

**ATTACHMENT III**

Central High School

**SCHOOL IMPROVEMENT GRANT – 1003(g)**

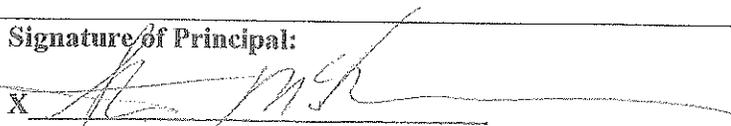
FY 2010 – 2011

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

School Name and code Central High School 512	District Name and Code Detroit Public Schools <u>82010</u>
Model for change to be implemented: Turnaround Model	

School Mailing Address: 2425 Tuxedo Street, Detroit, MI 48206	
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Contact for the School Improvement Grant:  Name: Steven McGhee  Position: Principal  Contact's Mailing Address: 2425 Tuxedo Street, Detroit, MI 48206  Telephone: (313) 252-3000 Fax: (313) 852-1445 Email address: steven.mcgee@detroitk12.org
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Principal (Printed Name): Steven McGhee	Telephone: (313) 252-3000
Signature of Principal: 	Date: November 15, 2010

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

## **SECTION I: NEED**

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

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

### *A NOTE TO THE REVIEWERS:*

The data included in this proposal reflect students and teachers assigned to Central High School through June 2010. At the time of this application a leadership team is interviewing all 2009-10 staff and any who have expressed interest in teaching at Central. Final teaching assignments are anticipated during the week of August 16. At the same time, student assignments are being finalized for Central, in response to shifts in population resulting from the closure of several high schools for persistent low performance and/or continuous declines in enrollment.

The student body and staff at Central will look different when school opens on September 7. Data will be updated as enrollment stabilizes in September.

### **Hiring Process for Priority Schools**

Not meeting AYP for 2 or more consecutive years identifies University of Central as a High Priority School. Here, many changes are implemented for school improvement. The replacement of the school principal is the first major change. Leading people is one of the toughest challenges from mergers and acquisitions to restructuring. However the central question lies in how to maintain a commitment leading to accountability not only the students but to the school and district. Mr. Steven McGhee was appointed for this position. His educational record speaks volumes with his numerous contributions to the district and the students. He was given the task of hiring his own staff as well. Each potential candidate was given an appointment. Here, he or she was asked several key questions about educational

scenarios and beliefs about teaching. They were also asked to present a 3 to 5 minute lesson. A rubric was completed with 4 being the highest possible.

Accountability is sorely needed in education. In Detroit Public Schools and University of Central employee commitment and accountability are being tested to the limits. However, it does not stop there. At the University of Central we have a specific action plan in order for meeting the organizational objective... student achievement. Everyone from top to bottom is well aware that they are an integral part of the process and they continue to make a difference.

The standard of accountability must rely on something other than external control. Experts have noted that organizational success happens when all staff is focused on the same goal. With the rise of the accountability movement, school administrators are driven toward the data about their students. This is key to improve instruction and increase student achievement.

### **Overview of the Need**

Central High School is in Phase 6 AYP status. The school began a turnaround process in fall 2009 and has seen improvements in climate and culture, but student academic performance remains a challenge. Student enrollment has stabilized over the past two years (2008-09, 09-10) and remains at around 900 following three years of steady decline in enrollment. The school is predominantly Black, non-Hispanic and economically disadvantaged. There is a limited LEP population and approximately 29% of the current student enrollment has identified disabilities. Attendance rate is 76.9% and has remained stable for the past three years. Attendance is consistent across all grade levels, and across subgroup populations. The graduation rate is 63.8%. This figure represents a dramatic improvement since the low of 25.8% in the 2002-03 academic year. The school has a dropout rate of 18.3%

Student performance on the MEAP remains low, with fewer than 20% of students meeting or exceeding state standards at levels 1 & 2 in writing, mathematics, social studies and science. Just over 25% were proficient in reading. Subgroup performance in the school is consistent with

the overall school performance with students with disabilities demonstrating the greatest challenges in testing.

### **Possible Areas to Target for Improvement**

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

- Writing
- Science
- Mathematics
- Social Studies

Improvements in student performance will be achieved by overarching focus on:

- Implementing smaller learning communities that will enhance cross-curricular planning and teaming
- Engaging all teachers in professional development focused on using data to drive differentiated instruction
- Engaging all teachers in professional development focusing on Bloom's Taxonomy, the Rigor / Relevance framework and Classroom Strategies that Work (Marzano)
- Providing professional development for all teachers in their specific content areas, using coaches from the Wayne RESA
- Engaging all teachers in professional development that reinforces reading and writing across the curriculum
- Engaging students in the learning process through the adoption of research-based instructional practices and the latest classroom technology
- Using data to differentiate instruction, monitor student progress and adjust instructional plans
- Increasing the rigor of the curriculum through stronger alignment with standards and more effective scheduling of student interventions and supports
- Increasing the use of technology across the curriculum

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 provided to serve students at Central High School. A full listing of all grants contained in No Child Left Behind (NCLB) is available at: [www.mi.gov/schoolimprovement](http://www.mi.gov/schoolimprovement).

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

<p><b>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.</b></p>
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*Note to Reviewers: When Central High School launched the first phase of its turnaround process in fall 2009, principal and staff began referring to the school as University of Central to underscore the rigorous, college preparatory nature of the curriculum and instructional Turnaround taking place on the campus. The school will be referred to as "University of Central" throughout the proposal.*

### Overview

Staff members are committed to working together to achieve a collective purpose. There is a staff willingness to support educational innovation by attending workshops, accept parental input, community support.

Workshops focus on increasing student achievement: using a variety of rigorous assessment instruments (from standardized tests to portfolios of student work and anecdotal evidence) to document student progress: test taking strategies etc.

In 2009-10 school year teachers demonstrate a commitment to conducting and participating in regularly scheduled professional development/meetings revolving around the following (SEE ATTACHED STRATEGIC PLANS).

Further, the University of Central Prep community is employing the following strategies, among others, to achieve a successful Turnaround. Chief among the strategies are elements included in the Priority Schools agreement between the Detroit Federation of Teachers and the Detroit Public Schools:

### **Capacity-building Leadership**

- School-wide and classroom implementation of the strategic plan
- Assist in the development of priorities for instruction, mission and vision
- Understand how standards match the broader framework of the school's vision, values, mission and improvement plan;
- Commitment to continuous monitoring and evaluation of instructional practices as well as school improvement
- Results-driven goals

Make positive and immediate changes in your school with the support of your entire staff. Understand the power of praise and how to utilize it every day. Delve into the beliefs, behaviors, and interactions that elevate the best leadership practices. Explore issues as school climate, student achievement, management, hiring, testing, decision making and relationship building, stimulating an atmosphere of learning and achievement with shared responsibility. These respectful relationships with teachers will be used as a foundation for building trust and collegiality. Our highly skilled principal strives on working in collaboration with the leadership team and stakeholders to create a condition in school that enables affective teaching and learning. On-going communication skills are essential for laying the ground work or change and building links towards student achievement. Challenges like contract negotiations, the attainment of a multi-year contract, human resources concerns, seniority, district mandates, policy and procedures, etc, have an impact on change in leadership and instruction, however, building a strong sense of team work, keeping the children as the focus does not impede our journey towards student achievement and high expectations.

**Expanding learning time** and flexibility and offering enhanced learning options (like Advanced Placement) through implementation of a robust block schedule.

- Summer 2010 bridge focusing on assessment of students' academic skills and transition to high school

- Extending the school day through intensive Accelerated Academics to help students master required knowledge and skills.
- Extending the school year through Summer Bridge transition programs for students.
- Accelerated Academics
- Summer Bridge Program

Expanding learning time is a critical component of effective school reform at the University of Central. Many school districts lack information about the value of expanding learning time and the role that it can play in improving outcomes in children and youth. The current emphasis on accountability for results represents the need to demonstrate student proficiency on state standards. Change will be made with the way the regular instructional program is delivered. Change will include new programs and additional learning time (longer learning blocks) in reading and mathematics, enhanced teacher training and support, and test preparation activities. Summer is increasingly being seen as a space to test innovation high school reform strategies: credit flexibility, proficiency based learning, college visits and internships/ apprenticeships. Realizations of education goals and objectives will provide students with opportunities to develop and refine their skills, including those required for participating in skilled 21<sup>st</sup> century work force. Ultimately, an expanded learning approach will create a foundation for positive shared culture that values learning skilled development and making important contributions to society.

We will implement a broad research agenda in expanded learning and its connections to school reform, in addition to, support intermediaries that promote high quality expanding learning opportunities. Furthermore, we will create, validate, and disseminate integrated design models. Our goal remains to promote a unified vision of expanded learning that includes core elements, appropriate outcomes and reasonable impact indicators.

Expanded learning opportunities will be aligned with core school curricular and design to prepare students for college, career and life. Goals and outcomes will be identified and included from the onset in comprehensive state and city wide data systems. Funds will be dedicated for program evaluation. All programs and initiatives will be funded through the Title I school allocations after the use of grant funds.

Technology based systems of assessment will drive continuous improvement and will yield data that can be used in research studies and advancement.

### **Operational flexibility**

- Results-driven, flexible scheduling
- Distributed leadership from the student's desk to the superintendent's desk
- Establishing an effective shared decision-making system, driven through a School Leadership Team.

A comprehensive approach to improve student achievement must begin by ensuring teacher achievement. Instruction will be done by highly qualified, master educators. These educators will exemplify strong classroom management, have input in curriculum design and be able to effectively execute instructional strategies to best meet the needs of the students.

Growth and graduation rates and student achievement will be obtained by the implementation of AP and collegiate level courses with an emphasis of a rigorous curriculum. We will increase the relevance of academic content to students and establish supportive relationships between students and caring adult. Modeling is a better way to guide student's learning and build their understanding. Also, group learning, engaging tasks, monitoring and assessing how well students are learning. We need to make sure classroom conversations increase learning opportunities. 'The strategic teachers will select the right research based strategies for every lesson.' (Silver, Strong, Perini, 2007). We will continue school wide improvement on connecting with students, personalized learning, differentiated instruction and making curriculum more relevant. We will intervene with students who struggle, use assessment data, guide our programs, and reallocate resources and leadership roles to support our school program. Support will be offered for the educator and students alike. The offer of incentives for the students will provide motivation. Central, itself, will increase parent and community involvement. The administration will ensure that the school has an orderly safe and secure learning environment (please review University of Central Safety and Security Plan) professional environment, which includes a viable project-based learning curriculum which will lead the increase of student achievement outcomes and graduation rates.

Expanded learning opportunity which includes after-school, summer learning, and extended day can help reduce drop-out rates and increase graduation rates. Programs and services will be provided which include tutoring, homework help, life skills, job training and enrichment opportunities, in music, sports and in the arts. Furthermore, expanded learning opportunity will give the students extra time and help in instruction they need to meet the demands of their academic course work. 'A study of high quality expanded learning opportunities found that student averages do increase for program participants (James Irvine Foundation CORAL: Communities Organizing Resources to Advance Learning).

### **Providing job embedded professional development**

- Engaging every staff member—leaders, teachers and support staff—in an on-going, job-embedded professional development process within the regular school year and in extended time, with any staff hours worked beyond the regular school day compensated at the contract rate.
- Classroom implementation of professional development
- Summer 2010 Teacher Institute focusing teacher professional development on Rigor Relevance Framework, Unit Design and Brain-based Learning Strategies
- Summer 2010 Teacher professional development focused on Before, During and After Reading strategies
- On-site and online professional learning communities
- Intensive summer institutes for teachers and curriculum staff
- A culture of continuous learning for adults

Teachers must simultaneously be teachers and learners. Educators can find learning communities that are ready to meet at times that are convenient to them. Communities can store resources virtually and effective lessons can be shared. There will be continued support for school-based learning teams to promote deeper understanding of the standards, the curriculum and content through team learning time. Teachers will be engaged in the process of translating the common core standards into the knowledge, skills, and dispositions students will be expected to master.

Professional development on specific content and the ways in which students learn that content is vital to a well developed teaching force. Teachers need to actively keep abreast of current research and best practices in their content area. Teachers need to be flexible, open-minded experts on how a diverse student population learns content. ‘When teachers in the same school and content area work collaboratively and learn collectively their knowledge and skills, students benefit. With support and follow-up that includes peer coaching, peer observation, and critical reflection, teachers are able to confidently construct and implement new knowledge and skills’ (Garet, Porter, Desimone, Berman & Yoon, 2001). Most importantly through job-embedded professional development, achievement gaps will close when all children have equal opportunities to learn from highly qualified teachers.

### **Providing social-emotional and community oriented supports**

- Comprehensive student support
- Supportive climate and culture
- Believe in learner centered education
- Implement the model that focuses on student learning
- Student Advisory System
- Building higher education, business and community partnerships
- Internships and community service
- Safe, purposeful school environment
- Community engagement for accountability
- Students and families as primary stakeholders
- Higher education partnerships
- School design for personalization
- Coordination of campus-wide issues

The University of Central Prep has currently St. John’s Health Clinic (please see attachment). We also have a large array of support services for students with learning disabilities which includes, but not limited to, service learning, social worker, speech pathologist, school-psychologist, and the Michigan Rehabilitation Services (M.R.S).

### **Rigorous Academic Offerings**

- Rigorous, college-ready curriculum for every student, every day

- Broad, school-wide early college experience
- 21<sup>st</sup> century literacy across the curriculum

### **Staff effectiveness**

- Implementing an educator evaluation system that includes attainment of pre-established benchmarks and targets, and a continuing commitment to the Priority School agreement.

### **Use of data to differentiate instruction**

- Clear learning objectives
- Differentiated instruction
- High levels of student engagement
- Higher order thinking skills
- High payoff, short-term instructional strategies across the content areas
- Just-in-time interventions, including re-teaching, and tutoring, among other strategies
- Semi-annual student led progress review
- Accessible, detailed, easy-to-understand student progress data and portfolio
- Personalized student growth plans with quarterly outcomes

### **Using data to implement instructional program**

- Using data as a driving force behind the rigorous, relevant, instructional program that is research-based instructional program that is aligned to national Common Core standards, state standards and national college and career-ready standards.
- Communicate the standards and assessment for MME content
- Backward-build standards-based assessments
- Assessing the quality and depth of the academic program
- Unpacking the State and 21<sup>st</sup> Century College-Ready Content Standards
- Analysis of data and how that data drives instruction
- Understanding effective classroom instructional practices to enhance math and reading skills
- Teachers mapping of the curriculum both horizontally and vertically
- Align processes and integrate efforts in support of content standards and exhibit a knowledge of standards
- Examine how standards affect each project or program continuous, assessment, monitoring and evaluation.

- Data is gathered annually to assess student achievement of the targets to provide feedback to the staff for instructional decision making and to monitor student learning
- Use baseline diagnostic data, short cycle assessment , classroom assessment, state-mandated graduation tests, college and career readiness tests, performance-based alternative assessment; teacher, school and district self-assessments

Data is the driving force in every method of instruction and decision making completed at the University of Central Collegiate Academy.

The data wise improvement process is an eight step model for instructional improvement involving three phases: Prepare, Inquire and Act. Each of these phases play an integral part in our school building and the use of data to improve instruction. Steps One:

Organize for Collaborative Work and Step Two: Build Assessment Literacy occur during the Prepare Phase.

During the Inquire Phase, steps three, four and five occur. These steps include Create a Data Overview, Dig into Data and Examine Instruction. Here, groups of educators work together to explore data from a range of sources in an effort to understand student learning and teachers' practice.

Lastly, there is the Act Phase which consists of Steps Six, Seven and Eight. During the Act Phase, a plan is carried out for addressing the problem of practice and improving student learning. 'The eight steps are described and explained at length in Data Wise: A Step-by-Step Guide to Using Assessment and Learning' (Harvard Education Press, 2005).

Data Wise improvement process is not a short-term initiative but an on-going approach to instructional decision-making and professional growth. At the University of Central we are dedicated to enhancing student success and professional development meeting and exceeding the demands of the workforce and the 21<sup>st</sup> century.

### **Expanded Information on Support of the Application and Approaches**

Planning for this proposal actually began in fall 2009 with the assignment of the new principal, Mr. Steven McGhee. The process has been transparent and inclusive, with strong levels of participation.

In fall 2009, an experienced team of school administrators, National Board Certified Teachers, community engagement experts and data analysts conducted a baseline assessment of organizational effectiveness at University of Central High School, using research-based rubrics developed for EdWorks (University of Central's external partner) by national curriculum and assessment organization, Edvantia. The assessment process took an in-depth look at four core areas: rigorous curriculum and instruction, systems of student support, aligned assessments and school climate and culture. The baseline assessment included focus groups of parents, students, community members and teachers, as well as interviews with school leaders and a school walkthrough. Several weeks later, teachers used the rubrics for school climate and culture to do an internal assessment of the strategies and tools in place in their schools to support student success. This assessment launched the school's introspective process leading up to two key documents:

1. The School Improvement Plan
2. The Strategic Plan to Launch Theme-Focused Smaller Learning Communities on the University of Central campus.

### **The School Improvement Plan**

The attached University of Central High School Improvement Plan outlines goals and strategies approved by University of Central stakeholders to advance student performance in the coming year. While separate sections within the plan provide varying levels of detail, the basic, overarching goals include ensuring all students at University of Central are proficient in:

- Writing
- Science
- Mathematics
- Social Studies

Improvements in student performance will be achieved by overarching focus on:

- Implementing smaller learning communities that will enhance cross-curricular planning and teaming
- Engaging all teachers in professional development focused on using data to drive differentiated instruction
- Engaging all teachers in professional development focusing on Bloom's Taxonomy, the Rigor / Relevance framework and Classroom Strategies that Work (Marzano)
- Providing professional development for all teachers in their specific content areas, using coaches from the Wayne RESA
- Engaging all teachers in professional development that reinforces reading and writing across the curriculum
- Engaging students in the learning process through the adoption of research-based instructional practices and the latest classroom technology
- Using data to differentiate instruction, monitor student progress and adjust instructional plans
- Increasing the rigor of the curriculum through stronger alignment with standards and more effective scheduling of student interventions and supports
- Increasing the use of technology across the curriculum

Specific instructional tools and strategies include, but are not limited to:

- Kaplan Learning for study skills
- Read 180
- FIRST Robotics program
- Implementing a Ninth Grade Academy and Summer Enrichment Academy
- Carnegie Mathematics
- Cognitive Tutor for Science and Mathematics
- Electronic portfolios
- Upgraded technology and technology supports, such as a Help Desk, Study Whiz, Promethean Boards, graphing calculators, LCD projectors, mathematical software, etc.

This SIG proposal begins with and then builds upon these goals and strategies to implement a systemic approach to improving the skills of adults so that student learning and outcomes are dramatically improved.

***The Strategic Plan to Launch Theme-Focused Smaller Learning Communities at University of Central***

Using a study group process involving the University of Central staff, the school chose to implement the following theme-based smaller learning communities at University of Central in fall 2010. Current SLCs include (SEE DETAILS IN ATTACHMENT):

- **Freshman Academy**
- **Health and Human Services Academy**
- **STEM Academy**

The SLC plan will be revisited in 2010-11, as enrollments, staffs and location of the school are finalized.

**A Plan for To Maintain Ongoing Support for the Turnaround Process**

Teachers, students, families, administrators and community will be invited to participate in an authentic community engagement process in fall 2010 and a full assessment of school Operational Effectiveness in spring 2011. Detailed activities throughout the three years of this initiative further involve a wide range of stakeholders in the continuous improvement of the resources and strategies applied in the school to achieve overarching goals and offer additional opportunities to reaffirm commitment to the course of the Turnaround process at University of Central High School.

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

University of Central High School is implementing the **Turnaround Model**.

As stated in Question 1, Mr. Steven McGhee was appointed Principal of University of Central for the 2009-10 school years and has led an inclusive, transparent process to jump-start the improvement process. In keeping with the Turnaround Model, the principal of Central AS was replaced in fall 2009. A new principal was selected by DPS with the specific goal to show immediate, dramatic growth in student academic performance. This decision was driven by the serious cycle of academic failure, declining enrollment, low graduation rates, and a dropout rate that exceeded the district average.

While all elements of University of Central Prep's plan are important, among the most powerful of the conditions established at the school to support systemic change are:

*Capacity-building Leadership*

- Annual School-wide and classroom revision and implementation of the strategic plan
- Moving from Teacher Leader to Internal School Improvement Coach(es)
- State, district, and school policy policies and practices must address institutional structure, including the implementation of small, personalized schools in previously failing traditional high schools
- Ongoing data-monitoring , at the individual student level, the classroom level, and school-wide is a key and essential component to school improvement and sustainability

*Expanding learning time*

- Expanding learning time and flexibility and offering enhanced learning options (like Advanced Placement) through implementation of a robust block schedule.

*Providing social-emotional and community oriented supports*

- Comprehensive Student Supports
- Climate and Culture
- Partner with higher education, business and community partners to develop and deliver critical issue seminars examining real world challenges
- Work with business and community partners to examine the relevance of student experiences and performance assessments
- Service Learning/Community Service
- Sustainability requires the establishment of planned, purposeful connections with postsecondary education, business, and the community at large.
- Curriculum Alignment for College and Career Readiness

- Assessing the quality and depth of early college experiences

*Providing job embedded professional development*

- Development of internal coaches
- Launch formal Professional Learning Communities focused on looking at student work
- Refine the course of study, as indicated through Summer Institute
- Engaging every staff member—leaders, teachers and support staff—in an on-going, job-embedded professional development process within the regular school year and in extended time, with any staff hours worked beyond the regular school day compensated at the contract rate.
- Teachers must be empowered to bring change and improvement, and they gain that empowerment through relevant professional development opportunities

*Rigorous Academic Offerings*

- Rigorous College-Ready Curriculum
- Curriculum must be constructed to meet the needs of tomorrow’s colleges and tomorrow’s workplaces, reflecting 21<sup>st</sup> century realities and opportunities

*Using of data to differentiate instruction*

- Self-Assessment of progress to date toward a rigorous, relevant, personalized academic program
- Instructional approaches personalized through growth plans and short-term benchmarks

*Using data to implement instructional program*

- Aligned Assessments
- Assess and refining high payoff instructional strategies
- Examine Curriculum Alignment and Vertical Scope and Sequence Implementation
- Build cross-curricular units of study
- Using data as a driving force behind the rigorous, relevant, instructional program that is research-based instructional program that is aligned to national Common Core standards, state standards and national college and career-ready standards.

*Using locally adopted competencies to measure effectiveness of staff*

- Implementing an educator evaluation system that includes attainment of pre-established benchmarks and targets, and a continuing commitment to the Priority School agreement.

Further, the Turnaround strategy at University of Central will engage in, model and promote collaborative practice by:

*Capacity-building Leadership*

- High expectations, holding all students and communities to high standards and accountability for results;
- Supporting our mission and goals that reflect a focus on the learner, school and district.
- Teachers and students in their classrooms are the focal points of school improvement
- A single-minded focus on rigorous, relevant, teaching and learning

*Operational flexibility*

- Distributed leadership, ensuring that leadership for learning and high performance is embedded as a well-designed and high-functioning leadership system involving multiple roles and responsibilities;
- Ensuring local communities are fully integrated in the decision-making and educational processes
- Creating a culture of collaboration and job-embedded learning focused on increased student learning.
- Distributing responsibility for high quality education among all stakeholders, ie; teachers, administrators, and parents, community members.
- Investigating and selecting research based proven practices strategies to address high priority objectives
- Gaining a deep understanding of standards, and stimulating learning by sharing responsibility and accountability
- Transparency and Collaboration in Decision-Making

*Providing social-emotional and community oriented supports*

- Providing a safe, quality environment with all the necessary tools for each stakeholder to achieve at their maximum potential.
- Supporting the emotional and character development that distinguishes an individual.

*Providing job embedded professional development*

- Time for staff to collaborate, including regular, scheduled, and committed time for staff to engage in team-building planning, analysis of student work, and collaboration for student success;
- Investment in professional development, committing time and resources to a coherent plan and emphasis on continuous learning for all professionals in the support of learning for all students.
- Providing professional development so that teachers can help all students learn.

*Using of data to differentiate instruction*

- Common focus, ensuring the learning community offers a core curriculum, instruction, and assessments that promote success for targeted student populations;
- Delivery of data-driven personalized educational experiences for all students
- Recognizing that a wide spectrum of learning opportunities through all means of technology is needed to meet all needs and accommodate all learning styles and intelligences
- Providing multiple ways for students to express learning, for teachers to access students and for students to express their work.
- Equity and Access for All
- Systems must be organized to support innovative, personalized instruction
- Adaptive problem-solving to enhance students' math and reading skills

*Using data to implement instructional program*

- Performance-based instructional strategies, utilizing regular and systematic teaching approaches that improve student learning outcomes;
- Using baseline data to guide curriculum, instruction, and assessment practices in support of standards

*Using locally adopted competencies to measure effectiveness of staff*

- Performance accountability, having students and staff share both personal and school accountability for measurable results and continuous improvement in student outcomes;
- Encouraging and aligning appropriate standards-based accountability measures for staff and students through ongoing processes.
- Giving continuous and immediate performance feedback to staff

The following information details the process and tools the University of Central will employ to make the strategies outlined above a reality in the daily life of the school.

### **District-Level Commitment to the Turnaround Plan at University of Central**

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

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

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

Central High School will establish a leadership team on the University of Central campus with the knowledge and skill to implement the plan, contingent on SIG funding. That team will consist of:

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

Organizational funds will be provided to support:

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

### **An External Rapid Turnaround Partner**

In summer 2009, the Detroit Public Schools release a Request for Qualifications to assist its priority schools in designing and implementing a systemic approach to whole school reform.

School leaders met with approved external providers and confirmed EdWorks as their choice of external partners. Why EdWorks?

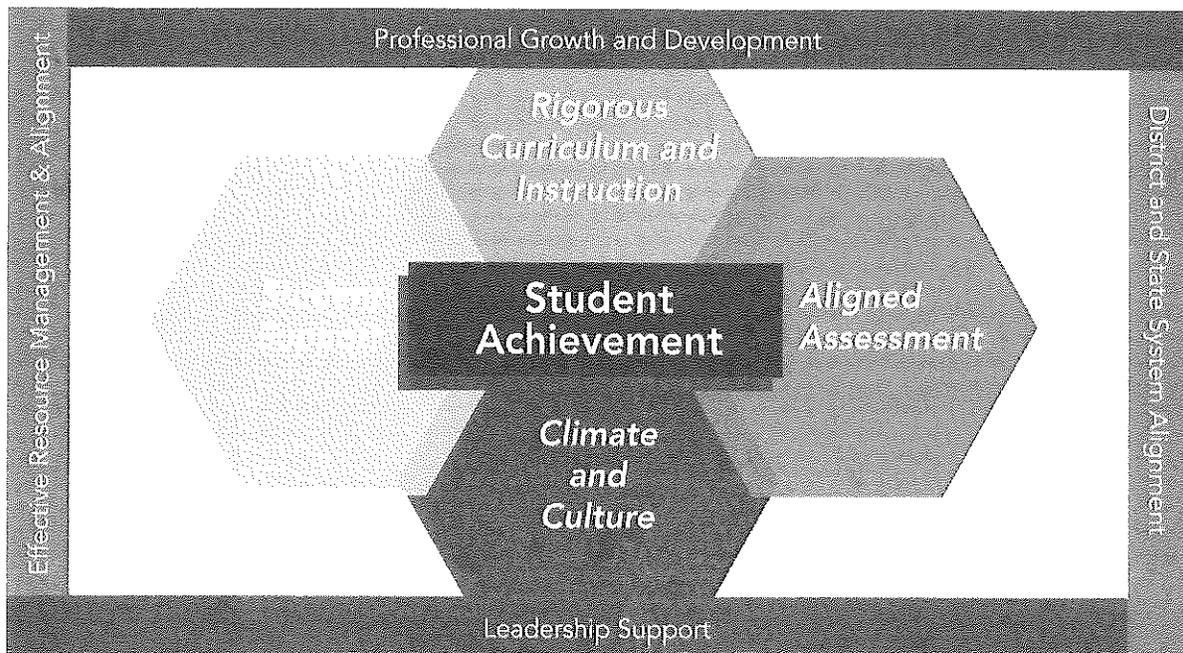
EdWorks, LLC is a not-for-profit, fee-for-service subsidiary of the nationally recognized KnowledgeWorks Foundation. To drive its work on the ground, EdWorks has developed a portfolio of proven high school approaches: Redesign; Early College; and Science, Technology, Engineering and Mathematics (STEM). Collectively referred to as, “The EdWorks Model,” these approaches enable school and district leaders to start-up or restructure a high school through a five-year, step-by-step system of strategies, processes, and tools.

The EdWorks Model represents a very specific point of view about the structure and process of working with schools to turnaround operations and student achievement. The Model is designed to develop a high-performing high school that uses personalization as the key to its success. Personalization is achieved in three ways:

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

Student Achievement forms the Focal Point for the EdWorks Model.

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



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

### **Rigorous Curriculum and Instruction**

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

## **Comprehensive Student Support**

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

## **Aligned Assessments**

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

## **Supportive Climate & Culture**

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

## 36. A culture of continuous learning for adults

### **EdWorks Processes and Tools**

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

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

**And** continuously monitoring and adjusting.

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

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

→ Begin with the individual student.

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

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

<b>Workplace Readiness (Lachat, 2001; Lachat &amp; Williams, 1996)</b>	<b>College Readiness (Conley, 2007)</b>
<b>Students who can problem solve, communicate, understand multidimensional problems, and design solutions.</b>	Students who can effectively use cognitive and metacognitive strategies, often described as "habits of the mind" (the ability to analyze, interpret, work with precision and accuracy, problem solve, and reason).
<b>Students who can demonstrate what they know and can do.</b>	Students who can demonstrate proficiency in rigorous courses.
<b>Students who can plan their own tasks, evaluate results, and work cooperatively with others.</b>	Students with attitudes and behaviors that lead to success, i.e., study skills, time management, awareness of one's performance, persistence,

<p><b>Students who can transfer their school knowledge to “real-life” situations.</b></p>	<p>and the ability to utilize study groups.</p> <p>Students who can do the tasks needed to prepare for and adjust to college, i.e., succeeding in high school coursework (including college-level classes), applying to college, understanding needed resources, and adapting to college life.</p>
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Lachat (2001, p.7) describes some of the challenges of preparing students for the 21st century and strategies that can help schools meet these challenges:

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

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

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

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

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

### **New Content is delivered in Workshops or Retreats**

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

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

Leadership Development		Teacher Professional Development	
<b>Year One</b>	<p><b>Leadership Retreat: Getting the culture and Climate Right for Student Success:</b></p> <ul style="list-style-type: none"> <li>• Supportive climate and culture</li> <li>• Research components of a high-performing high school</li> <li>• Data-driven strategic planning</li> <li>• Resource development and monitoring (budgeting to support research-based practices)</li> <li>• Authentic community engagement</li> <li>• Effective communication</li> <li>• Engaging students and family</li> <li>• Personalized Student Growth Plans</li> </ul>	<p><b>Mini Teacher Summer Institute focusing on:</b></p> <ul style="list-style-type: none"> <li>• High Payoff, Short Term Instructional Strategies</li> <li>• Literacy Across the Content Areas</li> <li>• Brain-Based Research –its meaning for student engagement</li> </ul>	
<p><b>21<sup>st</sup> Century Education Seminar Series</b></p> <ul style="list-style-type: none"> <li>• 2020 Forecast: Creating the Future of Learning</li> <li>• Understanding and applying the local economic development plan and jobs forecast to real-world educational experiences</li> <li>• The latest research on teaching and learning strategies for 21<sup>st</sup> century students</li> <li>• Unpacking College and Career-Ready Standards and Skills</li> </ul>			

Leadership Development		Teacher Professional Development
	<p><b>Leadership Retreat focusing on Adaptive Leadership for Real-World Results:</b></p> <ul style="list-style-type: none"> <li>• Adaptive Leadership knowledge and skills</li> <li>• 21<sup>st</sup> Century Skills</li> <li>• College and career readiness</li> <li>• Student advisories</li> <li>• National and international student performance</li> <li>• Effective business and community partnerships</li> <li>• Effective small school operations</li> </ul>	<p><b>Teacher Summer Institute focusing on:</b></p> <ul style="list-style-type: none"> <li>• Introduction to the Rigor and Relevance Framework</li> <li>• Backwards Design</li> <li>• Literacy Across the Content Areas</li> <li>• “Quadrant D” Rigorous, Relevant Lesson Design</li> <li>• 21<sup>st</sup> Century Skills</li> <li>• Lesson Design and Delivery for coherence and student growth</li> </ul>

Leadership Development		Teacher Professional Development
<b>Year Two</b>	<p>Using one-on-one meetings with members of the leadership team and embedded teacher professional development, educators deepen knowledge and skills gained in the previous year and the summer institute. Workshops are held after school, as needed, to reinforce or teach in a different way, content and pedagogy introduced in the summer, so that teachers and leaders become fluent practitioners in that area. Professional development focuses in the following areas:</p> <p><b>Implementing Personalization</b></p> <ul style="list-style-type: none"> <li>▪ Advisories</li> <li>▪ Personalized Student Growth Plans</li> </ul> <p><b>Short Cycle Assessments</b></p> <ul style="list-style-type: none"> <li>▪ Exploring Diagnostic and Short Cycle Assessment System</li> <li>▪ Short Cycle Assessments as Instructional Resources</li> </ul> <p><b>Classroom Practice/Learning Conditions</b></p>	

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

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

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

	Reading			Mathematics		
	2009	2008	2007	2009	2008	2007
<b>Group/Grade 11</b>	24.8%	24.3%	24.8%	5.7%	6.3%	2.5%

Reading performance has remained low across the three-year period, with less than 25% of students scoring proficient on the school’s combined MEAP/MME history. Mathematics performance is also fairly stagnant. While there was a significant improvement in mathematics proficiency rates from 2007 to 2008 (from 2.5% to 6.3%), proficiency rates dropped to 5.7% in 2009.

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

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

University of Central Prep will provide a tiered approach to using data and research to promote continuous use of student data to inform and differentiate instruction. This ubiquitous use of data will meet the needs of all students, ensuring they have the supports they need to be successful in a rigorous course of study. University of Central will implement an RTI system as defined by the National Council for Response to Intervention: “Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems. With RTI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based

interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities.”

University of Central's Improvement Plan and its Strategic Plan (outlining the movement to Smaller Learning communities), both integrate a commitment to the use of data to drive instruction.

### **Vertical Alignment/Mapping Process**

Vertical alignment is central to curriculum. It ensures that each grade built on the skills learned in the previous grade rather than repeating the same lessons and skills without deepening students' understanding. In school teams curriculum maps are often reviewed vertically or across grade levels to solve a problem and research places for revision, which may be focused on gap analysis, aligning with standards or eliminating redundancies. Most importantly, the whole child's academic, emotional, physical, and mental development is thoughtfully considered in content of choices. In addition, the possibilities for future career and work options are developed.

The disciplines will be viewed as rigorous and relevant integrating real-world practice finding meaningful interdisciplinary connections. Each content lays out the significant teaching for the year. The major or topical organizers for the year are posted in addition to but not limited to the importance knowledge and skills for each standards document, when appropriate, the approximate timeline, and then the relative significance of each unit/topic preferably on a rubric scale.

The patterns that emerged from the activities will be discussed which include specific areas of focus by grade level and coordinate expectations approaches and materials to create an articulated curriculum sequence. Furthermore, lesson approaches will be shared within targeted topics to improve practice and incorporate further professional development if needed. Advanced assessment analysis can be provided by relative prerequisite skills. See College Board website.

That commitment is seen in the commitment of funds to support:

- A school-based Data Analyst

- A proven baseline and short cycle assessment system
- Professional development in the use of data to drive instruction and the development of standards-based instructional plans (outlined in the activities described in Section III below
- The commitment to employ a formal system of interventions and acceleration to help all students achieve success in a rigorous curriculum.

The vertical mapping process will...

- Improve both curriculum delivery and assessment over time.
- Allow vertical alignment of assessments, content and methods across years or grade levels
- Identify seams and gaps; repetition within scope and sequence.
- Assisting the students in finding “common threads” of understanding between a specific academic subject and other subjects.
- Assisting teachers in creating unified interdisciplinary units that foster students’ understanding of concepts, ideas, and activities across many subject areas.
- Enforce and academic action-plan building the scope and sequence from one grade to the next.

The formal intervention system includes the following levels:

**Level One:** All students participate in a baseline diagnostic assessment to pinpoint skills and challenges in English Language Arts, Mathematics and Science. Student schedules are designed to ensure they have time within the scheduled day for intervention or acceleration. All teachers use data to drive instruction and employ differentiated teaching practices to provide additional time, materials or support for each student. Testing occurs three more times during the year, with adjustments made to the schedule and research-based instructional practices to ensure all students are progressing according to plan.

**Level Two:** If students still are not meeting individual learning goals under Level One, students participate in “Accelerated Academies,” intensive instruction outside of the regular school day to help them master difficult skills related to state-required tests and standards. Students who still

seem to be struggling are referred to guidance and special education services for additional testing and placement.

**Level Three:** EdWorks will assist University of Central in the identification of evidence-based interventions to ensure the most challenged students reach learning goals. Interventions targeted by staff include such tools as Read 180, Cognitive Tutor, and Carnegie Mathematics, among others.

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

EdWorks employs a scheduling specialist that collaborated with University of Central in summer 2010 to develop a schedule for students and teachers that provides common planning time for teachers with their Smaller Learning Communities and across Smaller Learning Communities in content-specific groups. *The proposed schedule will increase instructional time, provide time for common planning, flexible scheduling, and permit greater access to elective and advanced courses.*

The proposed schedule for the 2010-11 school year at University of Central supports cross-curricular team collaborative planning time for teachers within the SLCs, as well as content-specific common planning time across the SLC's. A schedule that includes both SLC-wide and content-area collaborative planning time meets the following key goals:

1. Supports team, trust-building among staff members that are accustomed to working in isolation. Trust is critical to the effective use of common planning time.
2. Offers a platform for teams of teachers sharing a group of students to engage in the deep, ongoing examination of student data and student work across time so that they can make adjustments in instructional strategies and materials to better meet student learning needs.
3. Provides time for teachers to develop curricula, units of study, assessments, and lesson plans that integrate and reinforce standards, knowledge, skills and pedagogy across the content areas.

4. Provides time for staff to observe each other's classes and provide feedback to improve colleagues' instructional practice and student outcomes.
5. Breaks down the isolation from their departmental colleagues that teachers in SLC's often feel when moving from a large departmentalized high school with a staff of 10 or people in each content area to SLCs, with staffs that often have only two or three teachers of the same subject area.
6. Increases the opportunity for examination of the latest research and pedagogy crosses content areas, as well as new information specific to the content area.
7. Provides time to examine school progress toward critical milestones and benchmarks and make recommendations for improving school plans and support systems.

### **Learning to Maximize Common Planning Time**

EdWorks modeled the processes and tools of collaboration throughout implementation of its professional development, strategic planning, and stakeholder engagement at these four schools in 2009-10. During the life of this grant, then, the EdWorks Technical Assistance Coach will help the staff become adept at applying those processes and tools during common planning time to improve student engagement and outcomes, as well as their own professional growth. Initial work with teachers answers the question, "Why collaborate?" And because teachers often struggle at the beginning to use common planning time effectively, EdWorks provides a series of specific agendas and protocols to guide use of common planning time for specific purposes. EdWorks trains teacher leaders in the application of the protocols and mentors staff through the processes of:

#### **1. Examining Student Work**

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

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

colleagues' questions often enable the designer to raise the rigor and relevance of the work.

## **2. Tuning Instructional Strategies / Materials Same content area**

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

The process in tuning instructional strategies and materials is similar to the Examining Student Work protocol (Agenda 1), except that this protocol is used in the design phase of instruction. Prior to using the strategy or materials, the teacher is asking for affirmation or some additional direction in planning. The collaborative reflection of the group will provide a deeper understanding of the strategy and its uses and/ or the materials and their appropriate use with the designated standards. This protocol is best used with same-content practitioners because of their deep knowledge of the standards, but other colleagues would certainly add insight.

## **3. Collaborative Unit Design – Same Content**

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

## **4. Collaborative Unit Design – Cross-Content**

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

The purpose of this protocol is to help teachers from different disciplines design a unit of study that makes these connections visible to students.

## **5. Examining Student Data**

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

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

## **6. Examining School Data**

(Protocol based on Inquiry-based Instruction Model)

Examining School Data can reveal the strength of curriculum, classroom instruction, and scheduling in broad strokes. Identifying trends within the data can inform decisions for current instruction and intervention. In addition, those trends should inform decisions about future schedule changes, future curriculum offerings, and future student services. Educators at every level of the organization must be able to identify instructional needs and must have the opportunity to provide possible solutions. Within the collaborative planning time, teams of teachers can examine slices of the school data that impact their day-to-day instruction. By uncovering trends and possible causes, classroom teachers can provide very practical solutions to difficult issues.

## **7. Text-Based Discussion on Research**

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

Purpose: Within the school, every person must continue to be a learner. By setting aside time to read and discuss a piece of text together, the group collaboratively builds its capacity. So what kind of text should we choose? It could be a journal article, a chapter in a book, an article from business, education, or popular publications. Whatever it is, the

group collectively agrees to probe its implications for teaching. The purpose of this protocol is to provide each member of the group an equal voice in the inquiry process.

## **8. Unpacking Standards and Assessments**

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

## **9. Classroom Observation and Feedback**

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

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

EdWorks will collaborate with University of Central High School and the Detroit Public Schools to identify a local nonprofit organization work under EdWorks' guidance to implement an authentic the community engagement process. Funds are included in this proposal to hire a trusted partner who knows the local community well and can assist with the authentic engagement process

## **Ongoing Mechanisms for Family and Community Engagement**

Community Engagement in the first year is conducted primarily through a series of 20-30 “kitchen table conversations.” These kitchen table conversations are held in places that are convenient for the community—neighborhood homes, local churches, college campuses, community centers, lunch rooms at area businesses, even grocery stores or laundry facilities—anywhere that people come together. Each conversation revolves around a set of essential questions, ranging from people’s hopes and dreams for the students of their community to student needs for real world, applied learning. The conversations involve small groups of 10-15 people, and last about two hours each. Community insights and recommendations are gathered through the process and used to help shape the design of the schools. In the first year, the conversations try to both provide a glimpse of the future of education for parents and community members and gain their insights into what that means for their community and their schools. This type of engagement sets the stage for years two and three.

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

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

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

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

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

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

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

### **Who should develop the community map?**

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

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

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

Key questions to consider as University of Central begins the community mapping process:

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

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

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

### **Community Mapping Process:**

#### **Community Organizing-**

- Seeks to mobilize individuals who have been left out of the decision-making to achieve concrete results (e.g., resources for a new school facility or a change in school leadership).
- Typically employed in distressed communities where schools and/or districts have not been responsive to community needs and concerns.

#### **Community Engagement-**

- Focuses on mobilizing all segments of a community – both the “grass tops” (community leaders) and “grassroots” (community members).

To participate in community conversations that builds common understanding and informs local decision-making.

- Developing deeper relationships between schools and community
- Find your Centers of Strength in your community
- Assess the community strength
- Establish the roles of your community engagement partners
  - Travel in the community to familiarize the faculty and staff with the community composition of the school’s neighborhoods where students live, work, worship, and play.
  - Gain greater perspective of the past and present dynamics, events and entities that impact the school culture and community.

- Seek to have a better understanding of the students and families, in an effort to engage the stakeholders in “kitchen table” conversations for input.
- Formulating community engagement working teams that will conduct and facilitate 10-12 community engagement “kitchen table” conversation sessions

### **Strategy Two: Student-led Parent-Teacher Conferences**

Twice each year, students, parents and teachers come together to discuss student progress, both successes and challenges, and to outline upcoming key events and needs. The conferences revolve around individualized growth plan for each student. The Individualized Student Growth Plan is a document that guides student coursework and actively engages students in setting and monitoring progress toward their own goals. Student Growth Plans are developed by the student, with the guidance and involvement of the student’s advisor, teachers, parents/guardians, guidance counselor, and other adults who are familiar with the student’s educational needs and aspirations. The Student Growth Plan encompasses general academics, independent projects, internships, service learning, and other endeavors related to the student's growth. Providing connections between all facets of a student's learning, the Student Growth Plan is more than a record of the student’s daily schedule of standardized coursework.

### **Strategy Three: Higher Education and Business.**

To support rigorous content and real-world learning experiences for students, EdWorks will help University of Central identify business and higher education partners with content expertise who will join cross-curricular teams of teachers each summer as they develop unit and lesson designs that revolve around overarching “big ideas,” “enduring understandings” and “essential questions. These partnerships ensure the development of research-based units and lessons. This ensures hands-on learning opportunities are built into the curriculum as they arise and teachers have immediate support, if needed, in teaching the more rigorous curriculum.

### SECTION III: PROPOSED ACTIVITIES

- 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.

#### **1. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.**

From the first day of work on the ground with a school, EdWorks begins focusing everyone in the school community on identifying specific 21<sup>st</sup> century skills and habits of mind to be displayed through the teaching and learning practices in a school. Everyone in the school learns how to integrate the research on how people learn with college and workplace ready standards, local economic development forecasts and research-based instructional practices into the design, operations and strategic plans for the transformed schools. The result is a learning organization that exhibits a deep understanding of how content knowledge plays out in real world situations. Through a well-developed process, EdWorks will guide University of Central High School through:

1. An in-depth assessment process, building on information gleaned in the school improvement process and the findings of the Organizational Effectiveness assessment.
2. The development of a four-year learning plan for each of these themed schools that implements a rigorous, core course of study for all students
3. The implementation of a scaffolded professional development plan that incorporates all elements of NSDC's standards for professional development, and provides 21<sup>st</sup> century knowledge and skills for all adults in the building.
4. The development of an operations plan that provides a system of support for students through the use of flexible scheduling, extended learning time, collaborative planning time for teachers and the development of small school leadership teams.
5. The design and implementation of an ongoing community engagement system.
6. The result of this Turnaround process is the development of a learning environment at University of Central in which students, parents, educators, business and community are all self-directed, self-motivated learners able to thrive in the 21<sup>st</sup> century global economy.

7. Develop Study Groups/Professional Learning Communities

8. Examine Student Work

9. Audit and Align Unit Design and Delivery

10. Differentiation of Instructional Practice

- Short cycle assessment system
- Rigor-Relevance Framework
- 21<sup>st</sup> Century skills
- Lesson design and delivery
- High payoff instructional strategies
- Personalized Growth Plans

11. Student Performance Assessments

12. Implementation of Rigorous Formative and Summative Assessments

13. Implementation of Best Practice Instructional Models

14. Design and apply performance based rubrics

15. Alignment Learning Goals with the Michigan Department of Education and 21<sup>st</sup> Century Standards

**i. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need. Data will be used on multiple levels to develop and refine the School Improvement Plan:**

University of Central Learning Community will:

- Design professional development related to the proposed activities; targeting all sub groups after evaluation of data.
- Create supplemental resource packets for all students performing at MME assessment levels 3 and 4
- Examine Curriculum Alignment and Vertical Scope and Sequence Implementation
- Build cross-curricular units of study

- Partner with higher education, business and community partners to develop and deliver critical issue seminars examining real world challenges
- Assess and refining high payoff instructional strategies
- Launch formal Professional Learning Communities focused on looking at student work
- Develop lesson plans and assignments that emphasize the use of graphic organizer: Develop unit plans for informational texts that include common question stems.
- Use data to inform instruction create innovative programs to complement school improvement efforts and enable struggling students to master fundamental skills in all core content areas.
- Create learning plans and outcomes.
- Rigor and Relevance Framework
- Knowledge Taxonomy and the Application Model
- Instructional Models and Planning
- Unpacking the State and 21<sup>st</sup> Century College-Ready Content Standards
- Formative and Summative Assessments (including Performance-Based, Alternative Assessments
- Developing Rigor and Relevant “Quadrant D” Units of Study
- Develop Performance Based Rubrics
- Differentiation of Instructional Practice
- Academic College-Readiness Advisories
- Personalized Student Academic Growth Plans
- Exploring Diagnostic and Short Cycle Assessment System
- Implement Short Cycle Assessments as Instructional Resources
- Use Research-Based Instructional Models
- Monitor Student Performance Assessments
  
- Access and Use an Online Learning Community

This will be accomplished by drawing on the lessons of nationally-recognized researchers and practitioners like Richard DuFour, Rick Stiggins, Judy Wurtzel, Robert Marzano, and others, EdWorks has developed a model that effectively guides schools through the process of balancing

annual, interim and classroom assessments in a way that provides both assessment *of* learning and assessment *for* learning.

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

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

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

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

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

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

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

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

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

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

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

**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.**

University of Central will collect data through student assessment data in each discipline. This data will be analyzed by a committee and reviewed by data team, principal and all internal and external stakeholders annually and when provided. Access to the data will be provided through data base professional development and or technology. Data from the COGNOS website will be utilized will have access to individual student performance, student achievement records. Teachers will have access to all available testing data to tailor instruction to student needs.

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

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

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

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

5. **Rubric Assessment Process:** Robust scoring tools using quantitative and qualitative information to assess school performance and progress in key areas of instructional and organizational effectiveness.

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

Three reports will be generated:

**Report One: Engagement and Model Implementation – Annually**

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

<b>Metric</b>	<b>Analysis</b>
Rubric Level, Rigorous Curriculum and Instruction	Trend, Benchmark
Rubric Level, Advisories	Trend, Benchmark
Rubric Level, Personalized Growth Plans	Trend, Benchmark
Rigorous Curriculum Enrollment	Trend, Benchmark
Rubric level, Performance-Based Alternative Assessments	Trend, Benchmark
Professional Development Adoption	Trend, Benchmark
Student attendance rates	Trend, Benchmark
Disciplinary actions	Trend, Benchmark
Overall Level, Instructional Rubric	Trend, Benchmark
Instructional Delivery Assessment	Trend, Benchmark

Metric	Analysis
Michigan Merit Exam	Trend, Benchmark
Progression	Trend, Benchmark
Graduation	Trend, Benchmark

**Report Two: Interim Student Growth -- Quarterly**

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

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

**Report Three: Annual Student Growth – Annually**

- **Measurement Need:** Is student academic achievement increasing?

- **Reporting Approach:** Examine key student achievement indicators which demonstrate students are on the path to success.

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

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

The “learn-by-doing” approach to professional development workshops facilitated by the EdWorks Technical Assistance Coach provides a strong setting for helping teachers and leaders learn to understand and apply data to differentiate instruction and adjust instructional plans. Knowledge and skills are introduced in the Teacher Summer Institute and Leadership Retreats, where participants bring actual student and school data to the table. This actual data is analyzed in a scaffolded fashion in the workshop and results used immediately to adjust lesson designs in the Summer Institute or ongoing Workshop. Teachers use data analysis skills learned in the Institutes and Workshops to guide their collaborative work in common planning time.

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

**iv. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsd.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.**

The procedure for the professional development plan will use the district pacing charts, the Michigan High School Grade Level classroom strategies for learning and the MME Writing, Math, Reading and Science Rubrics to develop a plan which not only encourages collaboration between among staff but also to implement best practices for the students. Staff development that works in creating and building professional learning communities

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

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

Analyzed together, these data sources help the staff plot a professional and leadership development course. The professional and leadership development plans begin with EdWorks' scaffolded five-year leadership and professional development plans. In study groups, then, teachers and leaders from University of Central will use that data to adjust or add elements to the basic, proven professional development plan.

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

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

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

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

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

### Activities and Timeline

University of Central and EdWorks will implement a multi-faceted technical assistance approach across the three years of the School Improvement Grant.

#### **Short Cycle Assessments**

Rubrics help assess student learning. Teachers will be able to assess themselves as well; how effectively their strategies guide the students. Rubrics are one tool used to gauge students' progress. Students can also use the rubric as a part of self-assessment process to help them reflect on their work.

Various rubrics apply to different instructional strategies and the impact on students; where improvement is needed, when it should be addressed. Feedback about their progress is essential to growth. Some researchers believe providing feedback is the most powerful thing that a classroom teacher can do to enhance student achievement. Furthermore, giving students effective feedback about their work can improve their learning.

#### **Yearly Progress Pro Math Short Cycle Assessment**

In order for teachers and students to have consistent feedback about students' academic growth, we will provide the Program Yearly Progress Pro (YPP) computer based short cycle math assessment. Yearly Progress Pro is an award-winning online progress monitoring solution that is based on 25 years of research in Curriculum-Based Measurement (CBM), a methodology proven to improve students' learning outcomes. CBM is particularly effective

with Response to Intervention (RTI) programs, a method of academic intervention that is designed to provide early, effective support to struggling learners.

The YPP math assessment provides students with weekly multidimensional computerized adaptive assessments of their academic growth. With the weekly assessments, teachers will also be able to personalize and differentiate the academic growth rates for students. By implementing a comprehensive computer and online short cycle system of assessment and reporting, educators can:

- Identify and eliminate gaps in individual student learning as they are developing
- Allow students to carry their assessment records with them
- Implement much faster turnaround of student results
- Be accurate, timely, and nuanced enough to account for the numerous variables that can have an impact on how a student learns and retains knowledge

### **Criterion Writing**

The *Criterion*® Online Writing Evaluation service from ETS is a web-based instructional tool that teachers use with students to help them plan, write and revise essays guided by instant annotated diagnostic feedback and a holistic score. *Criterion* service can help teachers measure and improve your students' writing skills, adjust instructions and track student progress with greater efficiency.

The *Criterion* service gives teachers a tool to enhance writing instruction and provides students with unlimited opportunities to improve their writing skills through writing essays. Because it is offered online, teachers and students can access the *Criterion* service from school, home, or anywhere with an Internet connection.

The *Criterion*® online evaluation service provides teachers and students with reliable evaluations of English-language essays; as a college-readiness skill. It delivers immediate score reporting and diagnostic feedback that students can use to revise and resubmit their essays. Teachers can use their own topics or select from the *Criterion* topic library of more than 400 essay assignments at various skill levels.

### **Tripod Project Short Cycle Assessment of Instructional Quality**

The Tripod Project administers surveys with students and teachers at the classroom level to document attitudes, perceptions, experiences, and instructional practices. The resulting data are returned to the school in forms suitable to inform and influence deliberations about ways to improve schools, raise achievement, and narrow gaps. The Tripod Project value-added analysis looks at ways that student responses from Tripod surveys help predict year-to-year gains in academic achievement, as measured by MME/MEAP tests. For example, in this analysis seek to draw conclusions concerning whether particular classroom environments (reflected in survey results) produce more or less progress for high achievers when compared with low achievers. The Tripod Project aims to present data in multiple configurations to help schools diagnose conditions, build consensus around priorities, and craft strategic action based on real data that highlight key differences and similarities among and across segments of the school community (e.g., grade levels, genders, races).

Assessing what students already know enhances their learning about new content. Research shows that cues and questions should focus on what is important, not on what is unusual. It is encouraged to use cues, questions to advance organizers to enhance students' learning. Assessment practices provided can structure feedback to students to help them excel on high stakes standardized tests. The NCLB accountability statute specifies several performance levels, but the accountability system uses only one, which in the statute is called "proficient". Therefore it is pivotal to support educators in learning how to use data responsibly and understanding the common uses and misuses of achievement data.

The plan is designed to have experienced EdWorks technical assistance coaches modeling instructional leadership, delivering a scaffold system of leadership and professional development on research-based teaching, learning and leadership practices, providing feedback to leaders and teachers, and mentoring their development throughout the three years of the initiative. The goal is to prepare staff to carry on the research-based practices after the close of the grant. The work is scaffold to *challenge participants, but not paralyze* progress by moving too quickly on too many fronts.

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
<b>Year One (September 2010 – August 2011)</b>												
Conduct Mini Teacher Institute to help induct new staff members to the campus and new SLCs, focusing on: <ul style="list-style-type: none"> <li>The 2020 Forecast: Creating the Future of Learning</li> <li>High Payoff, Short Term Instructional Strategies</li> <li>Literacy Across the Content Areas</li> <li>Brain-Based Research</li> </ul>	◆	◆										
Conduct baseline assessments with all students in grades 9 and 10 and any students in grades 11 and 12 who have not scored proficient on the MME or met the ACT threshold for performance	◆											
Assess effectiveness of plans for safety, security, discipline and attendance. Adjust as needed.	◆		◆		◆		◆		◆			
Identify a local community engagement partner; develop work plan with that partner	◆											
Make a formal Progress report to the local community	◆											
Collect student, teacher, school data			◆				◆				◆	
Implement an authentic community engagement plan focusing on the 2020 Forecast; help the community come to know about and engage with the new SLCs		◆	◆	◆								

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Using targeted one-on-one coaching time for principals and teacher leaders and extended time for teachers and guided agendas for common planning time, conduct leadership and teacher professional development deepening knowledge and skills gained in the previous year. Professional development focuses in the following areas:												
<b>Implementing Personalization</b>												
<ul style="list-style-type: none"> <li>Practices that promote personalization of instruction to meet individual student needs</li> <li>Personalized Student Growth Plans</li> </ul>	◆	◆	◆	◆	◆	◆	◆					
<b>Weekly Short Cycle Assessments</b>												
<ul style="list-style-type: none"> <li>Exploring Diagnostic and Short Cycle Assessment System</li> <li>Short Cycle Assessments as Instructional Resources</li> </ul>	◆	◆	◆	◆	◆	◆	◆	◆	◆			
<b>Using Data to Drive Instruction</b>												
Administer formative assessment				◆			◆				◆	
<ul style="list-style-type: none"> <li>Conduct Triage process with existing 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> graders in each SLC to target students in need of intervention.</li> <li>Conduct "Accelerated Academies" to meet needs identified through the Triage Process and formative and classroom assessments</li> </ul>				◆	◆	◆	◆					
<ul style="list-style-type: none"> <li>Contextualize the EdWorks system for distributive leadership to reflect local school areas of focus and priorities</li> <li>Elect SLC leadership teams</li> <li>Form the Campus-Wide Leadership Team</li> </ul>				◆	◆							
Conduct second mini-summer institute to continue the induction process for new staff, focusing on:					◆							
<ul style="list-style-type: none"> <li>Introduction to the Rigor and Relevance Framework</li> <li>Backwards Design</li> </ul>					◆							

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
<ul style="list-style-type: none"> <li>▪ Literacy Across the Content Areas</li> <li>▪ “Quadrant D” Lesson Design</li> <li>▪ 21<sup>st</sup> Century Skills</li> <li>▪ Lesson Design and Delivery for coherence and student growth</li> </ul>												
Conduct SLC Leadership Team and Campus-Wide Leadership Team meetings, making recommendations for action/decisions according to the agreed-upon structures						◆	◆	◆	◆	◆		
Identify specific university and business partners with content expertise in the focus areas for each SLC; build work plans with each partner						◆	◆	◆	◆	◆		
<ul style="list-style-type: none"> <li>▪ Guide staff through a research review in the specific focus areas of each SLC</li> <li>▪ Work in cross-curricular teams to unpack national core and content standards and explore implications for the focus area of each SLC</li> <li>▪ Collaborate with staff and university partners to develop coherent, four-year learning plan reflecting the focus of each SLC (if applicable, an SLC may choose to adopt an EdWorks prototype design and corresponding four-year learning plan)</li> </ul>							◆	◆				
Administer student, teacher and leadership surveys							◆	◆				
Conduct the annual school assessment using the EdWorks rubrics for Organizational Effectiveness and Instruction (See attached Overview of the Assessment Process.)								◆	◆			
Develop student and teacher schedules reflecting the new four-year learning plans for incoming 9 <sup>th</sup> graders and rising 10 <sup>th</sup> graders; develop a schedule for 11 <sup>th</sup> and 12 <sup>th</sup> graders that allows them to complete their previous learning plan									◆			
Hold Student-Led parent/family-teacher conferences									◆	◆		
Conduct Leadership Retreat: Growing and Supporting Effective Teams, including: <ul style="list-style-type: none"> <li>• Distributed leadership</li> </ul>										◆		

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	
<ul style="list-style-type: none"> <li>• Effective meetings</li> <li>• Active listening</li> <li>• Progress monitoring</li> <li>• Walkthroughs and appraisals</li> <li>• Leadership in the school community</li> <li>• Induction programs for new staff</li> <li>• Culture of continuous Learning</li> </ul>													
<p>Hold Teacher Summer Institute, focusing on:</p> <ul style="list-style-type: none"> <li>▪ Unpacking State and 21<sup>st</sup> Century College-Ready Content Standards and adjusting the flow of the four-year learning plans to reflect state context</li> <li>▪ Formative and Summative Assessments (including Performance-Based, Alternative Assessments)</li> <li>▪ The Rigor/Relevance Framework and “Quadrant D” lesson design</li> <li>▪ Developing units of study, assessments and lesson plans reflecting the 9<sup>th</sup> and 10<sup>th</sup> grade portions of the four-year learning plans, the Rigor/Relevance Framework and Quadrant D lesson design</li> <li>▪ Developing units of study and lesson plans for 11<sup>th</sup> and 12<sup>th</sup> grade that reflect the Rigor/Relevance Framework and Quadrant D lesson design</li> </ul> <p>Involve university and business partners (side-by-side with teachers) in the design of rigorous, relevant units of study and lesson plans</p>										◆		◆	
Conduct the Student Summer Bridge													◆

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
<b>Year Two (September 2011 – August 2012)</b>												
Hold regular meetings of SLC and Campus-Wide leadership teams	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆		◆
Conduct baseline assessments with all students in grades 9 and 10 and any students in grades 11 and 12 who have not scored proficient on the MME or met the ACT threshold for performance	◆											

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Make a formal Progress report to the local community	◆											
Assess effectiveness of plans for safety, security, discipline and attendance. Adjust as needed.	◆		◆		◆		◆		◆			
Using targeted one-on-one coaching time for principals and teacher leaders and extended time for teachers and guided agendas for common planning time, conduct leadership and teacher professional development deepening knowledge and skills gained in the previous year.												
Professional development focuses in the following areas:												
<b>Aligning teaching, learning and assessment practices to support acquisition of:</b>												
<ul style="list-style-type: none"> <li>▪ 21<sup>st</sup> Century Skills</li> <li>▪ College and career readiness skills</li> </ul>	◆	◆	◆	◆	◆	◆	◆	◆	◆			
<b>Classroom Practice/Learning Conditions</b>												
<ul style="list-style-type: none"> <li>▪ Using data to drive instructional design</li> <li>▪ Looking at student work</li> <li>▪ Research-based instructional models</li> <li>▪ Reviewing student performance and adjusting instruction</li> </ul>												
<b>Walk-throughs and Classroom Observation as Professional Learning Tools</b>												
<b>Accessing and Using an Online Learning Community</b>												
Hold Student-Led parent/family-teacher conferences		◆							◆			

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
<ul style="list-style-type: none"> <li>Conduct Triage process with existing 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> graders in each SLC to target students in need of intervention.</li> <li>Conduct “Accelerated Academies” to meet needs identified through the Triage Process and formative and classroom assessments</li> </ul>			◆	◆	◆	◆	◆					
Collect student, teacher, school data			◆				◆				◆	
Revisit effectiveness of new operational structures and policies for the innovative schools; adjust, as needed					◆	◆	◆					
Administer formative assessment				◆			◆			◆		
Revisit strategic plans and milestones for each site, involving all site-based leaders and teachers in the process, along with community representatives							◆	◆	◆			
Revisit progress and work plans with local community engagement, business and university partners; adjust, as needed			◆								◆	
Administer student, teacher and leadership surveys							◆	◆				
Conduct Annual Assessment using the EdWorks Rubrics for Operational Effectiveness and Instruction. Administer student, teacher and leadership surveys								◆	◆			
Develop student and teacher schedules reflecting the new four-year learning plans for incoming 9 <sup>th</sup> graders and rising 10 <sup>th</sup> and 11 <sup>th</sup> graders; develop a 12 <sup>th</sup> graders that allows them to complete their previous learning plan									◆			
Hold the Leadership Retreat focusing on Adaptive Leadership for Real-World Results, including: <ul style="list-style-type: none"> <li>Adaptive Leadership knowledge and skills</li> <li>21<sup>st</sup> Century Skills</li> <li>College and career readiness</li> <li>National and international student performance</li> <li>Effective business and community partnerships</li> <li>Effective small school operations</li> </ul>										◆		
Conduct Teacher Summer Institute with continued										◆		◆

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
<p>focus on Instructional Design for Rigor and Relevance:</p> <ul style="list-style-type: none"> <li>▪ Rigor and Relevance Framework</li> <li>▪ Knowledge Taxonomy and the Application Model</li> <li>▪ Rubrics</li> <li>▪ Differentiation</li> <li>▪ Assess effectiveness of units of study and lesson plans designed in 2010-11; adjust, as needed</li> <li>▪ Continue developing units of study, assessments and lesson plans reflecting the 9<sup>th</sup> and 10<sup>th</sup> grade portions of the four-year learning plans, the Rigor/Relevance Framework and Quadrant D lesson design</li> <li>▪ Develop units of study, assessments and lesson plans reflecting the 11<sup>th</sup> grade portion of the four-year learning plans, the Rigor/Relevance Framework and Quadrant D lesson design</li> <li>▪ Develop units of study and lesson plans for 12<sup>th</sup> grade that reflect the Rigor/Relevance Framework and Quadrant D lesson design</li> </ul> <p>Involve university and business partners (side-by-side with teachers) in the design of rigorous, relevant units of study and lesson plans</p>												
Conduct the Student Summer Bridge												◆
<p><b>Year Two Milestones</b></p> <ul style="list-style-type: none"> <li>• All 9<sup>th</sup> and 10<sup>th</sup> grade students enrolled in a college and career-ready curriculum</li> <li>• Increase on-time grade-level progression over baseline school year 2009-10</li> <li>• Decrease dropout rate between 9<sup>th</sup> and 10<sup>th</sup> grade over baseline school year 2009-10</li> <li>• Increase attendance over baseline school over baseline school year 2009-10</li> <li>• Decrease Type A and B disciplinary offenses over 2009-10</li> <li>• Reduce the number of failing grades over baseline school year 2009-10</li> <li>• Implemented year two of the five-year teacher and leader professional development plans.</li> <li>• Evidence of expanded family and community participation in the school</li> </ul>												

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Regular meetings of SLC and Campus-Wide leadership teams		◆	◆	◆	◆	◆	◆	◆	◆	◆		◆

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Conduct baseline assessments with all students in grades 9 and 10 and any students in grades 11 and 12 who have not scored proficient on the MME or met the ACT threshold for performance		☞										
Make a progress report to the local communities	☞											
Assess effectiveness of plans for safety, security, discipline and attendance. Adjust as needed.	☞		☞		☞		☞		☞			
<p>Conduct teacher professional development through extended time and guided agendas in common planning time. Reinforce and build upon knowledge and skills learned in the previous year and summer institute:</p> <ul style="list-style-type: none"> <li>▪ Student Work</li> <li>▪ Unit Design and Delivery</li> <li>▪ Differentiation</li> <li>▪ Student Performance Assessments</li> <li>▪ Formative and Summative Assessments</li> <li>▪ Alignment with State and 21<sup>st</sup> Century Standards</li> </ul> <p><b>Learn how to use the latest online resources to further engage students in the learning process</b></p> <ul style="list-style-type: none"> <li>▪ Conduct Triage process with existing 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> graders in each SLC to target students in need of intervention.</li> <li>▪ Conduct “Accelerated Academies” to meet needs identified through the Triage Process and formative and classroom assessments</li> </ul>		☞	☞	☞	☞	☞	☞	☞	☞			
Hold Student-Led parent/family-teacher conferences		☞							☞			
Collect student, teacher, school data			☞				☞				☞	
Administer formative assessment				☞			☞			☞		
Revisit effectiveness of operational structures and policies for the innovative schools; adjust, as needed					☞	☞	☞					
Revisit strategic plans and milestones for each site,							☞	☞	☞			

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
involving all site-based leaders and teachers in the process, along with community representatives												
Conduct Annual Assessment using the EdWorks Rubrics for Operational Effectiveness and Instruction. Administer student, teacher and leadership surveys												
Develop student and teacher schedules reflecting the new four-year learning plans for incoming 9 <sup>th</sup> graders and rising 10 <sup>th</sup> , 11 <sup>th</sup> and 12 <sup>th</sup> graders												
Hold Student-Led parent/family-teacher conferences												
Conduct Leadership Retreat: Leading a High-Performance Organization: <ul style="list-style-type: none"> <li>• Instructional Leadership</li> <li>• Rigorous curriculum and instruction</li> <li>• High payoff instructional practices</li> <li>• Assessment for learning</li> <li>• Gap analysis</li> <li>• Curriculum Alignment</li> <li>• Instructional monitoring</li> <li>• Results-driven, flexible scheduling</li> </ul>												
Conduct Teacher Summer Institute Three: Beyond Rigor and Relevance <ul style="list-style-type: none"> <li>• Analysis of the four-year Course of Study for each SLC, reflecting their particular focus area and aligned to State, national and 21<sup>st</sup> Century College-Ready Standards</li> <li>• Grades 9-13 Curriculum Alignment and Vertical Scope and Sequence Development within and across content areas</li> <li>• Analysis of Content with business and University Partners</li> <li>• Integration of early college experiences in Core and Elective Courses</li> </ul>												
Conduct Student Summer Bridge												
<i>Year Three Milestones</i>												
<ul style="list-style-type: none"> <li>• All 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade students enrolled in a college and career-ready curriculum</li> </ul>												

**Description of Work**

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- Increase state exam passage rates over the previous year
- Increase on-time grade-level progression over the previous year
- Decrease dropout rate over the previous year
- Evidence of student participation in initial AP/Dual Enrollment options
- Implemented year three of the five-year teacher and leader professional development plans.

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

Mr. Steven McGhee-principal, School Improvement Team /Committee, EdWorks, Business Consortium Partners, Designated District Personnel, Designated Teachers for programs and evaluations/assessments. Parent Groups and affiliations (designated Personnel) after proper procedure and protocol. The District will establish the Office of Priority Schools, which will include an Assistant Superintendent of Priority Schools, Priority School Coaches, and a Priority School Budget Implementation/Compliance Officer. Collectively, this office will be responsible for monitoring and supporting each school with the implementation of the selected model. Each school will be assigned a Priority School Coach, who will be responsible for making direct contact with assigned schools weekly. Each Priority School Coach will be assigned no more than seven SIG schools. At the school level, the principal will be the primary point of contact responsible for ensuring the required components of the plan are fully implemented.

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

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

provide an annual analysis of trends. The following data collection tools are used to obtain the data needed to create the desired reports:

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

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

### **School and Educator Review Process**

Additional assistance for data collection, reporting and use will come from designated personnel assigned to each area. In addition too but not limited too annual and ongoing assessments and evaluations of all participants:

- Next Level Studios- Learning Beyond the Classroom: Please see description
- Computer labs/Lap tops/Netbooks
- Prometheum Boards
- Audio-Visual/Digital & Media
- PCI Reading Program

- Research Lab/Library
- Word Analysis Skills
- Discovery Science
- Afterschool Tutoring
- Mentoring
- Webcasting
- Filmmaking
- Graphing Utilities
- Reading Pen
- NovaNet
- Reading First
- Mathematics- Mr. Damon Sewell AP or Mr. Kenneth McDonald
- Reading/ ELA- Ms. Crystal Jackson & Reading Consultants
- Science -Dr. Hannah Jaber

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

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

#### **Rubric Design**

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

thinking skills in subsequent areas of study. Likewise, the knowledge and skills developed through key literacy elements enable students to engage texts critically and create well written, organized, and supported work products in all content areas.

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

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

### Communication of School Progress to the School, District and State

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

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

## **Section IV: Fiscal Information**

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

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

### **USES OF FUNDS**

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

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

Intensive monitoring of grant implementation and evaluation will be required.

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

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

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

## LEA Application Part III

## ATTACHMENT VI

Policies/ Practices	In Place	Under Consideration	Not Needed	
<ul style="list-style-type: none"> <li>• Leadership councils Composition</li> <li>• Principal Authority/responsibility</li> <li>• Duties – teacher</li> <li>• Duties - principal</li> <li>• Tenure</li> <li>• Flexibility regarding professional development activities</li> <li>• Flexibility regarding our school schedule (day and year)</li> <li>• Waivers from district policies to try new approaches</li> <li>• Flexibility regarding staffing decisions</li> <li>• Flexibility on school funding</li> </ul>	<p style="text-align: center;">Yes</p> <p style="text-align: center;">Yes</p> <p style="text-align: center;">Yes (day)</p> <p style="text-align: center;">Yes (priority schools have waivers)</p> <p style="text-align: center;">Yes</p>	<p style="text-align: center;">Yes</p> <p style="text-align: center;">Yes</p> <p style="text-align: center;">Yes</p> <p style="text-align: center;">Needed (Year)</p> <p style="text-align: center;">Yes</p>		
<b>Job-Embedded Professional Development</b>				
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content	Yes—we will have the equivalent of 10 days each year of the proposal			
• Schedule	Yes			
• Length				
• Financing		Yes		
• Instructors	Yes			
• Evaluation		Yes		
• Mentoring		Yes		
<b>Budgeting</b>				
School funding allocations to major spending categories • School staff input on allocation		Yes – through SIP process		

• Approval of allocation		Yes		
• Change of allocation midyear		unknown		
Major contracts for goods and services • Approval process streamlined		Yes		
• Restrictions (e.g., amounts, vendors)		unknown		
• Legal clarifications	Yes			
• Process	Yes			
• Stipulations (e.g., targeted vs. unrestricted spending)	Yes			
• Timeline		See work plan embedded within the proposal		
• Points of contact				
Auditing of school financial practices Process		Yes		
• Consequences		Yes—under discussion with union		

**EDWORKS – A Strong Partner for High School Innovation**

EdWorks, LLC is a not-for-profit, fee-for-service subsidiary of the nationally recognized KnowledgeWorks Foundation. EdWorks brings field-tested experience from 30 districts, across multiple states to its work with high schools. Sites include 11 urban and 1 suburban districts in Ohio; 11 urban and rural districts in New York; one urban and two suburban districts in Tennessee; Detroit, Michigan, and three suburban districts in Washington.

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EdWorks grew out of experiences of its parent company, KnowledgeWorks Foundation (KW). Beginning in 2002, KnowledgeWorks and its partners, including the Bill & Melinda Gates Foundation, invested more than \$100 million in high school innovation in Ohio. Throughout that time period, the Foundation maintained a multifaceted approach to gathering and analyzing lessons learned about innovation at scale and then applying those lessons to work in the field. As the Foundation's national footprint expanded, so did the number of requests from outside of Ohio for information about innovative high school practices. In 2006, in order to answer calls for assistance from national counterparts and to launch high school innovation work beyond Ohio, the KnowledgeWorks Foundation Board of Directors authorized the creation of EdWorks.

EdWorks is focused on answering the national call to build high-performing high schools that dramatically improve students' ability to achieve success in a global economy. As a not-for-profit, fee-for-service entity, EdWorks seeks to build high-performing high schools supported by effective local and state systems. EdWorks has five fundamental beliefs:

1. **All students** are capable of achieving at high levels;
2. **Effective schools** are designed to deliver personalized educational experiences for all students;
3. **Teachers and their classrooms** are the focal points of school improvement;
4. **Systems** must be organized to support innovative, personalized instruction;
5. **Communities** must be fully integrated in the decision making and educational processes.

## **EDWORKS – A Strong Partner for High School Innovation**

To drive its work on the ground, EdWorks has developed a portfolio of proven high school innovation models: Redesign; Early College; and Science, Technology, Engineering and Mathematics (STEM). These models enable school and district leaders to start-up or restructure a high school through a five-year, step-by-step system of strategies, processes, and tools. The quality of model implementation is assured through EdWorks' system of on-site professional development and field-tested technical assistance professionals. (See the attached document, One Page Models for a description of common elements in these models).

## **Our Results**

EdWorks' evidence of effectiveness is rooted in its initial work in two statewide initiatives in Ohio, the Ohio High School Transformation Initiative and the Ohio Early College High School Network. Data represents 34 transformation schools across 10 low-performing districts and nine Early College/STEM schools in eight low-performing districts. These results were attained at a time when the communities in which these schools are located moved from an average of 17% to 72% of students eligible for free and reduced price meals.

EdWorks' transformation process is designed to spark both short-term wins and long-term gains. Schools initially see improvements in climate, culture and attendance, followed by increases in reading and mathematics performance. Over the course of the five-year model, schools have experienced increases in graduation rate and state rankings, as well as closure of the achievement gap.

### **Quick Wins**

- Dramatically improved climate and culture.
- Increased the percentage of students passing the state reading test by 38% in the first two years.
- Increased the percentage of students passing the state math test by 78% in the first two years.
- Increased attendance by 5%.

### **Long Term Gains**

- Increased the graduation rate in our schools by 32%.
- Closed the graduation gap between our transformation sites and the state as a whole by more than 73%.
- Moved the African American graduation rate in our schools from six points below their counterparts in the state to 13 points above the state.
- Improved state ratings in 80% of sites.

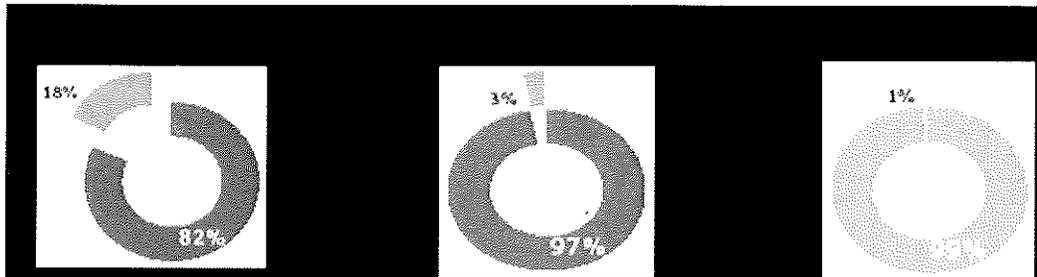
## **Start-Up Early College/STEM High School Results**

The results in EdWorks' Early College/STEM High Schools underscores the research about the power of high expectations. The demographic profile of students in these schools reflects that of their low-performing districts as a whole. Yet, every student enters the school with the

## **EDWORKS – A Strong Partner for High School Innovation**

expectation that in four years, he/she will graduate from high school with nearly two years of college credit. That expectation seems to help these students and the adults in their lives move mountains.

- . 100% of sites achieved Adequate Yearly Progress
- . 80% of attained “Excellent” ratings in the state’s accountability system
- . Start-up schools, all of which are in urban districts, have an average graduation rate of more than 91%
- . The schools out-perform the state in on high stakes graduation tests in reading, writing and mathematics
- . 52% of students are on track to complete 60 hours of college credit or an associate degree



### **Quality of the Management Plan and Personnel**

#### **Overall Leadership of EdWorks, LLC**

##### **Harold Brown – President**

As Vice President of KnowledgeWorks Foundation's School Improvement area and then as President of EdWorks, Harold Brown has managed the Foundation’s \$100 million investment in the Ohio High School Transformation Initiative (OHSTI), and the Foundation’s Early College High School (ECHS) initiative working hand-in-hand with leaders, building strong partnerships at the school, community, district, and state levels to ensure all students reach their full potential and are prepared for success. Additionally, Brown has managed the Foundation’s investments in Project GRAD, College Access, the Ohio 8 Coalition, and a wide range of other school improvement initiatives. Brown also has significant experience working with institutions of higher education on issues related to equity and access, and is frequently quoted in newspapers across the state on key education issues.

##### **James Osborn – Director of National Field Operations**

## **EDWORKS – A Strong Partner for High School Innovation**

Osborn is the Director of National Field Operations for EdWorks, which includes day-to-day management of the Ohio High School Transformation Initiative (OHSTI). He began his work with EdWorks' parent company, KnowledgeWorks Foundation, in fall 2003 as a coach for small school leaders in the Ohio High School Transformation Initiative. He was recruited to be the full time staff Field Manager for OHSTI in fall 2004. As Field Manager for OHSTI, Osborn leads a group of nationally-recognized school change coaches and oversees the field-based application of OHSTI's coaching and technical assistance curricula. Osborn has more than 30 years of experience in public education, having served a teacher, coach, middle and high school principal and as a hearing officer for the Columbus Public Schools. He has presented at numerous educational conferences on high school reform and was selected as Ohio's most Distinguished Secondary Principal of the year in 1993. Osborn literally lived this work in the field. Nearly a decade before small schools burst onto the national scene, Osborn converted his Columbus high school to small learning communities with no additional funding or outside assistance. Osborn has been a nationally-recognized school leader since the early 1990s, when the Federal Education Commission sought his expertise in the development of the document, "Prisoners of Time."

## **Deborah Howard – Director of Education Strategy**

In her role as Director of Strategy, Howard leads EdWorks' research and development work, concentrating on product design and innovation, evaluation and quality control. Howard blends her unique knowledge and experience in the field of education, non-profit, and corporate sectors to work in the transformation of public education. Howard was a primary architect of KnowledgeWorks Foundation's Ohio High School Transformation Initiative and the Ohio Early College Network. Prior to joining KnowledgeWorks Foundation, Howard served as Executive Director of the Cleveland Education Fund (CEF), a technical assistance and grant-making body, which focused its efforts in school library development; K-16 networking of mathematics and science educators and corporate partners; and teacher professional development in literacy, mathematics, science and technology. Howard is credited with establishing an in-house research, evaluation, and assessment division at CEF to link the organization's major work in teacher professional development to student achievement. Before moving to Ohio in 1994, she served on the Superintendent's Cabinet in North East Independent School District, San Antonio, Texas. Her early career included work in higher education, economic development, chamber of commerce management, advertising and communications.

## **Field Services Implementation Model**

The EdWorks Model is accomplished through a five-year, step-by-step system of strategies, processes, and tools designed to help classroom, school, district, and state leaders move from emerging ideas about school design to the first graduating class. Each year of the process is thoroughly detailed in a strand-specific (Redesign, STEM, ECHS) Scope and Sequence and

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planning calendar, and is based on the successful experience in Ohio. Implementing the Model in the field relies on the strong cadre of experienced coaches and directors who will oversee the daily work in the EdWorks sites.

### **Technical Assistance Coaches**

EdWorks' national coaching faculty is drawn from the ranks of teachers and education leaders nationwide who have demonstrated experience in education reform and a commitment to high expectations for all students. EdWorks has developed a coaching job description that includes characteristics that experience has shown to be most critical to effective and sustained coaching: effectively leading change, excellent facilitation skills and a commitment to implementing the EdWorks Model. Over the years, the organization has developed a solid coaching faculty which includes former superintendents, professors of education, National Board Certified teachers, principals and former leaders of other school improvement initiatives who have chosen, instead, to join KnowledgeWorks and EdWorks to implement the EdWorks Model.

### **Field Management**

Coaches are jointly managed by the Directors of National Field Operations and Education Strategy. The Director of Education Strategy supports the curriculum and the contextualization of the Model. As one of the key developers of the EdWorks Model, the Director of Education Strategy is also responsible for evaluating the effectiveness of the implementation and the impact on student performance. The Director of National Field Operations assures a smooth implementation of the Model including the deployment of coaches in the field, integrity and quality of the coaches' implementation of the Model, and monitoring the contractual relationship with the district.

### **For more information:**

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