



## **SECTION B**

### **MICHIGAN SIG COHORT V**

**Henry Ford High School**

**School Building Code:** 01634

**Intervention Model:** Evidence-Based Whole-School Reform Model

## **Identify the Intervention Model Used in This School:**

Intervention Model: **Evidence-Based Whole-School Reform Model**

Identification Status of the School (Priority or Focus): **Priority**

### **1A. Analysis of Need (maximum length 1 page).**

After conducting the School Improvement Planning process Comprehensive Needs Assessment, Henry Ford High School selected the Institute for Student Achievement as the Evidence-Based Whole-School Reform Model. The School Improvement Team at Henry Ford High School analyzed several different data sources including the School Quality Review, Insight Survey, 5 Essentials Survey, School Data Analysis, MI School Data, and EdYes! Report. These multiple sources of data reflect the four types of data; demographics, process, student achievement and perception. The analysis revealed key levers for improving student outcomes.

**Demographic Overview:** Ford is the 3rd largest high school in the EAA. Students are from low income and working class homes. There are 20 teachers at the school including 6 special education teachers. Ford has a designation of a Priority School from the Michigan Department of Education. The student population for school year 2015-2016 consists of 406 total students in grades 9-12. The ethnic composition of the school consists 100% blacks/African American. Students with special education needs make up 22% of the school population and there are 3 students enrolled in the school as ELL learners. The school is 100% eligible for Title I services. The average class size is 1:35. Ford's special education students' matriculate into general education services appropriately as indicated on their individualized education plan (IEP).

**Attendance Overview:** Ford student attendance data collected in 2015-2016 with 342 of 406 students showing 10 or more days of absences considered chronically absent based on 95% state recommended attendance standard. Based on attendance data from previous years, daily attendance has increased.

**Student Achievement Overview:** Based on the scores from the M-STEP and MME, students must improve not only in literacy and numeracy skills, but also in all content areas and problem solving. Students at HFHS must increase the number of students meeting state standards in reading, writing, mathematics, science and social studies. The 11th graders ACT\Composite Score average score in 2014-15 was **13.3**. Between 2013 and 2015, the average ACT scores decreased by **0.2** points.

**Graduation Data:** For the 2014-2015 school 4-year graduation cohort, 90 out of 149 students graduated (60.4%). 21 students (14.1) were shown off track, and less than 10 students completed other opportunities. HFHS graduation rate is below State standards of 85% benchmark. The school has developed the 'Credit Recovery' within the daily school schedule and after school to improve student graduations and summer sessions to support students off track for graduation.

**Student Performance Data: M-STEP 2015:** Only 1.8% achieved ELA, Math, Science, and Social Studies there were none proficient. Students meeting the ACT College Readiness benchmark; 5.3% English, .9% Reading, 0% Composite, Math, and Science. The Mean ACT composite score was 13.1.

#### **Targeted areas for improvement to increase student achievement:**

ISA is a proven reform model that addresses the multiple needs of an urban student population. With a focus on preparing students to be college and career ready, ISA provides support for academic achievement as well as for the social and emotional needs of students so that they have a college and career-ready mindset. The Advisory program uses a distributed counseling approach and is a critical component of this comprehensive approach to changing the school and community culture and has demonstrated effectively impacting attendance and graduation rates in schools very much like Henry Ford.

The Institute for Student Achievement (ISA) proposes to partner with Henry Ford HS to implement ISA's customized high school renewal process that will result in the graduation of students ready for college and careers. ISA's renewal process is evidence-based, validated by research, and rooted in ISA's 22-years of experience facilitating successful high school renewals. Two independent, rigorous evaluations have validated the ISA approach as producing significant impacts on high-need student outcomes including higher attendance, credit accumulation, and four-year graduation rates, lower dropout rates, and increased college admission and persistence rates. A What Works Clearinghouse review of ISA's evidence showed that the ISA model met its requirements for evidence-based, whole-school reform.

## **1B. Ford's process involving parents and community in selecting the reform model.**

Organizational goals are based on the comprehensive needs assessments with the parent involvement survey. Ford High School embraces parents and encourages their involvement and partnership. Parents are continuously invited to participate in the Title I School wide Planning process. Parents are involved in the design of the school improvement plan. Parents are invited to serve as members of the school improvement team. Therefore, parent input is always included in the development of the school improvement plan. Information gathered from parent surveys and through focus groups is utilized in creating the school reform design.

After reviewing the essential four types of data sources from the comprehensive needs assessment, the administration and staff members made informed decisions to revise, review and develop goals and objectives. The Henry Ford HS School Improvement Team/Committee is inclusive of teaching staff, parents and student representatives. This team convened a meeting during second semester to review, share and discuss data results and make recommendations. The main priorities reflect the need to increase student achievement and ownership for learning, increase parental involvement and improve attendance and behavior.

Perception data was gathered through the surveys given to staff, parents and students through 2015-2016. In an School Quality Review, an experienced, independent educator reviews student work, as well as administrative and instructional materials, and undertakes a multi-day visit to the school during which interviews are conducted with administrators, teachers, staff, students, and parents, and classrooms are observed. Different aspects of the school's organization, instruction, and culture are evaluated using a rubric on which all reviewers are trained. Through a rigorous evidence-based, objective process, the SQR reveals exactly what the current performance level of each school is and recommends priority actions that should be taken to improve the academic and social achievement of the students. Given the results from this survey, Henry Ford High School will focus on the following:

**Culture and Climate:** While the culture and climate has been improving, there is still work to be done in developing consistent processes and procedures for positive behavior programs for students. There is a need to have consistency in the tracking and data collection of the implementation of the program.

**Teaching and Learning:** While students are supported behaviorally, their academic achievement remains a challenge. Teachers are not using a wide enough range of instructional strategies to address the needs of all students in their classes. All students take the NWEA three times per year but formative assessments throughout the year are sporadic and insufficient and data are not routinely reviewed so student progress is not monitored well. Instruction is not scaffolded to ensure that all students can access the material from different entry points in the curriculum. Additionally, the curriculum itself is not consistent across the content areas. Teachers have chosen the curriculum they want, but have not analyzed their choices to ensure that what they are teaching is aligned with the Common Core. Professional Development on standards, instructional practices, assessment, and data-driven decision making is needed in order to make the achievement gains needed.

**Student Perception Overview:** According to the 5 Essentials Survey, students would like to be engaged during the school day in academic classes as well as challenged to succeed by being provided after school tutoring and extracurricular activities. We must continue to provide parental support while supplying our parents with the tools to promote academic success on our campus and at home. It is the intent that we will create students that are not only college and career ready now, but equipped with the tools to become successful after graduation. One major area of concern was academic readiness for the future.

This information as well as performance data was aligned with the Institute for Student Achievement reform model and its support services. Although ISA customizes the renewal process to fit the context of each school, five evidence-based components, found by research to be critical to students' success in high school, frame it. These components include: 1) students' connection to and engagement in their school; 2) college preparatory, standards-based curriculum, instruction and interventions targeted to meet the school and district goals and student performance outcomes; 3) regularly scheduled, structured job-embedded professional development targeted to achieving the goals and student performance outcomes; 4) restructuring the use of time to give

students multiple pathways to succeed; and 5) district-school mutual accountability where there is district support for and trust in the school. Each component is briefly described in other sections of this application.

## **2. Baseline Data (See Attachment A)**

### **3A. Intervention Model (See Attachment B)**

#### **3B. Implementation of one or more evidence-based strategies in accordance with the selected SIG reform model.**

ISA uses a capacity-building approach to whole school reform to help schools to: (1) improve student academic achievement and attainment; (2) build school leadership skills for facilitating and implementing the organizational and instructional changes necessary for whole school transformation; (3) implement a college ready, standard aligned instructional program in mathematics, ELA, science, and social studies as well as embed literacy and scaffolding strategies across content areas; (4) enact a student advocacy system that personalizes students' experience and provides them with close caring relationships with teachers and the social and emotional supports necessary for school success; and (5) foster family and community engagement to develop a sense of agency and confidence among the diverse education stakeholders. In accordance with the Evidence-Based Whole-School reform Model, Henry Ford High School, in conjunction with ISA, will implement the following evidence-based strategies:

- Building Leadership Skills (Job-embedded Leadership Coaching)
  - An ISA leadership coach will work with HFHS Principal, SLC Leader, and members of the Instructional Leadership Team (ILT) to build capacity in the following areas:
    - Using the ISA model as a strategy for whole-school reform
    - Facilitating meetings, including using processes and protocols
    - Developing and implementing organization structures
    - Supporting high-quality, inquiry-based, college preparatory instruction
    - Analyzing local data to identify trends and needs for support
    - Enacting actionable strategies to support teachers
    - Developing and implementing strategies
    - Developing and implementing a professional development plan
    - Using multiple forms of data
- Implementing a College Ready, Standards Aligned Instructional Program (Content Area Coaching)
  - ISA content area coaches will provide job-embedded coaching targeted to achieving HFHS's instructional goals and outcomes, and increasing teachers' content and pedagogical knowledge by addressing the following:
    - Implementation of college-preparatory instructional strategies
    - Planning rigorous units and lessons, curriculum tasks, and curriculum-embedded assessments
    - Scaffolding for the needs of diverse learners
    - Using data to inform instructional decisions
    - Enacting personalization strategies
- Personalization and Student Advocacy
  - ISA's Distributed Counseling will be utilized to personalize students' experience at Henry Ford through the development and implementation of a student advocacy system (via Advisory) in which all members of the HFHS community support students' academic, social, and emotional development. ISA will work closely with HFHS staff to:
    - Support faculty development of knowledge and strategies for increasing student engagement in and affiliation with HF's instructional and behavioral goals.
    - Design and implement strategies to personalize students' experience.
    - Construct and apply interventions that increase students' opportunities for success and reduce incidents and unproductive behavior.

### 3C. Evaluation for effectiveness.

ISA customizes the renewal process to fit the context of each school. The high school renewal process is planned and executed in collaboration with the district and school leadership, so that the school principal is seen as and is, in fact, the leader of the renewal and so that the school community has strong commitment to and ownership of the process and outcomes. Throughout the process, the school principal works closely with an ISA leadership-school renewal coach, who has experience in high school renewal and as a secondary school leader. ISA's high school renewal process has three phases:

1. Establishing stakeholder investment, collaboration, and support through student and staff surveys, parent and community focus groups, and the establishment and regular meeting of a stakeholder school renewal advisory committee for each school to advise the renewal process
2. Establishing high leverage goals and outcomes for students, faculty, and school organization and culture; assessing the current state of implementation of the goals and outcomes through the use of ISA's college readiness assessment; and creating a strategic plan and an implementation plan and calendar to achieve the goals and outcomes
3. Effective enactment of the implementation plan and calendar and ongoing monitoring and assessment of the effectiveness of the roll out.

The school's use of ISA's evidence-based College Readiness School Assessment, which provides data on schools' effective practices and gaps for creating a college going culture and enables the school to design a data-based plan for renewal and improvement, encourages the development of internal accountability, where all members of the school community take collective responsibility for its outcomes. Other ISA tools such as the Implementation Inventory and Sustainability Inventory use an evidence-based approach to monitoring fidelity in implementation and also encourage internal accountability. ISA and NCREST monitor coaching action plans and monthly logs for alignment of coaching to the outcomes of the renewal implementation plan and trouble shoot any issues that emerge. ISA sends coaches' logs to the principals monthly so principals are current on coaching activities and expectations for teachers' implementation.

The evaluation process starts immediately with assessing the current state of implementation of the goals and outcomes and following the action plan steps below:

- **Implementation of ISA's evidence-based College Readiness School Assessment** to determine the current state of implementation of the goals and outcomes identified by the stakeholders' school renewal advisory committee
  - School self-study: Leadership team activities in collaboration with ISA LSR
    - Review of statistical data (e.g., attendance, course pass, suspension, graduation, and college admission, etc. rates)
    - Review of representative teacher and student work artifacts (e.g., teacher assignments and corresponding student work samples)
    - Observations of representative classrooms for evidence of college ready teaching and learning (e.g., problem solving, analysis, writing, argumentation, discussion, etc.)
    - Review of organizational structures, mechanism, and practices targeted to supporting the achievement of goals and outcomes for their effectiveness:
    - Use of ISA college-readiness\_inventory
  - One-day External Review: External Team
    - Review of self-study report
    - Review of statistical data
    - Observation of classrooms
    - Review of representative teacher and student work artifacts

Benchmark Review Retreat January of 2018: One-day retreat to:

- Assess evidence of progress toward the goals in the renewal plan
- Identify effective strategies
- Identify challenges regarding implementation and progress and Implementing solutions

#### Meeting of Stakeholders' Advisory Committee

- Report on progress on the goals.

#### ISA Annual Implementation Inventory

- Principal and ISA coach examine statistical data and student and teacher artifacts, observe classrooms, and review ISA's indicators for a college going culture to determine what progress has been made and what gaps still exist. An external ISA coach visits the school for one day and reviews the statistical data and work artifacts, observes representative classrooms, and discusses the review of indicators for a college going culture with the principal and LSR coach. The external ISA coach provides feedback on the progress toward the goals of the implementation plan and recommendations for moving forward. This is followed by a written report.

#### Plan for Sustainability

- Student Survey
- Staff Survey
- Reports on survey findings and comparison with baseline surveys at start of the project
- ISA Sustainability Inventory
  - NCREST provides orientation to key school staff and provides materials for the Sustainability Inventory so that Key school staff participate in evidence-based school self-study to determine progress toward and achievement of the goals and outcomes of the renewal that uses:
    - Statistical data on indicators such as attendance, student course pass rates, college admission rates, etc.,
    - Teacher and student artifacts,
    - Assessment of implementation indicators of a college going culture
    - Representative classroom observations
    - Analysis of data collected to assess progress and gaps
  - External team review: a team of ISA educators lead by an ISA coach visit the school for one day:
    - They gather evidence of progress toward the goals and outcomes of the renewal and remaining gaps. They collect evidence including:
      - Context information provided by the school and a presentation by key staff
      - The school's analysis from their self-study
      - Statistical data on indicators such as attendance, student course pass rates, college admission rates, etc.,
      - Teacher and student artifacts,
      - The school's assessment of implementation indicators of a college going culture
      - Representative classroom observations
      - Focus groups of teachers, students, and parents.
    - Using the evidence, the team develops a collective perspective on the school's progress and gaps regarding the goals and outcomes of the renewal
    - The team presents an oral report on the progress and gaps and makes recommendations for continuous improvement
    - The school then receives a written report based on the oral report.

In addition to the ISA evaluation process, the Henry Ford School Improvement Team will continue to collect and analyze the multiple sources of data available as part of the on-going school improvement process. With the addition of a SIG data coach, the staff will also be involved in on-going data review and dialogue sessions to monitor progress toward all of the goals.

### **3D. Title VI Rural Schools Element Modification - N/A**

### **3E. Families and community ongoing engagement in implementation of the reform model**

By adopting the ISA model, Henry Ford will establish stakeholder investment in the school renewal following the action steps below:

- **ISA Online Student Survey to assess:**
  - Perceptions about connection to and engagement in school
  - Perceptions about self-efficacy
  - Students' aspirations and ambitions
  - Students' sense of agency
  - Perceptions of their school as a college-going culture
  - Perceptions of opportunities to succeed in school
- **Parent and Community Focus Groups**
  - Visioning Activity: Sorting Priorities
    - Identification of 70-80 diverse stakeholders representing the school (e.g., community members, current and feeder school parents)
    - Scheduling two 2-hour sessions for Visioning Activity
  - Development of customized features to be sorted into top 10 individual priorities and top 5 small group priorities.
  - Priorities are recorded for the school's Stakeholder Renewal Advisory Committee and School Leaders
  - Review of features for the sort; feedback to ISA.
- **Creation of Advisory Committee**
  - Creation of the school's Stakeholder Renewal Advisory Committee of 10-12 diverse stakeholders who participated in the visioning activity. Principal will convene Advisory Committee 4-6 times during the year whenever there are major decision points where constituent voice is important. Principal is chair of the advisory committee. Advisory Committee's responsibility is to provide feedback on design features and decisions to ensure that the renewal maps onto the common priorities agreed to by the stakeholder groups, school goals and outcomes, and results from student and staff surveys.
  - Advisement to District and principal on how to productively use their Advisory Committee productively.
- **Meeting of Advisory Committee to develop draft of vision and priorities based on results of activities at parents and community focus groups**
  - In a 2-hour session diverse stakeholders work together in groups of 5-6 to identify their priorities from a customized sort of up to 70 features. Participants identify their common cross-group priorities

The Advisory Committee will meet with the school staff and ISA support team on a regular basis to stay engaged in the process. The SIG Parent Liaison will also develop and implement an action plan based on The SIG guidebook for that position to effectively engage parents and community in the reform process.

Henry Ford also has a partnership with Linked Learning for Detroit which has a strong community partnership to support students and staff and creating career pathways for students. This initiative is strongly aligned with the principles that are foundational to ISA.

## 4. Resource Profile

### 4A. District Leverage of State and Federal Funds

All state, federal and local funds are currently coordinated by Ford High School stakeholders inclusive of school administrators, teachers, support staff, parents and student where appropriate. The coordination of services will ensure that services are integrated toward the achievement of the schoolwide and academic progress of all students by using data collected from the Comprehensive Needs Assessment to determine deficits areas. The Ford High School established professional learning communities (PLC) to develop strategies that will use the funds to combat the deficits. These strategies are presented to administration, parents, and SIP team to integrate within the School Improvement Plan. This ensures that all state and federal and local funding is aligned to the Diagnostic/School Improvement Plan. Listed below are a list of programs and services and supplemental materials funded through each of the resources and partners.

- Local, State and Federal Resources: Private Foundations and Volunteer Support Grants, State General Foundation Allowance, Title I, Part A, Title II, Part A, Title III, IDEA and McKinney- Vento Homeless Program
- Local General Funds (State Foundation Allowance Funds: School Improvement, District wide operating cost, Administrators, Teachers and Support Staff Salaries, Students' supplies, Maintenance, State Testing Materials, Summer Programs, Support Staff and Transportation,
- Local Resources: Donations, Foundation Grants and Volunteers): Classroom supplies, incentives, sports equipment, field experiences, training and guest speakers,
- Section 31a: State At Risk Funds: Behavioral Interventionist, Transportation, and Security;
- Title I Part A: I Interventionist, Content Coaches, Tutors, Behavioral Interventionist, Parent Liaisons, Professional Development, Supplemental Supplies and Materials, Technology Software, Computers, Laptop, White Boards, Training, Parent Training, Student Academic Field Experiences, Support for English Language Learners (ELL) and Bilingual Education Programs, Summer Enrichment and Climate and Culture Initiatives
- Title II, Part A: Professional Development to sustain highly qualified school administrators and teachers, Teacher training and development, Data driven workshops, conferences and seminars, Integration of Technology, Content Coaches, and Technology Software;
- Title III, Bilingual and Migrant Education: Tutorial Support of ELL students, Teachers and Support Volunteer Training and Support, Bilingual Education Services;
- IDEA- Federal Funds: Support the schools and district to provide a FAPE for identified students with disabilities
- McKinney-Vento Homeless Program: Resources to support identified students and their families experiencing homeless.

Currently, the **General Fund and Title I funds** are earmarked to hire teachers to provide instruction in the classroom. The funds received from the SIG will provide the ability to hire additional personnel to support instruction and learning like consultants and Instructional Interventionists that have experience working in turnaround schools. They will offer further support to the teachers with lesson planning and development that is aligned to the common core standards, incorporating assessment data into their planning, backwards planning by design, as well as, ensuring that teaching and learning is unyielding and increases student achievement. SIG funding will further enable additional intervention and supplemental programs/resources to support students who are below grade level in literacy and numeracy

Professional Development is currently funded through Title II funds. Additional funding from SIG will allow us to further leverage the professional development of staff by hiring consultants to work with staff directly on our building level focal points. Additionally, it will provide opportunities for staff to travel and visit high performing schools with similar demographics, instructional models and framework, as well as, proven success.

## **4B. SIG Positions**

As a condition of the School Improvement Grant (SIG), Ford High School will employ a **SIG Coordinator, a Data Coach, and a Family Liaison.**

**The SIG Coordinator** will monitor coordination and implementation of the SIG /School Improvement Plan. This will require the coordinator to organize, communicate and collaborate with the principal and other key stakeholders to plan for grant implementation, as outlined by the grant. The SIG Coordinator will help building leadership to problem solve and improve building operations and help to plan/ coordinate program budgets in accordance with the SIG and district guidelines. The SIG Coordinator will also prepare local, state and federal reports and maintain a database to store and analyze data related to SIG (Achievement data, school surveys, etc.). The SIG Coordinator will use the data to monitor and manage progress and ensure principal awareness of all possible points. Finally, the SIG Coordinator will ensure the school has implemented systems and processes for tracking compliance and program initiatives. The SIG Coordinator will provide PD for school leadership, instructional staff and parents/ guardians as well to ensure participation opportunities are available for all stakeholders and to build capacity for future systems monitoring.

**The Data Coach** will assist with personnel at the school level to analyze and use data to drive effective instruction. The Data Coach will act as a facilitator, consultant, and mentor. As a facilitator, the Data Coach directs conversations. As a consultant, the Data Coach provides guidance and feedback and as a mentor the Data coach provides one on one support. The Data coach will work with school building leadership to collect baseline test data for grades 9-12, as well as analyzing summative school data and plan for improvement. The Data Coach will monitor the School Improvement Plan goal progress to ensure the school is progressing at each grade level and thus using our SIG funds/ programs effectively. The Data Coach will conduct professional development and workshops for both staff, students and parents to ensure stakeholder understanding and participation opportunities are available. The Data Coach is primarily responsible to create a continuous process for analyzing data. This continuous process includes developing protocols to collect, analyze and disseminate data.

**The Family and Community Liaison** position will be created with the purpose of laying out the goals and conditions necessary to chart a path toward effective family engagement efforts that are linked to student achievement and school improvement. The liaison will be accountable for providing information on programs and services that are available to students and families as well as school activities and procedures. The Family and Community Liaison will coordinate their efforts with the Department of Human Resources in an effort to foster an ongoing partnership between the home and the school. The liaison will prepare a variety of documents, reports and written materials (registrations, homeless lists, activity logs, phone logs, etc.) for the purpose of conveying and or gathering information required to perform essential functions. In addition the Family and Community Liaison will hold on going professional development with school staff, for the purpose of building capacity based on research based best practices for the “Dual Capacity- building Framework for Family-School Partnerships.

**The SIG Coordinator, Data Coach and Family Liaison** will be fully funded through the SIG grant and will require but not exceed 1.0 FTE as enrollment at Ford is expected to exceed 400 students.

#### **4C. Mental Health Services.**

The Education Achievement Authority of Michigan (EAA) has a Memo Of Understanding with The Children's Center to provide services at Henry Ford High School. These services are currently leveraged through funding from through the Detroit Wayne Mental Health Authority to:

- Decrease stigma associated with mental health.
- Provide teachers and parents with training and education about mental illness and ways to successfully work with children who have been diagnosed with a mental illness.

Henry Ford Health System School Based Health Center is supported by Henry Ford Health System and the Michigan Department of Community Health – Child and Adolescent Health Center grant funding and billing reimbursement. The center is staffed by a nurse practitioner, registered nurse, medical assistant, social worker, rotation physician and a rotating child and adolescent psychiatrist.

Services provided include:

- Preventive services
- Health history and individual risk assessment
- Physical examinations
- Screening for selected health problems
- Primary care for common and acute illnesses and psychosocial problems
- HIV and STD education, and voluntary counseling and testing
- Co-management of selected chronic diseases
- Health education materials, information, and referrals for other health and psychosocial services
- Oral health assessment and referral
- Immunizations
- Counseling
- Health promotion and risk reduction services
- Case management, including follow-up
- Comprehensive vision program
- Preventive Dental program

#### **4D. Student data drives content of professional learning and throughout the year.**

##### **See Attachment C for PD Calendar**

Through the INSIGHT survey, teachers offered suggestions for how to improve their professional development experience or increase their impact as a teacher. The following comments were recorded:

- Better professional development on topics staff needs support in
- Allow educators to attend content based PD's more often

Ford will continue to provide onsite professional development for all teachers in all content areas that empower teachers to strengthen relationships with students, develop a culture of respect and improve the overall school climate. Teachers begin and continue to meet in weekly grade level and content area meetings, providing strategies to use data from state and district assessments to drive instruction. Weekly attendance and discipline data is reported to school administration to better track behavior trends and chronically absences. Student achievement data is reviewed and analyzed weekly through PLCs focused on the student data and their instructional needs so that instruction can be adjusted.

Ford High School will provide data-driven, job-embedded, on-going PD through the following:

- Weekly Leadership Team Meetings
- Weekly Operations Meetings
- Bi-Weekly Advisory Team Meetings
- Bi-Weekly Department Level Meeting
- Bi-Weekly Grade Level Team Meeting
- Weekly Professional Development
- Monthly data analysis meetings

These meetings provide faculty and staff members the opportunity to collaborate and develop solutions to problems that are presented from the analysis of various data and also allow faculty and staff to stay abreast of the current happenings and needs of the school. During this process the professional development opportunities may need to be addressed based on the teacher and classrooms needs. Additionally, the staff will receive professional development to support the goals of the school improvement plan to be proficient in all four core content areas and for **all students to become working members of a positive, collaborative academic culture through college/career readiness and by eliminating social/emotional barriers.** Topics for professional development will include, but are not limited to:

- Understanding by Design – Backward Design
- Positive Behavior Intervention System
- Unit and Lesson Planning
- Unpacking Standards
- Common Core Shifts
- Mathematics Practices
- Gradual Release Model
- Checking for Understanding
- Formative Assessments
- Instructional Delivery
- Collaborative Structures
- Text Dependent Questioning
- Culturally Diverse Classrooms
- Cultural Diversity/Bias/Competence
- Student Engagement
- Reading in the Content Area
- Using data to drive instruction
- Classroom Behavior Management
- Student Led Conferences
- Parent and teacher relationships (Effective modes of engaging parents)
- Restorative Circles

Also included will be the professional development provided by ISA and included in the SIG timeline.

## **5. External Service Provider Selection (maximum length 2 pages)**

The Education Achievement Authority of Michigan uses a competitive bid process (Request for Proposals) if the estimated contract cost for a service or product is over \$50,000. The SIG district application writing team includes the principal, instructional specialist, a project manager, a former principal, and the executive director of strategic planning. Parents will also be invited to participate in the planning process. The 'SIG V Team' will write a Request for Proposals that includes an accurate and detailed description of the desired purchase, account code to be charged, and any other pertinent information. This 'SIG V Team' will take the lead in recommending an external provider. The district SIG team will submit the RFP to the Procurement Department. The Procurement Manager will develop specifications and standard language to be included in the competitive bid, will verify if budgeted funds are available, verify the account number, and verify signatures on requisitions. The Procurement Manager will then prepare the bid document and post the competitive bid. The results of the bid openings will be tabulated and further reviewed by an evaluation committee of randomly selected subject matter experts on the district and school level. This committee will thoroughly research the external service provider and/or the strategy developer. Both the ESP and the strategy developer will give a detailed presentation of their product or service to principals, school leadership teams, and Central Office staff. School and district staff will review studies that establish the ESP or strategy developer as having a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study. After conducting thorough research, the evaluation committee will review and score each item in the proposal using an established rubric. The evaluation committee will average the scores and compare the scores against the cut score published in the RFP.

Bids will be reviewed and awarded by the Board of Education. All selected vendors will be notified by the Procurement Department of the award on official EAA letterhead. The vendor and the EAA will then enter a contract negotiation. The district will prepare a purchase order, enter it into the purchasing system, and issue the purchase order to the selected vendor. Goods and services received by the schools will be checked against the purchase order for accuracy.

The EAA will regularly review the performance of external service providers and Whole School Reform developers by reviewing the following deliverables:

- Data-driven Project Plans
- Professional Development and Coaching Plan
- School Comprehensive instructional Framework Plans – One for each school
- Implementation Plan Timeline
- Monitoring Plan – Program Implementation, Student Progress, Performance Outcomes
- Transformation Strategies
- Monthly Progress Reports

## 6. Increased Learning Time

The researched-based strategies to increase learning opportunities align directly with the results of the Comprehensive Needs Assessment (C. N. A.). The C.N.A. indicated needs in the area of all the major core content areas of the academic process (math, reading, science, social studies and writing) as well as classroom productivity (attendance, behavior/discipline, parental involvement and special education).

- The school will implement mentoring Programs that yield results for making a positive difference in multiple domains of youth behavior and development: improvement and in self-esteem, better relationship with family and peers, improve academic performance, greater school connection and reduction in violence and risk behaviors.
- Ford will provide students with opportunities for additional instructional time with the before and after school, tutorial sessions, extended year summer sessions, and small group one to one intervention, computer lab and Credit Recovery.
- The implementation of Multi-Tiered Systems of Support MTSS and opportunities for additional instruction using the Edgenuity programs will increase time for student enrolled in a core courses for remediation or credit recovery.
- Re-teaching lowest scoring standards on recent assessments ("The Art of Teaching: Reviving Teaching, Marzano, 2010), and offering tutoring are all strategies outlined in the schoolwide plan
- Ford will address the attendance challenges by monitoring attendance and discipline policies and parental involvement.
  - Ford will continue Smaller Learning Communities in the 9<sup>th</sup> grade and institute Smaller Learning Communities in 10<sup>th</sup> grade

The schoolwide reform strategies provide opportunities for all children at Ford High School to meet or exceed Michigan's and local assessments proficiency standards and demonstrate an advanced level of performance. Ford High school will incorporate several strategies within its continued professional development to promote staff being competent in helping students meet state and local standards.

- Title I supplemental staff will support, ELA and Math teachers with the following: Data analysis to improved instruction, checks for understanding, exit tickets, formative assessments, unpacking standards, backward planning, creating text dependent questions, understanding common core instructional shifts, instructional delivery, and culturally relevant lessons.
- During, 2016-17 instructional time in ELA and Math will be increased by 125 minutes a week for 9<sup>th</sup> and 10<sup>th</sup> graders.
- Ford High School implemented an extended school year for two years and plan to continue for school year 2016-2017. The extended year will allow all students additional time on task within a structured intervention strategies that are based on academic needs of students.
- Schoolwide implementation of universal interventions to cover content assessed on the state and national standardized assessments as well as academic vocabulary.
- The general education teachers will provide differentiated classroom instruction to all students within their classroom.
- Teachers also offer tutoring after school and during lunch in every content area. Resource support will continue to be incorporated into classrooms that contain special education students.
- Resource Teachers will provide dedicated Study Skills class for students with special needs.
- Common Assessments (district-required 30-day assessments in ELA and math) are administered monthly and teachers are held responsible analyzing classroom data and re-teaching the lowest-scoring standard.
- Cross-curricular support will be implemented by the incorporation of relevant science and social studies content by math and ELA teachers and vice-versa utilizing the common core for science and social studies.
- Ford High School will incorporate several strategies within its intervention program. Interventions will consist of pull-out and after-school programs. Students will work on deficiencies in math or reading as determined by achievement on district-wide Interim and NWEA results.
- Support instruction in small groups, individualized instruction to address academic student needs in math, reading/ELA, science and social studies.

Ford High School has been a member of the Education Achievement Authority which has operated with both an extended day and school year for a total of 210 school days per year, which is 30 more days than other Michigan students attend other public schools. This additional time allows students opportunities to focus on core content areas as well as credit recovery, extended day services, and other enrichment opportunities.

**7. Timeline (Attachment D--See Below)**

**8A. Annual Goals (Attachment E See Below)**

## **8B. Data Use for Continuous Improvement**

Data regarding programs and processes for Ford High School were gathered from multiple sources, including the AdvancEd Self-Assessment in March 2016. AdvancED's Self-Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serve as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the school's adherence to the standards, and guide its continuous improvement. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. Each indicator is rated on a 1-4 scale. Administration and staff worked together in committee meetings to provide evidence that demonstrates proof of the school's proficiency for each particular indicator and scale rating. The school's results on the standards in the Interim Self-Assessment are:

- **Standard 1: Purpose and Directions- 2.33**

*The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.*

- **Standard 2: Governance and Learning- 2.83**

*The school operates under governance and leadership that support student performance and school effectiveness.*

- **Standard 3: Teaching and Assessing for Learning -2.58**

The school's curriculum, instructional design, and assessments guide and ensure teacher effectiveness and student learning.

- **Standard 4: Resources and Support Systems-2.77**

*The school has resources and provides services that support its purpose and direction to ensure success for all students.*

- **Standard 5: Using Results for Continuous Improvement- 2.2**

*The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.*

In conclusion, the scores are consistent across indicators and ranged from 2.22 to 2.83 . The **weakest indicators are:**

**Standard 1: Purpose and Directions** which addresses if the school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning. The indicator is rated at a level 2.3 and the following need to be addressed:

- The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

**Standard 5: Using Results for Continuous Improvement** which addresses if the school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement. This indicator is rated at a level 2.2 and to improve this rating, the following strategies will be implemented in 2016-17:

- 5.1 - The school establishes and maintains a clearly defined and comprehensive student assessment system.
- 5.2 - Professional staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.
- 5.3 - Professional and support staff are trained in the evaluation, interpretation, and use of data.
- 5.4 - The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

Ford will focus on improving each of the standards, placing efforts and resources in professional development, emphasizing the need for data based instruction and aligned to the evaluation process and academic accountability for all teachers. Ford will also ensure that the standards for academics are set clearly from the beginning for students and teachers can engage in rigorous coursework that will create a college readiness.

NWEA scores will be reviewed tri-annually (fall, winter and spring) to measure whole school progress towards literacy and numeracy goals. While overall NWEA outcomes will be evaluated by the ILT and SIT, these assessments results will also be analyzed within professional learning communities (PLC) to serve as a targeted guide for differentiated instruction. NWEA's "Learning Continuum" will help instructional staff delve deeper into identifying and unwrapping necessary standards needed for overall mastery of content. ISA instructional coaches will help teachers create lessons and units with content objectives aligned to skills. ISA coaches will also assist in creating assessments which will serve as an ongoing means of progress monitoring within the classroom. The results of in-class assessments will be analyzed in PLC groups on a weekly basis and data will be reported to the ILT, Data Coach and SIT.

Discipline data will be tracked and reported monthly to evaluate trends in discipline for males, females and our bottom performing 30%. These results will be reviewed by the ILT, Data Coach and SIT in order to implement remediation adjustments to process and procedures. Attendance data will be collected and reported by teachers to the ILT, Data Coach and SIT. Attendance and discipline data will also be reviewed in grade level PLC groups for the purpose of stakeholder collaborative problem solving and common practice alignment. As data is analyzed, the ILT, Data Coach and SIT will determine if redirection is required. If in fact, revisions or redirection are needed, the ILT and SIT will host meetings with parents/ guardians/ staff and students to ensure a collaborative and informed approach to improvement and problem solving takes place. Information from progress monitoring will be shared with all stakeholders through multiple methods such as quarterly parent/ community meetings, school improvement meetings, SIT hosted meetings for staff, website and quarterly newsletter.

## 9. Sustaining Reforms

A strong feature of the ISA model is its Sustainable Inventory Process, which enables 4 year and above ISA schools to assess their progress implementing and sustaining the ISA reforms they have been working on. Throughout the four years of school reform work with ISA the base of school leadership expands to include staff outside the sphere of the administration. By virtue of the creation of the Instructional Leadership Team (master teachers and lead content teachers) and the Advisory Leadership Team communication between administration and staff collaboration increases. These teams are the mechanism for fostering capacity between leadership and staff. They will meet twice a month and work to convey instructional vision, advisory practices, parent communication protocols from administration to staff while simultaneously conveying ideas, responses, concerns from staff and parents back to administration. Members of the various leadership teams will be key in working with ISA and administration in designing the sustainability plan. These key players have been identified by the school district, the administration, ISA content and leadership coaches, and self-identified by expressing interest in helping to reform the school.

The main reform that Ford HS has committed to in its work with ISA is the development of an inquiry- based college bound curriculum. The initial work of reform is being carried out by the combined efforts of the ISA content coaches and the lead teachers to develop rich curriculum and planning. Content coaches and master teachers help to develop and present professional development for staff. Those efforts combined with the simultaneous work of the ISA leadership coaches with administration to understand, convey, develop and set into practice instructional and pedagogical expectations will ensure a college bound curriculum.

When the SIG grant concludes, the work of continuous curriculum design and redesign will continue by virtue of the collaborative efforts of the administration and the Instructional Leadership Team. The lead content teachers will use practices such as looking at student work, inter-visitation, vertical curriculum review, data review from content assessments to continuously create and revise curricular design. The grade team leaders will likewise look at student work, plan cross curricular intersecting units and projects, refine the current system of inter-visitation to share exemplary pedagogy, use data from grade wide assessments to differentiate instruction, co-plan and co-teach with their special education partner teachers to continue the work of instructional reform. The content teacher leaders and the grade team teacher leaders will meet twice a month with principal and assistant principal to ensure that the instructional vision is being clearly articulated, supported, and monitored. These teacher-leaders will continue the work of designing and presenting staff professional development to address instructional needs.

Beyond the support of the SIG grant, the ISA practices of Advisory will continue as a means to ensure student academic, social and emotional well-being. The Leadership Team will continue the work of refining and revising ISA grade specific curricula including the currently introduced Writing Worth Doing and the district sponsored 12<sup>th</sup> grade portfolio project. Advisors will continue to communicate with community organizations in support of their advisees' current and future efforts towards careers and college. The Advisory Team will continue to meet twice a month with administration to ensure clarity of vision for advisory and faithful use of ISA practices. Administration will take on the Leadership Coach role of working with guidance to monitor ISA model of advisory.

To monitor all of these efforts, Ford HS will use the ISA Sustainable Inventory Process. ISA provides an external coach and a detailed process to conduct walk-throughs, interviews with all stakeholders, explication of student work and accompanying assignments, categories for data collection and ways of interpreting and using the data, recommendations based on the totality for how the school can continue on its path of self-improvement.

## 10A, B, C. Budget Narrative and Preliminary Budget Overview

Ford High school will choose **Option 2**: three years of full implementation not to exceed \$750,000 annually, and two years of sustaining reforms not to exceed \$500,000 annually. The narrative below explains how year 1-3 full implementation activities differ from what will be budgeted for sustaining reform in Years 4 & 5.

**Focus Area: Curriculum**      **SIG Category: Salaries and Benefits** - In Years 1-5 of the SIG there will be **continuous alignment of our curriculum and embedded tasks according to Common Core Standards**. For Mathematics, English, Social studies, Foreign Language, and Science, one teacher per subject area will be selected to serve as the departmental lead. They will facilitate weekly departmental meeting and lead the work in each department, ensure quality control for the alignment of the curriculum and to ensure academic achievement is being attained. **The total for 5 teachers at a stipend of \$2,000 per year totals \$10,000 x 5 years total \$50,000.**

**Sustainability:** This will be sustained through general school wide professional development spending after the SIG expires.

**Focus Area: Instruction**      **SIG Category: Purchased Services** - The goal is to provide consistent, systematic, and timely **individualized and group professional development to support all teachers and support staff. Institute for Student Achievement (ISA)** will be hired to provide these services. **The total cost for years 1-5 is \$516,919.60.**

**Sustainability:** This will be sustained through general school wide professional development spending after the SIG expires.

**Focus Area: Instruction**      **SIG Category: Purchased Services:** The goal is to provide numeracy and literacy tiered intervention to students that are performing below grade level expectations. The plan is to purchase licenses from the ALEKS math software to provide numeracy development and Read 180/System 44 to provide literacy development. **An ALEKS license is \$20/student @ 500 students x 5 years= \$50,000. We will purchase 200 Read 180/System 44 student licenses: \$500/student license @ 40 licenses/year = \$20,000/year x 5 years= \$100,000**

**Sustainability:** Funded through Title I funds after the SIG expires.

**Focus Area: Instruction**      **SIG Category: Salaries and Benefits**

The goal is to provide consistent, systematic, and timely individualized intervention to students. Teachers will be hired to **assist in providing intervention and enrichment activities for students. Teachers will be hired at an hourly rate of \$25 per hour x 2 hours a day x 2 days a week x 25 weeks for a total of \$2500 per teacher. There will be 10 teachers hired to provide services in the after school program totaling \$25,000 per year with a total cost for years 1-5 of \$125,000 for salary and benefits.** The Coordinator of Afterschool Programs will create and maintain programs **at a wage of \$25 per hour.**

**Sustainability:** This will be sustained through general school wide professional development spending after the SIG expires.

**Focus Area: Consistent, systematic, and timely individualized and group support to support all teachers.** Professional development will support what students need to know according to the CCLS. **Instructional Coaches/Interventionists** will be hired to assist in the development of strategies to effectively teach students. **The Total cost for this person is \$65,000/year plus 30% is \$19,500 for benefits= \$84,500 x 5 years equal \$422,500 x 2 positions = \$845,000.**

**Sustainability:** This will be sustained through General School Wide Professional Development spending after the SIG expires.

As a requirement of SIG, the positions of SIG Coordinator, Data Coach and Family Liaison Director must be hired. **SIG Coordinator @ \$75,000/year; Data Coach @ \$65,000/year; Family Liaison Director @ \$65,000/year for a total of \$205,000/year plus 30% benefits \$61,500= \$266,500 x 3 years= \$799,500.**

**Sustainability:** Positions will be transferred to school budgets in years 4 and 5 and funded through Title I.

**Focus Area: Parent Engagement** **SIG Category: Salary and Benefits:** The goal is to increase parent involvement by offering classes, workshops and seminars to support their child/ren in the learning environment. This will be facilitated by the Parent Involvement Coordinator, Family Liaison Director, and Parent Liaison. We will provide at least (1) one workshop per month @ two hours per workshop for 10 months during the year. The **Parent Liaison** will help support the engagement of parents and the community at a salary of **\$45,000/year plus 30% benefits @ \$13,500= \$58,500 x 5 years= \$292,500.**

**Sustainability:** These positions will be sustained through Title I funds after grant ends.

**Focus Area: Instructional Support/Student Engagement/Incentives**      **SIG Category: Supplies and Materials**

**Incentives (by grade level):** To fully implement sustainable support for quarterly benchmarking system incentives, teacher preparation materials, college environment support training (including school environment decorating etc.). Monthly academic achievement celebrations for Quarterly Award Assemblies, and field experiences for students.

**Allotted amount \$160,000 over 5 years: Year 1 @ \$25,000, Year 2 @ \$15,286, Year 3 @ \$35,000, Years 4 & 5 @ \$41,859.73**

**Professional Development:** books, materials, and supplies for teachers

**Allotted amount \$149,000 over 5 years: Year 1 @ \$24,000, Year 2 @ \$15,000, Year 3 @ \$30,000, Years 4 & 5 @ \$40,000**

**Focus Area: LEA Support**      **SIG Category: Other Expenditures** - A 5% fee is designated to the district for years 1-5 is \$162,000.

## **Attachments**

**Attachment A:** Baseline Data (to be uploaded as a separate Excel file into MEGS+)

**Attachment B:** Intervention Model

**Attachment C:** Professional Development Calendar

**Attachment D:** SIG Timeline

**Attachment E:** Annual Goals

**Attachment F.2:** Budget Narrative

**Attachment G:** Assurances and Certifications

**Attachment A: Baseline Data (uploaded in MEGS+)**

## Attachment B: Intervention Model

The interventions that will be implemented for the Evidence-Based Whole-School Reform Model will be presented by The Institute for Student Achievement (ISA), which meets all federal guidelines for evidence-based school improvement and the *What Works Clearinghouse* guidelines. In an effort to ensure that all Henry Ford High School students not only graduate, but are ready for both college and careers, the ISA 7 principles serve as a framework to transform a school's organizational and educational practices to a personalized and rigorous educational program that embodies the values and goals of the school community and produces a college-going culture. The 7 research based principles are:

1. A college preparatory instructional program to provide all students with rigorous inquiry based curriculum and instruction aligned with the Common Core State Standards and which embeds content and numeric literacy in the content areas.
  - ISA's college-preparatory instructional program focuses on students' intellectual development and emphasizes the development of higher order thinking skills, habits of work, and mastery of critical skills in the core content areas. Literacy, writing, and numeracy are embedded in content areas across the curriculum. Other elements of the instructional program include a rigorous inquiry approach to curriculum and instruction aligned with the CCSS and the use of multiple forms of assessment to accurately capture students' learning, monitor students' progress, and guide pedagogical differentiation so that instruction meets the needs of diverse learners.
  - ISA will support high-quality, inquiry-based, college-preparatory instruction in all classrooms in Ford, by: (1) identifying indicators of high-quality, inquiry- and project-based instruction that aligns with the CCSS; (2) observing video and live images of high-quality instruction; (3) using an evidence-based approach in observations; (4) providing teachers with evidence-based, concrete, and actionable feedback and timelines for the implementation of changes in instructional practice; (5) using rubrics; (6) norming and moderating classroom observations; and (7) providing curriculum resources for the improvement of teaching and learning.
  - ISA's college-preparatory instructional program includes the ISA Mathematics Program, which facilitates school wide organizational and pedagogical change and supports math faculty and school leadership to develop and implement a four-year, rigorous, inquiry-based, and CCSS-aligned mathematics program that prepares all students to graduate from high school college-ready without requiring remediation. ISA offers a customized, rigorous inquiry-based mathematics curriculum, aligned with the CCSS that develops students' capacity for mathematical thinking as well as their mastery of mathematics foundational knowledge and skills. The mathematics curriculum for Algebra 1 and 2 (pre-Calculus) and Geometry includes 1) anchor units, 2) lessons, 3) performance tasks, 4) lesson resources, 5) formative assessments, and 6) scoring rubrics. In addition, the curriculum includes access to the Online Assessment Reporting System (OARS), a data management and reporting tool customized for ISA math performance assessments.
2. An extended school day and year to provide additional opportunities for student enrichment and remediation.
  - All ISA schools offer extended day and extended school year opportunities. The offerings available include enrichment activities, such as a school newspaper, a drama club, and an art class; academic supports, including tutoring, homework help, and SAT and ACT test preparation; and some recreational activities. Schools typically mandated attendance in extended day academic activities for students failing or at risk of failing a course. Ford will also offer credit-recovery courses through their extended-learning offerings. Summer school participants will attend an intensive 3-week inquiry-based program. Students who successfully completed this program received course credit.
3. A dedicated team of teachers and counselors that provides a consistent support network and safety net throughout the student's 4 years of high school.
  - Through each of their four years of high school, students work with a grade level multi-disciplinary team of teachers and a counselor. This structure is designed to: (1) personalize the

school environment; (2) create strong, in-depth connections between students and their teachers and counselor; and (3) enable the support network to be knowledgeable and engaged. The strong relationships generated by this team organization enable teachers to elicit higher levels of student performance. The team structure allows teachers to work collaboratively and collectively to support students' success.

4. Distributed counseling in which all faculty take responsibility for students' academic, social, and emotional development and produce trusting and caring relationships with students that can be leverage to increase students' achievement.
  - ISA principles call for building a school-wide safety net of support services. In ISA's unique model of "distributed counseling"™, all school staff are responsible for knowing students well and for providing a caring, safe, and supportive environment. Counselors collaborate will closely with teachers to help them expand their role to include advising a group of students. Advisory groups will meet with a teacher and /or counselor in a small group of 15–18 students during dedicated periods of the school day. Topics covered included social and emotional issues such as stereotyping, prejudice, interpersonal skills, and peer pressure, as well as academic issues such as career and college exploration, tutoring, and study skills. Advisory programs will meet from one to four times per week and use a curriculum provided by ISA. In addition to advisories, counselors supported teachers in various ways to help them integrate counseling strategies into their pedagogy. For instance, conducting case-management sessions with teacher teams on dealing with student issues. . Counselors also participate in the ISA Counselor Network, a community of practice comprised of all counselors across the ISA network that meets both formally and informally to discuss issues, trends, and best practices; share strategies; problem-solve challenges; and develop curriculum with ongoing support provided by ISA in the areas of conflict resolution, peer mediation, and advisory.
  - ISA collaborates with staff to: (1) build close, caring, trusting relationships between students and teachers so that teachers know students well; (2) implement a student advocacy system whereby every student has an adult advocate/advisor who is his/her go-to person so that there is a positive family partnership and communication with families; (3) develop and implement a four-year comprehensive advisory curriculum to prepare students for postsecondary education and careers, including personal, social and financial issues; guidance in completing college and financial aid applications; and personal, and adolescent development issues; (4) build teacher capacity to serve in teacher-as-advisor roles; (5) implement case conferencing and other team problem solving structures with regard to student issues; (6) develop student self-management initiatives such as peer mediation and conflict resolution to help students develop effective and constructive problem-solving skills.
5. Continuous professional development to establish a collaborative and professional learning community in which teachers, counselors, and school leaders participate in job-embedded coaching and other forms of professional development opportunities, including ISA Summer and Winter Institutes.
  - Another way in which ISA schools strive for continuous improvement is continuing professional development. Schools work toward this principle by strengthening teachers' content knowledge and pedagogical skills in regularly scheduled common meetings for curriculum planning, problem solving, and reviewing student progress. Continuing professional development occurred in several forums, including at whole-staff meetings; during observations of and feedback to teachers by coaches, administrators, or colleagues; and at team-level meetings. ISA coaches develop and provide professional development sessions that fit these forums and are aligned with the 1) 7 model principles, 2) Ford's school goals, and 3) SIG areas of Improvement.
6. Parental involvement and engagement in their child's education.
  - The involvement and engagement of families in the education of their children increases students' opportunities for school success. In order to develop strong family support, the ISA school/leadership coach helps schools implement effective strategies for fostering family engagement. These strategies include: (1) providing regular communication with parents/caregivers about their child's progress (e.g. electronic communication or phone calls by

advisors to parents/caregivers); (2) conducting parent/caregiver teacher conferences; (3) conducting team intervention meetings with students and parents/caregivers; (4) structuring parent/caregiver information opportunities on issues critical to students' success such as the school's curriculum and expectations, college readiness, and college-going and how parents/caregivers can support their children to be successful in school; (5) providing parent/caregiver school orientation sessions; (6) supporting parents in creating a Parents Association and participating in meetings as needed; and (7) supporting the Parents Association to connect with key community stakeholders and leaders.

7. Continuous organizational improvement through the use of multiple forms of data to monitor program implementation and student progress and performance outcomes.
  - To implement ongoing organizational improvement, the ISA model calls for teams to meet regularly to ensure that the program is aligned with the seven principles and is fulfilling its goal to create and sustain an intellectually rigorous, caring, and personalized learning environment. ISA will consult and collaborate with Ford in the use of multiple mechanisms to assess organizational and program effectiveness, including “critical friends” protocols; peer observations; reviews of student work; analysis of student performance data, such as course passing rates, attendance, and growth on periodic assessments; surveys of students' attitudes and expectations about school and their futures; and documentation reports on the implementation of ISA principles. ISA's strategic partner, NCREST, assists ISA with collecting and using these data to inform practice
  - An ISA leadership coach works with school leaders individually and as a team to build their capacity to: (1) identify measurable goals, outcomes, and priorities for school and student achievement; (2) develop a strategic implementation plan; (3) develop a communication and engagement strategy for school stakeholders so that they are informed and have ownership of the goals and plan; and (4) develop a process for monitoring, assessing, and problem-solving implementation; Facilitate meetings, including using processes and protocols for agenda building, handling instructional issues, discussion management, decision making, decision minutes, follow up, and accountability; Develop and implementing organization structures to support implementation of the ISA model; Support high-quality, inquiry-based, college-preparatory instruction in all classrooms, by: (1) identifying indicators of high-quality, inquiry- and project-based instruction that aligns with the CCSS; (2) observing video and live images of high-quality instruction; (3) using an evidence-based approach in observations; (4) providing teachers with evidence-based, concrete, and actionable feedback and timelines for the implementation of changes in instructional practice; (5) using rubrics; (6) norming and moderating classroom observations; and (7) providing curriculum resources for the improvement of teaching and learning; Analyze local data to identify trends and needs for support, after which school leaders monitor and use the findings to inform instructional, organizational, and professional development decisions and planning; Enact actionable strategies to support teachers in improving classroom rituals, routines and classroom environments; Develop and implementing strategies for Distributed Counseling™, parent involvement, external learning, and extended days and years; Develop and implement a ;professional development plan based on school goals and faculty needs to achieve those goals; and monitor and assess the plan's implementation for effectiveness and make appropriate modifications; and Use multiple forms of data to inform decision-making and continuous organizational development.

The continued goal at Ford High School is for all students to receive the benefits of an ISA college readiness/inquiry curriculum in all subjects. The development and implementation of such curriculum is dependent upon ISA coaching of both the school leadership and teaching staff. Student receptivity and growth of responsiveness to ISA college curriculum is dependent on the continued development of advisory, teacher advocacy for students, student advocacy for themselves, and direct communication from school to home. At Ford there is a strong commitment to the ISA strategies for fostering family and community engagement.

# Attachment C: Professional Development Calendar

Insert the PD calendar here.

| Month/Yr   | PD Topic   | Description  | Staff Member(s)                                    |
|------------|--|--|--|
| Aug. 2016  | Understanding by Design  | Teachers will develop shared understanding re: standards driven lesson design.   | ISA  |
| Aug. 2016  | Unit and Lesson Planning PD  | Teachers will develop unit and lesson planning strategies around Common Core Standards and Higher order thinking   | School Empowerment Network, ISA                    |
| Aug. 2016  | Positive Behavior In Schools   | Teachers will develop school-wide behavioral expectations that all will teach and reinforce  | School Empowerment Network, ISA                    |
| Aug. 2016  | Gradual Release Model  | Teachers will develop consistent strategies for school-wide use of the Gradual Release Model   | School Empowerment Network, ISA, Grade Level Leads |
| Sept. 2016 | Unpacking Standards and Common Core Shifts                             | Teachers will develop content area lessons aligned with the common core standards  | ,ILT, Master/Lead Teachers                         |
| Sept. 2016 | Mathematics Practices  | Teachers will develop lessons with strategies to build mathematical thinking skills  | ISA, ILT, Master/Lead Teachers                     |
| Sept. 2016 | Checking for Understanding   | Teachers will develop lessons with a variety of strategies to check for understanding  | ISA, ILT, Master/Lead Teachers                     |
| Oct. 2016  | Formative Assessments  | Teachers will meet in department teams to create content area assessments  | Department leads, Data c                           |
| Oct. 2016  | Parent and teacher relationships (Effective modes of engaging parents) | Teachers will create action plans for engaging parents using ISA model strategies  | ISA Coaches, Parent Liaison                        |
| Oct. 2016  | Restorative Circles  | Teachers will develop Advisory activities using Restorative Practice Circles and strategies.   | ILT, Master/Lead Teachers,                         |
| Nov. 2016  | Instructional Delivery   | Teachers examine the current DOK level of activities they are asking students to complete. After receiving development teachers create a new lesson plan which aims to incorporate Level 3 and Level 4 activities and assessments. | Content Leads/Teacher Leads                        |
| Nov. 2016  | Collaborative Structures   | Teachers review collaborative learning strategies for Professional Learning and for developing a classroom learning community.   | ISA  |

|            |  |  |                                       |
|------------|--|--|---------------------------------------|
| Dec. 2016  | Text Dependent Questioning                   | Content teams develop strategies for text dependent questioning  | ISA, ILT, Master/Lead Teachers        |
| Dec. 2016  | Culturally Diverse Classrooms                | Teachers examine how to create a positive learning environments in culturally diverse classrooms   | Content Leads, ISA Coaches            |
| Jan. 2017  | Unit Assessments                             | Teachers look at unit assessments for the second semester and examine the alignment to standards. Teachers discuss how to adjust content to meet the students where they are while also keeping the end goal of mastering 80% of content on the EOC in mind. | Content Leads, ISA Coaches            |
| Jan. 2017  | Student Engagement                           | Teachers review the research on student engagement and develop appropriate lesson plans  | Content Leads, ISA Coaches            |
| Jan. 2017  | Reading in the Content Area                  | Grade level teams identify common reading strategies to use across the content areas for that grade level.   | ISA, ILT, Master/Lead Teachers        |
| Feb. 2017  | Using data to drive instruction              | Teachers will analyze current student achievement data and develop strategies to differentiate instruction to address gaps.  | Data Coach, Climate and Culture Leads |
| Feb. 2017  | Classroom Behavior Management                | Grade level PLC's will meet in order to examine first semester behavior goals while creating plans around developing second semester non negotiables   | ISA, ILT, Master/Lead Teachers        |
| Feb. 2017  | Whole School Analysis of NWEA Data           | Examine NWEA data as a school. Discuss grade level trends, set new goals. Look at students doing really well and students who are struggling and discuss rationale for these extremes.   | Data Coach, ILT, Master/Lead Teachers |
| Mar. 2017  | Grade Level NWEA Analysis                    | Grade Level NWEA Data PD that allows teachers an opportunity to identify learning gaps and create systems and plans around filling those gaps with high level, targeted instruction  | Data Coach, ILT, Lead Teacher         |
| March 2017 | Teacher Training PD-- PSAT/SAT, ACT WorkKeys | Incorporate structure and procedure for preparing and administering state exams  | Data Coach, ILT, Lead Teacher         |
| March 2017 | Inquiry-based Learning                       | Teachers will examine research and strategies for Inquiry based Learning using ISA rubrics as guides   |                                       |
| March 2017 | Inquiry-based Learning part 2                | See above  |                                       |
| April 2017 | Writing across the curriculum                | Teachers will research and develop common strategies for teaching writing across the curriculum  |                                       |
| April 2017 | Writing across the                           | See above  |                                       |

|           |   |  |                       |
|-----------|---|--|-----------------------|
|           | curriculum part 2   |  |                       |
| May 2017  | Interdisciplinary units and project-based learning        | Teachers will research and develop unit plans that integrate two or more content areas around a common project |                       |
| May 2017  | Interdisciplinary units and project-based learning part 2 | See above  | ISA                   |
| June 2017 | SQR Report Evaluation                                     | Teachers meet in grade levels in order to evaluate, assess, and make plans about the SQR report.               | ISA, ILT, Master/Lead |

# Attachment D: SIG Timeline

## PROJECT ACTIVITY CHART AND CALENDAR 5 YEAR PLAN

### PHASE ONE: September –November 2016

| Date for Activity | Activity  | Outcome   | Responsible Parties   | ISA   |
|-------------------|---|---|---|---|
| Sept. 2016        | <p><u>Review of ISA</u></p> <ul style="list-style-type: none"> <li>• <b>Meetings with the principal, leaders, staff, and ISA:</b> <ul style="list-style-type: none"> <li>o Review of ISA Model and renewal process</li> <li>o Overview, goals, timeline, and expected outcomes of the renewal process</li> <li>o Role of ISA</li> </ul> </li> </ul>   | <p>A common understanding of the expectations and the parameters of the ISA renewal process. School leadership team will have a common understanding of the renewal non-negotiables: purposes, expectations, structure, and process and the role of the ISA partnership. Leadership team was set up and expanded 2015 - 2016 school year.</p> | <p>HS leadership team, ISA leadership coaches, ISA content coaches.</p> | <ul style="list-style-type: none"> <li>• ISA President</li> <li>• ISA Senior Program Director,</li> <li>• ISA Project Director</li> <li>• NCREST Co-director</li> </ul> |
| Sept. 2016        | <p><u>Establishing Stakeholder Investment in School Renewal</u></p> <ul style="list-style-type: none"> <li>• <b>ISA Online Student Survey to assess:</b> <ul style="list-style-type: none"> <li>o <b>Perceptions about connection to and engagement in school</b></li> <li>o <b>Perceptions about self-efficacy</b></li> <li>o <b>Students’ aspirations and ambitions</b></li> <li>o <b>Students’ sense of agency</b></li> <li>o <b>Perceptions of their school as a college-going culture</b></li> </ul> </li> </ul> | <p>Stakeholder investment in renewal.<br/>Data to inform school renewal process.<br/>Report on Student Survey Results</p>   | <p>HS Data Specialist</p>   | <ul style="list-style-type: none"> <li>• NCREST (Director for Research &amp; Evaluation)</li> </ul>   |
| Sept. 2016        | <ul style="list-style-type: none"> <li>o <b>Perceptions of opportunities to succeed in school</b></li> <li>• <b>ISA Online Staff Survey to assess:</b> <ul style="list-style-type: none"> <li>o <b>Perceptions of their school as a college-going culture</b></li> <li>o <b>Perceptions about student behavior</b></li> <li>o <b>Perceptions of student-faculty relationships</b></li> </ul> </li> </ul>  | <p>Data to inform school renewal process<br/>Report on Staff Survey Results<br/>Compare to Staff perceptions from the previous year.</p>  | <p>HS Data Specialist</p>   | <ul style="list-style-type: none"> <li>• NCREST (Director for Research &amp; Evaluation)</li> </ul>   |
| Sept. 2016        | <ul style="list-style-type: none"> <li>o <b>Professional development support</b></li> </ul>   |   |   | <p>ISA Leadership Coaches</p>   |

|                  |   |  |  |   |
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| <p>Oct. 2016</p> | <ul style="list-style-type: none"> <li>o <b>Perceptions of opportunities for collaboration.</b></li> <li>• <b>Reconvening of Advisory/Seminar Committee</b> <ul style="list-style-type: none"> <li>o <b>Reconvene the expanded Advisory/Seminar Committee made up of teachers, grade leaders, guidance, and administration. This committee was created and expanded 2015-2016. Principal will convene Advisory Committee bi monthly. Principal is chair of the advisory committee. Advisory Committee’s responsibility is to provide feedback on design features and decisions to ensure that the renewal maps onto the common priorities agreed to by the stakeholder groups, school goals and outcomes, and results from student and staff surveys.</b></li> </ul> </li> <li>• <b>Meeting of Advisor/Seminary Committee to monitor adherence to vision and priorities of all stakeholder groups – students, parents, teachers. Development of Denby Family council under the auspices of guidance department.</b></li> </ul> <p><b>Principal, key staff, content coaches, leadership coaches visit NYC ISA schools.</b></p> <p><b>Debrief visit with School Leadership Team and ISA Leadership Coaches.</b></p> | <p>Stakeholder voice and priorities inform the renewal of advisory and support continued buy-in and commitment.</p> <p>Development of structures for student and parent voice.</p> <p>Key staff will have images of practices in operation in schools with comparable student populations. Focus will be on advisory/seminar, special education inclusion models, backwards planning, and inquiry instruction.</p> <p>Key staff will identify and commit to process and practices observed in NYC ISA schools and open their classrooms for inter-visits by same grade teachers.</p> | <p>Principal, AP, guidance, teachers.</p> <p>AP, guidance department, dean</p> <p>Principal, key staff, district supervisor</p> <p>Principal, AP, teachers on visit.</p> | <p>ISA Leadership coaches.</p> <p>ISA Project Director</p> <p>Senior programs director, ISA leadership and content coaches. NCREST</p> <p>ISA Content and Leadership coaches.</p> |
|------------------|---|--|--|---|

*PHASE 2: December-April*

| Date for Activity | Activity | Outcome | Responsible Parties | ISA |
|-------------------|----------|---------|---------------------|-----|
|-------------------|----------|---------|---------------------|-----|

|                                  |   |  |  |  |
|----------------------------------|---|--|--|--|
| <p>Dec. 2016 -<br/>Jan. 2017</p> | <p><u>Assessing the current state of implementation of the goals and outcomes</u></p> <ul style="list-style-type: none"> <li>• <b>Continuation of ISA’s evidence-based College Readiness School Assessment</b> to determine the current state of implementation of the goals and outcomes identified by the school leadership team which was implemented 2015-2016 and expanded June 2016. <ul style="list-style-type: none"> <li>o School self-study: Leadership team activities in collaboration with ISA LSR <ul style="list-style-type: none"> <li>▪ Review of statistical data (e.g., attendance, course pass, suspension, hs graduation, and college admission, etc. rates)</li> <li>▪ Review of representative teacher and student work artifacts (e.g., teacher assignments and corresponding student work samples)</li> <li>▪ Observations of representative classrooms for evidence of college ready teaching and learning (e.g., problem solving, analysis, writing, argumentation, discussion, etc.)</li> <li>▪ Review of organizational structures, mechanism, and practices targeted to supporting the achievement of goals and outcomes for their effectiveness: <ul style="list-style-type: none"> <li>▪ Use of ISA college-readiness inventory</li> </ul> </li> </ul> </li> <li>o One-day External Review: External Team <ul style="list-style-type: none"> <li>▪ Review of self-study report</li> <li>▪ Review of statistical data</li> </ul> </li> </ul> </li> </ul> | <p>Identification of those areas and practices that statistical and work product evidence show are effective in making progress/achieving the outcomes and goals as well as those areas where there are gaps. This information will inform the content of the renewal process to eliminate the gaps so that the school makes progress toward the achievement of the goals and outcomes.</p> <p>Report on the findings from the Self Study</p> <p>Report on findings from External Review</p> <p>Draft stating priorities for renewal based on gaps in progress on goals and outcomes in both reports</p> | <p>School Data Specialist<br/>Principal, AP, leadership team</p> <p>School Data Specialist<br/>Principal and Leadership teams</p> <p>Principal</p> | <ul style="list-style-type: none"> <li>• ISA LSR coaches</li> <li>• ISA LSR, NCREST</li> <li>• 1 or 2 ISA External coaches</li> <li>• Up to 2 principal and 2 teachers from ISA school</li> <li>• External coaches, NCREST</li> <li>• ISA Project Director, ISA LSR coaches</li> </ul> |
|----------------------------------|---|--|--|--|

|           |   |  |                                   |                                     |
|-----------|---|--|-----------------------------------|-------------------------------------|
|           | <ul style="list-style-type: none"> <li>▪ Observation of classrooms</li> <li>▪ Review of representative teacher and student work artifacts</li> </ul> <ul style="list-style-type: none"> <li>• <b>Analysis and discussion of self-study and external review reports:</b> <ul style="list-style-type: none"> <li>o Implications for renewal goals and priorities</li> </ul> </li> </ul>   |  |                                   | ISA project director                |
| Jan, 2017 | <p><u>Establishing school outcomes and priorities for the renewal based on goals and vision of all stakeholders</u></p> <ul style="list-style-type: none"> <li>• <b>1-Day Staff Retreat for the school</b> <ul style="list-style-type: none"> <li>o Purpose: to elicit staff voice and expertise to inform the renewal process</li> <li>o Staff work in mixed groups           <ul style="list-style-type: none"> <li>• Review data and reports from ISA college readiness assessment, student and staff surveys, parent and community focus groups, results from June 2016 summative staff meeting.</li> <li>• Engage in open response and targeted response to the data</li> <li>• Discuss what the evidence tells about what the school is doing effectively and what they need to improve with regard to the 5 evidence-based components of the ISA renewal process:               <ul style="list-style-type: none"> <li>• Share results across groups</li> <li>• Identify common ground across groups</li> </ul> </li> </ul> </li> <li>o Sort           <ul style="list-style-type: none"> <li>• Staff work together in groups of 6-7 to identify their priorities for the goals and outcomes for the renewal from a customized sort of up to 70 features.</li> </ul> </li> </ul> </li> </ul> | Using evidence, the school's staff comes to consensus on areas where school is effective, areas for improvement and goals, outcomes, and priorities for renewal focusing on grade team reports to help grow advisory/seminar and grade wide protocols. | Principal; school leadership team | ISA leadership and content coaches. |
|           |   |  | Principal and grade team leaders. |                                     |

|                       |  |  |   |   |
|-----------------------|--|--|---|---|
|                       | <ul style="list-style-type: none"> <li>• Participants share their group's priorities</li> <li>• Participants identify their cross-group common priorities</li> <li>o Priorities are recorded for the school's retreat</li> </ul>   | <p>Compare to priorities and goals derived in September. Update and revise.</p>  | <p>School data specialist.</p>  | <p>ISA LSR coaches</p> <p>ISA LSR coaches</p>           |
| <p>Jan.-Feb. 2016</p> | <p><u>Development of strategic plan:</u> the school develops a strategic plan</p> <ul style="list-style-type: none"> <li>• Reviewing and consolidating priority goals and outcomes identified by the stakeholder groups</li> <li>• Starting with the outcomes, develop a strategic plan: <ul style="list-style-type: none"> <li>o Identifying where the school is in the trajectory to achieve each outcome, using evidence to determine what is working in making progress toward that outcome, and what the gaps are</li> <li>o Identifying the key activities to address the gaps, including changes needed in policies, practices, structures, and mechanisms</li> <li>o Identifying key personnel to engage in the key activities</li> <li>o Identifying key supports and professional development needed to implement the activities effectively</li> <li>o Developing a 2-3 year calendar for the key activities</li> <li>o Identifying benchmarks of progress and timeline for assessing benchmarks</li> <li>o Calendaring monitoring for implementation</li> <li>o Identifying key personnel to support and monitor implementation and progress</li> </ul> </li> <li>• Alignment of school strategic plans for renewal with district goals</li> </ul> | <p>Strategic plan for the renewal process and outcomes</p> <p>Focus all strategies and activities on developing inquiry planning and pedagogy for instruction as well as strengthening advisory/seminar.</p> | <p>Principal, leadership team</p> <p>Principal, district supervisor</p> | <p>ISA LSR coaches</p> <p>ISA Project Director, ISA</p> |

|                   |   |  |   |  |
|-------------------|---|--|---|--|
|                   |   | School' strategic plans will align with district goals   |   | Senior Program Director  |
| February, 2017    | <u>Meeting of the school's Expanded Leadership Committee</u> <ul style="list-style-type: none"> <li>• Presentation of Strategic Plan for advisement</li> </ul>  | <p>Stakeholders perspective inform the strategic plan</p> <p>Strategic plan reflects stakeholders' perspective and knowledge</p>   | <p>Principal, district supervisor</p> <p>Principal</p>  | <p>ISA LSR coaches, ISA project director</p> <p>ISA LSR coaches</p>  |
| March-April, 2017 | <u>Development of Annual Implementation Plan and Calendar for 2017-18</u> <ul style="list-style-type: none"> <li>• ISA leadership and content coaches work with key school personnel to develop an annual implementation plan for each content area so that it maps onto the strategic plan.</li> <li>• Identification of any organizational changes, staffing needs, and reallocation of resources necessary for enactment of the 2017-18 implementation plan</li> <li>• Identification of immediate professional development needs</li> </ul> | <p>Each content area will have an implementation plan and calendar for 2017-18 that maps onto the strategic plan</p> <p>Creation of the organizational supports, structures, mechanisms, and realignment of fiscal resources necessary for effective implementation of the 2017-18 implementation plan</p> <p>Plan for professional development critical to the renewal to occur in April through August, 2017</p> | <p>Principal, key staff in the content areas</p> <p>Principal, leadership teams, district supervisor</p> <p>Principal, key staff in the content areas</p> | <p><b>ISA Leadership and content area coaches</b></p> <p><b>ISA Leadership coaches, ISA project director</b></p> <p><b>ISA Leadership and content area coaches</b></p> |
| April-June, 2017  | <u>Planning school organization, staff and student programs for 20017-18 school year based on renewal implementation plans.</u>   | The organizational context to support the renewal will be in place.  | Principal, key programming staff  | ISA LSR  |

|           |  |  |  |                                       |
|-----------|--|--|--|---------------------------------------|
| June 2017 | <u>Meeting of Leadership team committee</u><br>to report on progress on the goals. | Stakeholders perspectives will be considered for future implementation by the committee. | Members of committee, principal, district supervisor | ISA LSR coaches, ISA project director |
|-----------|--|--|--|---------------------------------------|

**Phase 3: April –July; August 2017-July 2018**

The subsequent implementation years follow the pattern of the 2017-18 year and conclude with ISA’s Sustainability Inventory.

| Date for Activity | Activity  | Outcome  | Responsible Parties                         | ISA  |
|-------------------|---|--|---|--|
| April-June, 2017  | <p><u>Planning for a Summer Institute: an Intensive Professional Development and Planning Institute that occurs immediately after school ends in June:</u></p> <ul style="list-style-type: none"> <li>• Summer Institute has three components: <ul style="list-style-type: none"> <li>o School team planning sessions to review and develop plans for the coming year</li> <li>o Curriculum sessions: <ul style="list-style-type: none"> <li>• Leadership sessions for school leaders</li> <li>• Counselor sessions on personalization</li> <li>• Curriculum development sessions for teachers: <ul style="list-style-type: none"> <li>• Content area teachers across school come together in sessions facilitated by an ISA expert practitioner</li> <li>• Development of curriculum units, lesson plans, activities, and instructional strategies for college readiness</li> </ul> </li> </ul> </li> <li>o Thematic sessions: 2 hour workshops on technical knowledge (e.g., strategies for integrating vocabulary into the content area)</li> </ul> </li> <li>• School pre-plans for Summer Institute <ul style="list-style-type: none"> <li>o Set goals for use of team time</li> <li>o Teachers, counselors, and school leaders register and prepare for their sessions</li> </ul> </li> </ul> | <p>Plan for Summer Institute is designed to address the needs of the school to implement the renewal process</p> <p>School staff have focus for their work at Summer Institute</p> | <p>Key school staff</p> <p>School staff</p> | <p>ISA coaches, project director, and senior programs director<br/>NCREST</p> <p>ISA coaches</p> |

|             |   |   |   |  |
|-------------|---|---|---|--|
|             | <p><u>Professional development targeted to the renewal based on school needs; possible examples:</u></p> <ul style="list-style-type: none"> <li>• Content area coaching to increase college readiness teaching and learning in the content areas;</li> <li>• Workshops on: <ul style="list-style-type: none"> <li>o Literacy across the curriculum;</li> <li>o Writing Worth Doing;</li> <li>o Role of advocate-advisor and planning/adapting advisory curriculum, etc.)</li> <li>o Role of advisor to communicate with home and families</li> <li>o Role of guidance to communicate with home and families.</li> <li>o Expansion of the family counsel under the auspices of guidance department.</li> </ul> </li> </ul> <p>Grade teams develop cross curricular summer readings and assignments for opening of school. Summer assignments to be collected and reviewed in advisory/seminar classes.</p> | <p>Faculty will have experience implementing some college ready strategies.</p> <p>Faculty will increase their understanding of new roles and/or curriculum/or pedagogy (e.g., literacy across the curriculum)</p> <p>Grade teams will coordinate unit plans for 2017-18 to formulate summer assignment for their grades. They will utilize Backwards Planning.</p> | <p>Key content area faculty</p> <p>AP, master teachers, grade team leaders, parent liaison.</p> | <p>ISA content area coaches, ISA senior specialists in math and literacy</p> <p>ISA Leadership coaches</p>                 |
| July 2017   | <p><u>Summer Institute</u></p> <ul style="list-style-type: none"> <li>• Individual school team planning time</li> <li>• Curriculum Sessions</li> <li>• Thematic Sessions</li> </ul>   | <p>School are prepared for the following year's renewal work; strengthen their bonds as a faculty and commitment to their school's renewal; develop a sense of common purpose as a network</p>  | <p>School leaders and teachers; district supervisor</p>   | <p>ISA coaches and curriculum and instruction specialists, project director, senior program director, president NCREST</p> |
| August 2017 | <p><u>Planning for Opening School with Full Implementation of Renewal Plan</u></p> <ul style="list-style-type: none"> <li>• Notification to students and families about opening of school. Reminder to students and families of summer assignment. Reminder to parents of Denby based meeting of parent council.</li> <li>• Review Summer Institute achievements and school renewal implementation plan with entire staff</li> </ul>  | <p>Students and parents are informed of any new procedures regarding starting the school year</p> <p>Staff is clear on focus for renewal</p>  | <p>School leaders, parent liaison, district supervisor</p> <p>School leaders, staff</p>         | <p>ISA LSR coach</p> <p>ISA LSR coach</p>  |

|  |  |  |  |   |
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|  |  |  |  |   |
| <p>Sept.- Oct. 2017</p> <p>Sept. 2017—June 2018</p> <p>Oct. 2017</p> | <p><u>Enactment of Renewal Implementation Plan</u></p> <ul style="list-style-type: none"> <li>Content coaches develop coaching action plan in consultation with principal/supervisor and content area teachers targeted to the school’s implementation plan for the renewal plan</li> <li>ISA LSR coach develops coaching action plan in consultation with the principal</li> <li>ISA Leadership ensure congruence of action plans of all content coaches and leadership goals.</li> <li>Regular leadership and content area coaching targeted to supporting faculty in the enactment of the implementation plan</li> </ul> <p><u>Principal, AP, key staff visit to ISA NYC schools.</u></p> | <p>Coaching plans map onto the outcomes of the implementation plan</p> <p>Staff are supported to enact implementation plan</p> <p>Key staff will have images of further developed exemplary inquiry instruction, backwards planning, CTT special education inclusion classes, and seminar/advisory in action in schools with comparable student populations.</p> | <p>Master teachers and lead teachers, instructional AP, Principal</p> <p>Staff</p> <p>Principal, AP, key staff</p> | <p>ISA content coaches, ISA LSR coach, ISA</p> <p>ISA coaches</p> <p>ISA content coaches<br/>ISA leadership coaches</p> |
| <p>January, 2018</p>   | <p><u>Benchmark Review Retreat</u></p> <ul style="list-style-type: none"> <li>One-day retreat to: <ul style="list-style-type: none"> <li>Assess evidence of progress toward the goals in the renewal plan</li> <li>Identify effective strategies</li> <li>Identify challenges regarding implementation and progress: <ul style="list-style-type: none"> <li>Analyze problems</li> <li>Identify solutions</li> <li>Develop strategies and timeline for implementing solutions</li> </ul> </li> </ul> </li> </ul>  | <p>Monitoring progress and ensuring ongoing improvement</p>  | <p>Key school staff</p>  | <p>ISA LSR coach, content coaches, ISA project director<br/>NCREST</p>  |

|                       |  |   |   |  |
|-----------------------|--|---|---|--|
|                       |  |   |   |  |
| January, 2018         | <u>Special Meeting of Leadership Team(including Parent Council) to review the Benchmark</u><br>Retreat with a focus on progress and areas still needing attention..  | Stakeholders' perspectives  | Members of leadership team, principal, AP,district supervisor | ISA LSR coaches, ISA project director                      |
| May, 2018             | <u>ISA Annual Implementation Inventory</u><br>Principal and ISA coach examine statistical data and student and teacher artifacts, observe classrooms, and review ISA's indicators for a college going culture to determine what progress has been made and what gaps still exist. An external ISA coach visits the school for one day and reviews the statistical data and work artifacts, observes representative classrooms, and discusses the review of indicators for a college going culture with the principal and LSR coach. The external ISA coach provides feedback on the progress toward the goals of the implementation plan and recommendations for moving forward. This is followed by a written report. | Evidence-based assessment of Progress during the 2017-2018 school year  | Principal AP Data Specialist Grade team leaders.              | ISA LSR coach, ISA External Coach NCREST                   |
| June, 2018            | <u>Meeting of Leadership team Committee</u><br>Report on progress on the goals.  | Stakeholders perspectives   | Members of committee, principal, district supervisor          | ISA LSR coaches, ISA project director                      |
| May—June 2018         | <u>Planning for Summer Institute, 2018</u> <ul style="list-style-type: none"> <li>Key leadership staff and LSR coach plan summer institute using the Annual Implementation Inventory report to inform the plan</li> </ul>  | Plan targeted areas to address gaps noted in report.                    | Key leadership staff  | ISA LSR coach  |
| May, 2019, 2020, 2021 | <u>Plan for Sustainability</u> <ul style="list-style-type: none"> <li>Student Survey</li> <li>Staff Survey</li> <li>Reports on survey findings and comparison with baseline surveys at start of the project</li> <li>ISA Sustainability Inventory <ul style="list-style-type: none"> <li>NCREST provides orientation to key school staff and provides materials for the Sustainability Inventory</li> <li>Key school staff participate in evidence-based school self-study to determine progress toward and achievement</li> </ul> </li> </ul>   | Data to inform sustainability and continuous organizational improvement | School data specialist<br><br>Key staff<br><br>Key staff      | NCREST<br><br>NCREST<br>ISA LSR coach<br><br>ISA LSR coach |

|                                      |  |                                      |                                   |  |
|--------------------------------------|--|--------------------------------------|-----------------------------------|--|
| <p>Sept –June<br/>2019,2020,2021</p> | <p>of the goals and outcomes of the renewal that uses:</p> <ul style="list-style-type: none"> <li>• Statistical data on indicators such as attendance, student course pass rates, college admission rates, etc.,</li> <li>• Teacher and student artifacts,</li> <li>• Assessment of implementation indicators of a college going culture</li> <li>• Representative classroom observations</li> <li>• Analysis of data collected to assess progress and gaps</li> </ul> <p>o External team review: a team of ISA educators lead by an ISA coach visit the school for one day:</p> <ul style="list-style-type: none"> <li>• They gather evidence of progress toward the goals and outcomes of the renewal and remaining gaps. They collect evidence including: <ul style="list-style-type: none"> <li>• Context information provided by the school and a presentation by key staff</li> <li>• The school’s analysis from their self-study</li> <li>• Statistical data on indicators such as attendance, student course pass rates, college admission rates, etc.,</li> <li>• Teacher and student artifacts,</li> <li>• The school’s assessment of implementation indicators of a college going culture</li> <li>• Representative classroom observations</li> <li>• Focus groups of teachers, students, and parents.</li> </ul> </li> <li>• Using the evidence, the team develops a collective perspective on the school’s progress and gaps regarding the goals and outcomes of the renewal</li> <li>• The team presents an oral report on the progress and gaps and makes recommendations for continuous improvement</li> <li>• The school then receives a written report based on the oral report.</li> </ul> <p>School uses same process each year to plan inquiry instruction and backwards planning, grade team structure and teacher classroom to classroom inter-visitation, advisory work with students, growth of student and parent voice, refinement of special education inclusion structure</p> | <p>See school year<br/>2017-2018</p> | <p>Key staff</p> <p>All staff</p> | <p>External ISA leadership coach and ISA educators from other school (principal, teachers, counselor, etc.), ISA LSR coach</p> <p>NCREST;<br/>ISA External Coach</p> |
|--------------------------------------|--|--------------------------------------|-----------------------------------|--|

## Attachment E: Annual Goals

Insert annual goals here. A template is provided for your reference.

|                       | Current Proficiency Rate 2015-2016 (M-STEP) | Goal for 2016-2017 (M-STEP) | Goal for 2017-2018 (M-STEP) | Goal for 2018-19 (M-STEP) | Goal for 2019-20 (M-STEP) | Goal for 2020-21 (M-STEP) |
|-----------------------|---|-----------------------------|-----------------------------|---------------------------|---------------------------|---------------------------|
| <b>Reading</b>        | <b>1%</b>                                   | <b>15%</b>                  | <b>30%</b>                  | <b>45%</b>                | <b>60%</b>                | <b>75%</b>                |
| <b>Mathematics</b>    | <b>1%</b>                                   | <b>15%</b>                  | <b>30%</b>                  | <b>45%</b>                | <b>60%</b>                | <b>75%</b>                |
| <b>Writing</b>        | <b>1%</b>                                   | <b>15%</b>                  | <b>30%</b>                  | <b>45%</b>                | <b>60%</b>                | <b>75%</b>                |
| <b>Social Studies</b> | <b>1%</b>                                   | <b>15%</b>                  | <b>30%</b>                  | <b>45%</b>                | <b>60%</b>                | <b>75%</b>                |
| <b>Science</b>        | <b>1%</b>                                   | <b>15%</b>                  | <b>30%</b>                  | <b>45%</b>                | <b>60%</b>                | <b>75%</b>                |

|                | Percentage of Students meeting/ exceeding growth targets (NWEA) 2015-2016 | NWEA Growth Goal for 2016-2017 | NWEA Growth Goal for 2017-2018 | NWEA Growth Goal for 2018-19 | NWEA Growth Goal for 2019-20 | NWEA Growth Goal for 2020-21 |
|----------------|---|--------------------------------|--------------------------------|------------------------------|------------------------------|------------------------------|
| <b>Reading</b> | 48%   | 60%                            | 70%                            | 80%                          | 90%                          | 100%                         |
| <b>Math</b>    | 49%   | 60%                            | 70%                            | 80%                          | 90%                          | 100%                         |

## Attachment F.2: Preliminary School Budget for OPTION 2

### SCHOOL IMPROVEMENT GRANT PRELIMINARY BUDGET FORM OPTION 2

Full implementation in years 1-3, and sustaining reforms in years 4& 5.

**Legal Name of District Applicant:** Education Achievement Authority of Michigan

**District Code:** 84060

**Budget Summary for:** Henry Ford High School

**Building Code:** 01634

#### 5 Year School Preliminary Budget Overview

| GRANT YEAR  | MAXIMUM     | SALARIES  | BENEFITS | PURCHASED SERVICES | SUPPLIES & MATERIALS | OTHER EXPENDITURES | TOTAL EXPENDITURES |
|-------------|-------------|-----------|----------|--------------------|----------------------|--------------------|--------------------|
| 1           | \$750,000   | \$415,000 | 114,000  | 138,884.80         | 25,000               | 56,400             | \$749,284.80       |
| 2           | \$750,000   | \$415,000 | 114,000  | 158,314            | 15,286               | 47,400             | \$750,000          |
| 3           | \$750,000   | \$415,000 | 114,000  | 123,240.27         | 35,000               | 62,000             | \$749,240.27       |
| 4           | \$500,000   | 210,00    | 52,500   | 93,240.27          | 41,859.73            | 72,400             | \$470,000          |
| 5           | \$500,000   | 210,00    | 52,500   | 93,240.27          | 41,859.73            | 72,400             | \$470,000          |
| GRAND TOTAL | \$3,250,000 | 1,665,000 | 447,000  | 606,919.61         | 159,005.46           | 310,600            | \$3,188,525.07     |

# Attachment G: ASSURANCES AND CERTIFICATIONS

**INSTRUCTIONS:** *Please review the assurances and certification statements that are listed below. Signatures on the application cover sheet indicate the applicant entity has read, understand, and agrees to the assurances and certifications herein.*

## **SPECIFIC PROGRAM ASSURANCES**

The following provisions are understood by the recipients of the grants should it be awarded:

1. The LEA will use its School Improvement Grant to implement fully and effectively an intervention in priority and focus school, which the LEA commits to serve consistent with the final requirements.
2. The LEA will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
3. The LEA will report to the MDE the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
4. The LEA will ensure that each priority and focus school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
5. The grant award is approved and is not assignable to a third party without specific approval. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Improvement and Innovation unit of the Michigan Department of Education.
6. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
7. Payments made under the provision of this grant are subject to audit by the grantor.
8. If the recipient implements a restart model in an eligible school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
9. The recipient must monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
10. The recipient must monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.

## **CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS**

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LL\*Disclosure Form to Report Lobbying\*, in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all sub awards at all tiers (including sub

grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS**

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. **OG-4929**

**ASSURANCE WITH P.L. 111-117 OF THE U.S. DEPARTMENT OF EDUCATION OMNIBUS APROPRIATION ACT OF 2010**

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

**ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT**

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Department of Education."

**CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS**

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

**CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C. 7905, 34 CFR PART 108.**

A State or sub grantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

**PARTICIPATION OF NONPUBLIC SCHOOLS**

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

**ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS**

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

**ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS**

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until

the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

**CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES**

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

**CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES**

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

**CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)**

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92` of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

**AUDIT REQUIREMENTS**

All grant recipients who spend \$500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers upon the request of the Michigan Department of Education.

**ASSURANCE AGAINST TRAFFICKING IN PERSONS**

The applicant assures that it adopts the requirements in the code of Federal Regulations at 2CFR 175 as a condition for this grant. You as a sub recipient under this award and your employees may not—

- I. Engage in severe forms of trafficking in persons during the period of time that the award is in effect,
- II. Procure a commercial sex act during the period of time that the award is in effect; or
- III. Use forced labor in the performance of the award or sub awards under the award,
- IV. Under this condition, the Federal awarding agency may terminate this grant without penalty for any violation of these prohibitions by the grantee, its employees or its sub recipients.

**ASSURANCE REGARDING THE PROHIBITION OF TEXT MESSAGING AND EMAILING WHILE DRIVING DURING OFFICIAL FEDERAL GRANT BUSINESS**

The applicant assures that it prohibits text messaging and emailing while driving during official grant business. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

**CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS**

The applicant or grant recipient certifies it will meet the requirement for supplying a Data Universal Numbering systems (DUNS) number. As a condition of a sub recipient of a federal grant award, you must supply a DUNS number to the MDE. No entity may receive a federal sub award without a DUNS number. The MDE will not make a sub award to an entity unless that entity has provided its DUNS number.

**ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS**

The Federal Funding Accountability and Transparency Act (FFATA) is designed to increase transparency and improve the public's access to Federal government information. To this end, FFATA requires that sub award data be reported for all new Federal grants funded at \$25,000 or more with an award date on or after October 1, 2010.

**IN ADDITION:**

This project/program will not supplant nor duplicate an existing School Improvement Plan. In the case of priority schools already implementing a state approve reform/redesign plan, the grant will be used to supplement, expand, or otherwise substantially increase the efforts and work of the selected reform model. Grant funds shall not be used for a reform model that has not been approved by the Michigan Department of Education.