

# SIG GRANT—School Building Application FY 13

## APPLICATION COVER SHEET

### SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building:  
Woodward School for Technology and Research

Mailing Address:  
606 Stuart Avenue  
Kalamazoo, MI 49007

School Building Code: 04600

School Building Contact for the School Improvement Grant

Name: Phillip Seager

Position and Office: Director of School Improvement and Assessment

Contact's Mailing Address: 1220 Howard Street, Kalamazoo, MI 49008

Telephone: 269-337-1576

Fax: 269-337-1553

Email address: seagerpe@kalamazoopublicschools.net

LEA School Superintendent/Director (Printed Name):  
Michael F. Rice, Ph.D

Telephone:  
269-337-0109

Signature of the LEA School Superintendent/Director:

Date:

X 

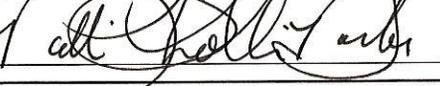
May 29, 2014

LEA School LEA Board President (Printed Name):  
Ms. Patti Sholler-Barber

Telephone:  
269-873-2110

Signature of the LEA Board President:

Date:

X 

May 29, 2014

Building Principal (Printed Name):  
Frank Rocco

Telephone:  
269-337-0810

Signature of the Building Principal

Date:

X 

May 29, 2014

Union Representative (Printed Name):  
Mildred Lambert

Telephone:  
269-344-5657

Signature of Union Representative:

Date:

X 

May 30, 2014

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

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LEA School Superintendent/Director (Printed Name): Michael F. Rice, Ph.D	Telephone: 269-337-0109
Signature of the LEA School Superintendent/Director:  X _____	Date:  May 29, 2014
LEA School LEA Board President (Printed Name): Ms. Patti Sholler-Barber	Telephone: 269-873-2110
Signature of the LEA Board President:  X _____	Date:  May 29, 2014
Building Principal (Printed Name): Frank Rocco	Telephone: 269-337-0810
Signature of the Building Principal  X _____	Date:  May 29, 2014
Union Representative (Printed Name): Mildred Lambert	Telephone: 269-344-5657
Signature of Union Representative:  X _____	Date:  May 30, 2014

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## Section A

### 1. Analysis of Data and Data Narratives:

**Demographic Profile:** Enrollment at Woodward has held steady from 2009-10 to 2012-13. The overall concentration of economically disadvantaged students has increased and remains extremely high; at nearly 94% Woodward remains both ethnically diverse and majority-minority. Over 72% of the population is African-American, 14% is White and an additional 8% is mixed race. The concentration of Limited English Proficient students is nearly 0% as Woodward is not one of our six LEP designated elementary sites. Students with Disabilities comprise about 9% of the overall enrollment - which is slightly below the district average. Student Mobility at Woodward has stayed stable at about 10% of the student population. Over 98% of all Washington students were promoted to the next grade each of the last three years.

**ELA (Reading and Writing):** Over the past three years there has been a dramatic and steady decrease in the percentage of students proficient in Reading in 3<sup>rd</sup> grade (43% in 2010 to 22% in 2013) at Woodward. Fourth grade readers also saw significant decline from 24% to 20%, after seeing substantial growth in 2011. Reading proficiency rates lag well-behind both district and state averages. A longitudinal review of the data indicates that proficiency among same-cohort students has been decreasing. White students dramatically outperform their African American counterparts in all grade. African American students lag others in all three grades with subgroup gaps between African Americans and White students averaging over 35%. Subgroup analysis based on economic factors yields little actionable information as the not-economically disadvantaged subgroup is so small. In general, students with Disabilities at Woodward fare significantly worse than their peers in the district at all grade levels with achievement levels at half that of White students.

Writing scores had moved ahead significantly between 2010 and 2012 with overall 4<sup>th</sup> grade scores increasing from 19% to 30%. However, in 2013 writing scores at Woodward dropped precipitously to just 14%. Writing scores at Woodward are significantly lower than in the district (14% vs 41% in 2013) and the state (14% vs. 51% in 2013). This drop is somewhat attributed to a large fall off in proficiency rates for White students (41% in 2012 to 0% in 2013). African American writing scores continue to lag behind other subgroups when compared to both the district and the state.

**Mathematics:** Mathematics have dropped significantly over the past three years in all three tested grades, with scores in 3<sup>rd</sup> grade dropping the most (19% to 11%). All three grades show very low achievement. Analysis of longitudinal data indicates that changes in proficiency rate decrease each year for nearly every group. Only one of the three cohort groupings saw increases in proficiency in any two-year span as they moved through the school. The achievement gap for economically disadvantaged students varies with non-economically disadvantaged students showing significantly higher achievement in 3<sup>rd</sup> grade, but not as much in successive years. White students were significantly outperforming other subgroups until 2013, when no White students attained a proficient score.

**Science:** Fifth grade science scores at Woodward show that there are significant shortcomings in the overall instructional program. Only in 2010-11 did more than 5% of students achieved proficient scores over the past three assessment cycles. Studies of MEAP Strand Analysis, district growth assessments and MEAP Item Analysis appear to show that students lack the vocabulary knowledge and reading skills to engage the science curriculum in a manner that allows them to be successful. Additionally, prior to the arrival of the new principal in 2012, science was frequently not explicitly taught as a separate course on a regular schedule.

**Social Studies:** As with science, 6<sup>th</sup> grade social studies scores for students who attended Woodward in the previous year have been very low. Fewer than 4% of former Woodward students have attained a proficient score on the 6<sup>th</sup> grade MEAP social studies assessment in any of the last three years. Because the overall scores are so low, subgroup analysis of any kind is not distinctive. Studies of MEAP Strand Analysis, district common assessments, and grades appear to show, that students lack the vocabulary knowledge and reading skills to engage the social studies curriculum effectively. Additionally, as with science, before 2012 social studies was often not explicitly taught as a separate course on a regular schedule.

**Attendance:** Average Daily Attendance (ADA) has stayed steady over the past three years 92% in 2011-12, to 93% in 2012-13 to 92% in the current school year. Consistently, the lowest attendance rates occur in Kindergarten (< 88%) and the highest rates occur in 5<sup>th</sup> grade. African American student attendance lags both White and Hispanic students. While ADA is not a significant issue, chronic absenteeism has been a significant problem for our students. While the percentage of students with 10 or more unexcused absences has remained stable over the past three years (2011-12 = 39%, 2012-13 = 39%, 2013-14 = 35%) it remains excessive. Moreover, African American students make up a disproportionate share (88%) of chronically absent students.

**Behavior:** The number of major discipline referrals per day per 100 students has exceeded 2.0 for each year since 2010-11. In the current year (2013-14) this statistic sits at 1.8. Moreover, African Americans make up a disproportionate share of students receiving major discipline referrals by more than 10 percentage points each of the last four years. African Americans and males are severely disproportionately affected by suspension. African Americans constitute 79% of students suspended and receive 72% of the suspensions. Males make up 74% of the students suspended and receive 70% of the suspensions.

**EdYES! and Scorecard:** A study of the AYP State Objective Status Report and Scorecard Status Reports show mixed results over the past three accreditation cycles. While Woodward attained AYP status in 2010-11 and 2011-12, the school fell into Priority school status in 2012-13. According to the Scorecard Status Report, the "Bottom 30%" subgroup failed to attain points in any of the five content areas assessed. Also, no subgroups attained scorecard points in the Science. Low overall achievement in science and social studies across all subgroups contribute to low Z-scores on the state Top-to-Bottom List. Analysis of the Top 30/Bottom30 profile in MiSchoolData shows that for nearly every assessment and measure, economically disadvantaged students were at least three-times as likely to be in the bottom 30% as non-economically disadvantaged students. Additionally, African American students were no less than twice as likely to be in the bottom 30% as White students across every measure.

**School Processes:** In recent years, Woodward has completed the School Process Rubrics required under the EdYES! accreditation model. Significant improvement has been made in Strand I: Standards 1 and 2 through school efforts to plan, refine and modify our curriculum and to increase student engagement. We need to address issues related to Strand II: Standard 2 - Shared Leadership, particularly as it relates to Benchmark A - Collaborative Inquiry and Decision-making, Strand III: Standard 2 - Professional Learning, Strand IV: Standard 1 - Parent/Family Involvement, and Strand V: Standard 1 and Standard 2 - Data Generation and Analysis as related to becoming a more data-driven staff. Plans for improving these areas are built into this application.

What sources of data did the school use in their analysis?

The following data were reviewed over the timeline of 2009-10 to present:

- Comprehensive Needs Assessment (CNA) from each building,
- Data from the Top-to-Bottom Lookup Tool and Beating the Odds Lookup Tool,
- Analysis of longitudinal data from MiSchoolData,
- MEAP Standard Analysis reports and MEAP Item Analysis reports from the district data warehouse,
- Scantron Performance Series assessments (being replaced with NWEA-MAP in 2014-15),
- School Process Rubrics from ASSIST,
- Student grades,
- Student attendance data from eSchool,
- Student behavior data from SWIS and eSchool

**See also the following:**

*Attachment C: School Data Tables*

Based on the analysis, what are the major areas of need that the school's plan will target?

1. Low and declining reading performance - especially expository literacy in social studies and science - is contributing to overall poor achievement in ELA and other subjects.
2. Mathematics achievement is far too low to assure students will be ready for middle school curriculum associated with the Common Core.
3. Chronic absenteeism and disengagement from a significant cohort of students is, for many children, impeding our ability to assure success with the district curriculum.
4. We need early-warning systems, multi-tiered systems of support, and a culture of professional learning that allows us to regularly study student outcomes and adjust instruction quickly and in short cycles so we can assure we are meeting our students' needs.

Identify 3 things that the school will fundamentally change for turnaround to be successful.

1. Dramatically improve students' abilities to strategically read and comprehend complex texts - particularly expository texts related to science and social studies.
2. Supplement the district program with a supplemental continuum of support for writing and mathematics curricula. Include wrap-around services with community partners and provide extended-day learning opportunities both with Communities in Schools of Kalamazoo and through our own efforts.
3. Develop and implement high-functioning Professional Learning Communities (PLCs) that closely monitor learning, provide for frequent and early interventions and assure that all students are making adequate progress toward learning targets - particularly in reading. Interventions will be well-implemented and monitored to inform teacher practices and responses to student learning.

**2. School Building Capacity – Resource Profile**

- a. The MDE requires the following positions/funding for schools receiving SIG funds during the three-year period of funding. These positions/funding may be funded with School Improvement Grant funds:
  - School Improvement Grant Coordinator/Facilitator (may not be the school principal)
  - Family liaison position

- Data Coach
- Funding to support mental health services

- b. Professional development must be provided throughout the school year (late start, early releases, school days without students, etc.) at least 8 hours per month for all professionals in the building including the administrators and support staff. All professional development cannot occur during the summer.
- c. 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. Place a check in each box by the funding that will be used to support your SIG grant.

<input checked="" type="checkbox"/> <b>General Funds</b> <input type="checkbox"/> <b>Title I Part A</b> <input checked="" type="checkbox"/> <b>Title I Schoolwide</b> <input type="checkbox"/> <b>Title I Part C</b> <input type="checkbox"/> <b>Title I Part D</b>	<input type="checkbox"/> <b>Title I School Improvement (ISI)</b>	<input checked="" type="checkbox"/> <b>Title II Part A</b> <input type="checkbox"/> <b>Title II Part D</b> <input type="checkbox"/> <b>USAC - Technology</b>	<input type="checkbox"/> <b>Title III</b>
<input type="checkbox"/> <b>Title IV Part A</b> <input type="checkbox"/> <b>Title V Parts A-C</b>	<input type="checkbox"/> <b>Section 31 a</b> <input checked="" type="checkbox"/> <b>Section 32 e</b> <input type="checkbox"/> <b>Section 41</b>	<input type="checkbox"/> <b>Head Start</b> <input type="checkbox"/> <b>Even Start</b>	<input checked="" type="checkbox"/> <b>Special Education</b>
<b>Other: (Examples include: Smaller Learning Communities, Magnet Schools.)</b>  21 <sup>st</sup> Century Communities in Schools Grant (through partnership with Communities in Schools of Kalamazoo)			

**Narrative on Resource Profile:**

General Fund, Title IA, Title IIA, Section 32e, Special Education, 21<sup>st</sup> Century Community in Schools and School Improvement Grant (SIG) funds will be coordinated to assure that this application is implemented as written. Should one or more of these funding streams be compromised, the district will adjust the plans in order to effectively meet the goals of these applications to the best of its abilities. Additionally, the school will seek other grant sources, foundation support and local sources of supplemental support to maximize the impact of the redesign efforts. Budget details are provided in Section C and project details are provided in Section B of this application.

The following personnel will be allocated to Woodward School for Technology and Research during the reform/redesign plan cycle and paid by SIG funds:

Position	FTE	Major Roles
<p style="text-align: center;">School Improvement Grant Coordinator</p> <p>(District Director of School Improvement and Instruction)</p>	0.25	<ul style="list-style-type: none"> <li>• Managing and monitoring SIG budget;</li> <li>• Coordinating the preparation and delivery of reports, PARS, contracts, timesheets, and purchases;</li> <li>• Monitoring and oversight of reform plan processes and procedures;</li> <li>• District point of contact with Michigan Department of Education and MDE monitors;</li> <li>• Coordinate, monitor and evaluate external consultants and technical assistance providers;</li> <li>• Coordinate, write and deliver reports to the Superintendent of Schools, as requested, on the progress of the school reform plan</li> </ul>
<p style="text-align: center;">Priority School Reform Plan Implementer</p> <p>(New building hire)</p>	1.0	<ul style="list-style-type: none"> <li>• Manage tasks and timelines associated with implementation of school reform plan;</li> <li>• Assist principal with schoolwide data gathering and analysis as part of needs analysis, implementation, monitoring, and student outcomes assessment relative to reform plan initiatives;</li> <li>• Assist principal in directing the activities of the building leadership team;</li> <li>• Assist principal and leadership team with determining metrics for implementation and achievement outcomes;</li> <li>• Organize public displays of implementation and achievement data that celebrates the accomplishments of the reform plan;</li> <li>• Assist principal with implementation and monitoring of the Professional Learning Communities;</li> <li>• Assist principal and instructional coach with coordination of professional development services and external consultants;</li> <li>• Provide to the School Improvement Grant Coordinator, as requested, feedback on effectiveness of external consultants and technical assistance providers.</li> </ul>
<p style="text-align: center;">Priority School Executive Coach</p> <p>(New building hire)</p>	0.5	<ul style="list-style-type: none"> <li>• Directly mentor principal utilizing best practices in Cognitive Coaching;</li> <li>• Coach the principal in developing leadership competencies;</li> <li>• Be observant and assist the principal in seeing potential future threats; assist the principal in accounting for and neutralizing these threats;</li> <li>• Assist the principal, as needed, with organizing and managing the evaluation of staff and the effectiveness of the school reform plan;</li> <li>•</li> </ul>
<p style="text-align: center;">Priority School Instructional Coach</p> <p>(New building hire)</p>	1.0	<ul style="list-style-type: none"> <li>• Support the philosophy and vision of the school and district and support the strategies of the school reform plan;</li> <li>• Work collaboratively with classroom teachers in the Priority School to help them implement the strategies associated with the school reform plan;</li> <li>• Work collaboratively with classroom teachers to develop and implement exemplary research-based units, lessons and instructional practices</li> <li>• Provided one-on-one and small-group coaching, support, classroom modeling and data study around the reform plan strategies to assure full implementation and effective use of the strategies;</li> <li>• Provide follow-up with professional to assure the universal</li> </ul>

Position	FTE	Major Roles
		implementation of exemplary practices; <ul style="list-style-type: none"> <li>• Regularly observe and provide feedback to teachers;</li> <li>• Participate in training on and effectively utilize the practices of Cognitive Coaching;</li> <li>• Participate in professional development on Adaptive Schools;</li> <li>• Work collaboratively with Priority School Reform Plan Implementer and principal to coordinate professional development activities for all staff with respect to the reform plan strategies;</li> <li>• Coordinate resources associated with priority school reform plan to assure rapid effective deployment of new materials and technologies;</li> </ul>
Curriculum Coordinator Support (District Math/Science and ELA/Social Studies Coordinators)	0.2	<ul style="list-style-type: none"> <li>• Assist Instructional Coach and Reform Plan Implementer with design and implementation of multi-tiered system of support;</li> <li>• Support and assist with assurances around district curriculum flexibility;</li> <li>• Assist with the creation, implementation and study of common assessments associated with reform plan initiatives</li> </ul>
School/Community Involvement Facilitator (New building hire)	1.0	<ul style="list-style-type: none"> <li>• Organize and oversee participation by students and staff in after-school extended learning activities and summer programming;</li> <li>• Coordinate programming between Community in Schools of Kalamazoo (CIS-K), building after-school programming and the learning strategies associated with the reform/redesign plan;</li> <li>• Coordinate shared services and use of district facilities between CIS-K and the building;</li> <li>• Work with external community partners and leadership team to coordinate socio/emotional, family assistance, community mental health, and other social agency services for students as needed;</li> <li>• Maintain a caseload of students</li> </ul>

SIG funds will be used to provide for external consultants and technical assistance providers who will help the school fully implement the proposed reform plan. The proposed external consultants and their roles are outlined in the table in Section A, Part 5 of this application. Some of these providers will be in residence at the school for 100 days or more during each year to provide coaching support, modeling, and job-embedded professional development.

SIG funds will be used to provide extended-day/year learning opportunities for all students at the school through expanded after-school programming four days per week and a differentiated six-week summer school program that will be available for all students. Additionally, SIG funds will be used to pay for and support eighty (80) additional hours of professional development each year for all professional staffs at the school. Professional development will be scheduled throughout the year, will be in addition to professional development provided by the district immediately prior to the start of the school year, and will be conducted when students are not present at the school.

SIG funds will be allocated toward the purchase of technology resources (such as Chromebooks) that will be used to support the multi-tiered system of support. Technology tools will support individualized interventions, access to web-based supplemental resources, expansion of the district's Compass Odyssey intervention program, purchase of additional online resources for the extended-day program and summer school, and other supplemental reading resources such as Tumblebooks. SIG funds will also support

training associated with these resources. Additionally, SIG funds will be used to expand and embellish the library at the school in order to create a rich, highly-engaging learning environment for all students. Such embellishments include additional texts, electronic resources and video resources.

SIG funds will be used to seed programs and practices that improve our efforts to recruit and retain the best possible staff and leaders to Woodward. Additionally, SIG funds will be used to reward individuals and grade-level teams that exceed pre-determined targets on collaboratively-developed (teachers and administration) student learning objectives (SLOs).

SIG funds will be used to support the development of the building leadership team and the principal through additional professional development in Adaptive Schools and Cognitive Coaching. As well, SIG funds will provide the leadership team stipends for the additional work they do during the school reform plan cycle.

Resources other than the School Improvement Grant will be allocated to this reform effort according to this table:

<b>Resource</b>	<b>Expense Area</b>	<b>Approximate Budgeted Amount</b>
<b>General Funds</b>	<ol style="list-style-type: none"> <li>1. Additional direct support provided by TLS staff members and administrators;</li> <li>2. Coordination of district professional development activities;</li> <li>3. Instructional Coordinators; Instructional Resources;</li> <li>4. Certain assessments and assessment support;</li> <li>5. Certain community outreach efforts</li> </ol>	<ol style="list-style-type: none"> <li>1. \$23,000(e)</li> <li>2. \$ 6,000</li> <li>3. \$88,000</li> <li>4. \$12,000</li> <li>5. \$ 3,000</li> </ol>
<b>Title IA and required district set-asides</b>	<ol style="list-style-type: none"> <li>1. All-day Kindergarten;</li> <li>2. Achievement and Behavior Support Specialist;</li> <li>3. Academic Coach;</li> <li>4. Literacy Interventionist;</li> <li>5. Reading Recovery teacher;</li> <li>6. Certain parent involvement activities;</li> <li>7. Coordinator of Title I and School Improvement;</li> <li>8. Hourly classroom tutors;</li> <li>9. School and Community Resources Facilitator</li> <li>10. Supplemental Reading Program – Read180</li> <li>11. District will commit set-aside funds as required by NCLB Waiver</li> </ol>	<ol style="list-style-type: none"> <li>1. \$183,713</li> <li>2. \$69,100</li> <li>3. \$0</li> <li>4. \$0</li> <li>5. \$15,000</li> <li>6. \$1,438</li> <li>7. \$10,000</li> <li>8. \$22,311</li> <li>9. \$10,300</li> <li>10. \$58,800</li> <li>11. \$18,500(e)</li> </ol>
<b>Section 32e Funds</b>	<ol style="list-style-type: none"> <li>1. Class-size Reduction Grant is used to provide four (4) additional teachers in grades K-3</li> </ol>	<ol style="list-style-type: none"> <li>1. \$298,000</li> </ol>
<b>Title IIA</b>	<ol style="list-style-type: none"> <li>1. District-level Professional Development Activities;</li> <li>2. District personnel assigned to professional development activities for Priority schools</li> </ol>	<ol style="list-style-type: none"> <li>1. \$8,150</li> <li>2. \$5,400</li> </ol>
<b>IDEA</b>	<ol style="list-style-type: none"> <li>1. Supplemental reading intervention program (System 44)</li> </ol>	<ol style="list-style-type: none"> <li>1. \$41,450</li> </ol>
<b>21<sup>st</sup> Century Communities in Schools Grant (via partnership)</b>	<ol style="list-style-type: none"> <li>1. KPS partner Communities in School of Kalamazoo (CIS-K) will provide resources and personnel to provide extended-day learning opportunities for students, coordinate community services in the school, and to assist families the school serves with accessing community agencies.</li> </ol>	<ol style="list-style-type: none"> <li>1. \$ 55,000(e)</li> </ol>

Additional details on the elements of the school reform/redesign are provided in Section A, Part 12 and Section B of this application.

### **3. School Building Commitment**

Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence-based research, collaboration, and parental involvement. Union representation must be included in the development of this grant application.

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

Staffs at Woodward School for Technology and Research were involved in the development of this redesign plan from the outset. Staff members, including the building leadership team, principal, school improvement team members and parents, met several times with the Director of School Improvement to conduct a review of data relevant to this school improvement effort. The leadership teams and school improvement teams consist of teacher representatives from all grade levels and content areas in each school along with parent volunteers and building administrators. All members, including parents, actively participated on each team as full and engaged members in the decision making process.

As the plan went through various drafts, members of the building leadership team provided feedback and support for the various proposals. At critical points, the plan was shared with the entire staff for input and feedback. The building principal was also heavily involved in the development, support and promotion of the redesign plan.

This redesign proposal was shared, reviewed discussed and agreed upon by all staff. Washington Writers' Academy believes that this plan provides the best opportunity to accelerate improvements in student achievement and provides the best chance to make these improvements a permanent part of the school culture. Every member of the instructional staff (100%) approved the elements of design and implementation for this plan. The staff signed a commitment letter memorializing their approval of this Transformation plan which can be found in Attachment G at the end of this document.

- b. Explain the district and school's ability to support systemic change required by the model selected.

Woodward School for Technology and Research has a highly-dedicated and collaborative staff that recognizes the challenges that they face and have committed themselves to making the changes needed to rapidly and significantly improve outcomes for all students. The staff are highly qualified and knowledgeable of their craft and are gaining knowledge and expertise in the areas of teaching, learning, assessment, data and collaboration. However, for a number of years, the school had been struggling with leadership and staff retention issues. Because of these issues, both the student learning culture and the professional learning culture were badly compromised.

In 2012 a new principal was hired to begin a turnaround process. The principal is an experienced leader with advanced degrees, extensive experience in multi-cultural urban schools and a track record of

improving student achievement. Since his arrival, the school has implemented the following initiatives as part of their turnaround effort:

- A. Redesigned the master schedule to provide common planning time across all grade levels;
- B. Established a building leadership team to facilitate Professional Learning Communities, collaborative decision-making and data-driven school improvement;
- C. Reduced end-of-year staff transfer requests from a high of 20% of the staff per year at the end of 2011-12 to 5% at the end of 2013-14;
- D. Redesigned the master schedule to facilitate departmentalized instruction in ELA and mathematics in grades 4 and 5;
- E. Through the collaborative efforts of all staff, designed and implemented (2013-14) a supplemental Continuum of Support program in mathematics and writing;
- F. In the summer of 2013, a new elementary reading curriculum (Reading Street) was purchased by the district for the first time in nearly 15 years. Curriculum materials have been issued to all teachers, professional development has taken place for all teachers, and the new curriculum has been in place for a full school year.

A collaborative process with all stakeholders was used to develop this reform/redesign plan. A detailed outline of the collaborative efforts and the stakeholders involved in the building redesign process is provided in Section A, Part 10 of this application.

- A. Annual achievement goals that reflect increased rigor and higher expectations have been developed and are articulated in Section A Part 9 of this application.
- B. The school culture is collaborative, innovative, reflective and willing to wrestle with and address more difficult issues associated with serving a high-needs population.
- C. Teacher-leaders in the school subscribe to accountability as a model of doing business. This is evident in the school's implementation of a PLC model.
- D. Key roles (Achievement and Behavior Specialist, Home-School Support Specialist) are embedded into the school staff and are available to support instructional staff.
- E. The district is very supportive of the initiatives outlined in this redesign plan

The school provides common planning time daily for teachers use. Two designated meetings a month are required during common planning time for PLC team meetings. Time is provided monthly for grade level curriculum meetings. Meetings are provided monthly for staff to collaborate on issues of common concern regarding student achievement. Among the topics discussed are data analysis, curriculum, instructional improvement and assessment data.

Through the proposed redesign plan, additional time will be provided for the training and development of Professional Learning Communities to enhance and formalize this collaborative effort, with the following expectations:

- In the master schedule, teams of teachers will be provided common planning time with the expectation of meeting for collaboration at least twice per month.
- These teams will be trained to function as Professional Learning Communities and maximizes the effectiveness of the collaborative time. Additional support and training will be provided to assure that all teams operate as Professional Learning Communities.
- The building leadership team will establish a calendar for its meetings and to facilitate professional development, implementation, and monitoring of collaborative activities.

- The school will contract with an approved service agent to provide training for the continued development of Professional Learning Communities within the school
- c. Indicate whether or not an agreement with the union will be required to support extended learning time, and if so, will the agreement be signed prior to SY 2014-15?

The following modifications to existing work rules, policies and practices were made in order to assure each Priority school would have the flexibility to fully implement their reform/redesign plan:

- Changes in the composition and duties of, and remuneration for, building-level leadership teams;
- Responsibilities and remuneration for participation in the extended-learning program;
- Responsibilities to participate in additional professional learning beyond the district calendar; remuneration for said professional development;
- Provisions for recruiting and retaining staffs and rewarding highly-effective staff;
- Changes in the professional development calendar were made in collaboration with building staff and KEA leadership.

These changes are outlined in the executed addendum in Appendix C of the *LEA Application* attached above.

#### 4. School Improvement Plan

Attach School Improvement Plan:

**See the following:**

*Attachment D: Intervention Plan*

#### 5. External Provider Selection

Describe the process the building will use to screen and select external providers or note that the school will select external providers from the MDE pre-approved list.

The state's list of approved technical assistance providers (found at <http://1.usa.gov/1ooYO4V>) was reviewed and several providers were selected for interviews by the Director of School Improvement. A priority was placed on providers with proven track records of performance and with the ability to deliver the services identified. The selected providers were interviewed by phone or in person and were required to submit written proposals. Their proposals were analyzed for cost, ability to provide the desired services and record of service to other schools, to assure they could provide high-quality technical assistance that has a strong probability of improving student academic outcomes.

The following table shows the battery of state-approved technical assistance providers and external consultants selected for this redesign project.

External Consultant / Technical Assistance Source	Contact Name	Purpose
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External Consultant / Technical Assistance Source	Contact Name	Purpose
<b>Kalamazoo Regional Education Service Agency</b>	Sharon Dodson	<p>External monitoring and oversight of school improvement plan and implementation of redesign initiative</p> <p>Professional development around Positive Behavior Intervention and Support, literacy, mathematics and science</p> <p>Professional development and facilitation of Instructional Learning Cycles and Surveys of Enacted Curriculum</p>
<b>Institute for Excellence in Education</b>	Sherri Lambertson	<p>Adaptive School Training and Cognitive Coaching support and training for embedded coaches</p> <p>Professional development on differentiation and co-teaching</p> <p>Professional development on Focused Instructional Model</p>
<b>Wood Consulting and Interactive Contacts</b>	Richard Wood and Helen Burz	<p>Leadership Team training and support</p> <p>Professional development on Professional Learning Communities and Data Study</p> <p>Professional development on Literacy Framework</p>
<b>Flippen Group</b>	Michael Holt	Professional development on school climate/culture and Professional Learning Communities associated with " <i>Capturing Kids' Hearts</i> " program.
<b>New Frontier 21</b>	Anthony Muhammad, Ph.D	<p>Professional Development and support for Professional Learning Communities</p> <p>Culturally Responsive Teaching and Learning</p>

## 6. Alignment of Resources

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

- a. Describe how the district/building's human resources will be more involved in intentional hiring of the best staff possible to build capacity.

In Section B, Part 3 of the *LEA Application* above, *Area 1-Requirement 5* outlines district practices that assure hiring decisions are made based on the needs of the students and the school whenever new openings become available. Additionally, the district has streamlined and standardized hiring procedures to include the following:

- KPS contracts with HUMANeX Ventures to screen potential candidates based on customized profiles created by the district for any new opening;
- Screened candidates are then vetted by the Human Resources (HR) Department at KPS and interview panels are organized;
- Candidates are first interviewed by directors and coordinators from Teaching and Learning Services among others;
- Successful candidates are moved to a second round of interviews with the building principal and, whenever possible, staff members from the school;
- The strongest remaining candidates perform live demonstration lessons with a class of KPS students in an authentic setting;
- After a follow up meeting between HR and the building principal, finalists are ranked and the top candidate is offered the position.

- b. Describe how community resources will be aligned to facilitate implementation of the intervention selection.

Woodward School for Technology and Research has developed partnerships with experts and mentors from local colleges and universities, businesses, and local social service agencies, to support the school's mission and to provide support for students. Under the proposed plan, these partnerships will be strengthened and more fully integrated into the educational program. Coordination of community involvement in extended learning opportunities, community outreach and students services will be managed by the principal and the school's Priority School Community/School Involvement Facilitator along with involvement by the building's Home-School Support Specialist.

Woodward also involves parents and community agencies in the school improvement process in several ways. Under the proposed plan, these ties will be strengthened and taken to full scale. The School Improvement Team includes parents as fully participating members. Starting in the 2014-15 school year, Woodward will partner with Community in Schools of Kalamazoo (CIS of K). CIS-K provides an onsite staff member who supports and facilitates community involvement with student academic achievement. These groups will be used to coordinate and improve extended learning opportunities, community outreach and other student and family services.

## **7. Modification of local building policies or practices**

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

- a. Describe how extended learning time (lengthening the school day, week or year) will be scheduled.

In this school redesign plan, extended learning time is achieved through many means. Changes in how time is allocated during the school day result in reallocating over 350 additional hours of instruction to core subjects for each student in the school. Additionally, the school continues to provide over 90 hours each year of Art, Music and Physical Education for all students in the school.

Extended learning time outside the regular school day is being added under this proposal in the following ways:

1. Partnering with Community in School of Kalamazoo (CIS-K) to provide supplemental after-school programming in Reading and Mathematics for Tier II and Tier III students (as determined by the building's multi-tiered system of support). This program runs for 36 weeks, 4-days per week and two hours each day. (288 additional hours per year)
2. School will operate a six-week summer school program, available to all students, the meets for four hours each day and 4 days each week. (96 additional hours per year)
3. Using certified staff, the school will provide an organized and targeted after-school learning program, in addition to the CIS-K program, for students who are falling behind academically but are not on the CIS-K caseload. Program will operate for 30 weeks, two-days each week and one-hour each session. Transportation will be provided, as needed, through the partnership with CIS-K. (Up to 60 additional hours per year)
4. Eighty (80) hours of professional development (PD) for all certified and professional staffs will be scheduled. This professional development will be mandatory for all staffs, will occur in addition to district-provided professional development in August, and will occur when students are not present. This PD will be scheduled by the building leadership team in conjunction with the district master calendar and will follow these guidelines:
  - a. 4-day Summer PD Summit; 7 hours per day, all-staff = 28 hours
  - b. Eight 2-hour after-school sessions aligned with PD days on district master calendar. = 16 hours.
  - c. Twelve 3-hour PD sessions before or after-school day throughout the year. To be scheduled by building leadership team prior to return date for teachers = 36 hours.

Variances of existing work rules as necessary to fully implement this extended-day learning program are articulated in the executed addendum in Appendix C of the *LEA Application* above.

- b. Describe how extended learning time will be spent engaging students in learning, not just adding clock time to a schedule.

The extended learning time, described in item a above, is not obtained simply by adding clock time to the schedule. This time is designed to be targeted and focused on specific, individual student needs. The School-Community Involvement Facilitator will work with building interventionists, teachers, and instructional coaches to assure that after-school programming is targeted specifically to individual student needs, resources are coordinated and shared, and records will be kept on student participation, engagement and achievement.

## **8. Timeline**

Include a comprehensive 3-year timeline for implementing the selected intervention. For Year One, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2014-2015 school year.

**See the following:**

## Attachment E: Three Year Timeline Gantt Tables

### 9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP/ MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three. Attachment I requires annual goals to be set for each leading/lagging indicator.

Goal Area	Current Proficiency Rate (2013-14)	Goal for 2014-2015	Goal for 2015-2016	Goal for 2016-2017
<b>Reading</b>	26%	34%	46%	58%
<b>Mathematics</b>	7%	14%	24%	35%
<b>Writing</b>	14%	23%	35%	48%
<b>Science</b>	4%	11%	21%	34%
<b>Social Studies</b>	2%	10%	21%	35%
<b>Attendance</b> (Average Daily Attendance)	92%	93%	94%	95%
<b>Behavior Referrals</b> (#of major referrals per day per 100 students)	2.6	1.5	0.8	0.4

In addition to these goals, Woodward School will reduce the following disproportionalities:

- The disproportionality of African American students who are chronically absent compared to their percent of student count will be reduced from 14% in 2013 to 3% by 2017;
- The disproportionality of African American students receiving major disciplinary referrals compared to their percent of the student count will be reduced from 14% in 2014 to less than 5% by 2017;
- The disproportionalities of African American students being suspended compared to their percent of student count will be reduced from 15% in 2013 to less than 5% by 2017.

### 10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

In August of 2013, meetings were held with the principal of Woodward School for Technology and Research to discuss the list of Priority schools released by the Michigan Department of Education and began planning for the development of a reform/redesign plan. The principal, the Director of School Improvement, the Coordinator of Title I and School Improvement, and key building staff members attended technical assistance meetings provided by MiEXCEL.

During September and October of 2013 the Superintendent and members of Teaching and Learning Services (TLS) met with the all staff from the school to discuss the legislation, required models for reform, and to solicit input on the selection of an improvement model. The principal met with parent organizations, shared the models with them and sought their input. At the same time, the school board was informed of the situation and input gathered from the building and community meetings was presented for consideration. After extensive discussions among all these stakeholders, the **Transformation Model** was chosen.

Teachers, parents, and support staff were assembled from the school to provide input to a building leadership team charged with drafting the redesign plans. Throughout the drafting process, the plans were brought back to building teams for review and revision. Completed drafts were presented to the entire staff at each building, along with interested parents, for review and revision before submission to MDE. Each school attended the October 2013 plan review session provided by MDE and MiEXCEL. Feedback from MDE and MiEXCEL was incorporated into the redesign plans.

While this was occurring, discussions were held with KEA leadership and UAW leadership regarding the required assurances and executed addenda. Negotiations occurred around work rule revisions needed to fully implement the redesign plans. A team of KPS administrators, union leaders and instructional staff members reviewed the plans and developed a Letter of Agreement (contained in Appendix C of the *LEA Application* above) that outlines changes in existing collective bargaining agreements needed to meet the requirements of the redesign plan, and in compliance with MCL 380.1280c, MCL 380.1249, MCL 380.1250 and as modified by the state's NCLB Waiver.

The initial redesign plan was submitted in November 2013 to the Michigan Department of Education (MDE) for review and approval. Conditional approval of the plan was granted in December of 2013 and January 2014 respectively, pending artifacts from continuing committee work responsible for completing all executed addenda. In March of 2014, the leadership team and principal worked with the building MDE monitor to complete the "Unpacking Tool" as a focus device for the reform and redesign process. As additional study prior to submitting this grant application, the staff participated with MiEXCEL in conducting and reviewing *Surveys of Enacted Curriculum*. Additionally, in April of 2014, the school invited consultants from KRESA in to conduct *Curriculum Audits* related to the elements of the school reform plan. Excerpts of the results of the Surveys of Enacted Curriculum study and the Unpacking Tool are shared in Appendix G below. At the time of this grant submission, KRESA has not provided written feedback from their curriculum audits. However, during the debriefing held at the end of each audit, information was shared that was incorporated into this plan.

Immediately after receiving notice from MDE of our schools' eligibility to apply for a School Improvement Grant (SIG) the leadership team of each Priority school organized additional meetings to frame our SIG application. Building leadership and school improvement teams - including parents and representatives from community partners - were assembled multiple times to provide input, were updated on the status of the School Improvement Grant application, and were given an opportunity to review the grant application. The resulting plan was shared with KEA leadership in May 2014 and the grant application was written.

This document represents our plan to redesign Woodward School for Technology and Research with the goal of transforming this schools from Priority school to Reward school and prepare all students for college and career ready future.

## **11. Sustaining Reforms**

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

The Board of Education and Administration of Kalamazoo Public Schools is committed to the success of this transformation plan which focuses on the development of human capital, distributed leadership, research-based practices in instruction and assessment, the development of sustainable opportunities for extending learning beyond the classroom and operational flexibility. In addition, by designing a data-

driven improvement process, and by developing the skills of the building leadership and staffs in implementing these processes, we have built a redesign plan that will have long-lasting and sustainable impacts beyond the grant cycle.

Additionally, the district is committed to assuring that each Priority school retain the effective staff members and leadership developed during the redesign plan timeline. As stated previously, the district already has in place procedures and practices for assuring that decisions regarding the placement and retention of instructional staffs and leadership are based primarily on the needs of the students at each school. The procedures and practices will be improved and sustained after the grant cycle.

The district Office of School Improvement, building principals, building leadership teams and external consultants will collaboratively develop formal plans for sustaining and monitoring the effectiveness of the redesign project beyond the SIG timeline. This plan will provide metrics on the effectiveness of the redesign efforts both within the school and on achievement gains made by students after they leave the individual schools. In addition, both the evaluation and sustainability plans will be used to inform redesign efforts that may need to undertaken by other schools in the district, in future years. Initiatives that have proven to be useful in increasing student engagement in learning and student academic achievement will be sustained through the targeted use of schoolwide Title I funds, general funds, and other forms of compensatory education. Initiatives that have not proven successful will be abandoned or replaced.

The development of a distributed, building-level decision making process along with the training of building level leadership teams, school improvement teams and Professional Learning Communities provides for a systemic, sustainable approach to improved professional practices and improved achievement for all students. In addition, beyond structural changes in the clock schedules, proposals for extended learning activities under this plan are designed to strengthen school-community partnerships and develop a school culture that respects learning.

Therefore, it is expected the district will be able to sustain the reforms as stated in this plan, after the grant cycle, through reallocation of existing funds and by focusing on the development of its human capital through effective professional development within a distributed leadership model.

## **12. State Reform Plan**

Attach approved State Reform Plan

### **See the following:**

*Attachment H: State-approved Reform/Redesign Plan*

## **Section B.**

Complete the attachment that describes the requirements and permissible activities for the chosen intervention.

### **See the following:**

*Attachment A – Transformation Model Narrative*

*Attachment B – Transformation Model Grids*

## Section C.

**Budget pages—a separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2014-15. Complete budgets for each building together with narratives must be entered into the MEGS+ system.**

**Example:**

<b>LEA XX BUDGET</b>					
	<b>Year 1 Budget</b>		<b>Year 2 Budget</b>	<b>Year 3 Budget</b>	<b>Three-Year Total</b>
	<b>Pre-implementation</b>	<b>Year 1 - Full Implementation</b>			
<b>Priority School #1</b>	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
<b>Priority School #2</b>	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
<b>Priority School #3</b>	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
<b>Priority School #4</b>	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
<b>LEA-level Activities</b>	\$250,000		\$250,000	\$250,000	\$750,000
<b>Total Budget</b>	<b>\$6,279,000</b>		<b>\$5,981,500</b>	<b>\$5,620,000</b>	<b>\$17,880,500</b>

**See the following:**

*Attachment F – Building Budget Tables and Budget Narratives*

## Section D

### Baseline Data Requirements

The MDE is required to send this information to the United States Department of Education (USED) on a yearly basis.

#### USED Baseline Data Requirements

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

<b>Metric</b>	<b>Baseline (2013-14)</b>
Which intervention was selected (turnaround, restart, closure or transformation)	Transformation
Number of minutes in the school year	64,560
Dropout rate (Numeric %)	N/A
Number of Disciplinary Incidents	1,134
Number of Students Involved in Disciplinary Incidents	198
Increased Learning Time	0
ILT – Longer School Year	0
ILT – Longer School Day	0
ILT – Before or After School	0
ILT – Summer School	0
ILT – Weekend School	0

Metric	Baseline (2013-14)
ILT - Other	0
Student attendance rate (Numeric %)	91%
Advanced Coursework	N/A
Dual Enrollment Classes	N/A
Advanced Coursework <b>and</b> Dual Enrollment Classes <i>Data shown is the number of students participating in Academically Talented programs at KPS</i>	13
International Baccalaureate	N/A
Early college/college credit	N/A
High School Graduation Rate	N/A
College Enrollment Rates (Numeric %)	N/A
Truants (Numeric)	81
Teacher Attendance Rate	93
Highly Effective Teachers (Numeric %)	6%
Effective Teachers (Numeric %)	94%
Minimally Effective Teachers (Numeric %)	0%

Metric	Baseline (2013-14)
Ineffective Teachers (Numeric %)	0%
Explanation of other types of increased learning	N/A

**Fiscal Information**

**The MDE has asked for a waiver of section 421(b) of General Education Provisions Act 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. Line item budgets must be submitted for school years 2014-2015, 2015-2016, and 2016-2017.**

**USES OF FUNDS**

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

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

Intensive monitoring of grant implementation and evaluation are required.

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 intervention models at the school.



## Attachment A – Transformation Model Narrative

**The following items are required elements of the transformation model. Give a brief description after each requirement as to how each required element will be implemented.**

1. Replace the principal

Kalamazoo Public Schools moved to replace the principal at Woodward School for Technology and Research in the Spring of 2012 in order to initiate and complete a school turnaround effort. Since the principal was replaced within the last two years, and since the principal has demonstrated competency in the "turnaround competencies" established by MDE, we will not be replacing the principal at this school. A detailed articulation of the principal's competencies and qualifications as a principal capable of turning Woodward around is provided in the state-approved Redesign on pages 19 and 20. This plan is included in this application in Attachment G.

2. Include student data in teacher/leader evaluation

Our district has adopted an evaluation system based on the Charlotte Danielson model. It is based on 5 domains; planning and preparation, classroom environment, classroom instruction, professionalism, and student growth. Teacher's and administrators collaborate to create goals based on raising student achievement. These goals are reviewed annually. Goals are based on student growth and/or achievement - as relevant to the given measure used. For 2013-14, 25% of teacher's evaluation is based on

student growth. In 2014-15 this category weighting will be raised to 40% as required under this SIG application. Should these values be changed by the legislature, Kalamazoo Public Schools will be certain to comply with the expectations of the legislature.

During the 2010-11 school year the district, KEA and UAW collaborated extensively and created a new three-tiered Annual Educator Evaluation Model that is performance-based (structured around the Framework for Teaching by Charlotte Danielson) and includes student academic growth as a significant numerical factor in the overall evaluation. All parties have agreed that results from these evaluations will be used to inform promotion, tenure and professional growth decisions throughout the district. In its third year of implementation, the district model has been fine-tuned annually based on feedback from teachers and administrators.

In the 2011-12 school year, KPS and UAW collaborated to review and adopt an administrator evaluation model, ahead of the state adoption of a specific model. The Administrator Performance Review (attached) is a criterion-referenced evaluation that rates administrators on nine key categories of effective leadership. Each category is weighted, with 25% of the evaluation derived from student performance/growth. In 2014-15 the amount of the evaluation accounted for by student growth will be increased to 40% as required under this SIG application. Should these values be changed by the legislature, Kalamazoo Public Schools will be certain to comply with the expectations of the legislature.

Excerpts and artifacts of these evaluation systems are included in Appendix D of the LEA Application.

3. Evaluations that are designed with teacher/principal involvement

See item 2 above.

4. Remove leaders/staff that have not increased achievement

The district's Framework for Professional Practice and Teacher Evaluation Process and the Administrator Performance Review and Evaluation program (Appendix D of LEA Application) have specific procedures for providing ineffective and minimally effective educators with the support they need to improve their practices and improve student achievement. In addition, the program has specific procedures for removing ineffective and minimally effective educators who do not improve even after being provided appropriate support. Removal of ineffective staff can be accomplished in as little as 90-days under these programs. Please refer to pages 38-44, 49-50, 74-83 of the Framework for Professional Practice and Teacher Evaluation Process, and in the Administrator Performance Review and Evaluation, in Appendix D of LEA Application, for more information.

5. Provide on-going job embedded staff development

This plan will provide a full-time, building-embedded School Reform Coach and an Instructional Coach for each building. Each coach will be extensively trained in best practices of effective coaching and instructional support.

Each Priority school will hold a four-day Summer PD Summit during each summer of the redesign timeline to train building-level staffs on research-based, high-impact, high-yield strategies that will be deployed in all content areas and aligned to the building reform/redesign plan. Wherever appropriate, we will involve building and district staffs in providing the training.

The district will train all Priority school staff in effective data analysis techniques and assure that all staffs are competent users of the district data warehouse - Datawise.

The district and each Priority School will implement systems for monitoring and measuring changes in instructional practices that result from the job-embedded, intensive professional development. These systems will include implementation walk-throughs, analysis of formative assessments related to each reform plan initiative, and individualized implementation plans for each teacher.

Each priority school will provide all staffs with eighty (80) hours of professional development targeted specifically toward the goals of the reform plan. All professional development under this plan will take place outside of time when students are present.

Each year a building-level professional development calendar will be assembled by each Priority school to assure that all PD activities align with the reform/redesign plan, are focused on the Priority school's "Big Ideas" for school reform, and are reflective of the priorities set by the building leadership team

6. Implement financial incentives or career growth or flexible work conditions.

A. List of incentives the Priority School can use to recruit effective staff to work in the building and to provide incentives for participating in activities that advance the school improvement goals beyond normal expectations.

- i. Conference attendance – up to \$800 annually per staff member
- ii. Tuition vouchers – up to \$2,000 annually per staff member for college classes related to school reform plan activities; paid after district contribution, per contract
- iii. Tuition and fees payment for National Board Certification

- iv. PD credit – KALPA hours for all PD activities
  - v. Potential invitation to district Aspiring Administrators training for teachers who demonstrate strong leadership potential
  - vi. Compensation for exceptional teacher attendance – \$100 for missing 3 or fewer student days not related to professional responsibilities.
- B. Grade-level teams that exceed their achievement targets and individuals who provide exceptional effort and leadership will be provided vouchers that can be exchanged for any of the incentives identified above
- C. Promulgate these incentives through job postings, HR, internal communications, job fairs, etc.
7. Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.
- A. Identify underlying causes to explain why achievement is low:
- i. Use item analysis tool in Datawise to identify low performance standards on MEAP tests over past two years
  - ii. Use standards analysis tool in Datawise to identify low performance standards on MEAP over past two years
  - iii. Use NWEA-MAP test data to triangulate data from MEAP and local assessment data like F&P Benchmark Assessment and existing course-based common assessments in math and science.
  - iv. Use results of Surveys of Enacted Curriculum and KRESA Curriculum Audits to identify areas where curriculum and/or instruction is in need of support
  - v. Use results from district mathematics audit to determine areas of curriculum or instruction weaknesses.
- B. Implement Reading Street Curriculum
- i. Based on data established during district adoption study
  - ii. Initial PD in August 2013
  - iii. Explicitly teach academic vocabulary
- C. Implement tiered interventions for students who are behind learning expectations:
- i. Leveled Literacy Interventions – LLI
  - ii. Compass Odyssey
  - iii. Read 180 / Syetem 44
  - iv. My Sidewalks
- D. Implement Specialization in Reading and Mathematics instruction
- i. 5th Grade – 2013-14
  - ii. 4th and 5th grade – 2014-15
  - iii. Ongoing professional development and support for teachers who are specializing
- E. Add instructional time in science and social studies through re-aligning master schedule
- F. Sequencing of implementation:
- i. 2014-15: Develop PLCs for all grade-level teams; Develop and implement Supplemental Continuum of Support in Writing and Mathematics; Expand implementation of and deepen professional development around Reading Street curriculum; Begin training and implementation of Responsible Thinking Process; Fully implement intervention program for reading. Develop plan for intervening on chronic absenteeism.

- ii. 2015-16: Expand training on Thinking Maps; Begin Training on Literacy Framework; Apply Literacy Framework principles, as aligned with Common Core practices, in Social Studies and Science; Train staff and begin using Kagan Cooperative Learning strategies
- iii. 2016-17: Begin Training on best practices in science instruction and using Next Generation Science Standards to drive science instruction;

8. Promote continuous use of student data to inform instruction and meet individual needs of students.

- A. Data on implementation will be gathered throughout refrom plan cycle to assure that all initiatives are fully implemented and that areas of weakness are identified and improved.
- B. A battery of assessments will be used to monitor achievement outcomes:
  - i. Formative assessments associated with each Instructional Learning Cycle
  - ii. MEAP or SBAC or other state assessment as determined by MDE and legislature
  - iii. Course-based common assessments OR state iterim assessments as developed
  - iv. NWEA-MAP testing - 3x per year in Reading, Language Usage, Mathematics and Science
- C. Train PLC Teams in highly-effective data analysis techniques and protocols for analyzing student work and teaching practices. Use PD components from Data 4SS to assist in training staff on effective data analysis practices. PLC teams to meet formally twice monthly to evaluate instructional practices and study formative assessment progress data from Instructional Learning Cycle objectives.
- D. Develop multi-tiered system of support modles for Literacy, Numeracy and School Climate/Culture. train staff on differentiation
- E. Fully utilize Datawise data warehouse provided by district
- F. Use instructional coaches to facilitate PLC meetings and coach teachers on best practices
- G. Conduct intervention team meetings in 6 week cycles to inform multi-tiered support system. Conduct intervention team meetings in 3-week cycles for Tier III students.

9. Provide increased learning time

- a. Extended learning time for all students in the core areas  
Time within the school day is re-organized to maximize time on core courses. Examples include forming an uninterrupted 90-minute reading block each day, 60-minute uninterrupted mathematics block, and explicitly blocking 45 minutes per day, 4 or 5 days per week, for Social Studies and Science instruction.

Add supplemental instruction courses for Tier II and Tier III students which allows for an addition 30 minutes each day in intensive instruction in the identified area of deficiency (reading or numeracy). This will add an additional 88 hours of focused and intensive instruction for students who are identified as needing these classes.

Add after-school programming for struggling students through partnership with Communities in Schools of Kalamazoo that runs for 36 weeks, four days per week, 2 hours each session; Add additional after-school programing for other students through teacher-led "Homework Hub" two days per week for 30 weeks and for one hour each session.

Add a six-week, school-based summer school program, available to all students, that meets four days per week for four hours each day that includes intergrated and experiential learning

experiences in math, science and literacy, community-based learning activities and technology-enhanced learning opportunities.

- b. Instruction in other subjects and enrichment activities that contribute to a well-rounded education  
School will continue to provide instruction in Art, Music and Physical Education for all students (Total = 94 hours); School will continue to provide, and will increase the number of students qualifying for, programming for Academically Talented students
- c. Teachers to collaborate, plan and engage in professional development  
All instructional staff will participate in grade level PLCs as detailed in item 8 above. All instructional staff will participate in eighty (80) hours of professional development targeted specifically at the initiatives written in this school reform plan. This professional development will all occur outside the times when students are present.

## 10. Provide ongoing mechanisms for family and community engagement

School/Community Involvement Facilitator will coordinate services for extended learning activities with Communities in School program and will execute programs for increasing parental and family involvement in the priority school. Existing partnerships for student services will be enhanced and coordinated to assure that the needs of students are met to the greatest extent possible. Parental involvement on the building school improvement team will continue.

Activities will include, but not be limited to:

- Continued involvement by Woodward parents in the district's Parent Advisory Council and Key Communicators committee;
- Host two Literacy Night and two Math night programs to encourage academic engagement, provide parents with a better understanding of district curriculum, and to share strategies parents can use at home to help their children with their school work;
- Continue partnerships with nature center and the public library;
- Partner with CIS-k to bring in new services to Woodward that provides wrap-around support for students with exceptional social, emotional and family needs and to coordinate community services with the most needy families;
- Continue special programming for parent literacy through the district Lift Up Through Literacy program
- School will continue partnering with Kalamazoo Public Library to provide every first grader with a library card, and to take students to the public library twice each year to check out books and experience the services the library has to offer

## 11. Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates.

- A. Principal will be given the flexibility to operate the school according to the proposed project, and as needed to substantially improve student academic outcomes. Areas of flexibility include: staffing, assignment of personnel to duties, managing the flow of all site-based discretionary funds, leading the staff Leadership Team, managing all school improvement plan goals, etc.

- B. Flexibility is provided with regard to Instructional Pacing Guides to assure that teaching staff has discretion to adjust activities to meet the needs of the students in their charge, and to provide instructional support through the RtI model described above (Area 2) in order to assure the implementation of the district curriculum. Alterations will assure that the all essential content is taught to mastery and required learning benchmarks are met.
12. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization.
- A. Develop plan for monitoring and evaluating the implementation of the project. Director of School Improvement, School Reform Implementer and building principal construct the evaluation rubrics, timelines for assessment, and plans for modifying the project as needed.
  - B. Provide a status report to the Board of Education twice each year for the life of the project. Provide quarterly reports to MDE as required.
  - C. Office of School Improvement and Principal will develop and execute contracts regarding the use of State-approved Technical Service Providers and vendors as necessary.
  - D. Office of School Improvement and Principal, with assistance from state-approved technical assistance partners, will develop a plan for sustaining and monitoring the effectiveness of this restructuring plan beyond the grant cycle.

**The following items are permissible elements of the transformation model. Provide a brief description after each element that the school plans to implement under the proposed reform plan.**

- 1. Provide additional funding to attract and retain staff.  
N/A
- 2. Institute a system for measuring changes in instructional practices that result from professional development.
  - A. Research, design and implement a system for measuring the effectiveness of instructional change as a result of Professional Development
  - B. Institute a peer observation and coaching system
  - C. Monitor and adjust professional development and coaching activities as a result of data analysis.
  - D. Regular use of structured administrator walk-throughs using GoObserve, with targeted findings shared immediately with observed staff. Monthly targets established by leadership team on implementation of initiatives professional development with aggregate findings shared at each staff meeting.
- 3. Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.  
N/A
- 4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.  
School will participate in semi-annual Surveys of Enacted Curriculum through partnership with KRESA. Principal will use structured administrative walkthroughs using GoObserve software with

targeted findings shared immediately with observed staff. Monthly targets established by the leadership team on implementation of initiatives and professional development will be shared at each staff meeting.

School will participate in annual Curriculum Audits conducted by content experts at KRESA

5. Implement a school wide Multi-Tiered System of Supports model.  
School will expand and implement a tiered intervention program for literacy, numeracy and school climate and culture. Metrics will be analyzed in three and six week cycles and interventions adjusted accordingly.
6. Provide professional development to teachers/principals on strategies to support students in least restrictive environment and English Language Learners.  
SLOP training and strategies will be implemented in Year Two of this reform plan  
Co-teaching/inclusion training and support will be implemented in year two and continued throughout the grant cycle.
7. Use and integrate technology-based interventions.  
Read 180 and System are used in supplemental reading program  
Compass Odyssey is used in supplemental reading and mathematics program and used in extended learning program  
School will purchase mobile technology (iPads or Chromebooks) to extend the reach of learning courseware beyond desktop computers and labs.  
All instructional staff will receive training in the effective use of available technology tools
8. Increase rigor through programs such as Advanced Placement, International Baccalaureate, Science, Technology, Engineering, Arts and Mathematics (STEAM), and others.  
N/A
9. Provide summer transition programs or freshman academies.  
N/A
10. Increase graduation rates through credit recovery, smaller learning communities, and other strategies.  
N/A
11. Establish early warning systems to identify students who may be at risk of failure.  
Continue use of two-to-six week ILCs and data study cycles
12. Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.  
Continue partnerships with Community Mental Health  
Add and expand Community in School after-school program

Expand WMU Counseling Center partnership - provides counselors in school to assist with student's social, emotional and health needs

13. Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.

N/A

14. Implementing approaches to improve school climate, culture, and discipline.  
Implement Capturing Kid's Hearts program

15. Expanding the school program to offer full-day kindergarten or pre-kindergarten.

All-day Kindergarten offered - continue

Full day pre-school program (PEEP) will continue

16. Allow the school to be run under a new governance arrangement.

N/A

17. Implement a per-pupil, school-based budget formula weighted based on student needs.

N/A

**Attachment B – Transformation Model Grids**

## Transformation Model Required Activities - Woodward

Requirement	Resources Needed	Timeline	Tasks for Each Requirement
<b>Area 1: Develop &amp; Increase School Leader &amp; Teacher Effectiveness</b>			
Replace the principal	Director of School Improvement  Human Resources	<ol style="list-style-type: none"> <li>1. Inform MDE of intent to retain principal – October 2013</li> <li>2. Write rationale for how Mr. Rocco meets the requirements of the five “turnaround competencies”</li> </ol>	<ol style="list-style-type: none"> <li>1. Notification provided to MDE in School Reform Plan submitted November 2014 that principal would not be replaced.</li> <li>2. Letter written and submitted demonstrating principal met the required five “turnaround competencies” promulgated by MDE.</li> </ol>
Use rigorous, transparent and equitable evaluation systems for teachers and principals that includes student growth as a significant factor (>=40%).	KPS “Framework for Professional Practice and Teacher Evaluation”  Bulleed documentation from HR on the collaborative processes used to derive new evaluation systems	<ol style="list-style-type: none"> <li>1. Put evaluation excerpts in PS reform plan – November 2013</li> <li>2. Get bulleted list from HR prior to submitting SIG application – May 25, 2014</li> <li>3. Attach teacher evaluation and principal evaluation to grant as appendices – May 2014</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide lead page(s) from contract on evaluation process.</li> <li>2. Provide excerpts to MDE from evaluation framework documents</li> <li>3. Attach Evaluation Matrix for Priority Schools in application</li> <li>4. Provide bulleted lists of the collaborative processes used to develop/design/adopt new evaluation systems for teachers and principals.</li> <li>5. Teachers develop Student Learning Objectives for use to drive personal achievement goals and to use in educator evaluation process.</li> <li>6. <b>Priority Schools MUST have AT LEAST 40% of teacher and principal evaluation based on student growth during the grant cycle.</b></li> </ol>
Evaluation systems are designed with teacher and principal involvement.	Evaluation Matrix for PLA/Priority Schools  KPS Principal Evaluation documentation		

## Transformation Model Required Activities - Woodward

Requirement	Resources Needed	Timeline	Tasks for Each Requirement
<p>Identify and remove leaders and staff who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.</p>	<p>KPS "Framework for Professional Practice and Teacher Evaluation" – excerpts on how removal of staff occurs based on student achievement and growth.</p> <p>Administrative evaluation system – documentation on how removal occurs if student achievement is not increased</p>	<ol style="list-style-type: none"> <li>1. Obtain documentation from HR – May 25, 2014</li> <li>2. Write narrative in grant – May 30, 2014</li> </ol>	<ol style="list-style-type: none"> <li>1. Articulate the district process for assisting educators who are in need of improvement and removing those who do not improve in a timely manner or who are not successful teaching students from diverse or challenged populations.</li> </ol>
<p>Provide staff with ongoing, high quality, job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served).</p> <p>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</p>	<p>Appoint/elect building leadership team</p> <p>Common planning time built into master schedule for building</p> <p>Instructional strategy books and materials</p> <p>Content coaches and facilitators</p> <p>Compensation for PD outside regular schedule</p> <p>PD Calendar – internal</p>	<ol style="list-style-type: none"> <li>1. Training and piloting of Instructional Learning Cycles – February, 2014.</li> <li>2. Training and piloting on Surveys of Enacted Curriculum – April 2014</li> <li>3. KRESA Curriculum Audits – May 2014</li> <li>4. Use data to identify professional development needed – November 2013 and April 2014 (and ongoing throughout reform cycle)</li> <li>5. Identify and contract with external consultants – August 2014</li> <li>6. Research and select literacy, numeracy, climate/culture strategies for implementation by all teachers – April and May 2014</li> <li>7. Development of</li> </ol>	<ol style="list-style-type: none"> <li>1. Name Building Leadership Team               <ol style="list-style-type: none"> <li>a. Grade-level leaders – elected per contractual process</li> <li>b. Principal</li> <li>c. Every reasonable effort to assure all content areas are represented</li> <li>d. Also serves as building members on School Improvement Team</li> </ol> </li> <li>2. Adaptive School Training for Leadership Team – June/July 2014; For all staff – June 2015.</li> <li>3. Summer Leadership Retreat: 4-day local conference on building skills in the Distributed Leadership Model and Professional Learning Communities. Train Building Leadership Team – ongoing throughout project</li> <li>4. Grade-level teams are formed in master schedule. Each team has common planning time built into each school day.</li> <li>5. Teams meet formally twice per month and function as Professional Learning Communities; focusing on student achievement, instructional improvement, best-practice strategies and implementation of professional development.</li> <li>6. Coaches are trained in best-practices both in content and coaching. Cognitive Coaching is foundation of coaches training.</li> </ol>

## Transformation Model Required Activities - Woodward

Requirement	Resources Needed	Timeline	Tasks for Each Requirement
	<p style="text-align: center;">and district</p> <p style="text-align: center;">Facilitators and consultants</p> <p style="text-align: center;">School Improvement Grant Facilitator – Dir. Of School Improvement</p>	<p>internal professional development calendar – May to June, 2014</p> <p>8. Development of tools for monitoring implementation of reform strategies – April 2014</p> <p>9. Calendar of Instructional Learning Cycles developed – August 2014</p> <p>10. Naming of reform plan coaches – July 2014</p> <p>11. Development of consultants/coaches calendar – July 2014</p> <p>12. Training for School Leadership Teams – Summers 2014, 2015 and 2016. Emphasis on high-quality Professional Learning Communities.</p> <p>13. Leverage District PD Calendar for all embedded PD – August 2014</p> <p>14. Quarterly effectiveness review of implementation and student achievement data – Ongoing 2014 - 2017 school years</p>	<p>7. Required building coaches by grant – Instructional Coach; School/Family/Community Involvement Facilitator; Reform Implementation Coach (may be a shared position if more than one school receives a grant).</p> <p>8. District to release building from district PD calendar for duration of reform implementation. Building will still attend 1.5 days of all-district PD in late August and be responsible for implementing district initiatives.</p> <p>9. Building Leadership Team and Principal use CNA, SIP and staff input to determine PD goals for school for each semester; Full staff approves goals; Project Manager approves goals. Key focus areas: Literacy, Numeracy, Attendance/Behavior</p> <p>10. Research-based, high-impact, high-yield strategies, identified and deployed in all content areas. <ul style="list-style-type: none"> <li>a. Literacy – Reading Street; Lucy Calkins; Thinking Maps; Common Core Literacy Strategies; Writing Continuum; Tumblebooks</li> <li>b. Numeracy - Math Continuum; Investigations; Differentiation and interventions using Dreambox and Compass Odyssey; Best Practices in Elementary Mathematics – based on research by <a href="#">Education Alliance</a></li> <li>c. School Climate/Culture - PBiS; Responsible Thinking Process; Ed Ford</li> <li>d. Data-driven Differentiated Instruction – Professional Learning Communities; Instructional Learning Cycles; Surveys of Enacted Curriculum</li> <li>e. Culturally-responsive Teaching and Learning – Dr. Sharroky Hollie</li> <li>f. Differentiation and activities that focus on closing the achievement gap – Institute for Excellence in Education</li> </ul> </p> <p>11. Building Leadership Team develops and promulgates a PD calendar that is synchronized with District PD Calendar</p> <p>12. Professional Development activities are designed, developed or purchased, based on goals and needs</p> <p>13. Summer PD Summit – 4-day summit on all instructional and culture/climate strategies</p>

## Transformation Model Required Activities - Woodward

Requirement	Resources Needed	Timeline	Tasks for Each Requirement
			<p>implemented under plan – August 2014, 2015, 2016, 2017</p> <p>14. Training for all staffs on technology integration: supplemental software – 2014; interactive projectors – 2014; mobile technology – 2015;</p>
<p>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.</p>	<p>HR practices to recruit to the priority school staffs with specialized skills needed to address student deficiencies</p>		<ol style="list-style-type: none"> <li>1. List of incentives the Priority School can use to recruit effective staff to work in the building and to provide incentives for participating in activities that advance the school improvement goals beyond normal expectations.               <ol style="list-style-type: none"> <li>a. Conference attendance – up to \$800 annually per staff member</li> <li>b. Tuition vouchers – up to \$2,000 annually per staff member for college classes related to school reform plan activities; paid after district contribution, per contract</li> <li>c. Tuition and fees payment for National Board Certification</li> <li>d. PD credit – KALPA hours for all PD activities</li> <li>e. Invitation to district Aspiring Administrators training for teachers who demonstrate strong leadership potential</li> <li>f. Provide \$500 bonus for individual teachers whose students exceed growth targets for ALL students as measured by the NWEA/MAP assessment.</li> </ol> </li> <li>2. Grade-level teams that exceed their achievement targets and individuals who provide exceptional effort and leadership will be provided vouchers that can be exchanged for any of the incentives identified above</li> <li>3. Promulgate these incentives through job postings, HR, internal communications, job fairs, etc.</li> </ol>
<b>Area 2: Comprehensive Instructional Reform Strategies</b>			
<p>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.</p>	<p>Previous studies related to adoption of new reading curriculum and resources</p> <p>Previous studies and external reviews related to mathematics curriculum.</p>	<ol style="list-style-type: none"> <li>1. Adopt new reading curriculum – Reading Street – Spring 2013</li> <li>2. Train and implement Reading Street – Fall 2013</li> <li>3. Math audit – Winter 2014</li> <li>4. Begin</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify underlying causes to explain why achievement is low:               <ol style="list-style-type: none"> <li>a. Use item analysis tool in Datawise to identify low performance standards on MEAP tests over past two years</li> <li>b. Use standards analysis tool in Datawise to identify low performance standards on MEAP over past two years</li> <li>c. Use Performance Series test data to triangulate data from MEAP and local assessment data like F&amp;P Benchmark Assessment and existing course-based common assessments in math and science.</li> <li>d. Use results of Surveys of Enacted Curriculum and KRESA Curriculum Audits to identify areas where curriculum and/or instruction is in need of support</li> <li>e. Use results from district mathematics audit to determine areas of curriculum</li> </ol> </li> </ol>

## Transformation Model Required Activities - Woodward

Requirement	Resources Needed	Timeline	Tasks for Each Requirement
	<p style="text-align: center;">Surveys of Enacted Curriculum</p> <p style="text-align: center;">KRESA Curriculum Audits</p> <p style="text-align: center;">Item Analysis and Standards Analysis tools in Datawise</p> <p style="text-align: center;">Performance Explorer reports in Datawise</p>	<p>specialization of Math and Reading instruction in 5<sup>th</sup> grade – Fall 2013</p> <p>5. Conduct Item Analyses based on 2 years data from Datawise in Math, Reading and Science – Fall 2013</p> <p>6. Conduct Standards Analyses based on 2 years data from Datawise in Math, Reading Science and Social Studies – Fall 2013</p> <p>7. Pilot Surveys of Enacted Curriculum at all grade levels – Spring 2014. Expand to two content areas in 2014-15 and three content areas in 2015-16 and beyond.</p> <p>8. Begin specialization of Math and Reading in 4<sup>th</sup> and 5<sup>th</sup> grade – Fall 2014</p> <p>9. Develop a three-year sequence for improving instruction in all content areas –</p>	<p>or instruction weaknesses.</p> <p>2. Implement Reading Street Curriculum</p> <ol style="list-style-type: none"> <li>a. Based on data established during district adoption study</li> <li>b. Initial PD in August 2013</li> </ol> <p>3. Implement Specialization in Reading and Mathematics instruction</p> <ol style="list-style-type: none"> <li>a. 5<sup>th</sup> Grade – 2013-14</li> <li>b. 4<sup>th</sup> and 5<sup>th</sup> grade – 2014-15</li> <li>c. Ongoing professional development and support</li> </ol> <p>4. Sequencing:</p> <ol style="list-style-type: none"> <li>a. 2014-15: Develop PLCs for all grade-level teams; Expand and deepen PD around Reading Street; Develop and implement Supplemental Continuum of Support in Writing and Math; Begin training and implementation of Responsible Thinking Process</li> <li>b. 2015-16: Expand training on Thinking Maps and Responsible Thinking Process; Begin Training on Literacy Framework; Begin training and implementation of Focused Instruction Model in mathematics</li> <li>c. 2016-17: Begin Training on best practices in science instruction and using Next Generation Science Standards to drive science instruction</li> </ol>

## Transformation Model Required Activities - Woodward

Requirement	Resources Needed	Timeline	Tasks for Each Requirement
		August 2014	
<p>Promote the continuous use of individual student data (formative, interim, and summative) to inform and differentiate instruction to meet individual student needs.</p>	<p>Data warehouse - Datawise</p> <p>Professional development stipends</p> <p>Substitutes teachers to enable extended team and departmental meetings</p> <p>Consultants for facilitation</p> <p>Instructional coaches</p>	<ol style="list-style-type: none"> <li>1. Training in the collection and analysis of data – Starting February 2014</li> <li>2. Train and begin using Instructional Learning Cycles – Begin February 2014</li> <li>3. Development of data walls – August 2014</li> <li>4. Design systematic and common approach to data collection, analysis and level of implementation - Summer 2014</li> <li>5. Utilize PLC processes in interdisciplinary teams – ongoing throughout project.</li> </ol>	<ol style="list-style-type: none"> <li>1. Determine the battery of assessments that will be used for this process               <ol style="list-style-type: none"> <li>a. MEAP or SBAC or other state assessment as determined by MDE and legislature</li> <li>b. Course-based common assessments OR state interim assessments – as developed</li> <li>c. NWEA/MAP Testing – 3x per year (September, January and May) – Reading, Language Usage, Mathematics and Science;</li> </ol> </li> <li>2. Train PLC Teams in highly-effective data analysis techniques and protocols for analyzing student work and teaching practices. Use PD components from Data 4SS to assist in training staff on effective data analysis practices. PLC teams to meet formally twice monthly to evaluate instructional practices and study formative assessment progress data from Instructional Learning Cycle objectives.</li> <li>3. Develop Tiered Intervention models for Literacy, Numeracy and School Climate/Culture; Train staff on differentiation within tiers of instruction. Train staff on data collection for informing RtI process</li> <li>4. Continue and enhance training and support on Datawise</li> <li>5. Use coaches to facilitate PLC meetings around data analysis and instructional improvement</li> <li>6. Train staff on research-based grading practices that inform instruction and motivate students</li> <li>7. Conduct grade-level intervention team data meetings every 6 weeks to analyze achievement gap closing for Tier II and Tier III students. Additionally conduct these meetings every 3 weeks for Tier III students as needed.</li> </ol>

## Transformation Model Required Activities - Woodward

Requirement	Resources Needed	Timeline	Tasks for Each Requirement
<b>Area 3: Increasing Learning Time and Mechanisms for Community-Oriented Schools</b>			
<p>Establish schedules and strategies that provide increased time for all students to learn core academic content by expanding the school day, week or year. Provide increased instructional time for core subjects during the school day.</p>	<p>Stipends for planning</p> <p>Stipend for delivery of programs</p> <p>Materials for implementation of programs</p> <p>Additional time for core subjects</p> <p>Additional time for enrichment</p>	<ol style="list-style-type: none"> <li>1. Organize schedules for extended learning opportunities</li> <li>2. Schedule appropriate staffs</li> <li>3. Acquire necessary materials and resources</li> <li>4. Secure partnerships with community support agencies.</li> </ol>	<ol style="list-style-type: none"> <li>1. 90 minute uninterrupted reading block (264 core instructional hours per student) for all students in the school each year. 60 minute uninterrupted mathematics block (178 core instructional hours per student) for all students in the school each year.</li> <li>2. Add supplemental instruction courses for Tier II and Tier III students which allows for an addition 30 minutes each day in intensive instruction in the identified area of deficiency (reading or numeracy). This will add an additional 88 hours of focused and intensive instruction for students who are identified as needing these classes.</li> <li>3. Partner with CIS-K for transportation.</li> <li>4. Provide organized, after school Homework Hub two days each week for 30 weeks, one hour each session, for struggling students. This activity utilizes 6-10 certified staff members to provide support for students to learn how to engage and manage homework effectively and to get help with classes with which they are struggling. (Total = 60 hours)</li> <li>5. Continue to provide instruction in Art, Music and Physical Education to all students. (Total = 94 hours)</li> <li>6. Partner with CIS of K to provide 21<sup>st</sup> Century Community in Schools programming. This program runs for 36 weeks, 4 days per week, for 2 hours each session. Students involved in this program are those identified as needing Tier II and Tier III support in Mathematics or Reading. (Total = 288 hours)</li> <li>7. Six-week Summer School program available to all students that meets for four hours each day, four days a week. (Total = 96 additional hours). Key elements for all students:               <ol style="list-style-type: none"> <li>a. Integrated and experiential learning activities in mathematics, science and literacy</li> <li>b. Community-based learning activities such as downtown museum, library, local environmental centers.</li> <li>c. Technology-enhanced learning opportunities with Compass Odyssey and Dreambox</li> </ol> </li> <li>8. Add 80 hours of professional development for all staff outside of time with students. This time will be spread out as follows:               <ol style="list-style-type: none"> <li>a. 28 hours of professional development in 4-day Summer PD Summit</li> <li>b. 13.5 hours of professional development for all staff in district provided 1.5-hour and 2-hour after-school PD sessions</li> </ol> </li> </ol>

## Transformation Model Required Activities - Woodward

Requirement	Resources Needed	Timeline	Tasks for Each Requirement
			<ul style="list-style-type: none"> <li>c. 20 hours of professional development in five 4-hour Saturday sessions in September, November, January March and May</li> <li>d. 8 hours of professional development in eight 1-hour sessions added by extending staff meetings</li> <li>e. 10.5 additional hours of professional development to be added in two-hour after school sessions to be determined by building leadership team around master district calendar</li> </ul>
Provide ongoing mechanisms for family and community engagement.	N/A	Ongoing	<ol style="list-style-type: none"> <li>1. Parent Advisory Council – Monthly</li> <li>2. Key Communicators</li> <li>3. Literacy Night/Math Night Activities – two times per year each</li> <li>4. Continue partnerships with nature center and public library</li> <li>5. Parent Involvement on SIT</li> <li>6. CIS of K – On-site liaison coordinates 21<sup>st</sup> Century CIS Program, works with individual students and assists with coordination of wrap-around and after-school tutoring services.</li> <li>7. Special programming for parent education through district Lift-up Through Literacy program</li> </ol>
<b>Area 4: Providing Operational Flexibility and Sustained Support</b>			
Provide the school operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rates.	N/A	Ongoing	<ol style="list-style-type: none"> <li>1. Principal will be given the flexibility to operate the school according to the proposed project, and as needed to substantially improve student academic outcomes. Areas of flexibility include: staffing, assignment of personnel to duties, managing the flow of all site-based discretionary funds, leading the staff Leadership Team, managing all school improvement plan goals, etc.</li> <li>2. Flexibility will be provided with regard to Instructional Pacing Guides to assure that teaching staff has discretion to adjust activities to assure the implementation of the district curriculum, and to provide instructional support through the RtI model described under Area 2 above. Any alterations must assure that the all essential learning benchmarks are met in the suggested district timeframe.</li> </ol>
Ensure that the school receives ongoing, intensive Technical Assistance and related support for LEA, SEA or other designated external partner or organization.	Consultant to assist in development of monitoring and evaluation systems	Ongoing	<ol style="list-style-type: none"> <li>1. Develop plan for monitoring and evaluating the implementation of the project. Use consultants to help Office of School Improvement and building principal construct the evaluation rubrics, timelines for assessment, and plans for modifying the project as needed.</li> </ol>

### Transformation Model Required Activities - Woodward

Requirement	Resources Needed	Timeline	Tasks for Each Requirement
			<ol style="list-style-type: none"> <li>2. Provide a status report to the BoE twice each year for the life of the project. Provide quarterly reports to MDE as requested.</li> <li>3. Office of School Improvement and Principal will develop and execute contracts regarding the use of State-approved Technical Service Providers, as necessary.</li> <li>4. Office of School Improvement and Principal, with assistance from state-approved technical assistance partners, will develop a plan for sustaining and monitoring the effectiveness of this restructuring plan beyond the grant cycle.</li> </ol>

### Transformation Model Permissible Activities - Woodward

Permissible	Resources Needed	Timeline	Tasks for Each Requirement
<b>Area 1: Development &amp; Increase School Leader Effectiveness</b>			
<p>Institute system for measuring changes in instructional practices that result from professional development.</p>	<p>Consultant for training in assessment development</p> <p>Literacy, numeracy, data and attendance/behavior coaches</p> <p>Technology infrastructure to build assessments, deliver them electronically, and analysis tools</p>	<p>See Area 4 above</p>	<p style="text-align: center;"><u>Program Monitoring and Evaluation – Area 4 above</u></p> <ol style="list-style-type: none"> <li>1. Research, design and implement a system for measuring the effectiveness of instructional change as a result of Professional Development</li> <li>2. Monitor and adjust professional development and coaching activities as a result of data analysis.</li> <li>3. Institute a peer observation and coaching system</li> <li>4. Regular use of structured administrator walk-throughs using GoObserve, with targeted findings shared immediately with observed staff. Monthly targets established by leadership team on implementation of initiatives professional development with aggregate findings shared at each staff meeting.</li> </ol>
<p>Ensure that school is not required to accept a teacher without mutual consent of teacher and Principal, regardless of seniority.</p>	<p><b>Attach Article 12 Section S of staffing section from old CBA in Letter of Agreement</b></p>		
<b>Area 2: Comprehensive Instructional Reform Strategies</b>			
<p>Conduct reviews to ensure that curriculum is implemented with fidelity and is impacting student achievement.</p>		<ol style="list-style-type: none"> <li>1. Selection and training of coaches for data, literacy, numeracy and attendance/behavior</li> <li>2. Selection and training in the use of selected literacy and numeracy strategies – June 2014</li> <li>3. Development and implementation of standards-based units</li> </ol>	<p style="text-align: center;"><u>Program Monitoring and Evaluation – Area 4 above</u></p> <ol style="list-style-type: none"> <li>1. Research, design and implement a system for measuring the effectiveness of instructional change as a result of Professional Development</li> <li>2. Monitor and adjust professional development and coaching activities as a result of data analysis.</li> <li>3. Institute a peer observation and coaching system</li> <li>4. Regular use of structured administrator walk-throughs using GoObserve, with targeted findings shared immediately with observed staff. Monthly targets established by leadership team on implementation of initiatives professional development with aggregate findings shared at each staff meeting.</li> <li>5. Semi-annual review of Surveys of Enacted Curriculum</li> <li>6. Annual review using KRESA Curriculum Audits</li> </ol>

### Transformation Model Permissible Activities - Woodward

Permissible	Resources Needed	Timeline	Tasks for Each Requirement
Implement a school wide multi-tiered system of support model.			<u>Area 2 above</u> 1. Further development of tiered intervention program for literacy, numeracy and school climate/culture  2. Design, implement and monitor a plan for the improvement of attendance  3. Development of tiered intervention strategies
Provide professional development to teachers/principals on strategies to support students in least restrictive environment and English Language Learners			1. Implement SIOP training and strategies – Year 2 2. Co-Teaching / Inclusion training and support – Beginning Year 2 and continuing throughout remainder of grant cycle
Use and integrate technology-based supports and interventions.			1. Read 180 – System 44 2. Compass Odyssey Used in Supplemental Reading and Mathematics classes and in extended learning programming 3. Dreambox 4. Purchase and use mobile technology (iPads or Chromebooks) to extend the reach of learning courseware beyond desktop computers and labs 5. Train staffs on effective use of instructional technologies purchased with this grant
Establish early warning systems to identify students who may be at risk of failure.			1. Continue with 6-week data studies. Use PLC structure to analyze data and make instruction/intervention decisions
<b>Area 3: Increase Learning Time and Creating Community-Oriented Schools</b>			
Partnering with parents and other organizations to create safe school environments that meet students’ social, emotional, and health needs.			Continue partnerships with Community Mental Health, Communities in Schools of Kalamazoo
Implementing approaches to improve school climate and discipline.			Implement Responsible Thinking Process
Expanding the school program to offer full-day kindergarten or pre-kindergarten			1. Continue full-day kindergarten program 2. Continue PEEP program