21st century themes is essential for students in the 21st century. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics. We believe Northwestern High School must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:

1. STEM Awareness and Literacy
2. Financial, Economic, Business and Entrepreneurial Literacy
3. History, Community Leadership and Civic Literacy
4. Performing and Communication Arts Literacy (Reading, Writing & Music)

Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in the 21st century and those who are not. They include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information, Media and Technology Skills

Northwestern teachers and students are in the 21st century and they live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, teachers and students must be able to exhibit a range of functional and critical thinking skills, such as:

- Information Literacy
- Media Literacy
- IT (Information, Communications and Technology) Literacy

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

P) MILESTONES FOR NORTHWESTERN HIGH SCHOOL

21ST CENTURY SUPPORT SYSTEMS

Developing a comprehensive framework for 21st century learning requires more than identifying specific skills, content knowledge, expertise and literacies. An innovative support system must be created to help students master the multidimensional abilities required of them in the 21st century. The Partnership has identified five critical support systems that ensure student mastery of 21st century skills:

- 21st Century Standards
- Assessment of 21st Century Skills
- 21st Century Curriculum and Instruction
- 21st Century Professional Development
- 21st Century Learning Environments

The Partnership for 21st Century Skills developed the Milestones for Improving Learning and Education (MILE) Guide for 21st Century Skills to assist Northwestern teachers and administrators in measuring the progress of the school in defining, teaching, and assessing 21st century skills. The following describes the skills and knowledge required of students in the 21st century. This list was adapted from the 21st Century Partnership's MILE Guide and served as a foundation for the Northwestern High School Professional Teaching Standards.

Global STEM Awareness and Literacy

- Using 21st century skills to understand Science, Technology, Engineering and Mathematics to address global issues.
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.
- Having the ability to utilize non-English languages as a tool for understanding other nations and cultures.
- Demonstrating understanding of national and international science/health/environment issues

FINANCIAL, ECONOMIC, BUSINESS AND ENTREPRENEURIAL LITERACY

- Knowing how to make appropriate personal economic choices.
- Understanding the role of the economy and the role of business in the economy.
- Using entrepreneurial skills to enhance workplace productivity and career options.

HISTORY, COMMUNITY HEALTH & LEADERSHIP AND CIVIC LITERACY

- Being an informed citizen to participate effectively in government.
- Exercising the rights and obligations of citizenship at local, state, national and global levels.
- Understanding the local and global implications of civic decisions.
- Having the ability to access health information and services, navigate health institutions and act as an effective advocate to improve health for self, family and/or community.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.

- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.

Performing and Communication Arts Literacy (Reading, Writing & Music)

- Thinking and learning skills critical thinking and problem solving skills
- Exercising sound reasoning in understanding.
- Making complex choices.
- Understanding the interconnections among communication systems and cultural systems.
- Framing, analyzing and solving problems.
- communication and articulating thoughts and ideas clearly and effectively.
- information and Media literacy skills
- Understanding, managing and creating effective oral, written and/or multimedia communication in a variety of forms and contexts.
- Analyzing, accessing, managing, integrating, evaluating and creating information in a variety of forms and media.

CREATIVITY AND INNOVATION SKILLS

- Demonstrating originality and inventiveness in work.
- Developing, implementing and communicating new ideas to others.
- Being open and responsive to new and diverse perspectives.

COLLABORATION SKILLS

- Demonstrating ability to work effectively with diverse teams.
- Being willing to be helpful and make necessary compromises to accomplish a common goal.

CONTEXTUAL LEARNING SKILLS

- Having the ability to take advantage of education in a variety of contexts both inside and outside the classroom; understanding that knowledge is acquired within a context.

IT Literacy

- Using technology in the course of attaining and utilizing 21st century skills.

LIFE SKILLS

LEADERSHIP

- Using interpersonal and problem-solving skills to influence more than one person toward a goal.
- Having the ability to leverage strengths of others to accomplish a common goal.

Ethics

- Demonstrating integrity and ethical behavior in personal, workplace and community contexts.

Accountability

- Setting and meeting high standards and goals for one’s self and others.

Adaptability

- Adapting to varied roles and responsibilities.
- Tolerating ambiguity and changing priorities.

Personal Productivity

- Utilizing time efficiently and manage workload.
- Being punctual and reliable.

Personal Responsibility

- Exercising personal responsibility and flexibility in personal, workplace and community contexts.

PEOPLE SKILLS

- Working appropriately and productively with others.

SELF DIRECTION

- Monitoring one’s own understanding and learning needs.
- Demonstrating initiative to advance professional skill levels.
- Having the ability to define, prioritize and complete tasks without direct oversight.
- Demonstrating commitment to learning as a lifelong process.

SOCIAL RESPONSIBILITY

- Acting responsibly with the interests of the larger community in mind.

Q) THE NORTHWESTERN HIGH SCHOOL TEACHER EVALUATION PROCESS

The intended purpose of the this Teacher Evaluation Process is to assess the teacher’s performance in relation to the National and Michigan Professional Teaching Standards and to design a plan for professional growth. The principal or a designee (hereinafter “principal”) will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s).

The Northwestern High School evaluation committee shall use the National Teaching Standards and/or Michigan and/or Detroit School District Teacher Evaluation Process unless it develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in the Michigan Professional Teaching Standards and Detroit School District Teacher Evaluation Process.

THE PROCESS

The Northwestern High School Evaluation Process shall include the following components:

COMPONENT 1: TRAINING

Before participating in the evaluation process, all teachers, principals and peer evaluators must complete training on the evaluation process.

COMPONENT 2: ORIENTATION

Within two weeks of a teacher's first day of work in any school year, the principal will provide the teacher with a copy of or directions for obtaining access to a copy of:

- A. The Rubric for Evaluating Detroit (Northwestern High School) Teachers;
- B. This policy; and
- C. A schedule for completing all the components of the evaluation process. (Copies may be provided by electronic means)

COMPONENT 3: TEACHER SELF-ASSESSMENT

Using the Rubric for Northwestern High School Teachers, the teacher shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

COMPONENT 4: PRE-OBSERVATION CONFERENCE

Before the first formal observation, the principal shall meet with the teacher to discuss the teacher's self-assessment based on the Rubric for Evaluating Northwestern Teachers, the teacher's most recent professional growth plan, and the lesson(s) to be observed. The teacher will provide the principal with a written description of the lesson(s). The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are not required for subsequent observations.

COMPONENT 5: OBSERVATIONS

- A. A formal observation shall last at least forty-five minutes or an entire class period
- B. Probationary Teachers
 - 1. The principal shall conduct at least three formal observations of all probationary teachers.
 - 2. A peer shall conduct one formal observation of a probationary teacher.
- C. Career Status Teachers
 - 1. Career teachers shall be evaluated annually, unless the LEA establishes a different evaluation cycle for career teachers.
 - 2. During the year in which a career status teacher participates in a summative evaluation, the principal shall conduct at least three observations, including at least one formal observation.

During observations, the principal and peer (in the case of a probationary teacher) shall note the teacher's performance in relationship to the applicable Standards on the Rubric for Evaluating (Detroit) Northwestern High School Teachers.

COMPONENT 6: POST-OBSERVATION CONFERENCE

The principal shall conduct a post-observation conference no later than ten school days after each formal observation. During the post-observation conference, the principal and teacher shall discuss and document on the Rubric the strengths and weaknesses of the teacher's performance during the observed lesson.

COMPONENT 7: SUMMARY CONFERENCE AND SCORING THE TEACHER RATING FORM

Prior to the end of the school year and in accordance with LEA timelines, the principal shall conduct a summary evaluation conference with the teacher. During the summary evaluation conference, the principal and teacher shall discuss the teacher's self-assessment, the teacher's most recent Professional Growth Plan, the components of the Northwestern High School Teacher

Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher's performance on the Rubric.

At the conclusion of the Northwestern Teacher Evaluation Process, the principal shall:

- A. Give a rating for each Element in the Rubric;
- B. Make a written comment on any Element marked "Not Demonstrated";
- C. Recommend the teacher for promotion in Northwestern HS, a State of Michigan high priority school
- D. Give an overall rating for teachers in each Standard of the Rubric;
- E. Provide the teacher with the opportunity to add comments to the Teacher Summary Rating Form;
- F. Review the completed Teacher Summary Rating Form with the teacher; and
- G. Secure the teacher's signature on the Record of Teacher Evaluation Activities and Teacher Summary Rating Form.

COMPONENT 8: PROFESSIONAL DEVELOPMENT PLANS

Individual Professional Growth Plans

Teachers who are rated at least "Proficient" on all the Standards on the Teacher Summary Rating Form shall develop an Individual Growth Plan designed to establish a path for promotion towards the ***Distinguished Educator*** status and improved performance on specifically identified Standards and Elements of focus for the teacher evaluation.

Monitored Professional Development Growth Plans

A teacher shall be placed on a Monitored Professional Growth Plan whenever he or she:

- A. Is rated "Developing" on one or more Standards on the Teacher Summary Rating Form;
- B. Is not recommended for dismissal, demotion or nonrenewal.

A Monitored Professional Development Growth Plan shall, at a minimum, identify the Standards and Elements to be improved, the goals to be accomplished and the activities the teacher should undertake to achieve Proficiency, and a timeline which allows the teacher one school year to achieve Proficiency. The Northwestern

High School Teaching and Academic Standards Committee shall approve a Monitored Professional Development Growth Plan that meets these criteria in order to satisfy the requirements of the State of Michigan Statutes for teaching in the City of Detroit Public Schools.

Reform/Redesign Plan

Directed Professional Development Growth Plans

A teacher shall be placed on a Directed Growth Plan whenever s/he:

A. Is rated as:

1. “*Not Demonstrated*” on any single Standard of the Teacher Summary Rating Form; or
2. “*Developing*” on one or more Standards on the Teacher Summary Rating Form for two sequential years: and

B. Is recommended for dismissal, demotion or nonrenewal.

The Directed Professional Development Growth Plan shall, at a minimum, identify the Standards and Elements to be improved, the goals to be accomplished, the activities the teacher shall complete to achieve “Proficiency”, a timeline for achieving Proficiency within one school year or such shorter time as determined by the Northwestern High School Teaching and Academic Standards Committee and the City of Detroit Public Schools, as the LEA. A Directed Professional Growth Plan that meets those criteria shall be deemed to satisfy the requirements of State of Michigan Statutes for continued service the Northwestern Learning Community.

COMPONENT 9: EFFECTIVE DATES AND EFFECT ON LICENSING AND CAREER STATUS

Effective with the 2010–2011 school year, the principal along with the Northwestern High School Teaching and Academic Standards Committee may evaluate teachers using this policy. Effective with the 2010–2011 school year, all teachers in Northwestern High School will be evaluated using this policy unless prevented by the local Detroit School District as the LEA.

BEGINNING TEACHERS

Effective 2010–2011, Northwestern teachers must be rated “Proficient” on all five Northwestern Professional Teaching Standards to assure continuation of service for proceeding school year.

- Standard I: Teachers Demonstrate Leadership
- Standard II: Teachers Establish a Respectful Environment
- Standard III: Teachers Knowledge of Core Content
- Standard IV: Teachers as Facilitators of Learning
- Standard V: Teacher’s Professional Reflection Impacting Student Learning

The most recent Teacher Summary Rating Form makes a recommendation to the Northwestern High School Teaching and Academic Standards Committee in order to be eligible for the continued employment towards meeting the State of Michigan Standard Professional Teaching License in the specified content area and rewards from the *Financial Incentives to Teachers Rewards Program* also known as the “**F-I-tT for Rewards Program**”.

PROBATIONARY TEACHERS

Effective 2010–2011, a principal must rate a probationary teacher as “Proficient” on all five Northwestern Professional Teaching Standards on the most recent Teacher Summary Rating Form before recommending that teacher for “continued teacher service” status for Northwestern High School.

CAREER TRACT TEACHERS

Effective 2010–2011, Northwestern teachers must be rated “Proficient” on all five Northwestern Professional Teaching Standards. The most recent Teacher Summary Rating Form makes a recommendation to the Northwestern High School Teaching and Academic Standards Committee for the evaluated teacher to be eligible for the continued employment at Northwestern High School. Teachers considered to be Proficient may continue working towards meeting the State of Michigan Standard Professional Teaching License requirements in the specified content area and rewards, if deemed qualified by an evaluator, from the *Financial Incentives to Teachers Program* also known as the “**F-I-tT for Rewards Program**”.

R) RUBRIC FOR EVALUATING NORTHWESTERN HIGH SCHOOL TEACHERS

The following rubric was developed to align with and exemplify the National Professional Teaching Standards approved by the Michigan State Board of Education. The rubric will be used in conjunction with the standards descriptions. The rubric will be used to record the ratings by the High School Principal during teacher observations and teachers’ self assessments, and to document end-of-year ratings based on all evaluation activities. A form for summarizing the teacher’s ratings also accompanies this rubric. Together, these materials form the core of the Northwestern Teacher Evaluation Process and the F-I-tT for Rewards Program.

A Teacher’s performance at Northwestern High School will be noted as follows:

- **DEVELOPING:** Teacher demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.
- **PROFICIENT:** Teacher demonstrated basic competence on standard(s) of performance.
- **ACCOMPLISHED:** Teacher exceeded basic competence on standard(s) of performance most of the time.
- **DISTINGUISHED:** Teacher consistently and significantly exceeded basic competence on standard(s) of performance.
- **NOT DEMONSTRATED:** Teacher did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the “Not Demonstrated” rating is used, the Principal/Evaluator must comment about why it is supported with available evidence.)

These levels are cumulative across all elements of the rubric. The *Developing* teacher may exemplify the skills expected of a teacher who is new to the profession or an experienced teacher who is working in a new content area or grade level, or who needs a new skill in order to meet the standard. A *Proficient* teacher must exhibit the skills and knowledge described under the Developing header as well as those under Proficient. Likewise, a *Distinguished* teacher exhibits all of the skills and knowledge described for that all evaluated elements. The *Not Demonstrated* rating should be used when the teacher is performing below expectations and is not making adequate professional growth toward becoming proficient on the element(s) under consideration during evaluation. This rating is also used when the principal is not able to check any of the descriptors for the element being rated. If a teacher is rated as Not Demonstrated, then a comment must be made as to why.

VISION

Northwestern High School engages all students in a dynamic and seamless learning experience resulting

in evidence of student mastery of career and academic knowledge including the skills required for each student to become a positive and contributing member of a collaborative, productive school learning team operating in a 21st century global community.

Mission

Northwestern High School teachers: (A) will deliver high-quality learning and assessment programs, resources, and services to prepare all students for making informed decisions as well as planning careers; (B) are unified in the execution of activities focused on: 1) careers and academic success, 2) postsecondary education, and 3) supporting students as they transition to adult roles and responsibilities.

This mission requires a new vision of school leadership and a new set of skills that teachers must use daily in order to help their students learn 21st century content and master skills they will need when they graduate from high school and enroll in higher education or enter the workforce or the military.

The major focus of high schools is to prepare all students. The evaluation templates will permit an observer to note the actions and performance of a teacher as instruction occurs during a classroom learning episode. The checklist will permit the teacher's evaluation to conclude with a general classification of ability based on five standards for Teacher Performance: These standards for Northwestern High School are listed below as:

Standard I: Northwestern Teachers Demonstrate Leadership - Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century.

Standard II: Northwestern Teachers Establish a Respectful Environment - Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

Standard III: Northwestern Teachers Have a Mastery Content - In order to enhance the curriculum, the teacher investigates the content standard developed by professional organizations in their specialty area.

Standard IV: Northwestern Teachers are Facilitators of Learning - Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.

Standard V: Northwestern Teachers Reflect on Factors Impacting Student Learning - Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement.

TEACHER EVALUATION
SIGNATURE PAGE

Teacher Signature

Date

Principal/Evaluator Signature

Date

Peer Witness Signature, if applicable

Date

Teacher may provide comments below:

A summary of the Teacher Evaluations to meet the standards for Northwestern High School classifies and/or promotes the aforementioned teacher to a status of a:

Developing Proficient Accomplished Distinguished

Educator In Northwestern High School, a High Priority School

The evaluator hereby recommends to the Northwestern High School Teaching and Academic Standards Committee that the Teacher:

IS QUALIFIED IS NOT QUALIFIED for Northwestern HS F-I-tT Rewards Program and is to: Retain Faculty Status Transfer Faculty Status to a non-Priority School

Principal/Evaluator Signature

(Signature indicates questions regarding classification have been addressed).

Date

Peer Witness Signature, if applicable

(Signature indicates questions regarding classification have been addressed).

Date

Note: The teacher's signature on this form indicates that the teacher has reviewed the report with the evaluator and may reply in writing. A signature of the teacher represents neither acceptance nor approval of the evaluation report. It does, however, indicate that the teacher has reviewed the report with the evaluator.

The signature of the principal/evaluator verifies that the evaluation report has been reviewed and that the proper process has been followed according to Michigan State Board of Education Policies and the City of Detroit Public Schools for the Teacher Evaluation Process as specified in any collective agreement on the teacher evaluation process.

Reform/Redesign Plan