

Robichaud High School
Redesign Plan-Transformation
Westwood Community Schools
20010-2013

Robichaud High School beginning in 2009-2013 will implemented a Transformation Model that develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools.

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❖ **Process Used to Analyze the Needs of Each School**

Hamilton J. Robichaud is a traditional 9-12th grade high school. The student population size is approximately 500. Robichaud has experienced a 5% decline in enrollment from year to year for the past 4 years. As a result of declining enrollment, staffing has been cut, job duties have increased, resources have been cut, class sizes have increased, and professional development opportunities have been restricted.

Ninety-two percent of the population is African-American, and 82% of the population is economically disadvantaged. Students with disabilities comprise 17% of the student population. The proportion of male and female students is approximately equal.

Robichaud has a total of 29 teachers on staff. Over 50% of the teaching staff has been at Robichaud for eight years or more. Generally staff absenteeism is low. Inasmuch that class size is at 17 to 1 student to teacher ratio, students' academic performance data indicates that 92% of students entering 9th grade demonstrate scores of at or below 16% on the Explore Test in 2009 verse 56% of 9th graders nationally. Additionally, more than 50% of 11th graders scored below state standards in ELA and math. This harming student performance data makes it imperative that class sizes and teacher preparation are not jeopardized.

Robichaud utilizes parent-teacher conferences, e-mail, progress reports and teacher websites as means to involve parents in supporting student achievement. Parents are encouraged to attend monthly Board meetings, "Sip-n-Chat" with the superintendent and the monthly Parent Teacher Association meetings. Parents are also invited to participate on the district Strategic Planning Committee and interview committees. Despite the school's parent involvement initiatives, Robichaud's parent-teacher conference attendance hovers around 16%.

Analysis of the demographic data identified declining enrollment, the threat of increased class sizes, and limited parental involvement as areas of concern. The possible causes contributing to these concerns include losing students to neighboring districts, the movement of families due to the poor economy, and disconnect between the school and home.

Additionally, through the completion of the comprehensive needs assessment, focus group interviews, and teacher, student and parent surveys, the staff determined that high student failure rates, absenteeism, disciplinary referrals, and low staff morale have contributed to a decline in school spirit and climate.

Each of the selected reform strategies is based upon sound research and is in alignment with the findings of the comprehensive needs assessment. The strategies chosen were selected to address the identified needs of:

- Student achievement in Math and ELA

The chosen strategies include:

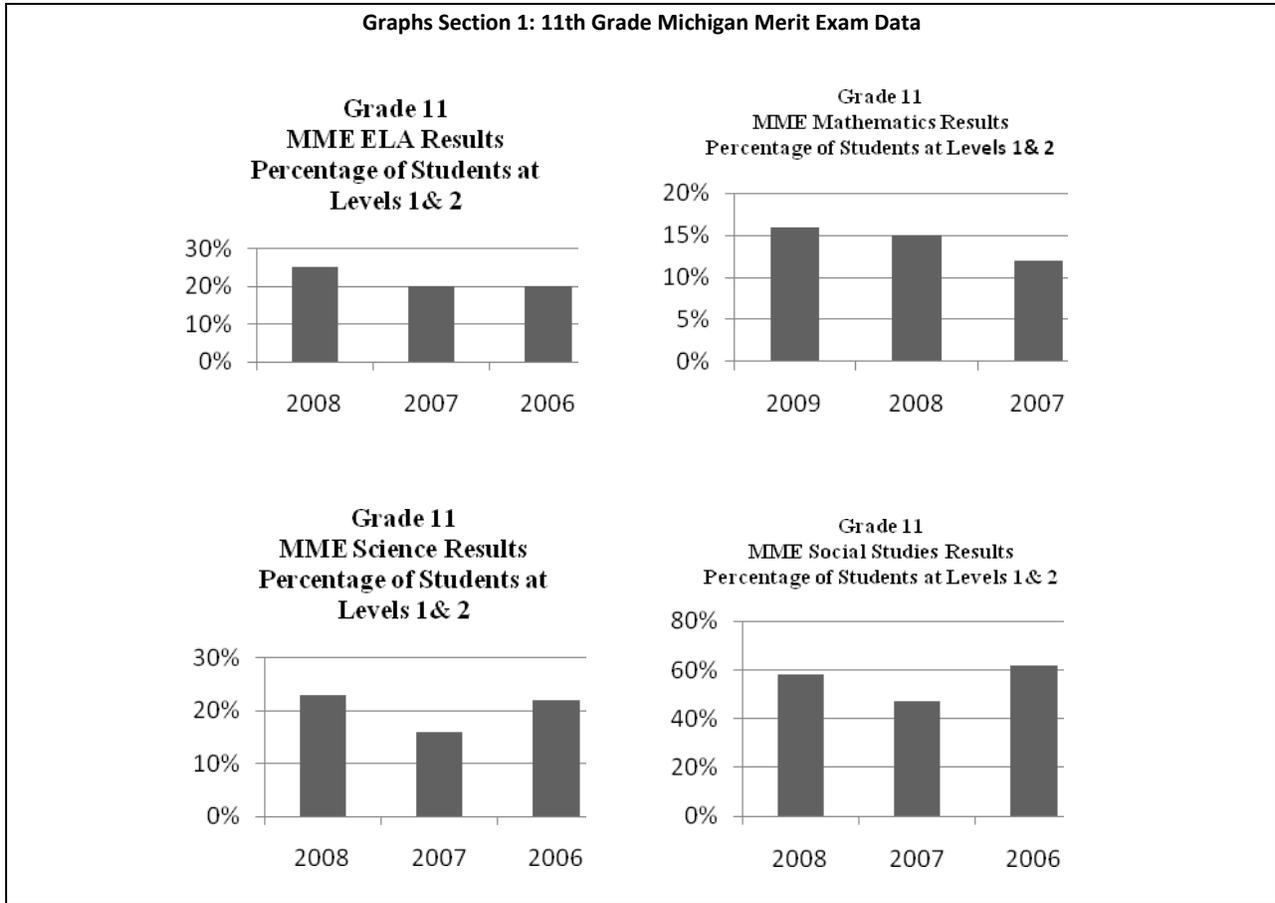
- Reorganizing schools into small learning communities, including a Ninth Grade Success Academy, Career Academies for the upper grades, and a New Tech High School to provide students and parents options and phasing in a ‘twilight school ‘for students that need flexible schedule.
- Instituting a research-based curriculum designed to move all students toward advanced high school work in English and mathematics.
- Offering recovery opportunities and extra help for students who need it.
- Providing professional development opportunities for teachers and administrators to support implementation of the recommended reforms.
- Creating parent- and community-involvement activities that encourage students’ career and college development.

A key feature of the implementation process is the support provided by an on-site organizational facilitator and a team of coaches who work daily with school leaders to support implementation of the transformational model. In addition, a team of academic content coaches whose role is curriculum developers and trainers are in frequent contact with the school-based facilitators and with key members of the school’s leadership and instructional teams The school leadership team consisting of building administration and teachers in collaboration with the superintendent and the director of state and federal programs examined each piece of data to identify strengths and weaknesses. These were determined using National benchmarks. Data was disaggregated by each subgroup (gender, race, socioeconomic status) using the sources listed below to assure that true weaknesses were discovered and to assure that the data was mined to go beyond surface weaknesses. The team also had an outside evaluating team North Central Association (NCA) visit the school to examine practices, policies, and achievement. Utilizing the Michigan School Improvement Framework, Robichaud High School has analyzed disaggregated data from multiple sources: Please see chart below for CNA data analysis:

Table 1: CNA Data Analysis

Name and Type of Measurement Instrument	Grade level Assessed	Subject Area Assessed
1 ACT-Explore Test	9th Grade	English, Math, Reading, Science
2 ACT-PLAN Test	10th Grade	English, Math, Reading, Science
3 SRI – Scholastic Reading Inventory	9th-11th Grade	Reading
4 Key Train	9th -11th Grade	Reading for Information, Applied Mathematics, and Locating Information
5 Final Exams	All grades	All core content area subjects

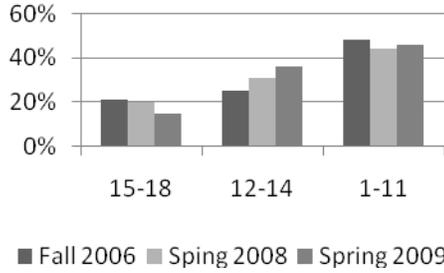
Longitudinal data for every standardized test taken at every grade level indicates student deficiencies in the following areas-ELA and Mathematics



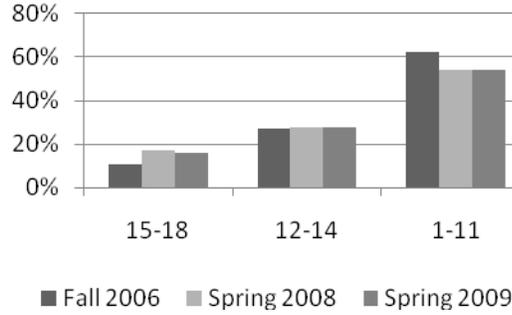
Careful review of the grade 11 MME results shows the school is not performing satisfactorily in any of the subject areas. Students are performing well below the Michigan AYP targets in both Math and ELA. In accordance with accountability system mandated by No Child Left Behind of 2001, all students must be 100% proficient in reading and math by 2014. Currently, the data indicate that the students at Robichaud academically demonstrate very little growth, if any, has occurred over a three-year time span. The information gained from this data will be used to develop diagnostic assessments to determine modifications in the curriculum, changes and professional development needs in instructional practices, intervention, remediation for students and the creation of Westwood New Tech High School a smaller school within Robichaud High School.

Graphs Section 2: 9th Grade Explore Data

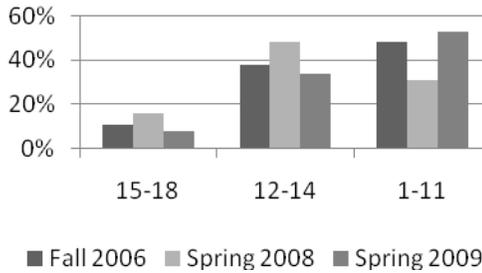
**Grade 9
 Explore English Scores
 Percentage of Students in Score
 Ranges**



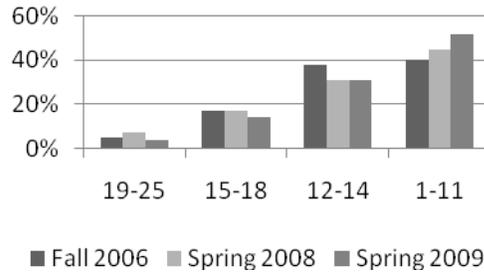
**Grade 9
 Explore Math Scores
 Percentage of Students in Score
 Ranges**

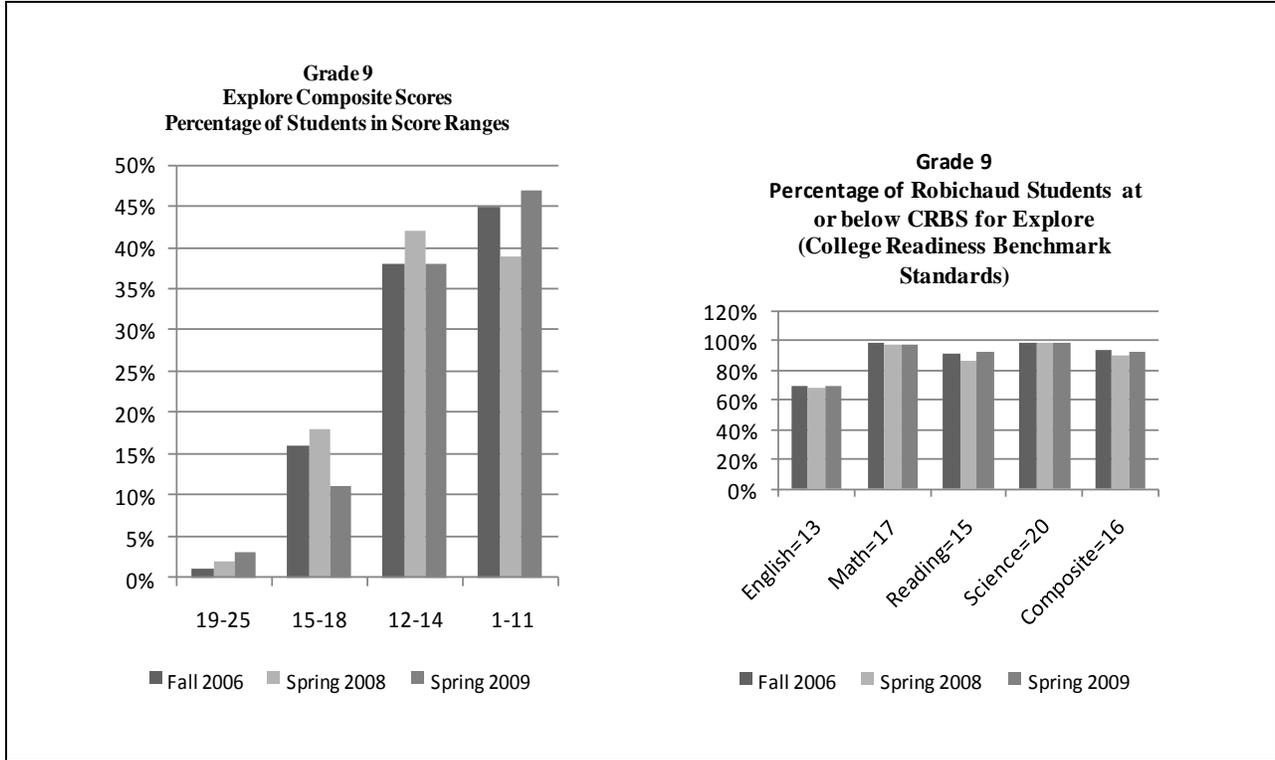


**Grade 9
 Explore Reading Scores
 Percentage of Students in Score
 Ranges**

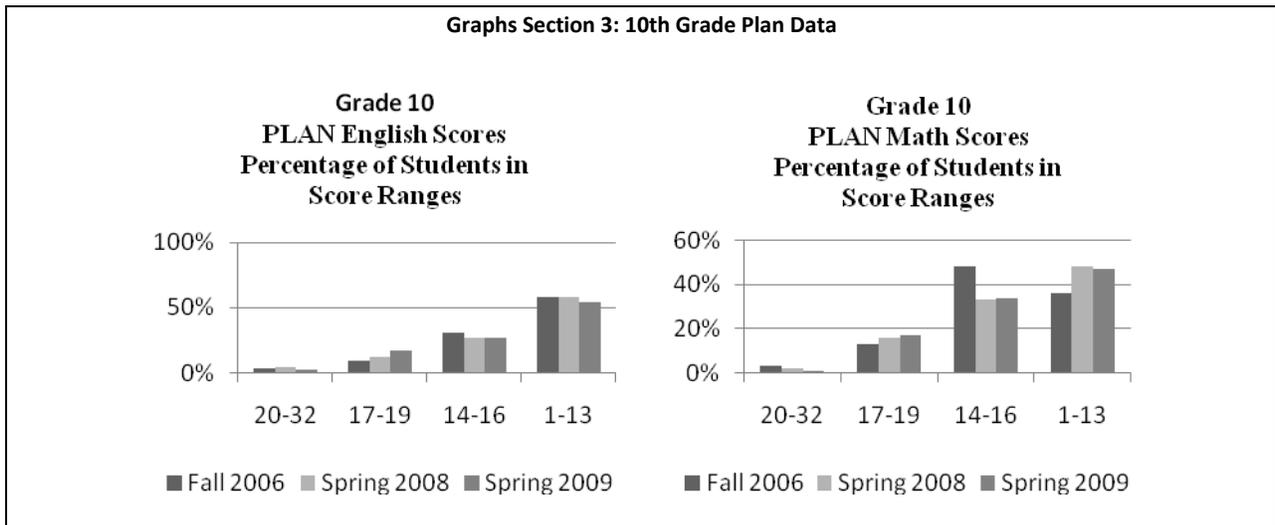


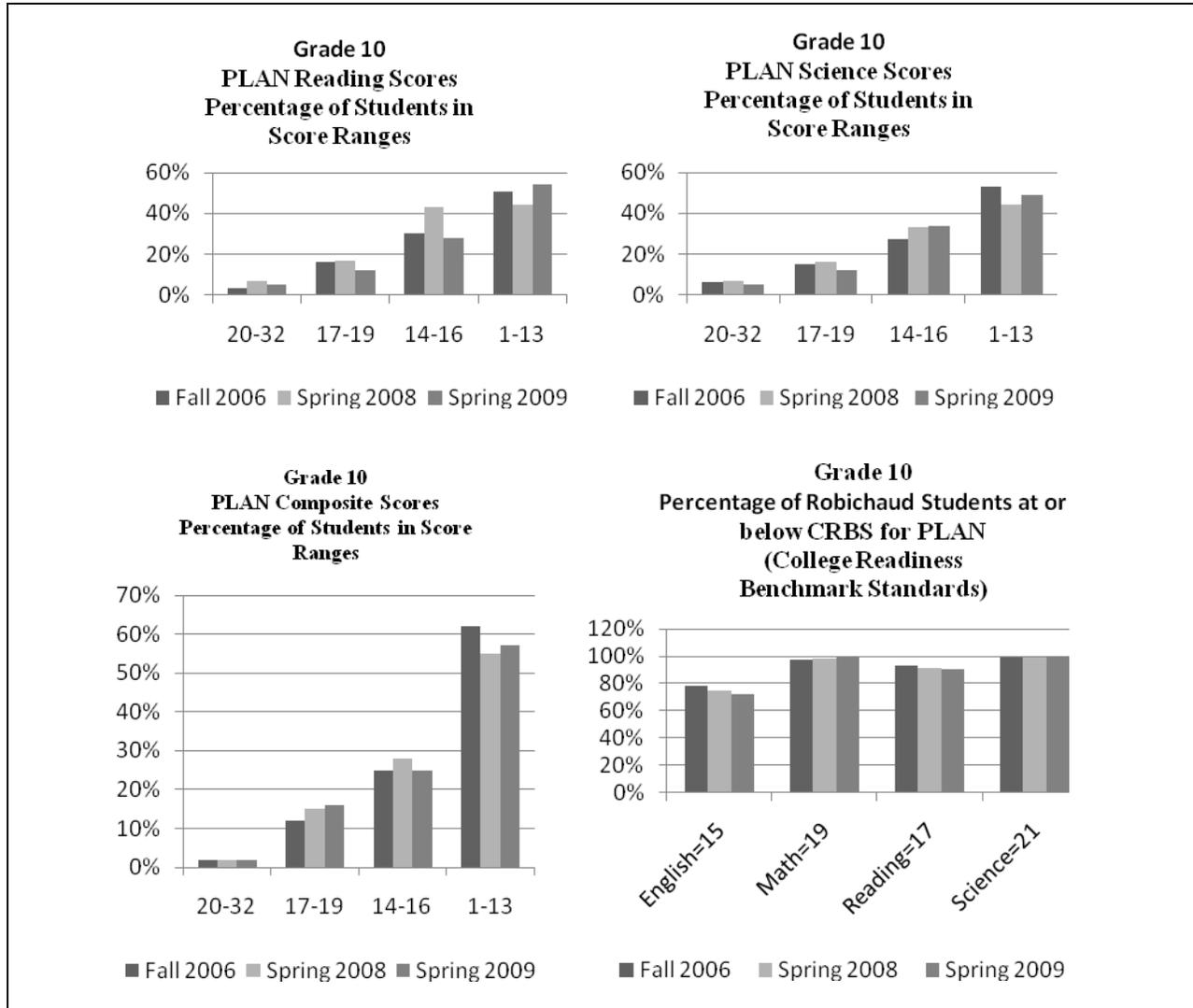
**Grade 9
 Explore Science Scores
 Percentage of Students in Score
 Ranges**





In every subject area, a preponderance of the ninth grade student population is performing in the 1-11 score range. Although student performance is low in all subject areas, ninth grade students are performing better in English than in any other subject area. No improvement in any subject area has been identified within the last three years. The number of students performing below the College Readiness Benchmark Standards is significantly high; indicating Robichaud students are not being prepared for college. The implications of this data are a huge need for academic support for students, professional development in research-based instructional strategies proven to improve student performance, and a concentrated focus in the content areas of Math, ELA and Science.

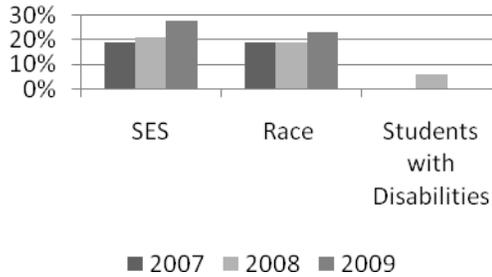




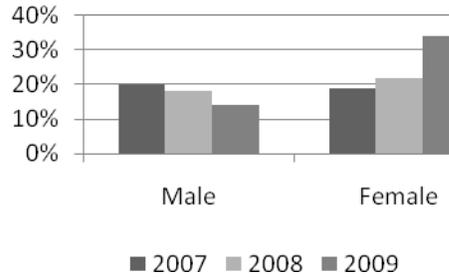
In every subject area, a significant number of tenth grade students are performing in the 1-11 score range. Although student performance is low in all subject areas, tenth grade students are performing better in English than in any other subject area. Student performance over the past three years has shown a slight decline. As with the Explore exam, the number of students performing below the College Readiness Benchmark Standards is significantly high; indicating Robichaud students are not being prepared for college. The implications of this data are a huge need for academic intervention for students, professional development in research-based instructional strategies proven to improve student performance, and a concentrated focus in the content areas of Math, ELA and Science. Also, the creation of Westwood New Tech High School transforms the culture in the school dramatically. This creates smaller learning communities for students. Both Robichaud and New Tech High will offer students and teachers increase learning opportunities.

Graphs Section 4: Subgroup Analysis

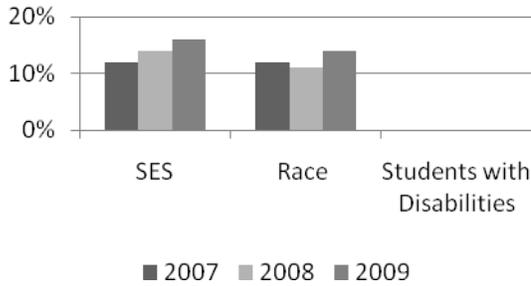
**Grade 11
 Percentage of Sub-group Meeting
 State Proficiency Standards
 ELA**



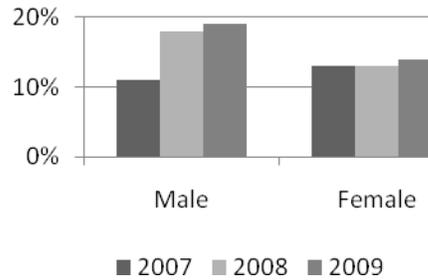
**Grade 11
 Percentage of Sub-group Meeting
 State Proficiency Standards
 ELA**



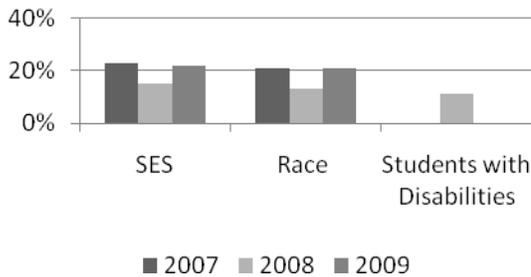
**Grade 11
 Percentage of Sub-group Meeting State
 Proficiency Standards
 MATH**



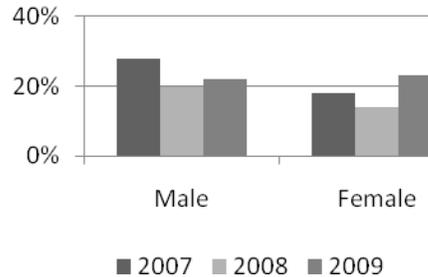
**Grade 11
 Percentage of Sub-group Meeting
 State Proficiency Standards
 MATH**

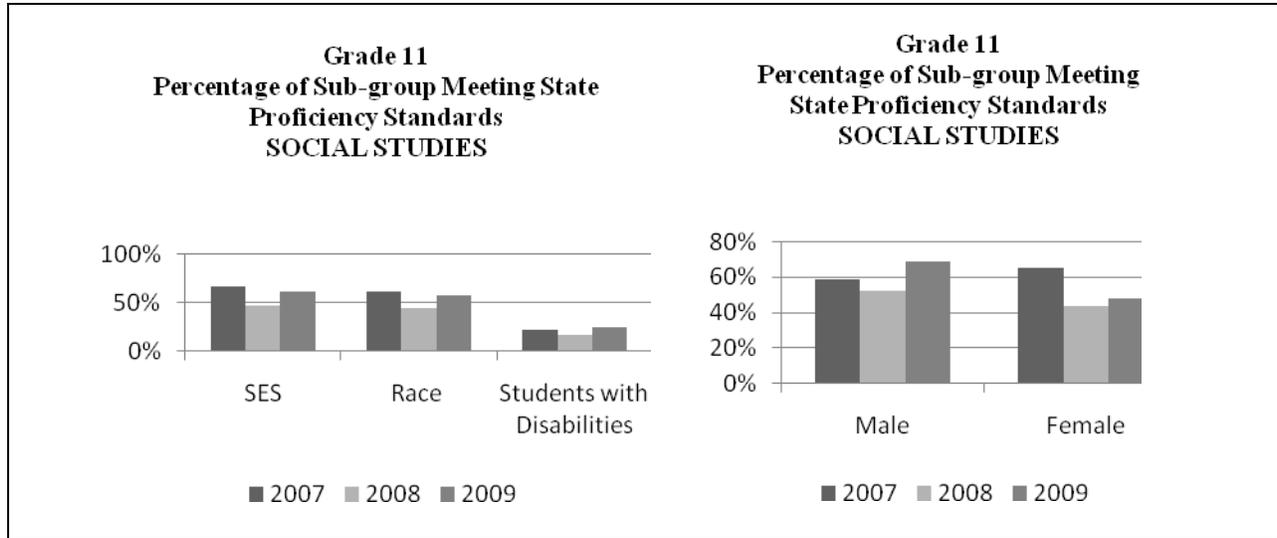


**Grade 11
 Percentage of Sub-group Meeting State
 Proficiency Standards
 SCIENCE**



**Grade 11
 Percentage of Sub-group Meeting
 State Proficiency Standards
 SCIENCE**





When looking at student achievement data, all of the subgroups are performing below the state average on the MME. On the contrary; there has been an increase in student performance in all subject areas over the past year. Both boys and girls have seen a slight increase in performance in all subject areas except for ELA, where boys showed a slight decrease during the past year. Of the three subgroups at Robichaud, students with disabilities have the poorest performance. Analysis of the subgroups indicates the students with disabilities population is also in need of academic intervention. This data will be used to revamp, revise and guide classroom instruction and co-teaching pedagogy in addition to professional development in meeting the needs of diverse learners. This data will be used to provide co-teaching pedagogy in addition to effective professional development in meeting the needs of diverse learners. Additionally, the New Tech High School will provide students with educational options that enhance the educational opportunities for enrolled students at Robichaud and also prospected students.

In addition to the use of the aforementioned data, the leadership team also completed the Michigan on Site Review School Study guide which indicated major weaknesses in 3 key areas:

- **Strand I teaching and learning-** although the core curriculum is aligned with state standards, Robichaud high school does not have a comprehensive cohesive plan for instruction and learning.
- **Strand III personal and professional learning-** Professional learning has not focused on both content and pedagogy.
- **Strand V-** Data and information management.

❖ **LEA's Capacity**

McREL's *Leadership Folio Series: Guiding Comprehensive School Reform* suggests that sustaining school reform initiatives are found to be the result of the interaction of multiple factors at the school level. These factors include **commitment, resources, time, infrastructure, and professional development**. We have models that will address each of these areas and in particular:

School Level Administrative Commitment is critical to successful implementation and sustainability of school reform and the commonality is that the administration has a clear mission and vision of the reform and could communicate reform expectations and accountability to all staff members and the entire school community. We believe that Robichaud High School has this vision. Below is the collective mission statement.

The mission of Hamilton J. Robichaud High School and Westwood New Tech High School is to work cooperatively with the home and community to provide a safe, diverse, challenging, and positive academic environment while creating competitive scholars and promoting higher-level thinking.

This compliments the mission of the district which is to: Working together to prepare students to succeed in a competitive society

Shared Leadership is in schools that adhere closely to a reform model. School leaders at Robichaud High and Westwood New Tech High have decision-making power, collect and utilize feedback to guide the reform, and communicate decisions effectively to the rest of the community. Shared leadership often supersedes a lack of resources. Shared leadership is an integral part of Robichaud High School's reform models. Teams at the school level, when effectively purposed, organized, and supervised, provide an infrastructure for continuous improvement. Marzano (2003) points out that leadership should not reside with one individual; a team approach to planning and decision-making allows for distributive leadership. While principals in effective schools promote staff collaboration, teachers working with less effective instructional leaders function more as individuals than as members of a school team—"in the less successful schools, teachers were often left completely alone to plan what to teach, with little guidance from their senior colleagues and little coordination with other teachers" (Rutter et al., 1979, p. 136). Collaborative activities that do occur in these less successful schools are more socially based and less professionally oriented than the exchanges that occur in schools with more effective instructional leaders.

Schmoker (1996) recommends that teams of teachers implement, assess, and adjust instruction in short-term cycles of improvement—not annually, but continuously. Common team tasks include intensive efforts to align content taught across grades, and development of interim and diagnostic mini-assessments to monitor student progress on a continuing basis. Practices such as the development of agendas and minutes and the use of organized procedures for meetings help the teams stay focused and maintain a history of teamwork.

Planning and decision-making within Robichaud will require *teams, time, and access to timely information*. That is, decision-making groups must be organized and given time to plan and monitor the parts of the system for which they are responsible. Hassel et al. (2006) provide useful tools to begin the change process and get planning teams started.

A structure for team planning, work, and decision-making at Robichaud includes a Leadership Team, Instructional Teams, and a team focused on the family-school connection (such as a School Community Council).

- The **Leadership Team** is will be comprised of the principal and team leaders from the Instructional Teams (grade level or subject area teams). The Leadership Team may also function

as the School Improvement Team, with parent members attending meetings scheduled for purposes of reviewing and amending the school improvement plan.

- The **Instructional Teams** are manageable groupings of teachers by subject area who meet to develop instructional strategies aligned to the standards-based curriculum and to monitor the progress of the students in the grade levels or subject area for which the team is responsible.
- School **Community Council** is comprised of the principal, counselor, social worker, teachers, support staff and parents. The School Community Council advises, plans, and assists with matters related to the school-home compact, homework, open houses, parent-teacher conferences, school-home communication, and parent education (including training and information about learning standards and the parents' role in supporting children's learning at home).

Below are action steps for shared decision making:

1. Develop written statements of purpose and by-laws for each team's operation.
2. Provide teams with work plans for the year and specific work products to produce.
3. Insure that all teams prepare agendas for their meetings, maintain minutes, and catalog their work products.
4. Maintain a file of the agendas, work products, and minutes of all teams.
5. Provide adequate time for teams to meet, conduct business, and meet the expectations of district and school policy. A rule of thumb is that Leadership Teams and School Community Councils meet twice each month for an hour each meeting; Instructional Teams meet twice each month for 45 minutes to conduct business and for blocks of time of 4 to 6 hours each month to review student learning data and develop and refine instructional plans. Insure that teams receive timely access to information, including student progress data and summaries of classroom observations.
6. Provide professional development on effective teaming practices.
7. Incorporate team structures into the school improvement plan and school governance policy.
8. Establish an additional learning community within the school, creating Westwood New Tech High School.

Use of Benchmarks and Evaluation data to Track Progress and Results Use of data, coupled with a leadership team indicated above, collects feedback and holds one another accountable to reform goals, is often more important than a formal evaluation plan. This structure is built in to the school reform model chosen by Robichaud High School. The *Using Student Achievement Data to Support Instructional Decision Making* practice guide published by IES defines data-based decision making as "...teachers, principals, and administrators systematically collecting and analyzing various types of data, including demographic, administrative, process, perceptual, and achievement gap, to guide a range of decisions to help improve the success of students and schools" (pp. 46). The activities and decisions undertaken by Robichaud High School will involve database decision-making, such as screening students for placement, using progress monitoring or formative assessments to determine curricular changes, and interpreting annual performance data to identify areas of weakness for future educational focus.

Data systems allow for the collection, interpretation, and use of student data. A universal screening system will be used at the beginning and middle of the school year to identify students who are academically on-track and those who are at-risk for difficulties in key critical content areas, such as

reading and mathematics (Gersten, Beckmann, Clarke, Foegan, Marsh, Star, & Witzel; 2009; Gersten, Compton, Connor, Dimino, Santoro, Linan-Thompson, & Tilly, 2008). At-risk students will be selected to receive research-based interventions. We will also use progress-monitoring data (collected on a frequent basis) to gauge the students' progress (or response to an intervention) towards critical academic outcomes (Tilly, 2008). Formative assessments will be collected to give teachers feedback about students' understanding of the material presented and what minor adjustments to their instruction may be needed to improve students' understanding.

Below are the action steps:

1. Identify which students are at risk for difficulties with certain subjects, such as mathematics or reading, and provide more intense instruction to students identified as at risk (Hamilton, Halverson, Jackson, Mandinach, Supovitz, & Wayman, 2009; Gersten, Beckmann, Clarke, Foegen, Marsh, Star, & Witzel, 2009; Gersten, Compton, Connor, Dimino, Santoro, Linan-Thompson, & Tilly, 2008).
2. Employ efficient, easy-to-use progress monitoring measures to track the progress of students receiving intervention services towards critical academic outcomes (National Center on Response to Intervention, n.d.; Hamilton, Halverson, Jackson, Mandinach, Supovitz, & Wayman, 2009; Gersten, Beckmann, Clarke, Foegen, Marsh, Star, & Witzel, 2009; Gersten, Compton, Connor, Dimino, Santoro, Linan-Thompson, & Tilly, 2008).
3. Use formative assessments to evaluate learning and determine what adjustments can be made to instruction to enhance student understanding (The National Center for Fair and Open Testing, 2007).

Based on an analysis of student achievement data, Robichaud High School has chosen a school improvement model that supports sustainability by changing ineffective instructional practices. Once in place, these changes have little cost associated with them other than training new hires and retraining for effectiveness. At the end of three years, Robichaud High School will have built sufficient capacity from within to carry on the reform model. Additionally, the reallocation of other funding sources toward school improvement efforts will insure that all possible funding is available to continue the reform.

The Transformation model has built-in effective leadership training for the administrators and the aforementioned school leadership team. In addition, through the Transformation Leadership Coach, and Academic and Technology Coaches, support will be onsite daily to provide weekly feedback, instruction, and encouragement to teachers on the implementation of interventions designed to offer operating flexibility. Operating flexibility will include scheduling, extended learning time, and an effective reward system. Staff will be provided daily support from the Academic and Technology Coaches in the form of modeling, side by side coaching, assistance in planning, and intervention implementation. The superintendent, director of state and federal programs and business manager have assisted the high school administration in identifying alternative funding sources to sustain operation protocol that may require financial support. These resources will include additional general funds, local businesses, alumni associations, foundations, other grants, school boosters, and private donations.

School leadership and staff will be provided regular training in affecting school change and in technology integration. Topics will include school design, assessment, and instruction, building a strong team, and shared responsibilities. High school administration will also be assigned mentor administrators from other districts that they can call to receive advice and feedback when necessary. The administrators will

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also engage in instructional leaderships methods nationally recognized research such as, *Instructional Rounds in Education, A Network Approach to Improving Teaching and Learning*, by Elizabeth City, Richard Elmore, Sarah Fiarman and Lee Teitel.

Plans for sustainability

Interventions and Activities	Plan for Sustainability
Professional consultants/Data tool analysis	Data tools for analysis will not require additional funding at the end of the grant period. Professional consultants will have trained faculty, staff, and district personnel to have sufficient capacity to continue the school improvement efforts.
Change in Governance	District, school leaders and staff create an organizational structure and process that ensures continuous involvement with faculty on what to teach; how to teach it; what students are expected to learn; how to assess what they have learned; and how they relate to each other, to the students and to the home and community.
Academic Coaches (ELA & Math)	At the end of the grant period, these positions will be moved to other fund sources.
Technology Coach	At the end of the grant period this position would be moved to general fund, Title II or a competitive grant
RTI (Response to Intervention)	After training, there is little cost associated with Response to Instruction and local funds will be allocated for this cost.
Professional Development	Any additional professional development necessary (retraining, new hires) will be provided with Title I and Title II funds and general funds.
Transformation Leadership Coach	At the end of the three year grant period, the principal and school leadership team will have sufficient training and capacity to insure that instruction continues to be data driven and collaboration continues to take place as a result of the ongoing training and professional development.
21st Century Classrooms	Once purchased, the maintenance for 21st Century classrooms will be done by a locally funded technician and integration continued by the Technology coaches.
New Tech Network Training	Work throughout the three-year cycle of training focuses on creating and expanding the essential school conditions for improved

	student achievement. The training is designed to build the collective capacity of the adults within a school.
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• **Design and Implement INterventions**

According to the *Final Requirements for School Improvement Grants* document, as amended in January 2010, schools selecting the transformation model are required to implement each of the following strategies:

I. Developing and increasing teacher and school leader effectiveness.

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

In April 2009, the Westwood Community School District began the process for selecting a principal and assistant principal to lead Robichaud High School. Westwood Community Schools hired Mrs. Kellie Cunningham as the new principal of Robichaud High School in the fall of 2009. The hiring of Kellie Cunningham was with the specific intent of improving performance and turning around Robichaud high School. Mrs. Cunningham’s performance is considered above satisfactory as measured by her administrator evaluation. Change is occurring in building culture and instructional improvement. Michigan Merit Exam scores have improved under the leadership of Mrs. Cunningham. Robichaud met AYP for the first time in 4 years. She has developed in short time a laser approach to the teaching and learning process at Robichaud. She established protocols that emphasized student learning is essential and expected.

The superintendent has selected Mrs. Cunningham to continue the transformation process that she started with the additional support of a leadership coach. It is imperative to the strategies proposed in this grant to keep administration stable. Principals are critical to a school’s ability to more effectively implement school improvement activities and programs. Analyses suggest that schools without stability in school leadership are less likely to implement the key school improvement components. This action is consistent with research on the development and effectiveness school improvement efforts in schools (Griffith, 2008).

Due to the intent of this hire and success of Mrs. Cunningham, the Westwood Community School District believes it is in compliance with requirements and expectations of this grant. Mrs. Cunningham demonstrates the competencies of a turnaround transformational leader as identified by Public Impact (2008): School Turnaround Leaders: Competencies for Success.

b. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth and are designed and developed with teacher and principal involvement.

The American Recovery and Reinvestment Act of 2009 (P.L. 111-5) requires states to take actions to improve teacher effectiveness by 2011. The Westwood Community Schools is currently in negotiations with the teachers bargaining unit to ensure that the 2010/11 Teacher evaluation system is researched based and are aligned with student achievement outcomes. This will include:

- Instructional Focused Accountability
- Ongoing Applied Professional Growth
- Performance Based Compensation

The following table is an example of the Student Growth evaluation section.

Table 2: Student Growth

Student Growth			
1. A baseline for learning has been established			
Exceeds Expectations	Meets Expectations	Progressing Toward Expectations	Unsatisfactory
Previous scores on state administered tests, standardized and/or local/teacher made benchmark testing that encompasses learning levels on at least 9 week basis are recorded and utilized to determine modifications for instruction.	Previous scores on state administered tests or standardized tests are recorded in a class profile. Where these instruments are not available, an assessment for placement is administered to determine current level of student performance at the beginning of the year.	Teaching is directed by the Michigan Framework/Common Syllabus as well as the textbook with no reference to prior student performance.	Teaching is directed by the textbook with no reference to the Michigan Framework/Common Syllabus or prior student performance.
2. Evaluation of student learning involves pre and post assessment			
Exceeds Expectations	Meets Expectations	Progressing Toward Expectations	Unsatisfactory
Pre and post assessments are used to provide group and individual instruction where needed.	Pre and post assessments are a part of on-going classroom instruction .	Pre-assessments are not used consistently. Post-assessments are administered at the end of the instructional period.	Pre and post assessments are not used.
3. Student progress related to Michigan Core Standards/Common Syllabi is recorded and/or graphed on a regular basis to determine appropriate pacing of instruction			
Exceeds Expectations	Meets Expectations	Progressing Toward Expectations	Unsatisfactory
Pacing of instruction is in agreement with state and local goals, allows for flexible grouping and individual student mastery of benchmarks	Pacing of instruction is directed toward the total group and/or sub-groups and is in agreement with state and local goals or benchmarks	Pacing of instruction has been identified and not in sequence with school or district goals	Pacing of instruction is not identified
4. The teacher will achieve his or her measurable student learning objective for state and national assessments.			
Exceeds Expectations	Meets Expectations	Progressing Toward Expectations	Unsatisfactory
The teacher exceeded the	The teacher met the	The teacher was within	The teacher was sixteen

measurable student learning objective written for state and national assessments.	measurable student learning objective written for state and national assessments.	fifteen percent the measurable student learning objective written for state and national assessments.	percent or more below the measurable student learning objective written for state and national assessments.
5. The teacher will achieve his or her measurable student learning objective for district, school and other assessments.			
Exceeds Expectations	Meets Expectations	Progressing Toward Expectations	Unsatisfactory
The teacher exceeded the measurable student learning objective written for district, school, and other assessments.	The teacher met the measurable student learning objective written for district, school, and other assessments. .	The teacher was within fifteen percent the measurable student learning objective written for district, school, and other assessments.	The teacher was sixteen percent or more below the measurable student learning objective written for district, school, and other assessments.

Using a value added approach by linking evaluation with academic standards for students and professional standards for teachers will transform teacher evaluation into a more effective tool for improving instructional practice and raising student achievement at Robichaud High School. To improve teacher evaluation, central office and building administration will employ the following strategies:

- **Focus evaluation policy on improving teaching practice**—Robichaud High School and Westwood New Tech High School will use teacher evaluations as an informational tool to help administrators identify teachers who need additional or specialized assistance and to help individual teachers improve their instructional practices. Additionally, multiple measures of evaluation will be implemented:

- Peer to Peer
- Self evaluation
- Portfolio

- **Incorporate student learning into teacher evaluation**— Robichaud High School will transform evaluation from a traditionally input-based process into an outcome-driven one using measurable student achievement on the standardized assessments indicated in the comprehensive needs assessment (MME, PLAN, Explore, ACT) as principal data on which teachers are evaluated. Value-added estimates in combination with other measures will inform teacher evaluation decisions. Using the following strategies to develop a more effective evaluation system based on current research conducted by Morgan L. Donaldson. Using Teacher Evaluation to raise teacher quality, 2009, the teacher evaluation will include:

- Rigorous professional standards that reflect the complexity of teaching and learning;
- A credible evaluation system that is multidimensional and requires multiple data sources, including standardized test scores where available;
- Collaboration between teachers and administrators;
- Evidence of student learning;
- Evidence of teachers’ teaching and learning environment; and

- Professional judgment to grant and revoke tenure.
- **Create professional accountability**—Career ladders can provide Robichaud High school an opportunity to strengthen teacher evaluation policy and align it with performance-based teaching standards. Professional classifications (such as “beginning,” “mentor,” and “master” teacher) can also provide a framework through which to implement performance-based compensation.
- **Train evaluators**—Principals will need training opportunities to conduct more accurate and effective teacher assessments. Training will focus on skills such as analyzing effective teaching practice, determining a teacher’s impact on student learning, and providing leadership for professional development and remedial assistance. The Michigan Principals Fellowship will meet this need.
- **Broaden participation in evaluation design**—The Westwood Community Schools District administrative leadership team consisting of building principals, superintendent, and executive director of innovative programs/curriculum must reach out to all education stakeholders, including teachers to design a teacher evaluation system. Teachers and building administrators must have confidence in and an understanding of evaluation— prior to and during implementation—to ensure its long-term sustainability.
- **Removal of staff who has not increased student achievement**—The current contract language contains provisions for two evaluations per year for non-tenured teachers with one evaluation every three years for tenured staff. Below are the proposed actions for removal of leaders and staff having not increased student achievement:
 - If a probationary teacher receives a less than satisfactory final evaluation he/she will be recommended for non-renewal.
 - If a tenured teacher less than satisfactory final evaluation he/she will be provided with an individualized development plan.
 - If tenured teacher does not complete IDP with satisfaction, the teacher will be recommending by leadership for dismissal.

Robichaud High School Leader and School Improvement team developed evaluation system that is comprehensive and will include:

- Transparent standards and rubrics for meeting those standards;
- Access to professional development to assist in meeting the standards;
- Labor and management group that examines the evidence, both for granting continuing employment status and for dismissing teachers;
- Create data systems; develop better measures of student achievement and classroom practices;
- Construct professional development activities and opportunities;
- Work labor-management teams on the processes for the evaluation;
- Teachers must understand the standards and the levels of performance required;
- Evaluator/administrators and peer reviewers a must be trained to assure that they are consistent in their judgments of teacher quality.

The leadership team believes this evaluation system supports the transformation process and is a
 Version 3

worthy investment, especially when considering the high the costs to children in lost opportunity from poor instruction and the costs to other teachers who have to deal with the consequences of weak and incompetent teaching.

Principal Evaluation: Principals or the ‘instructional leader’ will be evaluated annually using a various tools. The principal’s effectiveness and school leadership will be measured using several data points: School achievement data, student surveys, parent surveys, teacher surveys, and performance matrix by Doug Reeves, The principal will evaluation will be based on school level value added student achievement growth scores that will be calculated and the principal will be expected to achieve their schools measured learning objectives outlined in their school improvement plans (SIP).

Data Sets Collected	Time	Purpose
Student Survey	Annually	Perceptions of school climate, interaction and academic achievement levels
Teacher Surveys	Annually	Perceptions of school climate, interaction with students, staff, parents and academic achievement levels
Parent Surveys	Twice a year	Perceptions of school climate, interaction with students, staff parents and academic achievement levels

The Leadership Performance Matrix, by Dr. Douglas Reeves, founder of Leadership and Learning Center, provides the tools to support a new vision for leadership assessment and coaching that is for formative, constructive, and unambiguous.

Table 3: Leadership Performance Matrix

Leadership Dimension	Not Meeting Standards	Progressing (Leadership Potential)	Proficient (Local Impact)	Exemplary (Systemwide Impact)
1.0 Resilience				
1.1 Constructive reaction to disappointment and failure	Defensive and resistant to the acknowledgment of error.	Acknowledges personal and organizational failure when confronted with evidence.	Public reports, including accountability documents, plans, and oral presentations, include frank acknowledgement of prior personal and organizational failures, and clear suggestions for system wide learning resulting from those lessons.	Readily acknowledges personal and organizational failures.

<p>1.2 Willingness to admit error and learn from it</p>	<p>Unwilling to acknowledge errors. When confronted with evidence of mistakes, is defensive and resistant to learning from mistakes.</p>	<p>Able to accept evidence of mistakes when offered by others. Some evidence of learning from mistakes.</p>	<p>Share case studies of personal and organizational errors in a way that is used to guide, inspire, and teach colleagues throughout the organization. Builds resilience in colleagues and throughout the organization by habitually highlighting and praising “good mistakes” where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future.</p>	<p>Admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues. Evidence of learning from past errors. Nondefensive attitude in accepting feedback and discussing errors and failures.</p>
<p>1.3 Constructively handles disagreement with leadership and policy decisions</p>	<p>Ignores or subverts executive and policy decisions that are unpopular or distasteful.</p>	<p>Sometimes challenges executive and policy leadership without bringing those concerns to appropriate executive and policy authorities. Sometimes implements unpopular policies unenthusiastically or because “I’m just following orders, but I don’t like it.”</p>	<p>In disagreements with policy and leadership decisions, is able to articulate the disagreement and advocate for a point of view based on the best interests of the organization and is willing to challenge executive authority and policy leaders appropriately with evidence and constructive criticism, but once the decision is made, fully supports and enthusiastically implements organizational policy and leadership decisions.</p>	<p>Accepts and implements leadership and policy decisions.</p>
<p>1.4 Constructively handles dissent from subordinates</p>	<p>Dissent is absent due to a climate of fear and intimidation.</p>	<p>Leader tolerates dissent, but there is very little of it in public because subordinates do not understand the leader’s philosophy about the usefulness of dissent.</p>	<p>Creates constructive contention, assigning roles if necessary to deliberately generate multiple perspectives and consider different sides of important issues. Recognizes and rewards thoughtful dissent. Uses dissenting voices to learn, grow, and where appropriate, acknowledges the leader’s error. Encourages constructive dissent, in which multiple voices are encouraged and</p>	<p>Leader uses dissent to inform final decisions, improve the quality of decision making, and broaden support for final decisions.</p>

			heard, and the final decision is made better and more broadly supported as a result.	
1.5 Explicit improvement of specific performance areas based on the previous leadership evaluation	No evidence of reference to previous leadership evaluations in the leader's choices of tasks and priorities.	Leader is aware of previous evaluations, but has not translated them into an action plan.	Previous evaluations are combined with personal reflection and 360-degree feedback to formulate an action plan that is reflected in the leader's daily choices of priorities as well as in the organization's priorities. The influence of previous evaluations has an impact not only on the leader, but on the entire organization.	Previous evaluations are explicitly reflected into projects, tasks, and priorities. Performance on each evaluation reflects specific and measurable improvements along the performance continuum from ineffective, to progressing, to proficient, to exemplary.
2.0 Personal Behavior				
2.1 Integrity	The words "I'm working on it" or "I'm doing the best I can" are regarded as acceptable substitutes for commitments. This leader cannot be trusted to follow through with tasks, budgets, priorities, or performance.	The leader meets explicit written commitments. The need to "get it in writing" does not allow subordinates or superiors to make assumptions that verbal statements have the weight of a commitment.	The leader meets commitments or negotiates exceptions where the commitment cannot be met. Verbal commitments have the same weight as written commitments.	This leader meets commitments – verbal, written, and implied – without exception. Commitments to individuals, students, community members, and subordinates have the same weight as commitments to superiors, board members, or other people with visibility and authority. The leader's commitment to integrity is clear throughout the organization, as any commitment from anyone who reports to this leader is as good as a commitment from the leader.
2.2 Emotional self-control	Loses temper and emotionally unstable. Conversations on any sensitive topic are brief or nonexistent.	Occasional raised voice when angry or threatened, leading to a climate in which people are reluctant to raise sensitive issues.	The leader can deal with sensitive subjects and personal attacks with dignity and self-control. The leader never meets anger with anger, but defuses confrontational situation with emotional intelligence, empathy, and respect.	The leader possesses complete self-control, even in the most difficult and confrontational situation, but also provides assistance to colleagues on the techniques of emotional intelligence. Not only is the leader an exemplar of

				emotional intelligence, but the entire organization reflects this commitment to self-control, empathy, and respect.
2.3 Compliance with legal and ethical requirements in relationships with employees	Violates – even just one time – the legal and policy requirements for the relationship between leaders and employees.	There is no “progressing” in this category – one strike and you’re out. Failing to be proficient is the same as being ineffective.	No instances of illegal or unethical conduct with employees, prospective employees, or other conduct that crosses the line of policy or law.	Meets the letter and spirit of the law, avoiding both the fact and appearance of impropriety. Inculcates the foundations of mutual respect for colleagues and for the law throughout the organization.
2.4 Compliance with legal and ethical requirements in relationship with students	Failure to protect student safety by permitting or engaging in inappropriate contact with students.	There is no progressing in this category. A single violation is a career killer.	Meets all legal requirements for student contact and takes swift and appropriate actions when inappropriate contact between employees and students has been detected.	Uses leadership as an opportunity to teach faculty and students respect for one another, creating a climate for mutual trust and respect. Builds in all employees and faculty members an environment in which student safety is paramount, and inappropriate contact with students never occurs.
2.5 Tolerance of different points of view within the boundaries of the values and mission of the organization	Suppresses other points of view and discourages disagreement or divergent thinking.	No punishment of alternative points of view, but little or no development or encouragement of those views.	Focuses evaluation on the achievement of mission and adherence to values, without penalizing differences in points of view that are within the framework of organizational requirements.	Actively seeks differences in perspective, encouraging different scenarios and curricula in the context of academic standards. Explicitly differentiates divergent thinking when it is constructive and facilitates a transition to convergent thinking to support organizational goals.
2.6 Organization, including calendar, desk, office, and building(s)	Messy desk, no task list, outdated calendar. The building, public areas, classrooms, and other physical facilities are a mess.	Calendar and task list can be available with warning. Work space is tolerable, but imperfectly organized. The rest of the building does not reflect a commitment to organization and	Personal work space is flawlessly organized, with a daily prioritized task list and up to date calendar always available.	Maintains a daily prioritized task list that can be spontaneously produced at any time. Clean desk, with highest priority work on the desk and other work in pending files. Calendar is openly available, free of conflicts, focused on the priorities of the leader

		discipline.		and the organization. The building is spotless and reflects the leader's commitment to a personal sense of pride. Every administrator's and teacher's desk is clean, calendars are consistent, task lists are visible and in priority order. Grounds, buildings, restrooms, lounges, public areas, and especially classrooms reflect the leader's sense of dignity, order, and decorum.
3.0 Student Achievement				
3.1 Planning and goal setting for student achievement	The goals are neither measurable nor specific. The leader focuses more on student characteristics than on the actions of the teachers and leaders in the system.	The leader has established goals related to student achievement that are specific and measurable, but these efforts have yet to result in improved student achievement.	Goals and strategies reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. Results show steady improvements based on these leadership initiatives.	Routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement. Other leaders in the system credit this leader with sharing ideas, coaching teachers and leaders, and providing technical assistance to implement successful new initiatives.
3.2 Student achievement results	Indifferent to the data, this leader blames students, families, and external characteristics. This leader does not believe that student achievement can improve. This leader has not taken decisive action to change time, teacher assignment, curriculum,	There is some evidence of improvement, but insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.	The leader hits the numbers, meeting performance goals for student achievement. The average of the student population improves as does the achievement of each group of students who have previously been identified a needing improvement.	Consistent record of improved student achievement on multiple indicators of student success. Student success occurs not only on the overall averages, but in each group of historically disadvantaged students. Explicit use of previous data indicates that the leader has focused on improving performance. In the areas of previous success, the leader aggressively identifies new

	leadership practices, or other variables in order to improve student achievement.			challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the leader highlights the need, creates effective intervention, and reports improved results.
3.3 Student achievement reporting to students, parents, teachers, and other leaders	Standard report cards with letter grades are provided. Any relationship between grades and standards is a matter of the teacher's individual discretion.	Required report cards are delivered in a timely and accurate manner. Faculty members and administrators can explain the relationship of grades to standards where required.	Student achievement reports include not only traditional report cards and grades, but also standards achievement reports, detailing student performance on standards, as a part of each reporting period.	<p>Reports at all levels extend far beyond the report card, but include standards achievement reports, detailing student performance on the most important standards including "power standards" identified by teachers as those most related to student performance at the next instructional level.</p> <p>Faculty meetings and professional development meetings are focused on the locally produced academic reports, and there is clear evidence of changes in leadership, teaching, and curriculum as a response to these analyses.</p> <p>Reports of academic achievement can be produced at any time, and for students who require particular assistance, the frequency of academic achievement reporting is increased.</p>
3.4 Use of student achievement data to make instructional leadership decisions	Indifference to data, no changes in schedule, instruction, curriculum, or leadership compared to the previous year. The data screams	Participation in data-driven decision-making workshops, and limited evidence of changes based on data.	Clear evidence of changes in curriculum, teaching, and leadership based on data. Data wall in evidence and both leader and teachers refer to it in order to inform instructional decisions.	<p>There is a clear evidence of the use of data from state, district, building, and classroom data to make specific and observable changes in teaching, curriculum, and leadership decisions.</p> <p>The leader regularly shares</p>

	“change!” and the leader’s actions say, “everything is just fine.”			with other leaders and teachers both successes and failures based on local data analysis. The data wall is the focal point of both formal and informal leadership and faculty discussions.
3.5 Understanding of student requirements and academic standards	Classroom curriculum is a matter of individual discretion, and the leader is hesitant to intrude or indifferent to decisions in the classroom that are at variance from the requirement of academic standards.	Standards are posted and required training has been conducted.	Each academic standard has been analyzed and translated into student-accessible language. Power standards are widely shared by faculty members and visible throughout the building. The link between standards and student performance is in evidence from the posting of proficient student work throughout the building.	The power standards are used and shared with other buildings. Every faculty meeting and staff development forum is focused on student achievement, including reviews of individual student work compared to standards.
3.6 Understanding of present levels of student performance based on consistent assessments that reflect local and state academic standards.	Leader is indifferent to the need for change – unable or unwilling to make difficult decisions.	Leader is aware of need to change, but changes have not yet been implemented.	Evidence of specific changes based on student performance data.	There is evidence of decisive changes in teacher assignments and curriculum based on student performance data. Case studies of effective and ineffective decisions are shared widely with other leaders and throughout the district.
3.7 Decisions in teacher assignment, course content, schedule, and student curriculum based on specific needs for improved student achievement.	The leader is unaware of or indifferent to the data.	The leader is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data.	The leader uses multiple data sources, including state and district assessments, and has at least 2 years of data. The leader systemically examines data at the subscale level to find strengths and challenges. The leader can specifically document examples of decisions in teaching, assignment, curriculum,	The leader uses multiple data sources, including state, district, school, and classroom assessments, and has at least 3 years of data. The leader systemically examines data at the subscale level to find strengths and challenges. The leader systematically examines data at the subscale level to find

			assessment, and intervention that have been made on the basis of data analysis.	<p>strengths and challenges.</p> <p>The leader empowers teaching and administrative staff to draw inferences from data.</p> <p>Data insights are regularly the subject of faculty meetings and professional development sessions. The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The leader has coached other school leaders in other schools to improve their data analysis skills.</p>
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4.0 Decision Making

4.1 Factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.	Data are rarely used for decisions and the predominant decision-making methodology is either a popularity context or an imperial mandate from the leader.	Some decisions are based on data, but others are the result of personal preference and tradition.	The records of decision making reflect a clear reliance on state and district student achievement data.	Decision making is neither by consensus nor by leadership mandate, but consistently based on the data. This adherence to the rule of data is reflected in all decisions, ranging from course and classroom assignments to the discontinuation of programs. The leader can cite specific examples of practices that have been changed, discontinued, and initiated based on data analysis. A variety of data sources, including qualitative and quantitative, are used. Data sources include state, district, school, and classroom. Inferences from data are shared widely outside the school community in order to share
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				the analysis and replicate the success of this school leader.
4.2 Clear identification of decision-making structure, including which decisions are made by consensus or by the staff independently, which decisions are made by the leader after getting input from the staff, and which decisions are made by the leader along	The leader lurches from autocracy to democracy with no clear method, demoralizing and bewildering the staff.	The leader uses both consensus and unilateral decision making, but the reason for changing decision-making structures is not consistently clear.	The leader clarifies the decision-making method for major decisions and shares decisions with the staff, using data to the greatest extent possible to support those decisions.	All stakeholders understand the difference between decision-making levels, where Level I represents a staff decision by consensus or majority, Level II represents a staff input that will significantly influence leadership decisions, and Level III represents a unilateral leadership decision. The leader uses data in such a compelling way that the vast majority of decisions are Level I decisions. Staff surveys reflect a staff feeling of empowerment and personal responsibility for organizational success.
4.3 Decisions linked to vision, mission, and strategic priorities	The leader is unaware of or disconnected from the organization's vision, mission, and strategic priorities. There is little or no evidence of the relationship decisions to these organizational guideposts.	While the vision, mission, and priorities may be visible, they are not consistently linked to the leader's decisions.	The decisions of the leader are consistent with the vision, mission, and strategic priorities of the organization	The vision, mission, and strategic priorities of the leader and the organization are visible, ingrained in the culture of the organization, and routinely used as a reference point for decisions. The use of strategic guidelines for decision-making filters makes many decisions self-evident and avoids time wasted on unproductive arguments.
4.4 Decisions evaluated for effectiveness and revised where necessary	The leader is mired in old decisions, accumulating each one as if decisions were etched in stone. There is little or no evidence of	The leader has new information and appears to be willing to reconsider previous decisions, but does not have a clear record of making changes.	The leader has a record of evaluating and revising decisions based on new information.	The leader can provide clear and consistent evidence of decisions that have been changed based on new data. The leader has a regular pattern of decision reviews and "sun setting" in which previous decisions are

	reflection and reevaluation of previous decisions.			reevaluated in light of the most current data. There is a culture of “honest bad news” in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.
5.0 Communication				
5.1 Two-way communication with students	The leader does not know student names, avoids student contact except where leadership presence is required, and retreats to the office during most occasions where students are likely to be present. Many students do not know the leader’s name or recognize the leader on sight.	The leader knows most student names, is visible and often greets students by name, and talks with students frequently.	The leader knows student names, regularly greets students by name, and is proactive in talking with and listening to students. The leader is particularly visible at the beginning and end of the school day and during all other times when students are present.	In addition to all of the “proficient” characteristics, the leader goes to exceptional lengths to listen to students. The listening strategies may include focus groups, surveys, student advisory committees, and numerous one-to-one student conversations. Discussions with students reveal that they know that the leader will listen to them and treat them with respect.
5.2 Two-way communication with faculty and staff	Faculty meetings consist of the reading of announcements with little or no interaction.	Typically limits listening to questions during faculty meetings.	Faculty meetings include open discussions with two-way discussions. Faculty members regularly have the opportunity for one-to-one meetings with the leader. The leader knows all staff members and makes an effort to recognize the personal and individual contribution each one makes.	In addition to all of the “proficient” behaviors, the leader actively engages in active listening to the faculty and staff. The leader’s calendar reflects numerous individual and small group meetings with staff at every level, not just with the direct reports. Bus drivers, cafeteria workers, first-year teachers all report confidence in their ability to gain a respectful hearing from the leader.
5.3 Two-way	Parents and	Parents and	Conducts frequent	Clear evidence of parent and

communication with parents and community	community members have little or no role to play in leadership decision making.	community members receive a respectful hearing when they initiate the conversation.	interactions with parents and community members, including newsletters, personal briefings, personal visits and calls, and the use of technology (voice mail, hot lines, email, Web sites) where appropriate. Clear evidence of decisions based on input from parent and community members.	community-centered communication, including open forums, focus groups, surveys, personal visits, and extensive use of technology. Decisions in curriculum, leadership, staffing, assessment, and school appearance reflect parent and community involvement. Survey data suggests that parents and community members feel empowered and supportive of educational objectives.
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6.0 Faculty Development

6.1 Understanding of faculty proficiencies and needs for further development	Professional development is typically “one size fits all” and there is little or no evidence of recognition of individual faculty needs.	The leader is aware of differentiated needs of faculty and staff members, and there are a few instances of differentiated professional development.	The leader has created individual learning plans for each faculty and staff member, and professional development activities reflect the prioritized needs to these plans.	In addition to the “proficient” criteria, the leader has also demonstrated a record of tailor-made professional development opportunities linked to the needs of each staff member, including certified and noncertified staff. The leader personally participates in professional development to demonstrate a commitment to lifelong learning. The leader routinely shares professional development opportunities with other schools, departments, districts, and organizations in order to build the professional knowledge opportunities of the entire community.
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6.2 Personal participation in leading professional	The leader generally stopped acquiring new information after	The leader sometimes devotes faculty meetings to professional	The leader devotes faculty meetings to professional development, not	In addition to meeting the criteria for “proficient,” the leader is also an active participant in teacher-led
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development	completing graduate school and displays little or no evidence or new learning or sharing that learning with colleagues.	development and occasionally shares personal learning experiences with colleagues.	announcements. The leader personally leads professional development several times each year.	professional development, demonstrating with a commitment of time and intellect that the leader is a learner and is willing to learn from colleagues on a regular basis. The leader routinely shares learning experiences with other leaders and colleagues throughout the system.
6.3 Formal and informal feedback to colleagues with the exclusive purpose of improving individual and organizational performance	Formal feedback is formulaic and unspecific. Informal feedback is rare and more likely to be associated with negative than positive behavior.	The leader adheres to the personnel policies in providing formal feedback, although the feedback is only occasionally used to improve organizational performance.	The leader provides formal feedback consistent with the district personnel policies and provides informal feedback to reinforce good performance and highlight the strengths of colleagues. Feedback is explicitly linked to organizational goals and both the leader and employees can cite examples of where feedback if used to improve individual and organizational performance.	The leader possesses all the attributes of “proficient” performance and also uses creative ways of feedback. Examples are consistent nomination of employees for recognition and awards, letters of commendation, and personal messages of admiration. The entire organization reflects the leader’s relentlessly positive reinforcement, and performance by individuals and the organization reflects the leader’s focus on recognition that is accurate, timely, and specific. The leader balances individual recognition with team and organization-wide recognition.
7.0 Leadership Development				
7.1 Strong assistant administrators who are capable of immediately assuming leadership responsibilities in this school or other buildings	The other administrators under the leader’s direction are not capable of assuming additional responsibilities and there does not appear to be a	The leader provides some training to an assistant administrator who may, in time, be capable of independently assuming a leadership role.	The leader as personally trained at least one assistant administrator who is capable of replacing the leader today.	The leader has multiple assistant administrators who are ready to assume leadership responsibilities, and the leader has already established a track record of placing former mentees in positions of leadership. The leader continues to provide guidance and

	coherent and consistent leadership training program in place.			mentorship to new, developing, and emerging leaders even when they are outside of the leader's personal span of leadership. Multiple leaders throughout the system cite this leader as a mentor and reason for their success.
7.2 Consistent identification of potential future leaders	The leader appears to be indifferent to the need for leadership in the system.	The leader follows personnel guidelines for accepting applications for new leaders.	The leader has specifically identified and recruited a new leader within the past 12 months.	The leader routinely identifies and recruits new leaders. The leader has specifically identified at least two new leaders in the past year and entered them into the ranks of leadership training. The leader is remarkable for identifying leaders from unexpected sources, including helping potential leaders find their own leadership strengths even when they had not initially considered a leadership career. The leader helps other leaders to identify and recruit potential leadership candidates.
7.3 Evidence of delegation and trust in subordinate leaders	The leader reserves almost all decision-making authority, even on immaterial matters. Subordinates are unwilling or unable to exercise independent judgment.	The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others.	There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the organization. There is a relationship of authority and responsibility at every level in the organization. There is a relationship of authority and responsibility, and delegation of authority is clear in personnel documents, such as	People throughout the organization are empowered in formal and informal ways. Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified staff, exercise appropriate authority and assume leadership roles where appropriate. The climate of trust and delegation in this

			evaluations, and also in the daily conduct of meetings and organizational business.	organization contributes directly to the identification and empowerment of the next generation of leadership.
8.0 Time/Task/Project Management				
8.1 Consistently maintains daily prioritized task list	The leader's task list is haphazard and not prioritized. Even when the list is created, it is unlikely to bear a clear relationship to the actual tasks accomplished by the leader during the day.	The leader maintains a task list, but it is not updated daily and sometimes does not reflect the actual work done by the leader during the day.	The leader can produce, without revision, an accurate and up-to-date prioritized task list that reflects the priorities of the organization and that includes tasks (not projects) that are appropriate for that leader.	The leader's prioritized daily task list is a living document, updated at the beginning of every day and throughout the day as tasks are added and completed, and as priorities change. The leader regularly shares the task list with colleagues in order to model what great time management and personal organization looks like, and also to convey an appropriate sense of how organizational priorities are translated into individual action plans and tasks.
8.2 Choices for time management reflect a focus on the most important priorities	The leader is unaware of or indifferent to organizational priorities. The task list, if it exists, is more about putting out fires than about implementing organizational priorities.	The leader is aware of organizational priorities, but the daily emergencies frequently seem to intrude into a focus on the priorities.	The priorities of the organization and the priorities on the task list are closely matched. The leader regularly removes tasks, or delegates tasks, where there is an insufficient link between the task and the leader's and organization's priorities.	The priorities of the organization and this leader's task list create a mirror image. By looking at this leader's calendar and prioritized task list, one would know and understand the priorities of the organization. The leader not only removes diversions and obstacles from his or her own task list, but also helps to focus the entire organization in the right way by carefully matching tasks to priorities.
8.3 Complex projects have clear objectives and coherent plans	Project management is haphazard or nonexistent. There is little or no	Projects are managed using lists of milestones and deadlines, but are infrequently	Projects are managed using clear and written lists of milestones, deadlines, and persons responsible. Project management	In addition to meeting all of the criteria for proficient project management, the leader also uses project management as a teaching

	evidence of lists of milestones and deadlines.	updated. The impacts of changes in one task are not clear and are rarely documented. The leader's prioritized task list includes tasks that are, in actuality, projects composed of multiple tasks.	documents are revised and updated as milestones are achieved or deadlines are changed. The leader understands the impact of a change in a milestone or deadline on the entire project, and communicates those changes to the appropriate people in the organization. The leader's task list carefully differentiates between task and a project.	device, helping others in the organization understand the interrelationship of complex project milestones throughout the organization. The leader uses complex project management to build systems thinking throughout the organization. Project plans are visible in heavily trafficked areas so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.
8.4 History of completion of projects on schedule and within budget	The leader has little or no record of keeping commitments for schedules and budgets.	The leader sometimes meets deadlines, but only at the expense of breaking the budget, or meets budgets, but fails to meet deadlines.	The leader has documented history of managing complex projects, meets deadlines, and keeps budget commitments.	In addition to meeting the criteria for proficient performance, this leader regularly saves resources of time and money for the organization and proactively redeploys those resources to help the organization achieve its strategic priorities.
9.0 Technology				
9.1 Demonstrated use of technology to improve teaching and learning	The leader does not display personal competence in technology applications. The leader does not link the installation of technology to specific teaching and learning objectives.	The leader is personally proficient in technology and appears to be an advocate for the use of technology, but does not always differentiate between technology implementation and a clear impact on teaching and learning.	The leader uses technology personally in a competent manner and links technology initiatives of the organization to specific teaching and learning objectives.	In addition to meeting the criteria for proficient performance, the leader serves as a model for technology implementation to other organizations. The links between technology implementation and learning success are clear and public. The leader coaches the entire staff on the results of the linkage between technology and organizational success, creating new ways to save resources and improve

				organizational effectiveness.
9.2 Personal proficiency in electronic communication	Not technologically literate. Little or no evidence of taking personal initiative to learn new technology.	Mastered some, but not all of the software required for proficient performance. Takes initiative to learn new technology	Personally uses email, word processing, spreadsheets, presentation software, data bases, and district software. Personal study and professional development reflect a commitment to continued learning.	In addition to the skills required of the proficient leader, the leader creates new opportunities for learning and uses the organization as an example of effective technology implementation. Leading by example, the leader provides a model of new learning.
10.0 Learning				
10.1 Personal understanding of research trends in education and leadership	Little or no evidence of personal learning and research.	Occasional educational research reading and some interest in personal reading and learning.	Personal reading, learning, and teaching of educational research trends.	In addition to personal reading that is wide and deep in the field of educational research, the leader contributes directly to research, providing case studies, experimental results, and research questions to serve the interests of other leaders and educational organizations.
10.2 Personal Professional Development Plan	This leader might introduce a professional development program, but quickly leaves the room, sending the signal to colleagues that "This really is not worth my time." When the leader does engage in personal professional development, it is likely to be a national conference selected for its	The leader actively participates in professional development, but it is reflective of a personal agenda rather than the strategic needs of the organization. The leader attends professional development for colleagues, but does not fully engage in it and set an example of active participation.	Engages in professional development that is directly linked to organizational needs. The priority is given to building on personal leadership strengths. The leader personally attends and actively participates in the professional development that is required of other leaders in the organization. In the case of building principals, the leader personally attends and actively participates in the professional development required of teachers.	In addition to meeting the requirements for proficient performance, this leader approaches every professional development opportunity with a view toward multidimensional impact. Knowledge and skills are shared throughout the organization and with other departments, schools, and districts. Rather than merely adopting the tools of external professional development, this leader creates specific adaptations so that learning tools become part of the culture of the organization and are "home-grown" rather than

	location rather than its content or the strategic relationship to organizational needs.			externally generated.
10.3 Professional Development Focus	By personal example, this leader endorses the butterfly approach to professional development. Once a subject has been superficially addressed, then a new fad is chased. Faculty requests are routinely approved whether or not they are related to student achievement. Similarly, the leader's personal professional development agenda is based on whim and preference, not organizational needs.	Professional development opportunities are somewhat related to the organizational objectives, but there is no way of systematically assessing their impact. Participant evaluations are the primary criteria for selection, so programs that are popular but ineffective tend to be the norm.	Professional development plan has no more than six areas of emphasis and each of those areas is linked to the organization's strategic objective.	Can identify specific professional development offerings of past years that have been systematically reviewed and terminated because they failed to support organizational goals. Has a process for prior review of new professional development programs and rigorously applies its applications for time and funding. Can provide examples of having disapproved applications for professional development that failed to meet these criteria Chooses one or two focus areas for professional development, with extensive time in faculty meetings, grade-level meetings, department meetings, and staff development meetings all focused on intensive implementation of a few areas of learning.
10.4 Application of Learning	Even on those rare occasions when this leader engages in professional development, the purpose appears to be merely collecting information rather than reflecting on it and applying it to the organization. Professional	The leader has given intellectual assent to some important learning experiences, but can give only a few specific examples of application to the organization.	There is clear evidence of the actual application of personal learning in the organization. Where learning has not been applied within the organization, this leader rigorously analyzes the case for this and does not continue investing time and money in professional development programs that lack clear evidence of success when applied in the	In addition to meeting all the criteria for proficient performance, this leader provides evidence of the principle of leverage, taking each learning opportunity and applying it throughout the organization. This leader creates forms, checklists, self-assessments, and other learning tools so that concepts learning in professional development are applied in the daily lives

	development is an expense, not an investment in constructive improvements.		organization.	of teachers and leaders throughout the organization. In addition, this leader regularly shared these application tools with other schools, departments, or districts in order to maximize the impact of the leader's personal learning experience.
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The Leadership Performance Matrix Provides consistent, clear, and fair definitions of leadership performance Focuses on the [Dimensions of Leadership](#) revealed by research as key to performance Documents judgments about leadership performance through supporting evidences Offers continuous and effective feedback for veteran, new, and aspiring leaders Supports collaborative processes and collegial conversations that are essential for sustainable Professional Learning Communities. Promotes observations and evaluations as part of a holistic learning system that develops leadership effectiveness Offers flexibility for district customization

Below is a sample timeline for the evaluation process:

- a) **August**
 - i) Principal and staff establish school goals
 - ii) Principal explains the supervision process
 - iii) Principal and teachers review the evaluation instrument

- b) **September**
 - i) Teacher develops his/her initial professional growth plan
 - ii) Principal and teacher meet to discuss and finalize the teacher's professional growth plan
 - iii) Principal conducts informal classroom observations

- c) **October/November**
 - i) Principal conducts a formal classroom observation - all teachers
 - (1) Pre-observation conference and/or form
 - (2) Formal classroom observation
 - (3) Post-observation conference and report
 - (4) Intervention form
 - ii) Principal completes an evaluation instrument for all teachers
 - (1) Evaluation instrument
 - (2) Supervision conference
 - (3) Intervention form
 - iii) Principal monitors progress of the action plan (intervention form).
 - iv) Principal and teacher monitor progress of the professional growth plan
 - v) Principal conducts informal classroom observations

- d) **December/January**
 - i) Principal conducts a formal classroom observation - all teachers
 - (1) Pre-observation conference and/or form

- (2) Formal classroom observation
 - (3) Post-observation conference
 - (4) Intervention form
 - ii) Principal completes the evaluation instrument for teachers with less than three years experience and any other(s) with whom he/she has concern
 - (1) Evaluation instrument
 - (2) Supervision conference
 - (3) Intervention form
 - iii) Principal monitors progress of the action plan(s) (intervention form(s))
 - iv) Principal and teacher monitor progress of the professional growth plan
 - v) Principal conducts informal classroom observations
- e) **February/March**
- i) Principal conducts a formal classroom observation for all teachers.
 - (1) Pre-observation conference and/or form
 - (2) Formal classroom observation
 - (3) Post observation conference
 - (4) Intervention form
 - ii) Principal completes the evaluation instrument for all teachers
 - (1) Evaluation instrument
 - (2) Supervision conference
 - (3) Intervention form
 - iii) Principal monitors progress of students intervention plans
 - iv) Principal and teacher monitor progress of the professional growth plan
 - v) Principal conducts informal classroom observations
- f) **April**
- i) Principal conducts informal classroom observations
 - ii) Teacher completes self-evaluation of the professional growth plan
 - iii) Principal monitors progress of the action plan(s) (intervention form(s))
 - iv) Principal completes teacher evaluation summary form
 - v) Principal shares teacher evaluation summary form with the teacher before May 1.

Failure to meet IDP goals will result in dismissal via the following steps:

- Before the superintendent communicates to the board of education her decision to recommend the dismissal of a teacher, the superintendent must give notice of that decision to the teacher.
- Dismissal of a teacher must begin with the recommendation of the superintendent. The Teacher Tenure Act explicitly provides that a teacher “may not be dismissed except upon the superintendent’s recommendation.
- Utilize the tenure hearing process for one the following five grounds for dismissal:
 1. Inadequate performance
 2. Neglect of duty
 3. Failure to fulfill the statutory duties of a teacher
 4. Insubordination
 5. Failure to comply with the reasonable requirements of the board

In July 2010, Robichaud teaching staff participated in the development of strategies to fulfill the transformation model requirements. The outcome of this meeting was the following evaluation proposal:

- Increase the frequency of formal evaluations for all teaching staff
- Modify current evaluation tool based on McREL strategies
- Non-tenured teacher evaluations should be based on at least 4-5 unique visits to classroom
- Peer observations based on 4-5 different teachers from across curriculum
- Pre/post assessments in core classes (Plan, Explore, ACT, MME) to determine student growth. Additional data might include locally developed assessments
- Staff surveys

Implementation Plan	
Action Step	Status
Meeting with Robichaud teaching staff to discuss SIG final requirements and provide suggestions	Complete
Meeting with union and district leadership to discuss SIG final requirements	Began September 1, 2010, Teachers Evaluation Planning Team meet weekly, which includes teachers, principals and central office staff. Using Charlotte Danielson’s Evaluation System as a model and adding student growth as the fifth domain.
Union discussion and negotiations regarding revision of evaluation process which will include language that aligned teacher evaluation performance with value added student achievement outcomes.	Goal is to include teacher select by mutual agreement of teacher and principal regardless of seniority. Less on seniority and more teacher interest and commitment. The district is currently negotiating contracts with all bargaining units. The evaluation process is part of that discussion as is evident in the memorandum of understanding, which is attached.

c. Identify and reward school leaders, teachers, and other staff who have increased student achievement and remove those who have not done so.

The recruitment and retention of good teachers is crucial. Financial incentives and flexible working conditions will aid that goal. Central Administration will work with the Westwood Community Schools Teacher’s Union during the first half of the 2010-2011 school years to discuss and work towards implementation of the following:

1. Teachers participating in National Board Certification may have an opportunity to have all or part of their costs reimbursed.
2. Signing Bonuses to new hires in areas of critical shortage (math, Science)
3. Flexibility in the school day may include a zero and/or 7th hour allowing teachers to start or end their day earlier or later. This also gives flexibility in scheduling.
4. Tuition reimbursement for teachers pursuing additional career related education.
5. Teachers and will receive monetary rewards based on increased student achievement

The Robichaud staff identified the following criteria for providing incentives to staff members for increased student achievement:

- Types of rewards
 - Monetary incentives
 - Education – credit hours
 - Tuition reimbursement
 - Recognition award

A draft letter Memorandum of Understanding is included to this grant application. These discussions and decisions are included in the Year 1 Timeline.

In addition to these, annual financial incentives will be built into the program to reward school leaders, teachers and other staff members (including custodians, food service, transportation, and support staff) who, in implementing this model, have increased student achievement and graduation rates. The plan is to set aside \$30,000 for approximately 18 staff members to receive \$500 each year the academic achievement goal is met. The financial award may be used for tuition reimbursement if the staff member chooses.

Implementation Plan	
Action Step	Status
Meeting with Robichaud staff to discuss SIG final requirements and provide suggestions	Complete
Meeting with district leadership and school board to discuss incentive criteria, process for administering incentives, and type(s) of incentives to be rewarded.	Complete
Adoption of incentives	Completed October, 2010
Implementation of incentives	Ongoing

Staff that does not show growth in student achievement will be placed on an Individualized Development Plan that will target areas of needed improvement. Staff placed on an IDP must shown growth within one year of IDP placement.

d. Provide staff ongoing, high quality, job-embedded professional development.

Research using value-added assessment methods suggests that some teachers are more effective than other teachers (Ferguson & Ladd, 1996; Sanders & Rivers, 1996; Wright, Horn, & Sanders, 1997),
 Version 3

although this research has not yet identified the characteristics or practices that are associated with effectiveness. First, many large-scale educational reforms involve changes in instruction, and it is difficult to evaluate the progress of the reforms (e.g., the degree of implementation) without measures of instructional practice. Second, information about changes in practice is important in validating changes in test scores (Koretz, 2003). Third, with increased demands for “highly qualified” teachers, measures of instructional practice can inform improvements in teacher education and professional development (King & Newmann, 2000).

High quality, on-going, job embedded professional development has been planned, and the topics selected will increase teacher and leader effectiveness. Topics include: differentiated instruction, formative and summative assessment, standard-based unit development and integration of technology. These topics are aligned with the school’s comprehensive instructional program and designed with staff to ensure they are equipped for effective teaching and learning. This ensures capacity to successfully implement school reform strategies.

School Improvement Consultant Coaching:

SREB will assign an *HSTW* school improvement consultant to provide intensive on-site support to each school throughout the project. In addition to on-site support, the *HSTW* coach will support schools through telephone conference calls, e-mails and emerging technology. This support will focus on assisting teachers and leaders in making the reforms noted above.

Conduct a Technical Assistance Visit — School and Classroom Practices Audit (Year 1):

The *HSTW* coach will build capacity of the school and district leadership team to develop a site data profile for use by team of educators and community members to conduct a review of current school and classroom practices. The visit includes an analysis of school data, classroom observations, interviews with school and community members, an instructional review of assignments and assessments and a formalized debriefing process. A report detailing promising practices planned next steps and challenges result from the visit. Each challenge offers documentation of the need and a set of recommended actions to address the area of concern. The consultant will then build the capacity of school and district leadership to prioritize actions for improvement.

Site Development Workshop (Year 1):

The *HSTW* consultant will lead a two-day workshop for the entire faculty (with administrators) and may include community members, parents, employers and district leadership. This workshop serves to build the capacity of faculty members at each school to take ownership of the reform effort by developing a distributed leadership model that involves an entire faculty in small interdisciplinary teams looking at the status of current school and classroom efforts and exploring actions they can take to improve student achievement. Using a review of the *HSTW* Key Practices, faculty analyze their status in terms of school and classroom practices, brainstorm actions to take and form focus teams to begin developing redesign plans. The process leads faculty in developing ownership of problems and solutions and builds capacity of teachers and leaders to solve problems at the school.

School-Specific Professional Development:

Increasing Rigor through Literacy Across the Curriculum:

This series of six two-day workshops will engage all teachers in learning about SREB’s five literacy goals

and key literacy skills all students must meet and have. Each workshop will have teachers use literacy strategies effective in all classrooms to determine ways students can master key literacy skills. By the end of each workshop session, teachers will have developed lessons using the strategies for students to learn the content in their classroom. A specific focus will be placed on increasing the use of reading, writing and research skills by English-language learners and special needs students. Schools also will participate in a national e-workshop series.

Reforming Curriculum:

HSTW will provide professional development support to all or a subset of faculty in any of multiple formats in order to address curriculum reform. Professional development may include job-embedded work such as observing other teachers, completing book studies, using planning time and faculty meetings for professional growth and action research.

- Six days per academic content area to align curriculum with college- and career-readiness standards
- Six days per career/technical area to align curriculum to industry standards and to embed academics in each program
- Six days of professional development with guidance staff and leaders to develop career- focused Programs of Study

Reforming Instruction:

HSTW will provide professional development support to all or a subset of faculty in any of multiple formats in order to address curriculum reform. Professional development may include job-embedded work such as observing other teachers, completing book studies, using planning time and faculty meetings for professional growth and action research.

- Twelve days of job-embedded professional development on engaging mathematics instruction
- Twelve days of job-embedded professional development on engaging science instruction
- Twelve days of job-embedded professional development on integrated project-based and problem-based learning

Reforming Leadership:

HSTW will adapt the nationally recognized Learning-Centered Leadership Program modules for professional development with teams of teacher, school and district leaders. Using on-site and virtual learning opportunities, leaders will participate in two modules per year.

Redesigning the Ninth-Grade Experience:

This series of three two-day workshops (or a summer institute) will engage teachers in looking at multiple aspects of the transition point and developing specific plans to assist students in grades eight and nine. A priority will be to engage teachers and leaders in effectively identifying and supporting at-risk students in the transition by creating accelerated learning opportunities.

Supporting Students to Meet College- and Career-Readiness Standards:

This series of three two-day workshops (or summer institute) will engage teachers in development of an advisement program to ensure all students are connected to a goal beyond high school, a plan to achieve that goal and to an adult in the building. School improvement coaching will assist school and teacher leaders in using time more effectively to provide students with extra help and credit recovery opportunities.

Standards-Based Grading Practices to Increase Expectations:

This series of five two-day workshops will engage all faculty in looking at all aspects of their grading practices including timely monitoring of student achievement through formative assessments and beginning the process to agree on what a grade means. Following this workshop, the teams of teachers and leaders will continue the discussion on grading practices and develop plans for creating a standards-based grading approach across the school.

Engaging the Community in the School:

Six days of job-embedded professional development to assist teachers and leaders in developing a senior project requirement. Additional coaching support focused on development of advisory committees for each career/technical program and plans to engage all parents in an annual review of their child's program of study.

Using the HSTW Key Practices to Meet the Needs of Response to Intervention:

Twelve days of job-embedded professional development over three years will assist teachers and leaders in data-based decision making in the classroom to develop appropriate tiered responses for students.

Reforming Data Analysis — Participation in the HSTW Assessment and Surveys:

A scientific random sample of 100 (or all) seniors will participate in the NAEP-referenced assessment in reading, mathematics and science. In addition, the students will complete a survey of school and classroom experiences, and faculty will complete a survey of school and classroom practices. The school will receive a detailed report triangulating the data from these three sources. Ninth-graders will participate in a survey of experiences as they transitioned from middle grades to high school.

State and National Network Professional Development/Leadership Development:

The school leadership is encouraged to have teams of teachers and leaders participate in any *HSTW* state workshop, *HSTW* national workshops or leadership development modules that meet the needs of the redesign plan (registration costs outside of the contract). Schools will participate in the state *HSTW* conference (if applicable) and the national Annual *HSTW* Staff Development Conference.

Networking with High-Performing Schools:

School improvement consultants for Transformation/Turnaround schools will arrange opportunities for teachers and leaders to visit high-performing schools within the *HSTW* network with similar student populations to learn how these schools made the changes needed to increase achievement and completion rates.

SREB Publications/Materials:

School improvement consultants use their experience and the preponderance of materials produced by SREB on best practices in education to guide the work in schools. The materials include Leadership Curriculum Modules, best practice newsletters, site guides, case studies of high-performing schools and research reports.

- Leadership Modules are based upon the Critical Success Factors SREB research has identified as key for leaders to redesign a school.
- Site guides document the implementation of specific redesign strategies, including: creating a guidance and advisement system, redesigning the ninth-grade experience, expanding extra help

opportunities, expanding work-based learning experiences, aligning curriculum to college- and career-readiness standards, aligning middle grades curriculum to high school readiness standards, creating catch-up programs for struggling students, creating a distributed leadership structure and increasing rigor in classrooms.

- Best practices newsletters highlight efforts of schools from across the network as they take actions to change specific high-impact practices (e.g., integration of academic and career/technical courses).
- Case studies provide a more in-depth review of high-performing schools by documenting the changes in practices at the school while providing data on the impact of the changes.
- In addition to these formal publications, consultants have created electronic portfolios of tools for teachers and leaders to use in addressing priority interventions. These include walkthrough observation instruments, protocols for use in common planning periods, and modules for improving instruction through cooperative learning and project-based learning. Consultants use these tools during coaching visits to develop capacity of teachers and leaders to implement the changes in adult practices required for effective redesign.

Ongoing high-quality job embedded PD will include:

- ELA and Math Instructional Coaches meet with staff during content common planning time to provide staff with research based instructional strategies.
- ELA and Math Instructional Coaches will model and co-teach research based instructional strategies.
- Staff will participate in an on-going School-wide Professional Development to implement the following identified areas:
 - Standard-Based Units
 - Technology Integration
 - Differentiated Instruction
 - Formative/ Summative Assessments
 - High Schools That Work (HSTW) strategies
 - Department PD sessions on how to review student progress and implementation of instructional strategies
 - Behavior Management
 - Response to Intervention

In addition to the following sample Time Line, we will take advantage of the many National Training opportunities that High Schools That Work offer as well as their Professional Development Webinar Series, which include the following sessions.

Session 1: Motivating Students to Read by Developing Purpose and Predictions

Session 2: Using Summarizing and Paraphrasing to Understand a Variety of Materials

Session 3: Digging Deeper into Texts and Contexts by Developing Questions

Session 4: Exploring a Variety of Texts beyond the Textbook

Session 5: Developing Inferring and Predicting Skills

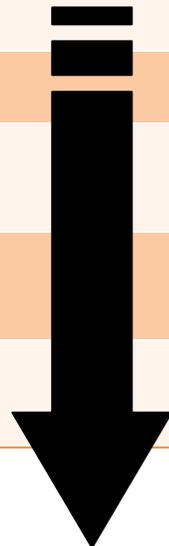
Session 6: Developing Conceptual Understanding through Categorizing

Session 7: Understanding Academic and Technical Vocabulary

Session 8: Revisiting the School's Literacy Plan

Table 4: High Quality Job Embedded PD Time Line

Strategies/Interventions	Staff	Dates	Evidence of Success
<p>Consultants/Content Coaches meet with staff during content common planning times to provide staff with research based instructional strategies</p>	<ul style="list-style-type: none"> • Teachers • Content Coaches • Consultants • Coordinator 	<p>Sept. 2011 – 2014 Monthly will change based on need each year</p>	<ul style="list-style-type: none"> • Agendas • Sign In Sheets • Observation Logs • Improved student performance in ELA and Math proficiency by at least 10%
<p>Consultants/Content Coaches will model and co-teach research based instructional strategies</p>	<ul style="list-style-type: none"> • Teachers • Content Coaches • Consultants • Coordinator 	<p>Same as Above</p>	<ul style="list-style-type: none"> • Coach Log • Observation Data • Teacher Portfolio • Improved student performance in ELA and Math proficiency by at least 10%
<p>Staff will participate in an on-going School-wide Professional Development to implement the following identified areas</p>	<p style="background-color: black; color: black;">[REDACTED]</p>	<p style="background-color: black; color: black;">[REDACTED]</p>	<ul style="list-style-type: none"> • Agendas • Sign In • Standard Base Unit Plans • Formative & Summative Assessments • Teacher Portfolio • Improved student performance in ELA and Math proficiency by at least 10%
<p>Learning how to Design Standard Based Units</p>	<ul style="list-style-type: none"> • All Staff 	<p>August 2011 – April 2012</p>	<p style="background-color: black; color: black;">[REDACTED]</p>
<p>Technology Integration</p>	<ul style="list-style-type: none"> • All Staff 	<p>August 2011 – April 2012</p>	<p style="background-color: black; color: black;">[REDACTED]</p>
<p>Differentiated Instruction</p>	<ul style="list-style-type: none"> • All Staff 	<p>August 2011 – December 2012</p>	<p style="background-color: black; color: black;">[REDACTED]</p>
<p>Formative & Summative Assessments</p>	<ul style="list-style-type: none"> • All Staff 	<p>August 2011 – December 2011</p>	<p style="background-color: black; color: black;">[REDACTED]</p>
<p>High Schools That Work (HSTW)</p>	<ul style="list-style-type: none"> • All Staff 	<p>September 2011 – June 2013</p>	<p style="background-color: black; color: black;">[REDACTED]</p>



RTI strategies Development PD Time to review student progress and implementation of instructional strategies	• All Staff	April 2012	
	• All Staff	September 2011 – June 2014	

e. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions designed to recruit, place and retain staff.

The district currently provides salary increases based upon the acquisition of college credit hours. A new system, in collaboration with the labor union and staff, will be developed. Discussions have begun to develop with labor group and the district that focus on using an investment-based approach. The plan is to develop a more focused system that uses an investment-based approach, which provides teachers with incentives and resources that encourage them to pursue opportunities for growth. (See attachment for dates of discussions). Both, Robichaud and Westwood New Tech Highs’ leadership team and the district are committed to responding to emerging needs and opportunities for supporting teachings’ learning. Fundamental change is recognized and is necessary to ensure teacher effectiveness and student success. The plan that the leadership envisions will support movement towards fundamental change. This newly developed system will replace the single-salary scale with a career-based pay plan that includes career growth. This will include a learning and development fund that allocate resources for teachers learning and stipends to teachers who take on leadership duties. The vision is to attract and sustain strong and highly qualified teachers, support their development, and support higher pay to those that perform well and take responsibility for improving instruction beyond their classroom. This new system will reward teachers for effective instruction, ongoing learning, successful leadership, and continual commitment and demonstrate behaviors that advance interest of students. (Article by Susan Moore Johnson, *Redesigning Teachers Pay: A System for the Next Generation of Educators*, 2009).

II. Comprehensive Instructional Reform Strategies

a. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.

The strategies are targeted towards meeting the school’s annual goals of increasing student performance in ELA and Math by at least 25% percent, with the long-term goal of meeting 100% proficiency by 2014; as well as closing the achievement gap between the high and low performing students by providing intervention and remediation.

The model that we have chosen to do this, is the ***High Schools That Work (HSTW)*** which is an effort-based school improvement initiative founded on the conviction that most students can master rigorous academic and career/technical studies if school leaders and teachers create an environment that motivates students to make the effort to succeed. *HSTW* is the nation’s first large-scale effort to engage State, district and school leaders in partnerships with teachers, students, parents and the community to raise student achievement in high school and the middle grades. It is based on the simple belief that

most students can meet high standards through effort and hard work. School leaders and teachers can motivate students to achieve at high levels when they:

- Expand students' opportunities to learn a rigorous academic core with either a career/technical or academic concentration that is taught in ways that enable students to see the usefulness of what they have been asked to learn.
- Create supportive relationships between students and adults. These relationships involve providing students with the extra help needed to meet challenging course standards and with the support to make successful transitions from the middle grades to high school and from high school to postsecondary studies and careers.
- Work as teacher advisers with parents and students to set goals and to help students take the right courses that prepare them for postsecondary studies and careers.
- Focus school leadership on supporting what and how teachers teach by providing common planning time and professional development aligned with school improvement plans.

In this environment, more students will recognize that high school matters to their future and more students will become independent learners able to set future educational and career goals and choose which courses to take to achieve those goals. In an era of rising workplace requirements, getting a good high school education that counts is more important now than ever before. Yet, too many students do not graduate from high school and many more who do graduate lack preparation for further study and the recognized credentials needed to get good jobs.

To address these issues, the *HSTW* school improvement design provides a framework of Goals, Key Practices and Key Conditions for accelerating learning and setting higher standards. It recommends research-based practices for schools to improve academic and career/technical instruction and student achievement. *HSTW* research has shown that sustained school improvement and student achievement occur when state, district, school and teacher leaders work together to take ownership and adopt the *HSTW* design for the specific needs of individual high Southern schools or middle grades schools.

1. Transformation of Robichaud High School

HSTW has identified a set of Key Practices that impact student achievement. Following are the *HSTW* Key Practices that provide direction and meaning to comprehensive school improvement and student learning:

- **High expectations** — Motivate more students to meet high expectations by integrating high expectations into classroom practices and giving students frequent feedback.
- **Program of study** — require each student to complete an upgraded academic core and a concentration.
- **Academic studies** —teach more students the essential concepts of the college-preparatory curriculum by encouraging them to apply academic content and skills to real-world problems and projects. School leaders need to:
 - Align core academic courses to essential state and national standards that prepare youth for postsecondary studies and careers.
 - Align student assignments, student work and classroom assessments to at least the proficient-level standards as measured by a NAEP-referenced exam and state assessments.

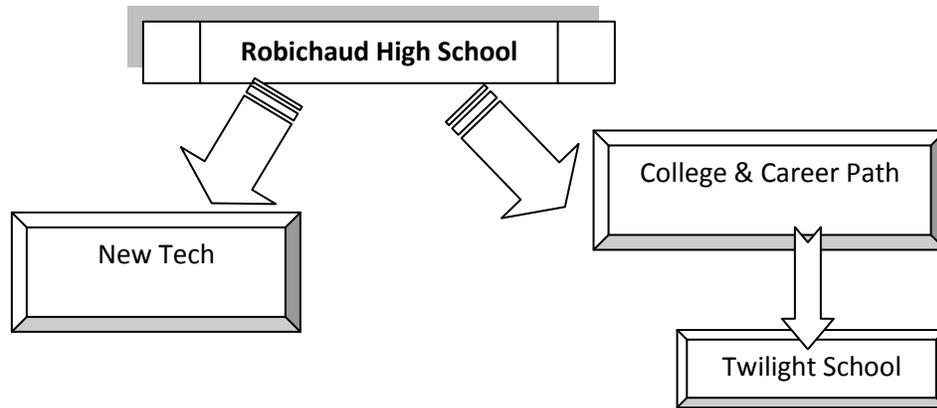
- **Career/technical studies** — provide more students access to intellectually challenging career/technical studies in high-demand fields that emphasize the higher-level mathematics, science, literacy and problem-solving skills needed in the workplace and in further education. School leaders need to:
 - Develop standards, conditions and agreements for awarding postsecondary credit in high-demand career/technical fields to high school students.
 - Require senior projects with academic, technical and performance standards.
 - Provide students opportunities to work toward a recognized employer certification.
- **Work-based learning** — Enable students and their parents to choose from programs that integrate challenging high school studies and work-based learning and are planned by educators, employers and students.
- **Teachers working together** — Provide teams of teachers from several disciplines the time and support to work together to help students succeed in challenging academic and career/technical studies. Integrate reading, writing and speaking as strategies for learning into all parts of the curriculum and integrate mathematics into science and career/technical classrooms. School leaders need to support:
 - Academic and career/technical teachers in engaging students regularly in reading books and articles, writing, making presentations, and using high-level reasoning and thinking skills.
 - Mathematics, science and career/technical teachers working together to better align and integrate mathematics concepts and skills into assignments in science and career/technical classrooms.
- **Students actively engaged** — Engage students in academic and career/technical classrooms in rigorous and challenging proficient-level assignments³ using research-based instructional strategies and technology.
- **Guidance** — Involve students and their parents in a guidance and advisement system that develops positive relationships and ensures completion of an accelerated program of study with an academic or career/technical concentration. Provide each student with the same mentor throughout high school to assist with setting goals, selecting courses, reviewing the student’s progress and suggesting appropriate interventions as necessary. School leaders need to:
 - Involve parents in annual meetings with students and their mentors to review progress and develop plans for the next year.
 - Develop efforts to educate middle grades parents, school and teacher leaders, and students about the achievement level needed for challenging high school studies and to educate high school parents, students and teachers about the achievement level needed for postsecondary study and high-demand, high-income jobs.
- **Extra help** — provide a structured system of extra help to assist students in completing accelerated programs of study with high-level academic and technical content. School leaders need to:
 - Support all students to become independent learners by building into their learning experiences opportunities to practice habits of successful learners such as study and literacy skills, time management and learning with others.
 - Give students easy access to opportunities to meet course standards and graduate with their peers.
 - Support teachers in forming nurturing academic relationships with students aimed at improving students’ work and achievement.

- Plan catch-up learning experiences for entering ninth-graders who are not prepared to succeed in college preparatory courses.
- Work with postsecondary institutions to identify 11th-graders not ready for postsecondary study. Develop special courses for the senior year to get these students prepared.
- **Culture of continuous improvement** — Use student assessment and program evaluation data to continuously improve school culture, organization, management, curriculum and instruction to advance student learning.

High Schools That Work believes everyone — teacher, school, district, local and state leaders — must work together to align policies, resources, initiatives and accountability efforts to support high schools and middle grades schools as they adopt and implement comprehensive school improvement designs. The *HSTW* Key Conditions include the following:

- **A clear, functional mission statement:** Schools need a clear, functional mission statement to prepare middle grades students for challenging secondary studies and high school students for success in postsecondary education and the workplace.
- **Strong leadership:** Each district and school needs strong and committed leaders to improve, align and benchmark curriculums to high standards, to improve the quality of instruction and to raise student achievement in grades six through 12. At each high school and middle grades school, create a leadership team consisting of the principal, assistant principal and teacher leaders. **School and district teams participate annually in a series of leadership development workshops aimed at more fully implementing the *HSTW* design.**
- **Plan for continuous improvement:** District and school leaders create an organizational structure and process that ensures continuous involvement with faculty on what to teach, how to teach it, what students are expected to learn, how to assess what they have learned, and how they relate to each other, to the students and to the home and community.
- **Qualified teachers:** Middle grades and high school teachers have in-depth knowledge of their subject areas and of teaching strategies appropriate to students' grade levels. Middle grades teachers lacking majors in their subject areas are supported by the district to acquire them. The school and district employ teachers who have depth in their teaching fields and support them in learning how to teach well.
- **Commitment to goals:** School leaders and teachers are committed to achieving the *HSTW* Goals and implementing the Key Practices. School boards are committed to having all students complete a demanding academic core and either an academic or career/technical concentration. **Continuous review of local policies and practices ensures that a strong message of high expectations is sent to both the high schools and the middle grades.**
- **Flexible scheduling:** School superintendents and school boards permit high schools to adopt flexible schedules enabling students to earn more credits.
- **Support for professional development:** District and school leaders provide teachers with instructional materials, planning time and professional development for implementing new curriculums and research-based instructional methods.

Based on our choice we will be addressing: student achievement, student engagement, building leadership capacity, change in school culture and the transformation into two small-learning communities. The following diagram illustrates this:



College and Career Pathways

Linkages among and between each stage in the conceptual framework illustrate the hypothesized pathways through which the Conceptual framework High School model is expected to affect student performance. In addition to representing the theory of change that drives the model, the framework can also be used to outline the components of full implementation and to guide the measurement and analysis of the model’s impacts and implementation. This section describes the components of full implementation; the following one outlines initial phases of implementation in the schools in this study.

Key Problem: Anonymity

A reason often given by students for dropping out of high school is that they feel distance and estrangement from teachers and administrators. A positive school climate, where students and adults know each other well and where adults express care and concern for students’ welfare, intellectual growth, and educational success, is a key motivational element in the learning process for adolescents. The large size of comprehensive high schools often depersonalizes the school environment, preventing teachers from working in teams or developing an atmosphere conducive to learning. Continuous changes in classroom composition and student peer groups also increase anonymity and diminish students’ sense of community. Students do not have a consistent group of teachers who are accountable for their success, and teachers do not have a chance to coordinate their coursework. To battle these factors, Conceptual framework uses small learning communities in an effort to build personalized relationships among and between students and teachers. The small learning communities take the following forms:

- **Ninth Grade Success Academy.** At the core of Conceptual framework restructuring is the Ninth Grade Success Academy, a self-contained school-within a-school organized around interdisciplinary teacher teams that share the same students and have common daily planning time. Practices and offerings are designed to help ease students’ transition into high school, encourage good attendance, and promote positive learning behaviors.

A priority of *HSTW* is reducing the ratio of students to teachers in grade nine. The greatest failure rate in high school occurs in grade nine, resulting in a peak population of repeaters — the ninth-grade bulge. Students who fail the ninth grade are at least 50 percent less likely to graduate from high school. Actions to reduce the rate of ninth-grade failure include the following:

- Reduce the ratio of students to teachers in grade nine. *HSTW* 's goal is to make this ratio the lowest of any high school grade level.
 - Get a master teacher to lead a team of teachers in core academic courses in grade nine; and give the team the same group of students and common planning time to integrate curriculums, plan collective exams and teaching strategies.
- **Career Academies.** For students in grades 10 through 12, Conceptual framework high schools are organized into Career Academies, which are self-contained groups with their own management and instructional staffs located in a separate part of school buildings. They each enroll 250 to 350 students and are organized around career themes. Career academies provide all students with a core college preparatory curriculum and work-based learning experiences supported by industry partners.
- **Advisors.** Each student is assigned an advisor who serves as his or her advocate through the final three years of high school. Key Problem: Low Student Expectations Adolescent students become bored, and attendance suffers when students are not drawn to their class work by the prospect of interesting and fulfilling activities or when they see no connections between learning tasks and their own interests and future goals. In traditional schools, the curriculum is usually separated into higher-level academic classes for college bound students and lower-level academic and vocational classes for those presumed not to be college-bound. This separation often confines the teaching and learning process to the transfer of abstract knowledge from teachers to students or, in the case of vocational classes, to a narrow focus on specific job skills. For both groups, there are usually very few opportunities to explore how basic skills are actually applied outside the classroom The Conceptual framework model involves organizational and instructional reforms that aim to fight apathy by connecting schoolwork to students' backgrounds, interests, and goals, and by enlivening lessons and learning activities with interesting and challenging applications. Relevant reforms include:
- **Applying a meaningful focus to the curriculum.** As part of the Conceptual framework model, the Career Academies provide a curriculum that combines academic coursework necessary for graduation and for college admission (discussed further below) with a sequence of career-oriented courses and work-related awareness and development activities. Coursework that blends academic learning and career applications allows students to be involved in meaningful studies, tying occupational applications to core academic subjects. Each Career Academy has an Advisory Board to help design the curriculum, to provide internships or other experiential learning activities, and to assist teachers in blending career applications with core academic courses.
 - **Providing a college preparatory sequence for all students.** Central to the idea of high expectations for all students is a shift away from tracking and a shift toward college preparation for all students. The Conceptual framework small learning communities achieve this in the following ways:
 - **Creating extended class periods.** Four 80- to 90-minute periods per day enable schools to use a variety of learning activities that call for students to work individually and in cooperative teams on challenging and interesting topics.

Key Problem: Poor Prior Preparation

One of the greatest challenges secondary schools face is the wide diversity in the level and quality of preparation students receive prior to high school. The Conceptual framework model requires a common

core curriculum for all students. It attempts to universalize standards-based education by providing increased academic learning time and significant recovery opportunities for struggling students. Elements of the high school model that attempt to address poor prior preparation and performance include:

- establishing readiness indicators for challenging high school English, mathematics and science courses;
- aligning curriculums, teacher assignments and assessments to the readiness indicators; and
- Setting goals to increase annually the percentages of students having successfully completed Algebra I by the end of grade eight.

Getting unprepared students ready for high school

High school and middle grades leaders and teachers will implement catch-up strategies for getting unprepared students ready for challenging high school work. They work together to:

- **Develop gear-up programs in the middle grades for seventh- and eighth-graders** who need accelerated instruction in mathematics, language arts and reading. Students will have the extra time and help they need to meet high school readiness standards, and their teachers will have the instructional techniques that motivate students to work harder.
- **Provide four- to six-week summer bridge programs** to help entering ninth-graders who need further study to succeed in high school. The daily program consists of two hours of reading and writing and two hours of mathematics. Four days a week, students spend two hours each day using computers to complete reading, writing and mathematics assignments. On the fifth day, students participate in field trips that show them the importance of academic studies in the real world.

Provide ninth-graders who are not ready for college-preparatory courses in English and Algebra I with expanded time to master both subjects. Two-semester programs that can help students strengthen their skills:

First Semester consists of:

- An English/language arts course that stresses high-interest adolescent reading, writing and grammar. The course prepares students for a ninth-grade college-preparatory English/language arts course in the second semester.
- A mathematics course that stresses arithmetic, geometric and problem-solving skills in a pre-algebra context. This transitional course prepares students to take Algebra I during the second semester.
- A study skills and guidance course stressing study habits, note taking, job shadowing and visits to high school career/technical labs; or a computer course focusing on databases, word processing, PowerPoint, Internet, e-mail and research skills.
- Biology or social studies taught at the college-preparatory level. The science course includes lab experiments and use of the scientific method.

Second Semester consists of:

- College-preparatory ninth-grade English and Algebra I and either the study skills and guidance course or a computer course, in addition to either a science or social studies course.

Introducing career/technical studies: a taste of the future

Some students, particularly those at risk of dropping out, need opportunities in grades eight and nine to explore career options and to experience introductory courses in potential career fields. One approach is to provide at-risk ninth-graders access to introductory career/technical studies on alternating days for one semester during the freshman year. Giving students a taste of possible career options helps them to understand and envision the career pathways in career/technical studies; and to understand the underlying technology in various technical fields and to have opportunities to do assignments that provide an introduction to available career options.

In addition, students can complete career maps outlining projected courses of study for their high school years leading to postsecondary studies and good jobs. They can also write career papers assessing themselves and their possible future careers. These projects can be completed as joint assignments in an introductory career/technical course and an English course.

- **Freshman Seminar.** Offered during the first semester of the ninth grade, the Freshman Seminar is a study and life-skills course that provides in-depth lessons using a variety of techniques to help students practice the studying, note-taking, time management and social relations skills required in their academic subjects and lives outside of school. Course materials include a teacher's manual of complete lesson plans, student workbooks, and readings.
- **Block schedule.** Conceptual framework works with schools to create a "4x4" extended-period block schedule (that is, four periods per day for four courses each semester) in order to offer "double doses" of English and math in the ninth and tenth grades.
- **Catch-up courses.** A key feature of the doubling up of English and math courses are the ninth-grade catch-up courses that are offered for the first term to students with weak prior preparation. These include Strategic Reading and Transition to Advanced Mathematics. Strategic Reading is designed to meet the needs of students whose reading levels are two or more years below grade expectancy. The course focuses on listening skills, reading comprehension, and guided practice, along with a Student Team Literature program, which uses partner discussion guides developed by ----to support cooperative learning in reading and language arts. Students who take Strategic Reading take an English 1 course in the second semester. Transition to Advanced Mathematics is designed to encourage students to recognize connections between mathematics and the world while preparing them for a rigorous Sequence of high school mathematics courses. Materials include peer assisted starter activities, whole-class discovery lessons, and differentiated individual and small-group instruction guides for five multi-week units. Students who take Transition to Advanced Mathematics take an algebra 1 course in the second semester.
- **Extra help.** Offer additional courses for students who need extra support, including: (1) Literacy Lab, a course that offers extra language arts help, working in conjunction with Strategic Reading and allowing students to develop reading, writing, and listening skills in small groups. The use of educational software on computers and exposure to appropriate Internet-based texts are important elements of the lab. (2) Reading and Writing in Your Career, a balanced-literacy course with a writing component for tenth-grade students who need additional support in reading and writing. Lessons are designed to help students develop strategies and improve skills in an effort to enhance their success in all subject areas.

- **Summer school and Saturday school.** An on-site summer school and Saturday school allows students to make up failed course credits or receive extra academic help that they need for promotion.
- **Twilight School.** An after-hours program is offered as an alternative to the regular school day to offer flexibility to students. Instruction is offered in small classes, and extensive services are provided by guidance and support staff.

Key Problem: Limited Capacity to Implement Comprehensive Reform

Currently, most schools in highly stressed environments have little or no capacity to address the problems discussed so far: anonymity, low student expectations, and poor prior preparation. Even with specific strategies such as the examples given, implementing a comprehensive set of organizational reforms that respond to these challenges requires that teachers and administrators change their practices in fundamental ways. In light of this, two critical components of the Conceptual framework approach are sustained, multi-layered, multiyear implementation support and continuous professional development. These consist of:

- **A multiyear implementation plan.** Staff works with schools to create, and to update and refine continually, a multiyear implementation plan that defines a timeline for phasing-in the key components of the Conceptual framework model provides schools with a minimum of two years of intensive implementation support for each component.
- **On-site facilitators and professional development.** An on-site team of trained facilitators supports the planning and implementation of reforms, organizes and delivers grade- and subject-specific professional development, and follows up workshops with in-class help. Teachers receive four tiers of continuous support: (1) Ongoing, curriculum-specific professional development, focusing on modeling upcoming lessons, improving content knowledge, learning instructional strategies, and performing classroom management. For each course, there are two to three days of training in the summer and one two- to three-hour training session each month during the school year. (2) Weekly in-class implementation support from an experienced curriculum coach. In a given school, coaches typically are skilled school district teachers or administrators who are placed on special assignment to the Conceptual framework model or teachers or administrations from the school that are given release time. (3) School-based support from lead teachers who receive additional training in use of the curriculum and in instructional practices. (4) On-going technical assistance from CRESPAR affiliated organizational facilitators, who coordinate components of Conceptual framework at the sites, including teacher coaching, curriculum materials and other resources, workshops, and student-teacher meetings.
- **A support team.** Each school is assigned a support team of Conceptual framework trainers who maintain frequent contact with the school-based facilitators, principals, and key members of the school's leadership and instructional teams.
- **The Conceptual framework network.** Schools receive support from other schools in the Conceptual framework network. Since 1998, annual national conferences that convene Conceptual framework schools have allowed the schools to share their experiences and to learn from one another. There are also conceptual framework institutes for principles, teacher coaches, and teachers. In addition, school-based organizational facilitators meet together several times throughout each year, coordinating with CRESPAR. Key Problem: Schools' Isolation from Families, Communities, and Local Institutions Many high

schools in the district is isolated from other institutions in their communities and have very limited contact with students' families (restricted to notification of severe disciplinary and academic problems). In addition, with few connections between schools and communities, particularly local employers, many students are inadequately informed about or prepared for the adult world and the world of work.²¹ In short, for schools like the ones in this study, schooling can become a process of isolating students from the world they should be preparing to enter. Little effort is made to use the community as a resource for providing students with meaningful learning opportunities and a context for highlighting the potential relevance of what they are studying.

To address this problem, through a partnership with the National Network of Partnership Schools (the Network, for short), Conceptual framework uses school-family-community partnerships, administrators, parents, community members, and students work together to design and implement partnership activities that meet goals for student success. The goal is to enable families and communities to become informed about and involved in children's education and schools. Facilitators from the Network work with Conceptual framework schools, employing a variety of strategies for increasing such involvement, include:

- Offering programs to parents that provide parenting and child-rearing skills development
- Communicating with families about school programs and student progress
- Involving families as volunteers and audiences at the school
- Involving families with their children in learning activities at home
- Including families as participants in school decisions and governance
- Collaborating with social service agencies to coordinate resources from the broader community for families and students

The theory of change laid out in the preceding subsections is the conceptual framework for the interacting components of the Conceptual framework High School model, illustrating how the model is expected to improve student outcomes. Conceptual framework is more prescriptive than other school reform approaches, but CRESPAR strives to balance high-fidelity implementation of core model components with the unique needs and circumstances of the participating schools and the capacities of teachers and administrators. Even if implemented intensively, a range of contextual factors at the school, district, or state level can enhance or limit the model's capacity to make a positive difference for students.

The New Tech High model is based upon 3 essential elements:

- **A new instructional approach that engages learners.**
Project-based learning (PBL) is the primary instructional approach in the New Tech model. PBL uses technology and inquiry to engage students with issues and questions that are relevant to their lives. In New Tech classrooms, teachers design rigorous projects aligned to state and district standards and customize them to the interests of students. Students then work in teams to acquire and apply knowledge and skills to solve problems.

The New Tech High model utilizes a co-teaching model in which courses are integrated. A team of two teachers deliver the interdisciplinary content which is aligned to the Michigan content standards.

- A culture that empowers students and teachers.**
 Trust, respect and responsibility are at the center of the New Tech culture. At New Tech schools, students and teachers have ownership of school administration and the learning experience. Students acquire a level of responsibility similar to what they would experience in a professional work environment. Teachers model a team-based collaborative approach and have the flexibility to customize classrooms and projects to meet the individual needs of the student.
- Fully applied technology that supports deep learning.**
 The use of technology supports the New Tech model’s innovative approaches to instruction and culture. All classrooms have a one-to-one computing ratio. With access to Web-enabled computers, every student becomes a self-directed learner who no longer needs to rely primarily on teachers or textbooks for knowledge and direction.

The New Tech High model is based on the principle of small learning communities. Small learning communities (SLCs) refer to all school design efforts intended to create smaller, more learning-centered units of organization (Oxley, 2007). These communities serve up to a few hundred students, and are formed either by building new limited-size schools or by converting comprehensive high schools into multiple communities. The goals of creating SLCs are to increase student engagement and teacher involvement. Many educators believe that in small schools, teachers know their students better; students feel less isolated and alienated; discrepancies in the achievement gap can be reduced; and teachers are encouraged to develop innovative strategies (Cotton, 2001).

Robichaud High School will begin the 2010-2011 with one New Tech High School (Westwood New Tech High School) servicing only 9th and 10th grade students; eventually maximizing its capacity to 400 students, grades 9-12.

New Tech High School staff began training during the summer of 2010 to prepare for the implementation of the New Tech model. Continuous training will occur throughout the first 3 years of the New Tech model implementation to ensure sustainability of the program. Additionally, New Tech staff will receive a New Tech coach who will provide the staff with support and assistance during the first 3 years of implementation.

Implementation Plan	
Action Step	Status
Board Approval of New Tech Model	Complete
Selection of Instructional Staff & Principal	Complete
Selection and recruitment of Students	Complete
Training of Instructional Staff	Complete
Purchase of instructional materials and technology	Complete
Evaluation of the program	Complete

2. Implementation of Supplemental Academic Interventions

Project Lead the Way: STEM education is at the heart of today's high-tech, high-skill global economy. For America to remain economically competitive, our next generation of leaders must develop the critical-reasoning and problem-solving skills that will help make them the most productive in the world. Project Lead the Way (PLTW) prepares students to be the most innovative and productive leaders in Science, Technology, Engineering, and Mathematics (STEM) and to make meaningful, pioneering contributions to our world. PLTW partners with middle schools and high schools to provide a rigorous, relevant STEM education. Through an engaging, hands-on curriculum, PLTW encourages the development of problem-solving skills, critical thinking, creative and innovative reasoning, and a love of learning. The PLTW middle and high school STEM education programs give students a brighter future by providing them with a foundation and proven path to college and career success in STEM-related fields. PLTW sparks the ingenuity, creativity, and innovation within all of students. (www.PLTW.org)

In 2005, the Southern Region Education Board (SREB) conducted a study of entitled *Project Lead the Way: a Pre-engineering Curriculum That Works*. The 2005 *HSTW* report compared the performance of PLTW students with *HSTW* career/technical (CT) students on the 2004 *HSTW* Assessment. The report stated that the 264 students who took two or more PLTW courses at a *HSTW* school:

- Achieved significantly higher scores in mathematics on the NAEP-referenced *HSTW* Assessment than *HSTW* career/technical students in comparable CT fields;
- Achieved significantly higher scores in reading, mathematics and science on the NAEP-referenced *HSTW* Assessment than *HSTW* career/technical students from all CT fields;
- Were more likely to complete at least four years of mathematics and at least four years of science courses during high school;
- Were significantly more likely to experience engaging instructional practices in mathematics and science courses; and
- Were significantly more likely to have a richer learning experience in their career/technical courses.

PLTW's Pathway to Engineering (PTE) curriculum is designed as a four-year high school sequence. Foundation courses (Introduction to Engineering Design, Principles of Engineering, and Digital Electronics) are supplemented by a number of electives to create eight rigorous, relevant, reality-based courses. All PLTW courses are aligned to Michigan content standards.

Foundation Courses

- **Introduction to Engineering Design (IED)**
Designed for 9th or 10th grade students, the major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community.
- **Principles of Engineering (POE)**
This survey course of engineering exposes students to major concepts they'll encounter in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving

skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional community.

- **Digital Electronics (DE)**
 Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras and high-definition televisions. The major focus of the DE course is to expose students to the process of combinational and sequential logic design, teamwork, communication methods, engineering standards and technical documentation. This course is designed for 10th or 11th grade students.

Capstone Course

- **Engineering Design and Development (EDD)**
 This is an engineering research course in which students will work in teams to research, design, and test and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide and help the team to reach a solution to the problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous Project Lead The Way courses. The use of 3D design software helps students design solutions to the problem their team has chosen. This course also engages students in time management and teamwork skills, a valuable set for students in the future. This course is designed for 12th grade students.

PLTW teachers will receive training through the PLTW Summer Institute during the summer of 2010. PLTW teachers will have access to the PLTW Virtual Academy throughout the school year which provides teachers with PLTW support materials and curriculum as well as ongoing professional development training.

Implementation Plan	
Action Step	Status
Board Approval of PLTW	Complete
Selection of Instructional Staff	Complete
Create class in master schedule and schedule students	Complete
Training of Instructional Staff	Ongoing
Purchase of instructional materials and technology	Complete- On going based on needs
Evaluation of the program	To be completed June 2011

3. Partnership with William D. Ford Technical Center

Needs addressed: student achievement and student engagement

Robichaud High School students who are interested in pursuing a technical career will have the opportunity to attend William D. Ford Technical Center. With the rapidly changing employment market and exploding technologies our country will experience into the 21st century, it is essential that schools and industry work cooperatively toward the common goal of preparing educated, critical thinking, skilled workers.

In a recent study, Bishop and Mane (2004) quote a 2003 report of the Advisory Committee for the National Assessment of Vocational Education as follows:

Career and technical education empowers students by providing a range of learning opportunities that serve different learning styles. CTE relies on a powerful mode of teaching and learning that cognitive scientists call “contextual” or “situated” learning, both in classrooms and in workplaces. For many students, applying academic and technical skills to real-world activities, using computers and other tools, and being able to see how their learning is related to the world of work make CTE classes more interesting and motivating, and more educationally powerful than standard academic classes. A career focus often gives students a sense of direction and motivates them to achieve and to stay in school. Practically inclined students can be hooked on academic learning through CTE study . . . Just having the option of being able to concentrate in CTE in high school results in more young people staying in school because more individually relevant choices are available to them. (Advisory Committee for the National Assessment of Vocational Education, 2003, p. 2)

Robichaud High School has selected to expand the career and technical programs offered to students by partnering with the William D. Ford Career-Technical Center. The William D. Ford Career-Technical Center serves high school students by preparing highly skilled workers for jobs and careers with a future.

Implementation Plan	
Action Step	Status
Board Approval of William D. Ford Partnership	Complete
Create classes in master schedule and schedule students	Complete
Acquire bus transportation	Complete

4. Implementation of READ 180 program

Needs addressed: student achievement and student engagement

Results of standardized tests such as the EXPLORE, PLAN, and MME as well as building-level assessments such as the SRI (Scholastic Reading Inventory) show that over 90% of Robichaud students persistently perform below proficiency in the area of reading. In order to improve the reading skills of students, Robichaud High School has selected to implement the *READ 180* instructional models. *READ 180* is an intensive reading intervention program that helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development.

The *READ 180* Instructional Model is based on a 90-minute block of time. The class begins with 20 minutes in Whole-Group Instruction. During this time, the teacher follows key instructional routines for reading, vocabulary, and writing as outlined in the Teacher’s Edition of the *rBook*. Next, students participate in three 20-minute rotations. These rotations are made up of independent reading time, where students choose Paperbacks or Audio books to read; Small-Group Instruction, where teachers provide individualized instruction and support and students work in their *rBooks*; and reading instruction via the *READ 180* Software, where students are offered intensive and individualized practice on the computer. The remaining 10 minutes are used for Whole-Group Wrap-up Time (www.scholastic.com).

READ 180 is proven to meet the needs of struggling readers whose reading achievement is below proficient level. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills (www.scholastic.com). Additionally, implementation of the *READ 180* programs will aid in increasing Math scores, as proficient reading is an essential skill needed for math success. According to research conducted by the Institute of Education Science (IES), *READ 180* was found to have potentially positive effects on comprehension and general literacy achievement for adolescent learners (ies.ed.gov).

	Alphabetics	Reading fluency	Comprehension	General literacy achievement
Rating of effectiveness	na	na	Potentially positive effects	Potentially positive effects
Improvement index⁴	na	na	Average: +4 percentile points	Average: +12 percentile points
	na	na	Range: –22 to +25 percentile points	Range: +3 to +17 percentile points

na = not applicable

Robichaud ELA staff will receive two days of in-person implementation training designed to provide instructional strategies, hands-on experience, and practical suggestions for using *READ 180* with confidence. The first training session will occur prior to the start of the school year. The second will occur after the start of the school year. A *READ 180* consultant will provide support and assistance during the school year through frequent classroom visits.

Implementation Plan	
Action Step	Status
Research of reading intervention programs	Complete
Consultation with <i>READ 180</i> representative	Complete
Assess all students reading levels to identify target students	Complete
Create course in master schedule and assign students to course	Complete

Purchase program	Complete
Train instructional staff	Ongoing
Evaluation of the program	To be completed June 2011

5. Implementation of Compass Learning program

Needs addressed: student achievement and student engagement

Results of standardized tests such as the EXPLORE, PLAN, and MME as well as building-level assessments such as the formative and summative assessments show that over 90% of Robichaud students persistently perform below proficiency in the area of math. In order to remediate and improve the math skills, as well reading skills of students, Robichaud High School has selected to implement the Compass Learning Odyssey program. The Compass Learning Odyssey suite of learning solutions includes lessons and activities that are based on current and confirmed research about the way today's students think and learn. Odyssey curricula for secondary students facilitate Response to Intervention, differentiated and personalized instruction, and formative assessment that helps drive data-based decision making. Compass Learning Odyssey solutions for secondary students can help teachers address each and every student's need for engaging instructional content and personal attention. Odyssey applies innovative teaching methods within a rich, interactive learning environment, using flash-based activities — complete with sound and animation — to teach and review concepts. All Odyssey courses are based on current and confirmed research about the way secondary students think and learn and are aligned to Michigan content standards (www.compasslearning.com).

Odyssey High School personalizes the learning experience for each student and scaffolds all activities to support students as they work through instructional content. Online courses provide mainstream and credit and grade recovery opportunities in a flexible environment that complements students' schedules. Odyssey High School also delivers the tools necessary for a successful intervention program, including diagnostic assessment, personalized content, direct instruction, and practice opportunities (www.compasslearning.com).

Odyssey High School courses were developed based on the way high school students think and learn:

- Engaging, creative, short videos written, directed, and produced by master teachers
- Flash-based, interactive activities to teach and review concepts
- A teen-friendly conversational style to capture and hold students' attention
- Glossaries of terms that are pronounced, defined, and in some cases illustrated
- Writing activities and worksheets to encourage critical thinking, writing, and study skills (www.compasslearning.com)

Odyssey High School courses include:

- Odyssey High School: Algebra I
- Odyssey High School: Geometry
- Odyssey High School: Algebra II
- Odyssey High School: Trigonometry
- Odyssey High School: Pre-Calculus
- Odyssey High School: Math Models
- Odyssey High School: Math 1, 2, 3, 4

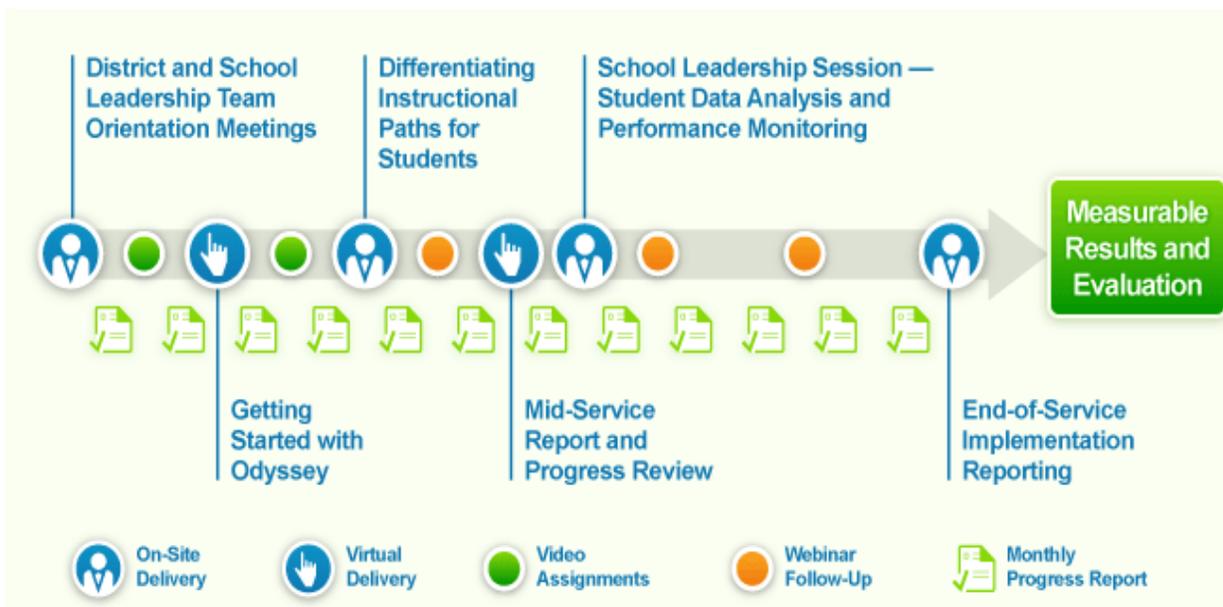
The School Effectiveness Report (SER) published by Compass Learning discussed the math improvement obtained by students in Duval County Public Schools. The district and Compass Learning worked together to create an implementation approach designed to meet the unique needs of all the schools involved. The district purchased Odyssey as part of a comprehensive approach to address middle and high school credit recovery, grade recovery, remediation, over-age intervention instruction, and advanced-placement curriculum needs.

Compass Learning Odyssey was installed in all of Duval County Public Schools' 28 middle schools and in 17 high schools across the district as part of an overall emphasis on improving student achievement results.

As a result of implementing Compass Learning, Duval County Public Schools' 2008 Florida Comprehensive Assessment Test (FCAT) results in mathematics demonstrated improvement from 2007 across all Odyssey Math user grades 6 to 10. From 2007 to 2008, the percentage of Odyssey Math users in grades 6 to 10 scoring at or above grade level 1 on the FCAT in mathematics increased, ranging from 6% to 27%. Findings indicated that both time in Odyssey and average activity score in Odyssey had an impact. The percentage increase was greater for subgroups with more hours of Odyssey Math or Algebra use (18 or more hours) and greatest for those who also obtained an average Odyssey Math or Algebra learning activity score of 75% or greater. Duval County Public Schools' mean FCAT Math Developmental Scale Score (DSS) results for all Odyssey user grades 6 to 10 increased from 2007 to 2008. The percentage of Odyssey users scoring at or above grade level increased in 2008 for those Odyssey users who scored below grade level in 2007. In 2007, 0% of these students in Odyssey user grades 6 to 10 scored at or above grade level. The increases in 2008 were 13% for the 6th and 10th grades, 15% for the 9th grade, 29% for the 7th grade, and up to 30% for the 8th grade. In all demographic subgroups, Odyssey user grades 6 to 10 achieved mean FCAT Math DSS gains from 2007 to 2008.

Compass Learning Impact Teacher Academy provides six core foundational services for educators at the leadership and teacher levels in districts and schools that implement Compass Learning Odyssey. These Core Implementation Services develop a strong base of knowledge on Odyssey implementation, teacher and student utilization, results monitoring, and data analysis (www.compasslearning.com). The implementation of Compass Learning follows the process below.

Figure 1: Implementation Model - Blended Delivery



Implementation Plan	
Action Step	Status
Research of math intervention programs	Complete
Consultation with Compass Learning representative	Complete
Assess all students math levels to identify target students	Complete
Create course in master schedule and assign students to course	Complete
Purchase program	Complete
Train instructional staff	Ongoing
Evaluation of the program	To be completed June 2011

6. Establish a Pyramid of Intervention/RTI system

Needs addressed: Student achievement and student engagement for Robichaud and Westwood New Tech High School.

Robichaud High School and New Tech are committed to ensuring every student succeeds. Too often students “fall through the cracks” due to mere lack of monitoring by school personnel. Robichaud High School has committed to the success of all students by implementation of intervention plans, monitoring students’ academic progress, attendance, and behavior records to provide timely support and timely academic assistance to students at risk.

Beginning the 2010 school year, Robichaud High School staff will develop an RTI/Pyramid of Intervention system. According to the National Center on Response to Intervention (Essential Components of RTI: A Closer Look at Response to Intervention, April 2010), a rigorous prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. This system should include 3 levels of preventions, which represent a continuum of supports.

- Primary prevention: high quality instruction that meets the needs of most students
- Secondary prevention: evidence-based intervention(s) of moderate intensity that address the learning and behavior challenges of most at-risk students
- Tertiary prevention: individualized intervention(s) for students who do not respond to secondary prevention.

Staff input will be used to identify primary, secondary, and tertiary prevention strategies. Strategies that will be included at the secondary and/or tertiary level will include:

- **Academic:** The Robichaud High School Student Support Team will review the academic achievement of all students and create an intervention plan for all students. Increase learning time in **all** math and ELA classes with an additional 30 minutes to insure structured intervention. Also, identified students’ intervention plans may include, but is not limited to, tutoring, before/afterschool, placement in a support/remediation class and summer sessions.
- **Attendance:** On a weekly basis, the attendance records of students will be evaluated for truancy. Students deemed, as truant will be provided assistance and support based upon the truancy cause. Assistance may include, but is not limited to, student/parent conferences, home visits, and referral to Wayne County truancy officer.
- **Behavior:** Students exhibiting behavior(s) that interfere with their academic success will be referred to the Robichaud High School Student Support Team. Utilizing the **SIRF** (Student Intervention Referral Form), student behaviors will be identified and the appropriate interventions will be administered based upon the recommendation of the team.

In order to properly implement a Pyramid of Interventions/RTI, Robichaud High hired a Dean of Students to monitor academics, behavior, and attendance.

Implementation Plan	
Action Step	Status
Hire Dean of Students	Complete
Create a Student Support Team	Complete
Robichaud Staff to create a RTI/Pyramid of Interventions System	Complete
Create a system for identifying students at risk based upon academic, behavior, and attendance data	Complete
Train staff in the utilization of the SIRF form	Complete
Student Support Team to create a meeting calendar for reviewing student records throughout the year	Ongoing
Extended students instructional Learning time (30 minutes) in all ELA/Reading and math classes. (two additional teachers)	To be completed

7. Curriculum Leadership that includes academic coaches and a technology coach

Needs addressed: student achievement and building leadership capacity

In order to effectively implement any intervention strategy, teachers must have support. Academic Coaches in the areas of Math and ELA, as well as a Technology Coach will be part of the transformation process. The academic coaches, like athletic coaches, observe teaching strategies and techniques, make observations and suggest changes to teaching approaches, and provides encouragement. The academic coaches will aid and assist in the curriculum (building units, measuring results, pacing based on mastery, and provide for a collaborative professional schedule for grade levels and vertical alignment). The Technology Coach will be a full- time technology specialist that will manage and maintain day-to-day technology implementation issues as well as provide guidance when integrating technology within

instruction. The Technology Coach will serve teachers by assisting in the creation of, and modeling, lessons that integrate technology. The end goal is to equip teachers with skills, strategies, knowledge of best practices, and confidence while increasing student engagement.

All coaches will build the curriculum leadership capacity of staff so that, at the conclusion of the grant, teachers will be able to continue with these practices.

Implementation Plan	
Action Step	Status
Obtain list of "Approved Providers"	Complete
Select provider based on school's academic coaching needs and the provider's ability to meet the need	Complete
Create job description for a Technology Coach	Complete
Hire a Technology Coach	In Process
Create an action plan for academic and technology coaching	In Process
Increase teachers' learning time by adding professional development sessions weekly(3 days @one hour)	Ongoing throughout school year
Evaluation of the program	To be completed June 2011

8. Creation of 21st Century learning classrooms building-wide.

Need(s) addressed: student achievement and student engagement

Information technology is playing an increasingly important role in the work and personal lives of citizens. Computers, communications, digital information, software--the constituents of the information age--are everywhere. In order for students to compete in the global society in which they live, it is imperative that:

- Technologies become infused in all classrooms;
- Access to emerging technologies be available to all students;
- Technology support services are provided to teachers, administrators and support staff.

In order for technology to become infused and for students to have access, the following must be in each classroom:

- Teacher dedicated laptop
- Student laptops (one per student)
- Electronic presentation device (Integrated Whiteboard and Projector)
- Document camera and wireless slate
- Student Response System - interactive response system – 32
- Audio amplification system

The 21st Century learning environment must limit the dependency on time and place for instructional opportunities to occur and must demonstrate instructional relevance for students. For this reason, Robichaud High School has chosen Distance Learning as a component of our school improvement model. Michigan Virtual High School Distance Learning is a comprehensive program designed to provide rigorous, high quality web-based, interactive courses aligned with Michigan State Standards. This model will provide opportunities for students, no matter their location, to increase scores in identified curricula using the 21st Century tools and equipment. This individualized instruction, based on acquired data from research based software, will be designed by a highly qualified, Michigan Certified teacher and monitored by a trained facilitator. Students will also be able to leverage MVU to complete coursework for credit recovery.

Implementation Plan	
Action Step	Status
Identify technology needs	Complete
Purchase technology resources, accessories, and furniture	In progress
Upgrade school building's technology capacity to support technology purchases	In progress
Training teachers in the use of technology	Ongoing
Identify students for credit recovery	Complete
Purchase MVHS courses	Complete

9. Improve student transition from middle school to high school through a summer transition program and freshman academy.

Needs addressed: student achievement and student engagement

Robichaud staff has identified the need to assist ninth grade students in their transition to high school. Robichaud High School will establish a Freshman Focus to provide freshman students with a small learning environment that will nurture them and provide them with the tools to make a successful transition to high school. In addition to the Freshman Focus, Robichaud will provide ninth grades students with a summer freshman transition program. The overall objective of the program is to foster and build a team mentality with ninth graders to decrease any potential conflicts and to ease the transition from middle to high school by engaging students in activities that will assist them with setting goals, establishing friendships with their peers and relationships with school staff, and building a team/school spirit that will carry over into the small schools setting throughout the school year. Other transition activities will include school visits and parent meetings.

Implementation Plan	
Action Step	Status
Identify ninth grade teachers	complete
Create curriculum and program schedule for 9 th grade transition program	Complete
Identify incoming 9 th graders	Complete

Create transition program registration materials and mail to incoming 9 th graders	Complete
Evaluate transition program	Ongoing
Assign students to 9 th grade teams (Develop students' academic intervention plan)	Ongoing
Schedule PLC time for ninth grade teachers	Ongoing
Evaluate Freshman Focus	To be completed by June 2011

10. Increase academic rigor opportunities

Need(s) addressed: student achievement and student engagement

Currently, Robichaud does not offer any advanced course options for high achieving students. Robichaud will establish a challenging and rigorous curriculum to meet the needs of high achieving students which will include the creation of honors courses and AP/dual enrollment opportunities based on student demand. By way of the Westwood, Crestwood, Dearborn Heights #7 consortium, Robichaud students will have the opportunity to enroll in Advanced Placement courses. Additionally, dual enrollment opportunities will be available to Robichaud students through a partnership with Wayne County Community College and Henry Ford Community College, and expand it to Michigan State University, U of M-Dearborn, and Baker College.

Implementation Plan	
Action Step	Status
Identify students eligible for advanced coursework	Complete
Schedule students for AP courses	Complete
Establish partnership with WCCC	Complete
Select dual enrollment courses to be offered to students	Complete
Schedule students for dual enrollment classes (Develop students academic intervention plans)	Ongoing

11. Provide support to students in a least restrictive environment

Needs addressed: student achievement and student engagement

Beginning the 2010 school year, Robichaud High school will implement a co-teaching model of instruction. All special education students (Based on students individualized education plan—IEP), will follow the Michigan merit curriculum requirements and be emerged in the general education curriculum. Special education students will be assigned to general education classes that have a special education co-teacher assigned. Students will also have access to a resource room teacher to assist them in their classroom studies, providing all students with additional learning opportunities.

All eligible students whose primary language is other than English will receive services English Language Learners (ELL) program/services. Eligibility is based on information provided at enrollment by parents, teacher recommendations and/or test results from the State of Michigan English Language Proficiency

Screener (ELPA) test. The goals for ELL instruction are to help students understand, speak, read, and write English. We attempt to help students acquire English as quickly and fluently as possible. We want our ELL students, to fully participate in their regular classroom programs and achieve their grade level requirements with a assistant of language consultant as needed.

Robichaud staff will receive co-teaching training during the summer of 2010.

Implementation Plan	
Action Step	Status
Schedule special education students to general education classes	Complete
Ensure ELL Students Instructional Plans are implemented /Language Consultant and Teacher Plan	complete
Identify and assign co-taught classes	Complete
Obtain co-teaching training	Complete
Implement co-teaching model	Complete

b. Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.

1. Data collection and use for instruction and evaluation using the Class A system and an external provider.

Need addressed: student achievement

The ***Using Student Achievement Data to Support Instructional Decision Making*** practice guide published by Institute of Education Sciences (IES) defines data-based decision making as "...teachers, principals, and administrators systematically collecting and analyzing various types of data, including demographic, administrative, process, perceptual, and achievement gap, to guide a range of decisions to help improve the success of students and schools "(p.46).

Robichaud High School will use data to inform instructional practices and implement data-driven decision- making. The school district has adopted the Class A data management system to aid in the analysis of student assessments. CLASS A System (Curriculum, Learning and Assessment for Student and School Achievement), powered by Datawise INC., is a cutting-edge technology tool that features two powerful capabilities for Wayne County Educators. The system will assist educators to develop pupil assessments aligned with state and national curriculum standards. The system also provides sophisticated performance analysis tools for educators to examine student learning and improve instructional practice.

To further our efforts, Robichaud High School will seek the assistance of an external provider to provide training in the analysis of not only achievement data, but also ALL types of data (process, demographic, perceptual).

The district has committed to providing Curriculum Days once a month, which will be devoted to the analysis of student data. Additionally, departments will be provided with PLC time to discuss lesson, instructional strategies, student data, receive professional development, etc.

Implementation Plan	
Action Step	Status
Obtain list of "Approved Providers"	Complete
Select provider based on school's data analysis needs and the provider's ability to meet the need	Complete
Transformed teachers daily schedule to embed weekly professional development time	Complete
Train staff to use Class A	In Progress
Create departmental PLC time in the master schedule	Complete
Schedule Curriculum Days	Complete
Evaluation of the program	To be completed June 2011

2. Data collection and use for an early warning system.

Need addressed: student achievement

Robichaud High School has begun the use of data as indicators of students at risk of poor academic performance. Current students' reading and math skills were assessed using the ACT Work Keys and the Scholastic Reading Inventory (SRI) assessment tools. Students scoring below proficiency were identified for placement in either a math support class and/or a reading support class. Incoming ninth grade students were also assessed for placement utilizing these assessment tools. New incoming students will be assessed in these areas and will be placed in the appropriate academic courses based upon their performance. Also, all students will have academic interventions plans that will be monitored weekly to ensure timely and appropriate intervention.

Beginning 2010, Robichaud High School will create a formal early warning system utilizing the process outlined by the National High School Center (Developing Early Warning Systems to Identify Potential High School Dropouts, July 2008). According to the National High School Center (NHSC), an early warning system uses indicators based on readily accessible data to predict whether students are on the path toward graduation. NHSC states the most powerful predictors of whether a student will complete high school are course performance and attendance. Subsequently, system collection of student attendance and course performance data can be used to develop an early warning system.

Attendance: According to Allensworth & Easton, (2007), in general, research suggest that missing more than 10% of instructional time is cause for concern. This percentage translates to approximately 2 weeks (10 days) of school per semester. An early warning system should monitor attendance based on this rule. Students who miss more than 10% of instructional time should be flagged for early interventions.

Course performance data: NHSC identifies 3 types of course performance data to record

- Course failures: According to NHSC, students with 3 or more semester F’s are not likely to graduate and therefore students in this category should be flagged for early intervention.
- GPA averages: NHSC states on average, students who earn a 2.0 GPA or less in their freshman year have significantly lower graduation rates than students who earn a 2.5 or higher. Therefore students with a GPA of 2.0 or less at should be flagged for early intervention.
- Credits earned in a term (on-track vs. off-track status): A student is considered on track or off track based on a combination of course failures in core academic courses and credits earned. By monitoring course failures and credits earned, students in need of early intervention can be identified.

The early warning system will be used to target interventions and to monitor student progress. The early warning system will be developed in conjunction with the RTI/Pyramid of Interventions system.

Implementation Plan	
Action Step	Status
Robichaud Staff to create an early warning system	Complete
Create a system for identifying At-Risk students based upon academic, behavior, and attendance data	Complete
Implementation of the early warning system	Beginning School Year 2010/11

III. Increasing learning time and creating community-oriented schools.

a. Establish schedules and strategies that provide increased learning time.

1. Establish extended-learning opportunities

The components of the plan for increasing learning time and creating a community-oriented school are as follows:

- Reallocate additional funds to Robichaud HS providing them with an additional funds per public creating a per pupil school based budget formula weighted based on student needs.
- Restructure the master schedule to allow for increased time in core academic subjects specifically ELA, and Math beginning the first year.
- Extend Day for all students increasing the school day by an additional hour creating a 7th hour. Allowing time for academic intervention.
- Implement activities and supports for families and parents, which foster and preserve community relationships
- Create extended day and weekend opportunities to participate in supplemental educational services, enrichment activities, parental involvement activities, and community-organization activities

Specifically, Robichaud High School will provide students with extended learning opportunities by:

- **EXTEND CLASS TIME:** Increasing the class time to 80 minutes during the current day in the students ELA/Reading and Math classes.
- Before and after school tutorial programs
- Daily computer assisted instruction
- Summer academic enrichment sessions for identified students. Robichaud has also partnered with the Starfish Foundation to provide students with after school as well as summer enrichment activities.
- **EXTEND SCHOOL DAY:** Add a 7th hour “Seminar” for all students each day. Seminar is a period during the school week for students to pursue various academic activities related to academic and personal growth. It is designed to:
 - Provide students with a connection to staff and peers across the grade levels
 - Develop effective time management and study habits
 - Increase accessibility to teachers and resources during the school day
 - Seminar will count as 1/4 credit each year towards graduation.

Seminar Period Uses

Tutoring	Retesting
Remedial work	Mentoring
Computer use	Lab use
Media Center Research	Test Preparation
Make up work	Assemblies
Meetings	College Visits
Peer Tutoring	Grade Level Activities

Student Responsibilities

Sign up in advance for resource time with teachers	Travel only to teachers that appear on student's schedule
Be a positive force in making the Seminar classroom an effective learning environment	Adhere to the School District Attendance Policy
Arrive on time to Seminar and resource times with sufficient work to complete	Bring sufficient work to complete during Seminar time
Carry and use a planner to assist in time management and Seminar planning	Use time in a constructive and productive manner
No loitering in the halls, restrooms or other inappropriate places	Make up missing work

- **Consequences of Failure**
 - Students who do not pass Seminar will be required to complete 36 hours of community service during the summer
 - Students must pay for the lost credit through the summer school program
 - Community Service will be coordinated through youth assistance and the summer school

- **Improve time management**, increase the proportion of time spent on academic subjects, and adopt alternative academic calendars to maximize the amount of time available for student learning (Aronson, Zimmerman, & Carlos, 1998). We will address this in our student advisory and study skills classes.

- **Actively engage students in learning at appropriate levels of difficulty throughout the day** (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992). Increase learning time will be implemented in for all students in ELA/Reading and math classes by 30 minutes allowing for structured intervention to address academic needs timely. (Rock & Thread, 2009). The transformation of creating the small learning communities will support student-learning opportunities. The New Tech Model and Project Lead the Way will support academic challenges and address this need.

- **Monitor student performance through formative and summative assessment** and use student data to inform instructional decision-making and ensure appropriate levels of instruction (Aronson, Zimmerman, & Carlos, 1998). Using summative assessments such but not limited to: State assessments, unit and chapter test, semester exams, and AYP scores will used along with formative assessments that will provide information at the classroom level and to make instructional adjustments and interventions during the learning process. Robichaud staff will receive intensive training making formative assessments including it as an essential part of the instructional process. Teachers will incorporate informative in classroom practice, allowing adjusted teaching and learning timely. Some strategies that will be used formatively include:
 - Criteria and goal setting, engaging students in instruction and the learning process;
 - Observations that assist teachers in gathering evidence of students learning to inform instruction;
 - Questioning strategies embedded into the lesson planning;
 - Self and peer assessments helping to create a learning commitment of engaged students;
 - Student record keeping helping students to better understand their own learning and evidence of their classroom work; and
 - Balance assessments, teacher gathering students' performance data to make instructional decisions. (Harrison Black: *Assessment for Learning Putting it to Practice*, 2003)

- **Differentiate instruction** by using various grouping formats, modifying assignments, allowing students to respond in multiple ways, and using other effective instructional strategies such as re-teaching and providing examples. Robichaud instructional staff will receive intensive training in 'Differentiate Instruction' allowing them to meet the needs of all students. Using differentiated

instructional strategies will enable the instructional staff to open learning opportunities for all students by:

- Offering varied learning experiences;
- Using research-based practices into a meaningful context for learning;
- Understanding and using assessment as critical and essential tool to drive instruction;
- Adding new instructional strategies to the reinforce curriculum;
- Providing teachers, students and instructional leaders with focused instructional management system; and
- Meeting curriculum requirements to enhance student academic success.

b. Provide ongoing mechanisms for family and community engagement.

1. Implement an advisory period

The Silent Epidemic: Perspectives of High School Drop-Outs, a report by the Bill and Melinda Gates Foundation, reports that while two-thirds (65 percent) of high school drop-outs said there was a staff member or teacher who cared about their success, only 56 percent said they could go to a staff person for school problems and just two-fifths (41 percent) had someone in school to talk to about personal problems. More than three out of five (62 percent) said their school needed to do more to help students with problems outside of class. Seven in ten favored more parental involvement. These statistics support the need for all students to have a strong relationship with at least one adult in school.

Robichaud will institute an advisory period to meet once a week for approximately 30 minutes. A curriculum for each grade level will be created which will focus on topics specific to each grade level. The advisory period will serve as a means to build relationships between students, faculty, and other school staff.

The “curriculum of the home”—the bundle of attitudes, habits, knowledge, and skills that children acquire through their relationship with their family and that facilitates their school learning—is more predictive of academic learning than the family’s socioeconomic status (Marzano, Pickering, & Pollock, 2001; Redding, 2000). In his meta-analysis, Jeynes (2002) found the nuances of parent-child communication regarding expectations to be a particularly powerful source of motivation for minority children and children living in poverty. These children especially benefit from visions of what is possible for them beyond the circumstances in which they find themselves at the time, and their parents contribute both to that vision and to the children’s confidence that they can reach out and attain it (Hoover-Dempsey, 2005).

Research shows that schools can improve their students’ learning by engaging parents in ways that directly relate to their children’s academic progress, maintaining a consistent message of what is expected of parents, and reaching parents directly, personally, and with a trusting approach (Epstein, 1995; Henderson & Mapp, 2002; Patrikakou, Weissberg, Redding, & Walberg, 2005; Redding, 2000). These echo the conclusions of Swap (1993) that effective parent engagement must be comprehensive in nature, with the school consistently interfacing with parents at many points, in many venues, over the course of the schooling years. This is vital for all students at all grade

levels, in all settings (urban to rural), and even more so for those with disabilities and English language learners. Epstein's (1995) typology of family involvement in education has become the standard of the field and appears in various adaptations, including the National Standards for Family-School Partnerships from the national PTA (n.d.). A comprehensive family-school partnership (which Epstein defines as an ongoing relationship rather than a program or event) addresses all six types of family involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. Robichaud High School will take the following action steps to partner with parents and other organizations to create safe school environments:

1. Establish a site-based council (e.g., School Community Council) comprised of the principal, parent facilitator, social worker or counselor, and parents of current students (non-school employees) that meets regularly and includes family-school relationships as a major element of its work.
2. Expect and monitor sound homework practices and two-way communication with parents. Include parent input in developing student academic intervention plans.
3. Give parents practical, jargon-free guidance on ways to maintain supportive verbal interaction with their children, establish a quiet place for study at home, encourage good reading and study habits, and model and support respectful and responsible behaviors.
4. Provide culturally and linguistically appropriate opportunities for parents to meet with one another to encourage the sharing of norms, standards, and parenting concerns and successes.
5. Provide with opportunity to learn about the curriculum through content workshops, demonstrations and information.
6. Encourage parent and community engagement through parent workshops, seminars, newsletter, conferences, community collaborative activities, such as: curriculum night, education fairs, career night and other activities that will enhance parent engagement.
7. Establish Parent University.

2. Adopt the William Glasser Choice Theory Model

Robichaud High School recognizes student behavior impacts student achievement. The more students are out of school for suspensions, the less time they spend in the classroom receiving instruction. As a result, student achievement begins to decline. During the 2008-2009, the Robichaud High School staff researched and chose to implement the William Glasser Choice Theory Model. Staff was trained during the summer of 2009 and the model was implemented the 2009/2010-school year. As a result of the model, the number of behavior referrals decreased by 80 percent.

The Robichaud High School staff will continue utilizing the Choice Theory model as we strive towards becoming a Glasser Quality School. As Robichaud High School moves towards becoming a Glasser Quality School, Robichaud will make improvement in academics as well. The criterion for becoming a Glasser Quality School is as follows:

- Relationships are based upon trust and respect, and all discipline problems, not incidents, have been eliminated.
- Total Learning Competency is stressed and an evaluation that is below competence or what is now a "B" has been eliminated. All schooling as defined by Dr. William Glasser has been replaced by useful education.
- All students do some Quality Work each year that is significantly beyond competence. All such work receives an "A" grade or higher, such as an "A+".
- Students and staff are taught to use Choice Theory in their lives and in their work in school. Parents are encouraged to participate in study groups to become familiar with the ideas of Dr. William Glasser.
- Students do better on state proficiency tests and college entrance examinations. The importance of these tests is emphasized in the school.
- Staff, students, parents and administrators view the school as a joyful place.

In order to properly implement the Glasser Model, Robichaud High will hire a Director of Student Development to assist in training teachers and providing assistance. Additionally, the Director of Student Development will assist students in managing their behaviors.

Implementation Plan	
Action Step	Status
Hire Director of Student Development	Complete
Provide professional development on Glasser Choice Theory Model	Complete
Create a Responsibility Room Referral System	Complete
Evaluation of the program	To be completed June 2011

IV. Providing operational flexibility and sustained support.

a. Give the school sufficient operational flexibility.

The Westwood Board of Education has hired a new superintendent who has given the high school administration leadership and school budget autonomy establishing a clear 'site base management' system. The high school administration has autonomy in hiring school staff through screening applicants, conducting interviews, and making hiring recommendations to the superintendent. Additionally, the high school administration has autonomy of the development of the master schedule, assignment of teaching schedules and providing professional development opportunities for instructional staff to enhance the instructional delivery. The high school administrators and leadership team facilitated the development of the 'School Improvement Grant' (SIG). This created a sense of ownership and accountability to the design, implementation, monitoring, evaluation and the success of the schools. The entire student body and teachers was provided with information and extensive opportunities for input regarding the 'transformation.'

The components of the plan for addressing operational flexibility and sustained support are as follows:

- (1) Budgeting, staffing, calendars, purchasing is conducted at the school building level
- (2) All activities and components for the SIG funds are developed by the building level school improvement team with collaboration for all staff members
- (3) Grant coordinator at the building level to ensure fidelity to the grant, implementation of the components, and fiscal responsibility for expenses
- (4) Sustainability will occur through the development of teacher leaders, train-the-trainer programs, the establishment of infrastructure and supplies/materials, which will require minimal future financial outlay, and creation of programs and master schedules for the school to follow and maintain.
- (5) Parent community coordinator will establish and create a master calendar of activities that can be sustained each year and supported by the parent organization created to foster and preserve community relationships.

b. Ensure the school receives ongoing, intensive technical assistance and related support.

Westwood Community School district will hire a district personnel who will provide a variety of technical supports to an Executive Assistant for Innovation, State and Federal Programs/Curriculum: to assist in all aspects of state and federal programs, including, monitoring, budget and compliance guidelines and to provide technical assistance in the following areas: professional development; program development, implementation and evaluation; grant writing; school improvement planning and leadership development.

Select external providers from the state’s list of preferred providers

The following steps were followed in selecting, hiring, and evaluating the external provider:

- Articulate specific goals of the relationship with the external partner, including measurable expectations and criteria for selection of external partners to meet these goals.
- Budget adequate funding to support relationship with external partner for duration of contract.
- Develop a rigorous process to select an external partner whose experience and qualifications match the specified goals (e.g., a written application, due diligence to confirm track record of success and financial stability, an in-person interview with the external provider’s leadership team, and, if appropriate due to scope, a site visit to schools receiving services from the external partner).
- Negotiate a contract outlining roles and responsibilities of the external partner as well as the district and relevant schools, and if applicable, state department of education, as well as explicit and measurable outcomes, including interim indicators of growth.
- Provide support as needed and appropriate but do not micro-manage external partner.
- Evaluate the external partner’s progress toward goals.
- Define consequences for failure (e.g., termination or modification of contract).

High Schools That Work (HSTW) is an effort-based school improvement initiative founded on the

conviction that most students can master rigorous academic and career/technical studies if school leaders and teachers create an environment that motivates students to make the effort to succeed. HSTW is the nation's first large-scale effort to engage state, district and school leaders in partnerships with teachers, students, parents and the community to raise student achievement in high school and middle school grades. HSTW seeks to advance the mathematics, science, communications, problem-solving and technical achievement of students by providing a framework of goals, key practices and key conditions for accelerating learning and setting higher standards. In creating this environment, more students will recognize that high school matters to their future and more students will become independent learners able to set future educational and career goals and choose courses to take to achieve those goals. High Schools That Work is based on the belief that everyone in the education hierarchy must work together to align policies, resources, initiatives and accountability efforts to support schools in adopting and implementing comprehensive school-improvement designs.

KEY PRACTICES High Schools That Work has identified the following as key practices that impact student achievement. The following are the HSTW key practices that provide direction and meaning to comprehensive school improvement and student learning:

High Expectations - Motivate more students to meet high expectations by integrating high expectations into classroom practices and giving students frequent feedback.

Program of Study - Require each student to complete an upgraded academic core and a concentration.

Academic Studies - Teach more students the essential concepts of the college-preparatory curriculum by encouraging them to apply academic content and skills to real-world problems and projects. Schools leaders need to:

- Align core academic courses to essential state and national standards that prepare youth for post secondary studies and careers.
- Align student assignments, student work and classroom assessments to at least the proficient-level standards as measured by NAEP-reference exam and state assessments.

Career/Technical Studies - provide more students access to intellectually challenging career/technical studies in high-demand fields that emphasize the higher-level mathematics, science, literacy and problem-solving skills needed in the workplace and in further education.

- Develop standards, conditions and agreements for awarding post-secondary credit in high-demand career/technical fields to high school students.
- Require senior projects with academic, technical and performance standards.
- Provide students opportunities to work toward a recognized employer certification.

Work-based Learning - Enable students and their parents to choose from programs that integrate challenging high school studies and work-based learning and are planned by educators, employers and students.

Teachers Working Together - Provide teams of teachers from several disciplines the time and support to work together to help students succeed in challenging academic and career/technical

studies. Integrate reading, writing and speaking as strategies for learning in to all parts of the curriculum and integrate mathematics into science and career technical classrooms.

Students Actively Engaged - Engage students in academic and career/technical classrooms in rigorous and challenging proficient-level assignments using research-based instructional strategies and technology.

Guidance - Involve students and their parents in a guidance and advisement system that develops positive relationships and ensures completion of an accelerated program of study.

Extra Help - Provide a structured system of extra help to assist students in completing accelerated programs of study with high-level academic and technical content. Schools leaders need to:

- Support all students to become independent learners by building into their learning experiences opportunities to practice habits of successful learners such as study and literacy skills, time management and learning with others.
- Give students easy access to opportunities to meet course standards and graduate with their peers.
- Support teachers in forming nurturing academic relationships with students aimed at improving students' work and achievement.
- Plan catch-up learning experiences for entering ninth-graders who are not prepared to succeed in college-preparatory courses.
- Work with post secondary institutions to identify 11th graders not ready for post secondary study. Develop special courses for senior year to get these students prepared.

Culture of Continuous Improvement - Use student assessment and program evaluation data to continuously improve school culture, organization, management, curriculum and instructions to advance student learning.

CONDITIONS FOR STUDENT SUCCESS (Key conditions to raise student achievement)

A Clear, Functional Mission Statement: Schools need a clear, functional mission statement to prepare high school students for success in post secondary education and the workplace.

Strong Leadership: Each district and school needs strong and committed leaders to improve, align and benchmark curriculums to high standards, to improve quality of instruction and to raise student achievement. Each school site should have a leadership team consisting of the principal, the assistant principal and teacher leaders.

Plan for Continuous Improvement: District and school leaders need to create an organizational structure and process that ensures continuous improvement on what to teach, how to teach it, what students are expected to learn, how to assess what they have learned, and how they relate to each other, to the students and to the home and community.

Qualified Teachers: Teachers must have in-depth knowledge of their subject areas and of teaching

strategies appropriate to students' grade levels. A school superintendent and a school board that will allow the high school to adopt a flexible schedule that enables students to earn more credits.

Commitment to Goals: School leaders and teachers are committed to achieving the HSTW Goals and Key Practices. School boards are committed to having all students complete a demanding academic core and either an academic or career/technical concentration.

Flexible Scheduling: School superintendents and school boards permit high schools to adopt flexible schedules enabling students to earn more credits.

Support for Professional Development: District and school leaders provide teachers with instructional materials, planning time and professional development for implementing new curriculums and research-based instructional methods.

KEY CONDITIONS FOR ACCELERATING STUDENT ACHIEVEMENT

- An organizational structure and process through which the faculty can develop action plans for implementing the HSTW goals and key practices.
- A school principal with strong and effective leadership who supports, encourages, and actively participates with the faculty in implementing the HSTW goals and key practices.
- A school division superintendent and school board who support the faculty and school administration in carrying out the HSTW goals and key practices.
- Leadership from the principal to involve parents and the community in the design and implementation of the school's improvement process.
- Leadership from the division superintendent to involve employers, parents, community representatives, and post secondary institutions in the design and implementation of a program to prepare students for both post secondary education and employment.
- A commitment from the division superintendent and school board to enable high school staff to work with feeder middle school staff to coordinate and articulate curriculum/instruction and program planning in preparing middle school students for high school.
- A commitment from the division superintendent and school board to provide financial support for instructional materials, time for teachers to meet and plan, and the staff development needed to implement the HSTW goals and key practices.
- A commitment from the division superintendent and school board to include computer/technology skills as components of every student's education.

The following table shows how High Schools That Work supports Required Activities as well as Permissible Activities.

Table 5: Ways HSTW Can Support Districts and Schools

TRANS- FORMATION	REQUIRED LEA ACTIVITIES for the School Improvement Grant	WAYS <i>HSTW/MMGW/TCTW</i> CAN SUPPORT DISTRICTS AND SCHOOLS to Meet Requirements of the School Improvement Grant
✓	Replace Principal (except those hired previously as a part of turnaround or transformation effort-within two years)	Leadership Training and Coaching; Establishing and Maintaining a High Expectations School Culture; Leading Change; Using Distributed Leadership to Reform Teaching and Learning; Instructional Leadership; Using School and Classroom Data to Continuously Improve; Time Management; and other topics as needed by the district.
✓	Operational flexibility (calendar, time, budget, staffing)	Design flexible school master schedules that include longer instructional blocks; extended day, extended week, and extended year calendars; and flexible staffing assignments.
	Replace > 50% of Staff using "locally adopted competencies"	Recommend competencies that include instructional planning, delivery and accountability.
	Close & reopen under Charter School Operator/CMO/EMO	The Key Practices can be used as the charter school's operational framework.
✓	Rigorous, transparent and equitable teacher and leader evaluation systems using student growth in significant part AND designed with teacher/leader input	Provide recommendations on indicators of effective school leaders and teachers; provide access to teacher and student surveys of effective practices; achievement and perception data from the biennial <i>HSTW</i> Senior and Middle Grades Assessment; recommendations for school and classroom practices data elements.
✓	Identify/reward effective & remove ineffective personnel	Provide recommendations on indicators of effective school leaders and teachers; provide access to teacher and student surveys of effective practices; achievement and perception data from the biennial <i>HSTW</i> Senior and Middle Grades Assessment; recommendations for school and classroom practices data elements.
✓	High-quality, job-embedded, instructionally aligned professional development	On-line and on-site professional learning to include leadership for school and teacher leaders; instructional strategies; subject area training by content specialists; and a broad array of topics depending on district and school needs. National Workshops and Annual Staff development conference and hosted site visits to a network of high performing sites.
✓	Financial incentives, career opportunities and flexible work conditions	
OK	New governance structure	Distributed leadership; Small Learning Communities training; District and school leaders

		create an organizational structure and process that ensures continuous involvement with faculty on what to teach; how to teach it; what students are expected to learn; how to assess what they have learned; and how they relate to each other, to the students and to the home and community.
✓	Instructional reform	Training in research based instructional strategies; emphasis on literacy across the curriculum; lesson cycle and standards based unit planning; project and problem based learning; instructional leadership – for school and teacher leaders
✓	Student data reform	Identify and use multiple types of data including student achievement, school and classroom practices, and perception data
✓	Increased learning time	Emphasis on using increased learning time effectively to increase student achievement (help find time during the day as well as extended day, week and year options)
	Socio-emotional and community supports	Guidance and Advisement programs
✓	Ongoing family and community engagement	Guidance and Advisement programs; Senior Project with Community Mentor; Advisory Committees
✓	Ongoing intensive technical assistance from LEA, SEA or external partner	Provide on-going technical assistance through on-site coaching by a professional school improvement coach; professional development on-site, electronically and through national workshops and annual conference; in-depth audit of school and classroom practices; Bi-ennial NAEP-like Assessment and Student and Teacher Perception Survey; and annual ninth grade student survey

TRANS-FORMATION	PERMISSIBLE LEA ACTIVITIES	WAYS <i>HSTW/MMGW/TCTW</i> CAN SUPPORT DISTRICTS AND SCHOOLS
OK	New school model (e.g. themed, dual language)	Plan for and Implement Small Learning Communities or Career Academies; Implement “Magnet” Themes;
✓	Additional compensation to attract and retain staff	
✓	System to measure impact of professional development	Provide data on training participation; document training implementation through walkthrough observations, instructional reviews and teacher interviews
✓	Ensure that school is not required to accept teacher without mutual consent of teacher and	

TRANS-FORMATION	PERMISSIBLE LEA ACTIVITIES	WAYS <i>HSTW/MMGW/TCTW</i> CAN SUPPORT DISTRICTS AND SCHOOLS
	principal regardless of teacher seniority	
✓	Periodic reviews of curriculum	Horizontal and vertical alignment by content area specialists
✓	Response to Intervention model	Developing tiered interventions to support students at risk of dropping out of school; training on differentiated instructional strategies; help school develop three tiers of strategies to improve achievement: school wide strategies for all students, strategies for identified student groups, and strategies for individual students.
✓	Additional supports to address students with disabilities and English language learners	Developing tiered interventions to support students at risk of dropping out of school; training on differentiated instructional strategies; help school develop three tiers of strategies to improve achievement: school wide strategies for all students, strategies for identified student groups, and strategies for individual students.
✓	Using and integrating educational technology	Workshops on integrating and using technology to increase student learning; design walkthrough instruments to identify effective use of instructional technology
✓	Increasing opportunities for advanced coursework, AP, IB, STEM, early college dual enrollment, thematic learning academies	<i>HSTW</i> Recommended Curriculum; workshops on integrating mathematics, science and career technical standards through authentic projects; smaller learning communities; career themed academies
✓	Summer transition or freshman academies (middle to high school)	<i>HSTW</i> Ninth Grade Redesign training; SREB's Getting Ready (Ninth Grade Catch-up Course) Institutes; <i>MMGW</i> Curriculum Alignment
✓	Graduation rate improvement reforms	Middle Grades efforts; ninth grade redesign; 10 Key Practices; quality Career Technical Programs and preparation
✓	Early warning systems for at-risk youth	Identify students who are below grade level in or failing mathematics or English/language arts/reading, those with high absences from school, and those with habitual behavior problems and develop a tiered intervention system that includes school wide strategies, group strategies and strategies for individual students
✓	Partner with organizations, clinics, agencies, etc. to meet students' social, emotional, health needs	Guidance and Advisement System; Quality Work-based Learning Opportunities
✓	Extend or restructure school day	Design flexible school master schedules that include longer instructional blocks; extended day, extended week, and extended year calendars; and flexible staffing assignments.
✓	Implement approaches to improve school climate and discipline	Leadership training on Culture; implement consistent school wide discipline strategies; lesson

TRANS- FORMATION	PERMISSIBLE LEA ACTIVITIES	WAYS <i>HSTW/MMGW/TCTW</i> CAN SUPPORT DISTRICTS AND SCHOOLS
		cycle training for all teachers; Guidance and advisement; distributed leadership

- **Align other resources with the interventions**

Westwood Community Schools will utilize funds from General Fund, Title I, Title II, and Title IID in conjunction with the SIG to fund the specified interventions.

PER PUPIL SCHOOL BASED BUDGET FORMULA WEIGHTED:

There is a trend across the nation to move from “staff based allocations” when building their budgets to a “student weighted allocation”. Although there are mixed results with this shift. According to the Ohio Office of the Governor, the per pupil approach is subjective and not rooted in what will ensure successful student outcomes. “A significant concern with the per-pupil approach is that it uses subjective estimates, instead of research, evidence or best-practices, to determine a base cost amount for each student.”¹

With this being noted, this method has had some success. A University of Washington Study found that this method enabled two major school districts to shrink inequities and direct resources to pupils in need. “The weighted student funding method, the researchers found, has the potential to ensure that students receive educational resources based on their needs. However, implementation decisions affect how equitably resources are distributed and whether these changes have the potential to improve instruction.”²

Traditionally we do as many districts, and allocate resources to schools in three steps: (a) assigning school staff using an enrollment-based formula, (b) adding staff positions and resources on top of this formula, and (c) converting staff positions to dollars using district-wide average salaries. The staff-based formula allocates most school employees, such as teachers, principals, and guidance counselors, based on increments, or ranges, of overall student enrollment or enrollment of specific types of students

This new focus will distribute dollars, rather than staff, to schools using a student-weighted allocation. According to an article in the Peabody Journal of Education, the idea is to take into account baseline education and additional student needs into a formula that drives the distribution of dollars, not staff.

“This system weights pupils according to their different educational needs and the cost to serve them. In this study, we define the term *weight* to mean the formulaic spending increment allocated on the basis of a student-identified characteristic. Common categories for weighting include special education, poverty, limited English proficiency, vocational education, grade level, and gifted education. For instance, if district leaders make a strategic decision to invest more heavily in K–3 students and create smaller class sizes, the district could assign all students in a K–3 class an additional class size reduction funding weight of, say, 10%. This 10% funding weight would be added to all other weights in the existing school formula, ensuring that added resources for the K–3 class size reduction effort are distributed equitably among all K–3 students.”³

¹ www.governor.ohio.gov/News/PressReleases/2009/May2009/news52809/tabid/1082/Default.aspx

² Goldsmith, Steven **School study finds more equity after shift to weighted student funding, 2004**

³ Miles, Karen Hawley; **Understanding Student-Weighted Allocation as a Means to Greater School Resource Equity**, Peabody Journal of Education, 2006 81(3), 39–62

Due to the fact that districts which were studied seemed to be able to reallocate resources based on student needs, not numbers, we are looking at implementing some variation of the model they implemented. This will take some time and re-education of how we do business, but based on the needs of year #1, we are proposing the following weighting:

- All Grades (9-12): 1.0

During the first year, we will work to redevelop our process and replicate something similar to what was done in Cincinnati and Houston. First we will convert our school’s total allocation into a newly developed student-weighted index that takes into account the school’s specific mix of students. The student-weighted index is the ratio between two dollar amounts: the actual expenditures and the expected expenditures, which are computed using district-weighted average expenditures for each type of student (see Figure 1). The district weighted average expenditure for a given school reflects district-wide expenditures for each category of students and the number within each category at a given school. Once that is completed, we can begin to reform how we budget, and redistributed our resources.

$$\text{Student-weighted index for School A} = \frac{\text{Actual School A dollar expenditure}}{\text{district-weighted average expenditure for School A}}$$

District-weighted- average expenditure for School A =

$$(N_{\text{total}} \times \text{PPE}_{\text{non-categorical}}) + (N_{\text{sped}} \times \text{PPE}_{\text{sped}}) + (N_{\text{voc}} \times \text{PPE}_{\text{voc}}) + (N_{\text{pov}} \times \text{PPE}_{\text{pov}}) + (N_{\text{ESL}} \times \text{PPE}_{\text{ESL}}) + (N_{\text{gift}} \times \text{PPE}_{\text{gift}}) + (N_{\text{gl}} \times \text{PPE}_{\text{gl}})$$

N_{total} = total number of students in a school
 $\text{PPE}_{\text{non-categorical}}$ = district average per-pupil expenditure, less categorical expenditures (or those allocated for the categories listed below).
 N_x = total number students in a school that fit into category x
 PPE_x = district average additional per-pupil expenditures, for each category of ix students

Categories:
 sped = special education
 voc = vocational education
 pov = high poverty, or students receiving free and reduced price lunch
 ESL = English as a second language
 gift = gifted and talented
 gl = grade level

Figure 1. Student-weighted index formula.

The Weighted Allocation that Cincinnati and Houston came up with is shown in the following Table.⁴

Table 6: Sample Student Weighted Allocation Details

Student Weights	CPS Year 1 – Cincinnati Public	CPS Year 4	HISD Year 1 – Houston Independent	HISD Year 4
Grade Level	All Grades 1.0	Grade K-3: 1.2	All Grades 1.0	All Grades 1.0
		Grade 4-8: 1.0		
		Grade 9: 1.25		
		Grade 10-12: 1.2		
Special Education	.2 - .7	.2 - .7	Under Construction	.15 for mild types
Vocational Education	.6	.6	.37	.37
Poverty	.05	.05	.2	.2
Bilingual	.47	.47	.1	.1
Gifted	.29	.29	.12	.12

• Modify Practices to Enable Schools to Implement Interventions

The district will modify the evaluation process to reflect on Instructional Focused Accountability, Ongoing Applied Professional Growth and Performance Based Compensation. Then the district will provide the school leadership team with autonomy in the hiring process, increased professional development time and a leadership coach to support the SIG process.

• Sustain the reforms after the funding period ends

Throughout the grant period, staff will receive continuous professional development in order to increase their capacity to sustain the grant interventions. Robichaud High School will develop teacher leaders with the ability to be a trainer of teachers. Many of the interventions described will have no financial obligations after the grant period other than maintenance, upgrades, and professional development. These financial obligations will be met through alternative funding sources and district funds.

• Timeline

June	Announcement of Grant Begin looking at Needs Assessment related to SIG Begin writing grant
July	Conclude needs assessment Submit grant
August	Award of grant announced Begin preparing purchase orders

⁴ Miles, Karen Hawley; Understanding Student-Weighted Allocation as a Means to Greater School Resource Equity. Peabody Journal of Education, 2006 81(3), 39–62

	<p>Post job vacancies New Hires (Transformation Specialist, Academic Coach, Technology Coach) Install all equipment and test Issue Teacher laptops Teacher 3 day professional learning "Boot camp"</p>
September	<p>Monthly Topic (Each month an instructional technology skill topic will be the theme for the month and reinforced throughout the month-based on survey data) Review of student test data for instruction Teacher observations with feedback for monitoring Content specific training with Laptop Develop weekly instructional training workshop for teaches and administrators Alignment with Standards-based instruction Tech Night for Parents Meet with Teacher's union to develop a teacher evaluation system</p>
October	<p>Monthly Technology (skill) Topic Development of Technology-based instructional resources Using Sound in the classroom Review Class-A data for instruction/reinforcement with standards-based instruction Content specific training with Laptop and Tools Teacher observations with feedback for monitoring</p>
November	<p>Monthly Technology (skill) Topic Development of Technology-based instructional resources Using online research materials Review Class-A data for Instruction Teacher observations with feedback for monitoring Content specific training with Laptop</p>
December	<p>Monthly Technology (skill) Topic Development of Technology-based instructional resources Using online research materials Review Class-A data for Instruction Teacher observations with feedback for monitoring Content specific training with Laptop</p>
January	<p>Monthly Technology (skill) Topic Development of Technology-based instructional resources Using online research materials Review Class-A data for Instruction Teacher observations with feedback for monitoring Content specific training with Laptop</p>
February	<p>Monthly Technology (skill) Topic Development of Technology-based instructional resources Using online research materials Review Class-A data for Instruction Teacher observations with feedback for monitoring Content specific training with Laptop</p>
March	<p>Monthly Technology (skill) Topic Development of Technology-based instructional resources Using online research materials Review Class-A data for Instruction Teacher observations with feedback for monitoring Content specific training with Laptop</p>

April	Monthly Technology (skill) Topic Development of Technology-based instructional resources Using online research materials Review Class-A data for Instruction Teacher observations with feedback for monitoring Content specific training with Laptop
May	Monthly Technology (skill) Topic Development of Technology-based instructional resources Using online research materials Review Class-A data for Instruction Teacher observations with feedback for monitoring Content specific training with Laptop 1:1 Computing: Content Specific Tools for Teachers End of Year Evaluation of Technology Integration End of Year Teacher Survey

• Goals for Student Achievement in Reading/LA and Math

The annual goals for Robichaud High School, in both ELA and Mathematics, are to increase student achievement by at least 25% on the MME with the long-term goal of 100% proficiency by 2014.

• Identify the Services the School will Receive

THIS SECTION IS NOT APPLICABLE TO WESTWOOD COMMUNITY SCHOOLS.

• Goals Established for Tier III Schools

THIS SECTION IS NOT APPLICABLE TO WESTWOOD COMMUNITY SCHOOLS.

• Describe Consultation with Relevant Stakeholders

- Describe how this process was conducted within the LEA.

Throughout the school year, various meetings were held regarding reform initiatives to take place at Robichaud High School beginning fall 2010. The feedback obtained from these meetings was used to refine our reform strategies. Examples of meetings include:

- A community forum meeting
- A restructuring presentation
- Presentation at the Dearborn Heights Rotary Club
- Open House presentation
- High School Restructuring Parent meeting
- Presentations to elementary and middle school parents
- Presentation to middle and high school students
- Presentation to Robichaud staff
- PTO meetings

- SIP committee meetings
- Restructuring team meeting

LEA Application Part II

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.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)?	Transformation
Number of minutes in the school year?	66,065 Minutes
Student Data	
Dropout rate	15.29%
Student attendance rate	94.5%
For high schools: Number and percentage of students completing advanced coursework for each category below	0
Advanced Placement	0
International Baccalaureate	0
Early college/college credit	0
Dual enrollment	0
Number and percentage enrolled in college from most recent graduating class	0
Student Connection/School Climate	
Number of disciplinary incidents	285 (in-school suspensions) 1,044 (out-school suspensions)
Number of students involved in disciplinary incidents	1,329 (all suspensions)
Number of truant students	40
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	
Highly Effective	4
Effective	5
Moderately Effective	8
Ineffective	12
Teacher Attendance Rate	90%

SECTION I: NEED

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

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

Sub Group Academic Data Analysis

Grade:	Percent of Sub-group meeting State Proficiency Standards								
	Reading			Writing			Total ELA		
Group	2008	2009	2010	2008	2009	2010	2008	2009	2010
Social Economic Status (SES)	35	31	51	10	22	23	21	28	37
Race/Ethnicity	32	27	40	9	19	16	19	23	28
Students with Disabilities	11	0	NA	11	0	NA	6	0	NA
Limited English Proficient (LEP)									
Homeless									
Neglected & Delinquent									
Migrant									
Gender									
Male	31	14	54	7	17	15	18	14	35
Female	33	36	38	13	25	26	22	34	32
Aggregate Scores	33	26	46	11	21	21	20	25	34
State	62			41			52		

Sub Group Non-Academic Analysis

Year: 2009/2010

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES	471						0		
Race/Ethnicity							0		
Disabilities	97						0		
LEP							0		
Homeless							0		
Migrant							0		
Gender							0		
Male	302						0		
Female	278						0		
Totals				1,990	3,026		0		

Year: 2009-2010

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES						
Race/Ethnicity						
Disabilities						
LEP						
Homeless						
Migrant						
Gender						
Male						
Female						
Totals					488	144

Enrollment and Graduation Data – All Students

Year: 2009/2010

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K							
1							
2							
3							
4							
5							
6							
7							
8							
9	163		0	0			
10	235		0	0			
11	63	0	0	0			
12	119		0	0	14		105

Number of Students enrolled in Extended Learning Opportunities

Year: 2009/2010

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6					
7					
8					
9	0	0	0	0	163
10	0	0	0	0	235
11	0	0	0		63
12	0	0	0		119

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

School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

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

SECTION II: COMMITMENT

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

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

1. Describe the school staff’s support of the school improvement application and their support of the proposed efforts to effect change in the school.
2. Explain the school’s ability to support systemic change required by the model selected.
3. Describe the school’s academic in reading and mathematics for the past three years as determined by the state’s assessments (MEAP/ MME/Mi-Access).

Group/Grade	Reading			Writing			Total ELA		
	Year1	Year2	Year3	Year1	Year2	Year3	Year1	Year2	Year3
11th Grade % Proficient	31%	33%	26%	17%	11%	21%	48%	44%	47%
11th Grade Advanced	0%								

State Average: Reading 60% and Writing 43%

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

SECTION III: PROPOSED ACTIVITIES

1. Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.

School Level Administrative Commitment is critical to successful implementation and sustainability of school reform and the commonality is that the administration has a clear mission and vision of the reform and could communicate reform expectations and accountability to all staff members and the entire school community. We believe that Robichaud High School has this vision. Below is the collective mission statement.

The mission of Hamilton J. Robichaud High School and Westwood New Tech High School is to work cooperatively with the home and community to provide a safe, diverse, challenging, and positive academic environment while creating competitive scholars and promoting higher-level thinking.

This compliments the mission of the district which is to: Working together to prepare students to succeed in a competitive society

2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.
 - i. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.

- Principal- teacher data conference to conduct the following
- Develop an interim assessments that is aligned with state standards and grade level content expectations (GLCEs) ensure that rigor is aligned;
- Conduct Face-to-face meeting with teachers to determine what the data meant and what strategies would be adopted;
- Teacher-owned analysis assuming full ownership for their results, looking closely at what they could do to improve
- Develop 3 Tier intervention plans

Assessment in the 3-Tier Model		
	TIER 1	TIERS 2 & 3
Timing	Benchmark assessments administered	
	3 times per school year	
	Ongoing progress monitoring	Ongoing progress monitoring

	every 4 weeks*	at least every 2 weeks*
Purpose	Data used to inform Tier I instruction, differentiation, grouping, and student progress with core instruction	Data used to inform Tier I instruction, differentiation, grouping, and progress
		Data used to inform Tiers II & III intervention instruction, differentiation, grouping, and student progress with core and intervention instruction
	Data used to identify students meeting entrance criteria for Tier II intervention	Data used to identify students meeting exit criteria for Tier II intervention
		Data used to identify students meeting entrance criteria for Tier III intervention
		Data used to identify students meeting exit criteria for Tier III intervention

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

During the school improvement team (SIP) the Professional Learning Community (PLC) will report their individual student data including any identified subgroups targeted for improvement. Teachers will indicate the strategies they used to achieve the student measurable learning objective that had been set during PLC meetings. Teachers will be asked to reflect on the effectiveness of their strategies, and identify possible next steps for continued improvement.

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

In response to intervention the teachers will be required to adjust instruction based on frequent and ongoing assessments. The results of these assessments as well as revisions to instructional strategies and the layering on of interventions for identified students will happen as part of weekly Professional Learning Community meetings. The schools will be required to use MEAP, MME, Measures of Academic Progress (MAP), as well as district common assessments and teacher created formative assessments as part of the requirements for this grant.

- iv. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff

Development Council (NSDC) Standards for Staff Development (<http://www.nsd.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.

The new superintendent adopted professional development procedures that all schools must follow and is aligned with National Staff Development Council ((NSDC) and providing professional development that is comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement. The superintendent organized a district Curriculum Advisory Group that is comprised of teachers, principals, and parents and facilitated by the director of curriculum and instruction. The CAG have monthly scheduled meetings to review curriculum instruction needs and ensuring that all professional development plans are designed to improve student performance and must be comprised of professional learning that:

- (6) Aligned with rigorous state student academic achievement standards as well as related local educational agency and school improvement goals;
- (7) Conducted among educators at the school and facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders;
- (8) Occurs several times per week among established teams of teachers, principals, and other instructional staff members where the teams of educators engage in a continuous cycle of improvement
- (9) Evaluates student, teacher, and school learning needs through a thorough review of data on teacher and student performance;
- (10) Defines a clear set of educator learning goals based on the rigorous analysis of the data;
- (11) Achieves the educator learning goals identified by implementing coherent, sustained, and evidenced-based learning strategies, such as lesson study and the development of formative assessments, that improve instructional effectiveness and student achievement;
- (12) Provides job-embedded coaching or other forms of assistance to support the transfer of new knowledge and skills to the classroom;
- (13) Regularly assesses the effectiveness of the professional development in achieving identified learning goals, improving teaching, and assisting all students in meeting challenging state academic achievement standards;
- (14) Informs ongoing improvements in teaching and student learning; and
- (15) That may be supported by external assistance.
- (16) Supported by activities such as courses, workshops, institutes, networks, and conferences that:
- (17) Address the learning goals and objectives established for professional development by educators at the school level;
- (18) Advance the ongoing school-based professional development; and
- (19) Collaborate outside the school such as universities, education service agencies, technical assistance providers, networks of content-area specialists, and other education organizations and associations

[Professional Development Procedures defined by NSDC) and Proposed Amendments to Section 9101 (34) of the Elementary and Secondary Education Act as reauthorized by the No Child Left Behind Act of 2001]

Professional Plans:

The district creation of CAG will facilitate the monitoring and evaluation of the schools professional development plans ensuring alignment with efforts to improve student achievement: All professional development plans must to the Director of Curriculum for review and ensure a k-12 alignment.

The Transformation Model Professional Development Plan for Robichaud HS, teachers, principal and parents:

Extensive and on-going Professional Development is one of the hallmarks of the model. Not only are there group training sessions and workshops at the beginning, and throughout, the school year; there is also a coaching system that brings assistance into an individual’s classroom on a regular basis. These curriculum coaches are usually veteran teachers on special assignment to work with classroom teachers regularly to help them handle recurring problems, expand the lessons and use strategies to their full potential. Curriculum coaches do not evaluate teachers. Their role is collegial. The principal and instructional teams are working with the proposed external provider to develop an intensive professional development plan.

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

The school personnel assigned to oversee the school receiving the School Improvement Grant including their job titles and the percentage of time dedicated to oversight of the school are as follows:

School Personnel	Title	Percentage
Sue C. Carnell	Superintendent	5%
Val Hughes	Executive Director State and Federal Programs	25%
Sherry Lynem	Executive Director of Business Finance	5%
Sean Kashawlic	Director of Technology	15%

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

Technical assistance including personnel responsible will be as follows:

Personnel	Technical Assistance
Val Hughes	Monitoring Evaluation

Sean Kashawlic	Technology Support
Leadership Coach – Wayne RESA	Data Analysis

Evaluation Process: Developed will follow these steps:

- **Evidence of Collaborative Process**
- **Evidence of Alignment with Curriculum, Instruction & Assessment**
- **Evidence of Implementation**
- **Evidence of the Use of Data**
- **Evidence of Student Achievement**

LEA Application Part III

ATTACHMENT VI

Policies and Practices Change Analysis to Implement

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

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

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

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

Attachments:

- TEACHER INCENTIVE TENATIVE PLAN
- Sample Letter: MEMORANDUM OF UNDERSTANDING: Student Growth
- Meeting Sign In Sheets

TEACHER INCENTIVE TENTATIVE PLAN TARGETED PROFESSIONAL GROWTH

Teachers shall receive credits for use toward horizontal movement on the salary schedule of the Collective Bargaining Agreement by participating in approved courses outside of the normal workday, under the following conditions:

- a) Courses must be approved by the Superintendent as “Targeted Growth Courses.”
- b) Targeted Growth Courses are courses designed to assist teachers in gaining mastery in instructional methods identified by District initiatives.

When a Targeted Growth Course is offered optionally for university credit, the teacher shall have the option to select only one of the following options:

- i) Elect to receive university credit and thereby receive a total number of salary schedule credits equal to the number of university credits earned; or
- ii) Elect not to receive university credit and receive salary schedule credits equal to the number of university credits offered for the course.

When a Targeted Growth Course is not offered for university credit and is taught by a Westwood Community School teacher, this teacher shall:

- i) Receive one credit for use in advancing horizontally on the salary schedule for each 7.5 hours of instruction in a particular Targeted Growth Course for the first time within the term that this Memorandum of Understanding is in effect. If the teacher elects to be compensated monetarily for teaching the course, the teacher shall receive no credits for the purpose of advancing on the salary schedule, but shall instead be compensated at three times the curriculum rate for each hour of instruction (currently \$28.00/hour).
- ii) Receive twice the curriculum rate for each hour of instruction in a particular Targeted Growth Course for the second and subsequent times within the term that this Memorandum of Understanding is in effect (currently \$28.00/hour).

If a Targeted Growth Course is offered optionally for university credit and is taught by a Westwood Community School District teacher, this teacher shall:

- i) Receive two credits for every university credit being offered for use in advancing on the salary schedule for the first time teaching the course within the term that this Memorandum of Understanding is in effect. If the teacher elects to be compensated monetarily for teaching the course, the teacher shall receive no credits for the purpose of advancing on the salary schedule, but shall instead be compensated for 15 hours per university credit being offered, at three times the curriculum rate (currently \$49.50/hour).

- ii) Be compensated for 15 hours per university credit being offered, at twice the curriculum rate (currently \$33.00/hour), for the second and subsequent times within the term that this Memorandum of Understanding is in effect.

Teachers participating in any approved courses, under the terms of this Memorandum of Understanding, which are in progress as of September 8, 2010 shall receive credit/compensation for the completion of such courses. All credits earned pursuant to the terms of this Memorandum of Understanding shall continue to be counted as credits for purposes of salary schedule placement for the balance of the teacher's employment with the District, surviving the effective duration of this Memorandum of Understanding.

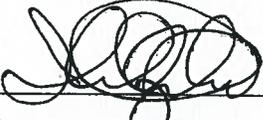
LETTER OF AGREEMENT

Between
The Board of Education of Westwood Community Schools
and the
Wayne County-MEA/NEA

This Letter of Agreement is entered into this 12~~th~~ day of November, 2010,
by and between the Westwood Community Schools (the "Board") and the Wayne County-
MEA/NEA (the "Association").

The Board and the Association agree to the following:

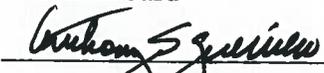
1. It is understood that in December 2009, the Michigan State Legislature passed reform measures for public education in Michigan.
2. Included in those reform measures were mandates for 1) annual teacher evaluation based on rigorous, transparent, and fair standards, using student growth as a significant factor in the evaluation model and assessment, and 2) inclusion of evaluation linked to compensation and additional compensation in teacher contracts.
3. Therefore, the Board and the Association, hereby agree to form a committee to review and recommend models and language around both the teacher evaluation model and Pay for Performance.
4. The committee will be comprised of an equal number of members appointed by the Association and an equal number of members appointed by the Board.
5. The committee shall meet throughout the 2010-2011 school year at mutually agreed dates and times. The committee's recommendations shall be presented to both parties no later than June 1, 2011.
6. It is understood that no changes will be made to the Collective Bargaining Agreement concerning the teacher evaluation procedure unless mutually ratified by the Board and the Association.

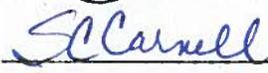

Walter W. Zelasko Date
11-15-10


Timothy Leighton Date
11-15-10


Richard Orsette Date
11-15-10


For the Board Date
15 Nov 2010


Anthony Guerriero Date
11-12-10


Superintendent Date
Sue C. Carnell 11-14-10

AdvancED Assurances

Robichaud High School

Westwood Community Schools

Ms. Kellie Cunningham, Principal
3601 Janet
Dearborn Heights, MI 48125-1908

AdvancED Assurances

Assurance	Certified	Comment/Attachment
The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes	
The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	
The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes	
The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	
<p>The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to:</p> <ul style="list-style-type: none"> •Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction •Mission and purpose of the institution •Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership •Grade levels served by the institution •Staffing, including administrative and other non-teaching professionals personnel •Available facilities, including upkeep and maintenance •Level of funding •School day or school year •Establishment of an additional location geographically apart from the main campus •Student population that causes program or staffing modification(s) •Available programs, including fine arts, practical arts and student activities 	Yes	