ATTACHMENT III

Western International 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	District Name and Code
Western International High School, 584	**Detroit, 82010**
Model for change to be implemented: Transformation	

School Mailing Address: **1500 Scotten** **Detroit, MI 48209**	

Contact for the School Improvement Grant:

Name: Rodolfo Diaz

Position: Principal

Contact's Mailing Address: 1500 Scotten, Detroit, MI 48209
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Fax: (313) 849-4695
Email address: rodolfo.diaz@detroitk12.org

Principal (Printed Name): Rodolfo Diaz	**Telephone:** 313—849-4758
Signature of Principal: x Rodolfo Diaz	**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).

The data included in this proposal reflect students and teachers assigned to Western International High School through September 2010. At the time of this application a complete overhaul of Western International High School staff and administration has been completed. Western has been designated a priority school where at least 50% of the staff has been released. A new principal, Mr. Rodolfo Diaz, and four new assistant principals: Mrs. Spryszak, Mr. Mokdad, Mr. Smith and Mrs. Kazin have been added to the administration team. Student assignments have been finalized for Western International High School, in response to shifts in population resulting from the closure of several high schools for persistent low performance and/or continuous declines in enrollment. As of September 29, 2010, there are 1647 students enrolled at Western, where 62% of the student population is Hispanic, 36% is African-American and 2% as others. 281 students are identified as special needs students and 211 students are identified as level I bilingual students. There are 57 total teachers on staff in the 2010- 2011 school year, and 18 of those teachers are bilingual, and speak a second language other than English.

Overview of the Need

The school is in Phase 6 of the Michigan NCLB system, and has failed to make AYP in any area since 2003, when the AYP history began.

Student enrollment has increased from 1,378 in 2006-07 to the current enrollment of 1,647. The student population at Western International faces a deep array of challenges. The school serves predominantly poor, minority students. Western International is among the most diverse of Detroit's high schools, with 98% minority population, largely Hispanic. A critical barrier to teaching and learning at Western International is the high percentage of students (62%) for whom English is not the primary language. 78% of Western International's students are economically disadvantaged. Western International had a 2008-09 attendance rate of 69.8%, a graduation rate of 76.4% and a dropout rate of 16.6%. Academic challenges are significant, with fewer than 36% of Western International 11th graders performing at or above the proficient level on the reading portion of the Michigan Merit Exam; 16% proficient in writing. Mathematics scores have seen slight improvement over the past three year, but not enough to reach safe harbor status with only 19% of students tested performing at or above the proficient level. Student performance in the subgroups reflects overall scores in the content areas exams.

A deeper analysis of data is needed, as this extremely low performance in core content areas is in direct contrast to Western International's enrollment, graduation and dropout data. Disseminating the data shows specific challenges and needs to Western International High School (WIHS) students. Below is a summary of those challenges/needs and the future plan needed to address them:

I. The Challenges:

- Over 62% of the students at WIHS are Hispanic and whose first language is not English. Approximately 1100 students were identified for the ELPA exam last year.
- Due to the many closures and realignment of schools, many students were shifted to WIHS in their junior year and did not have a chance to attend the first two years and experience the scaffolding strategies and uniformity of instruction implemented at all grade levels in all subject areas. Those same students had a negative impact on the MME scores for the past three years.

- Due to rising enrollment at WIHS, class-room sizes have increased, and as a result, the ability of teachers to provide specialized and individualized instruction has decreased.
- Due to economic hardships in the District, WIHS has experienced a litany of teacher turnover the past three years due to layoffs, retirements, termination, or voluntary leave. The teacher turnover rate has significantly impacted the continuity of instruction and student achievement.
- Student attendance, mobility, suspensions, and apathy towards testing are frequent disruptors of student achievement at all levels, especially in matters of MME and Adequate Yearly Progress.
- Exceptional Education students whose basic foundational skills in all content areas, are scoring far below the general and ELP students on all portions of the MME exam.
- Based on Pre-Test exams of incoming ninth grades last year show that 57% of incoming ninth graders scored three grade levels below their expected grade levels in English and Mathematics. Only 17% of the students tested at t their expected grade level.
- Despite language barriers, data indicators show that ELP student scores exceed that of the African American population in all sections of the MME exam and ACT. However, both subgroups lagged behind the White/Others students.
- 78% of all students at WIHS are economically disadvantaged, and are eligible for free lunch.
- Parental Involvement was minimal in PTSA, Parent Teacher Conferences, and school in general. Results from parent surveys show apathy toward education and standardized testing. Higher expectations among parents were also cause for concern.
- Due to economic and structural changes, teachers are expected to do more with much less. While most teachers handled the changes in a professional manner, some teachers lagged behind their counterparts in regards to professional development; attendance; and high expectations.
- Technology access to students and staff lag considerably behind those of suburban and other districts.
- **II. Areas of Greatest Needs:**

- A self sustained and vibrant Bilingual Program that will assist the transition of Level I bilingual students into proficient English speakers and eventual inclusion to regular education classrooms.
- Provide continuity of instruction for students from ninth grade to graduation. Limit the number of students who are transferred due to realignment of the District or school closures.
- Hiring and maintaining highly qualified and trained teachers that will provide continuity of instruction and higher expectations.
- Due to lack of foundational skills, all students in the ninth grade will be required to take two Mathematics and English classes to best meet their needs and bring them to grade level and above.
- Alignment of curriculum with state and national standards. Uniformity of objectives and assessments in all grade levels in all content areas.
- Create an Individualized Development Plan for all students in the ninth grade, and provide the support necessary through tutoring, extended day, and other means to meet the individual needs of every student.
- Provide enriched instruction that is relevant and allow students to explore options of interest in a controlled and enhanced setting.
- Enhance the use of technology to supplement the educational process and provide the students with the means to compete and succeed in a highly technological world.
- Increase opportunities for students to interact with businesses, colleges and universities.
- Provide data-driven continuous professional development to all teachers and monitor the progress of implementation of strategies into the classroom.
- Encourage more students to take advanced placement courses or dual enroll in colleges to supplement their education and earn college credits at the same time.
- Provide more access to external classes via the internet or distance learning.
- Make available opportunities for all students to accelerate or enhance their learning through extended day/year, and after-school tutoring either online or on campus.
- Improve academic support to all teachers and students.

- Use pertinent data as the engine to drive relevant and rigorous instruction.
- Provide more opportunities for parents to become involved in their children's educational process.
- Utilize positive behavior models to change the current culture to that of high achieving, highly relevant students focused on post-secondary success through higher learning, vocational skills, or the armed forces.
- Create a model of accountability for all stake holders and adhere to it to maintain rigor, respect, responsibility, and high expectations and outcomes at all levels of the educational process.
- Continue to implement best-practice strategies to provide equitable and improved support to exceptional education students, including inclusion and resource rooms.
- Emphasize attendance and participation of all stake holders.

III. The Plan

Western International High School (WIHS) is recognized by many as the best comprehensive high school in the city of Detroit. There are many positive things happening at WIHS, such as high graduation rates, scholarships earned, a safe and secure campus, highly effective and trained teachers, a fluid and dynamic administration, and many other non-measurable tangents. Testing data over the past three years clearly show that student writing scores have become stagnant at 16%, Reading scores have fluctuated from 33% to 36%, and Mathematics scores, while showing constant improvement (12% to 19 %), has not improved enough to reach safe-harbor status. As a result, The School Improvement Team (SIT), recognizes the need for change and reform at WIHS, but only if the reforms fulfill the following five conditions: 1) Change the academic culture of all stakeholders through the creation of a positive behavior matrix based on Rigor, Responsibility and Respect; 2) Uniformity of Instruction and Assessment in all subjects and in all grade levels; 3) Train and maintain highly effective teachers who are dedicated to making the necessary sacrifices to improve the status quo; 4) An effective leadership model that will continually monitor the progress and be willing to make changes as needed based on data-driven decisions; and 5) Accountability for all stake holders in the learning process at WIHS.

As a result, the SIT team at Western International High School has developed the following Six Guiding Principles that all reform must meet:

- MISSION DRIVEN LEADERSHIP
- PERSONALIZATION AND RELEVANCE
- STUDENT ACHEIVEMENT AND PROGRESS
- POST SECONDARY SUCCESS
- HIGHLY QUALIFIED AND TRAINED TEACHERS
- ACCOUNTABILITY FOR ALL.

The following have been targeted by the SIT as Immediate areas of Concern, and need to be addressed ASAP:

1. Core Content Performance, particularly in:
   a. Reading
   b. Writing
   c. Mathematics
2. Attendance / Discipline / School safety and climate
3. Student Relevance and Engagement
4. Advanced Placement Curriculum for all students
5. Uniformity of Instruction and Assessment in all subjects in all grade levels
6. Student retention and Graduation rates
7. College / University / Business partnerships
8. The creation of Smaller Learning Communities
9. Positive Behavior Model for all Students
10. Parental /Community / College Involvement

Based on the recommendations of the SIT, and with the approval of the Detroit Public School District and the Detroit Federation of Teachers, Western International High School has been designated as a Priority School. The following conditions must be met in order for a school to meet this status:

- Hire a new Principal and administrative team
- Replace at least 50% of all existing staff
- Interviewing all staff prior to the opening of the 2010-11 school year and hiring Highly Qualified teachers who are committed to the educational program outlined in the Priority Schools agreement
- Using data as a driving force behind the rigorous, relevant, instructional program that is research-based instructional program that is aligned to national Common Core standards, state standards and national college and career-ready standards.
- Expanding learning time and flexibility and offering enhanced learning options (like Advanced Placement) through implementation of a robust block schedule.
- Establishing an effective shared decision-making system, driven through a School Leadership Team.
- Extending the school day through intensive Accelerated Academies to help students master required knowledge and skills.
- Extending the school year through Summer Bridge transition programs for students.
- Engaging every staff member—leaders, teachers and support staff—in an on-going, job-embedded professional development process within the regular school year and in extended time, with any staff hours worked beyond the regular school day compensated at the contract rate.
- Implementing an educator evaluation system that includes attainment of pre-established benchmarks and targets, and a continuing commitment to the Priority School agreement.

In addition the following areas of reform were agreed upon between the District and the Detroit Federation of Teachers (DFT):

A. Effective Staff at a Priority School:

Upon selection to serve in a Priority School, a member will be required to complete prescribed professional development specifically designed to meet the instructional needs of the Priority Schools and leading to a Certificate of Qualification. During employment at a Priority School,

members selected and assigned to a Priority School shall do so with the understanding that their ongoing assignment at the Priority School shall be contingent upon staff meeting evaluative criteria in an annual review process.

The evaluative criteria shall include, but not be limited to, the member maintaining the requirements of the job posting, meeting pre-established benchmarks and targets, making a continuous commitment to all that is prescribed in this Agreement. The established goals and objectives along with the evaluative criteria must be clearly articulated to all members of the bargaining unit at the time of the job posting and selection.
A member who is not meeting the evaluative criteria required by the Priority School, using supportive evidence and data, will be informed of the basis for evaluative findings and shall be referred to an alternative resource for assistance with implementing the model in a more effective way. Members who do not receive an annual review shall be presumed to have met such goals and objectives.

To this end, in order to develop specific recommendations in the area of Instructional Reform – Peer Assistance and Review, the parties agree that during the 2009-10 school year, the District and the Union shall, through the establishment of a Joint Labor-Management Peer Assistance and Review Committee, develop the process for the implementation of the Peer Assistance and Review Program (PAR). The scope of implementation shall be contingent upon identified, sustainable funding effective the 2010-11 school year.

B. Financial Incentives at a Priority School:

The District and the Union shall identify the criteria and benchmarks for establishing school-based performance pay for bargaining unit members. The criteria may include measureable improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average (GPA), graduation rates, reduction in drop-out rates, attaining and/or maintaining Adequate Yearly Progress (AYP) and other provisions identified by the No Child Left Behind (NCLB) Act. In the event the District and the Union cannot agree on the criteria and benchmarks, the Emergency Financial Manager (or

designee), or in the event the District's financial emergency is resolved, the Superintendent or CEO (or designee) shall make the final determination of the criteria and benchmarks for establishing school-based performance pay.

C. School Leadership Team (SLT)

The School Improvement Team (SIT) will be phased out during the 2010-2011 academic school year and will be replaced with the School Leadership Team. In accordance with the agreement with the Detroit Federation of Teachers (DFT) and the District, the School Leadership Team shall be established at the school level and have no more than twelve (12) committee members, consisting of, but not limited to, Principal, Assistant Principal (if applicable), DFT Building Representative and four (4) Teachers. Participating schools shall select School Leadership Teams based upon a peer selection process. Decisions in accordance with the established policies and practices for shared decision-making shall be made by consensus. The implementation of the decisions will be carried out by the principal and other members of the school staff, as necessary.

D. Shared Decision-Making

The District and the Union agree that Shared Decision-Making (SDM) is a process in which the School Leadership Team (SLT) will work collaboratively with the Principal in identifying issues, defining goals relative to the Academic Achievement Plan, developing school budgets and formulating policy and the implementation of such. The uniqueness of each school community requires that the organizational and instructional issues discussed are determined by the SLT. The District and the Union agree that in order to achieve SDM at the school level, the SLT must agree to participate in required SDM training and work cooperatively in order to bring about changes, which may include significant restructuring of instruction.

E. Professional Development

The District shall be responsible for making available appropriate professional development and support requested by schools involved in SDM, as well as schools expressing an interest in future

involvement in the program. The SLT will be assigned with the task of surveying teachers, parents and students to determine what pertinent professional development topics are needed and provide the training and exposure necessary to meet those needs and ultimately improving school culture, climate and student achievement.

F. PLAN IMPLEMENTATION TIMELINE

The Chart below shows crucial components to be included in the overall improvement of the school and the status of implementation:

Identified Need	Strategy	Status / comments
Data-Driven Leadership of all reform components	Ongoing and effective monitoring	Identified and Partially Implemented
High Quality Staff	Remove 50% of staff; replace with high quality staff	Fully Implemented
Professional Development	Best-Practice strategies; Technology Infusion; Classroom Instruction; Data and its uses; And so on…	Implemented year round through the use of Title I funds and teacher requests for professional development.
Uniformity of Instruction	Uniform objectives and assessment	Partially Implemented. To be completely implemented by 2011-2012 school year
Identified Need	**Strategy**	**Status / comments**
Positive Behavioral Model	Create a matrix that would reward rigor, respect, and responsibility	Has been created but not fully implemented. Need SIG funds to fully implement
Technology Based	Available technology to	Not yet implemented. Plan has been

Instruction	all students in all formats	written and will be partially implemented during 2011 – 2012 school year. Need SIG funds to fully implement
Parental Involvement	Building level parent facilitator; expanded opportunities for parents and community, parents resource room, and professional development for parents	Partially implemented. Need SIG funds to fully implement
Extended Learning	Credit Recovery; After school Tutoring; Summer enrichment; Extended learning times	Partially implemented. Need SIG funds to fully implement
Smaller Learning Communities	Four smaller learning communities that will cater to student needs will be established. The SLC will provide relevant career pathways for students interested in business, engineering, medicine, and the arts.	SLC's have been identified. The curriculum and staff allocations have been created on paper. Not yet implemented. Need SIG funds to fully implement
Identified Need	**Strategy**	**Status / comments**
Meaningful Assessment	Use of multiple assessments such as pre-tests; skills deficiency; MME prep; ACT and	Partially Implemented. Will be fully implemented by the 2011-2012 school year

	college readiness tests	
Advanced Placement Curriculum	Increase rigor by offering Advanced Placement courses in all content areas at all levels	Partially implemented. Need SIG funds to fully implement
School Improvement Plan	Strategies to continually improve as a school and meet required goals	Continually implemented; SIT team will meet on a bi-weekly basis to discuss and implement necessary changes to meet the reform objectives

NOTE: MOST OF THE IMPLEMENTATION FUNDING IS BASED ON SIG FUNDS. IF THESE FUNDS DO NOT BECOME AVAILABLE, THEN TITLE I FUNDS WILL BE REROUTED TO ASSIST IN THE SCHOOL REFORM PROCESS.

Western International High School

School Data		
Which intervention was selected?		
Number of minutes in the school year?		
Student Data	**Percentage Rate**	
Dropout rate:	16.600000000000001	
Student attendance rate:	80	
Advanced Coursework	**Number**	**Percent**
Advanced placement:		
International Baccalaureate:		
Early College/College Credit:		
Dual Enrollment:	0	0
Number and percentage enrolled in college from most recent graduating class:		

Student Connection/School Climate	
Number of disiplinary incidents:	
Number of students involved in a disciplinary incident:	
Number of truant students:	
Teacher Data	
Distribution of teachers by performance level on LEA's:	

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Grade 11	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	14.77	16.76	16.9	29.94	30.81	36.73	14.77	14.12	23.12	23.25
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	8.51	5.61	8.06	28.42	27.95	22.72	13.82	11.45	23.91	16.3
Hispanic	18.04	20.63	23.85	37.59	33.33	42.34	18.18	18.93	26.71	27.13
White	12.5	40		25	63.63		12.5	9.09	20	36.36
Students with Disabilities										
Limited English Proficient	16.1	17.92	18.62	28.81	30.27	38.46	13.91	13.39	22.6	22.01
Migrant Student										
Male	14.95	19.82	21.62	30.55	36.13	30.26	14.95	16.39	23.8	25.21
Female	13.13	10.61	16.51	35.03	29.66	39.82	16.91	14.87	26.11	22.22
School Aggregate	13.93	15.28	18.57	33.06	32.91	35.97	16.04	15.63	25.1	23.72
State Aggregate Scores		49.4	50	61.99	59.9	65	42	43.4	51.99	52.1

Sub Group Non-Academic Data Analysis

All Students	# Students			# Students with Absences						# Students with Suspensions					
	07-08	08-09	09-10	2007-08		2008-09		2009-10		2007-08		2008-09		2009-10	
				>10	<10	>10	<10	>10	<10	In*	Out*	In*	Out*	In*	Out*
Economically Disadvantaged	1188	1192	2818	117	12	118	4	228	533						
American Indian/Alaskan Native	21	16	38	21		16		35	3						
Asian/Pacific Islander	2	5	18	2		5		15	3						
Black/African American	563	576	569	557	5	574	2	489	80						
Hispanic	848	877	2759	837	11	874	3	223	529						
White	111	100	113	108	3	100		101	12						
Students with Disabilities	162	185	363	160	1	185		320	43						
Limited English Proficient	720	746	891	713	7	744	2	723	168						
Migrant Student	35	33	50	34	1	33		40	10						
Male	736	796	1784	724	11	793	3	145	332						
Female	809	778	1713	801	8	776	2	141	295						
School Aggregate	1545	1574	3497	152	19	156	5	287	627						

Western International High School

Sub Group Non-Academic Data Analysis

All Students	# of Truancies			# of Expulsions			Unduplicated Counts					
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08		2008-09		2009-10	
							In*	Out*	In*	Out*	In*	Out*
Economically Disadvantaged												
American Indian/Alaskan Native												
Asian/Pacific Islander												
Black/African American												
Hispanic												
White												
Students with Disabilities												
Limited English Proficient												
Migrant Student												
Male												
Female												
School Aggregate												

All Students	# Students			# of Retention in the Grade			# of Dropouts		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Economically Disadvantaged	1188	1192	2818						
American Indian/Alaskan Native	21	16	38						
Asian/Pacific Islander	2	5	18						
Black/African American	563	576	569						
Hispanic	848	877	2759						
White	111	100	113						
Students with Disabilities	162	185	363						
Limited English Proficient	720	746	891						
Migrant Student	35	33	50						
Male	736	796	1784						
Female	809	778	1713						
School Aggregate	1545	1574	3497						

All Students	# Promoted to Next Grade			Mobility					
	2007-08	2008-09	2009-10	Entering			Leaving		
				2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Economically Disadvantaged									
American Indian/Alaskan Native									
Asian/Pacific Islander									
Black/African American									
Hispanic									
White									
Students with Disabilities									
Limited English Proficient									
Migrant Student									
Male									
Female									
School Aggregate									

Western International High School

Enrollment and Graduation Data, All Students 2009-10

Grade	# of Students	# of Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS Graduation	# of Retentions	# of Dropouts	# Promoted to Next Grade
09	424						
09	424						
10	487						
10	487						
11	333						

Number of Students Enfolled in Extended Learning Opportunities in 2009-10

Grade	# of Student in Building	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Crs	# of Students in Dual Enrollment	# of Students in CTE/Vocational Cllasses	# of Students who have approved/reviewd EDP on File
09	424					
09	424					
10	487					
10	487					
11	333					

MME Performance Three Years

Percent of Students meeting State Proficiency Standards

Grade	Mathematics			Reading			Writing			ELA		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
11	13.93	15.28	18.57	33.06	32.91	35.97	16.04	15.63	15.81	25.10	23.72	0.00

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

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

SECTION II: COMMITMENT

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

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

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

Planning for this proposal has been led by Rodolfo Diaz, who was appointed to the principal's position mid-way through the 2009-10 school year.

Overview

The Western International community is employing the following strategies, among others, to achieve a successful Turnaround. A brief synopsis of those strategies includes:

- Using data as a driving force behind the rigorous, relevant, and research-based instructional program that is aligned to national Common Core standards, state standards and national college and career-ready standards.
- Expanding learning time and flexibility and offering enhanced learning options (like Advanced Placement) through implementation of a robust block schedule.
- Establishing an effective shared decision-making system, driven through a School Leadership Team.
- Extending the school day through intensive Accelerated Academies to help students master required knowledge and skills.

- 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.

School Improvement Team (SIT) Recommendations:

In August of 2010, The School Improvement Team, which is composed of teachers, parents, community members and administrators, with the full support of the principal, designed the following strategies to be implemented by the entire school for the 2010 – 2011 academic year. The purpose of the strategies were twofold; 1) Change the culture of the students, staff, and parents at WIHS; 2) Provide structure for students and teachers for the end purpose of increasing relevance and academic achievement for all stake holders. All strategies were based on the aforementioned Guiding Principles which were teacher developed exclusively for Western International High School.

STRATEGY 1: The Three Key Skills for Student Success

#1 Learning Skills

-Attends all classes daily

-Listens and participates fully

-Takes good notes

-Strives to improve and enact study and test-taking skills

-Utilizes current technology appropriately and fully

#2 Social Skills

-Demonstrates respect for themselves and others

-Maintains confidence in difficult situations

-Works positively and productively in collaborative groups

-Exhibits social problem-solving skills

#3 Self-management Skills

-Sets Goals and plans ahead

-Practices a mentally and physically healthy life style

-Takes responsibility to monitor own progress

-Exerts effort to improve performance

-Sustains focus and determination to succeed

STRATEGY 2: Positive Behavioral Support System

A Systemic, school-wide approach that is explicitly integrated into a school's strategic planning and school improvement process that

(a) Creates and sustains positive classroom climates and safe school settings;
(b) Facilitates the social, emotional, and behavioral development and needs of all students;
(c) Increases students' interpersonal, social problem solving and conflict resolution skills over time;
(d) Helps to maximize students' academic engagement while supporting the entire learning process.

Expected behavior of a WIHS student:

- ***Begins work promptly***
- ***Demonstrates good listening***
- ***Follows directions quickly and the first time***
- ***Tells the truth***
- ***Focuses on and completes work in a timely manner***
- ***Stays appropriately in own space***
- ***Makes requests politely***
- ***Waits to be called on to speak***
- ***Ignores distractions***
- ***Talks with others positively***
- ***Brings all needed materials to school each day***
- ***Uses an appropriate tone, volume, and pitch of voice***
- ***Accepts consequences quickly and appropriately***
- ***Treats classroom furniture, books, and others' personal property with respect***
- ***Cooperates with others***
- ***Treats others with dignity and respect***
- ***Discusses disagreements in a calm manner***
- ***Gives and accepts criticism appropriately***
- ***Works quietly-completes work without disturbing others***
- ***Takes responsibility for their own actions and statements***

STRATEGY 3: PARENTAL EXPECTATIONS:

Make school the number one priority

Ensure that your child attends school every day, on time. Regular and punctual attendance is crucial to every student's success. Continually remind your child that success in school will enhance possible success in the future. Minimize outside obligations that will cause teens to miss school. Although a student should stay home if he or she is seriously ill, students should

attempt to attend school if an ailment is minor. If an attendance problem arises, contact the attendance agent or counselor as soon as possible.

Stay informed about what is happening in school.

Check on your student's attendance and grades frequently. Contact a staff person in the school if a problem arises, this could be a counselor, the attendance agent or an administrator. Inform your student that it is your duty to check on his/her progress in school on a regular basis. Be sure you have a copy of the school calendar. Attend every parent/teacher conference with your student.

Have conversations with your child about what you expect of him/her in school.

Talk with your teen about your expectations of him or her in terms of attending all of their classes daily and working to the best of their ability. Assist them in setting short term and long term goals, everything from what grade they want to earn on a test, to what college they would like to attend, to what career they would like to pursue.

Help your student to develop a routine.

Make an agreement about study time, bedtime and what time to wake up in the morning and insist that your teen follows this schedule. Teens need more sleep than other adults or children because their bodies are growing at such a rapid pace. Parents should hang on to cell phones and electronic games at night, as these can be a distraction. Students should wake up early with enough time to dress, eat and arrive to school by the time the first hour bell rings.

Make time to talk with your teen.

Find time to spend with your teen and talk with him/her about the dangers of drug use, skipping school, gangs and peer pressure. Seek out resources in the community if additional help is needed.

Praise your child's accomplishments.

Be sure to compliment your student on what he/she is doing right. It could be getting to school on time all week or getting a good grade on a paper. Teens need to know that you believe in them.

STRATEGY 4: STUDENT INCENTIVES

An incentive plan will be developed for students who exhibit the model behavior and achievement of a Western International High School student. These incentives can take many forms such as: Praise or compliments; Award certificate; Choice of where to sit; "Free Homework" certificates/passes; Tickets for drawings; buying rewards; T/A for day or week; Recognize student as 'Student of the Month'; Treats; Coupons for class store; Merit points; Extra credit/points; Help design and put up a special class/building bulletin board; Free choice of partner for a project or assignment; and many other student and teacher driven rewards and incentives.

STRATEGY 5: STUDENT AND PARENT RESOURCES

ACADEMIC RESOURCES

Homework Help:

- http://highschoolace.com
- http://www.cramster.com
- http://www.tutor.com
- Latino Family Services – (313) 841-4400 (on Vernor Hwy.)
  – (313) 841-7380 (on W. Fort St.)

Test Prep Help:

- http://highschoolace.com
- http://www.actstudent.org

- http://www.collegeboard.com
- http://www.takesat.com
-

Scholarships:

- http://www.scholarships.com
- http://www.fastweb.com

Research and Other Informational Links:

- http://mel.org
- http://www.academicinfo.net
-http://www.criticalthinking.org
-http://www.ala.org

COMMUNITY RESOURCES

	Organization	Phone Number
At Risk Youth Prevention	Covenant House Michigan	313-463-2000
	Detroit Hispanic Development Corp	313-967-4884

Child Care	All Saints Neighborhood Center	313-841-4447 23
	Latino Family Services	313-841-7380
Clothing	ACMH Community	313-895-5286

	Center	
	Covenant House Michigan	313-463-2000
	United Youth/ Youth Leadership Committee	313-895-2860
Computer Access and Classes	All Saints Neighborhood Center	313-841-4447
	Covenant House Michigan	313-463-2000
	Vanguard Community Development Corp.	313-872-7831
Domestic Violence	Community Health & Social Services CHASS	313-849-0824
	Latino Family Services	313-841-7380
Financial Aid	The Heat and Warmth Fund (THAW)	313-226-9465
Food Pantries and Soup Kitchens	Capuchin Soup Kitchen	313-925-0514
	Delray United Action Council	313-842-8620
	Focus Hope	313-964-3900 Ext. 505
	Holy Redeemer	313-842-3450
Health	ACCESS	331-842-7010

Care	American Indian Health and Family Services	313-846-3718
	Community Health & Social Services CHASS	313-849-0824
	Herman Kiefer Family Health Services	313-876-4826

Expanded Information on Support of the Application and Approaches

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 Western International High School, using research-based rubrics developed for EdWorks (Western International'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 Western International campus.

Setting the Vision

As Western International began considering its School Improvement Plan, leaders established a vision for a high-performing school. The first step is to identify, select, develop and maintain a highly qualified pool of teachers and support change in academic rigor for students to create effective change at Western. Professional development for educators is a critical piece of the plan, with an emphasis on teaching to standards, using appropriate curriculum, monitoring results, developing interventions, and re-teaching for student mastery are necessary. Teachers must be able to view test results using an instructional management system, figure out specifically what students have yet to learn, and find lesson plans to address the concepts students missed. Finally, all school staff must be accountable for meeting school benchmarks and targets.

The School Improvement Plan

The attached Western International High School Improvement Plan outlines goals and strategies approved by Western International stakeholders to advance student performance in the coming year. 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 Western International High School.

While separate sections within the plan provide varying levels of detail, the basic, overarching goals include improving:

1. Student engagement, retention and graduation rates through the development of 21st century learning skills, particularly through:
    a. Technology-infused curriculum, including production software such as Excel
    b. Learning Labs
    c. Project-Based Research and Reporting

2. Improve school climate and student achievement by creating uniform, school wide policies and procedures, focusing on:
    d. Attendance
    e. Development and implementation of a strong orientation program
    f. Maintaining accurate, detailed records for students
    g. Expanding the school calendar to include a wide range of events and activities
    h. Development of a strong student code of conduct

All of this will require intensive training and professional development for staff.

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

- Implementing smaller learning communities that will enhance cross-curricular planning and teaming
- Providing professional development for all teachers in research-based instructional strategies
- 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
- Improving reading and writing across the curriculum
- Conducting a systematic analysis of organizational and instructional effectiveness

The Strategic Plan to Launch Theme-Focused Smaller Learning Communities at Western International

Using a study group process involving the Western International staff, the school chose to implement the following theme-based smaller learning communities at Western International in fall 2010. Western International staff members were originally assigned to work with one small learning community team. In terms of the design work, each of the three SLCs had very open

dialogue as they discussed the vision, type of student graduating from the school and the habits of mind and program design in their individual team meetings.

Western International High School will have four SLCs in fall 2011:

1. Incoming students to Western International High School will be enrolled in the **9th Grade Ambassador Academy.** The purpose of the academy is to provide students with the skills and foundations necessary to succeed in the career pathways of their choice during the subsequent 10th —12th grade school Years.
2. The **Fine and Performing Arts Academy** at Western International High school is a 10th through 12th grade college and career ready school that will be open to students of all skills who are interested in a career or post-secondary degree in the fields of music, drama and fine arts .The purpose of the FPA Academy is to combine a rigorous inquiry-based curriculum with Advanced Placement courses to offer students a variety of arts disciplines through innovative and relevant instructional strategies. Students will merge hands-on skills with state of the art technology, community and university partnerships as the means to pursue and succeed in FPA related degrees or careers.
3. The **International Business Academy** at Western International High school is a 10th through 12th grade college and career ready school that will be open to students of all skills who are interested in a career or post-secondary degree in the fields of accounting, business, marketing, and /or law. The purpose of the IB Academy is to combine a rigorous inquiry based curriculum with Advanced Placement courses to offer students a variety of business related disciplines through innovative and relevant instructional strategies. Students will merge hands-on skills with state of the arts technology, community and university partnerships as the means to pursue and succeed in IB related degrees or careers.
4. The **STEM Academy (Science, Technology, Engineering, and Manufacturing)** at Western International High school is a 10th through 12th grade college and career ready school that will be open to students of all skills who are interested in a career or post-secondary degree in the fields of science, medicine, engineering, technology and/or manufacturing. The purpose of the STEM Academy is to combine a rigorous inquiry based curriculum with Advanced Placement courses to offer students a variety of science

and technology related disciplines through innovative and relevant instructional strategies. Students will merge hands-on skills with state of the arts technology, community and university partnerships as the means to pursue and succeed in STEM related degrees or careers.

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

A Plan 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 2010-11 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 Western International High School.

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

As stated in Question 1, Rodolfo Diaz was appointed Principal of Western International mid-way through the 2009-10 school year and has led the efforts to jump-start the improvement process. While all elements of Western International's plan are important, among the most powerful of the conditions established at the school to support systemic change are:

- Interviewing all staff prior to the opening of the 2010-11 school year and hiring Highly Qualified teachers who are committed to the educational program outlined in the Priority Schools agreement.
- Expanding learning time and flexibility and offering enhanced learning options (like Advanced Placement) through implementation of a robust block schedule.
- Engaging every staff member—leaders, teachers and support staff—in an on-going, job-embedded professional development process within the regular school year and in

extended time, with any staff hours worked beyond the regular school day compensated at the contract rate.

- Using data as a driving force behind the rigorous, relevant, instructional program that is research-based instructional program that is aligned to national Common Core standards, state standards and national college and career-ready standards.
- Implementing an educator evaluation system that includes attainment of pre-established benchmarks and targets, and a continuing commitment to the Priority School agreement.

To support the dramatic turnaround required at Western International, the school is targeting development of a master education plan for 21st century teaching and learning where all students will have the support they need to engage in more rigorous academics and a wider variety of extracurricular offerings such as: Advanced Placement, honor programs and other college courses available to every high school student. To that end, the staff will focus on defining grade-level expectations, making clear what students need to learn in English Language Arts, math, social studies and science, including second language students and students in special education. Plans will be developed for parental involvement and a safe and secure learning environment for Western students, parents, staff, and community. This is needed as a way to support systematic change with the model selected.

District-Level Commitment to the Turnaround Plan at Western International

Improvement efforts at Western International 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.
- 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. Western International 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 Western International high School
- One-to-one laptop computing for students at Western International
- New, powerful desktop computers and computer systems for Western International teachers

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

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

- A **School-Based Transformation Manager** whose primary focus is the implementation of Western International's rapid turnaround plan.
- A **leader for each of the Smaller Learning Communities** at Western International. 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.

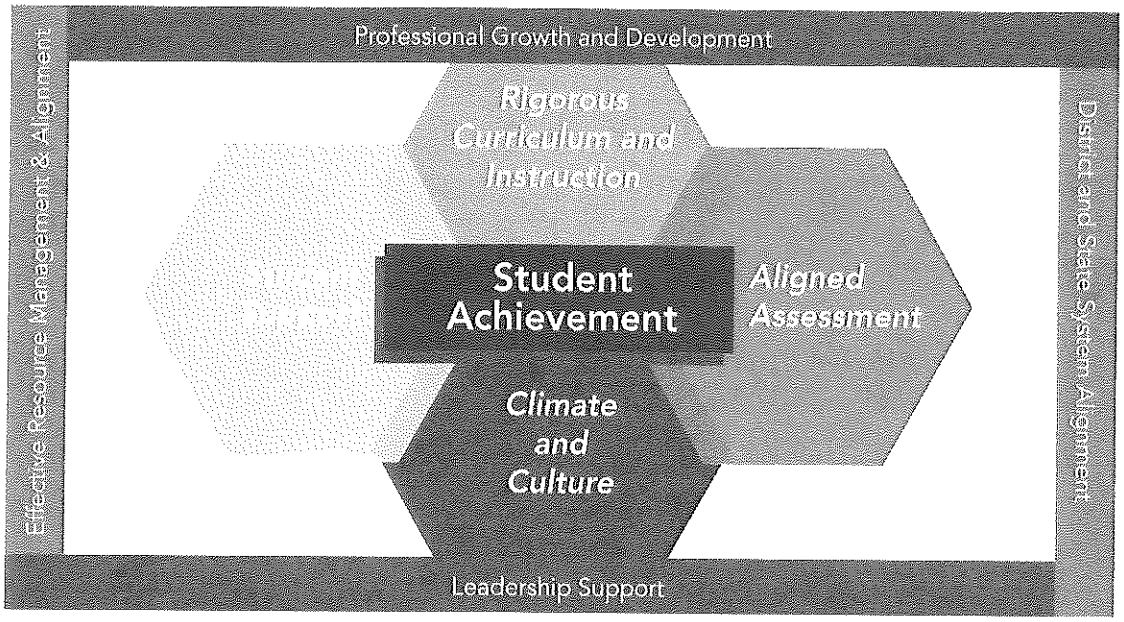
Organizational funds will be provided to support:

- **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. 21st century literacy across the curriculum
9. Results-driven, flexible scheduling
10. On-site and online professional learning communities
11. Intensive summer institutes for teachers and curriculum staff

Comprehensive Student Support

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

Aligned Assessments

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

Supportive Climate & Culture

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

EdWorks Processes and Tools

EdWorks offers a well-developed process that is contextualized in collaboration with the leadership and teachers in the school to meet local needs— EdWorks doesn't just tell sites what they need to do, EdWorks *shows school teams how* to transform to effective, 21st century learning organizations. The EdWorks Model works on *all* elements, not just one or two. EdWorks gives school teams a structure to 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 Continuous monitoring and adjustment.

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

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

→ Begin with the individual student.

↳ Drive instructional practice with data.

↳ Conduct teaching and learning through the tightly-woven fabric of standards, assessments, curricula, student supports, and instructional practices.

↳ Connect teaching and learning to students' prior knowledge and understanding.

↳ Make connections across content areas and with the real world; don't teach isolated facts in artificial silos in a sterile classroom environment.

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

Workplace Readiness (Lachat, 2001; Lachat & Williams, 1996)	**College Readiness (Conley, 2007)**
Students who can problem solve, communicate, understand multidimensional problems, and design solutions.	Students who can effectively use cognitive and metacognitive strategies, often described as "habits of the mind" (the ability to analyze, interpret, work with precision and accuracy, problem solve, and reason).

Students who can demonstrate what they know and can do.	Students who can demonstrate proficiency in rigorous courses.
Students who can plan their own tasks, evaluate results, and work cooperatively with others.	Students with attitudes and behaviors that lead to success, i.e., study skills, time management, awareness of one's performance, persistence, and the ability to utilize study groups.
Students who can transfer their school knowledge to "real-life" situations.	Students who can do the tasks needed to prepare for and adjust to college, i.e., succeeding in high school coursework (including college-level classes), applying to college, understanding needed resources, and adapting to college life.

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

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

results of our efforts. This principle of continuous improvement requires the best data available.

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

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

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

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

New Content is delivered in Workshops or Retreats

Each workshop models research-based instructional strategies, providing clear learning outcomes, short segments of content delivery to set the stage for the work to come or summarize immediate lessons learned, periods of collaborative reflection and research, hands-on discovery,

and an overall learn-by-doing focus. Leaders and teachers involved in the workshops learn the latest approaches to leadership, teaching, and learning by developing lessons or creating Walkthrough plans or completing SWOT analyses and formulating student support plans, just to name a few examples.

	Leadership Development	Teacher Professional Development
Year One	**Leadership Retreat: Getting the culture and Climate Right for Student Success:** • Supportive climate and culture • Research components of a high-performing high school • Data-driven strategic planning • Resource development and monitoring (budgeting to support research-based practices) • Authentic community engagement • Effective communication • Engaging students and family • Personalized Student Growth Plans	**Mini Teacher Summer Institute focusing on:** • High Payoff, Short Term Instructional Strategies • Literacy Across the Content Areas • Brain-Based Research –its meaning for student engagement
	21st Century Education Seminar Series • 2020 Forecast: Creating the Future of Learning • Understanding and applying the local economic development plan and jobs forecast to real-world educational experiences • The latest research on teaching and learning strategies for 21st century students • Unpacking College and Career-Ready Standards and Skills • Understanding the EdWorks Innovative Prototypes and the research behind their development	

	Leadership Development	Teacher Professional Development
	• Contextualizing the Portrait of a Graduate, Identifying specific 21st century skills and habits of mind to be reinforced in innovative prototype designs • Understanding and contextualizing the Four-Year, Standards-Aligned Learning Plan for the prototype designs	
	Leadership Retreat focusing on Adaptive Leadership for Real-World Results: • Adaptive Leadership knowledge and skills • 21st Century Skills • College and career readiness • Student advisories • National and international student performance • Effective business and community partnerships • Effective small school operations	**Teacher Summer Institute focusing on:** • Introduction to the Rigor and Relevance Framework • Backwards Design • Literacy Across the Content Areas • "Quadrant D" Rigorous, Relevant Lesson Design • 21st Century Skills • Lesson Design and Delivery for coherence and student growth

	Leadership Development	Teacher Professional Development
Year Two	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: **Implementing Personalization**	

	Leadership Development	Teacher Professional Development
	▪ Advisories ▪ Personalized Student Growth Plans **Short Cycle Assessments** ▪ Exploring Diagnostic and Short Cycle Assessment System ▪ Short Cycle Assessments as Instructional Resources **Classroom Practice/Learning Conditions** ▪ Student Work ▪ Lesson Design and Delivery ▪ Research-Based Instructional Models ▪ Student Performance	
	Leadership Retreat: Growing and Supporting Effective Teams • Distributed leadership • Effective meetings • Active listening • Progress monitoring • Walkthroughs and appraisals • Leadership in the school community • Induction programs for new staff • Culture of continuous Learning	**Teacher Summer Institute: Instructional Design for Rigor and Relevance** ▪ Rigor and Relevance Framework ▪ Knowledge Taxonomy and the Application Model ▪ Instructional Models and Planning ▪ Unpacking the State and 21st Century College-Ready Content Standards ▪ Formative and Summative Assessments (including Performance-Based, Alternative Assessments ▪ Developing "Quadrant D" Units of Study ▪ Designing and using Rubrics ▪ Differentiation
Year Three	Using one-on-one meetings with members of the leadership team and embedded teacher professional development during common planning time, educators deepen	

	Leadership Development	Teacher Professional Development
	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	
	Leadership Development: • Distributed leadership • Effective meetings • Active listening • Progress monitoring • Walkthroughs and appraisals • Leadership in the school community • Induction programs for new staff • Culture of continuous Learning **Leadership Retreat: Leading a High-Performance Organization:** • Instructional Leadership • Rigorous curriculum and instruction • High payoff instructional practices • Assessment for learning • Gap analysis • Curriculum Alignment • Instructional monitoring • Results-driven, flexible scheduling	**Teacher professional development** • Looking at Student Work ▪ Standards-Aligned, Unit Design and Delivery ▪ Differentiation ▪ Implementing Student Performance Assessments ▪ Formative and Summative Assessments ▪ Best Practice Instructional Models ▪ Designing and Using Rubrics with students ▪ Alignment with State and 21st Century Standards **Teacher Summer Institute: Beyond Rigor and Relevance** • Comprehensive, four-year Course of Study aligned to State and 21st Century College-Ready Standards • Grades 9-13 Curriculum Alignment and Vertical Scope and Sequence Development within and across content areas

	Leadership Development	Teacher Professional Development
		• Analysis of Content with University Partners • Integration of early college experiences in Core and Elective Courses

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

	Reading			Mathematics		
	2010	**2009**	**2008**	**2010**	**2009**	**2008**
Group/Grade 11	36%	32.9%	33.1%	19.0%	15.3%	13.9%

Reading performance has remained low across the three-year period, with the percent of students who test at the proficient level on the combined MEAP/MME in Reading bouncing slightly from some 33% in 2009 to 36% in 2010. Mathematics scores have shown a slight increase over the past three years, moving from 13.9% to 19% Scores at this low level—particularly in mathematics – often indicate a student coming to Western who lack the basic skills needed as well as, 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.

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

Western International's Improvement Plan and its Strategic Plan, both integrate a commitment to the use of data to drive instruction. That commitment is seen in the commitment of funds to support:

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

The 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 Western International in the identification of evidence-based interventions to ensure the most challenged students reach learning goals.

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

EdWorks employs a scheduling specialist that collaborated with Western International 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 block schedule will increase instructional time, reduce time spent in the lunchroom, provide time for common planning, student advisory, flexible scheduling, and permit greater access to elective and advanced courses. Opportunities for students to attend extended day courses and off-site learning experiences allow students time for intervention and/or acceleration.*** The project-based units designed for the extended school day will be delivered by passionate college or graduate students majoring in the content areas being targeted in the timeframe. Projects designed for the extended day will be high-energy, high-interest so that they engage students in using standards-based knowledge and skills to solve real-world situations.

The proposed schedule 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 use data to identify and implement instructional plans that are research-based; to ensure their curriculum is vertically aligned from grade level to grade level; to align instruction horizontally across the content areas in a way that creates coherence for students; and contextualize 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 more 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 across 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 <u>who is observing</u> and for <u>what purpose.</u> 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 Western International 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 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 Western International 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 Western International 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 Western International 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 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, veteran groups, youth groups, etc.)
- ***Physical spaces*** (libraries, recreation centers, museums, transit facilities, parks, etc.)
- ***Institutions*** (other schools, hospitals, colleges and universities, police and fire departments, libraries, social service agencies, foundations, etc.)

Strategy Two: Student-led Parent-Teacher Conferences

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

internships, service learning, and other endeavors related to the student's growth. Providing connections between all facets of a student's learning, the Student Growth Plan is more than a record of the student's daily schedule of standardized coursework.

Strategy Three: Higher Education and Business.

To support rigorous content and real-world learning experiences for students, EdWorks will help Western International 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 that 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 21st century skills and habits of mind to be displayed through the teaching and learning practices in a school. Everyone in the school learns how to integrate the research on how people learn with college and workplace ready standards, local economic development forecasts and research-based instructional practices into the design, operations and strategic plans for the transformed schools. The result is a learning organization that exhibits a deep understanding of how content knowledge plays out in real world situations. Through a well-developed process, EdWorks will guide Western International 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 21st century knowledge and skills for all adults in the building.
4. The development of an operations plan that provides a system of support for students through the use of flexible scheduling, extended learning time, collaborative planning time for teachers and the development of small school leadership teams.
5. The design and implementation of an ongoing community engagement system.
6. The result of this turnaround process is the development of a learning environment at Western International in which students, parents, educators, business and community are all self-directed, self-motivated learners able to thrive in the 21st century global economy.

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

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

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

The EdWorks Model will support Western International 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.

Western International 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' understanding of how well it is serving its clients and to provide insight on how to improve its services
5. **Rubric Assessment Process:** Robust scoring tools using quantitative and qualitative information to assess school performance and progress in key areas of instructional and organizational effectiveness.

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

Three reports will be generated:

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

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

Metric	Analysis
Rubric Level, Rigorous Curriculum and Instruction	Trend, Benchmark

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

Report Two: Interim Student Growth -- Quarterly

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

Metric	Analysis
Student attendance	Trend, Benchmark
Disciplinary actions—by category of action	Trend, Benchmark

Metric	Analysis
Formative/Short cycle assessment performance *(NWEA Measures of Academic Progress; District Benchmark Assessments Q2/Q4)*	Trend, Benchmark
Grade distribution	Trend, Benchmark
ACT/ACT Plan/ACT Explore Participation	Trend, Benchmark
College applications	Trend, Benchmark
College /technical Course Participation[1]	Trend, Benchmark
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[1]	Trend, Benchmark
ACT/ACT Plan/ACT Explore Participation	Trend, Benchmark
ACT/ACT Plan/ACT Explore Performance	Trend, Benchmark
College applications	Trend, Benchmark
College/ technical school enrollment	Trend, Benchmark

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

The "learn-by-doing" approach to professional development workshops facilitated by the EdWorks Technical Assistance Coach provides a strong setting for helping teachers and leaders learn to understand and apply data to differentiate instruction and adjust instructional plans. Knowledge and skills are introduced in the Teacher Summer Institute and Leadership Retreats, where participants bring actual student and school data to the table. This actual data is analyzed in a 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.nsdc.org/standards/index.cfm) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.

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

- The school mines student data for 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 Leaning 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 Western International 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

Western International and EdWorks will implement a multi-faceted technical assistance approach across the three years of the School Improvement Grant. The plan is designed to have experienced EdWorks technical assistance coaches modeling instructional leadership, delivering a scaffolded 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 scaffolded to *challenge participants, but not paralyze* progress by moving too quickly on too many fronts.

Description of Work	T	T	V	C	JAN	FEB	R	APR	Y	JUN	JUL	G
Year One (September 2010 – August 2011)												
Conduct Mini Teacher Institute to help induct new staff members to the campus and new SLCs, focusing on: • The 2020 Forecast: Creating the Future of Learning • High Payoff, Short Term Instructional Strategies • Literacy Across the Content Areas • Brain-Based Research	u	u										
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	u											
Assess effectiveness of plans for safety, security, discipline and attendance. Adjust as needed.	u		u		u		u		u			
Identify a local community engagement partner; develop work plan with that partner	u											
Make a formal Progress report to the local community	u											
Collect student, teacher, school data			u				u				u	
Implement an authentic community engagement plan focusing on the 2020 Forecast; help the community come to know about and engage with the new SLCs		u	u	u								

Description of Work	T	T	V	C JAN	FEB	R APR		Y JUN	JUL	G
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:										
Implementing Personalization ▪ Practices that promote personalization of instruction to meet individual student needs ▪ Personalized Student Growth Plans	u	u	u	u	u	u				
Short Cycle Assessments ▪ Exploring Diagnostic and Short Cycle Assessment System ▪ Short Cycle Assessments as Instructional Resources										
Using Data to Drive Instruction										
Administer formative assessment				u			u			u		
▪ Conduct Triage process with existing 10th, 11th				u	u	u	u					

Description of Work	T	T	V	C JAN	FEB	R	APR	Y	JUN	JUL	G
and 12th graders in each SLC to target students in need of intervention. ▪ Conduct "Accelerated Academies" to meet needs identified through the Triage Process and formative and classroom assessments											
▪ Contextualize the EdWorks system for distributive leadership to reflect local school areas of focus and priorities ▪ Elect SLC leadership teams ▪ Form the Campus-Wide Leadership Team				u	u						
Conduct second mini-summer institute to continue the induction process for new staff, focusing on: ▪ Introduction to the Rigor and Relevance Framework ▪ Backwards Design ▪ Literacy Across the Content Areas ▪ "Quadrant D" Lesson Design ▪ 21st Century Skills ▪ Lesson Design and Delivery for coherence and student growth					u						
Conduct SLC Leadership Team and Campus-Wide Leadership Team meetings, making recommendations for action/decisions according to the agreed-upon structures						u	u	u	u	u	
Identify specific university and business partners with content expertise in the focus areas for each SLC; build work plans with each partner						u	u	u	u	u	

Description of Work	T	T	V	C JAN	FEB		R APR		Y JUN		JUL	G
▪ Guide staff through a research review in the specific focus areas of each SLC ▪ Work in cross-curricular teams to unpack national core and content standards and explore implications for the focus area of each SLC ▪ 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)							u	u				
Administer student, teacher and leadership surveys							u	u				
Conduct the annual school assessment using the EdWorks rubrics for Organizational Effectiveness and Instruction (See attached Overview of the Assessment Process.)								u	u			
Develop student and teacher schedules reflecting the new four-year learning plans for incoming 9th graders and rising 10th graders; develop a schedule for 11th and 12th graders that allows them to complete their previous learning plan									u			
Hold Student-Led parent/family-teacher conferences									u	u		
Conduct Leadership Retreat: Growing and Supporting Effective Teams, including: • Distributed leadership										u		

Description of Work	T	T	V	C JAN	FEB	R APR		Y JUN	JUL	G
• Effective meetings • Active listening • Progress monitoring • Walkthroughs and appraisals • Leadership in the school community • Induction programs for new staff • Culture of continuous Learning										
Hold Teacher Summer Institute, focusing on: ▪ Unpacking State and 21st Century College-Ready Content Standards and adjusting the flow of the four-year learning plans to reflect state context ▪ Formative and Summative Assessments (including Performance-Based, Alternative Assessments) ▪ The Rigor/Relevance Framework and "Quadrant D" lesson design ▪ Developing units of study, assessments and lesson plans reflecting the 9th and 10th grade portions of the four-year learning plans, the Rigor/Relevance Framework and Quadrant D lesson design ▪ Developing units of study and lesson plans for 11th and 12th grade that reflect the Rigor/Relevance Framework and Quadrant D lesson design Involve university and business partners (side-by-side with teachers) in the design of rigorous,									u		u

Description of Work	T	T	V	C	JAN	FEB	R	APR	Y	JUN	JUL	G
relevant units of study and lesson plans												
Conduct the Student Summer Bridge												u

Description of Work	T	T	V	C	JAN	FEB	R	APR	Y	JUN	JUL	G
Year Two (September 2011 – August 2012)												
Hold regular meetings of SLC and Campus-Wide leadership teams	u	u	u	u	u	u	u	u	u	u		u
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	u											
Make a formal Progress report to the local community	u											
Assess effectiveness of plans for safety, security, discipline and attendance. Adjust as needed.	u		u		u		u		u			
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.	u	u	u	u	u	u	u	u	u			
Professional development focuses in the following												

Description of Work	T	T	V	C JAN	FEB	R	APR	Y	JUN	JUL	G
areas: **Aligning teaching, learning and assessment practices to support acquisition of:** ▪ 21st Century Skills ▪ College and career readiness skills **Classroom Practice/Learning Conditions** ▪ Using data to drive instructional design ▪ Looking at student work ▪ Research-based instructional models ▪ Reviewing student performance and adjusting instruction **Walk-throughs and Classroom Observation as Professional Learning Tools** **Accessing and Using an Online Learning Community**												
Hold Student-Led parent/family-teacher conferences		u							u			
▪ Conduct Triage process with existing 10th, 11th and 12th graders in each SLC to target students in need of intervention.			u	u	u	u	u					

Description of Work	T	T	V	C JAN	FEB	R APR	Y JUN	JUL	G
▪ Conduct "Accelerated Academies" to meet needs identified through the Triage Process and formative and classroom assessments									
Collect student, teacher, school data			u			u			u
Revisit effectiveness of new operational structures and policies for the innovative schools; adjust, as needed					u	u	u		
Administer formative assessment				u		u			u
Revisit strategic plans and milestones for each site, involving all site-based leaders and teachers in the process, along with community representatives						u	u	u	
Revisit progress and work plans with local community engagement, business and university partners; adjust, as needed			u						u
Administer student, teacher and leadership surveys						u	u		
Conduct Annual Assessment using the EdWorks Rubrics for Operational Effectiveness and Instruction. Administer student, teacher and leadership surveys							u	u	
Develop student and teacher schedules reflecting the new four-year learning plans for incoming 9th graders and rising 10th and 11th graders; develop a 12th graders that allows them to complete their previous learning plan								u	

Description of Work	T	T	V	C	JAN	FEB	R	APR	Y	JUN	JUL	G
Hold the Leadership Retreat focusing on Adaptive Leadership for Real-World Results, including: ▪ Adaptive Leadership knowledge and skills ▪ 21st Century Skills ▪ College and career readiness ▪ National and international student performance ▪ Effective business and community partnerships ▪ Effective small school operations										u		
Conduct Teacher Summer Institute with continued focus on Instructional Design for Rigor and Relevance: ▪ Rigor and Relevance Framework ▪ Knowledge Taxonomy and the Application Model ▪ Rubrics ▪ Differentiation ▪ Assess effectiveness of units of study and lesson plans designed in 2010-11; adjust, as needed ▪ Continue developing units of study, assessments and lesson plans reflecting the 9th and 10th grade portions of the four-year learning plans, the Rigor/Relevance Framework and Quadrant D lesson design ▪ Develop units of study, assessments and lesson plans reflecting the 11th grade portion of the four-year learning plans, the Rigor/Relevance Framework and Quadrant D lesson design ▪ Develop units of study and lesson plans for 12th										u		u

Description of Work	T	T	V	C JAN	FEB	R APR	Y JUN	JUL	G
grade that reflect the Rigor/Relevance Framework and Quadrant D lesson design									
Involve university and business partners (side-by-side with teachers) in the design of rigorous, relevant units of study and lesson plans									
Conduct the Student Summer Bridge									u

Year Two Milestones

- All 9th and 10th grade students enrolled in a college and career-ready curriculum
- Increase on-time grade-level progression over baseline school year 2009-10
- Decrease dropout rate between 9th and 10th grade over baseline school year 2009-10
- Increase attendance over baseline school over baseline school year 2009-10
- Decrease Type A and B disciplinary offenses over 2009-10
- Reduce the number of failing grades over baseline school year 2009-10
- Implemented year two of the five-year teacher and leader professional development plans.
- Evidence of expanded family and community participation in the school

Description of Work	T	T	V	C JAN	FEB	R APR	Y JUN	JUL	G
[illegible]									
Regular meetings of SLC and Campus-Wide leadership teams		u	u	u	u	u	u	u	u	u		u
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	u											

Description of Work	T	T	V	C JAN	FEB	R APR		Y JUN	JUL	G
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.										
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: ▪ Student Work ▪ Unit Design and Delivery ▪ Differentiation ▪ Student Performance Assessments ▪ Formative and Summative Assessments ▪ Alignment with State and 21st Century Standards **Learn how to use the latest online resources to further engage students in the learning process**										
▪ Conduct Triage process with existing 10th, 11th and 12th graders in each SLC to target students in need of intervention. ▪ Conduct "Accelerated Academies" to meet needs identified through the Triage Process and formative and classroom assessments										

Description of Work	T	T	V	C JAN	FEB	R APR		Y JUN	JUL	G
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, 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 9th graders and rising 10th, 11th and 12th graders										
Hold Student-Led parent/family-teacher conferences										
Conduct Leadership Retreat: Leading a High-Performance Organization: • Instructional Leadership • Rigorous curriculum and instruction • High payoff instructional practices										

Description of Work	T	T	V	C	JAN	FEB	R	APR	Y	JUN	JUL	G
• Assessment for learning • Gap analysis • Curriculum Alignment • Instructional monitoring • Results-driven, flexible scheduling												
Conduct Teacher Summer Institute Three: Beyond Rigor and Relevance • Analysis of the four-year Course of Study for each SLC, reflecting their particular focus area and aligned to State, national and 21st Century College-Ready Standards • Grades 9-13 Curriculum Alignment and Vertical Scope and Sequence Development within and across content areas • Analysis of Content with business and University Partners • Integration of early college experiences in Core and Elective Courses												
Conduct Student Summer Bridge												

Year Three Milestones

- All 9th, 10th and 11th grade students enrolled in a college and career-ready curriculum
- Increase state exam passage rates over the previous year
- Increase on-time grade-level progression over the previous year
- Decrease dropout rate over the previous year
- Evidence of student participation in initial AP/Dual Enrollment options
- Implemented year three of the five-year teacher and leader professional development

Description of Work	T	T	V	C JAN	FEB	R APR	Y JUN	JUL	G
plans.									

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

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

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

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

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

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	❑ Review the completed calendar tasks ❑ Seek guidance in areas of concern ❑ Discuss future work
Mid-year meeting (December) with EdWorks senior staff	❑ Informal site visit with district leadership ❑ Review the preliminary rubric assessment results ❑ Summarize progress on calendar tasks ❑ Quickly preview the second semester calendar ❑ Discuss available dashboard data ❑ Review strategic planning process
End-of-year meeting (April) with EdWorks senior staff	❑ Conduct formal rubric-based site review ❑ Review the final rubric assessment results ❑ Summarize progress on calendar tasks ❑ Preview the calendar for the coming implementation year ❑ Review preliminary projections for year-end dashboard data ❑ Discuss strategic action plans for the coming year
Annual written report from EdWorks for distribution and discussion with the Board and State (August)	❑ Deliver a written annual report to the superintendent, the Board and the State that includes: 1. Executive Summary of Progress 2. Preliminary and Final Rubric Assessment Results 3. School Readiness Check (planning year only); School Implementation Check 4. Data Dashboard indicating Progress Made on the Annual Milestones and Progress toward

	Implementation Year Performance Targets
Regular informal check-ins by EdWorks senior staff	Mix of phone calls, e-mails from the National Director of Field Operations and others, as needed

Section IV: Fiscal Information

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

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

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

USES OF FUNDS

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

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

number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

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

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

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

See Attached Title I Budget for the 2010 – 2011 Fiscal School Year.

LEA Application Part III

ATTACHMENT VI

Polices/ Practices	In Place	Under Consideration	Not Needed
• Leadership councils Composition		Yes	
• Principal Authority/responsibility	Yes		
• Duties – teacher		Yes	
• Duties - principal		Yes	
• Tenure		Yes	
• Flexibility regarding professional development activities	Yes		
• Flexibility regarding our school schedule (day and year)	Yes (day) Yes (priority schools have waivers)	Needed (Year)	
• Waivers from district policies to try new approaches	Yes		
• Flexibility regarding staffing decisions			
• Flexibility on school funding		Yes	
Job-Embedded Professional Development			

	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	
	Budgeting			
	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	