

NEW HAVEN COMMUNITY
SCHOOL DISTRICT
LEA APPLICATION
Part I

GRANT SUMMARY

District Name: New Haven *Community Schools*

District Code: 50170

ISD Code: *50*

ISD/RESA Name: Macomb

FY 2010

School Improvement Grant – Section 1003(g)

District Proposal Abstract

For each of the models listed below, indicate the number of Schools within the District/LEA intends to implement one of the four models: attach the full listing using form below in Section A , Schools to be Served, and the criteria for selection as attachments to this grant.

- Close/Consolidate Model:** Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district.
- Transformation Model:** Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools.
- Turnaround Model:** Replace principal and at least 50% of the staff, adopt new governance, and implement a new or revised instructional model. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.
- Restart Model:** Close the school and restart it under the management of a charter school operator, a charter management organization (CMO) or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

From the list of eligible schools, an LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school. Detailed descriptions of the requirements for each intervention are in Attachment II.

Note: Do not complete information about Tier III at this time.

<u>SCHOOL NAME</u>	<u>NCES ID #</u>	<u>TIER I</u>	<u>TIER II</u>	<u>TIER III</u>	<u>INTERVENTION (TIER I AND II ONLY)</u>			
					<u>turnaround</u>	<u>restart</u>	<u>closure</u>	<u>transformation</u>
New Haven High School								X

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

NEW HAVEN HIGH SCHOOL

Improving Student Achievement and School Climate through a Transformational Model of Change

New Haven High School Vision Statement

We at New Haven High School envision both student and teacher commitment to content area mastery; an expanded and aligned curriculum that engages all students; a passionate, dedicated, knowledgeable, and flexible staff; strong, consistent, student/staff-centered leadership; school pride with outstanding student involvement; and a state-of-the-art facility and resources.

New Haven High School Mission Statement

At New Haven High School, the mission of parents, community, and staff is to provide the highest quality education for all students in a safe, supportive, challenging environment—a place where individuals can learn to be outstanding citizens who can succeed and contribute in an ever-changing world.

New Haven High School Belief Statements

- Our students are not just numbers, they are given individual attention.
- Our student body is close-knit, accepting, and compassionate.
- Our students learn best when they are actively engaged in the learning process.
- Our students learn best when they link new information with existing knowledge in meaningful ways.
- Our students learn best when our staff maintains high expectations for learning.
- Our staff must focus on a shared vision, goals, and actions to improve student performance.
- Our teachers, administrators, parents, and the community share the responsibility for helping students learn.

GOALS OF NEW HAVEN HIGH SCHOOL

- Increase pass rate of students in math, reading, science and social studies to meet or exceed the state's accreditation process earning scores of "A" on the report card's achievement section.
- Tighten the alignment among curriculum, instruction, and assessment by updating the curriculum to reflect current assessment practices and incorporate the national Common Core Standards. Incorporate research based strategies to teach the curriculum in a highly competent manner. Develop comprehensive formative and summative assessments to support data analysis on how well students are receiving the curriculum and instruction at the classroom level.
- Post lesson plans to Blackboard for each staff member. These lesson plans will be available to each student and parent.
- Decrease disciplinary issues from 449 suspensions a year by 15% the first year; 30% the second year; and 50% the third year.
- Decrease the incidents of absences from current levels (8% annually) to fewer than 5%.
- Increase teacher and student accountability for behavior and academic performance through Professional Learning Communities and Student Learning Communities.
- Increase staff and student awareness of vision, mission, beliefs, and goals to the degree necessary to promote success across all aspects of student achievement.
- Continue to have graduation rates that meet or exceed state objectives.
- Continue to have a dropout rate that meets state objectives.
- Increase highly effective leaders via new evaluation tool.
- Increase highly effective teachers via new evaluation tool.
- Implement effective strategies to align the culture of New Haven High School with academic achievement goals.
- Align culture with discipline plan.
- Add opportunities for students to receive remedial course work as needed.

Part I. B.

DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant. LEA's are encouraged to refer to their Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) to complete the following:

1. For each Tier I and Tier II school that the LEA commits to serve, the LEA must:

Describe the process the LEA has used to analyze the needs of our school.

Each year, the district provides the school an analysis of multiple measures of data, which is published in our Annual Report. In 2009-2010, five members of the administrative staff were trained in the MI-LIFE program, which gives administrators data mining skills and tools to measure and change school culture.

In 2007-2008 the entire high school staff was trained in the data mining program Data Director and two high school teachers undertook the training necessary to become Data Director coaches for the building. In November of 2009, these coaches assisted high school teachers in analyzing their own classroom data. During the 2010-2011 school year, MISD personnel will return to provide additional training to building teachers. The building School Improvement Team and building staff have met on multiple occasions over several years to analyze longitudinal data patterns in an attempt to uncover achievement gaps and to raise student achievement. We have shared this data with the Middle School in formal meetings as well. Plans for expansion in the area of data analysis are in place due to support from a recent "Regional Data Initiative" grant that the Macomb Intermediate School District received earlier this year. Additional training will take place in the 2010-2011 school year. Teams of teachers from each building have already registered for the training programs sponsored by the MISD.

Administration, the NHEA (Union), and major stakeholders annually conduct a comprehensive, internal, data-based evaluation of the district's performance and make changes based upon the results.

New Haven High School has developed a transformation plan that includes not only all of the required elements for the model but the many of the permissible activities as well. Teachers, administrators, and support staff have embraced school improvement and have a plan to provide an excellent education for the students they serve.

Our district curriculum is fully aligned, but with the adoption of the Common Core standards, we will be revisiting and reviewing our entire curriculum. We ensure that our teachers have access to the curriculum by posting our curricular materials on our district website.

The district has embraced the use of Data Director to access student achievement and demographic data. In addition to central office staff, representative teachers have been trained to use the program. Macomb ISD is part of a regional data initiative and we will be attending numerous professional development sessions to further develop our skills and broaden the range of users.

New Haven Community Schools has reviewed multiple data sources to determine the needs of New Haven High School in an effort to select the most appropriate interventions. Passing/failure rates; attendance; discipline; enrollment; EdYes! Report; and achievement on national (i.e. ACT and PLAN), state (i.e. MME), and local assessments (pre and post tests in core content areas) were reviewed, which revealed that New Haven High School students were being underserved and that the transformational change was necessary.

As required by federal law, we also track the results of subgroups. In Michigan, a subgroup is counted for Annual Yearly Progress (AYP) when thirty (30) or more students are in a group. New Haven High School has three subgroups: Socio-Economic Status (SES)(OEAA calls these students Economically Disadvantaged) White students and Gender (Male and Female). Special attention was paid to how subgroups within our school are performing on the MME in the following core content areas: Reading, Writing, and Mathematics.

READING

What is the performance, by proficiency levels, of our two subgroups?

The AYP target for 2010 is 71%. This AYP target increases in the 2010-2011 school year to 79% and again in the 2011-2012 school year to 86%.

The percentage of New Haven High School students scoring proficient on the MME in Reading for the Socio-Economic Status (SES) subgroup (OEAA calls this group Economically Disadvantaged) includes the following:

	Socio-Economic Status	Percent of Students Receiving Free/Reduced Lunch
2008	25%	40%
2009	15%	50%
2010	6%	54%

The percentage of New Haven High School students scoring proficient on the MME in Reading for the Gender subgroup includes the following:

	Male	Female
2008	44%	54%
2009	28%	44%
2010	48%	50%

Evidence of Need

- None of these subgroups hit the 2007-2008 (target of 61%), 2008-2009 (target of 61%), or 2009-2010 (target of 71%) scored proficient.
- An ACT Reading Pre-Test was administered to all 11th grade students on September 15, 2010. Results will be compared to post ACT Reading Test at end of semester.

WRITING

What is the performance, by proficiency levels, of our two subgroups?

The AYP target for 2010 is 71%. This AYP target increases in the 2010-2011 school year to 79% and again in the 2011-2012 school year to 86%.

The percentage of New Haven High School students scoring proficient on the MME in Writing for the Socio-Economic Status (SES) subgroup includes the following:

	Socio-Economic Status	Percent of Students Receiving Free/Reduced Lunch
2008	25%	40%
2009	15%	50%
2010	6%	54%

The percentage of New Haven High School students scoring proficient on the MME in Writing for the Gender subgroup includes the following:

	Male	Female
2008	17%	40%
2009	15%	27%
2010	17%	24%

Evidence of Need

- None of these subgroups hit the 2007-2008 (target of 61%), 2008-2009 (target of 61%), or 2009-2010 (target of 71%) scored proficient.

MATH

What is the performance, by proficiency levels, of our two subgroups?

The AYP target for 2010 is 55%. This AYP target increases in the 2010-2011 school year to 67% and again in the 2011-2012 school year to 78%.

The percentage of New Haven High School students scoring proficient on the MME in Math for the Socio-Economic Status (SES) subgroup includes the following:

	Socio- Economic Status	Percent of Students Receiving Free/Reduced Lunch
2008	25%	40%
2009	25%	50%
2010	4%	54%

The percentage of New Haven High School students scoring proficient on the MME in Math for the Gender subgroup includes the following:

	Male	Female
2008	30%	29%
2009	33%	22%
2010	18%	16%

Evidence of Need

- None of these subgroups hit the 2007-2008 (target of 55%), 2008-2009 (target of 55%), or 2009-2010 (target of 55%) scored proficient.
- An Algebra “Readiness” test developed by the MISD was used to establish baseline data for the Math department. This test was administered on September 9th and 10th, 2010, to all New Haven High School students enrolled in any Math class, which included Algebra I, Geometry, Algebra II, and Pre-Calculus (students entering after 9/10/2010 were not included in the data set). Data Director analysis revealed that 58% of the 256 students tested DO NOT have the necessary skills to function in Algebra.

Describe how the intervention was selected for our school.

On August 19, 2010, the new Superintendent, new High School Principal, Director of Curriculum-Special Education, Assistant High School Principal-Athletic Director, and two high school teachers attended the Persistently Lowest-Achieving Schools Conference in Lansing devoted to the newest group of Michigan schools who have fallen into the bottom five percent. At that time we were formally presented with the four intervention models and their requirements. On September 10, 2010, all the Macomb County schools in the bottom five percent met at the Macomb Intermediate School District (MISD) and were introduced to the process for completing our school improvement plan. Present at that meeting were the new Superintendent, new High School Principal, Director of Curriculum & Special Education, Assistant High School Principal-Athletic Director, two high school teachers, the school social worker, and the NHEA (teachers' union) President. As a group, in order to determine the most appropriate intervention model for our school, we sought to answer the question: "What improvement strategy will result in the most immediate and substantial improvement in learning and school success for the students now attending NHHS given the existing capacity in the school and the district?" We analyzed components of school performance, school capacity, district capacity, and community capacity. It was determined that the Transformation Model was our best fit. We then brought our findings to the high school staff on September 13, 2010, who concurred with our recommendation. The Board of Education has also signed off on this intervention model.

External Provider:

Macomb Intermediate School District
AdvancED.

Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to our Tier II school in order to implement, fully and effectively, the required activities of The Transformational Model.

Teachers, administrators, and support staff have embraced school improvement and have a plan to provide an excellent education for the students they serve. New Haven High School principal has been trained on walk around techniques and will work diligently to ensure that

research –based instructional practices are implemented with fidelity. During the 2010-2011 school year, the assistant principal will also receive the MI LIFE training that the other principals have received. The EdYes! Report, submitted in spring 2010, by the Building School Improvement Team (BSIT), indicates that New Haven High School is making good progress in working with the five school improvement strands: *Teaching for Learning, Leadership, Shared Leadership, Personnel and Professional Learning, School and Community Relations, and Data Management*. Even though the previous principal indicated that the High School was at *Implemented* or *Exemplary* on all indicators within each strand, there obviously is a great deal of work to be done.

Our district curriculum is aligned, but with the adoption of the Common Core Standards, we will be revisiting and reviewing our entire curriculum. In addition, Atlas Rubicon, a web-based curriculum management tool, will be introduced to the high school faculty this year and will be purchased for the fall of 2011-2012. Atlas Rubicon electrically incorporates curriculum mapping and pacing, tracks gaps and repetition in instruction, and leads to greater opportunities for teachers to collaborate. In the future we also plan to ensure that our teachers have access to the curriculum by posting our curricular materials to our new and vastly improved district website.

In 2007-2008 the entire high school staff was trained in the data mining program, Data Director, and two high school teachers undertook the training necessary to become Data Director coaches for the building. In November of 2009, these coaches assisted high school teachers in analyzing their own classroom data. During the 2010-2011 school year, MISD personnel will return to provide additional training to building teachers. The Building School Improvement Team and building staff have met on multiple occasions over several years to analyze longitudinal data patterns in an attempt to uncover achievement gaps and to raise student achievement. We have shared this data with the Middle School in formal meetings as well. Plans for expansion in the area of data analysis are in place due to support from a recent “Regional Data Initiative” grant that the Macomb Intermediate School District received earlier this year. Additional training will take place in the 2010-2011 school year. Teams of teachers from each building have already registered for the training programs sponsored by the MISD. Lastly, in 2009-2010 five members of the administrative staff were trained in the MI-LIFE

program, which gives administrators data mining skills and tools to measure and change school culture.

Currently we are in the process of assessment of all 9th, 10th and 11th graders to properly place these students in the correct tiers in the areas of Math and Reading. It is our intention to immediately start our Plan even prior to the date assigned for our implementation to begin. This process must also begin at the Middle School level this year since the research shows that the level this year since research shows that the level of academic achievement that students attain by eighth grade has a larger impact on their college and career readiness by the time they graduate from high school than anything that happens academically in high school. We must focus on getting more students on target as they exit Middle School so that they are prepared to maximize the benefits of high school (*The Forgotten Middle: Ensuring that All Students Are on Target for College and Career Readiness before High School*, ACT, 2008).

In addition to the focus of academic interventions and data analysis, New Haven High School will begin to improve our positive behavior support program, analyzing behavior and attendance data as it too relates to improved student achievement.

Timeline: Planning begins Fall 2010, Start of Implementation during spring semester of 2011. Full Implementation in Fall of 2011

- 2. If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school.**

NOT APPLICABLE

- 3. For each Tier I and II school in this application, the LEA must describe actions taken, or those that will be taken, to:**

Design and implement interventions consistent with the final requirements:

- a) **Replace the principal:**

In August of 2010, Dr. Carl Wagner was hired as principal of New Haven High School... His official hire date was August 30, 2010.

b) **Develop and increase teacher and leader effectiveness:**

In order to support staff collaboration team building, and cultural shifting, we, in conjunction with the Macomb Intermediate School District (external provider), are including the work of Bob Garmston and Bruce Wellman from **The Adaptive Schools**. Training and implementation of this model will be critical for building the capacity of our school to focus and implement our School Improvement Plan. Carolyn McKanders, from the Adaptive Schools Institute, will work with select staff on the following dates:

- October 26-27, 2010
- January 19-20, 2011

The **Adaptive Schools** model is about developing strong schools in which collaborative faculties are capable of meeting the challenges of today and the uncertain challenges of tomorrow. Schools are making remarkable gains in improving student achievement, increasing attendance, attaining higher post-school accomplishments, and developing satisfying relationships with communities.

Adaptive Schools is just one initiative that will continue to develop teacher and leader effectiveness. With our Provider AdvancED, we will be digging deeper into what cultural attitudes and problems have been systemic to our students and staff succeeding as we would like to have them succeed. Administration and others will continue to enroll in the MISD's Teacher Leader Program, designed to strengthen shared leadership and develop the leadership skills of teachers in order to address student achievement, effective instruction, and school improvement endeavors. Some of the other planned professional development initiatives to increase teacher and leader effectiveness include:

- Advanced Data Director workshops
- Response to Intervention workshops
- Universal Design for Learning workshops for those not yet trained
- A Comprehensive Approach to Co-Teaching (Marilyn Friend)
- Lenses on Learning: A Focus on Mathematics and School Leadership
- Implementation of Common Core Standards

- Lesson Study with PLC's
- Coaching (job-embedded)

New Haven's administrative team knows that to serve as effective instructional leaders, they should conduct regular class room observations. Observation tools, and protocols are needed to help them focus their observations on effective instructional strategies, critical thinking use of technology, evidence of learning, and other factors that research shows have an impact on student learning. Training and tools that focus on the work of educational leaders such as Robert Marzano and Doug Reeves are planned to be implemented during the 2010-2011 school year as we prepare to implement this Plan.

Part of our Plan is to be sure that implementation of the good Professional Development that has been taught in the past few years is occurring. Some of these are:

- Professional Learning Communities (PLC's) (2010- 2011 is Yr. 1)
- Basic Data Director
- E-MATH Units: Algebra, Geometry, Algebra II
- Hi-Class Training
- Reader's Apprenticeship (RA) Training
- Strategic Writing Instruction For Teachers (SWIFT)
- Strategic Literacy Instruction (SLI)
- Universal Design for Learning (UDL)
- Carnegie Math Curriculum (grant based)
- e2020 training for Credit Recovery
- Instructional Literacy Coach for teachers
- Paraprofessional Support: Math, Science, and Auto Technology for Special Education students
- Corrective Reading (Yr. 1)
- Guided Academics course—2 yr courses for Algebra I and Algebra II
- Student Learning Communities Mentoring Program (SLC's) (Yr. 1)
- Family Advocacy System counselors located next door to the High School

- Mental Health model to support academic learning
- School Court (Yr. 1)
- After School Tutoring
- Teacher/Student Mentoring Program
- Close and Critical Reading (CCR)
- Adaptive Schools Training (2010-2011 – 4 days of training for five staff members)
- Student Achievement Seminar Network Series – (2010-2011 – 3 days of training for five staff members).
- Positive Behavior Support

Timeline: Adaptive Schools Workshops: October 26-27, 2010 and January 19-20, 2011.
(Principal has been trained on observation tools)

c) Student Data is Included as a Significant factor in Evaluation

A major factor in student learning is the effectiveness of the classroom teacher. For students to achieve at high levels, they need excellent teachers. Research by the Public Education Foundation defines excellence in teaching by researching the skills and capacities of highly effective teachers (<http://www.ccpef.org>). In a study funded by the Lyndhurst Foundation in 2001, Public Education Foundation identified a core group of ninety-two highly effective schools from forty-two elementary and middle schools whose students made exceptional, measurable progress over several years. The teaching practices and professional and personal characteristics of forty-nine studied determined what effective teachers do to promote learning in reading and mathematics. The study identified the following teacher traits: demonstrated high expectations for student learning; provided clear and focused instruction, monitored student learning progress; provided alternative strategies in re-teaching when children didn't learn; provided incentives and intrinsic rewards to promote learning (specific feedback); demonstrated highly efficient and consistent practices in their classroom routines; expected high standards for classroom behavior; and demonstrated excellent personal interactions with their students.

In order to provide teachers with appropriate evaluation and feedback on their classroom effectiveness as it directly relates to student achievement and progress, we are proposing the development of a process that will lead to a three tiered system of support for teachers similar to the multi-tier support model used for students. This process will be researched and developed in collaboration with the Macomb Intermediate School District (MISD) (external provider), the New Haven Education Association, and the New Haven Community Schools District.

Timeline: Beginning in September of 2010, the district, LEA and the MISD will research and collaboratively develop an evaluation tool that supports the SIG requirements and legislation.

d) Remove Leaders and Staff Who have Not increased Student Achievement

As a district, New Haven Community Schools will continue to work with leaders and staff members through the established teacher and administrative evaluation process to address staff members who are not working to improve student achievement. In accordance with the recently passed legislation, MCL 380.1249 (Performance Evaluation System) language to address the linkage of teacher evaluation to student growth must be part of the agreed upon language in a new contract. The law states that performance evaluation needs to establish clear approaches to measuring student growth and provide teachers and administrators with relevant data on that growth. In addition, the system evaluates job performance, using multiple rating categories that take into account data on student growth, as a significant factor.

The Michigan Department of Education mandates districts that accept School Improvement Grant (SIG) funding must ensure the school is not required to accept a teacher without consent of the teacher and of the principal, regardless of seniority. New Haven Community Schools and the New Haven Board of Education are ready to met that mandate,

Timeline: Beginning in October of 2010, the district, the teacher's union and the MISD researched and collaboratively developed an evaluation tool that supports the SIG requirement and legislation. (See Appendix A)

e) High-quality, Job Embedded Professional Development

Literacy and Mathematics consultants from our external provider, Macomb Intermediate School District, along with full-time math and reading consultants will form a team to support teachers and administrators to develop skills for planned instruction. This instruction will be based upon screening and assessment of students, to implement interventions for off schedule learners, and to create classrooms where students are actively engaged in their learning. In addition with AdvancED, our other provider, we will work to hire a Transformational Leadership Coach, and to continue data-gathering from a triangulation approach. This approach will include a diagnostic needs assessment using AdvancED's seven standards for quality schools. This will include a suite of electronic school improvement tools currently available to all schools on the AdvancED website. AdvancED will also provide diagnostic assessments in addition to what we feel we need immediately. The third approach will be Focus Groups to allow for conversations for improvement.

Through AdvancED leadership training and program evaluation, it is our desire to create sustainability by using AdvancED 's resources and internationally trained staff, leadership training for staff members and the sustainability of school reform and effective shared leadership with an intense focus on the "instructional core" and on building school-level capacity through instructional Coach training. In order to secure success beyond the three year project , the staff Design Team and school leadership will develop the school's long range sustainability plan which will be more comprehensive than, yet linked to, the school improvement plan by outlining both student achievement and organizational effectiveness goals.

AdvancED will work closely to coordinate the Transformational continuous improvement process providing oversight and support in the areas of leadership, continuous improvement, and building organizational capacity to preserve the authenticity and fidelity of the project.

Timeline: AdvancED will start as soon as possible in the spring of 2011 to do the demographic studies they feel are necessary . Training for staff will start in August of 2011.

f) Use Data to identify and implement instructional program

During the 2009-1010 school year, New Haven High School, the School Improvement Team felt that they were not getting enough information out their data. While the data was there, knowledge of how to dig deeper was slim. Therefore, the Plan Test was given to both 9th grade students and to 10th grade students. This was a big turning point for the staff when they begin to chart the results of that testing. (See pages 71-81) Training in data inquiry, the development of common assessments, and the use of progress monitoring tools will be important data components included in this Transformational Plan.

In addition to using summative assessments such as MME, ACT, PLAN, ELPA, and EXPLORE to conduct item analysis to serve as a baseline, all students in grades 9, 10, 11, will be tested, in the fall of 2010, on the Gates-MacGinitie Reading Test as well as a comprehensive Math baseline test developed by the MISD. Teachers will have a clear picture of just what their students know and will have to learn. This experience will help teachers make real time program and instructional decisions as well as engage our staff in systematic continuous improvement in the quality of educational experiences of the students and to subject themselves to the discipline of measuring their success by the metric of students' academic performance as emphasized in the research practices of Richard F. Elmore.

In addition to using summative assessments listed above, staff needs to also learn to develop common assessment in core areas using the data to form instruction. All staff members will be involved in this practice as they participate in the on going curriculum development and alignment process. The use of progress monitoring tools and the interpretation of the accompanying data will be a major focus area during the upcoming school year. Progress monitoring will be the foundation of our multi-tier interventions in reading and mathematics. At the end of the school year 2010-2011, universal screening will again be used in a post test of reading and mathematics to continue to see just what improvement has been made and what steps we need to take to continue to offer tiered interventions to our students.

Timeline: On going

g) Implement financial incentives or career growth or flexible work conditions

As we implement more time into our schedule, which will be added on to the end of the day schedule, teachers may have the opportunity to allow for flexibility in student instructional hours. In addition, teacher participation in the Adaptive Schools training and teacher leader programs will provide opportunities for career growth. Many teachers can participate in professional development opportunities through our external provider throughout the year and during the summer months. Stipends are paid to participating teachers for many of these learning experiences.

Timeline: Spring semester, 2011

h) Provide increase learning time.

Students will have the opportunity to receive additional academic support from a certified teacher in reading, writing, or mathematics. In addition, students will have the opportunity to enroll in our summer academic program and after school credit recovery program. Beginning in the summer of 2011, 8th graders who are coming to the high school in the fall as 9th graders will be invited to participate in a summer literacy boot camp for 5 days for a total of 30 hours of intense, small group literacy instruction. Achievement data from these students enrolled in a support program will be reviewed by teachers, coaches and administrators.

Timeline: Sept 2011

i) Provide ongoing mechanisms for family and community engagement

New Haven High School provides a variety of services and opportunities to engage families and the community. Beyond Parent-Teacher Conferences twice a year, a Freshman Orientation is held each Aug in the week prior to school starting. With the use of Powerschool, parents can access students' attendance and grades immediately each and every hour. The counselor provides support to students to apply for financial aid and writing resumes and college applications and dual enrollment as well as student access to AP classes. The WIA, Workforce Investment Act, program which is sponsored by Michigan Works assists students with tutoring,

with job placement, and many other things for students with high financial needs. New Haven High School has someone full time to represent this program. Student visits to local college campuses, hosting career fairs will be expanded. Next door to the high school is a medical clinic and an office for Macomb Community Mental Health and Community Services. New Haven High School has utilized their services many times to help students and their families. The social worker is the direct link to these services.

Timeline: Ongoing

j) Give the School Sufficient Operational Flexibility

The New Haven High School staff has been empowered to make decisions that are based on student achievement data. For example, the School Improvement Team, in collaboration with the high school staff, has designed a plan for improving achievement that will guide our practices through 2013. In addition, the high school staff will develop a process to ensure ongoing communication between all staff members and administration and parents during the term of the SIG and following the conclusion of the grant. Teacher representatives from the high school also served on the interview committee for the new principal.

Timeline: September 2010

k) Ensure the School Receives Ongoing Intensive TA From Providers

New Haven High School will continue to receive technical assistance from the Macomb Intermediate School District (MISD) who is an external provider for the SIG. The high school staff has developed a relationship with the MISD consultants and relies on their expertise to be an integral member of the transformation team. The district will also continue their support by providing administrative guidance and the pledge to utilize general fund dollars along with other grants to support the transformation strategies and interventions. In addition, AdvancED, the second provider, will receive the same support from the administration and the district.

Timeline: MISD – Sept 2010

AdvancED –Late Spring and Summer of 2011

Item 4

Include a timeline delineating the steps to be taken to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application

June, 2010

- End of the month of June, High School Principal resigns to seek other position. Posting for a new High School principal is released.

July, 2010

- High School Leadership team established.
- Team attends meeting in Lansing with MDE regarding the components of the SIG and its requirements.

August 2010

- Dr. Carl Wagner was appointed by the New Haven Community School Board of Education as the new Principal for New Haven High School. Emphasis placed on his experience working with high schools that are at-risk.
- August 19 - A team consisting of Superintendent, HS Principal, Director of Curriculum, and two teachers attended a mandated meeting in Lansing
- Professional Development at the MISD for Data Director
- August 31 - Professional Development training for Professional Learning Communities by Dr. Richard Repicky, recently retired superintendent of Fraiser
- Publicity/Marketing: neighborhood walk to promote New Haven Community Schools resulted in an increase of 83 students for the District.
- Superintendent informed Board about the transformational model and the restructuring plan/grant that we are required to write and submit.

September 2010

- Tested Whole school on math skills on MISD Diagnostic Math test.
- ACT Analysis by content area.

- September 10 –Plan meeting at MISD with representatives from administration and teaching staff
- Weekly (and sometimes daily) meetings are scheduled with administration and HS Leadership team to develop School Improvement Plan and School Improvement Grant to support the plan.
- Professional development to identify weaknesses in ACT/MME/EXPLORE/PLAN testing at the MISD.
- September 15th -Submitted Application to use Transformational model for the High School under the Restructuring Plan
- Special Letter about the transformation model written by Principal and Superintendent and sent home to parents.
- September 13th, 14th, 15th – Two special education teachers were trained in Corrective Reading at MISD over two days.
- Discussion with Dr. Repicky about him being the PLC coach for the high school
- Meeting with New Haven School district and 42 -2 District Court under Judge Hackel and other community members
- September 15th - Close and Critical Reading Pre-test
- September 21 – Meeting to start Close and Critical reading in grades 9, 10, 11.
- Discussion with Dr. Richard Repicky about him being our PLC coach this year and next year.
- September 29th started Gates-McGinitie Reading Test on all 9th, 10th, and 11th grade students.
- Two days a week after school E2020 class starts for students who did not complete courses over the summer. After school tutoring five days a week started.
- Assign Director of Curriculum the responsibility of Transformation Model Supervisor
- Assign Fiduciary agent for responsibility of Transformation Model bookkeeping.
- Assign staff for after school academic support – tutoring for school year and E2020

October, 2010

- Weekly (and sometimes daily) meetings are scheduled with administration and HS Leadership team to develop School Improvement Plan and School Improvement Grant to support the plan.
- October 19 - Submit draft of SIG to the Michigan Department of Education for review.
- October 26 & 27 – Five staff members and Principal – MISD Adaptive Schools workshop 8:30 am to 3:30 pm
- October 26 – Five staff members and Principal – MISD Student Achievement Seminar – 4:00 pm – 6:00 pm
- Continue Close and Critical Reading lessons using Data Director to see if progress is occurring.
- Second meeting on development of Teen Court
- Order EXPLORE and PLAN Tests for 8th and 9th grades
- Plan Power Tuesday for March
- Mentor Schedule done for organization of Small Learning Communities by Mentor Teachers
- October 11th – Presentation of Ford PAS at staff meeting
- High School Principal and Director of Curriculum present to Board of Education the draft of the proposed Plan for Restructuring the High School.

November, 2010

- November 2nd PD with L'Anse Creuse on Student MY Voice Surveys from Quest
- November 2nd PD for Math teachers at MISD
- November 11th Presentation for Board acceptance the final Plan for Restructuring and any policy changes for the Plan
- November 15th – quarterly assessments aligned with Curriculum Content Expectations
- November 19th – Submit final copy of SID to Michigan Department of Education for review.

- Continue Close and Critical Reading lessons using Data Director to see if progress is occurring.
- Start implementation of Professional Learning Communities with Dr. Repicky

December, 2010

- 18th – Dead line for state to indicate acceptance of PLAN
- Schedule Data Director day of on site training from MISD
- Continue PLC implementation with Dr. Repicky twice a week meetings after school.

January, 2011

- January 21 & 22 -Five staff members and Principal – MISD 8:30 am to 3:30 pm
- Power Tuesday Assembly
- Begin implementation for work Keys Lab with Work Train materials.
- Begin implementation of School Court modal after National Teen Court
- Corrections to PLAN are due (if State indicated this is necessary)
- Implementation of Workkeys Lab into curriculum
- Faculty trained on Choice Theory for Motivational psychology and Quality Schools
- Start plans for Challenge Day in late August
- Continue PLC meetings twice a week after school.
- End of semester data due to principal and School Improvement Team

February, 2011

- February 2 – Five staff members and Principal – MISD Adaptive Schools workshop
- Start preparation for Challenge Day and Freshman Welcome for Late Aug – early Sept 2011.
- Training of students for student led conferences
- Purchase Aims Web
- Schedule training on Aims Web for Tech Media specialist and other staff members
- Post test of Close and Critical for Juniors
- Arrange for teacher training for F.A.S.T. and Reading 180
- Continue PLC meetings twice a week.

March, 2011

- March 1 – Power Tuesday for grades 9,10,and 11

- Faculty trained on Choice Theory for motivational Psychology and Quality Schools Model
- Plan how to implement Atlas Rubicon by Fall 2011, download current mapped curriculum
- ACT and MME testing; PLAN test for 9th graders; Decommissioned ACT for 10th graders
- Arrange for AdvancED to start surveys in order to have all done for summer PD
- Continue PLC meetings twice a week after school.

April, 2011

- April 18 – Five staff members and Principal – Student Achievement Seminar
- Close and Critical Reading Post testing of 9th and 10th grade
- Renew site licenses for E2020 for summer school.
- Start plans with Link Crew for freshman welcome in fall.
- Continue PLC meeting twice a week after school.

May, 2011

- Content specific Close and Critical Readings until the end of the school year
- Post test of Gates-McGinitie Reading and MISD Math test will be done. Any changes in students schedules will be based on these tests results.
- 2010-2011 8th grade will also be tested on Gates-McGinitie Reading and on the MISD Math test for scheduling purposes.
- Working with AdvancED and Transformational Coach to plan summer PD
- EXPLORE test for 8th graders
- Contract with Literacy coach
- Contract with Math coach
- Contract with Dr. Repicky for PLC coach for next school year
- Post for Graduation coach for fall
- Contract with Atlas Rubicon and FORD PAC
- Schedule F.A.,S.T. training for special ed staff member over the summer
- Assign reading teacher to high school or post for new position.
- Continue PLC meeting twice a week after school.

- End of year data due to principal
- Continue PLC meetings twice a week after school.

June, 2011

- Two days of PD after school year ends, on FORD PAC
- Two days of PD - Atlas Rubicon
- Prepare order licenses or software for electronic portfolios
- Analysis data from PLAN and EXPLORE testing
- Download mapped curriculum to Atlas Rubicon
- Contracting with Literacy Coach and Mathematics Coach and PLC coach
- Continue social worker as link for family resources.

July, 2011

- Submit orders for all materials and software for fall as per SIG Plan
- Create PLC schedule for next school year
- Analysis data from MME and ACT testing last March
- Post positions of Graduation Coach, Data Analyst.

August, 2011

- Four days of PD with AdvancED and entire high school staff and administration
- Two days of PD with Aims Web for tech/media specialist
- Hiring of Graduation Coach
- Schedule Design team (School Improvement Team members) with AvancEd for planning purposes
- Work with Tech. Media specialist/ and Director of Technology to get everything up and running for Sept opening.
- Finalize Challenge Day and hold it
- Purchase library/media center materials
- Start planning Literacy Camp for this year's 8th grade to attend prior to entering 9th grade in fall of 2012.
- Enroll Principal in training for MI Life.
- Schedule PBI training and order materials

September, 2011

- After school tutoring 5 days a week starts
- Aims Web testing is done on all new 9th, 10th, and 11th grade students.
- Students attend classes as per post test determination done in May in Reading and Math.
- Students are tiered for reading and math and placed in appropriate classes
- Teacher training on Navigators and TInspire will be scheduled.
- Implement Portfolio software
- Implement Carnegie Bridges to Algebra and Cognitive Tutor
- Continue PLC meetings twice a week after school with Dr. Repicky

October, 2011

- Meet with stakeholders to establish policies and procedures for School Teen Court
- Order EXPLORE, PLAN, Decommissioned ACT for spring
- Continue PLC meetings twice a week after school with Dr. Repicky

November, 2011

- Continue PLC meetings twice a week after school with Dr. Repicky

December, 2011

- Continue PLC meetings twice a week after school with Dr. Repicky

January, 2012

- Continue PLC meetings twice a week after school with Dr. Repicky

TRANSFORMATIONAL MODEL

The Annual Report and ACT/MME scores and the PLAN scores for the past four years are included in this grant providing evidence of the identified reading, writing, mathematics, science and social studies deficiencies for our students. The areas requiring improvement have been identified and some initial interventions have been put in place in the 2009-2010 year. Directly following the data is the new goals for School Improvement Plan for each content area. (See Section III.) Based on the data and the activities we have identified for our school improvement plan, we have planned a number of additional interventions to transform New Haven High School addressing what and how we have our students learn.

New Haven High School has developed a transformation plan that includes not only all of the required elements for the model but some of permissible activities as well. Teachers, administrators, and support staff have embraced school improvement and have a plan to provide an excellent education for the students they serve.

Our district curriculum is fully aligned but with the adoption of the Common Core Standards, we will be revisiting and reviewing our entire curriculum. We ensure that our teachers will have access to the curriculum by posting our curriculum materials on our district website.

The district has embraced the use of Data Director to assess student achievement and demographic data. In addition to administration, representative teachers have been trained to use the program. Macomb ISD is part of a regional data initiative. Plans for expansion are in place due to support from a recent “Regional Data Initiative” grant that the Macomb Intermediate School District (MISD) received earlier this school year. Additional training will take place during the 2010-11 school year. Teams of ISD instructors will be visiting all district buildings.

The stakeholders on the New Haven High School Improvement Transformation Team have used the United States Department of Education list identifying required activities for the transformational model. Listed below is an overview of the required parts of the transformation model and the New Haven High School proposed activities and interventions for meeting these requirements:

- (1) Develop and increase teacher and leader effectiveness:** Educational research after the Coleman Report of 1966 has established that the teacher is the most effective influence on student achievement even in cases of severe disparity of socio-economic parameters. Teachers matter. For this reason, the New Haven High School leadership and professional educators are investing time and mindful engagement in systemically progressing toward having every teacher implementing collegially developed strategies designed to support increased student achievement for all students in all subject areas. Modeled on Dufour Professional Learning Communities framework for peer coaching and collaboration and data-driven monitoring and adjustment, the New Haven teachers have already been engaged over the past year in numerous professional development opportunities including regular meetings with teacher coaches, Barry Chute and Martin Zimmerman, from the Macomb Intermediate School District. These coaches have trained the teachers on Close and Critical Reading, use of student portfolios to collect evidence

of learning, and classroom visits followed by professional discussions of effective interventions and teaching strategies. Dr. Richard Repicky, a retired principal and superintendent in our county, has begun working with our teachers on establishing effective Professional Learning Communities to build embedded professional development into a scheduled time for teachers to collaborate to adapt to the most effective strategies that have proven to work in research literature as well as to work for New Haven students as illustrated by the collection and analysis of data for continuous improvement in student achievement. Since several of our teachers may be the only one teaching a particular course, we have through our articulated agreement with L'Anse Creuse Public Schools for shared services the ability to link such a staff member with a staff member from L'Anse Creuse North high School in order for genuine collaboration.

(i) Required Activities:

(A) Replace the principal who led the school prior to commencement of the transformation model: In July of 2010 the new superintendent, Dr. Keith Wunderlich, replaced the previous Superintendent, who retired, and posted a position for a High School Principal to replace the Principal who served prior to this date. The posting advertised specifically for an experienced administrator who had a proven record for change that resulted in improved student achievement. Dr. Carl Wagner was hired based on his forty years of experience in education and a record of leading another Michigan school district to reaching Annual Yearly Progress for the first time. Our new Principal has collaborated with our new Superintendent, the School Board, the Director of Curriculum, and the Building School Improvement Team to implement the changes essential to transforming New Haven High School into a “Culture of Learning.” He is leading the team in working with the help of experienced School Improvement Coaches contracted in 2009-2010 to train teachers, visiting classrooms daily with “walk-throughs,” and debriefing instructors on “instructional strategies that work.” His team is collaborating weekly to build Professional Learning Communities, align teacher practices with research-based strategies that are proven to be effective, doing daily visits to classrooms, reading and assessing and providing feedback on lesson plans posted online for students and parents to read,

encouraging student ownership for learning with the implementation of an electronic portfolio and building a support system within the community to facilitate improved school-to-parent communication relevant to student achievement and mastery learning. He has built support with his staff to ensure that a clear focus on student achievement is established and that continuous improvement is based on regular analysis of assessment data to inform teaching practices.

(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals: The new principal and his Building School Improvement Team have lead the review of the teacher evaluation system to be proposed for approval by the LEA Board and Teachers union. The goal is to reach agreement on a revised system that connects teacher performance assessment with student achievement through the professional support for teachers to implement best strategies based on valid and reliable research studies. The New Haven High School principal's team, school board, and teachers' association has already begun to plan on instituting comprehensive, transformational instructional reform including providing expanded learning time for all students in all subject areas not just for specifically identified underachievers. (See Appendix B)

(1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates

The New Haven teachers' association and the New Haven High School staff and leaders have been attending sessions hosted by the Macomb Intermediate School District curriculum and instruction consultants to begin the process of revising the teacher and principal evaluation tool to be inclusive of student achievement data and evidence of authentic learning progress for students for each teacher and administrator. Each student will be assigned to a Teacher Mentor (20 students to one teacher) who will mentor these students in Small Learning Communities (SLC's) of cohorts that are comprised of five students per cohort. The teachers will stay with their mentees for all four

years of high school looping back to a freshman class once their mentees have successfully graduated. Each student will meet with his or her mentor to learn how to build an electronic portfolio of evidence for achievement to be documented and shared with parents annually. The goal is to support students at a personal level, engage parents/community leaders of the cohort to support all five of the students, and create an ownership of the responsibility for learning in every student. In addition to using testing data to assess teacher/leader effectiveness, the evaluation tool will also include the authentic learning evidence collected by students and aligned to National and State and Local standards with these web portfolios. See Appendix A – Articulated Agreement between the Macomb Intermediate School District, MEA-NEA/Local 1, and Macomb County School Districts.

(2) Evaluations are designed and developed with teacher and principal involvement.

The New Haven Education Association and the Board of Education and administrators will implement in its collective bargaining agreement with classroom teachers a method for recognizing and rewarding effective teaching that includes job performance as a significant factor in determining compensation, and also implement a rigorous and transparent and fair evaluation system to evaluate the professional growth and achievement results of student growth for every instructor and administrator. The collective bargaining agreement will be amended to provide every classroom teacher with at least one evaluation each school year utilizing the approved and agreed upon evaluation instrument. The evaluation will focus on teacher preparation and planning, classroom learning environment, instructional strategies, professional development, PLC collaboration, and in part on assessment data and authentic evidence of student growth as well as time spent improving the school as advisors of students and mentors.

The New Haven Community School District has implemented a professional development process embedded into the planning and monitoring of lesson designs and student achievement with Marzano’s strategies.

Teachers are continuing into a second year working with MISD consultants and coaches who have shared Marzano's *Teaching Strategies that Work* along with structures for writing lesson plans, feedback on observations, and self reflection by both teachers and students on their mastering the Tools for Learning. The new Superintendent has organized a book reading series for the New Haven administrators to engage the leaders in a close analysis and discussion of Marzano's work. The white paper published by Dr. Marzano *Creating an Aligned System: To Develop Great Teachers with the Federal Race to the Top Initiative* has been shared with the High School Improvement Team to guide the process for creating our Teacher Evaluation tool.

New Haven High School values the work of the objective, outside teacher coaches, the peer review and the use of Professional Learning Communities that is beginning to produce some results in student achievement. For this reason, the plan will be to continue to build on the use of research-based strategies, student learning portfolios, and evidence-driven decisions of Professional Learning Communities over the next three years making adjustments that become necessary from the study of our data on student learning and achievement for all of our students.

(C.1) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and

The current contract between the teachers union and the Board of Education is under negotiations. The teachers union has indicated their desire to work cooperatively with the district in order to meet the qualifications of this grant. A signed letter is included in this application.

Refer to Appendix B – Letter of Agreement between the Board of Education and the New Haven Education Association.

(C.2) Identify and remove leaders, teachers, and other staff that have not increased achievement:

In August 2010, New Haven hired a new High School Principal and moved or replaced two high school teachers. The district is prepared to move or replace teachers or administrators who cannot demonstrate progress in student achievement. The major focus will be on working intensively with classroom visits, feedback on weekly lesson plans, Professional Learning Communities and embedded professional development for continuous improvement as well as quarterly assessments for students. Teachers will also be graded quarterly in where they are in the curriculum and if their students are truly learning and improving. The implementation of a minimum of at least once every year evaluations will support the documentation, both supporting and recognizing and rewarding teachers for student growth as well as providing documentation to make decisions to move or remove teachers or leaders who do not show continuous improvement in terms of student learning. Because New Haven Community intends to accept the SIG funding, teacher transfers to New Haven High School will not be made without the consent of the teacher and the principal, regardless of seniority. (See Appendix D)

(D) Provide staff on-going, high-quality, job-embedded staff development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

New Haven Community Schools District has provided numerous opportunities for training to all teachers in areas relevant to their teaching responsibilities. In the 2009-2010 school year, this involved a very effective use of coaching. Mr. Barry Chute and Mr. Martin Zimmerman were contracted to come to New Haven High School to work with teachers both in core subjects as well as support subjects to establish strategies based on Marzano’s *Classroom Instruction that Works*, driven by data from pre and post testing using EXPLORE and PLAN prior to the ACT. The training on Corrective Reading and Close and Critical Reading led to the goal for 2010-2011 to focus on “Reading, Writing, and

Thinking.” These three words have become the mantra of teachers and leaders and students. Every student has a portfolio in which he or she carries graphic charts to illustrate growth in mastering the National Common Core standards for reading, writing, thinking, and mathematics. Teacher coaches who are not involved in contractual teacher evaluations per se visit every classroom many times during the semester. They follow up with a one-on-one ‘debriefing’ session to discuss with the teacher how the strategies of Marzano were implemented or should be implemented better.

In 2010-2011, the new principal has begun and will continue to make daily visits to classrooms in addition to the formal observations for an evaluation. These visits will be designed to support the implementation of reasoned, planned, purposeful, mindful implementation of effective teaching strategies that produce measurable learning results.

Teachers’ weekly lessons are posted publicly and are reviewed by the principal and feedback is provided to the teacher with suggestions or recognition of effective planning. Every teacher is required to indicate what the student will learn, how it will be taught (strategies) and how it will be assessed. It will be up to the principal to see that this is done.

A representative committee of stakeholders will research the literature on “Failure Is Not an Option” as a grading system. The intention is to build support to move to a system of “A, B, C, or do over.” This can be supported by two interventions if School Improvement Grant funds are available:

- 1.) Provide an extended day, an extended week, and an extended year for students who have not mastered their lessons. This would provide enrichment opportunities for students who are making the grade and tutorial support for students who need to learn “in a different way”. The use of the extended time will be guided by the students’ electronic portfolio and will collect evidence of mastery learning and to prepare a presentation to showcase the student’s work. (Based on the Research of Dr. Helen Bartlett).
- 2.) Linking learning objectives of College Readiness Standards to learning experiences within the Small Learning Communities supported by parent

involvement, Adult Community Mentors, a Teacher Mentor, and a Graduation Coach, each cohort of five students will be required to prepare evidence such as video clips, projects, papers, assessments, certification verifying mastery to place in their Student Electronic Portfolios. Students will not have an option of failing a course. Grades for courses will be reflective of learning which is reflective of College Readiness Standards. Student portfolios will be designed to show with authentic learning experiences in a relevant, rigorous documentation of learning “out in the world” and in the community of New Haven that they have mastered the National Common Core Standards.

The major emphasis will be on developing “ownership” in our students for their mastery learning of Common Core Standards as the development of the tools for learning necessary in a changing world. Every student will need to produce data and evidence to prove that he or she is learning and able to apply these tools to demonstrate the necessary age appropriate skills.

The students’ electronic portfolio which will be used in a presentation to parents of his or her cohort Small Learning Community will use data and evidence such as the following to support the premise that the student is learning what he or she will be held accountable for and teachers will teach these forms of evidence to guide student in developing such evidence with rigor, relevance, and grounded in relationships:

- Students are taught how to read and interpret the state, district, school, class, and individual assessments to learn how to plan for continuous improvement
- Teachers will show students how to align their own relevant projects to meet the need to prove mastery of the Common Core Standards
- Teachers will guide students in various interventions and strategies that can determine how well the student has mastered the objectives and standards using checking for understanding, formative assessments, quarterly assessments, power quizzers and so on.
- All summative assessments will be rigorously secured and closely proctored for valid and reliable results that can meaningfully guide learning.

- Teachers will prepare rubrics for assessment. Teachers will be trained for inter-reader reliability for common rubrics to assess mastery for writing skills.
- Teachers will determine progress and provide meaningful and timely feedback to students on evidence of their learning to mastery. Teachers will also provide feedback based on the rubric and objectives to guide students to know what changes may be necessary to gain continuous growth and improvement.
- Professional Learning Communities will collaborate to identify strategies that help students reach their own learning goals and to build evidence to show how their learning is relevant to the world outside of school.
- New Haven School Improvement Team will use surveys and focus groups to collect evidence of learner satisfaction.
- The school social worker and graduation coach and counselor will collaborate in a team approach to providing evidence that students can include in their portfolio to show improvement in developing the responsibility, maturity, and self discipline essential to the National Career Readiness measures of Career Dispositions. Students will be directed to collect proof that they are developing work habits appropriate to their career goals and college plans as a major component of their electronic portfolios.

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

Using the same psychology of “needs satisfaction” that will become the base of the change in the learning culture at New Haven High School, the development of intrinsic rewards for teachers is even more powerful than external or financial incentives.

The reputation and career mapping for all teachers is powerfully impacted by their ability to prove with evidence that they were actively engaged participants in helping a school move from an underachieving status to meeting adequate yearly progress for all students.

New Haven Community Schools is not a “school of choice” district. It is surrounded by districts that are and that are also in many cases socio-economically affluent. This has resulted in almost a 50% loss in student enrollment for New Haven to surrounding districts who sometimes market their districts aggressively. If our district could improve the level of teacher achievement and ownership of their students’ learning and student growth in responsibility and career dispositions, it appears possible that we could convince more of our local residents to return to our community schools. New Haven is one of the largest districts by area but is still rural even though it is close to more urban areas. There are 32 subdivisions under construction that have stopped building because of the difficult economic times. The reasoning would be logical to predict that a significant improvement in the learning achievement of New Haven students could entice more parents to send their children to the school in their own district and could appeal to families seeking homes here once the real estate crisis is solved.

The financial investment in teachers is an investment of their confidence in making New Haven the outstanding community of successful graduates that has historically produced so much pride in this community. New Haven has a long tradition of rich diversity and community pride. The achievement of higher learning outcomes for students who have continued to demonstrate their pride in this community can be the result that will enable our teachers to experience career advancement, our teachers will contribute to the economic progress of the community as we attract more families looking for good schools, and our teachers will be able to receive better pay as a result of the direct relationship between improved scores and results and funding available for improved financial benefits.

The board and teachers’ union are currently involved in negotiating a successor contractual agreement. The discussion of strategies for improved financial benefits and recognition of district staff related to improved student learning and improved graduation rates will be discussed. Specifically what those benefits and recognition will be is unknown at this time. Some of the possible

areas of consideration are: financial incentives, flexible work conditions, and the need to retain staff are some of the items under discussion.

(ii) Permissible Activities:

(A) Provide additional money to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school:

See Appendix B for Letter of Agreement with the New Haven Educational Association.

(B) Institute a system for measuring changes in instructional practices that result from professional development.

For the year 2009-2010, we engaged teachers in many professional development activities; however, the most significant has been the CCR training embedded into the curriculum and providing measurable data to enable every student to track progress in reading, writing, and thinking. For the current year of 2010-2011, we are continuing to provide embedded professional development building on this progress. We have two literacy coaches working with our English, mathematics, science, and social studies teachers for planning in collaboration followed by classroom visits, peer review visits, and follow-up feedback and de-briefing all focused on Marzano's nine strategies for effective teaching. All faculty were trained in August, 2010 in the structure and purpose of Professional Learning Communities and will continue to build on this model which has been in place in the Fraser Schools for ten years. Dr. Richard Repicky is the trainer consultant with experience implementing Fraser's PLCs. He will guide us for implementing the PLC's using Marzano's strategies here at New Haven. The administration and staff will establish a schedule for PLC meetings for two days each week extending the time of the school days by one hour each of these days. These PLC meetings will have a planned agenda submitted to the principal and will submit minutes

showing that the PLC is focused on using data to drive instructional decisions and research-based practices.

In August 2010, the New Haven Faculty used two days to analyze data from our MME reports over four years, ACT Profile, Demographics, and teacher assessments to identify areas of strengths and weaknesses. The faculty determined from their analysis of the data that improvements in aligning the curriculum particularly between middle school and high school as well as tracking individual students should also be considered in proposals to the School Board for Policy changes directed at promotions, retentions, interventions, grading, and credit-by-examination standards in order to place the focus on developing a Culture of Learning which holds students and faculty and administration and the community responsible for the results of our policies and expectations.

The major strength driving the PLCs decisions will be the ability to focus more clearly on analysis of data such as the Close and Critical Reading and the assortment of programs from Carnegie.

(C) Ensure the school is not required to accept a teacher without consent of the teacher and principal, regardless of seniority.

The Michigan Department of Education mandates districts that accept School Improvement Grant (SIG) funding must ensure the school is not required to accept a teacher without consent of the teacher and the principal, regardless of seniority. New Haven Community Schools Board of Education and the New Haven Education Association are ready to meet that mandate. At the November 8, 2010, the Board of Education voted on the resolution enacting this mandate.

(1) Comprehensive instructional reform strategies

(i) Required activities:

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

The School Improvement team has examined the data (state assessments, Gates-MacGinitie (pre-test) for school year 2010-2011, CCR, and teacher assessments, survey perception data, demographic data and process data. Teachers post weekly lesson plans on Blackboard which are aligned with the Michigan Grade Level Content Expectations and/or the National Common Core Standards. Teachers are currently examining the Core Power Standards and meeting in Professional Learning Communities to plan instructional strategies modeled on Marzano's Nine Instructional Strategies the Work. In 2010-2011, teachers will also be provided with embedded professional development on the Pillars of Ford PAS to incorporate in their planning the Learning Pillars (Problem-Solving, Critical Thinking, Teamwork, Communication, Creativity and Innovation, and Global Awareness) as well as the Teaching Pillars (Inquiry-based, Project-based, Real-world, Performance-based, and Technology Integration).

By introducing to the faculty the implementation of relevancy and engagement in the planning within their Professional Learning Communities, the cohorts and the principal will be able to examine the lesson plans to find the alignment with the power standards, the instructional strategies that are relevant, rigorous, and based on inclusive relationships for learning for all students that focuses on ENGAGING THE LEARNER (Ethan Yazie-Mintz's study on the High School Survey of Student Engagement). Lesson plans will also indicate how the objectives will be assessed.

In winter 2011, the faculty of New Haven High School will be trained on the Ford PAS (Ford Partnership for Advanced Studies) curriculum. In our partnership with Ford, our goal will be to move toward a more relevant and engaging model of learning. The Ford PAS curriculum uses a hands-on, collaborative, project and inquiry-based approach to teaching and learning. The Learning and Teaching Pillars in the curriculum detail the key research-based principles. Teachers learn to integrate the essential skills that employers have

identified through the Department of Labor to be necessary for post-high school careers and that are identified in the College Readiness Standards. The first phase of Ford PAS will involve transforming teaching and learning to consider the Michigan Merit Curriculum and the New Haven written curriculum guided by PAS Teaching Pillars:

- Academically rigorous and career-relevant
- Inquire-based
- Project-based
- Real-world
- Performance-based

Technology-rich The Learning that embodies the Ford PAS Learning Pillars include:

- Flexibility in applying academic knowledge and skills
- Problem-solving
- Critical Thinking
- Teamwork
- Communication
- Creativity and Innovation
- Global Awareness

After teachers have been trained on the Ford PAS curriculum and have worked in their Professional Learning Communities to redesign New Haven High School with the Key Attributes, the redesign model will enable”

- Students to have choices among high-quality career and interest themed programs
- District stakeholders to support and set expectations for school redesign
- Adults and students to be held accountable for the results
- School leaders to have flexible use of resources to support redesign
- School staff to form Professional Learning Communities committed to transforming their practice

The third phase of the Ford PAS curriculum model for engaged and relevant learning will focus on sustaining change through business and civic leadership.

In 2010-2011, and based on the support of SIG funding, New Haven will implement the use of Atlas Rubicon for curriculum mapping, pacing, lesson plan development, resource access, and collaborative curriculum documentation within a technologically savvy and searchable platform.

Professional Learning Communities will benefit from an extended day schedule approved by the teachers union and the New Haven Board of Education to provide teachers with time to collaborate within the Learning Communities of each core subject area to work for continuous improvement in the alignment of curriculum from one grade to the next, the alignment with the teacher's lessons, the National Common Core Standards, the Michigan Merit Curriculum Standards, and instructional strategies planned and the common assessments developed by the teachers.

(B) Promote continuous use of student data to inform instruction and meet individual needs:

New Haven High School has used core teachers and literacy consults to establish a process for diagnostic assessment of 8th graders, 9th graders, and 10th graders using collaborative meetings of teachers in each of the core subjects to do Item Response Analysis of the early testing. This initiative will be sustained and further developed as follows:

- All 8th graders will take the EXPLORE test using Data Director to assist with data analysis. Teachers from grades seven to twelve will have follow-up work in “scoring clinics” to meet to analyze the Item Response Data for the Explore exam and writing prompt. This information will be included in each freshman’s electronic portfolio and used to build on the test items that indicate standards and content expectations which students need to master. The 8th graders will take this test in early May.
- New Haven High School will introduce at a “Power Tuesday Assembly” in January the structure for students to become familiar with how they will be

assessed and how they can prepare for “Power Tuesday” which refers to the March 1 date for the 2011 ACT testing. On Power Tuesday all 9th graders will take the PLAN Test, 10th graders will take the “decommissioned ACT” test, and 11th graders will take the ACT exam. Seniors will be scheduled for a culture field trip. The entire building will focus on testing on Power Tuesday.

- After the Power Tuesday testing has been provided on Power Tuesday, Professional Learning Communities will begin the process of the Item Response Analysis and the design of instructional interventions in an engaging and relevant framework that will enable students to learn what they need to learn as indicated by EXPLORE, PLAN, and Decommissioned ACT.
- Sophomores will all take a one semester Macomb Community College required freshman Seminar taught at New Haven High School for high school credit to meet the entrance requirement of Macomb Community College. Sophomores will take the Compass Placement test at New Haven High School in order to identify what is necessary for them to enter college and qualification for ABT financial aid loans. Sophomores will all take Work Keys for Reading, Writing, Math, and Career Dispositions through a partnership with Macomb Community College and the Macomb Workforce at New Haven High School.
 - All 11th graders (by credit earned) will be taking their ACT on Power Tuesday.
 - Seniors who meet the proficiency or Advanced proficiency level on the 11th grade ACT, which should be most of the seniors since we are implementing a “failure is not an option” grading system, to ensure that all students master at least at C level their standards would be able to do Concurrent College here at New Haven High School earning as much as a year of college by the time they graduate from high school.
 - Teachers working with literacy coaches—for reading, writing, math, and thinking—will form Professional Learning Communities and will have time to meet based on their subject areas to analyze data and make instructional decisions prompted by the data.

- The teacher who is assigned as a mentor will begin to mentor the student as a freshman and continue to be the student's mentor throughout high school. Initially teachers will have students beyond the freshmen year as we phase in the program. This Teacher Mentor will keep a core of twenty mentees from freshman year through senior year. Each Teacher Mentor will have four cohorts of five students in Small Learning Communities. We will build a program to recruit Adult Community Mentors who volunteer to support one of the cohorts of five students. This Adult Community Mentor will arrange for his or her five mentees and their parents to meet and exchange contact information to provide a network of community support for monitoring this cohort of students. An important role of the Graduation Coach will be the recruitment of these Adult Community Mentors and the facilitation of the training for them. Every student will develop an electronic portfolio containing career goal career cruising data, academic reporting data, goals for mastering learning aligned to the National Common Core Standards, attendance data, behavior improvement (career dispositions) data, and grades earned on assessments. Each student will be responsible to collect data and evidence to enter into his or her portfolio as evidence or proof that he or she is learning and growing and continuously improving. The student will be required to present either in person or on video this collection of evidence and artifacts to the cohort and the parents in the cohort and the mentors each year. By adding additional time to the day, the teacher mentors will be able to meet with their mentees to guide the process of building this electronic portfolio of evidence aligned to the standards.

A second year phase of the SIG funding will build on our 2010-2011 initiatives with the PLCs and SLCs and mentoring and portfolio production by implementing the electronic portfolio to allow each student's portfolio to be searched by standards to examine the evidence. This will allow PLCs additional resources and authentic data to combine with the summative assessment data for driving instructional practices and to plan for interventions. Also in the Second

Year, 2011-2012, New Haven Schools will implement a phase- in of “Failure Is Not an Option” grading. This will mean that students must earn an A, B, C, or “do over.” By extending the school day for mentoring time, teacher mentors will be able to work with their cohorts of mentees to help them master the concepts not mastered in the normal classes by providing tutorials. Currently, we are investigating how to extend the school year. It is our intent to add 112 hours and then increase the second year to around 150 hours. This is still in the planning stage. Some of our ideas will have to be negotiated. However, by extending the week through facilitating a “Sabado Escuela” (Saturday class), students would be supported with further assistance to make the grade of A, B, or C. The extended school year, “Verano Escuela” (summer school), would provide a six-week opportunity either online or at New Haven High School for students to complete the expectations mandated with the A, B, C level of competence for mastering National Common Core Standards. Another idea is to have set times the students can contact a teacher using Blackboard for assistance in homework or if there is a failure to understand an assignment or concept.

The essential component of the Schools without Failure structure will rely on approval by the Board of Education to abolish social promotions in favor of promotion based on the absence of failures and providing the clear communication of the learning expectations and tutorials that support mastery learning.

October 11, 2010, the Board of Education adopted the proposal confirming that students who can demonstrate mastery at the level of 80% on valid and reliable content assessments for a course will be able to earn “credit by examination.”

The importance of the mentoring, the community support, the use of technology to foster greater parent and community support in monitoring student performance and staying aware of teachers’ lesson plans cannot be over stated.

(ii) Permissible activities:

(A) Conduct reviews to ensure that curriculum is implemented with fidelity and is impacting student achievement:

The cohorts of Small Learning Communities mentored by a Teacher Mentor and an Adult Community Mentor with the expectations that every student must develop an EDP (Educational Development Portfolio) to collect evidence with authentic, engaging, relevant, real work learning projects and data of measures on National and State curriculum will provide documentation of on-going, continuous improvement and growth of each and all individual students.

At this time all students in 7th grade create an EDP and each year it is updated during the spring in grades 9, 10-11, and 12. The fact that the district will implement the use of Atlas Rubicon for mapping, pacing, supporting, and aligning our curriculum with collaboratively developed lesson plans and resources supporting the plans and links to the standards will provide a searchable data base that can be used by Professional Learning Communities and Administration to ensure that the curriculum is implemented with fidelity. A part of this project HAS to be ensuring that the right curriculum is offered to students – to help ensure they are learning the right college and career-ready skills. The use of our Professional Learning Communities to perform Item Response Analysis of the 8th grade Explore, the 9th grade Plan, the 10th grade Decommissioned ACT will also ensure that the curriculum is both implemented and learned.

The literacy coaches and our Graduation Coach who will supervise credit audits and the electronic portfolios and PowerSchool reports on grades, attendance, and behaviors will enable New Haven High School to have the capacity to increase our graduation rate, our early college rate, our daily attendance rate, and our documentation of continuous improvement learning.

The Professional Learning Communities having two days weekly to meet for 50 minutes each will give our teachers the capacity to build on Atlas Rubicon a collaborated set of lesson plans developed with teachers in grades 7 to 12 in our district and in collaboration with other teachers of the same subject area in our county. In time, Atlas Rubicon can open the security on various aspects of our

curriculum mapping and pacing site to enable parents to find some parts of the site. Staff will be able to link Data Director analysis of Test Item Responses to Atlas Rubicon. Testing can be kept secure while lessons can be made public.

The development, implementation, and correlation of our current framework for 2010-2011 to provide mentoring, portfolio assessment, measurable data collection aligned to standards, and embedded professional development will enable New Haven teachers to use the planned agenda for their Professional Learning Community weekly meetings to examine the data, set goals, and review the alignment of the curriculum with demonstrated student learning needs.

The implementation for 2011-2012 of Atlas Rubicon as a technology that will facilitate aligning, mapping, and pacing curriculum based on the National Common Core Standards, the College Readiness Standards, the Michigan Content Expectations, and the National Career Readiness Work Keys Standards will allow our Professional Learning Communities to work collaboratively on their lessons and share documents that are searchable for strategically coordinated analysis.

Once the entire curriculum is mapped, paced, built with resources, and available to all k-12 educators in New Haven, the teachers' lesson plans can readily be added and shared professionally in the 2011-2012 school year. This will be an additional phase in of the Atlas Rubicon functions.

By 2012-2013, the goal will be for the Professional Learning Communities to release the resources built in Atlas Rubicon to parents and students as appropriate. Tests and assessments will remain secured, but lesson plans and resources could become available.

The student portfolio used to collect data to support a reflective analysis of each student's learning was initiated for grade 11 students in 2009-2010 in coordination with the Close and Critical Reading embedded professional development process. In 2010-2011, the portfolios and the process for students to document and reflect on their mastering of the standards for reading, writing, thinking and mathematics was extended to all 9th, 10th, and 11th grade students. Every student carries his or her portfolio from class to class to record progress and collect samples or artifacts of evidence of improvement in mastery learning.

The next student initiative will be for the school year beginning in January 2011, when students will begin to develop their portfolios using online methods. All students currently develop an Electronic Portfolio in Career Cruising to monitor their career research and goals. This same software can facilitate the first phase of the online portfolio for students to document evidence aligned with standards for learning.

In 2011-2012, the use of Atlas Rubicon and electronic portfolios will be implemented to permit students to progress to a platform for building their portfolio aligned to the curriculum standards electronically. This will enable Professional Learning Communities and mentors ready access to the data and information necessary to individually assess students for their progress and needs. Reports for individual students can be generated to help students in collecting evidence for their own portfolio to document mastery learning aligned to standards.

In 2010-2011, the Professional Learning Communities in collaboration with the principal and literacy coaches will:

- (a) Choose power standards based on our data analysis and on the National Common Core Standards
- (b) Unpack the standards into objectives for designing lesson plans
- (c) Produce wall charts to clarify standards for each subject posted in the classrooms
- (d) Identify core content vocabulary for each course.

In the summer of 2011, PLCs will collaborate to develop common assessments to determine if the delivery of the curriculum is consistent from teacher to teacher and if students are learning the curriculum or require an alternative delivery strategy.

We are also prepared to monitor the implementation of the research-based programs. It is extremely important to implement the programs with fidelity.

(B) Implement a school-wide Response to Intervention Model.

In 2009-2010, New Haven High School teachers collaborated in an on-going embedded professional development process in Close and Critical Reading. Special education instructors were trained on the Corrective Reading model. Student portfolios were introduced. In 2010-2011, the implementation of the RTI model will be supported county-wide by the Macomb Intermediate School District School Improvement Team. Using grade seven and eight MEAP data and an early fall administration of the nationally normed Gates-MacGinitie Reading Test (GMRT). This test will permit us to determine which tier to designate for each student in our RTI Initiative.

To achieve the goal of increased achievement in reading, we will implement the following tiered interventions:

Tier I READING

- Regular English/Language Arts Courses
- Honors or AP
- Aligned strategies for teaching and assessing how students are learning
- Close and Critical Reading Strategies (Macomb ISD)
- Tutoring
- Literacy coach for teachers
- Writing Lab
- Weekly silent sustained reading in ELA classes

Tier II READING

- Teachers trained in Reading Apprenticeship by West Ed – Recommended by Macomb ISD
- Academic Literary by West Ed – Recommended by Macomb ISD
- Weekly silent sustained reading in the ELA classes
- Extended time for Reading Teacher

Tier III – READING

- Corrective Reading Program (McGraw-Hill) – Recommended by Macomb ISD
- Extended time for Reading

- Reading Teacher
- F.A.S.T. – (Foundations of Analysis, Synthesis and Thoughtfulness) for students who have shown no improvement and are ready to be considered as special education students and certified as such. However, some students at this level will be special education students.

The Professional Learning Communities will meet to analyze the reading results for the GMRT to guide their collaboration in planning lessons that address all of the tiers.

Using the RTI model, students in Tier I will be those students who are above- or on- grade level on the GMRT. These students will be counseled to enroll in AP English and Literature courses and College Prep Research Writing.

Students in Tier I may also be those on or just a bit below grade level on the GMRT. These students will be enrolled in regular honors level English, writing, and literature courses.

Students who are one or two grades below grade level on the GMRT will be guided into Close and Critical Reading within their regular English classes and be designated as Tier II. The interventions for Tier II students will include the Reading Apprenticeship Strategies that are embedded into the Academic Literacy Program materials. These students will have a second reading class for the Academic Literacy Program. Teachers have already been trained in the Reading Apprenticeship Strategies.

Students in Tier III will also have a double dose of reading but with intensive instruction in all areas of reading along with Corrective Reading, and, if no improvement is made, *F.A.S.T.* reading instruction. The initials *F.A.S.T.* stand for *Foundations of Analysis, Synthesis and Thoughtfulness*.

Students in each Tier will be given interventions in all of their core subjects designed by our Professional Learning Communities based on their level of reading on the GMRT. Working with their Teacher Mentor and their cohort of the Small Learning Communities, students will track their progress in progressing in their reading, writing, and thinking skills based on the standards appropriate to their level

of reading. Students will document this progress in their electronic portfolio. Adult Community Mentors will facilitate the communication with the parents of their cohort of mentees in order to help parents monitor their youngster's progress.

Students in special education who have been certified for reading impairment will be able to use the program called *F.A.S.T.* or Corrective Reading depending on the severity of their reading impairment. *F.A.S.T.* is the creation and synthesis of 25 years of teaching on the part of Stephan D. Tattum, combined with the research of Dr. Marilyn Jager Adams and Dr. Diane McGuinness.

To achieve the goal of increased achievement in mathematics, we will also implement the following tiered interventions to help ensure our students are fluent in mathematical knowledge and skills.

Tier I – MATHEMATICS

- Regular course work with research-based strategies throughout the curriculum
- Tutoring when needed
- Quarterly assessments
- Mathematics coach for mathematics staff
- Math, Science Technology Program at Pankow after 9th grade year

Tier II – MATHEMATICS

- Additional math support class: Bridges to Algebra – readiness course
- Tutoring
- Quarterly assessments
- Mathematics coach for mathematics staff

Tier III – MATHEMATICS

- Additional math support class: Hands-on Equations and cognitive Tutor by Carnegie
- Tutoring
- Bi-Weekly assessments
- Mathematics coach for mathematics staff

(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content

In an articulated agreement between New Haven Schools and L'Anse Creuse Public Schools, an ELL Reading Coach has been assigned to the New Haven district, full time, for the 2010-11 school year. It is our plan to continue this service.

During this school year, Special Education teachers at New Haven Community Schools will be trained in Corrective Reading and F.A.S.T.

(D) Using and integrating technology-based supports and interventions as part of the instructional program

In 2009-10, a teacher who was seeking additional certification as a Librarian, with Technology Specialist training, was assigned part-time to the middle school and the high school, with the specific goal of teaching the teachers how to utilize the technology available to them, in order to use the principles of Universal Design in their classrooms so that Special Education students would be able to succeed in their courses. This has proven to be very successful and will be continued during the 2010-11 school year. It is our hope that with SIG grant funding, we will be able to continue this position, since he has been funded through the IDEA-ARRA grant, which expires in June, 2011. This position is critical if teachers are to gain skills in use of technology in the classroom.

(E) In secondary schools—

(1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports

designed to ensure that low-achieving students can take advantage of these programs and coursework;

The district currently makes opportunities available to students for Advanced Placement (AP) classes on-line through the Michigan Virtual High School. Students, who meet qualifications, are also able to apply for enrollment in the International Academy of Macomb (an International Baccalaureate program). In addition, students who meet qualifications are able to apply for admission to the Macomb Early College program. The district has limited enrollment opportunities for students in these two programs, being a part of the county enrollment program. However, Macomb Community College has indicated a desire to explain the Early College program.

New Haven students have been able, and will continue to be able, to enroll in dual enrollment classes, provided that they meet qualifications. In addition with our shared services agreement with L'Anse Creuse Public Schools, students can apply to join the Math, Science, and Technology Program at the Pankow Center during their 10th, 11th, or 12th grade year.

(2) Improving student transition from middle to high school through summer transition programs or freshman academies.

The 8th grade orientation for ninth grade will implement a transition program for “Making Freshman Success a Reality.” According to Morgan, Hertzog & Smith, NASSP Bulletin, “High School dropout rates are significantly lower in school districts that have explicit middle school to high school transition programs. Mac Iver through the Phi Delta Kappan contends that “An effective transition program addresses curriculum, facilities, safety and discipline and provides accurate information. During the 2010-2011 school year, staff and students and community members will work to provide Challenge Day early in September or late August of 2011 in order for students to benefit from such an experience early in the year. Challenge Day helps train young people to be the one who stops bullying and negative behavior by peers and is a nationally recognized program. It is hoped that this program can be repeated each fall by engaging community members to support such an activity. In addition, Freshman

Welcome will be orchestrated by the Student Counsel and other student leaders to give incoming students a change to experience a welcoming, warm place to study and learn. Both of these activities need to be organized by staff and students to increase the sense of family in the building.

(3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills

There are several interventions which the School Improvement Team will support in order to increase graduation rates. These include:

- Adoption of a 12-point grading scale for quarter grades.
- Implementation of “failure is not an option” grading with many opportunities for re-teaching and supporting every student in this process
- Providing all students with support with Teacher Mentors
- Implementing cohort groups of five with a Teacher Mentor and an Adult Community Mentor to form Small Learning Communities in pacts aimed at supporting graduation for every student
- Develop partnerships with area colleges:
 - Macomb Community College for Work Keys, College Seminar for High School Credit, and concurrent enrollment programs
 - Saginaw Valley State University partnership for concurrent enrollment opportunities
 - Wayne State University for collaboration on the development of Content Majors for Teachers to support meeting National Board for Professional Teaching Standards expectations.
 - Ford Partnership for Advanced Studies (Ford PAS) to train all teachers to provide the Career Readiness and College Readiness Strategies based on the National Core Standards.

- Hire a Graduation Coach to work specifically with students on their graduation plans and tracking progress in making each step on the way to graduation
- Reaching agreement with the Teacher Association on adding an extended day four days weekly for 39 weeks (156 hours beginning in year one)
- In year two, add an extended week for four hours on 39 Saturdays (total 156)
- Summer Connections to Learning redefined to provide students with an opportunity to experience enrichment that will engage them actively in applying the National Core Standards particularly with reflections and activities within the community. This will involve having students maintain a journal for reflections during the summer to record their thinking. Our goal for this is to have every student continue to challenge his or her thinking during the summer months.
- Specific initiatives which will support all teachers in moving from a culture of obedience to a “Culture of Learning” where all grades and assessments reveal a measure of students’ mastery- learning rather than merely the completion of assigned tasks.
- Changing the Culture: Modeled after the Link Crew orientation for incoming freshmen for fall 2011, New Haven High School will be on the “Be the Change Club” started in 2010-2011. Students will be invited to commit to a performance standard for achieving a 20+ score on Power Tuesday on the EXPLORE, PLAN, Decommissioned ACT and ACT. Fund-raising will sponsor a trip to Cedar Point for the “Success Crew” for grades 8-12 students who earn better than a 20 on their test. In the fall of 2011, the “Be the Change Club” will host one day of Challenge Day as the kick off event to build the Success Crew initiative for 2011-2012. One hundred students and twenty five community adults will participate in Challenge Day to learn how they can “be the change” that is needed for all of the students at New Haven High School focused on joining in Small Learning Communities as Pacts to support each other in achieving the 20+ score that enrolls them in the “Success Club” and a change to go to Cedar Point to Celebrate their achievement.

(4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

The Director of Curriculum will work with the Middle School Principal and the High School Principal to devise a system to similar to the High School Plan to attempt to work with at risk students prior to the students coming to the High School. Students who have not passed courses in Middle School should not be promoted to the 9th grade. These three people will work to develop a policy for the Board of Education to approve that would set up intervention prior to these students coming to the High School.

(2) Increasing learning time and creating community-oriented schools.

(i) Required Activities.

(a) Establish schedules and strategies that provide increased learning time (as defined in this notice)

Research supports the effectiveness of well-designed programs that expand learning time by phasing in an additional 300 hours per school year. We will significantly increase the total number of school hours over the course of three (3) years to include additional time for the following interventions: Professional Learning Communities (PLC's), Student Learning Communities (SLC's), tutoring with Mentor teacher, and Saturday school. For the 2011-2012 school year, the following additional learning time will be put in place amounting to an increase of 140 hours. This time will be gained by adding 55 minutes to an hour to the end of the day four times a week. The time will be used to add one hour two days a week for PLC's. One (1) hour one (1) day per week will be used for students to meet with student mentors to create portfolios that demonstrate learning (SLC's). We will add one (1) hour one (1) day per week for students to meet with mentor teachers for individualized tutoring. The addition of Saturday School in the 2012 – 2013 school year would add an additional 140 hours of learning time. Saturday would be an extra curriculum event not a punishment. In

addition, the planning of Teen Court and School Court would take place during the Student Learning Communities (SLC's) time.

(3.) Providing operational flexibility and sustained support

(i) Required Activities

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve students achievement outcomes and increase high school graduation rates

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)

Permissible Activities:

It is the desire of the high school staff and administration to extend the school day, four days per week, in order to provide two time periods a week for Professional Learning Communities, one time period per week for collaboration, and one time period for student mentoring. This would add additional time to the school day and would allow staff and students time to develop deeper relationships. Other suggestions are to add a Saturday school for extra time in classes, teacher contact through Blackboard during the evenings, and extended summers school. It is the intent of the high school staff to increase by 112 the hours and the up to 150 hrs the second year.

All of the various components of this item will be discussed during contract negotiations as per the letter of agreement with the NHEA previously placed into this document. (See Appendix B)

- **Align other resources with the interventions**

To ensure that all resources are in alignment with the school's transformation, staff will receive extensive professional development and coaching on all strategies that are being implemented. The superintendent

will work with the high school principal and administrative team to coordinate all efforts related to our model. Aligning resources of time, energy, and talent is critical to helping students achieve at the highest level.

- **Modify its policies, if necessary, to enable its schools to implement the interventions fully and effectively**

New Haven Community Schools is up to the challenge of making changes that support increased student achievement. Our school board has reviewed the plan and provided guidance and input. One such example is a Board of Education request to add a teacher dress code to the contract.

- **Sustain the reforms after the funding period ends.**

New Haven Schools will continue to implement strategies associated with the transformation model after funding ends to ensure that New Haven High School achievement and graduation rates will continue to increase while a reduction takes place in the school's dropout rate. The diagnostic assessments from AdvancED's robust array of paper and/on line diagnostics to solicit feedback from teachers, parents, students, support staff, and community members relates to the high school's needs. It is essential in order for sustained change to occur to get at the cultural problems in the school and in the community. Only then, can true change happen. It is our belief that with AdvancED's help and the three year transformational Leadership Coach (TLC), collaboration with building leadership and staff will be truly sustainable. In the third year of the grant AdvancED will train a mentor teacher who will be able to take over the role of supporting staff and leadership on the PLC's.

All of this will be accomplished through reallocation of Title II A, Section 31A and the school district's general fund and the SIG grant. Through the transformation model's implementation, the school district believes increased enrollment will positively affect the district's general fund affording the opportunity to continue the interventions. However, it is critical that the grant readers realize that without the SIG grant, it will be extremely difficult to do all of the activities that the staff and administration wish to do. It had been amazing how much the staff had been able to plan in a very short time, all ideas based on

mutual respect and true belief that these interventions will pay off for our students.

4. Include a timeline delineating the steps to be taken to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application Transformational Interventions / Timeline / Budget.

See TIME LINE pages 23 through pg 29

See TRANSFORMATIONAL INTERVENTIONS pages 29 through 63

See BUDGET pages 65 through 78

5. Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor Tier I and Tier II schools that receive school improvement funds.

New Haven High School students will improve proficiency in reading by a minimum of 10% each year on the Michigan Merit Exam.

New Haven High School students will improve by a minimum of 10% in writing each year on the Michigan Merit Exam.

New Haven High School students will improve by a minimum of 10% per year on the Michigan Merit exam.

6. For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement.

NOT APPLICABLE

7. Describe the goals established in order to hold accountable its Tier III schools that receive school improvement funds.

NOT APPLICABLE

8. As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

The Superintendent and Administration met with the staff from the High School on August 30, 2010. While this meeting was led by the Superintendent and the Director of Curriculum, members of the teaching staff that had been participating in the meetings with the MDE and Macomb County Schools also participated and provided input and information. This meeting resulted in notification of staff members of the necessity to support the overall improvement of instruction and curriculum.

This work group was expanded to include community members and continued to meet, collect data, and develop the School Improvement Plan for the New Haven High School. There have been many full-day work sessions of this leadership group in an effort to prepare this plan. Participants in this work day included the Superintendent, the Director of Curriculum, High School Principal, instructional staff of the High School, an ISD representative, and members of the community.

Outcomes from the August 30th meeting included:

- Increased participant's knowledge of the relationship between ACT, PLAN, and MME.
- Increased staff knowledge about the requirements placed on the school district related to its placement on the underperforming schools list.
- Increased staff knowledge about the consequences of failure to improve and sustain increased student success.
- Increased staff knowledge about the relationship between curriculum, instruction, and assessment.

- Completed the foundation for the revised improvement plan and established needs for the grant based on current and relevant data.
- Achieved staff buy-in.

There have been continued meetings, beginning in August, 2010 as the district leadership team continued their work analyzing culture factors impacting student achievement. Outcomes of these meetings include:

- Increased staff skills on problem identification and recognition
- Participants identified internal and external factors impacting student achievement
- Participants categorized factors by successes and frustrations
- Participants further categorized issues as those for which we can and cannot control
- Participants prioritized can control issues: attendance, social promotion, discipline, lack of vision/mission, student and staff accountability, and parental involvement.

School Board Approval

The overall School Improvement Plan and subsequent School Improvement Grant draft application will be presented to the New Haven Schools Board of Education on October 25, 2010, for their review and input. During a lengthy discussion and presentation, Board Members will ask questions, shared comments and concerns, and provided further direction to the Superintendent. The content for the draft plan came from the collaborative work of teachers, administrators, cabinet members, and the superintendent, as well as two facilitators. (November 8th the corrected final copy was approved prior to final submission to the state.)

BUDGET

B. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

- The LEA must provide a budget in MEGS at the building level that indicates the amount of school improvement funds the LEA will use each year to—
 - Implement the selected model in each Tier I and Tier II school it commits to serve;
 - Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
 - Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application. (No response needed at this time.)

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.

New Haven High School
 School Improvement Grant
 3-year Budget: 2011-12, 2012-13, & 2013-14

Activity	Support	Position / Materials / Supplies / Equipment / Support	Cost and Yearly Budget Estimation			Funding Source	Provider
			2011-12 (Year 1)	2012-13 (Year 2)	2013-14 (Year 3)		
Assessment, Curriculum, Training							
Adaptive School Model training	Training for 6 staff	Support	\$2,000	\$2,000	\$2,000	Title IIA	MISD
Northwest Educational Association MAP	Measures of growth in Reading, Math, and Language usage. Second year added assessment of Science	Software/Web Access	\$4,590	\$5,440	\$5,440	SIG	Northwest Evaluation Association
Atlas Rubicon	Licenses to allow teachers to map curriculum and to link it to state standards	Licenses for teachers and administration	\$2,000	\$2,000	\$2,000	SIG	Atlas Rubicon
Academic Literacy	Reading and Mathematics Tier II support	Teacher Training plus Materials and supplies	\$35,000	\$0	\$0	SIG	West Ed

Activity	Support	Position / Materials / Supplies / Equipment / Support	Cost and Yearly Budget Estimation			Funding Source	Provider
			2011-12 (Year 1)	2012-13 (Year 2)	2013-14 (Year 3)		
Corrective Reading training and materials	Reading Tier III Support - Spelling with Morphemes, Expressive Writing, and Reading to Achieve	Materials, Supplies, and Training	\$30,529	\$22,028	\$11,343	SIG	McGraw-Hill SRA/ MISD - training
F.A.S.T. Reading	Reading Tier III support	Materials and Training	\$2,000	\$500	\$500	SIG	FAST
Math Whole School Diagnostic test	Math - baseline data	Materials	\$0	\$0	\$0	General Fund	MISD
EXPLORE Test	Testing of 8th graders at end of year	Materials and scoring	\$870	\$870	\$870	General Fund	ACT
PLAN Test	Testing of 9th graders in March	Materials and scoring	\$1,000	\$1,000	\$1,000	General fund	ACT
Decommissioned ACT	Testing of 10th graders in March	Materials and scoring	\$128	\$128	\$128	General Fund	ACT
Data Director	Increase capacity of teachers	Training & support	\$0	\$0	\$0	MISD Grant	MISD
Carnegie Bridges to Algebra	Math Curriculum	Materials and licenses	\$3,797	\$5,458	\$5,458	SIG	Carnegie Learning
Carnegie Learning - Cognitive Tutor	Multi-tiered intervention-pre-identified students	Software licenses for 30 computers	\$5,458	\$5,458	\$5,458	SIG	Carnegie Learning

Activity	Support	Position / Materials / Supplies / Equipment / Support	Cost and Yearly Budget Estimation			Funding Source	Provider
			2011-12 (Year 1)	2012-13 (Year 2)	2013-14 (Year 3)		
FORD PAS	Curriculum for inquiry teaching and hands on learning	Two training days, materials, supplies, travel, etc.	\$14,450	none	none	SIG	
Portfolio software	Student portfolio software to record data of improvement in reading and writing	Student materials and software	\$1,500	\$1,500	\$1,500	SIG	
Credit Recovery e2020	Core Academics	Core Academics	\$2,500	\$2,500	\$2,500	31A and MISD	e2020
Ripple Effects for Teens	To increase capacity of students	Software licenses for 10 computers	\$2,999	\$3,299	\$3,299	SIG	Ripple Effects
School Court	To increase capacity of students	Materials and other expenses	\$400	\$400	\$400	General Fund	
Workkeys classroom	Increased capacity of students & training for staff members	Materials and training	\$1,500	\$1,000	\$1,000	Title IIA and General Fund	ACT
Writers Lab	Increased capacity of students	Materials	\$450	\$450	\$450	General Fund	
2 TI nspire Navigators for 30 and 4 sets for 5	For reporting to teacher and to assess results of instruction	Supplies	\$6,950	\$0	\$0	SIG	Texas Instruments

Activity	Support	Position / Materials / Supplies / Equipment / Support	Cost and Yearly Budget Estimation			Funding Source	Provider
			2011-12 (Year 1)	2012-13 (Year 2)	2013-14 (Year 3)		
PD for TI-nspire calculators	Increase capacity of teachers	Sub costs for training	\$2,000	\$2,000	\$2,000	Title IIA	MISD
4 document cameras	Math teachers for instruction	Supplies	\$1,200	NA	NA	SIG	Dyson
Addition time- 1 hour four days a wk	Expanded school day	Teachers' stipend	\$30,000	\$30,000	\$30,000	SIG	
Literacy Camp (reading and writing)	To increase capacity of incoming 9th grade during the summer	Materials, transportation and other expenses	\$10,000	\$10,000	\$10,000	SIG	
MI-Life Workshop	To increase capacity of principal	training	\$1,500	NA	NA	Title IIA	
Transition activities: Freshman Welcome Challenge Day Develop current PBI program		Incentives	\$1,000	\$1,000	\$1,000		
		Materials	\$5,000	\$5,000	\$5,000		
		PD and Materials	\$2,000	\$2,000	\$2,000	SIG	

Activity	Support	Position / Materials / Supplies / Equipment / Support	Cost and Yearly Budget Estimation			Funding Source	Provider
			2011-12 (Year 1)	2012-13 (Year 2)	2013-14 (Year 3)		
Build Classroom Libraries/ Media center	Increased capacity of students	leveled books, magazines, non- fiction information, electronic readers	\$60,000	\$60,000	\$60,000	SIG	
Personnel							
Family Resource Center	Parent support	.5 FTE Social Worker	\$58,178	\$58,178	\$58,178	31A	
Graduation Coach	Increased student achievement and increased graduation rate	Paraprofession al 6.75 hr per school day	\$16,500	\$16,500	\$17	SIG	
Tech.Media specialist/trainer	Increased capacity of staff on new web licensed purchases and on student portfolios, and Atlas Rubicon (current position ends with IDEA-ARRA ending in June of 2011)	salary and benefits	\$116,360	\$116,360	\$116,360	SIG	

Activity	Support	Position / Materials / Supplies / Equipment / Support	Cost and Yearly Budget Estimation			Funding Source	Provider
			2011-12 (Year 1)	2012-13 (Year 2)	2013-14 (Year 3)		
Data Analyst	Purchased service	salary and benefits	\$20,000	\$20,000	\$20,000	SIG	
Transformation Model Supervisor	Existing person - purchased service	salary and benefits	\$50,000	\$50,000	\$50,000	SIG	
Reading Intervention teacher	Tiers II and III	salary and benefits	\$115,000	\$115,000	\$115,000	SIG	
Fiduciary Agent	Accounting Supervisor	.1 FTE	\$5,000	\$5,000	\$5,000	SIG	
Substitutes for staff	Coverage of classes during PD to increase teacher capacity	Training	\$4,000	\$4,000	\$4,000	Title IIA	
After School Academic Support	Increase student academic scores	Staff	\$6,000	\$6,000	\$6,000	31A	
Math Coach	Increased capacity of staff - 50 days at \$450 per day	Materials and training	\$22,500	\$22,500	\$22,500	SIG	
Literacy Coach	Increased capacity of staff - 50 days at \$450.00 per day	Training and Materials	\$22,500	\$22,500	\$22,500	SIG	
Tutor for PLC's	To increase capacity of teachers	Contracted services	\$36,000	\$36,000	\$36,000	SIG	

Activity	Support	Position / Materials / Supplies / Equipment / Support	Cost and Yearly Budget Estimation			Funding Source	Provider
			2011-12 (Year 1)	2012-13 (Year 2)	2013-14 (Year 3)		
AvancED Transform Model:	See attached budget for description of items						
Transformation Coach			\$65,280	\$65,280	\$65,280	SIG	AvancED
Diagnostic Needs assessment for cultural			\$40,000	\$0	\$0	SIG	AvancED
Design team release time and training			\$9,000	\$9,000	\$9,000	SIG	AvancED
Design team collaboration			\$8,000	\$8,000	\$8,000	SIG	AvancED
Contracted services /PD			\$15,000	\$15,000	\$15,000	SIG	AvancED
Oversight by AvancEd			\$30,000	\$30,000	\$30,000	SIG	AvancED
PD all staff sub costs			\$16,000	\$16,000	\$16,000	SIG	AvancED
PD All staff summer			\$12,000	\$12,000	\$12,000	SIG	AvancED
PD All staff materials			\$4,500	\$4,500	\$4,500	SIG	AvancED
Mentor teacher	On going sustainability	Released staff member yr 2 and 3	\$0	\$116,000	\$116,000	SIG	District

Activity	Support	Position / Materials / Supplies / Equipment / Support	Cost and Yearly Budget Estimation			Funding Source	Provider
			2011-12 (Year 1)	2012-13 (Year 2)	2013-14 (Year 3)		
Annual Program Expenses			\$903,141	\$901,848	\$874,681		
Indirect Expenses			\$140,258	\$140,057	\$135,838		
Total All Expenditures			\$1,043,399	\$1,041,905	\$1,010,518		
	Year 1 - Total Expenses		\$1,043,399				
	Year 2 - Total Projected Expenses			\$1,041,905			
	Year 3 - Total Projected Expenses				\$1,010,518		
	Total Project Expenses				\$3,095,823		

School Improvement Grant	\$972,874	\$854,380	\$842,436
Section 31A Funds	\$66,178	\$66,178	\$66,178
Title IIA	\$8,500	\$8,000	\$8,000
General Fund	\$3,348	\$3,348	\$3,348
Macomb ISD	\$2,500	\$2,500	\$2,500

AdvancED Transform Model for New Haven High School - Summary

AdvancED Transform Model Services include:

ACTIVITY	SUPPORT	MATERIALS/SUPPLIES	COST ESTIMATE	PROVIDER
Transformational Leadership Coach	<p>Transformational Leadership Coach (TLC) AdvancED will identify a Transformational Leadership Coach (TLC) to work in collaboration with the building leadership and staff to supervise, direct, and guide the continuous improvement process at New Haven High School.</p>	Miscellaneous Supplies/Travel	\$63,280 \$2000	AdvancED
Diagnostic Needs Assessment	<p>Data-Gathering: A Triangulation Approach The triangulation of data and analysis form the structure of this component and will be conducted by TLC and Design Team. Data will be collected from:</p> <ul style="list-style-type: none"> • Diagnostic Needs Assessment (DNA) which is a comprehensive analysis of a school’s data and AdvancED’s suite of diagnostic tools, including a robust self-assessment based on AdvancED’s seven standards for quality schools. This will include a suite of electronic school improvement tools currently available to all schools on the AdvancED website. A systematic process of data gathering and self-analysis steps will yield a body of data and information leading to goal identification. • Diagnostic Assessments from AdvancED’s robust array of paper and/or online diagnostics to solicit feedback from teachers, parents, students, support staff, and community members related to the school’s needs. Included in the DNA is a well-established protocol for observations by external team. • 		\$40,000	AdvancED

	<ul style="list-style-type: none"> • Focus Groups that allow for conversations with a representative group of stakeholders to gather opinions, concerns, and recommendations for improvement. <p>Diagnostic Yields The data gathering and analysis indicated above will produce</p> <ul style="list-style-type: none"> • Organizational Effectiveness • Improvement Goals • Professional Learning Focus 			
<p>Contracted Services/Professional Development</p>	<p>AdvancED will provide the professional development resources at its disposal through its worldwide network of expertise. The focus is on building leadership capacity, evaluation of transformational initiatives and sustainability of improvement.</p> <p>Leadership Training In the course of the transformation it is expected that leadership roles will be shared widely among the staff to the point where this shared leadership will be able to sustain the project in the absence of the Transformational Leadership Coach. Through AdvancED’s resources and internationally trained staff, leadership training for staff members will focus on the sustainability of school reform and effective shared leadership with an intense focus on the “instructional core” and on building school-level capacity through Instructional Coach training.</p>		\$15,000	AdvancED

	<p><u>Program Evaluation</u> Key to this phase will be the development of a formal project evaluation, based on data collected and goal achievement. The evaluation will focus on organizational effectiveness in addition to student achievement.</p> <p><u>Create Sustainability Plan</u> In order to secure success beyond the three-year project, the TLC, Design Team, and school leadership will develop the school’s long-range sustainability plan which will be more comprehensive than, yet linked to, the school improvement plan by outlining both student achievement and organizational effectiveness goals.</p>			
AdvancED Oversight	AdvancED will work closely to coordinate the Transformational continuous improvement process providing oversight and support in the areas of leadership, continuous improvement, and building organizational capacity to preserve the authenticity and fidelity of the project.		\$30,000	AdvancED
		TOTAL 1 year	\$150,280	
		TOTAL 3 years	\$450,840	

In order to implement the AdvancED Transform Model, New Haven High School will allocate funds to provide the following:

ACTIVITY	SUPPORT	MATERIALS/SUPPL IES	COST ESTIMATE	PROVIDE R
Design Team Release Time (Training)	<p>The Design Team will be comprised of 5 representatives of the school’s staff to work with the Transformational Leadership Coach to guide and implement a powerful, continuous improvement process in your school.</p> <p>Working with the Transformational Leadership Coach, the Design Team will receive training including, but not limited to:</p> <ul style="list-style-type: none"> – Gathering/analyzing data and then making data-driven decisions – Building a shared focus on increasing student achievement – Researching evidence-based instructional practices that relate to the instructional improvement goal(s) – Developing a comprehensive plan that will drive the instructional design efforts – Engaging teachers in the process of curriculum and assessment alignment and mapping – Developing/selecting common assessments – Creating a school improvement plan focused on 3-5 areas determined by the DNA – Planning and facilitating professional learning for all staff members 		\$8667 each year	

Design Team Collaboration	The Design Team will be provided time to collaborate and meet with the Transformational Leadership Coach and will be compensated for 3 hours each week to meet after school.		\$8000 each year	
PD all staff substitute costs	Throughout the year, all staff will receive 8 days of professional development focused on the specific needs as identified by the DNA.		\$16,000 each year 8 days *20 staff*\$100	
PD All Staff Summer	All staff will participate in five (5) days of summer professional development focused on the specific needs as identified by the DNA.		\$12,000 each year 5 days * 20 staff * \$120 per day	
		Materials for PD All Staff	\$4500 each year	
		SUBTOTAL 1 year	\$49,167	
		TOTAL 3 years	\$147,501	
<u>Mentor Teacher</u>	An effective and respected teacher from the current staff will be released from instructional duties to: <ul style="list-style-type: none"> – Work with staff to analyze and improve their teaching processes – Observe instructional practices, encourage reflection, and provide feedback – Model successful strategies that integrate evidence-based instructional practices – Demonstrate collaborative teaching models – Work with the Design Team and TLC to guide teachers to the discovery of evidence-based interventions/strategies and resources – Establish a series of “model classroom” demonstrations for on-going professional development for all staff 		\$116,000 per year	

	<ul style="list-style-type: none">- Work with the Design Team and Coach to build capacity for reform throughout the school environment- Act as a resource to the school Professional Learning Community			
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September 29, 2010

BUDGET NARRATIVE:

A large part of our budget is to hire AdvancED to serve as a provider. It is our belief that with their special set of skills we will have the best possibility of turning the High School around with their particular expertise. AdvancED will use a triangulation of data to look at the organizational effectiveness and the improvement goals that we will need to adopt in order to be able to change the culture of this staff and the student body. Just training teachers and budgeting for new materials is not the root of the problem. Clearly there is a real culture problem in the staff. There is also a culture problem in the community and in the student body when most of the students indicate on surveys as freshmen that they believe they will attend college but by senior year are not in a position to apply and be accepted into a four year college. If the organization does not change during these next three years, the same problems will resurface as soon as the SIG runs out. It is our desire to really eliminate the problems.

ASSURANCES AND CERTIFICATIONS

STATE PROGRAMS

- **INSTRUCTIONS:** Please review the assurances and certification statements that are listed below. Sign and return this page with the completed application.

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 subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients 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.

ASSURANCE WITH SECTION 511 OF THE U.S. DEPARTMENT OF EDUCATION APROPRIATION ACT OF 1990

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 subgrantee 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 to upon the request of the Michigan Department of Education.

IN ADDITION:

This project/program will not supplant nor duplicate an existing School Improvement Plan.

SPECIFIC PROGRAM ASSURANCES

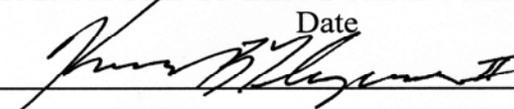
The following provisions are understood by the recipients of the grants should it be awarded:

1. Grant award is approved and is not assignable to a third party without specific approval.
2. 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 Innovation and Improvement unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
6. The recipient must 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 that it serves with school improvement funds.
7. If the recipient implements a restart model in a Tier I or Tier II 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.
8. The recipient must report to the SEA the school-level data required under section III of the final requirements.

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

Date
 10/8/10

SIGNATURE OF LEA BOARD PRESIDENT

Date
 10.8.10

1. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

See the Assurances and Certifications section of the LEA Application for a complete list of assurances. LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

2. WAIVERS: The MDE has requested all of the following waivers of requirements applicable to the LEA's School Improvement Grant. Please indicate which of the waivers the LEA intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

New Haven Schools does not have any waivers.

Baseline Data Requirements

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

METRIC		
School Data		
Which intervention was selected (turnaround, restart, closure or transformation)?	Transformation	
Number of minutes in the school year?	65,880	
Student Data		
Dropout rate	7.53%	
Student attendance rate	89.99%	
For high schools: Number and percentage of students completing advanced coursework for each category below	Number	Percent
Advanced Placement	7	4.24%
International Baccalaureate	4	1.15%
Early college/college credit(2010-2011 is first year of program)	2	2.4%
Dual enrollment	4	2.42%
Number and percentage enrolled in college from most recent graduating class	34	77%
Student Connection/School Climate		
Number of disciplinary incidents	760	
Number of students involved in disciplinary incidents	219	
Number of truant students	4	
Teacher Data		
Number of teachers at each performance level category below	Number	Percent
Highly effective	NA	0%
Effective (Satisfactory)	15	40%
Moderately effective	15	40%
Ineffective (Unsatisfactory)	5	5%
Teacher attendance rate: (21 staff members)	Sick days: 0-3 = 1 4-5 = 8 6-8 = 6 8-10 = 6 PD days 0-3 = 1 4-5 = 0 6-8 = 7 9-10 = 5 10 + = 7	10.85%

New Haven High Schools
LEA APPLICATION
Part II

SCHOOL APPLICATION/ANALYSIS OF SCHOOL NEEDS
SCHOOL IMPROVEMENT GRANT – 1003(g)
FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment, such as the process in this model, for each school it will be including in its grant application

School Name and Code: New Haven High School - 02683
District Name and Code: New Haven Community
School District - 50170

Model for change to be implemented: Transformation

School Mailing Address:

57700 Gratiot Ave.
P.O. Box 482000;
New Haven, MI 48048

Contact for the School Improvement Grant:

Name: Dr. Keith D. Wunderlich

Position: Superintendent

Contact's Mailing Address: 30375 Clark Street; P.O. Box 482000; New Haven, MI 48048

Telephone: 586-749-5123

Fax: 586.749-6307

Email address: kwunderlich@nhav.misd.net

Principal (Printed Name):

Dr. Carl Wagner

Telephone:

586-749-5104

Signature of Principal:

x_ *Carl B. Wagner, S.D.*

Date:

November 1, 2010

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

Section I: PROJECT NEED

SECTION I: NEED

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

1. Explain how subgroups within the school are performing and possible areas to target for improvement.

READING

What is the performance, by proficiency levels, of subgroups of students?

As required by federal law, we track the results of subgroups. In Michigan, a subgroup is counted for Adequate Yearly Progress (AYP) when thirty (30) or more students are in a group. Certain sub-groups at New Haven High School have fewer than 30 students (e.g. students with disabilities). This is not enough students to be counted as a group for AYP purposes, so the school would not have an AYP target for this subgroup of students.

The AYP target for 2010 is 61%. Only 36% of New Haven high school students scored proficient in reading on standardized tests. Only 15% of students with disabilities were proficient in reading on standardized tests. Average reading scores on the ACT were 3.6 points lower for African Americans (14) than Caucasians (17.6) and 16% fewer non-disabled males (32%) were proficient in reading than non-disabled females (48%). Specifically, the mean score for New Haven High School students on the ACT for "Strategy development" was 8.8 of 22, and for "Meaning beyond Literal" was 4.5 of 12.

Evidences of Need

57% of White students scored proficient on the MME Reading test.

27% of Black students scored proficient on the MME Reading test.

38% of economically disadvantaged students scored proficient on the MME Reading test.

WRITING

What is the performance, by proficiency levels, of subgroups of students?

As required by federal law, we track the results of subgroups. In Michigan, a subgroup is counted for Adequate Yearly Progress (AYP) when thirty (30) or more students are in a group. Certain sub-groups at New Haven High School have fewer than 30 students (e.g. students with disabilities). This is not enough students to be counted as a group for AYP purposes, so the school would not have an AYP target for this subgroup of students.

The AYP target for 2010 is 55%. Only 22% of New Haven high school students scored proficient in writing on standardized tests. Only 8% of students with disabilities were proficient in writing and ELA (8%) on standardized tests. A lower percentage of White/Caucasian students (35%) were proficient in writing on the MME than African American/Black students (42%). 15% of economically disadvantaged students scored level 4 in writing on the MME, as opposed to 6% of non-economically disadvantaged students scored Level 4. Specifically, the mean score for New Haven High School students on the ACT for “Writing Process” was 13.5 of 30, and for “Purpose and audience” was 9.9 of 20 points.

Evidences of Need

24% of White students scored proficient on the MME Writing test.

9% of Black students scored proficient on the MME Writing test.

6% of economically disadvantaged students scored proficient on the MME Writing test.

MATHEMATICS

What is the performance, by proficiency levels, of subgroups of students?

As required by federal law, we track the results of subgroups. In Michigan, a subgroup is counted for Adequate Yearly Progress (AYP) when thirty (30) or more students are in a group. Certain sub-groups at New Haven High School have fewer than 30 students (e.g. students with disabilities). This is not enough students to be counted as a group for AYP purposes, so the school would not have an AYP target for this subgroup of students.

The AYP target for 2010 is 55%. 68% of New Haven high school students scored non-proficient in math on standardized tests. Zero students with disabilities were proficient in math on standardized tests. Average math scores on the ACT were 1.4 points lower for African Americans (16.3) than Caucasians (17.4). Specifically, mean score on the ACT for figures and properties was 4.5 of 16, for expressions and equations was 4.7 of 10, and for Calculations and algorithms was 7.8 of 14.

Evidences of Need

22% of White students scored proficient on the MME Mathematics test.

0% of Black students scored proficient on the MME Mathematics test.

4% of economically disadvantaged students scored proficient on the MME Mathematics test.

DATA SUMMARY AND HIGHLIGHTS - READING

Our overall goal is to improve reading achievement of our students. After reviewing outcome, demographic, and select process data, we used the data to determine **Evidences of Need** and **Evidences of Success** for the area of Reading.

The Evidences of Need indicates the specific data as a need for us to work on reading.

The Evidences of Success correspond directly to the needs in that they state, through data, the measurement change that staff is working toward. This column will be closely monitored each year to determine and verify progress toward the school's reading goal.

High School Reading Data Overview Evidences of Need and Evidences of Success for the School Plan

HIGH SCHOOL READING OUTCOME DATA	
In the area of outcome data , we are determining our success based on several sources of data including results on the MME Reading Test and ACT-Plan. We are also monitoring our goal to determine if we have more students moving from the level 2 proficiency level to the level 1 proficiency level.	
Evidences of Need Beginning of Year Data	Evidences of Success End-of-Year Data and Measurement Goals
49% of students scored proficient on the MME Reading Test, Class of 2011.	Increase the percentage of students scoring proficient on the MME Reading Test from 49% to 71%.
0% of students scored in Level 1 on the MME Reading Test.	Increase the percentage of students scoring in Level 1 on the MME Reading Test from 0% to 10%.
49 % of students scored in Level 2 on the MME Reading Test.	Increase the percentage of students scoring in Level 2 on the MME Reading Test from 49% to 59%.
51% of students scored in Levels 3 or 4 on the MME Reading Test.	Decrease the percentage of students scoring in Levels 3 or 4 on the MME Reading Test from 51% to 41%.
29% of students scored in the range of 20-32 on the ACT portion of the MME . The benchmark for this test is 21.	Increase the percentage of students scoring in the range of 20-32 on the ACT portion of the MME from 29% to 40%.
25% of students scored at or above benchmark on the ACT PLAN Reading test.	Increase the percentage of students scoring at or above benchmark on the ACT PLAN Reading test from 25% to 35%.
47% of students scored close to benchmark on the ACT PLAN Reading test.	Increase the percentage of students scoring close to benchmark on the ACT PLAN Reading test from 47% to 57%.

15% of the students scored 75% or more of the questions correctly on the ACT PLAN Reading test.	Increase the percentage of students scoring 80% or more of the questions correctly from 15% to 25%.
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HIGH SCHOOL READING DEMOGRAPHIC DATA

In the area of **demographic data**, we are determining our success based on looking at the performance of our subgroups of students on the MME Reading Test and ACT-Plan.

57% of White students scored proficient on the MME Reading test.	Increase the percentage of White students scoring proficient on the MME Reading test from 57% to 67%.
27% of Black students scored proficient on the MME Reading test.	Increase the percentage of Black students scoring proficient on the MME Reading test from 27% to 37%.
38% of economically disadvantaged students scored proficient on the MME Reading test.	Increase the percentage of economically disadvantaged students scoring proficient on the MME Reading test from 38% to 48%.
None of the subgroups hit the AYP target of 55% for 2009-2010 on the MME Reading test.	Increase the number of subgroups hitting the AYP target of 71% on the MME Reading test from 0% to 50%. 61% (2009-2010 school year) 71% (2010-2011 school year) 81% (2011-2012 school year)
29% of White students scored at or above benchmark on the ACT PLAN Reading test.	Increase the percentage of White students scoring at or above benchmark on the ACT PLAN Reading test from 29% to 39%.
13% of Black students scored at or above benchmark on the ACT PLAN Reading test.	Increase the percentage of Black students scoring at or above benchmark on the ACT PLAN Reading test from 13% to 23%.

HIGH SCHOOL READING PROCESS DATA

In the area of **process data**, we are determining our success based on several sources of data including results on the MME Reading Test and ACT-Plan. In this case we are using the data to help us monitor our efforts toward aligning curriculum, instruction, and assessment.

49% of students scored proficient on the MME Reading test.	Increase the percentage of students scoring proficient from 49% to 69%.
15% of students scored at least 75% of the questions correctly on the ACT PLAN Reading test.	Increase the percentage of students scoring at least 75% of the questions correctly on the ACT PLAN Reading test from 15% to 25%.
1% of the four strands for the MME Reading test show tight alignment.	Increase the number of strands showing tight alignment from 1 to 3.

DATA SUMMARY AND HIGHLIGHTS - WRITING

Our overall goal is to improve writing achievement of our students. After reviewing outcome, demographic, and select process data, we used the data to determine **Evidences of Need** and **Evidences of Success** for the area of Writing.

The Evidences of Need indicate the specific area that will required improvement. These data points are included because they do not yet reflect the standard that teachers have set for themselves or standards placed upon them by others.

The Evidences of Success correspond directly to the needs in that they state, through data, the measurement change that staff is working toward. This column will be closely monitored each year to determine and verify progress toward the school's goals.

High School Writing Data Overview Evidences of Need and Evidences of Success for the School Plan

HIGH SCHOOL WRITING OUTCOME DATA	
<p>In the area of outcome data, we are determining our success based on several sources of data including results on the MME Writing Test and ACT-Plan. We are also monitoring our goal to determine if we have more students moving from the level 2 proficiency level to the level 1 proficiency level.</p>	
Evidences of Need Beginning of Year Data	Evidences of Success End-of-Year Data and Measurement Goals
20% of students scored proficient on the MME Writing Test, Class of 2011.	Increase the percentage of students scoring proficient on the MME Writing Test from 20% to 30%.
6% of students scored in Level 4 on the MME Writing Test.	Decrease the percentage of students scoring in Level 4 on the MME from 6% to 2%.
80% of students scored in Levels 3 or 4 on the MME Writing Test.	Decrease the percentage of students scoring in Levels 3 or 4 on the MME Writing Test from 80% to 70%.
16% of students scored in Level 1 on the MME Writing Test.	Increase the percentage of students scoring in Level 1 on the MME Writing Test from 1% to 11%.
19 % of students scored in Level 2 on the MME Writing Test.	Increase the percentage of students scoring in Level 2 on the MME Writing Test from 19% to 29%.

HIGH SCHOOL WRITING DEMOGRAPHIC DATA

In the area of **demographic data**, we are determining our success based on looking at the performance of our subgroups of students on the MME Writing Test, ACT-Plan, and ACT Explore.

24% of White students scored proficient on the MME Writing test.	Increase the percentage of White students scoring proficient on the MME Writing test from 24% to 34%.
9% of Black students scored proficient on the MME Writing test.	Increase the percentage of Black students scoring proficient on the MME Writing test from 9% to 19%.
6% of economically disadvantaged students scored proficient on the MME Writing test.	Increase the percentage of economically disadvantaged students scoring proficient on the MME Writing test from 6% to 16%.
None of the subgroups hit the AYP target of 55% for 2009-2010 on the MME Writing test.	Increase the number of subgroups hitting the AYP target of 67% on the MME Writing test from 0% to 5%. 55% (2009-2010 school year) 67% (2010-2011 school year)

HIGH SCHOOL WRITING PROCESS DATA

In the area of **process data**, we are determining our success based on several sources of data including results on the MME Writing Test, ACT-Plan, and ACT Explore. In this case we are using the data to help us monitor our efforts toward aligning curriculum, instruction, and assessment.

20% of students scored proficient on the MME Writing test.	Increase the percentage of students scoring proficient from 20% to 60%
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DATA SUMMARY AND HIGHLIGHTS - MATHEMATICS

Our overall goal is to improve mathematics achievement of our students. After reviewing outcome, demographic, and select process data, we used the data to determine **Evidences of Need** and **Evidences of Success** for the area of Mathematics.

The Evidences of Need indicate the specific data that points to a need to work on. These data points are included because they do not yet reflect the standard that teachers have set for themselves or standards placed upon them by others.

The Evidences of Success correspond directly to the needs in that they state, through data, the measurement change that staff is working toward. This column will be closely monitored each year to determine and verify progress toward the school's goals.

High School Mathematics Data Overview Evidences of Need and Evidences of Success for the School Plan

HIGH SCHOOL MATHEMATICS OUTCOME DATA	
In the area of outcome data , we are determining our success based on several sources of data including results on the MME Mathematics Test and ACT-Plan. We are also monitoring our goal to determine if we have more students moving from the level 2 proficiency level to the level 1 proficiency level.	
Evidences of Need Beginning of Year Data	Evidences of Success End-of-Year Data and Measurement Goals
17% of students scored proficient on the MME Mathematics Test, Class of 2010.	Increase the percentage of students scoring proficient on the MME Mathematics Test from 17% to 27%
58% of students scored in Level 4 on the MME Mathematics Test.	Decrease the percentage of students scoring in Level 4 on the MME from 58% to 48%.
83% of students scored in Levels 3 or 4 on the MME Mathematics Test.	Decrease the percentage of students scoring in Levels 3 or 4 on the MME Mathematics Test from 83% to 73%
1% of students scored in Level 1 on the MME Mathematics Test.	Increase the percentage of students scoring in Level 1 on the MME Mathematics Test from 1% to 11%.
16 % of students scored in Level 2 on the MME Mathematics Test.	Increase the percentage of students scoring in Level 2 on the MME Mathematics Test from 16% to 26%.
7% of students scored in the range of 20-32 on the ACT portion of the MME . The benchmark for this test is 22.	Increase the percentage of students scoring in the range of 20-32 on the ACT portion of the MME from 7% to 20%.
10% of students scored in Level 6 or 7 on the Workkeys test.	Increase the percentage of students scoring a Level 6 or 7 on the Workkeys test from 10% to 18%.
16% of students scored at or above benchmark	Increase the percentage of students scoring at

on the ACT PLAN Mathematics test.	or above benchmark on the ACT PLAN Mathematics test from 16% to 26%.
29% of students scored close to benchmark on the ACT PLAN Mathematics test.	Increase the percentage of students scoring close to benchmark on the ACT PLAN Mathematics test from 29% to 39%.
9% of the students scored 80% or more of the questions correctly on the ACT PLAN Mathematics test.	Increase the percentage of students scoring 80% or more of the questions correctly from 9% to 19%.

HIGH SCHOOL MATHEMATICS DEMOGRAPHIC DATA

In the area of **demographic data**, we are determining our success based on looking at the performance of our subgroups of students on the MME Mathematics Test and ACT-Plan.

22% of White students scored proficient on the MME Mathematics test.	Increase the percentage of White students scoring proficient on the MME Mathematics test from 22% to 32%.
0% of Black students scored proficient on the MME Mathematics test.	Increase the percentage of Black students scoring proficient on the MME Mathematics test from 0% to 25%.
4% of economically disadvantaged students scored proficient on the MME Mathematics test.	Increase the percentage of economically disadvantaged students scoring proficient on the MME Mathematics test from 4% to 20%.
None of the subgroups hit the AYP target of 55% for 2009-2010 on the MME Mathematics test.	Increase the number of subgroups hitting the AYP target of 67% on the MME Mathematics test from 0% to 5% 55% (2009-2010 school year) 67% (2010-2011 school year) 78% (2011-2012 school year)
18% of White students scored at or above benchmark on the ACT PLAN Mathematics test.	Increase the percentage of White students scoring at or above benchmark on the ACT PLAN Mathematics test from 18% to 28%.
0% of Black students scored at or above benchmark on the ACT PLAN Mathematics test.	Increase the percentage of Black students scoring at or above benchmark on the ACT PLAN Mathematics test from 0% to 5%.

HIGH SCHOOL MATHEMATICS PROCESS DATA

In the area of **process data**, we are determining our success based on several sources of data including results on the MME Mathematics Test and ACT-Plan. In this case we are using the data to help us monitor our efforts toward aligning curriculum, instruction, and assessment.

<p>17% of students scored proficient on the MME Mathematics test. In an aligned system it is reasonable to expect at least 80% or more of the students to score proficient. An additional 65 students scoring proficient were needed and of these 65 only 21 were close.</p>	<p>Increase the percentage of students scoring proficient from 17% to 80%. or Increase the number of students who were close to scoring proficient from approximately 1/5 of the students needed to 100% of the students needed.</p>
<p>0% of students scored at least 80% of the questions correctly on the ACT PLAN Mathematics test.</p>	<p>Increase the percentage of students scoring at least 80% of the questions correctly on the ACT PLAN Mathematics test from 0% to 5%.</p>
<p>0% of the ten strands for the MME Mathematics test show tight alignment.</p>	<p>Increase the number of strands showing tight alignment from 0 to 5.</p>
<p>2 of the eight strands for ACT PLAN Mathematics show tight alignment.</p>	<p>Increase the alignment on the strands for ACT PLAN from 2 strands being tightly aligned to 4 strands being aligned (priority strands).</p>

The following chart shows our three-year trend, by subgroups, of student performance on the Michigan Merit Exam.

**New Haven High School
Percentage of Students Meeting State Proficiency Levels
by Student Subgroups
Michigan Merit Exam (MME)
2007-2008 through 2009-2010 School Years**

	Reading			Writing			Mathematics		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
School Year	2007-2008	2008-2009	2009-2010	2007-2008	2008-2009	2009-2010	2007-2008	2008-2009	2009-2010
Class of	2009	2010	2011	2009	2010	2011	2009	2010	2011
Social Economic Status (SES)	58%	35%	38%	25%	15%	6%	25%	25%	4%
Black Students	31%	42%	27%	6%	0%	9%	19%	33%	0%
White Students	52%	35%	57%	33%	25%	24%	30%	25%	22%
Students with Disabilities	15%	---	---	8%	---	--	0%	---	--
Males	44%	28%	48%	17%	16%	17%	30%	33%	18%
Females	54%	44%	50%	40%	27%	24%	29%	40%	16%
All Students	49%	36%	49%	29%	22%	20%	30%	36%	17%
State	62%	60%	65%	41%	43%	44%	46%	49%	50%

Data Source: MDE – MME School Demographic Report (New Haven Schools and State of Michigan)

Based on the data in this chart we have a number of data points that we will monitor.

Reasons for the Gap

We studied our process data and determined a number of factors that likely lead to our gaps in achievement. These include:

1. Misalignment between the High School Content Expectations and ACT’s College and Career Readiness Standards.
2. High poverty rate which requires adults in the school to provide strategies that help build background knowledge and experiences that are critical to learning.
3. Low reading levels, as measured by the Scholastic Achievement Test. We have students entering the ninth grade who are reading on the second grade level.
4. A lack of core content and vocabulary for each grade level and subject area.

Through this grant application and our school improvement plan, we are addressing these issues.

Enrollment and Graduation Data - All Students

Year: 2009-10

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
5							
6							
7							
8							
9	80	0	3 Honors	0	0	0	80
10	102	0	46 Honors	0	0	0	102
11	83	0	8 Honors	0	0	1	83
12	82	0	17 Honors	0	0	0	79

Number of Students enrolled in Extended Learning Opportunities

Year: 2009-10

Grade	Number of Students in Building by Grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file.
6						
7						
8						
9	80	0	3	0	57	80
10	102	0	1	0	85	102
11	83	3	0	0	55	83
12	82	4	0	7	63	82

Sub-Group Non-Academic Analysis

Year: 2009-10

Group	# of Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES	129	36	93	10	117	2	0	0	0
Race/Ethnicity									
Native American	0	0	0	0	0	0	0	0	0
Asian	2	0	0	0	0	0	0	0	0
Black	75	28	47	13	112	2	0	0	0
Hispanic	15	4	11	2	32	0	0	0	0
White	255	79	176	20	179	3	1	0	0
Multiracial	0	0	0	0	0	0	0	0	0
Hawaiian	0	0	0	0	0	0	0	0	0
Ethnic Not Coded	0	0	0	0	0	0	0	0	0
Disabilities	63	42	21	11	73	1	1	0	0
LEP	5	2	3	0	0	0	0	0	0
Homeless	1	0	0	0	0	0	0	0	0
Migrant	0	0	0	0	0	0	0	0	0
Gender									
Male	179	52	127	28	120	1	1	0	0
Female	168	59	109	9	77	3	0	0	0
Totals		302	587	93	710	12	3	0	0

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES	129	0	1	129	2	4
Race/Ethnicity						
Native American	0	0	0	0	0	0
Asian	2	0	0	2	1	1
Black	75	0	0	75	2	3
Hispanic	15	0	0	15	0	0
White	255	0	1	255	6	14
Multiracial	0	0	0	0	0	0
Hawaiian	0	0	0	0	0	0
Ethnic Not Coded	0	0	0	0	0	0
Disabilities	63	0	0	63	3	3
LEP	5	0	0	5	0	0
Homeless	1	0	0	1	0	0
Migrant	0	0	0	0	0	0
Gender						
Male	179	0	0	179	3	9
Female	168	0	1	168	5	8
Totals		0	3	892	22	42

GRADUATION RATES/GRADUATION IMPROVEMENT

Graduation rates are one of the most important indicators of a school's success. They are *not* based on retention rates (percent of students who stay in school) or drop out rates (percent of students who leave during a single year).

The U.S. Department of education recently approved Michigan's request to include a six-year graduation rate in AYP calculations. A new graduation improvement calculation has also been approved.

The following chart shows the pattern for graduation rates at Mount Clemens High School for the 2007 through the 2009 cohorts of students.

New Haven High School Cohort Graduation Rates 2007 through 2009 Cohorts

District/Building Name (Code)	2007 Cohort & Graduation Rate			2008 Cohort & Graduation Rate			2009 Cohort & Graduation Rate		
	On-Track Graduated	2007 4-Year Cohort	Cohort Graduation Rate	On-Track Graduated	2008 4-Year Cohort	Cohort Graduation Rate	On-Track Graduated	2009 4-Year Cohort	Cohort Graduation Rate
State	105,900	140,353	75.45%	109,542	145,097	75.50%	107,074	142,322	75.23%
New Haven High School (02683)	75	78	96.15%	59	70	84.29%	79	95	84.95%

In the 2008-2009 school year, 95 students were in the 2009 4-year graduation cohort. Of these, 79 (84.95%) graduated on time.

New Haven High School had a 2007 Cohort Graduation Rate of 96.15%, a 2008 rate of 84.29%, and 2009 rate of 84.95%. There has been a decrease in the graduation rate over the past three years. We feel that this is mostly due to addressing students within the district and their placement. With the quantity of students we have, the change of a single student, not graduating on-time, can have a dramatic effect on our numbers.

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

School Resource Profile

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

A full listing of all grants contained in No Child Left Behind (NCLB) is available at:

www.mi.gov/schoolimprovement.

See comprehensive chart below.

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

SECTION II: COMMITMENT

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

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

1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.
2. Explain the school's ability to support systemic change required by the model selected.
3. Describe the school's academic in reading and mathematics for the past three years as determined by the state's assessments (MEAP/ MME/Mi-Access).
4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.
5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.
6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

1. Staff Support of the School Improvement Application and Their Support of the Proposed Efforts to Effect Change in the School

The New Haven High School staff fully supports the school improvement application and the proposed efforts to change the school. We provide the following evidence:

There are currently twenty-two staff members on the high school staff. All twenty-two completed an online survey on the transformational model and 100% agreed with the proposed changes. Eighty-six percent of the staff are committed to the proposed changes. The results of the survey follow.

New Survey School Improvement Plan Support Results Overview

Date: 10/14/2010 11:33 AM PST
 Responses: Completes
 Filter: No filter applied



- 1.** Do you agree to spend two days a week after school for 45 minute meetings outside of the school day each week to work on improving school achievement? Note- these meetings are in addition to staff meetings. [Question Title]

Yes	<div style="background-color: #ccc; width: 86%; height: 15px;"></div>	19	86%
No	<div style="background-color: #ccc; width: 14%; height: 15px;"></div>	3	14%
Total		22	100%
- 2.** Do you understand the importance and the possible consequences to the district and yourself in failing to fully participate in the restructuring process? Such consequences can include termination, state takeover, and loss of membership in the NHEA?

Yes	<div style="background-color: #ccc; width: 100%; height: 15px;"></div>	22	100%
No		0	0%
Total		22	100%
- 3.** Do you agree to regularly (at least once a week) create and disaggregate data and then discuss it with your instructional team to determine the next steps?

Yes	<div style="background-color: #ccc; width: 100%; height: 15px;"></div>	22	100%
No		0	0%
Total		22	100%
- 4.** Do you support the School Improvement in the preparation of the School Improvement Grant Application?

Yes	<div style="background-color: #ccc; width: 100%; height: 15px;"></div>	22	100%
No		0	0%
Total		22	100%
- 5.** Are you committed to the proposed efforts for change?

Yes	<div style="background-color: #ccc; width: 100%; height: 15px;"></div>	22	100%
No		0	0%
Total		22	100%

6. Do you understand that if the plan is not accepted that the state will take over the building and the staff?

Yes		21	95%
No		1	5%
Total		22	100%

7. Do you understand that there will be quarterly reports of students' achievement and progress on the plan reported to the state and that at any point if the reports fail to show progress that the state can take over the building and the staff?

Yes		22	100%
No		0	0%
Total		22	100%

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Staff support of school improvement process upon notification. We are currently awaiting a response from MDE regarding this plan. Upon notification of SIG eligibility, we anticipate that all staff will participate in daily efforts to work the school improvement process. A calendar of comprehensive events involving the high school staff, central office, and ISD personal is in development. Part of the calendar is in Section I of this Plan.

Two-Day Data Analysis and School Improvement Workshop Completed. In addition to the activities addressed above, the Director of Curriculum, with the support of the High School Principal and key staff members will schedule and complete a comprehensive school improvement workshop conducted by MISD staff, specifically directed at the usage and implementation of Data Director as a means to track student success.

Staff support of Plan at Board of Education meeting. The Board of Education conducted a meeting on October 11, 2010. The BOE was provided a presentation of the SIG and the plan. Three high school staff members were present to provide their support of plan.

2. Explanation of School's Ability to Support Systemic Change Required by the Model Selected, in Our Case, the Transformation Model

We are fully capable of supporting the transformation model at New Haven High School. Evidence for this includes the actions by the district to begin the reform efforts (e.g., remodeling of the high school to better serve the reform model, adjusting student schedules, working in collaborative teams, creating a comprehensive professional development program, choosing and

implementing a new evaluation model, promoting teacher leaders, and supporting decisions made by teachers.

3. Three-Year Trend of Academic Achievement in Reading, Writing, and Mathematics.

The following data show the results of our key state assessments in the areas of reading, writing, and mathematics.

Using information gathered from the data on the following pages, regarding how students in the school are doing on skills that are tested on the MEAP/MME, discuss the following:

1. What skill area(s) is the school doing well on?

The districts MME scores show growth in the Reading area. While we scored close to the State average in Social Studies for two years, our scores dipped last year.

2. When comparing the school with the district and state, which skills would the staff identify as a challenge area for the school?

Reading needs to show continued growth.

As it relates to Mathematics, the following Math/Science Statistics will show an unacceptable student failure rate in Algebra I and Geometry. We are a small staff, but we will be working with students to provide additional opportunities for learning and questioning to improve the student's ability to pass the course. We believe that student success in Mathematics will carry-over into other areas of the curriculum. While the failure rates in the sciences is also of concern, it is significantly below that of Algebra I and Geometry.

Staff have also identified Writing, and Science as areas of growth. We are reviewing our Social Studies results to assess areas or concern.

3. When reviewing the district curriculum, where are these skills taught?

Students are assigned to classes at all grade levels in the high school for all five tested areas.

4. When reviewing the school instructional program, are these skills being taught at the appropriate grade level?

Yes – curriculum follows the standards set by the State of Michigan.

5. How can this information be used for curriculum, instructional and remediation purposes?

During the 2009-2010 school year, New Haven High School hired Instructional Support staff to work with teaching staff in various areas related to change the methodology used to present information in the classroom. We had two part-time consultants working with all members of the High School staff. This had a very positive response, and we feel that this will have more impact in the 2010-11 school year.

In addition, the High School staff began the use of an After-School Academic Support Program to provide help for students in different subject areas. In addition, New Haven High School offered credit recovery using E2020 during the 2009 and 2010 Summer School. This program extended to before and after school programs. Also, New Haven is one of the initial group of Macomb County districts to implement PowerSchool as a student information system to help with communication on student achievement between home and school.

Student Achievement Data

MME Achievement Reports

All reports are from MME Office of the Michigan Department of Education



District Name: **NEW HAVEN COMMUNITY SCHOOLS**
District Code: **50170**

SCHOOL SUMMARY REPORT

All Students

Grade **11**
Spring **2010**



School Name: **NEW HAVEN HIGH SCHOOL**
School Code: **02683**

MME READING

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1077)	(1078-1099)	(1100-1157)	(1158-1250)	(1100-1250)
2010	88	1098	1095-1101	16%	35%	49%	0%	49%
2009	88	1091	1086-1096	28%	35%	36%	0%	36%
2008	106	1096	1091-1101	25%	25%	49%	0%	49%
2007	76	1091	1085-1097	32%	32%	37%	0%	37%

MME SCIENCE

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1086)	(1087-1099)	(1100-1142)	(1143-1250)	(1100-1250)
2010	83	1086	1082-1090	43%	28%	28%	1%	29%
2009	88	1088	1081-1095	38%	26%	36%	0%	36%
2008	105	1086	1078-1094	38%	21%	39%	2%	41%
2007	74	1084	1077-1091	51%	20%	28%	0%	28%

MME WRITING

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1050)	(1051-1099)	(1100-1145)	(1146-1250)	(1100-1250)
2010	88	1080	1077-1082	6%	74%	19%	1%	20%
2009	88	1084	1078-1090	10%	68%	20%	1%	22%
2008	105	1083	1077-1089	10%	61%	29%	0%	29%
2007	73	1083	1078-1088	5%	73%	22%	0%	22%

MME SOCIAL STUDIES

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1085)	(1086-1099)	(1100-1128)	(1129-1250)	(1100-1250)
2010	83	1110	1108-1112	10%	30%	47%	13%	60%
2009	88	1116	1111-1121	8%	13%	53%	26%	80%
2008	108	1114	1110-1118	7%	15%	50%	28%	78%
2007	74	1114	1110-1118	11%	7%	59%	23%	82%

MME MATHEMATICS

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1088)	(1089-1099)	(1100-1127)	(1128-1250)	(1100-1250)
2010	83	1080	1077-1083	58%	25%	16%	1%	17%
2009	88	1085	1079-1091	49%	24%	24%	3%	27%
2008	105	1080	1074-1086	55%	15%	29%	1%	30%
2007	76	1082	1077-1087	54%	25%	21%	0%	21%

* Includes students who received valid scores.
** This is the likely range within which the true mean scale score would fall for the students listed on this report.

Due to rounding, percentages might not total 100%.

MME Analysis – Sub-Group Analysis



District Name: **NEW HAVEN COMMUNITY SCHOOLS**
 District Code: **50170**

SCHOOL DEMOGRAPHIC REPORT

All Students

Grade 11
 Spring 2010



School Name: **NEW HAVEN HIGH SCHOOL**
 School Code: **02683**

School	MME READING							MME WRITING							MME MATHEMATICS							
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*	
Total All Students	88	1098	16	35	49	0	49	88	1080	6	74	19	1	20	83	1080	58	25	16	1	17	
Gender																						
Male	42	1097	14	38	48	0	48	42	1077	5	79	17	0	17	39	1081	54	28	15	3	18	
Female	46	1099	17	33	50	0	50	46	1082	7	70	22	2	24	44	1079	61	23	16	0	16	
Ethnicity																						
American Indian/Alaskan Native																						
Asian/Pacific Islander	< 10							< 10						< 10								
Black, Not of Hispanic Origin	22	1087	27	45	27	0	27	22	1074	9	82	9	0	9	20	1069	75	25	0	0	0	
Hispanic	< 10							< 10						< 10								
White, Not of Hispanic Origin	58	1103	10	33	57	0	57	58	1082	3	72	22	2	24	55	1083	51	27	20	2	22	
Multiracial	< 10							< 10						< 10								
Additional Reporting Groups																						
Economically Disadvantaged:	Yes	50	1091	16	46	38	0	38	50	1072	6	88	6	0	6	45	1074	64	31	4	0	4
	No	38	1107	16	21	63	0	63	38	1089	5	55	37	3	39	38	1087	50	18	29	3	32
English Language Learners:	Yes	< 10						< 10						< 10								
	No	86	1099	15	35	50	0	50	86	1080	5	74	20	1	21	81	1080	58	25	16	1	17
Formerly Limited English Proficient																						
Migrant																						
Homeless																						
Accommodations																						
Standard -- All	< 10							< 10														
Nonstandard -- All **																						
Standard -- ELL Only																						
Nonstandard -- ELL Only **																						

* Value might not equal the exact sum of level 1 & level 2 due to rounding.
 ** Students not included in Number of Students Assessed.

< 10 = No summary scores provided if fewer than 10 students.



District Name: NEW HAVEN COMMUNITY SCHOOLS
District Code: 50170

SCHOOL DEMOGRAPHIC REPORT

All Students

Grade 11
Spring 2010



School Name: NEW HAVEN HIGH SCHOOL
School Code: 02683

School	MME SCIENCE							MME SOCIAL STUDIES						
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*
Total All Students	83	1086	43	28	28	1	29	83	1110	10	30	47	13	60
Gender														
Male	39	1097	26	41	31	3	33	39	1116	8	21	49	23	72
Female	44	1076	59	16	25	0	25	44	1105	11	39	45	5	50
Ethnicity														
American Indian/Alaskan Native														
Asian/Pacific Islander	< 10							< 10						
Black, Not of Hispanic Origin	20	1071	60	35	5	0	5	20	1098	15	55	30	0	30
Hispanic	< 10							< 10						
White, Not of Hispanic Origin	55	1090	38	27	33	2	35	55	1114	7	24	53	16	69
Multiracial	< 10							< 10						
Additional Reporting Groups														
Economically Disadvantaged: Yes	45	1082	47	40	13	0	13	45	1104	13	33	49	4	53
No	38	1091	39	13	45	3	47	38	1117	5	26	45	24	68
English Language Learners: Yes	< 10							< 10						
No	81	1086	43	27	28	1	30	81	1111	9	30	48	14	62
Formerly Limited English Proficient														
Migrant														
Homeless														
Accommodations														
Standard -- All														
Nonstandard -- All **														
Standard -- ELL Only														
Nonstandard -- ELL Only **														

* Value might not equal the exact sum of level 1 & level 2 due to rounding.
** Students not included in Number of Students Assessed.



SCHOOL SUMMARY REPORT

Students with Disabilities



District Name: **NEW HAVEN COMMUNITY SCHOOLS**
 District Code: **50170**

Grade 11
Spring 2010

School Name: **NEW HAVEN HIGH SCHOOL**
 School Code: **02683**

MME READING

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1077)	(1078-1099)	(1100-1157)	(1158-1250)	(1100-1250)
2010	< 10							
2009	< 10							
2008	13	1079	1068-1090	62%	23%	15%	0%	15%
2007	< 10							

MME SCIENCE

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1086)	(1087-1099)	(1100-1142)	(1143-1250)	(1100-1250)
2010	< 10							
2009	< 10							
2008	13	1053	1020-1086	62%	23%	15%	0%	15%
2007	< 10							

MME WRITING

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1050)	(1051-1099)	(1100-1145)	(1146-1250)	(1100-1250)
2010	< 10							
2009	< 10							
2008	13	1066	1054-1078	23%	69%	8%	0%	8%
2007	< 10							

MME SOCIAL STUDIES

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1085)	(1086-1099)	(1100-1128)	(1129-1250)	(1100-1250)
2010	< 10							
2009	< 10							
2008	16	1102	1096-1108	6%	44%	50%	0%	50%
2007	< 10							

MME MATHEMATICS

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1088)	(1089-1099)	(1100-1127)	(1128-1250)	(1100-1250)
2010	< 10							
2009	< 10							
2008	13	1054	1032-1076	85%	15%	0%	0%	0%
2007	< 10							

* Includes students who received valid scores.

** This is the likely range within which the true mean scale score would fall for the students listed on this report.

< 10 = No summary scores provided if fewer than 10 students.
 Due to rounding, percentages might not total 100%.

MME Assessment Test Item Analysis



District Name: **NEW HAVEN COMMUNITY SCHOOLS**
 District Code: **50170**

SCHOOL SUMMARY REPORT

All Students

Grade 11
 Spring 2010



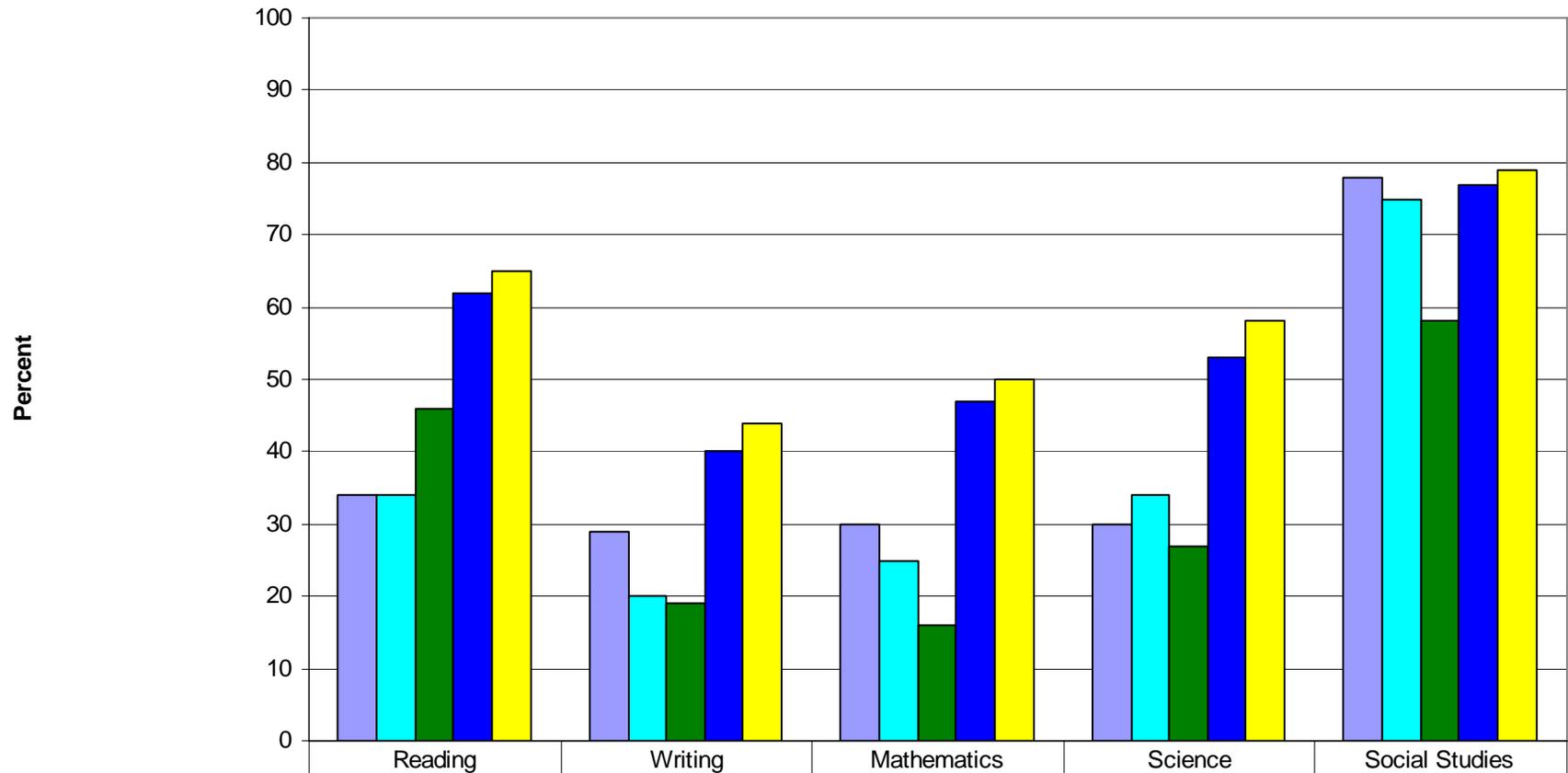
School Name: **NEW HAVEN HIGH SCHOOL**
 School Code: **02683**

Subscore	No. of Students Assessed	Mean Points	Points Possible	Percent of Students Scoring in Each Raw Score Range															
				0	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-19	20-22	23-25	26-28			
MME Reading	88			0	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-19	20-22	23-25	26-28			
R2.1 Strategy Development		11.8	28	0	1	1	5	14	27	18	10	10	3	7	2	1			
R2.2 Meaning Beyond Literal		1.4	4	17	73	10													
R2.3 Independent Reading		10.4	13	0	0	1	2	7	35	52	2								
L3.1 Close Literature Reading		3.2	6	7	28	40	25												
MME Writing	88			0	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20	21-23	24-26			
W1.1 Writing Process		11.7	26	0	0	1	8	20	19	16	10	8	6	3	7	1			
W1.3 Purpose & Audience ACT Writing*		9.4	18	0	0	2	6	25	40	15	13	0	0						
W1.4 Inquiry & Research		6.5	12	0	3	7	41	45	3	0									
LAN4.1 Effective Use of Language		1.5	4	13	74	14													
		3.6	9	3	23	45	22	7	0										
MME Mathematics	83			0	1	2	3	4	5	6	7-8	9-10	11-12	13-14	15-17	18-20			
L1 Reasoning about Numbers		2.0	6	4	29	39	20	7	1	0									
L2 Calculations, Algorithms		4.4	13	1	5	14	16	19	13	16	12	2	1	0					
L3 Math Reasoning, Logic & Proof		0.9	3	31	49	18	1												
A1 Expressions & Equations		4.8	12	1	5	11	18	12	11	19	17	6	0						
A2 Functions		1.7	5	23	25	24	13	13	1										
A3 Families of Functions		1.0	4	34	41	16	7	2											
G1 Figures & Properties		6.1	20	0	6	1	13	16	13	10	20	11	7	1	1	0			
G2 Relationships between Figures		0.6	2	48	42	10													
G3 Transformations of Figures		0.3	1	69	31														
S2 Bivariate Data: Relationships		0.5	1	48	52														
MME Science	83			0	1	2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20	21-22			
R1 Inquiry & Reflection		8.6	22	0	1	0	8	17	27	27	6	6	6	2	0	0			
E2 Earth Systems		0.7	2	47	40	13													
E3 The Solid Earth		1.0	2	28	46	27													
E4 The Fluid Earth		0.8	2	40	45	16													
E5 Earth in Space & Time		0.7	2	43	42	14													
B2 Organization of Living Systems		0.9	2	23	60	17													
B3 Living Systems & Environment		1.0	2	24	49	27													
B4 Genetics		0.7	2	41	46	13													
B5 Evolution & Biodiversity		1.1	2	23	48	29													
P2 Motion of Objects		1.0	2	29	46	25													
P3 Forces & Motion		0.6	2	47	42	11													
P4a Energy Part a		0.9	2	34	47	19													
P4b Energy Part b		0.9	2	31	45	24													
C23 Energy Transfer & Conservation		1.0	2	31	41	28													
C4 Properties of Matter		0.6	2	43	52	5													
C5 Changes in Matter		0.8	2	36	52	12													
MME Social Studies	83			0	1	2	3	4	5	6	7								
History		3.1	7	5	8	19	34	16	13	4	1								
Geography		4.1	7	2	6	11	20	14	23	11	12								
Civics		3.2	7	4	10	24	25	17	11	7	2								
Economics		2.9	7	2	17	24	29	13	7	5	2								
Inquiry		3.7	6	0	1	10	33	31	23	2									

* The ACT Writing score is included in the W1.3 Purpose and Audience subscore data.

Due to rounding, percentages might not total 100%.

MME Percent Meeting/Exceeding State Standards



2008 New Haven	34	29	30	30	78
2009 New Haven	34	20	25	34	75
2010 New Haven	46	19	16	27	58
2010 Macomb County	62	40	47	53	77
2010 State	65	44	50	58	79

New Haven High School
 2009/2010 School Year - End of Year

All Students

Building Enrollment: 347

Course	Sections Taught	Students Enrolled	Students Who Failed	Percentage Failed
Algebra I	6	123	22	17.9%
Geometry	6	93	12	12.9%
Algebra II	4	77	5	6.5%
Chemistry	4	64	3	4.7%
Physics	5	85	3	3.5%
Biology	7	107	6	5.6%

Class Statistics

Class	Enrollment	Average GPA	Average Daily Attendance	Students Suspended	Days of Suspension
2009-2010	82	2.77	87.8%	23	63
2010-2011	83	2.72	88.4%	24	168
2011-2012	102	2.56	87.4%	31	167
2012-2013	80	2.72	90.3%	24	154

9th Grade - 1st Term

	Number	Percent
Number of Students:	77	
Failed 1 or More Classes:	10	13.0%

1st Term	Number	Percent	ADA
Failed 1 class only	4	5.2%	90.4%
Failed 2 classes only	3	3.9%	92.2%
Failed 3 or more classes	3	3.9%	79.9%
Failed Algebra I	4	5.2%	79.7%
Failed any Math	5	6.5%	76.0%
Failed Language Arts	1	1.3%	68.8%

9th Grade - 2ndTerm

	Number	Percent
Number of Students:	80	
Failed 1 or More Classes:	11	13.8%

2nd Term	Number	Percent	ADA
Failed 1 class only	2	2.5%	74.3%
Failed 2 classes only	6	7.5%	75.3%
Failed 3 or more classes	3	3.8%	73.7%
Failed Algebra I	9	11.3%	74.8%
Failed any Math	9	11.3%	74.8%
Failed Language Arts	4	5.0%	69.9%

Class of 2009

Number of students: 91
 Percentage of students who took 4 years of math: 68.132%
 Percentage of students who took 3 years of math: 31.868%
 Percentage of students who took 4 years of science: 75.824%
 Percentage of students who took 3 years of science: 21.978%
 Percentage of students who took 2 years of foreign language: 39.560%

Number of students in class of 2009 who:

	<u>Took Class</u>	<u>Passed Class</u>
Algebra I	74	70
Algebra II	74	70
Geometry	85	78
Chemistry	59	54
Physics	64	63
Biology	90	87
1 or more AP	0	0

All Students

Building Enrollment: 396

	<u>Sections Taught</u>	<u>Students Enrolled</u>	<u>Percentage Failed</u>
Algebra I	8	99	24.242%
Geometry	14	143	9.091%
Algebra II	6	80	3.750%
Chemistry	6	55	12.727%
Physics	11	116	10.345%
Biology	11	121	9.917%

9th Grade

Number of students: 103

34.0% (35)

Failed 1 or more classes.

0.0% (0)

Were retained in grade.

	<u>1st Term</u>		<u>2nd Term</u>	
	<u>Nbr</u>	<u>Pct</u>	<u>Nbr</u>	<u>Pct</u>
Failed 1 class only:	11	10.7%	14	13.6%
Failed 2 classes only:	3	2.9%	3	2.9%
Failed 3 or more classes:	10	9.7%	9	8.7%
Failed Algebra 1:	5	4.9%	11	10.7%
Failed any Math:	8	7.8%	12	11.7%
Failed Language Arts:	10	9.7%	5	4.9%

Special Education

Number of students: 60

Number of students who took Algebra I: 20

Number of students who passed Algebra I: 13

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

The staff has demonstrated its commitment to use data and researched based strategies in the following ways:

Staff support of school improvement process upon notification. We are currently awaiting a response from MDE regarding this plan. Upon notification of SIG eligibility, we anticipate that all staff will participate in daily efforts to work the school improvement process. A calendar of comprehensive events involving the high school staff, central office, and ISD personal is in development.

Data Analysis and School Improvement Workshop. In addition to the activities addressed above, the Director of Curriculum, with the support of the High School Principal and key staff members, will schedule and complete a comprehensive school improvement workshop conducted by MISD staff, specifically directed at the usage and implementation of Data Director as a means to track student success. While the staff has had the basic training, it is very clear that more and deeper training is necessary.

SIG Application reflects a higher use of data and research-based strategies. The heavy use of data in the first portion of this application is the testament to the staff making the transition to data based decision-making. our needs assessment reflects the staff efforts to use data and research based strategies. However, in our Plan, we have included the hiring of a service provider to help the staff dig deeper into the information they have.

Commitment to using a variety of data tools. There are a number of data tools available to support our work with data. We have embraced the use of Data Director, which is supported by Macomb ISD in all of our buildings but it seems to be an easier fit at the elementary. Even though we have two trainers in each building trained by the MISD, if a staff member does not use Data Director frequently, some of the skills are not retained. During the 2010-2011 school year, we will receive continued staff development from Macomb ISD that focus on the use of Data Director. During the 2009-10 school year, we were in the first group of school districts in the county implementing PowerSchool student information management. This will be implemented throughout the entire county over the next year. Using the data from the

Explore, the Plan and the Decommissioned ACT, all from the same people who own the AC that will be given to our juniors in March gives us quite a bit of new data and has opened the eyes of many of the staff. Frequently, the comment is that “I did not know that was tested.” or that “ I did not realize this is tested on the ACT.” Most importantly, the number of students who are failing one or more courses is of great concern (see next pages).

5. Providing Time for Collaboration and Development of a Schedule That Promotes Collaboration

We believe in collaboration and the sharing of ideas to help more students achieve at higher levels. In our application, we have provided time for this collaboration. First, our district calendar includes at least twelve early release days that will be used by teachers to discuss and talk about student work. Second, we are building into our grant additional opportunities for teachers to work collaboratively after school.)

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

To help ensure good working relationships among all of our stakeholders, we have begun to outline roles and responsibilities for the adults who set the conditions for the school’s success. In our work, we have four core groups of adults who will work together collaboratively to set the conditions for success for all students. These groups include the Board of Education, Central Office Leadership, High School staff, and Macomb ISD staff as well as the paid provider, AdvancED.

The following chart shows the roles and responsibilities for these transformation relationships.

Board of Education	Central Office	High School Staff	Macomb ISD
<ul style="list-style-type: none"> • Directs new & revised policy • Reviews and approves changes to transformation plan • Provides guidance based on transformation progress • Holds stakeholders accountable for success of transformation plan • Directs the allocation of transformation resources • Assists in obtaining additional resources to support transformation • Approves new hires to support transformation • Approves dismissal of instructional staff when appropriate • Acts on any matter for the good of the district as the BOE sees fit 	<ul style="list-style-type: none"> • Proposes policy changes to support transformation • Implements policy changes directed by Board of Education • Provides guidance to Successline on External Source Provider matters • Monitors and guides High School leadership on key matters for transformation • Keeps the Board of Education advised of status of transformation • Supports procurement of resources both inside & outside of grant • Supports community relations – parent involvement matters • Assists with course design when required • Guides good news stories to press on transformation 	<ul style="list-style-type: none"> • Owns the transformation and lives it each day • Leads from the front to execute transformation plan and holds the staff accountable • Directs changes based on transformation progress • Directs the allocation of transformation resources • Teams with External Source Provider in plan execution and keeps Central Office Leadership and BOE apprised of progress • Monitors, evaluates and provides feedback to instructional staff regularly through the transformation period 	<ul style="list-style-type: none"> • Serves as the External Provider • Drives the master plan • Serves as a clearing house for services • Keeps all stakeholders advised of status • Guides and mentors critical areas – student support team, discipline, attendance, community involvement • Provides specialist support (e.g. MISD has committed to providing math mentoring on Thursdays from 3pm to 5pm) • Provides professional development support in areas of most need by our project. • Provides comprehensive data support including helping teachers use data to identify appropriate interventions at the classroom level • Prepares and supports monitor visits • Designs and executes embedded professional development for Instructional Staff (curriculum, instruction, and assessment).

While these groups have the responsibility for setting the stage for success, the role of parents and community members and stakeholders will help fuel the achievement engine.

NEW HAVEN COMMUNITY
SCHOOL DISTRICT
LEA APPLICATION
Part III

Attachment VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

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

Policies/ Practices	In Place	Under Consideration	Not Needed
• Leadership Council Composition	√		
• Principal Authority/responsibility	√		
• Duties - Teachers	√		
• Duties - Principal	√		
• Tenure	√		
• Flexibility regarding our school schedule (day and year)	√		
• Waivers from district policies to try new approaches			√
• Flexibility regarding staffing decisions	√		
• Flexibility on school funding	√		
Job-Embedded Professional Development			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content	√		
• Schedule	√		
• Length	√		
• Financing	√		
• Instructors	√		
• Evaluation	√		
• Mentoring	√		

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

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

Perception Data

New Haven High School has again participated in the annual 2010 High School Entrance/Exit Survey, which is conducted county-wide and is collected, organized, and reported by the Macomb ISD. This survey produces perception data of 9th, 12th, teacher, and parent perception of New Haven High School. The 2010 survey data was based on the responses of 89 students, 20 teachers, and 15 parents. In previous years, this data was used in the preparation of the EdYes! reports. The perception data for 2010 is being used extensively as an evaluation tool for the identification and integration of new programs, policies, and changes in the curriculum, its delivery, new programs as a part of the School Improvement Grant application and an overall modification and improvement of New Haven school culture.

The 2010 data reveals significant disconnections in perception of rigor:

- 40% of the students perceive their classes as challenging.
- 58% of the students perceive that the standards high enough.
- 44% of the students perceive that the teachers are making the topics interesting.

The last is consistent with the perceptions of students county-wide. However, there is a significant gap in perception in the areas of high standards and challenging courses, where New Haven students clearly indicate that rigor is lacking. County perceptions on standards and rigor are 77% and 68% respectively.

The perception on relationships is consistent with that of rigor. Most of the responses are consistent with the county-wide student and teacher perceptions. However, perception of discipline fairness is significantly lower than the county-wide perception. Further, even though perceptions are similar among all groups, the values are so low that improving them could not help but improve academic achievement. Consequently, New Haven will be using this data and additional surveys on perception to drive changes in school culture. Improving the negative perceptions will significantly make New Haven High School a positive and valued place for learning.

Data Point Three: Perception Data

A. Student

1. In what ways does the school collect information about student perception in the following areas:

Q: How students feel about their school; their teacher; and other adults?

Students –

Table 1: All things considered, what grade would you give your high school for the quality of education it is providing you?

	TOTAL	GRADE LEVEL				GENDER		ELL	FAILED A CLASS
		9th	10th	11th	12th	male	female	yes	yes
# of respondents	89	46	0	0	43	47	41	5	29
A	9 10.1%	6 13.0%	-	-	3 7.0%	3 6.4%	6 14.6%	-	2 6.9%
B	38 42.7%	26 56.5%	-	-	12 27.9%	26 55.3%	11 26.8%	4 80.0%	6 20.7%
C	29 32.6%	7 15.2%	-	-	22 51.2%	13 27.7%	16 39.0%	1 20.0%	16 55.2%
D	6 6.7%	3 6.5%	-	-	3 7.0%	3 6.4%	3 7.3%	-	1 3.4%
Fail	1 1.1%	1 2.2%	-	-	-	1 2.1%	-	-	-
no response	6 6.7%	3 6.5%	-	-	3 7.0%	1 2.1%	5 12.2%	-	4 13.8%

Table 2: *I try my hardest to do my best in school.*

	TOTAL	GRADE LEVEL				GENDER		ELL	FAILED A CLASS
		9th	10th	11th	12th	male	female	yes	yes
# of respondents	89	46	0	0	43	47	41	5	29
4 - strongly AGREE	32 36.0%	21 45.7%	- -	- -	11 25.6%	14 29.8%	18 43.9%	3 60.0%	4 13.8%
3 - agree	48 53.9%	21 45.7%	- -	- -	27 62.8%	26 55.3%	21 51.2%	1 20.0%	21 72.4%
2 - disagree	8 9.0%	4 8.7%	- -	- -	4 9.3%	6 12.8%	2 4.9%	1 20.0%	3 10.3%
1 - strongly DISAGREE	1 1.1%	- -	- -	- -	1 2.3%	1 2.1%	- -	- -	1 3.4%
AGREEMENT	80 89.9%	42 91.3%	- -	- -	38 88.4%	40 85.1%	39 95.1%	4 80.0%	25 86.2%
DISAGREEMENT	9 10.1%	4 8.7%	- -	- -	5 11.6%	7 14.9%	2 4.9%	1 20.0%	4 13.8%
Mean	3.25	3.37	-	-	3.12	3.13	3.39	3.40	2.97

Table 3: Classes are challenging.

	TOTAL	GRADE LEVEL				GENDER		ELL	FAILED A CLASS
		9th	10th	11th	12th	male	female	yes	yes
# of respondents	89	46	0	0	43	47	41	5	29
4 - strongly AGREE	5 5.6%	4 8.7%	-	-	1 2.3%	2 4.3%	3 7.3%	1 20.0%	1 3.4%
3 - agree	31 34.8%	17 37.0%	-	-	14 32.6%	13 27.7%	17 41.5%	1 20.0%	10 34.5%
2 - disagree	47 52.8%	22 47.8%	-	-	25 58.1%	29 61.7%	18 43.9%	3 60.0%	15 51.7%
1 - strongly DISAGREE	6 6.7%	3 6.5%	-	-	3 7.0%	3 6.4%	3 7.3%	-	3 10.3%
AGREEMENT	36 40.4%	21 45.7%	-	-	15 34.9%	15 31.9%	20 48.8%	2 40.0%	11 37.9%
DISAGREEMENT	53 59.6%	25 54.3%	-	-	28 65.1%	32 68.1%	21 51.2%	3 60.0%	18 62.1%
Mean	2.39	2.48	-	-	2.30	2.30	2.49	2.60	2.31

Q: What students think the teachers feel about them?

Table 7: My teachers expect me to do my best.

	TOTAL	GRADE LEVEL				GENDER		ELL	FAILED A CLASS
		9th	10th	11th	12th	male	female	yes	yes
# of respondents	89	46	0	0	43	47	41	5	29
4 - strongly AGREE	49 55.1%	35 76.1%	-	-	14 32.6%	28 59.6%	21 51.2%	2 40.0%	14 48.3%
3 - agree	36 40.4%	9 19.6%	-	-	27 62.8%	16 34.0%	19 46.3%	2 40.0%	15 51.7%
2 - disagree	3 3.4%	1 2.2%	-	-	2 4.7%	2 4.3%	1 2.4%	1 20.0%	-
1 - strongly DISAGREE	1 1.1%	1 2.2%	-	-	-	1 2.1%	-	-	-
AGREEMENT	85 95.5%	44 95.7%	-	-	41 95.3%	44 93.6%	40 97.6%	4 80.0%	29 100.0%
DISAGREEMENT	4 4.5%	2 4.3%	-	-	2 4.7%	3 6.4%	1 2.4%	1 20.0%	-
Mean	3.49	3.70	-	-	3.28	3.51	3.49	3.20	3.48

Table 9: Standards are high enough.

	TOTAL	GRADE LEVEL				GENDER		ELL	FAILED A CLASS
		9th	10th	11th	12th	male	female	yes	yes
# of respondents	89	46	0	0	43	47	41	5	29
4 - strongly AGREE	9 10.1%	9 19.6%	- -	- -	- -	3 6.4%	6 14.6%	2 40.0%	2 6.9%
3 - agree	43 48.3%	24 52.2%	- -	- -	19 44.2%	26 55.3%	16 39.0%	- -	18 62.1%
2 - disagree	27 30.3%	9 19.6%	- -	- -	18 41.9%	15 31.9%	12 29.3%	2 40.0%	6 20.7%
1 - strongly DISAGREE	9 10.1%	3 6.5%	- -	- -	6 14.0%	2 4.3%	7 17.1%	- -	3 10.3%
no response	1 1.1%	1 2.2%	- -	- -	- -	1 2.1%	- -	1 20.0%	- -
AGREEMENT	52 58.4%	33 71.7%	- -	- -	19 44.2%	29 61.7%	22 53.7%	2 40.0%	20 69.0%
DISAGREEMENT	36 40.4%	12 26.1%	- -	- -	24 55.8%	17 36.2%	19 46.3%	2 40.0%	9 31.0%
Mean	2.59	2.87	-	-	2.30	2.65	2.51	3.00	2.66

Table 16: *The adults at my school show respect for me.*

	TOTAL	GRADE LEVEL				GENDER		ELL	FAILED A CLASS
		9th	10th	11th	12th	male	female	yes	yes
# of respondents	89	46	0	0	43	47	41	5	29
4 - strongly AGREE	16 18.0%	11 23.9%	- -	- -	5 11.6%	8 17.0%	8 19.5%	1 20.0%	7 24.1%
3 - agree	56 62.9%	29 63.0%	- -	- -	27 62.8%	30 63.8%	25 61.0%	2 40.0%	16 55.2%
2 - disagree	15 16.9%	4 8.7%	- -	- -	11 25.6%	8 17.0%	7 17.1%	2 40.0%	6 20.7%
1 - strongly DISAGREE	2 2.2%	2 4.3%	- -	- -	- -	1 2.1%	1 2.4%	- -	- -
AGREEMENT	72 80.9%	40 87.0%	- -	- -	32 74.4%	38 80.9%	33 80.5%	3 60.0%	23 79.3%
DISAGREEMENT	17 19.1%	6 13.0%	- -	- -	11 25.6%	9 19.1%	8 19.5%	2 40.0%	6 20.7%
Mean	2.97	3.07	-	-	2.86	2.96	2.98	2.80	3.03

Table 19: Discipline rules are fair.

	TOTAL	GRADE LEVEL				GENDER		ELL	FAILED A CLASS
		9th	10th	11th	12th	male	female	yes	yes
# of respondents	89	46	0	0	43	47	41	5	29
4 - strongly AGREE	5 5.6%	5 10.9%	-	-	-	3 6.4%	2 4.9%	-	2 6.9%
3 - agree	35 39.3%	24 52.2%	-	-	11 25.6%	20 42.6%	14 34.1%	1 20.0%	9 31.0%
2 - disagree	30 33.7%	10 21.7%	-	-	20 46.5%	14 29.8%	16 39.0%	2 40.0%	12 41.4%
1 - strongly DISAGREE	19 21.3%	7 15.2%	-	-	12 27.9%	10 21.3%	9 22.0%	2 40.0%	6 20.7%
AGREEMENT	40 44.9%	29 63.0%	-	-	11 25.6%	23 48.9%	16 39.0%	1 20.0%	11 37.9%
DISAGREEMENT	49 55.1%	17 37.0%	-	-	32 74.4%	24 51.1%	25 61.0%	4 80.0%	18 62.1%
Mean	2.29	2.59	-	-	1.98	2.34	2.22	1.80	2.24

Table 20: School rules are fairly applied to all students.

	TOTAL	GRADE LEVEL				GENDER		ELL	FAILED A CLASS
		9th	10th	11th	12th	male	female	yes	yes
# of respondents	89	46	0	0	43	47	41	5	29
4 - strongly AGREE	10 11.2%	9 19.6%	-	-	1 2.3%	5 10.6%	5 12.2%	1 20.0%	2 6.9%
3 - agree	32 36.0%	20 43.5%	-	-	12 27.9%	20 42.6%	11 26.8%	3 60.0%	11 37.9%
2 - disagree	31 34.8%	11 23.9%	-	-	20 46.5%	14 29.8%	17 41.5%	-	11 37.9%
1 - strongly DISAGREE	16 18.0%	6 13.0%	-	-	10 23.3%	8 17.0%	8 19.5%	1 20.0%	5 17.2%
AGREEMENT	42 47.2%	29 63.0%	-	-	13 30.2%	25 53.2%	16 39.0%	4 80.0%	13 44.8%
DISAGREEMENT	47 52.8%	17 37.0%	-	-	30 69.8%	22 46.8%	25 61.0%	1 20.0%	16 55.2%
Mean	2.40	2.70	-	-	2.09	2.47	2.32	2.80	2.34

Table 28: My teachers care about me as an individual.

	TOTAL	GRADE LEVEL				GENDER		ELL	FAILED A CLASS
		9th	10th	11th	12th	male	female	yes	yes
# of respondents	89	46	0	0	43	47	41	5	29
4 - strongly AGREE	17 19.1%	11 23.9%	-	-	6 14.0%	7 14.9%	10 24.4%	1 20.0%	4 13.8%
3 - agree	52 58.4%	28 60.9%	-	-	24 55.8%	27 57.4%	24 58.5%	1 20.0%	15 51.7%
2 - disagree	14 15.7%	5 10.9%	-	-	9 20.9%	9 19.1%	5 12.2%	1 20.0%	8 27.6%
1 - strongly DISAGREE	6 6.7%	2 4.3%	-	-	4 9.3%	4 8.5%	2 4.9%	2 40.0%	2 6.9%
AGREEMENT	69 77.5%	39 84.8%	-	-	30 69.8%	34 72.3%	34 82.9%	2 40.0%	19 65.5%
DISAGREEMENT	20 22.5%	7 15.2%	-	-	13 30.2%	13 27.7%	7 17.1%	3 60.0%	10 34.5%
Mean	2.90	3.04	-	-	2.74	2.79	3.02	2.20	2.72

Table 45: Have you ever failed a high school class?

	TOTAL	GRADE LEVEL				GENDER		ELL	FAILED A CLASS
		9th	10th	11th	12th	male	female	yes	yes
# of respondents	89	46	0	0	43	47	41	5	29
yes	29 32.6%	10 21.7%	-	-	19 44.2%	15 31.9%	14 34.1%	1 20.0%	29 100.0%
no	60 67.4%	36 78.3%	-	-	24 55.8%	32 68.1%	27 65.9%	4 80.0%	-

Part B – Students, Teachers, and Parents Perceptions.

Q: How do the perceptions of Students, Teachers, and Parents compare on Overall Quality of Education, as well as the Rigor, Relevance, and Relationships in the High School Environment.

Data from High School Entrance/Exit Survey, 2010

Grade for the overall quality of education provided

	STUDENT		TEACHER		PARENT	
	County	School	County	School	County	School
# of respondents:	18,748	89	1,184	20	2,130	15
A	17%	10%	23%	0%	30%	7%
B	50%	43%	49%	50%	37%	20%
C	22%	33%	16%	20%	12%	40%
D	4%	7%	2%	10%	3%	7%
Fail	2%	1%	0%	0%	1%	0%
didn't say	5%	7%	10%	20%	17%	27%

Perceptions of the level of RIGOR in High School Classes

Data from High School Entrance/Exit Survey Survey 2007-2008

Percentage of respondents indicating agreement

	STUDENT		TEACHER		PARENT	
	County	School	County	School	County	School
RIGOR	18,748	89	1,184	20	2,130	15
1. Students try their hardest to do their best in school.	82%	90%	37%	40%	86%	87%
2. Classes are challenging.	68%	40%	84%	85%	89%	73%
3. Teachers give extra help outside of class.	75%	75%	96%	100%	75%	87%
4. Teachers make topics interesting.	47%	44%	98%	100%	74%	80%
5. Students were well prepared to do this year's work.	78%	87%	56%	25%	85%	67%
6. Teachers expect students to do their best.	91%	96%	99%	100%	93%	100%
7. Standards are high enough.	77%	58%	74%	45%	84%	67%

Perceptions of the level of RELEVANCE of the curriculum to what students should be learning in High School Classes

Data from High School Entrance/Exit Survey Survey 2007-2008

Percentage of respondents indicating agreement

	STUDENT		TEACHER		PARENT	
	County	School	County	School	County	School
RELEVANCE	18,748	89	1,184	20	2,130	15
8. Students know why it's important to learn what is being taught.	76%	89%	64%	65%	89%	80%
9. Textbooks and materials are up-to-date.	58%	49%	71%	65%	83%	80%
10. Homework helps reinforce what is learned in class.	72%	72%	93%	80%	87%	87%
11. Students care about getting a good education.	96%	99%	52%	45%	91%	87%
12. School is preparing students to live in today's world.	70%	66%	73%	70%	82%	73%
13. The importance of additional education has been emphasized.	87%	87%	99%	100%	100%	100%
14. The new graduation requirements will better prepare students for life.	64%	78%	61%	70%	80%	93%

Perceptions of the RELATIONSHIPS that exist between students and teachers related to curriculum and instruction in High School Classes

Data from High School Entrance/Exit Survey Survey 2007-2008

Percentage of respondents indicating agreement

	STUDENT		TEACHER		PARENT	
	County	School	County	School	County	School
RELATIONSHIPS	18,748	89	1,184	20	2,130	15
15. Adults at school show respect for students.	70%	81%	95%	95%	83%	67%
16. Students generally get along with each other.	87%	82%	91%	90%	81%	87%
17. Students who get high grades are respected by other students.	55%	45%	80%	70%	73%	80%
18. Discipline rules are fair.	48%	45%	78%	40%	79%	60%
19. School rules are fairly applied to all students.	51%	47%	64%	35%	74%	40%
20. Students are not bullied by other students.	85%	82%	49%	50%	82%	80%
21. Students feel safe at school.	79%	84%	89%	80%	87%	93%
22. Teachers are fair in their use of the grading system.	71%	82%	99%	100%	85%	93%
23. Students respect each other, including those who are different.	37%	36%	68%	80%	62%	47%
24. Parents are kept informed of how their child is doing in class.	66%	58%	95%	95%	72%	80%
25. School is a supportive, inviting place to learn.	69%	61%	91%	65%	86%	80%
26. Students generally like school.	59%	58%	74%	65%	85%	87%
27. Teachers care about students as individuals.	69%	78%	99%	95%	79%	93%
28. Students are honored for doing good work.	61%	60%	93%	85%	81%	93%

**New Haven High School
Summary of Discipline Violations**

	2009-10	2008-09	2007-08	2006-07
5 Tardies	149	88	81	79
Aiding/Abetting	6	6	4	3
Bomb Threat	0	1	0	0
Cell Phone Violation	0	170	0	0
Cheating	9	8	6	2
Damage to Property	0	3	3	3
Disobedience	7	84	0	0
Disrespect to Staff	4	76	157	74
Disruption of Classroom	153	210	156	126
Drugs/Narcotics	0	7	2	2
False Fire Alarm	0	2	0	0
Fighting	0	7	15	17
Hall Sweep	0	124	201	71
Harassment	17	16	8	12
Inappropriate Language	0	36	37	24
Larceny/Theft	0	5	6	4
Mischief	7	81	109	71
Other Dangerous Weapons	0	2	0	2
Physical Assault	4	12	5	2
Plagiarism	1	3	1	1
Physical Threat	0	0	0	0
Refusal to Accept Discipline	44	1	0	0
Sexual Harassment	3	3	3	4
Skipping Class	0	40	36	26
Skipping Detention	65	80	28	29
Use/Possession of Tobacco	0	13	2	1
Use/Possession of Alcohol	0	6	2	3
Verbal Assault	1	2	0	1
Verbal Threat	5	1	9	11
Violation of Rules	57	117	251	168
Total Violations	532	1204	1122	736

Michigan Continuous School Improvement Goals Management Template

#1 Goal Details

Goal Name:*

READING

Student Goal Statement:* (All students will...)

All students will increase their proficiency in Reading on all state assessments:

PLAN Reading (9th grade)

EXPLORE Reading (10th grade)

MME Reading (11th grade)

ACT Reading (11th grade)

Gap Statement:* (Difference between current performance and goal)

2009-2010 PLAN READING (9th grade) –

Data shows that our 9th grade students scored lower than the national norm group in Reading:

- New Haven – 13.7 PLAN Average Test Score (gap of -3.2)
- National – 16.9 PLAN Average Test Score

Data shows that our 9th grade students scored lower than a “Reference Group” on all areas of Reading:

- Prose fiction – Ave. 44% correct (reference group got 58% correct) (-14% gap)
- Social science – Ave. 32% correct (reference group got 49% correct) (-17% gap)
- Humanities – Ave. 27% correct (reference group got 36% correct) (-9% gap)

2009-2010 PLAN READING (10th grade) –

Data shows that our 10th grade students scored lower than the national norm group in Reading:

- New Haven – 14.9 PLAN Average Test Score (gap of -2.0)
- National – 16.9 PLAN Average Test Score

Data shows that our 10th grade students scored lower than a “Reference Group” on all areas of Reading:

- Prose fiction – Ave. 44% correct (reference group got 58% correct) (-14% gap)
- Social science – Ave. 41% correct (reference group got 49% correct) (-8% gap)
- Humanities – Ave. 33% correct (reference group got 36% correct) (-3% gap)

2010 MME READING (11th grade) –

- Forty-nine percent (49%) of NHHS students met/exceeded state standards.
- Sixty-two percent (62%) of Macomb County students met/exceeded state standards (-13% gap)
- Sixty-five percent (65%) of State students met/exceeded state standards (-16% gap)

2010 ACT READING–

- Data shows that our average ACT Reading score is 17.4 compared to a state average of 19.6 (-2.2 gap).

AYP TARGETS –

- The current Michigan AYP target for the percent of 11th grade students scoring in the proficient category of the MME test in the Reading/ELA category for students tested during the 2009-2010 school year is 71% proficient. With our proficiency score of 49%, this represents a gap of -22% for our 11th grade students tested in spring 2010.

*Note: In 2010-2011 the target increases to 79% proficient. In 2011-2012 it increases to 86%, in 2012-2013 it increases to 93%, and in 2013-2014 it increases to 100% proficient.

Cause for Gap:* (Consider all data sources) (Use the 5 Whys)**PLAN Data -**

- As is illustrated above, 9TH grade PLAN data shows that 8th grade students entering the high school show significant deficiencies in Reading as compared to Reference Groups.

MME Data –

- Only 38% of Social Economic Status (SES) students met state proficiency standards on the MME Reading test in 2010.
- Only 27% of African American students met state proficiency standards on the MME Reading test in 2010.

Perception Data -

- High School English teachers struggle to complete state objectives at the high school level (HSCE's) due to lack of mastery of GLCE's from the middle school.
- There is a dire lack of quality, contemporary, high-interest reading materials in the high school library. Only 49% of students surveyed by the MISD in 2010 reported that materials in our school are up-to-date. It is widely perceived among the teaching staff and students that the library is unusable for any purpose other than having a spacious place to hold meetings.
- Response to Intervention was not in place at the elementary school when current students were there; therefore, they do not have the solid reading foundation that our current elementary students enjoy.

- 2010 MISD Perception Data Survey results indicate that only 40% of NHHS students agree that *classes are challenging* compared to a county score of 68% student agreement (- 28% gap). Similarly only 58% of NHHS students agree that *standards are high enough* compared to a county score of 77% student agreement (-19% gap).

Demographic Data –

- The most current data on Parent Teacher Conferences taken from the 2008-2009 Annual Report shows that in 2008-2009 only 50% of parents attended the Fall Conference and only 25% of parents attended the Spring Conference. In addition, only 15 households elected to complete the MISD Parent Survey in 2010. It is widely accepted that parent apathy contributes greatly to student perception of the importance of reading, the importance of doing well on standardized tests, and the value of education.
- Several factors cause a reduction in “seat time,” such as suspensions and excessive absences. This creates voids in objectives that could be prerequisites to higher level learning.
- Commonly the percentage of IEP/504 students exceeds 7% of the total population in the class. Co-teachers and paraprofessionals are very helpful but are not available in all classes. Resource rooms do not exist on a consistent basis.
- We have lost 998 students to schools-of-choice of which a disproportionate number are higher achieving students.

Describe **multiple measures/sources of data** you used to identify this gap in student achievement:* (Identify demographic, perception, student learning and school system processes.)

- 9th Grade PLAN Data
- MME Data
- Perception Survey Data (seniors, freshmen, teachers, and parents)
- Demographic Data
- Parent-Teacher Conference Attendance Data
- Discipline Data
- Observational Data
- IEP Data

What are the **criteria for success** and what **data or multiple measures of assessment will be used to monitor progress** and success of this goal?*

Student progress will be assessed using the following sources of data:

- Middle School MEAP
- 9th grade PLAN
- 10th grade EXPLORE
- School wide ACT Style Reading Pre/Post Tests (at the beginning and end of each year)
- 9th – 11th grades Gates-McGinitie Reading Test (tests Reading Comprehension, Reading Rate, and Vocabulary Score)
- 11th Grade ACT/ MME/ Work Keys
- Close and Critical Reading Data
- Silent Sustained Reading Data

Objective Details

Objective Name:*

- **Students will increase performance on reading assessments**

SMART Measurable Objective Statement to Support Goal:* (subgroup/strand of greatest need)
Students will (SMART = Strategic/Specific, Measureable, Attainable, Results-based, Time-bound)

- **Measurable Percentage for Growth Proficiency (Using 2010 MME Reading Data)**

Overall SP in MME Reading 2010: 49%

Minimum AYP Objective: 54%

Maximum AYP Objective: 59%

The number of students proficient in Reading will increase to a minimum of 54% and a maximum of 59% as measured by the MME Reading scores in March 2012.

Strategy Details

Strategy Name:*

- **Professional development focused on Reading**

Strategy Statement:* (Teachers/Staff will...)

- Teachers/Staff will take part in professional development opportunities in research-based reading strategies.

Select Challenges :* (From challenge target areas or all target areas on the school process profile)
Challenge areas show up as below Implemented for MDE schools and below Operational for NCA schools. If all areas are above Implemented or Operational, you must choose from ALL Target Areas.

Education YES Subset (40)

Submitted: March 12, 2010

Reviewed: March 16, 2010

“Partially Implemented”

Strand II - Leadership

Standard 2 – Shared Leadership

Benchmark A – School Culture and Climate – Staff creates an environment conducive to effective teaching and learning.

II.2.A.4 Collaborative Inquiry – A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialogue about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

“Partially Implemented”

Strand IV – School and Community Relations

Standard 2 – Community Involvement

Benchmark A – Communication – Communications within the community are welcoming, visible, purposeful and take into account diverse populations.

IV.2.A.2 Diversity – In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.

Other Required Information

What research did you review to support the use of this strategy and action plan?*

(Cite journal, book, or research article with author)

Data-Driven Decision Making:

The What Works Clearinghouse standards and their relevance to data-driven decision making at the school level ...

ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf

Close and Critical Reading:

Schema Theory: Anderson, R.C., & Pearson, P.D. (1984). "A Schema-Theoretic View of Reading Processes in Reading Comprehension." In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), *Handbook of Reading Research* (pp.255-291). New York: Longman.

Summary: Robert Marzano's Meta Analysis of Instructional Strategies 2004 to 2008 - Marzano Research Laboratory

Retelling: Cambourne, B., 'Retelling: a whole-language, natural learning activity for helping learners write' in Walshe, R. D., March, P. & Jenson, D. (eds), (1998) *Writing and learning in Australia*. Dellasta Books in association with Oxford University Press, Melbourne.

Beck, I.L., McKeown, M.G., Sandora, C., & Worthy, J.(1996). "Questioning the Author: A Yearlong Classroom Implementation to Engage Students With Text." *The Elementary School Journal*, 96, 385-414.

Meyer, B.J.F., & Rice, G.E. (1984). "The Structure of Text." In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), *Handbook of Reading Research* (pp.319-351). New York: Longman.

Taylor, B.M. & Beach, R.W. (1984). "The Effects of Text Structure Instruction on Middle-Grade Students' Comprehension and Production of Expository Text." *Reading Research Quarterly*, 19, 134-146.

Gallagher, M., & Pearson, P.D. (1989) "Discussion, Comprehension, and Knowledge Acquisition in Content Area Classrooms" (Tech. Rep. No. 480). Urbana, IL: University of Illinois, Center for the Study of Reading.

Raphael, T.E., & Wonnacott, C.A., & Pearson, P.D. (1983). "Increasing Students' Sensitivity to Sources of Information: An Instructional Study in Question-Answer Relationships" (Tech. Rep. No. 284). Urbana, IL University of Illinois, Center for the Study of Reading.

Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992. "Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. *What Research Has to Say About Reading Instruction*, 2nd Edition. Newark, DE: International Reading Association.

SSR

Gallagher, Kelly, 2009. Readaside. Portland, ME: Stenhouse Publishers.

Krashen, Stephen, 1993. The Power of Reading: Insights from the Research. Edgewood, CO: Libraries Unlimited.

Turner, Thomas. *Improving Reading Comprehension Achievement of Sixth, Seventh, and Eighth Grade Underachievers* (1993-08-01)

Graham, S and Hebert, M. (2010). Writing to Read: Evidence for How Writing Can Improve Reading. Carnegie Corporation: New York.

Reading Apprenticeship

Reader's Apprenticeship binder from MISD course.

Corrective Reading

Twenty-eight studies examining the effects of *Corrective Reading* have been published in peer-reviewed journals. Twenty-six of the 28 studies found positive, often statistically significant, results for students who were taught using *Corrective Reading*. For studies using standardized measures, results indicated that most vocabulary and comprehension scores increased from pre- to posttest with similar increases in oral reading fluency. Overall, the results of these studies suggest that the *Corrective Reading* program closes the achievement gap for a wide range of students who are performing below grade level.

The goal of *Corrective Reading* is to promote proficient reading and success for older, struggling students. From the onset of Project Follow Through, Direct Instruction programs including *Corrective Reading* have been among the most research-validated programs available.

Highlighted studies conducted over the past 25 years appear below, demonstrating the success of *Corrective Reading* as compared to a variety of other reading programs for both general and special education populations. A comprehensive overview of all studies and the research base for *Corrective Reading* is available online at

https://www.sraonline.com/research/category.php?div_id=1&sub_area_id=6&search=sub&prod_id=8&Prod_Sub_Div=14&prod_cat_id=1

A 2003 meta-analysis listed Direct Instruction as one of only three programs, out of 29 studied, to show the "strongest evidence of effectiveness." Called "Comprehensive School Reform and Student Achievement," it was written by Geoffrey D. Borman, University of Wisconsin-Madison; Gina M. Hewes, Johns Hopkins University; Laura T. Overman, Johns Hopkins University; and Shelly Brown, University of North Carolina.

Direct Instruction also reached the highest rating for program efficacy from the American Institutes of Research in 1999.

In a climate where accountability has never counted more, *Corrective Reading* is carefully structured to ensure success. In fact, 28 studies have been published in peer-reviewed journals using the *Corrective Reading* program. Of these 28 studies, 24 group design studies (pre-experimental, quasi-experimental, experimental) examined the effectiveness of *Corrective Reading* across a wide variety of settings and populations. Program delivery by teachers, paraprofessionals, or peer instructors was examined. Four additional studies used single-case designs. Finally, one study was published describing the positive aspects of being a peer instructor in a *Corrective Reading* tutorial program (Short, Marchand-Martella, Martella, & Ebey, 1999). All investigations were selected using the First Search, ERIC, Psych INFO, Education Abs, and ProQuest databases. Descriptors included the following: Direct Instruction, direct instruction, explicit instruction, and *Corrective Reading*. Ancestral searches of reference lists were used to identify other possible research articles. In addition, manual searches were done of the following peer-reviewed journals: *Effective School Practices* and *Journal of Direct Instruction*.

Twenty-three studies examined the effectiveness of *Corrective Reading* delivered by teachers in general education, special education, and alternative education settings such as correctional institutions and alternative schools.

Overall, results were positive for students using *Corrective Reading*. In comparison studies, *Corrective Reading* groups often significantly outperformed control groups on a variety of measures including standardized assessments, program-based criterion-referenced tests, and oral reading fluency probes. Results also indicated that many students experienced positive changes in behavior and increased school attendance.

Activity Details

Activity Name:*

- **Data- based decision making process**

Activity Description:*(Teachers/Staff will . . .)

Administrators and Teachers will implement a data-based decision making process using a 3-tiered model of instruction/intervention support. Specific elements of the strategy are:

1. Implement three types of assessments for Reading
 - Benchmark Universal Screening three times annually to identify students who are making adequate progress, at risk (Tier II), or severely below grade level (Tier III).

- Diagnostic Assessments for students in Tier II and Tier III to identify intervention needs.
- Progress Monitoring for students in Tier II and Tier III to ensure progress and make adjustments to interventions.

2. Complete an intensive audit of resources for each of the big ideas for reading in order to plan resource allocation for struggling students in all grade levels and to make decisions about purchases of research-based intervention materials to be used in the multi-tiered model support system.

3. Implement departmental data meetings to analyze assessment data and make instructional adjustments in the identified priority areas of reading.

Planned staff responsible for implementing activity:*

- Principal, Leadership Team, Instructional Staff, Literacy Coaches

Monitoring: How will the activity be monitored? Who will monitor it?

How:

Tier 3 – Progress monitoring assessments; close and critical reading assessments; SRI, county created assessments in Data Director; Progress made on yearly tests (i.e. PLAN, EXPLORE, MME, etc.), Reading Apprenticeship Strategies

Tier 2 – Close and critical reading assessments; SRI, county created assessments in Data Director; Progress made on yearly tests (i.e. PLAN, EXPLORE, MME, etc.), Reading Apprenticeship Strategies

Tier 1 – Close and critical reading assessments; SRI, county created assessments in Data Director; Progress made on yearly tests (i.e. PLAN, EXPLORE, MME, etc.), Reading Apprenticeship Strategies

Who: Principal and leadership team will assure that the results are in the database and that student scheduling used the results.

Planned Timeline:

Begin Date: August 2011

End Date: Ongoing

Fiscal Resource

Resource: *NWEA, MEAP, MME, PLAN, EXPLORE, ACT

Funding Source:*SIG

Planned Amount: *\$4,590 year one; \$5,440 year two & 3 for licenses +staff training for NWEA; plus costs of testing

Actual Amount:

Activity Details

Activity Name:*

- NWEA MAP Training

Activity Description:*(Teachers/Staff will...)

- Administrators and staff will receive professional development for NWEA MAP, implement the assessments school-wide, and analyze the results.

Planned staff responsible for implementing activity:*

- Principal, Leadership Team, Instructional Staff, Literacy Coaches

Monitoring: How will the activity be monitored? Who will monitor it*

- Principal and leadership team will assure that the results are in the data base and that student scheduling uses the results.

Begin Date	August 2011
End Date	Ongoing

Fiscal Resource

Resource:*

- NWEA MAP subscription for every student, Stipends for teacher training, Job-embedded professional development (data coach), Substitute pay for rotating sub during departmental data meetings

Funding Source:* SIG

Planned Amount:*

Licenses:
 \$4,590 for year one
 \$5,440 for year two
 \$5,440 for year three

Actual Amount:

Activity Details

Activity Name:* TIER I

- Close and Critical Reading (CCR)

Activity Description:* (Teachers/Staff will...)

- Teachers/Staff will apply Close and Critical Reading, Guided Highlighted Reading, and Summarizing in a school-wide initiative (across all content areas) designed to improve reading, writing, and thinking skills. “Close” - Guided highlighted reading; “Critical” - Using guided highlighted reading to summarize (in writing) and think through both referral and reasoning multiple-choice questions.

Activities:

- 40-item ACT pretest administered to juniors in mid-September.
- 9th grade students are given a minimum of 10 high-interest formalized reads for the year, developed by New Haven teacher Debbie Pesta, organized in the areas of natural science, prose fiction, humanities, and social studies. These are administered in ELA classes. Students will archive their work for the year in a Reading Folder that travels with them.
- 10th grade students are given a minimum of 10 high-interest formalized reads for the year, developed by New Haven teacher Debbie Pesta, organized in the areas of natural science, prose fiction, humanities, and social students. An additional area of instruction will involve answering ACT-type multiple choice questions (“referring/literal” and “reasoning/inferential”). These are administered in ELA classes. Students will archive their work for the year, recording their summary scores and ACT-type question scores in a Reading Folder that travels with them.
- 11th grade students are given a minimum of 20 high-interest formalized reads for the year organized in the areas of natural science, prose fiction, humanities, and social studies. An interdisciplinary Reading Team will work with students in social studies, science, special education, and ELA classes. In January and February, twelve formalized reads will be given from *Close and Critical Reading for ACT Reading and ACT Work Keys (Reading for Information)* materials developed by MISD consultants Dr. Elaine Weber and Carrie Wozniak. These texts are also organized in the areas of natural science, prose fiction, humanities, and social studies, but they are all examples of complex texts consistent with the level of reading challenge found in ACT reading. The results will be tabulated by each junior in the Reading Folder and also transferred to Data Director scan sheets for processing at the MISD. Again, students will archive their work, recording their summary scores and ACT-type question scores and filing their highlighted texts in a Reading Folder that travels with them.
- Posttest data will come from actual scores on the ACT given to juniors in March (an additional posttest in not given in order to avoid test fatigue)

Planned staff responsible for implementing activity:*

- Close and Critical Reading Team of Teachers and Literacy Coaches

Monitoring: How will the activity be monitored? Who will monitor it?*

- Principal will use sign-in sheets to confirm attendance at CCR Meetings.
- Literacy Coaches, Barry Chute and Marty Zimmerman, will confirm that teachers are on track with the CCR Calendar for the year.
- Students will archive their progress in Reading Folders to be carried with them.
- Reading Team and Literacy Coaches will analyze Pre and Post Test scores.

Planned Timeline:*

Begin Date	<ul style="list-style-type: none">• Six week pilot started in January 2010• Full year program started in September 2010
End Date	<ul style="list-style-type: none">• Ongoing

Fiscal Resource

Resource:*

<ul style="list-style-type: none">• Literacy Coaches for staff
--

Funding Source:* 31A and SIG

Planned Amount:*

<ul style="list-style-type: none">• 2010-2011 - Two literacy coaches for a total 40 days.• 2011-2012 - Two literacy coaches for a total of 50 days.
--

Actual Amount:

<ul style="list-style-type: none">• See budget.

Activity Details

Activity Name:* - TIER II

Reading Apprenticeship Academic Literacy Course and Curriculum (WEST ED).
--

Activity Description:* (Teachers/Staff will...)

Teachers will use the Reading Apprenticeship Strategies and Academic Literacy Course to accelerate students' reading achievement, engagement, and fluency. Reading Apprenticeship Academic literacy course builds students' motivation and increases their strategic and critical reading capabilities, enabling them to construct meaning from academic texts. Students engage with high-interest, challenging texts; analyze the way words and sentences are constructed; and use writing as a tool for learning. The course is organized around three thematic units:

- Unit 1: Reading Self and Society
- Unit 2: Reading History
- Unit 3: Reading Science

Planned staff responsible for implementing activity:*

- Principal, Leadership Team, Instructional Staff, Literacy Coaches

Monitoring: How will the activity be monitored? Who will monitor it*

- Principal will ensure teacher fidelity to this program by monitoring lesson plans and classroom activities.
- PLC meetings will be held weekly to monitor progress.
- Literacy Coaches will assist teachers in implementing this program.

Planned Timeline:*

Begin Date	August 2011
End Date	Ongoing

Fiscal Resource

Resource:*

Funding Source:*SIG

Planned Amount:*

\$35,000

Actual Amount:

See budget.

Activity Details

Activity Name:*

- West Ed Academic Literacy Course – Reading Apprenticeship

Activity Description:* (Teachers/Staff will...)

- Teachers will implement West Ed Academic Literacy Course.

Planned staff responsible for implementing activity:*

- Instructional staff

Monitoring: How will the activity be monitored? Who will monitor it*

- Principal will ensure teacher fidelity to this program by monitoring lesson plans and classroom activities.
- PLC meetings will be held weekly to monitor progress.
- Literacy Coaches will assist teachers in implementing the strategies in this program.

Planned Timeline:*

Begin Date	Teachers were trained in Reading Apprenticeship over the last few years; Tier II will start September 2011
End Date	Ongoing

Fiscal Resource

Resource:*

Entire staff has been previously trained.

Funding Source:*SIG

Planned Amount:*

\$35,000 for materials

Actual Amount:

Activity Details

Activity Name:* - TIER III

- Corrective Reading
- F.A.S.T.

Activity Description:* (Teachers/Staff will...)

Teachers will use *Corrective Reading* to promote reading accuracy (decoding), fluency, and comprehension skills of students in third grade or higher who are reading below their grade level. The program has four levels that address students' decoding skills and six levels that address students' comprehension skills. All lessons in the program are sequenced and scripted.

Planned staff responsible for implementing activity:*

- Principal, Leadership Team, Instructional Staff, Literacy Coaches

Monitoring: How will the activity be monitored? Who will monitor it*

- Principal will ensure teacher fidelity to this program by monitoring lesson plans and classroom activities.
- PLC meetings will be held weekly to monitor progress.
- Literacy Coaches will assist teachers in implementing this program.
- Instructional staff will monitor student progress

Planned Timeline:*

Begin Date	September 2010, one teacher trained
End Date	Ongoing

Fiscal Resource

Resource:*

No cost for training since PD paid for previous training of teacher ,just materials

Funding Source:* SIG

Planned Amount:*

\$30,529 for year one
 \$22,028 for year two
 \$11,343 for year three

Actual Amount:

Activity Details

Activity Name:*

- Attending the Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Workshop

Activity Description:* (Teachers/Staff will...)

- Teachers/staff will participate in professional development to learn how the NEW Common Core Standards:
 1. Align and impact the current Michigan Standards and Expectations
 2. Reside in existing programs
 3. Provide exemplary reading and writing text
 4. Expect students to read and write complex text
 5. Impact the content areas of science, history, and social studies

Break out sessions will focus on Reading Standards, Writing Standards, Reading and Writing in Science, Speaking, Listening and Language Standards, Reading and Writing in Social Studies and Applications for Students with Learning Disabilities and ELL Students.

Planned staff responsible for implementing activity:*

- Administrations, Leadership Team, Instructional Staff, Literacy Coaches

Monitoring: How will the activity be monitored? Who will monitor it?*

- Curriculum Director/Principal will monitor via Curriculum Maps
- PLC teams

Planned Timeline:*

Begin Date	Winter 2011
End Date	Ongoing

Fiscal Resource

Resource:*

Funding Source:* Title II A Professional development funds

Planned Amount:*

Actual Amount:

Activity Details

Activity Name:*

- Progress Monitoring

Activity Description:* (Teachers/Staff will...)

Teachers/staff will be trained in the task of Progress Monitoring (using formative assessments) and how to use the information to guide instruction. Training will include creating formative assessments and the proper analysis of progress monitoring data.

Planned staff responsible for implementing activity:*

- Administrations, Instructional Staff, Literacy Coaches

Monitoring: How will the activity be monitored? Who will monitor it*

- Sign in sheets from Progress Monitoring trainings, collection of examples of progress monitoring assessments from staff members (including student examples and/or data)

Planned Timeline:*

Begin Date	September 2011
End Date	Ongoing

Fiscal Resource

Resource:*

NWEA

Funding Source:* Professional Development / SIG

Planned Amount:*

Year one \$4,590; year two \$5,440; year three \$5,440

Actual Amount:

Activity Details

Activity Name:*

- Assistive Technology

Activity Description:* (Teachers/Staff will...)

Training of teachers/staff using the Universal Design for Learning (UDL) incorporating technology into their reading instruction and extension activities. Training will involve UDL, digital book readers, SMART Boards, Turning Point Clickers, etc. (Nine out of twenty-one teachers in the school have already been trained in UDL).

Planned staff responsible for implementing activity:*

- Administrations, Leadership Team, Instructional Staff, Technology/Media Specialist/Trainer

Monitoring: How will the activity be monitored? Who will monitor it*

How: Staff lesson plans, student feedback, classroom observation, registration for UDL training

Who: Principal/Transformational Coach

Planned Timeline:*

Begin Date	Fall 2011
End Date	Spring 2013

Fiscal Resource

Resource:*

Technology /Media Staff member

Funding Source:* SIG/Professional Development

Planned Amount:*

Actual Amount:

Strategy Details

Strategy Name:*

- Curriculum Alignment

Strategy Statement:* (Teachers/Staff will...)

- Teachers will continue to align their core content curriculum with state high school content expectations (HSCE), being sure to include research based programs and instruction. The curriculum will begin to include the common core standards in each content area.

Select Challenges :* (From challenge target areas or all target areas on the school process profile)
Challenge areas show up as below Implemented for MDE schools and below Operational for NCA schools. If all areas are above Implemented or Operational, you must choose from ALL Target Areas.

Education YES Subset (40)

Submitted: March 12, 2010

Reviewed: March 16, 2010

“Partially Implemented”

Strand II - Leadership

Standard 2 – Shared Leadership

Benchmark A – School Culture and Climate – Staff creates an environment conducive to effective teaching and learning.

II.2.A.4 Collaborative Inquiry – A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialogue about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

“Partially Implemented”

Strand IV – School and Community Relations

Standard 2 – Community Involvement

Benchmark A – Communication – Communications within the community are welcoming, visible, purposeful and take into account diverse populations.

IV.2.A.2 Diversity – In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.

Other Required Information

What research did you review to support the use of this strategy and action plan?*

(Cite journal, book, or research article with author)

U.S. Department of Education. Doing What Works: Adolescent Literacy.

National High School Center. Eight Elements of High School Improvement: Mapping Framework July 2008.

Kurz, A., Elliot, S.N., Wehby, J.M. & Smithson, J. (2009). Alignment of the intended, planned, and enacted curriculum in general and special education and its relation to student achievement. The Journal of Special Education, 43(3), 1-15.

Ediger, M. (2005). Struggling Readers in High School. Reading Improvement. 42(1), 34.

Curry, M.W. (2008). Critical Friends Groups: The Possibilities and Limitations Embedded in Teacher Professional Communities Aimed at Instructional Improvement and School Reform. Teacher's College Record. 110 (4), 733-774.

Ness, M.K. (2009). Reading Comprehension Strategies in Secondary Content Area Classrooms: Teacher Use of and Attitudes towards Reading Comprehension Instruction. Reading Horizons. 49(2), 143-166.

Alfassi, M. (2004). Reading to Learn: Effects of Combined Strategy Instruction on High School Students Journal of Educational Research. 97(4), 171.

Activity Details

Activity Name:*

- Curriculum Alignment Work Sessions

Activity Description:*(Teachers/Staff will...)

- Teachers/Staff will work together by content area and grade level teams to continue reviewing and revising curriculum to ensure that all HSCEs are being met and reading strategies are being incorporated throughout all content areas. In addition, periodically, teams will work in vertical teams to review the scope and sequence across grade levels. Teachers will use Atlas Rubicon to facilitate aligning, mapping, and pacing their curriculum to the Common Core Michigan Standards.

Planned staff responsible for implementing activity:*

- Administration, Leadership Team, Instructional Staff / PLCs

Monitoring: How will the activity be monitored? Who will monitor it*

How: Sign in sheets from PLC work sessions, monitoring of lesson plans/curriculum maps
Who: Principal

Planned Timeline:*

Begin Date	September 2011
End Date	Ongoing

Fiscal Resource

Resource:*

--

Funding Source:* Professional Development funds

Planned Amount:*

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Actual Amount:

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Strategy Details

Strategy Name:*

- **Implement Research Based Instructional Programs**

Strategy Statement:*(Teachers/Staff will...)

- Teachers/Staff will instruct students with research-based reading interventions and support strategies to address the individual needs of students.

Select Challenges :* (From challenge target areas or all target areas on the school process profile) Challenge areas show up as below Implemented for MDE schools and below Operational for NCA schools. If all areas are above Implemented or Operational, you must choose from ALL Target Areas.

Education YES Subset (40)

Submitted: March 12, 2010

Reviewed: March 16, 2010

“Partially Implemented”

Strand II - Leadership

Standard 2 – Shared Leadership

Benchmark A – School Culture and Climate – Staff creates an environment conducive to effective teaching and learning.

II.2.A.4 Collaborative Inquiry – A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialogue about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

“Partially Implemented”

Strand IV – School and Community Relations

Standard 2 – Community Involvement

Benchmark A – Communication – Communications within the community are welcoming, visible, purposeful and take into account diverse populations.

IV.2.A.2 Diversity – In order to benefit the diverse student body represented at the school,

the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.

Other Required Information

What research did you review to support the use of this strategy and action plan?^{2*}
(Cite journal, book, or research article with author)

Reading Apprenticeship

WestEd, Research Base for Reading Apprenticeship

<http://222/wested.org/cs/sli/print/docs/sli/research.htm>

Reading Apprenticeship Professional Development in High School

Reading Apprenticeship Professional Development in Diverse Subject-Area Classrooms (2001-2004)

Integrating Reading Apprenticeship

Differentiated Instruction

Echevarria J., Vogt, M.E., & Short, D. (2004). Making content comprehensible for English Language Learners: The SOP Model (2nd Ed.) Boston: Pearson, Allyn & Boston.

Moon, T.R. (2005). The Role of Assessment in Differentiation. *Theory into Practice*, 44(3), 224-233.

Newman, D. & Singer, M (n.d.) Using a classroom-based coaching model to foster differentiated instruction (CEC Today). Retrieved from <http://www/cec.sped.org/AM/Template.cfm>

SSR

Gallagher, Kelly, 2009. *Readaside*. Portland, ME: Stenhouse Publishers.

Krashen, Stephen, 1993. *The Power of Reading: Insights from the Research*. Edgewood, CO: Libraries Unlimited.

Turner, Thomas. *Improving Reading Comprehension Achievement of Sixth, Seventh, and Eighth Grade Underachievers* (1993-08-01)

Graham, S and Hebert, M. (2010). *Writing to Read: Evidence for How Writing Can Improve Reading*. Carnegie Corporation: New York.

Close and Critical Reading

Schema Theory: Anderson, R.C., & Pearson, P.D. (1984). "A Schema-Theoretic View of Reading Processes in Reading Comprehension." In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), *Handbook of Reading Research* (pp.255-291). New York: Longman.

Summary: Robert Marzano's Meta Analysis of Instructional Strategies 2004 to 2008 - Marzano Research Laboratory

Retelling: Cambourne, B., 'Retelling: a whole-language, natural learning activity for helping learners' in Walshe, R. D., March, P. & Jenson, D. (eds), (1998) *Writing and learning in Australia* Dellasta Books in association with Oxford University Press, Melbourne.

Beck, I.L., McKeown, M.G., Sandora, C., & Worthy, J.(1996). "Questioning the Author: A Yearlong Classroom Implementation to Engage Students With Text." *The Elementary School Journal*, 96, 385-414.

Meyer, B.J.F., & Rice, G.E. (1984). "The Structure of Text." In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), *Handbook of Reading Research* (pp.319-351). New York: Longman.

Taylor, B.M. & Beach, R.W. (1984). "The Effects of Text Structure Instruction on Middle-Grade Students' Comprehension and Production of Expository Text." *Reading Research Quarterly*, 19, 134-146.

Gallagher, M., & Pearson, P.D. (1989) "Discussion, Comprehension, and Knowledge Acquisition in Content Area Classrooms" (Tech. Rep. No. 480). Urbana, IL: University of Illinois, Center for the Study of Reading.

Raphael, T.E., & Wonnacott, C.A., & Pearson, P.D. (1983). "Increasing Students' Sensitivity to Sources of Information: An Instructional Study in Question-Answer Relationships" (Tech. Rep. No. 284). Urbana, IL University of Illinois, Center for the Study of Reading.

Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992. "Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. *What Research Has to Say About Reading Instruction*, 2nd Edition. Newark, DE: International Reading Association.

Activity Details

Activity Name:*

- Transformational Coach (Advanced Ed)

Activity Description:* (Teachers/Staff will...)

- AdvancED will identify a Transformational Leadership Coach (TLC) to work in collaboration with the building leadership and staff to supervise, direct, and guide the continuous improvement process at New Haven High School.

Planned staff responsible for implementing activity:*

- AdvancEd Coach

Monitoring: How will the activity be monitored? Who will monitor it*

Who: Administration, AdvancED
How: Quarterly reports to Superintendent

Planned Timeline:*

Begin Date	August 2011
End Date	June 2014

Fiscal Resource

Resource:*

- AdvancED

Funding Source:* SIG Funds

Planned Amount:*

\$65,280 per year for three years

Actual Amount:

Activity Details

Activity Name:*

- Teacher Coach (as per AdvancED)

Activity Description:* (Teachers/Staff will...)

- An effective and respected teacher from the current staff will be released from instructional duties to:
 1. Work with staff to analyze and improve their teaching processes
 2. Observe instructional practices, encourage reflection, and provide feedback
 3. Model successful strategies that integrate evidence-based instructional practices
 4. Demonstrate collaborative teaching models
 5. Work with the Design Team and TLC to guide teachers to the discovery of evidence-based interventions/strategies and resources
 6. Establish a series of “model classroom” demonstrations for on-going professional development for all staff
 7. Work with the Design Team and Coach to build capacity for reform throughout the school environment
 8. Act as a resource to the school Professional Learning Community

Planned staff responsible for implementing activity:*

- Selected “effective” and “respected” teacher who is released from instructional duties.

Monitoring: How will the activity be monitored? Who will monitor it*

<u>Who:</u> Administration and AdvancED
--

Planned Timeline:*

Begin Date	September 2012
End Date	June 2014

Fiscal Resource

Resource:*

AdvancED

Funding Source:* SIG

Planned Amount:*

\$116,000 per year for two years

Actual Amount:

--

Activity Details

Activity Name:*

- Differentiated Instruction

Activity Description:* (Teachers/Staff will...)

- Teachers/staff will implement differentiated instruction strategies to better reach all learners.

Planned staff responsible for implementing activity:*

- Administration, Instructional Staff, Literacy Coaches

Monitoring: How will the activity be monitored? Who will monitor it*

How?

Review of weekly Lesson Plans, principal walk-throughs, teacher observations

Who?

Principal and Literacy Coaches

Planned Timeline:*

Begin Date	September 2009
End Date	Ongoing

Fiscal Resource

Resource:*

Continued training

Funding Source:*

Planned Amount:*

No cost

Actual Amount:

Activity Details

Activity Name:*

- **Silent Sustained Reading (SSR) and Building School/Classroom Libraries**

Activity Description:* (Teachers/Staff will...)

- Teachers/Staff will incorporate Silent Sustained Reading (SSR) to increase student personal reading time. This time will be used weekly in all ELA classrooms.
- ELA staff will build classroom libraries with leveled books, magazines, newspapers to meet student interest and needs.
- Administration will build school library/media center.

Planned staff responsible for implementing activity:*

- Administration and ELA instructional staff

Monitoring: How will the activity be monitored? Who will monitor it*

How?

- Students keep record of their reading progress; beginning and end of year perception surveys (# of books read, attitude towards reading)
- Administration monitors and distributes funds for the building of school/classroom libraries

Who?

- Administration and ELA staff

Planned Timeline:*

Begin Date	September 2008
End Date	Ongoing

Fiscal Resource

Resource:*

--

Funding Source:* SIG

Planned Amount:*

\$60,000 per year for three years to build school and classroom libraries

Actual Amount:

--

#2 Goal Details

Goal Name:*

WRITING

Student Goal Statement:* (All students will...)

All students will increase their proficiency in Writing on all state assessments:

MME Writing (11th)

ACT Writing (11th)

Gap Statement:* (Difference between current performance and goal)

2010 MME Writing (11th grade) –

- Twenty percent (20%) of NHHS students met/exceeded state standards.
- Forty percent (40%) of Macomb County students met/exceeded state standards (-20% gap).
- Forty-four percent (44%) of State students met/exceeded state standards (-24% gap).

2010 ACT Writing (11th grade) –

- Data shows that our average ACT Essay score is 6.5 compared to a state average of 6.6 (-.1 point gap).

AYP TARGETS –

- The current Michigan AYP target for the percent of 11th grade students scoring in the proficient category of the MME test in the ELA category for students tested during the 2009-2010 school year is 71% proficient. With our proficiency score of 20%, this represents a gap of -51% for our 11th grade students tested in spring 2010.

***Note:** In 2010-2011 the target increases to 79% proficient. In 2011-2012 it increases to 86%, in 2012-2013 it increases to 93%, and in 2013-2014 it increases to 100% proficient.

Cause for Gap:* (Consider all data sources) (Use the 5 Whys)

MME Data –

- Only 6% of Social Economic Status (SES) students met state proficiency standards on the MME Writing test in 2010.
- Only 9% of African American students met state proficiency standards on the MME Writing test in 2010.

ACT Essay Data –

- 2010 ACT Essay Data indicates a very small gap (- .1 point) between our 11th grade students' ACT essay scores as compared to the state's. In fact, our African American students scored significantly higher than the state average:

(NHHS African American = 6.4 and STATE African American = 5.8).

Likewise, our Hispanic students scored slightly higher than the state average:

(NHHS Hispanic = 6.4 and STATE Hispanic = 6.3).

- The ELA department, particularly in 11th grade leading up to the ACT test, did significant work in helping their students construct a well-crafted persuasive essay, which is reflected in our 2010 ACT Essay scores that nearly meet (- .1 point gap) and in the case of African American and Hispanic students, exceed the state average.

Perception Data -

- High School English teachers struggle to complete state objectives at the high school level (HSCE's) due to lack of mastery of GLCE's from the middle school.
- 2010 MISD Perception Data Survey results indicate that only 40% of NHHS students agree that *classes are challenging* compared to a county score of 68% student agreement (-28% gap). Similarly only 58% of NHHS students agree that *standards are high enough* compared to a county score of 77% student agreement (-19% gap).

Demographic Data –

- The most current data on Parent Teacher Conferences taken from the 2008-2009 Annual Report shows that in 2008-2009 only 50% of parents attended the Fall Conference and only 25% of parents attended the Spring Conference. In addition, only 15 households elected to complete the MISD Parent Survey in 2010. It is widely accepted that parent apathy contributes greatly to student perception of the importance of reading, the importance of doing well on standardized tests, and the value of education.
- Several factors cause a reduction in “seat time,” such as suspensions and excessive absences. This creates voids in objectives that could be prerequisites to higher level learning.
- Commonly the percentage of IEP/504 students exceeds 7% of the total population in the class. Co-teachers and paraprofessionals are very helpful but are not available in all classes. Resource rooms do not exist on a consistent basis.
- We have lost 998 students to schools-of-choice of which a disproportionate number are higher achieving students.

Describe **multiple measures/sources of data** you used to identify this gap in student achievement:* (Identify demographic, perception, student learning and school system processes.)

- MME Data
 - ACT Data
 - Writing Pre/Post Test Data
 - Perception Survey Data (seniors, freshmen, teachers, and parents)
 - Demographic Data
 - Parent-Teacher Conference Attendance Data
 - Discipline Data
 - Observational Data
 - IEP Data

What are the **criteria for success** and what **data or multiple measures of assessment will be used to monitor progress** and success of this goal?*

- Student progress will be assessed using the following sources of data:

 - ACT Test
 - MME Test

Objective Details

Objective Name:*

Students will increase performance on writing assessments.

SMART Measurable Objective Statement to Support Goal:* (subgroup/strand of greatest need)
Students will...(SMART = Strategic/Specific, Measureable, Attainable, Results-based, Time-bound)

- **Measurable Percentage for Growth Proficiency (Using 2010 MME Writing Data)**

Overall SP in MME Writing 2010: 20%

Minimum AYP Objective: 28%

Maximum AYP Objective: 36%

The number of students proficient in Writing will increase to a minimum of 28% and a maximum of 36% as measured by the MME in March 2012.

Strategy Details

Strategy Name:*

- Professional Development focusing specifically on writing

Strategy Statement:*(Teachers/Staff will...)

- Teachers/Staff will continue to improve their writing instruction by attending professional development focused specifically on writing

Select Challenges :* (From challenge target areas or all target areas on the school process profile)
Challenge areas show up as below Implemented for MDE schools and below Operational for NCA schools. If all areas are above Implemented or Operational, you must choose from ALL Target Areas.

Education YES Subset (40)

Submitted: March 12, 2010

Reviewed: March 16, 2010

“Partially Implemented”

Strand II - Leadership

Standard 2 – Shared Leadership

Benchmark A – School Culture and Climate – Staff creates an environment conducive to effective teaching and learning.

II.2.A.4 Collaborative Inquiry – A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialogue about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

“Partially Implemented”

Strand IV – School and Community Relations

Standard 2 – Community Involvement

Benchmark A – Communication – Communications within the community are welcoming, visible, purposeful and take into account diverse populations.

IV.2.A.2 Diversity – In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.

Other Required Information

What research did you review to support the use of this strategy and action plan?*(
(Cite journal, book, or research article with author)

SWIFT Course Binder (2008) from Macomb Intermediate School District (MISD).
Consultants/Compilers: Lisa Guzzardo Asaro, Secondary Literacy Specialist, and Carrie
Wozniak, ELA High School Consultant.

Activity Details

Activity Name:*

- **SWIFT: Strategic Writing Instruction for Teachers**

Activity Description:* (Teachers/Staff will...)

- Teachers/Staff will continue to implement strategies from SWIFT in their daily classroom activities.

Planned staff responsible for implementing activity:*

- Instructional staff

Monitoring: How will the activity be monitored? Who will monitor it?*

Principal walk-throughs, principal observations, principal's review of teachers' weekly lesson plans

Planned Timeline:*

Begin Date	August 2008
End Date	Ongoing

Fiscal Resource

Resource:*

Macomb Intermediate School District

Funding Source:*

Planned Amount:*

No cost

Actual Amount:

Activity Details

Activity Name:*

- Analysis of Data (PLCs)

Activity Description:* (Teachers/Staff will...)

Teachers/Staff will engage in grade level and department meetings which will be scheduled for teachers to analyze assessment data for monitoring progress in writing. Vertical meetings will also aid in the overall analysis.

Planned staff responsible for implementing activity:*

Administration, Instructional Staff, PLCs

Monitoring: How will the activity be monitored? Who will monitor it*

How?

Staff members will analyze trends in current students writing data by utilizing scoring clinics and department (PLC) discussion.

Who?

Principal, PLCs

Planned Timeline:*

Begin Date	September 2011
End Date	Ongoing

Fiscal Resource

Resource:*

--

Funding Source:* SIG

Planned Amount:*

\$36,000 for PLC coach, Dr. Richard Ripicky

Actual Amount:

--

Activity Details

Activity Name:*

- **Data Director Training**

Activity Description:* (Teachers/Staff will...)

Teachers/Staff will continue training in Data Director so that all staff members are proficient in its use.

Planned staff responsible for implementing activity:*

All Instructional Staff

Monitoring: How will the activity be monitored? Who will monitor it?*

How?

Administration will plan for additional training in Data Director (where needed) until all staff achieves proficiency in its use

Who?

Principal, Literacy Coaches, PLC Teams, Data Director Coaches

Planned Timeline:*

Begin Date	Began in 2008-2009
End Date	Ongoing

Fiscal Resource

Resource:*

Funding Source:* Professional Development

Planned Amount:*

As needed.

Actual Amount:

Activity Details

Activity Name:*

- Writing Scoring Clinics

Activity Description:* (Teachers/Staff will...)

Instructional staff will participate in scoring clinics to learn how to consistently evaluate pieces using common writing rubrics.

Planned staff responsible for implementing activity:*

Administration, Instructional Staff

Monitoring: How will the activity be monitored? Who will monitor it*

How?

Teachers will be enrolled in Writing Scoring Clinics

Who?

Administration and Instructional Staff

Planned Timeline:*

Begin Date	September 2011
End Date	Ongoing

Fiscal Resource

Resource:*

Funding Source:* Professional Development

Planned Amount:*

As needed.

Actual Amount:

Activity Details

Activity Name:*

- Common Writing Rubrics

Activity Description:* (Teachers/Staff will...)

All instructional staff will use common scaffolded rubrics to score student writing process.

Planned staff responsible for implementing activity:*

Administration, Instructional Staff, Literacy Coaches

Monitoring: How will the activity be monitored? Who will monitor it*

How
PLC time is set aside for teachers to collaborate on common writing rubrics. Student scores will be inputted into Data Director

Who
Administration and Instructional Staff (PLCs)

Planned Timeline:*

Begin Date	September 2011
End Date	Ongoing

Fiscal Resource

Resource:*

Funding Source:* General Fund

Planned Amount:*

As needed.

Actual Amount:

Activity Details

Activity Name:*

- **Grammar connection to current misuse of language**

Activity Description:* (Teachers/Staff will...)

All ELA teachers will connect to current misuse of language on all grammar assignments. All other instructional staff will enforce proper grammar by using a common category on rubrics specific to proper grammar usage.

Planned staff responsible for implementing activity:*

Administration, Instructional Staff

Monitoring: How will the activity be monitored? Who will monitor it*

How

Teachers will adjust grammar scope and sequence to target grammatical problems

Who

Principal, Instructional Staff

Planned Timeline:*

Begin Date	September 2011
End Date	Ongoing

Fiscal Resource

Resource:*

Funding Source:* Professional Development

Planned Amount:*

As needed.

Actual Amount:

Strategy Details

Strategy Name:

Writing in Response to Reading

Strategy Statement:* (Teachers/Staff will...)

Teachers will use the Close and Critical Reading Protocol aligned to the Common Core Standards to teach students how to write Responses to the following questions after reading complex text:

Step 1: What does the text say? Or What is the content of the text?

Step 2: How does the text say it? Or What techniques of craft and structure does the author use in the text?

Step 3: What does the text mean? Or What is the theme/thesis of the text and how does the author's choice of content, structure, and craft combine to achieve his/her purpose—author's intent?

Step 4: What does the text mean to me?

Select Challenges :* (From challenge target areas or all target areas on the school process profile) Challenge areas show up as below Implemented for MDE schools and below Operational for NCA schools. If all areas are above Implemented or Operational, you must choose from ALL Target Areas.

Education YES Subset (40)

Submitted: March 12, 2010

Reviewed: March 16, 2010

“Partially Implemented”

Strand II - Leadership

Standard 2 – Shared Leadership

Benchmark A – School Culture and Climate – Staff creates an environment conducive to effective teaching and learning.

II.2.A.4 Collaborative Inquiry – A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialogue about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

“Partially Implemented”

Strand IV – School and Community Relations

Standard 2 – Community Involvement

Benchmark A – Communication – Communications within the community are welcoming, visible, purposeful and take into account diverse populations.

IV.2.A.2 Diversity – In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.

Other Required Information

What research did you review to support the use of this strategy and action plan?*(
(Cite journal, book, or research article with author)

Writing to Read: Evidence for How Writing Can Improve Reading, a report from Carnegie Corporation of New York. (2010) by Steve Graham and Michael Hebert provides sound research evidence that writing has the potential for enhancing reading in three ways. First, reading and writing are both functional activities that can be combined to accomplish specific goals, such as learning new ideas presented in text (Fitzgerald and Shanahan, 2000). Second, reading and writing are connected as they draw upon common knowledge and cognitive process thus improving students’ writing skills should result in improved reading skills. (Shanahan, 2000). Third, reading and writing are both communication activities, and writers should gain insight about reading by creating their own texts (Tierney and Shanahan, 1991), leading to a better comprehension of text.

The meta-analysis of this student study provides empirical support for the important role for writing: as an effective tool for improving students’ reading. Teaching students how to write strengthens comprehension, fluency, and word reading skills. Increasing how much students write improves how well they read.

Activity Details

Activity Name:*

- **Written responses to the four Questions of Close and Critical Reading (Writing in response to reading)**

Activity Description:* (Teachers/Staff will...)

Teachers in content areas using text, will teach students how to provide an appropriate written response to the text they are reading in the areas of: summary/restatement; analysis of the text structure, language, and perspective; analysis of the meaning of the text; and a reflection of what significance the text holds for the reader.

Planned staff responsible for implementing activity:*

Teachers must analyze the text for each of the type of response and determine the best possible answers and the instruction necessary to render that response.

Monitoring: How will the activity be monitored? Who will monitor it*

Teachers will use the appropriate rubric (differs with type of text) to monitor and adjust instruction. They will use the zone of proximal development to determine the appropriate scaffolding based on the performances of the students.

Planned Timeline:*

Begin Date	September 2011
End Date	Ongoing

Fiscal Resource

Resource:*

Macomb Intermediate School District

Funding Source:* Professional Development

Planned Amount:*

No cost

Actual Amount:

Activity Details

Activity Name:*

- Writing Tracker

Activity Description:* (Teachers/Staff will...)

Teachers will provide a prompt and appropriate scaffolding to help students improve their writing fluency. Students in Tier III, II, and I will be involved with a writing tracker system.

Students write for five minutes from a variety of sources: journals, personal narratives, reflection on what was read, etc. They engage in sustained writing for five minutes. The goal is to improve their writing fluency so they record each day the type of writing and the number of words generated. Periodically these trackers are reviewed to determine what types of writing prompt was most productive and other valuable data.

The teacher provides students with the prompt, checks to be sure all students have paper and writing tools. The teacher sets a timer for five minutes. Students write uninterrupted for five minutes (no walking around, talking, gathering supplies, replenishing supplies, etc.). When the timer indicates five minutes, the students immediately reread their writing, count the number of words generated.

Students record on the content area where they have written, the topic of the writing and the number of words on the writing tracker data sheet.

After a pre-determined amount of time, they analyze their data, develop a line or bar chart, reflect on their progress.

Planned staff responsible for implementing activity:*

Instructional staff

Monitoring: How will the activity be monitored? Who will monitor it*

How?

The students keep a writing tracker notebook with all their data (charts/graphs) and analysis of their data.

Who?

Principal and Instructional staff

Begin Date	September 2011
End Date	Ongoing

Fiscal Resource

Resource:*

The cost for timers, pencils /pens and paper. All teachers need a stash of supplies readily available for students' writing experience.

Funding Source:* General Fund

Planned Amount:*

\$100.00 per year for supplies

Actual Amount:

Activity Details

Activity Name:*

- Summary Writing (embedded in CCRs)

Activity Description:* (Teachers/Staff will...)

- Teachers/Staff will apply Close and Critical Reading, Guided Highlighted Reading, and Summarizing in a school-wide initiative (across all content areas) designed to improve reading, writing, and thinking skills. "Close" - Guided highlighted reading; "Critical" - Using guided highlighted reading to summarize (in writing) and think through both referral and reasoning multiple-choice questions.

Planned staff responsible for implementing activity:*

- Close and Critical Reading Team of Teachers and Literacy Coaches

Monitoring: How will the activity be monitored? Who will monitor it*

- Principal will use sign-in sheets to confirm attendance at CCR Meetings.
- Literacy Coaches will confirm that teachers are on track with the CCR Calendar for the year.
- Students will archive their progress in Reading Folders to be carried with them.

Planned Timeline:*

Begin Date	<ul style="list-style-type: none">• Six week pilot started in January 2010• Full year program started in September 2010
End Date	<ul style="list-style-type: none">• Ongoing

Fiscal Resource

Resource:*

- Literacy Coaches

Funding Source:* 31A and SIG

Planned Amount:*

- 2010-2011 - Two literacy coaches for a total 40 days.
- 2011-2012 - Two literacy coaches for a total of 50 days.

Actual Amount:

- See budget.

Strategy Details

Strategy Name:

- Stakeholder Involvement

Strategy Statement:* (Teachers/Staff will...)

Teachers/Staff will provide stakeholders (students, parents, community) with opportunities for involvement in the school/child's instruction.

Select Challenges :* (From challenge target areas or all target areas on the school process profile) Challenge areas show up as below Implemented for MDE schools and below Operational for NCA schools. If all areas are above Implemented or Operational, you must choose from ALL Target Areas.

Education YES Subset (40)

Submitted: March 12, 2010

Reviewed: March 16, 2010

“Partially Implemented”

Strand II - Leadership

Standard 2 – Shared Leadership

Benchmark A – School Culture and Climate – Staff creates an environment conducive to effective teaching and learning.

II.2.A.4 Collaborative Inquiry – A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialogue about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

“Partially Implemented”

Strand IV – School and Community Relations

Standard 2 – Community Involvement

Benchmark A – Communication – Communications within the community are welcoming, visible, purposeful and take into account diverse populations.

IV.2.A.2 Diversity – In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.

Other Required Information

What research did you review to support the use of this strategy and action plan?*(
(Cite journal, book, or research article with author)

Harris, E. (2005). *Shattering Low Expectations, A Guide for Educators and Parents of Black Students*. Authorhouse.

Epstein, J. and Associates (2009). *School, Family, and Community Partnerships: Your handbook for Action*. Corwin Press: Thousand Oaks, CA.

Show, don't Tell: Strategies for Family Involvement in CES Schools. Published 2003 by Jill Davidson.

Fokiene, A. & Sajiene, L. (2009). Portfolio Method in Assessment of Non-Formal and Informal Learning Achievements. *Quality of Higher Education*. 6, 141-159.

Cheng, G. Chau, J. (2009). Digital Video for Fostering Self-Reflection in an ePortfolio Environment. *Learning, Media and Technology*. 34(4), 337-350.

Hume, A. (2009). Promoting Higher Levels of Reflective Writing in Student Journals. *Higher Education Research and Development*. 28(3), 247-260.

Peters, G. (2007). Structural and Curricular Design: What Changes When an Essential School Commits to Exhibitions. *Horace* 23(1).

Fredrick, T. (2009). Looking in the Mirror: Helping Adolescents Talk More Reflectively during Portfolio Presentations. *Teachers College Record*. 111(8), 1916-1929.

Lind, V. (2007). E-Portfolios in Music Teacher Education. *Innovate: Journal of Online Education*. 3(3).

Activity Details

Activity Name:*

- Student ePortfolios/“CCR Reading Folders”

Activity Description:*(Teachers/Staff will...)

- Teachers/Staff/Community Mentors/Parents will guide their respective Cohort Groups of students in the production of an ePortfolio that houses their progress in CCR as well as other artifacts that document student learning and mastery of core concepts. Students will present these ePortfolios to parents in student-led conferences with parents.

Planned staff responsible for implementing activity:*

- Administration, Instructional Staff, Community Mentors, Parents

Monitoring: How will the activity be monitored? Who will monitor it*

How?

EPortfolios are currently being researched, as well as other means of using the portfolio as a means of reflection with the support of the MISD

Who?

Administration, Instructional Staff, Community Mentors, Parents

Planned Timeline:*

Begin Date	<ul style="list-style-type: none">• SLCs (Student Learning Communities) formed in Fall 2010
End Date	<ul style="list-style-type: none">• Ongoing

Fiscal Resource

Resource:*

- Carl Wagner, Ph.D.

Funding Source:* General Education

Planned Amount:*

As needed.

Actual Amount:

**Michigan Continuous School Improvement
Goals Management Template
#1 Goal Details**

Goal Name:* I

Increase student achievement in Mathematics

Student Goal Statement:* (All students will...)

All students will increase their proficiency in mathematics on all assessments utilized, ACT, MME, and Work Keys. A minimum goal of 10% increase for all subgroups has been sited.

Gap Statement:* (Difference between current performance and goal)

NHHS students tested during the 2009-2010 school year;

- 17% proficient on the MME and 29% proficient on the ACT Plan.
- 7% of NHHS students scored in the range of 20-23 on the ACT portion of the MME. The benchmark for this test is 22.
- The AYP target for students tested for the 2010-2011 school year is 67% proficient. If student scores do not improve this year we will be 50% below the AYP target. If scores do not continue to improve we will be 72% below the AYP target. To meet the 2012-2013 AYP goals NHHS must increase proficiency by 24% over the next three years.
- 22% of our white students scored proficient on the MME Mathematics test.
- 0% of our black students scored proficient on the MME Mathematics test.
- 4% of economically disadvantaged students scored proficient on the MME Mathematics test.
- When sighting student and teacher perception data, only 58% of students and 45% of teachers feel the school standards are high enough.
- Alternate strategies, such as EMATH and Implementing Algebra have not been fully implemented.

Cause for Gap:* (Consider all data sources) (Use the 5 Whys)

- Students entering the high school demonstrate a lack of understanding with regards to basic arithmetic and basic algebra. Algebra I instructors struggle to complete state objectives due to lack of mastery of GLCE's.
- Graphing calculators have not been available for all students at all levels. Many of the students lack the experience necessary to effectively use the graphing calculators during standardized testing.
- Several factors cause a reduction in "seat time", such as suspensions, excessive absences. This creates voids in objectives that could be prerequisites in higher level learning.
- Many students lack support and resources need to be successful.
- Commonly the percentage of IEP/504 students exceeds 7% of the total population in the class. Co-teachers and paraprofessionals are very helpful but are not available in all classes. Resource rooms do not exist on a consistent basis.
- The most current data on Parent Teacher Conferences taken from the 2008-2009 Annual Report shows that in 2008-2009 only 50% of parents attended the Fall Conference and only 25% of parents attended the Spring Conference. In addition, only 15 households elected to complete the MISD Parent Survey in 2010. It is widely accepted that parent apathy contributes greatly to student perception of the importance of reading, the importance of doing well on standardized tests, and the value of education.
- We have lost 998 students to schools-of-choice of which a disproportionate number are higher achieving students.

Describe **multiple measures/sources of data** you used to identify this gap in student achievement:*(Identify demographic, perception, student learning and school system processes.)

All data from spring 2010

- 9th Grade PLAN Data
- MME Data
- Perception Survey Data (seniors, freshmen, teachers, and parents)
- Demographic Data
- Parent-Teacher Conference Attendance Data
- Discipline Data
- Observational Data
- IEP Data

What are the **criteria for success** and what **data or multiple measures of assessment will be used to monitor progress** and success of this goal?*

Student progress will be assessed using the following sources of data:

- Middle School MEAP
- Algebra Readiness Exam (for all students at all grades at the beginning of each year, to monitor progress with regard to basic skills)
- 9th grade ACT Plan
- 10th Grade Explore
- 11th Grade ACT/ MME/ Work Keys

Students should show an increase of 10% in achievement as measured on formative and summative teacher assessments each year.

Objective Details

Objective Name: Raise Math Proficiencies by 10% annually.

1. Raise the proficiency of African American students on the ACT/ MME mathematics test.
2. Raise the proficiency of Economically Disadvantage students on the ACT/ MME mathematics test.
3. Raise the proficiency of White students on the ACT/ MME mathematics test.
4. Raise the proficiency of Special Education students on the ACT/ MME mathematics test.

SMART Measurable Objective Statement to Support Goal: (subgroup/strand of greatest need)
Students will...(SMART = Strategic/Specific, Measurable, Attainable, Results-based, Time-bound)

All students given the support of before and after school tutoring and given the opportunity to participate in online tutorial such as ACT Prep and Cognitive Tutor will increase their proficiency on ACT/ MME by at least 10%. This increase will continue each year for the next three years.

Strategy Details

Strategy Name:

Data- based decision making process

Strategy Statement: (Teachers/Staff will...)

Administrators and Teachers will implement a data-based decision making process using a 3-tiered model of instruction/intervention support. Specific elements of the strategy are:

1. Implement three types of assessments for Mathematics.

- Benchmark Universal Screening (8th grade MME/Algebra Readiness Test) annually to identify students who are making adequate progress, at risk (Tier II), or severely below grade level (Tier III). (NWEA- North West Education Association)
- Diagnostic Assessments for students in Tier II and Tier III to identify intervention needs. (Carnegie Learning for Alg.1, MISD EMATH's grant assessments for Alg.1, Geo, Alg.2)
- Progress Monitoring for students in Tier II and Tier III to ensure progress and make adjustments to interventions. (Carnegie Learning reports, TI-Nspire Navigator Systems as assessment tool)

2. Complete an intensive audit of resources for each of the core objectives for Algebra and Geometry in order to plan resource allocation for struggling students in all grade levels and to make decisions about purchases of research-based intervention materials to be used in the multi-tiered model support system.

3. Implement departmental data meetings to analyze assessment data and make instructional adjustments in the identified priority areas of reading.

Select Challenges : (From challenge target areas or all target areas on the school process profile) Challenge areas show up as below Implemented for MDE schools and below Operational for NCA schools. If all areas are above Implemented or Operational, you must choose from ALL Target Areas.

Education YES Subset (40)

Submitted: March 12, 2010

Reviewed: March 16, 2010

“Partially Implemented”

Strand II - Leadership

Standard 2 – Shared Leadership

Benchmark A – School Culture and Climate – Staff creates an environment conducive to effective teaching and learning.

II.2.A.4 Collaborative Inquiry – A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialogue about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

“Partially Implemented”

Strand IV – School and Community Relations

Standard 2 – Community Involvement

Benchmark A – Communication – Communications within the community are welcoming, visible, purposeful and take into account diverse populations.

IV.2.A.2 Diversity – In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.

Other Required Information

What research did you review to support the use of this strategy and action plan?^{2*}
(Cite journal, book, or research article with author)

****Data Driven Decision Making**

The **What Works Clearinghouse** standards and their relevance to **data-driven decision making** at the school level ...

ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf

****TI – Nspire and Navigator**

Research on TI-Nspire™ & Navigator Technology

Conclusion: Students using TI-Nspire handhelds have demonstrated deeper understanding and greater abilities in drawing inferences, with greatest gains by low-achieving students.

(O'Mahony, Baer et al.2008)

Conclusion: Appropriate use of TI-Nspire technology can facilitate use of shared resources for collaborative learning, high student engagement, and a novel, integrated format for instructional units. Beliefs that the calculator is an aid to learning mathematics (not just an efficiency device).

(Aldon, Artugue et al. 2008)

Conclusion: Classroom use of TI-Nspire™ and the TI-Nspire™ Navigator™ System can enhance student engagement, collaboration and learning.

(Center for Technology in Learning 2008) Research Note #13

****Additional Research**

Wellman, B. M. & Lipton, L. (2003). *Data-Driven Dialogue*. Sherman, CT: Mira Via Publishers

Garmston, R. J., & Wellman, B. M. (2009). *The adaptive school: A sourcebook for developing collaborative groups* (2nd ed.). Norwood, MA: Christopher-Gordon Publishers.

Evans, S.A., Gold, E., Haxton, C., et. al. (2010). Transition to High School: School Choice and Freshmen Year in Philadelphia.

Prescott, P. & Souder, J. (1999). A CASE for Contextual LEARNING. *High School Magazine*. 7(3), 38-43

Activity Details

Activity Name:*

Data Director Professional Development

Activity Description:*(Teachers/Staff will...)

- Selected staff will participate in a 1-day Data Dialogue that Gets Results professional development at the Macomb Intermediate School District. The MISD will provide staff with a set of protocols to support collaborative inquiry related to assessing and analyzing data to make instructional, program, and curriculum decisions.
- Instructional staff will attend and participate in content area department meetings, both building and at the 6-12 level. Teachers will analyze data to be used for monitoring progress in mathematics.

Planned staff responsible for implementing activity:*

Principal and leadership team

Monitoring: How will the activity be monitored? Who will monitor it*

Principal and leadership team will assure that the results are in the data base and that student scheduling uses the results.

Planned Timeline:*

Begin Date	August 2011
End Date	June 2014

Ti-Nspire and Navigator Professional Development

Activity Description:* (Teachers/Staff will...)

- Selected staff will participate in a 1-day Natigator professional development at the Macomb Intermediate School District. The MISD will provide staff with a set of protocols to support collaborative inquiry related to assessing and analyzing data to make instructional, program, and curriculum decisions.
- Instructional staff will attend and participate in content area department meetings, both building and at the 6-12 level. Teachers will analyze data to be used for monitoring progress in mathematics.

Planned staff responsible for implementing activity:*

Principal and leadership team

Monitoring: How will the activity be monitored? Who will monitor it?*

Principal and leadership team will assure that the results are in the data base and that student scheduling uses the results.

Planned Timeline:*

Begin Date	August 2011
End Date	June 2014

Fiscal Resource

Resource:*

MISD Data Grant

Funding Source:*

Planned Amount:*

Actual Amount:

Tier I

Strategy Details

Strategy Name:*

Professional Development opportunities focusing specifically on Mathematics
(content/instruction)

Strategy Statement:*(Teachers/Staff will...)

Teachers/Staff will take part in professional development opportunities in research-based mathematics strategies and initiatives.

Select Challenges :* (From challenge target areas or all target areas on the school process profile)
Challenge areas show up as below Implemented for MDE schools and below Operational for NCA schools. If all areas are above Implemented or Operational, you must choose from ALL Target Areas.

Education YES Subset (40)

Submitted: March 12, 2010

Reviewed: March 16, 2010

“Partially Implemented”

Strand II - Leadership

Standard 2 – Shared Leadership

Benchmark A – School Culture and Climate – Staff creates an environment conducive to effective teaching and learning.

II.2.A.4 Collaborative Inquiry – A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialogue about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

“Partially Implemented”

Strand IV – School and Community Relations

Standard 2 – Community Involvement

Benchmark A – Communication – Communications within the community are welcoming, visible, purposeful and take into account diverse populations.

IV.2.A.2 Diversity – In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.

Other Required Information

What research did you review to support the use of this strategy and action plan?*

(Cite journal, book, or research article with author)

Research Supporting Step #1

****Job Embedded Professional Development**

Professional Development

- **High-quality, job embedded professional development**

Job-embedded professional development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009). It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement (Hawley & Valli, 1999; National Staff Development Council 2010). JEPD is a shared, ongoing process that is locally rooted and makes a direct connection between learning and application in daily practice, thereby requiring active teacher involvement in cooperative, inquiry-based work (Hawley & Valli, 1999). High-quality JEPD also is aligned with state standards for student academic achievement and any related local educational agency and school improvement goals (Hirsh, 2009).

Darling-Hammond., & McLaughlin, M.W. (1995) Policies that support professional development in an era of reform. *Phi Delta Kappan*, 76(8), 597-604

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National Staff Development Council. (2010). NSDC's definition of professional development (Website). Retrieved March 17, 2010, from <http://nsdc.org/standfor/definition.cfm>

****Job Embedded Professional Development Research**

Teachers will practice writing lesson plans, and focusing on the instructional strategies of Anticipating, Questioning, Interpreting, and Responding.

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Carpenter, T., Fennema, E., Peterson P., Chiang, C., Loef, M. (1989). Using Knowledge of Children's Mathematics Thinking in Classroom Teaching: An experimental study. *American Educational Research Journal* (26). pg. 499-531. Reprinted in Carpenter, T., Dossey, J., & Koehler, J. (Eds.). (2004). *Classics in mathematics education research*. Reston, VA: National Council of Teachers of Mathematics.

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Bransford, J.D., & Donovan, M.S. (2005). *"How Students Learn: Mathematics in the Classroom"* National Research Council.

Summary: Is presented so that teachers can use, to revitalize their work in the classroom for even greater effectiveness. The programs Implementing Algebra, EMATH Geometry and EMATH Algebra II we designed based on research from this book.

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Terry Faitel- graphing calculator application for basic algebra and algebra I. Emphasis on increasing success rates for lower achieving students (doctoral thesis).

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Heyl, A. (2008). Fostering Engagement for Students from Low-Socioeconomic Status Backgrounds using Project-Based Mathematics. School of Education, Dominican University of California.

Zollman, A. (2009). Students Use Graphic Organizers to Improve Mathematic Problem-Solving Communications. *Middle School Journal*. November, 4-12.

Ellis, D., Ellis, K., Huemann, L., Stolarik, E. (2007). Improving Mathematics Skills Using Differentiated Instruction with Primary and High School Students. Saint Xavier University & Pearson Achievement Solutions, Inc.

Activity Details

Activity Name:*

- Carnegie Learning (Cognitive Tutor Software) professional development

Activity Description:* (Teachers/Staff will...)

Math department will receive professional development in Carnegie Learning training.

Planned staff responsible for implementing activity:

Principal, leadership team, and math department

Monitoring: How will the activity be monitored? Who will monitor it

Principal will use sign-in sheets to confirm attendance for professional development.

Planned Timeline:

Begin Date	September 2011
End Date	June 2014

Activity Name:*

ACT Prep Course Supplement for all juniors

Activity Description:* (Teachers/Staff will...)

Guided practice in ACT type questions. Students will develop foils demonstrating potential errors within the examples (develop distracters).

Planned staff responsible for implementing activity:

Principal, building school improvement team, math department

Monitoring: How will the activity be monitored? Who will monitor it

TI-Navigators will monitor student progress on a bi-weekly basis.

Planned Timeline:

Begin Date	September 2011
End Date	June 2014

Activity Name:*

- MISD Mathematics Consultants will offer professional development around implementing the EMATH grants units for Algebra 1, Geometry, and Algebra 2.

Activity Description:* (Teachers/Staff will...)

Math department will receive professional development in Carnegie Learning training.

Planned staff responsible for implementing activity:

Principal, leadership team, and math department

Monitoring: How will the activity be monitored? Who will monitor it

Principal will use sign-in sheets to confirm attendance for professional development.

Planned Timeline:

Begin Date	September 2011
End Date	June 2014

Activity Name:*

- Professional Learning Community held on early release days.

Activity Description:* (Teachers/Staff will...)

Math department will receive professional development in Carnegie Learning training.

Planned staff responsible for implementing activity:

Principal, leadership team, and math department

Monitoring: How will the activity be monitored? Who will monitor it

Principal will use sign-in sheets to confirm attendance for professional development.

Planned Timeline:

Begin Date	September 2011
End Date	June 2014

Activity Name:*

- Job embedded professional development around the TI-Nspire Navigators.

Activity Description:* (Teachers/Staff will...)

Math department will receive professional development in Carnegie Learning training.

Planned staff responsible for implementing activity:

Principal, leadership team, and math department

Monitoring: How will the activity be monitored? Who will monitor it

Principal will use sign-in sheets to confirm attendance for professional development.

Tier II

Strategy Details

Strategy Name: Math Intervention – Tier II

Develop and implement a Mathematic intervention for Tier II students

Strategy Statement:* (Teachers/Staff will...)

Teachers will use the Implementing Algebra/ EMATH Strategies and Carnegie Online curriculum to accelerate students' math achievement and engagement. These strategies help build students' motivation and increase their ability to apply math to everyday living, observe patterns and solve problems. Students engage with high-interest, challenging activities through the implementation of technology. Via hands on activities, small group learning, student lead discovery and teacher lead discussions.

Select Challenges: (From challenge target areas or all target areas on the school process profile) Challenge areas show up as below Implemented for MDE schools and below Operational for NCA schools. If all areas are above Implemented or Operational, you must choose from ALL Target Areas.

Education YES Subset (40)

Submitted: March 12, 2010

Reviewed: March 16, 2010

“Partially Implemented”**Strand II - Leadership****Standard 2 – Shared Leadership**

Benchmark A – School Culture and Climate – Staff creates an environment conducive to effective teaching and learning.

II.2.A.4 Collaborative Inquiry – A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialogue about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

“Partially Implemented”**Strand IV – School and Community Relations****Standard 2 – Community Involvement**

Benchmark A – Communication – Communications within the community are welcoming, visible, purposeful and take into account diverse populations.

IV.2.A.2 Diversity – In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.

Other Required Information

What research did you review to support the use of this strategy and action plan?^{2*}
(Cite journal, book, or research article with author)

****Job Embedded Professional Development**

Professional Development

- **High-quality, job embedded professional development**

Job-embedded professional development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009). It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement (Hawley & Valli, 1999; National Staff Development Council 2010). JEPD is a shared, ongoing process that is locally rooted and makes a direct connection between learning and application in daily practice, thereby requiring active teacher involvement in cooperative, inquiry-based work (Hawley & Valli, 1999). High-quality JEPD also is aligned with state standards for student academic achievement and any related local educational agency and school improvement goals (Hirsh, 2009).

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Summary: Is presented so that teachers can use, to revitalize their work in the classroom for even greater effectiveness. The programs Implementing Algebra, EMATH Geometry and EMATH Algebra II we designed based on research from this book.

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Ellis, D., Ellis, K., Huemann, L., Stolarik, E. (2007). *Improving Mathematics Skills Using Differentiated Instruction with Primary and High School Students*. Saint Xavier University & Pearson Achievement Solutions, Inc.

Activity Details

Activity Name:*

- Carnegie Learning -Bridges to Algebra (support as needed based on diagnostic)

Activity Description:*(Teachers/Staff will...)

Students will be pre-tested using NWEA diagnostic. Teachers will develop intervention curriculum to meet student needs aligned to Michigan Merit Curriculum/ Common Core State Standards.

Planned staff responsible for implementing activity:*

Principal, leadership team, and math department

Monitoring: How will the activity be monitored? Who will monitor it*

Using the TI-Navigator, assessments will be administered and results monitored by both teacher and students.

Planned Timeline:*

Begin Date	August 2011
End Date	June 2014

Activity Name:*

- Optional two hour block.

Activity Description:*(Teachers/Staff will...)

Students will be pre-tested using NWEA diagnostic. Teachers will develop intervention curriculum to meet student needs aligned to Michigan Merit Curriculum/ Common Core State Standards.

Planned staff responsible for implementing activity:*

Principal, leadership team, and math department

Monitoring: How will the activity be monitored? Who will monitor it*

Using the TI-Navigator, assessments will be administered and results monitored by both teacher and students.

Planned Timeline:*

Begin Date	August 2011
End Date	June 2014

Activity Name:*

- Math Coach for math teachers

Activity Description:* (Teachers/Staff will...)

A Math Coach will be contracted for 50-days to assist teachers in developing “best practices” to support all learners.

Planned staff responsible for implementing activity:*

Principal, leadership team, and math department

Monitoring: How will the activity be monitored? Who will monitor it*

Administration will receive reports and monitor.

Planned Timeline:*

Begin Date	August 2011
End Date	June 2014

Activity Name:*

- Job embedded Professional Development

Activity Description:* (Teachers/Staff will...)

Math department will receive professional development in Carnegie Learning training.

Planned staff responsible for implementing activity:*

Principal, leadership team, and math department

Monitoring: How will the activity be monitored? Who will monitor it*

Principal will use sign-in sheets to confirm attendance for professional development.

Planned Timeline:*

Begin Date	August 2011
End Date	June 2014

Fiscal Resource

Resource:*

Trainer for 3 days
Substitutes for teachers
Materials
On-site training

Funding Source: Title IIA

Planned Amount:*

Actual Amount:

Tier III

Strategy Details

Strategy Name:*

Develop and implement a Mathematic intervention for Tier III students.

Strategy Statement:* (Teachers/Staff will...)

Teachers will use the Implementing Algebra/ EMATH Strategies and Carnegie Online curriculum to accelerate students' math achievement and engagement. These strategies help build students' motivation and increase their ability to apply math to everyday living, observe patterns and solve problems. Students engage with high-interest, challenging activities through the implementation of technology. Via hands on activities, small group learning, student lead discovery and teacher lead discussions.

Select Challenges:* (From challenge target areas or all target areas on the school process profile) Challenge areas show up as below Implemented for MDE schools and below Operational for NCA schools. If all areas are above Implemented or Operational, you must choose from ALL Target Areas.

Education YES Subset (40)

Submitted: March 12, 2010

Reviewed: March 16, 2010

“Partially Implemented”**Strand II - Leadership****Standard 2 – Shared Leadership**

Benchmark A – School Culture and Climate – Staff creates an environment conducive to effective teaching and learning.

II.2.A.4 Collaborative Inquiry – A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialogue about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

“Partially Implemented”**Strand IV – School and Community Relations****Standard 2 – Community Involvement**

Benchmark A – Communication – Communications within the community are welcoming, visible, purposeful and take into account diverse populations.

IV.2.A.2 Diversity – In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.

Other Required Information

What research did you review to support the use of this strategy and action plan?^{2*}
(Cite journal, book, or research article with author)

****Job Embedded Professional Development**

Professional Development

- **High-quality, job embedded professional development**

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Ellis, D., Ellis, K., Huemann, L., Stolarik, E. (2007). *Improving Mathematics Skills Using Differentiated Instruction with Primary and High School Students*. Saint Xavier University & Pearson Achievement Solutions, Inc.

Activity Details

Activity Name:*

- Carnegie Learning (Readiness course)

Activity Description:* (Teachers/Staff will...)

Students will be pre-tested using NWEA diagnostic. Teachers will develop intervention curriculum to meet student needs aligned to Michigan Merit Curriculum/ Common Core State Standards.

Planned staff responsible for implementing activity:*

Principal, leadership team, and math department

Monitoring: How will the activity be monitored? Who will monitor it*

Planned Timeline:*

Begin Date	August 2011
End Date	June 2014

Activity Name:*

- Mandatory two hour block. (co-teacher/special education certified)

Activity Description:* (Teachers/Staff will...)

Students will be pre-tested using NWEA diagnostic. Teachers will develop intervention curriculum to meet student needs aligned to Michigan Merit Curriculum/ Common Core State Standards.

Planned staff responsible for implementing activity:*

Principal, leadership team, and math department

Monitoring: How will the activity be monitored? Who will monitor it*

Using the TI-Navigator, assessments will be administered and results monitored by both teacher and students.

Planned Timeline:*

Begin Date	August 2011
End Date	June 2014

Activity Name:*

- Job embedded Professional Development

Activity Description:* (Teachers/Staff will...)

Math department will receive professional development in Carnegie Learning training.

Planned staff responsible for implementing activity:*

Principal, leadership team, and math department

Monitoring: How will the activity be monitored? Who will monitor it*

Principal will use sign-in sheets to confirm attendance for professional development.

Planned Timeline:*

Begin Date	August 2011
-------------------	-------------

End Date	June 2014
-----------------	-----------

Fiscal Resource

Resource:*

- Carnegie Trainer for 3 days
- Substitutes for teachers
- Materials
- On-site training

Funding Source:* SIG

Planned Amount:*

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Actual Amount:

--

**Michigan Continuous School Improvement
Goals Management Template
#4 Goal Details**

Goal Name:*

Building a sustainable culture of learning

Student Goal Statement:* (All students will...)

All students will increase their proficiency in self regulation, self efficacy, and self discipline supporting a learning culture.

Gap Statement:* (Difference between current performance and goal)

1. The current data demonstrates that 587 absences and 710 suspension day in 2009-2010 for a school population of 341 can be interpreted to mean that many New Haven students miss instructional opportunities because of absence due to reasons approved by a parent or due to behavior resulting in the punitive consequence of suspension.
2. The practice of moving students from one grade to the next regardless of credits earned or loss has also contributed to a culture that does not support learning and holding students responsible for learning.
3. Perception data of student surveys and parent surveys indicate the belief that “completing homework,” “doing assigned task,” and “following directions” are what matter most for grades. On the other hand, “using inquiry-based learning,” “seeking knowledge as its own reward,” and “collaborative investigation of great ideas” are considered as less important in the determination of grade reporting.
4. The GPA scores do not correlate with the ACT/MME scores at any level of significance.

Cause for Gap:* (Consider all data sources) (Use the 5 Whys)

1. "Seat time" is confused with "time on task"
2. Use of suspensions within a "zero-tolerance" paradigm has focused more on the punitive effect desired than on the teaching of self-efficacy and self-responsibility for changing behaviors.
3. A grading system based on the punitive impact of the "zero" on a hundred-point scale and the equal weight given to formative assessments and summative assessments alike has created a misrepresentation of mastery learning.
4. The lesson plan data indicates that instructors focus on what work should be done by students when writing their lesson plans rather than what objectives should be mastered and retained.
5. Many of the teachers use a "point system" for assignments weighting assignments differently. The result is that lesson "mastered" are not the focus within this grading pattern, but instead the focus is in task completion.

Describe **multiple measures/sources of data** you used to identify this gap in student achievement:*(Identify demographic, perception, student learning and school system processes.)

- Students, parents, and teachers have been surveyed for perception data using a Likert Scale for assessment consistently each year for the past four years.
- ACT/MME scores and 9th grade MEAP scores were used to analyze the level of significance in a correlation with GPA scores both cumulative and disaggregated by subject.
- Attendance rates, graduation rates, drop-out rates, as well as suspension incidents and suspension days were studied and correlated with GPA's and with ACT results.
- The review of lesson plans, the absence of lesson plan feedback, and the lack of documentation of walk through observations provided evidence of the need to monitor this data more closely to support the focus on mastery learning and retention of learning.

What are the **criteria for success** and what **data or multiple measures of assessment will be used to monitor progress** and success of this goal?*

- The use of Explore in early May with grade eight, Plan on Power Tuesday with grade nine, the ‘decommissioned ACT’ with grade ten, the Work Keys in Keytrain with all sophomores, and the ACT/MME with grade 11, we will have data to do our item analysis to drive instructional decisions.
- Our Professional Learning Communities will meet twice a week for 45 minute sessions after school to develop common formative assessments and track the data on Data Director for these assessments to make instructional decisions.
- Our Small Learning Communities of students will meet with their Mentor Teachers twice weekly to develop electronic portfolios of data and artifacts to prove that each student is progressing and tracking his or her growth in mastering the National Common Core Standards and becoming “proficient” in reading, writing, math, and career/college readiness skills.
- We will track the suspension incidents and use of Teen Court and School Court in effectively changing the frequency of days missed from school due to suspensions and the correlation of other interventions to reduced disciplinary infractions.
- We will continue to study the correlation between absences, drop outs, and infractions of discipline with academic mastery learning.
- We will continue to examine the data of teacher lesson plans, GPA scores and the correlation of this information with summative assessments.
- We will develop and implement common quarterly assessments model on the MDE’s exit exams to track student learning and the correlations with other data such as GPA’s, attendance, disciplinary infractions, number of suspension-eligible infractions, and lesson plan data.
- We will use pre and post surveys to determine students and teachers level of efficacy.

Objective Details

Objective Name:*

The students and teachers will be able to develop increased self-efficacy

SMART Measurable Objective Statement to Support Goal:*

 (subgroup/strand of greatest need)
Students will...(SMART = Strategic/Specific, Measureable, Attainable, Results-based, Time-bound)

All students and teachers will be given a pre-test survey to establish an Efficacy Score. This will be administered for the 2010-2011 school year in November and May. Following for 2011-2012 the Self-Efficacy Score will be determined each year in week one of the school year and in the last week of the academic calendar. The scores will be shared with students by their teacher mentors and used as data in the student electronic portfolio to measure growth. The teachers will discuss the scores in the teacher evaluations and in the Professional Learning Communities to determine strategies for growth.

Strategy Details

Strategy Name:*

Self-Efficacy Monitoring

Data-based decision making process will be monitored and adjusted based on pre and post annual **Self-Efficacy Scores** for both students and teachers. Mentor meetings for Small Learning Communities of students and team meetings of our Professional Learning Communities will analyze the data and determine correlations between Self-Efficacy monitors and mastery learning in reading, writing, and mathematics.

Strategy Statement:*(Teachers/Staff will...)

Administrators and Teachers will implement a data-based decision making process for Self-Efficacy using pre and post annual perception data:

- Annual self-efficacy scores for students and teachers will inform the decisions for interventions by Small Learning Communities (SLCs) of students and by Professional Learning Communities (PLCs) by teachers.
- Correlations will be determined between self-efficacy and student learning and teacher effectiveness based on student academic improvement using the common quarterly assessments to establish the correlation scores.
- Correlations with attendance and discipline infractions correlated with Self-Efficacy Scores will be analyzed annually..
- The implementation will begin in January 2011 of the software program called “Ripple Effect” which gathers disciplinary intervention data and assigns student-specific lessons online for corresponding infractions and frequency of such infractions and tracks individual students progress in mastering a control of negative behavior barriers to academic progress

Select Challenges :* (From challenge target areas or all target areas on the school process profile) Challenge areas show up as below Implemented for MDE schools and below Operational for NCA schools. If all areas are above Implemented or Operational, you must choose from ALL Target Areas.

The 40 Indicators on the EdYes report identified 11.1.B.4 Clear Expectations as “implemented.” The School Improvement Goal for Culture change will focus on providing clearly stated daily LEARNING goals in all classes published to parents and students. It will focus on guiding the instruction with the principles of mastery learning within the philosophy of “Failure Is Not an Option.” Students will track their own progress in meeting these expectations with triangulated data to support their mastery of the learning expectations. Teachers will track their teaching with data and data analysis that will inform their teaching focused on student learning.

Other Required Information

What research did you review to support the use of this strategy and action plan?*(
(Cite journal, book, or research article with author)

[Failure Is Not an Option\(TM\): Six Principles That Guide Student Achievement in High-Performing Schools](#) by [Alan M. Blankstein](#) (Paperback - Jun 21, 2004) Corwin Press: Thousand Oaks, California.

Bandura, Albert [2004] [Self Efficacy: the Exercise of Control](#) W.H. Freeman Company: United States.
[Self-Efficacy Beliefs of Adolescents \(HC\) \(Adolescence and Education\)](#) by Tim Urdan and Frank Pajares (Hardcover - Jan 5, 2006)

Software: Copyright © 2002 Ripple Effects, Inc. All rights reserved Ripple Effects' social learning software makes it easier for your In-School Suspension (ISS) program to provide students effective guidance, support, planning for change, and skill building, without overloading an already burdened staff. Early research on the program shows dramatic, positive behavior change even from students using the program independently.

Activity Details

Activity Name:*

- Using Atlas Rubicon
- Using Ripple Effect software
- Student Small Learning Communities and Teacher Mentors
- Professional Learning Communities

Activity Description:*(Teachers/Staff will...)

- Using Atlas Rubicon to develop teacher lesson plans clearly aligned with the National Common Core Standards, MDE and ACT standards and other Learned Society Standards, teachers will prepare lessons that clearly indicate for each day what the student is to learn, how he or she is to learn it, and how it will be assessed.
- Using Ripple Effect software in our extended day or extended week program, students will be guided to specific learning lessons related to discipline infractions and how they might plan for improving and developing a LEARNER's disposition toward schooling. This software also tracks such interventions for pre and post assessments.

- Students will meet with their Teacher Mentor two periods weekly in our extended day to build their e-portfolio of evidence and authentic proof of learning to mastery the goals expected of them based on National and MDE standards. These meetings are done with their cohort of five in their Small Learning Communities.
- Teachers will meet twice weekly in their cohorts of the Professional Learning Communities to analyze data and establish instruction strategies for addressing the needs based on their item analysis of common assessments of learning.

Planned staff responsible for implementing activity:*

- The technical/media specialist, will collaborate with the Atlas Rubicon Technical Support consultant, and with our district's Director of Technology/Data Coordinator for the implementation of Atlas Rubicon.
- The Ripple Effect software will be loaded on the computers in room 35 and monitored by a staff member in an extended day seminar for disciplinary interventions. The assistant principal will assign students to lessons on Ripple Effect depending on his assessments of disciplinary issues.
- All students will be assigned to a Teacher Mentor, A Parent Core of Mentors, an Adult Community Mentor and a cohort of fellow students for a five-member Small Learning Community.
- All teachers will be assigned to Professional Learning Communities based on their discipline or subject area.

Monitoring: How will the activity be monitored? Who will monitor it?*

- The evaluation process for teachers will include quarterly assessments of pre and post testing to reflect a measure of student learning improvement based on common quarterly assessments processed through Data Director. The principal will include these growth reports as a part of the teacher evaluations.
- Every student will be establishing evidence of data and artifacts that prove the mastery and retention of National Core Common Standards and MDE Content Expectations. The data in the Students E-portfolio will provide triangulated data to support each learning objective.
- The Ripple Effect data will be used to monitor the improvement of positive behaviors along with discipline data stored and reported in PowerSchool.
- The Principal and the Professional Learning Communities will use Atlas Rubicon and Data Director and PowerSchool to analyze correlations between our interventions and student learning assessments.

Planned Timeline:*

Begin Date	August 2010
End Date	June 2012

Fiscal Resource

Resource:*

Atlas Rubicon
Ripple Effect Software
E-Portfolio Software
Writing Lab (literacy lab)
Work Keys Lab
ACT Prep Lab
Extended Day
Extended Week
Extended School Year:

Funding Source:* SIG/Title IIA/General Fund

Planned Amount:*

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Actual Amount:

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Tier I

Strategy Details

Strategy Name:*

Change the Paradigm of a “School of Compliance” to a “School of Learning.”

Strategy Statement:* (Teachers/Staff will...)

Teachers will examine with pre and post surveys of perception data their own Teaching Self Efficacy to determine the level of confidence that exists among the staff on their capabilities and knowledge for effectively improving student learning. This will require a shift in thinking regarding effective teaching that can improve learning while also reducing disciplinary issues. This will require a shift on the part of the students from mere compliance, doing of assignments, and attendance in favor of actual mastery learning.

Select Challenges :* (From challenge target areas or all target areas on the school process profile) Challenge areas show up as below Implemented for MDE schools and below Operational for NCA schools. If all areas are above Implemented or Operational, you must choose from ALL Target Areas.

In 2007, 2008, and 2000, in the self assessments on the indicators on the MDE EdYes reports the stakeholders of New Haven High School assessed all of the indicators as either “exemplary” or “implemented.” Parents, teachers, students, the student handbook, the Board policies on discipline and grading present a challenge as we attempt to align the thinking of stakeholders and the regulations of discipline and grading with the six principles for Schools Where Failure Is NOT an Option. Grades must reflect LEARNING. Grades aligned with valid and reliable and authentic assessments of learning will move New Haven High School away from mere compliance toward a more powerful educational structure focused on learning. Interventions will be strategized to ensure that all students are learning and retaining the key curriculum expectations. This is a paradigm shift for the New Haven stakeholders. Using the acceptance of Ds and F’s system for grading, students were none-the-less promoted from one grade to another even with all F’s. With a shift in the paradigm to insist on student learn before moving on, New Haven stakeholders can overcome these challenges.

Other Required Information

What research did you review to support the use of this strategy and action plan?*(Cite journal, book, or research article with author)

Examined the number of days missed for suspension compared to other reasons for absences. Considered the data of interventions documented for behavior issues other than suspensions. Examined the relationship between lesson plans that planned for student learning compared to lesson plans designed to provide assignments, short term memory tests, and project completion.

Surveyed teacher self-efficacy and student self-efficacy. Survey perceptions of students for their understanding of the connection between effort and outcome for learning.

Research Grading, Discipline, and Authentic Assessments
What does the text say?

Schema Theory

Anderson, R.C., & Pearson, P.D. (1984). "A Schema-Theoretic View of Basic Processes in Reading Comprehension." In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), *Handbook of Reading Research* (pp.255-291). New York: Longman.

Summary: Robert Marzano's Meta Analysis of Instructional Strategies 2004 to 2008 - Marzano Research Laboratory

Retelling: Cambourne, B., 'Retelling: a whole-language, natural learning activity for helping learner-writers' in Walshe, R. D., March, P. & Jenson, D. (eds), (1998) *Writing and learning in Australia*, Dellasta Books in association with Oxford University Press, Melbourne

Research Supporting Step # 2
How does the text says it?

Cartledge, Gwendolyn (March, 1978) *A Case for Teaching Social Skills in the Classroom*. Review of Educational Research Ohio State University Press. Vol. 1 no. 1 pp 133-156.

Glasser, W. (revised 1988) Choice Theory in the Classroom Harper and Collins Publishers: New York, New York.

Glasser, W (1975) Schools without Failure.

Glasser,W. (1997) *A New Look at School Failure and School Success*. Phi Delta Kappan: Bloomington, IN.

Lemov, Doug Teach Like a Champion: Forty-Nine Techniques that Put Students on the Path to College. Jossey-Bass & Willey: California

Maag, John. (2001) *Reward by Punishment: Reflection on the Disuse of Positive Reinforcement in Schools*. Vol 62, No 2, pp 173-186. The Council of Exceptional Children:

Marzano, Robert. (2003) What Works in Schools: Translating Research into Action. ASCD: Alexandria Virginia.

Marzono. Robert (2009) On Excellence in Teaching

Mendler, Allen (2000) Motivating Students Who Don't Care: Successful Techniques for Educators. Solution Tree: Bloomington, IN.

Oliver, Christine. (1991) *Strategic Responses to Institutional Processes*. Academy of Management Review. Vol 18, No 1, pp 145-179. New York University: New York, New York.

Wagner, Tony (2008) The Global Achievement Gap: Why Our Best Schools Don't Teach the

Survival Skills Our Children Need and What We Can Do About It. Basic Books, a Perseus Book: New York, New York.

Activity Details

Activity Name:*

- Training Staff in Adaptive Schools: Adaptive Schools in a Quantum Universe for teachers
- Development of a “Be the Change” Club for New Haven High School Students to foster positive reinforcement by raising funds to support student joining the Success Crew
- Implementation of Teen Court and School Court as alternatives to suspensions and expulsions.
- Implementation of the Student Learning Communities and Mentor Support as positive socialization through community support of learning.

Activity Description:*(Teachers/Staff will...)

- The Administration will provide training in October 2010 and January 2011 for a leadership team of teachers to learn the strategies of Adaptive Schools from Carolyn McKernan. These strategies will be shared in the Professional Learning Communities at New Haven High School in the winter of 2011 and the fall of 2011.
- The Administration will support the formation of the “Be the Change Club” at New Haven enlisting students to join the club and raise funds in support of a Cedar Pointe trip for all students who qualify for the Success Crew as a celebration of academic

success in authentic learning.

- The law enforcement administration (under Chief Michael Henry and School Liaison Officer Rene Yax) will recommend New Haven adolescence who accept responsibility for their actions to Judge Hackle's District 42-2 Court to a hearing with a jury of peers, representation of a student prosecution trained by Bill Cataldo, Assistant Prosecutor of Macomb County and a student defense and bailiff in Judge Hackle's court. This intervention of TEEN COURT is intended to use positive peer pressure to enforce legal interventions for reform among peers.
- Modeled on the structure of Macomb County Juvenile Court with TEEN COURT, New Haven High School will implement under the sponsorship of teacher/attorney Richard Barr a similar construct for SCHOOL COURT. Students who are referred for disciplinary action such as suspensions and expulsions but admit to their responsibility for their actions and whose parents sign an agreement to accept the interventions from School Court, will be able to benefit from positive peer pressure in the determination of alternative interventions that guide the student to effective changes as a responsible student.
- The students at New Haven High School will be assigned to cohorts of five students into a Small Learning Community. Each cohort will have a Teacher Mentor, five Parent Mentors, and One Adult Community Mentor who will monitor the grades, testing, behavior reports, and attendance of the members in the cohort to encourage students to accept ownership of their learning and to mutually collaborate as a learning community for the goal of meaningful, mind-engaging learning.

Planned staff responsible for implementing activity:*

The principal and members of the Building School Improvement Team (BSIT) will guide the implementation process with the faculty, the students and the parents. A marketing strategy will be developed by the principal to recruit community mentors.

The principal has already met with the community leaders: Village President Jamie Kincaid, Chief of Police Michael Henry, Representative clergy, Rev Todd, Rev Mack and Rev Hood, Judge Bill Hackel, Assistant Prosecutor Bill Cataldo, the PEP counselor from the New Haven Community Health Clinic, Jennifer Papp, The Youth Director for the county Ms. Kelly Osterman, and the BayHaven Coalition for healthy communities. In a collaborative venture the faculty, social worker, counselor, assistant principal/athletic director, school board and high school principal will lead the community of concerned New Haven Community Schools in support of building the sustainable structures that will lead to the establishment of a SCHOOL OF LEARNING rather than a school focused primarily on obedience and compliance. Developing student OWNERSHIP of their learning will lead to effective mastery of the National Common Core Standards and MDE learning expectations.

Monitoring: How will the activity be monitored? Who will monitor it*

Principal will use sign-in sheets to confirm attendance.

Planned Timeline:*

Begin Date	August 2010
End Date	June 2013

Fiscal Resource

Resource:*

<p>Trainer for 3 days Substitutes for teachers Materials On-site training Collaboration with Community leaders, court representatives, and local clergy Collaboration with the New Haven Health Center Parents of New Haven Students with their access to Power School and Blackboard Engaging learning experiences of Adaptive Schools Professional Learning Communities with time in the extended day, extended week, and extended year to learn how to effectively implement change for a School of Learning Small Student Learning Communities with Mentoring</p>
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Funding Source: *SIG/TitleIIA/General Fund

Planned Amount:*

Trainer for 3 days (\$2000 x 3)	\$6,000
Teacher sub pay for 3 training days (sub= \$100) 20 staff x \$100	\$2000
Materials = \$80 x 20 staff	\$1600
Job-embedded professional development (3 days/week = 120 days x pay) get pay from MAISA per day	
Substitute pay for rotating sub for departmental collaboration once per month (6 staff x \$100)	\$600

Actual Amount:

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Strategy Details

Strategy Name:*

Build ownership of learning by engaging all students in a commitment to New Haven High School as a School of Learning by providing enriched learning experiences.

Strategy Statement:*(Teachers/Staff will...)

- Students at New Haven High School will be provided with opportunities to build ownership in their learning through rigor and relevance build in the principle of developing positive relationships with each other and with their community and their learning environment.

Select Challenges :* (From challenge target areas or all target areas on the school process profile)
Challenge areas show up as below Implemented for MDE schools and below Operational for NCA schools. If all areas are above Implemented or Operational, you must choose from ALL Target Areas.

A review of the 2007, 2008, and 2009 forty indicators of success in the MDE Ed Yes reports suggests that the stakeholders viewed the programs and learning opportunities for students to be exemplary or at least implemented. This will present a challenge as we move to convince the stakeholders that there are additional programs and policies essential to developing ownership in the learning process for every student. Opportunities for learning socialization skills appropriate to a learning school, opportunities to participate in building rich relationships with teachers, peers, parents, and the community of the district will build ownership in the value of learning for our students as evidenced by their electronic portfolios of authentic learning proofs and by their ACT/MME scores as evidence of the effectiveness of relationship building in building academic excellence for students.

Other Required Information

What research did you review to support the use of this strategy and action plan?*(
(Cite journal, book, or research article with author)

- A survey of the data for all students to determine to what extent New Haven High School students have formed positive peer relationships, parental relationships, teacher relationships and community relationships that foster academic excellence.
- A correlation study of the data to determine if students at New Haven High School who are engaged in extra-curricular activity and challenging thinking activities do in fact score higher on authentic or mandated assessments.
- Develop within Power School and Blackboard and Data Director specific data collection formats that will enable an on-going study of the informative data to support engaging programs that prove to be concomitant with raising student learning proficiencies and student ownership of their learning.

Activity Details

Activity Name:*

- The Board of Education has approved a graduation requirement for all New Haven Students to participate in at least one extra-curricular program each year during high school.
- Additional opportunities for engagement will provide the following:
 - * An auto club will support student in auto tech in the participation in the International Auto Show by entering their car that will involve local auto tech mentors who will collaborate with club members in the auto competition
 - * Students will be sponsored by engineering, machinist, computer programming, welding, and graphic design mentors who will collaborate with our Robotics teacher sponsors in helping students enter the national Robotics competition.
 - * Students will be invited to audition for the MTV Made program to reach their dream and possibly become selected to be in a program about their efforts.
 - *Students will be invited to join the Be the Change Club to raise awareness of positive peer interventions in support learning through membership in the Success Crew and building a recognition and celebration of academic success.
 - * Teachers will be trained in the Learning Pillars and Teaching Pillars of the Ford Partnership for Advanced Studies (Ford PAS). This educational approach to the curriculum is intended to meet the higher order thinking that can more readily engage learners in the curriculum through relevant, real-world, project-based, and inquiry based learning.

- *The art program will welcome “artists-in-residence to join in forming the Entertainment Science Technology Program for New Haven High School. Providing performances and cable broadcasts that connect the students to the community can engage learners more effectively in the ownership of their learning for all of the curriculum.

Activity Description:* (Teachers/Staff will...)

- The graduation requirement for engaged participation in school includes athletics, community service, entertainment programs, teen court, school court, videography for cable tv productions, tutoring, clubs, student council, National Honor Society, Auto Club, SADD, and more. All programs that can build on the engaged and active ownership of students in the experience of high school will be focused on guiding learners to commit to all that school can represent as a School of Learning.
- *The Auto Mechanics teacher and his aide will be sponsoring an auto club with the help of volunteer mechanics and engineers as mentors to work with the auto students to prepare a car for entrance in the competitions at Cobo Hall at the International Auto Show.
- * At least two staff members will work with volunteer mentors from General Motors and Compuware to guide the “Robotic Rockets” in building their robot to compete in basketball with other schools’ robots in this National Athletic Competition of student built robots.
- * Students will be invited to audition for the MTV Made program to reach their dream and possibly become selected to be in a program about their efforts. Although MTV casting directors select the participants and determine whether their taped coaching experiences can meet the standards for national broadcast, the mere preparation for the audition is a commitment to learning.
- *A sponsor for the Be the Change club will be selected to support the recruitment of students to become members of a large team dedicated to making New Haven a school with positive adolescent relationships purposefully supporting learning and academic achievement. Fund raising through the Texas Hold ‘em events and a HavStock music festival will support the Success Crew for a celebration of academic success with a trip to Physics Day at Cedar Point.
- * Teachers will be trained in the Learning Pillars and Teaching Pillars of the Ford Partnership for Advanced Studies (Ford PAS). The Ford Fund has supported the development of a curriculum that is aligned with the National Common Core Standards and the MDE content expectations but provided through engaging project based, inquiry based learning.
- *The Art teacher and one additional staff member will be sponsoring the drama and art and music and videography program for our “artists-in-residence” to join in forming the Entertainment Science Technology Program for New Haven High School. Providing performances and cable broadcasts that connect the students to the community can engage learners more effectively in the ownership of their learning for all of the curriculum. Working with the board of directors of the Aud

Youth Center in the county, a grant will be used to support this project. Additional grant funding to support the artists-in –residence project will also be researched to help grow this learning opportunity over time.

Planned staff responsible for implementing activity:*

Principal, teachers, mentors from professions, mentors for small learning communities, parents, and student leaders.

Monitoring: How will the activity be monitored? Who will monitor it*

Data in PowerSchool, Data Director, and Blackboard will be collected to measure student engagement in extra-curricular activities and to study the correlation of participation with our Common Quarterly Assessments and other common assessments for learning. Programs
The Building School Improvement Team (BSIT) will make recommendations to the faculty and ultimately to the Superintendent and School Board regarding any additions or changes to the extra-curricular opportunities based on the data of engagement that can support the effectiveness of these activities in relationship to the culture and climate of the School of Learning initiative demonstrated by the engagement-to-academics. If participation in an extra-curricular activity does not correlate with student ownership of learning, changes will be made to provide more effective opportunities.

Planned Timeline:*

Begin Date	August 2010
End Date	June 2013

Fiscal Resource

Resource:*

Funding Source:*SIG/General Fund

Planned Amount:*

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Actual Amount:

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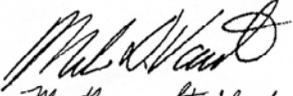
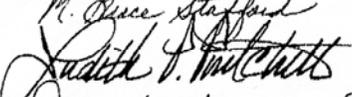
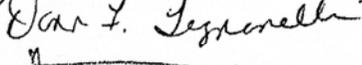
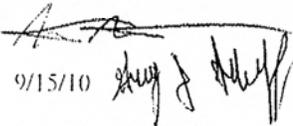
NEW HAVEN COMMUNITY
SCHOOL DISTRICT
LEA APPLICATION
Appendix A

**Articulation Agreement on
Teacher Evaluation Parameters
Between the
Macomb Intermediate School District,
MEA/NEA-Local 1, and
Macomb County School Districts**

Macomb County
Teacher Evaluation Parameters to Comply with the
Michigan Teacher Tenure Act
and
Section 1249 of the Revised School Code

As part of the recent legislation, the state mandated that teachers have a "rigorous, transparent, and fair" performance evaluation each year. Student growth data shall be a significant factor in each teacher's evaluation. In Macomb County, school administrators and teachers formed a work group to develop models to help provide guidance to the local districts and their bargaining units.

1. All teachers shall be evaluated annually and shall be provided timely and constructive feedback.
2. The current collective bargaining agreement (for the local district) and the Michigan Teacher Tenure Act shall govern the evaluation format and process for probationary teachers, tenure teachers on an IDP and tenure teachers subject to an evaluation every third year. For the remaining tenure teachers, it may be determined locally to modify existing evaluation processes and instruments for compliance with section 1249 of the Revised School Code.
3. Student growth data will be utilized as a significant factor as defined locally with consideration given to the Michigan Department of Education guidelines. The interpretation of student growth data will be consistent with the Michigan Teacher Tenure Act. See *Gantz v. Detroit Public Schools*, TTC 96-17 and *Sharkey v. Oak Park School District*, TTC 74-41-R.
4. Student growth data measures, for the purpose of annual evaluation, will be developed with the involvement of the teacher and must include, but not limited to, multiple assessments as listed on the Macomb County Growth Measurements Dashboards. See Attachment A.
5. Student growth data may be measured by growth/progress between the initial and the final student assessments.


M. Bruce Stafford

Judith V. Mitchell

Don F. Tesorelli

9/15/10 Guy J. Zoller


Rosetta K. Muller
Marianne Reine
Rich Hyman
Curt Jahn
Elyse Pei
Guy J. Zoller
Sandra Bell

Macomb County
Dashboards

Student Growth Measurements

Elementary (Grades K-5/6)

- MEAP Scale Scores
(Grades 2-5/6)
- MLPP
(Grades K-3)
- DIBELS
(Grades K-3)
- Common
Assessment/Content
Area
(Grades K-5/6)
- Standardized Test
Results
(Grades K-5/6)
- Student Performance
Project Based
(Grades K-5/6)
- Special Education:
IEP Goals
MI-Access
Brigance Inventory
Woodcock Johnson
- Other

Secondary (Grades 6/7-8/9)

- MEAP Scale Scores
(Grades 6 & 7)
- Department
Common
Assessments
(Pre & Post)
(Grades 6/7-8/9)
- # of Students
Pass/Fail Rate
(Grades 6/7-8/9)
- Standardized Test Results
(NWEA; Iowa)
(Grades 6/7-8/9)
- Student Performance
Project Based
(Grades K-6/7-8/9)
- Explore/Plan
(Grades 8/9/10)
- Special Education:
IEP Goals
MI-Access
Brigance Inventory
Woodcock Johnson
- Other

Secondary (Grades 9/10-12)

- MME Scale Scores
(Grades 9/10-11)
- Department Common
Assessments
(Pre & Post)
(Grades 9/10-12)
- # of Students - Credit Earned
(Grades 9/10-12)
- AP Test Scores
(Grades 10-12)
- Graduation
Rates
(Grades 9/10-12)
- ACT
Work Keys
(Grades 9/10-11)
- Student Performance
Project Based
(Grades 9/10-12)
- Explore/Plan
(Grades 9/10)
- Special Education:
IEP Goals
MI-Access
Brigance Inventory
Woodcock Johnson
- Other

NEW HAVEN COMMUNITY
SCHOOL DISTRICT
LEA APPLICATION
Appendix B

**Letter of Agreement
Between the
Board of Education of the
New Haven Community School District
And the
New Haven Education Association, MEA/NEA-Local 1
On Teacher Evaluation**

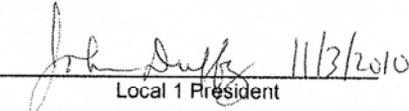
**Letter of Understanding
Between the
Board of Education of the
New Haven Community School District
And the
New Haven Education Association, MEA/NEA-Local 1
On Salary Increase/Teacher Removal/Seniority
And Work Rule Impediments**

**Letter of Agreement
Between New Haven Public Schools
And MEA-NEA Local 1, New Haven**

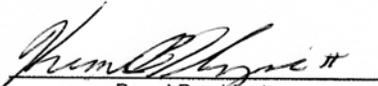
The qualities and characteristics that make a teacher and/or administrator successful should be reflected in any evaluation. To this end, the parties agree to refer the matter of teacher evaluation to a joint teacher/administration committee, (the same committee which will deal with recent changes in the law), to review the specific skills, knowledge, and characteristics upon which evaluation is based. The intent is to recommend to the Bargaining Teams a plan specific to New Haven based on the principles of the Framework for Teaching (also called the Danielson Model) to be effective no later than September 5, 2011. Both parties agree that appropriate training in the Framework will be necessary and desirable for both teachers and administrators in order to implement an approved plan in an effective manner and that the purpose provide clear and positive assistance for teachers as well as other professional staff and administrators to improve professional practices and that will insure that all staff shall have multiple opportunities to improve consistent with MCL380.1249, the Tenure Act, as recognized in the MISD/MEA/AFT "Teacher Evaluation Parameters to Comply with the Michigan Tenure Act and MCL 380.1249' attached here, and /or applicable collective bargaining agreement.

For MEA-NEA, Local 1, New Haven:


New Haven EA President


Local 1 President

For New Haven Schools:


Board President


Board Secretary

**LETTER OF UNDERSTANDING
BETWEEN
NEW HAVEN BOARD OF EDUCATION
AND
MEA-NEA LOCAL 1, NEW HAVEN**

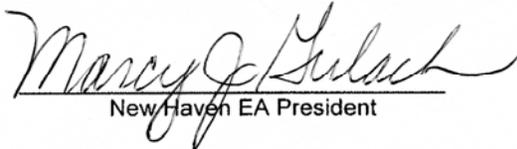
It is understood and agreed by the parties that basing any part of a salary increase on satisfactory evaluation and possible removal, consistent with applicable laws as referenced in the MISD/MEA/AFT "Teacher Evaluation Parameters to Comply with the Michigan Tenure Act and MCL 380.1249"(copy attached), as well as the contractual modifications/clarifications referred to below, are agreed to because of the current status of New Haven High School being a "priority school" and therefore working on a "transformational" plan under MCL 380.1280C8 to be submitted to the State of Michigan Department of Education and the federal government for a School Improvement Plan to fund the supplemental actions proposed to be added to the existing High School program directed at increasing student achievement in the New Haven High School taken as whole so as to allow it to achieve levels of student growth that remove the "priority school" designation within the period of the plan. The parties recognize that this is in the best interests of the Board and the teachers while this plan remains in effect, and New Haven High School has "priority school" designation/is in the bottom 5% of public schools. This agreement shall be non-precedent setting.

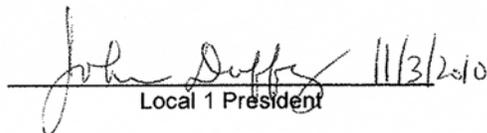
The parties also understand that while the school is subject to MCLA 380.1280C8 and the transformational intervention model is being implemented:

(a) That any contractual seniority that would otherwise be applicable shall not apply at the High School while it remains on "priority school" list /in bottom 5% of public schools for the purpose of teacher assignment to or within the High School. This subdivision does not allow unilateral changes in pay scales or benefits.

(b) That there are no contractual or other work rules that are impediments to implementing the redesign plan as presented as compensation for job accomplishments/extra work/added time/duties and/or achievement of goals and/or financial/flexible working conditions designed to recruit or retain staff to meet the needs of students in a transformational school have been or will be bargained jointly consistent with MCL 380.1250 upon the plan's approval by State/federal government consistent with the SIG application/plan. The parties agree that nothing in this agreement nor the law allow unilateral changes in pay scales or benefits, but that annual step increases for all professionals (teacher and administrators) at High School will be subject to satisfactory evaluations done with consistent the mutually agreed process referred in the Letter of Agreement on Evaluations dated November 15, 2010, while the High School remains a "priority school"/ is in bottom 5% of public schools. Compensation for any change in working conditions would have to be bargained.

For MEA-NEA, Local 1, New Haven:


New Haven EA President

 11/3/2010
Local 1 President

For New Haven Schools:


Board President


Board Secretary

NEW HAVEN COMMUNITY
SCHOOL DISTRICT
LEA APPLICATION
Appendix C

**Currently Negotiated Teacher Observation/Evaluation
Form.**

New Haven Community Schools – Teacher Observation/Evaluation

Teacher: _____

Date: _____

Time: _____ to _____

Tenured

Non-Tenured

First Evaluation Date

Second Evaluation Date

Evidence of Teaching for Domain 1: Planning and Preparation

Component 1a. Demonstrating knowledge of content and pedagogy

Unsatisfactory	Basic	Proficient	Distinguished
Teacher’s plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher’s plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher’s plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher’s plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.

Evidence

Component 1b. Demonstrating knowledge of students.

Teacher demonstrates little or no knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
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Evidence

Component 1c. Setting instructional outcomes

<p>Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.</p>	<p>Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.</p>	<p>Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.</p>	<p>Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.</p>
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Evidence

Component 1d. Demonstrating knowledge of resources

<p>Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge</p>	<p>Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge</p>	<p>Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.</p>	<p>Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.</p>
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Evidence

Component e. Designing coherent instruction

<p>The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.</p>	<p>The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.</p>
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Evidence

Component 1f. Designing student assessment

<p>Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.</p>	<p>Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.</p>
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Evidence

Evidence of Teaching for Domain 2: The Classroom Environment

Component 2a. Creating an environment of respect and rapport

Unsatisfactory	Basic	Proficient	Distinguished
Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.

Evidence

Component 2b. Establishing a culture for learning

The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
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Evidence

Component 2c. Managing classroom procedures			
Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties..	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
Evidence			
Component 2d. Managing student behavior			
There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
Evidence			

Component 2e. Organizing physical space

The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.

The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.

The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.

The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

Evidence

Evidence of Teaching for Domain 3: Instruction

Component 3a. Communicating with students

Unsatisfactory	Basic	Proficient	Distinguished
<p>Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher’s use of language contains errors or is inappropriate to students’ cultures or levels of development.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher’s use of language is correct but may not be completely appropriate to students’ cultures or levels of development.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students’ cultures and levels of development</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher’s oral and written communication is clear and expressive, appropriate to students’ cultures and levels of development, and anticipates possible student misconceptions.</p>
<p><i>Evidence</i></p>			
Component 3b. Using questioning and discussion techniques			
<p>Teacher’s questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.</p>	<p>Some of the teacher’s questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.</p>	<p>Most of the teacher’s questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.</p>	<p>Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.</p>
<p><i>Evidence</i></p>			

Component 3c. Engage students in learning

<p>Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.</p>	<p>Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.</p>	<p>Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.</p>	<p>Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.</p>
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Evidence

Component 3d. Using assessment in instruction

<p>Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.</p>	<p>Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.</p>	<p>Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.</p>	<p>Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.</p>
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Evidence

Component 3e. Demonstrating flexibility and responsiveness

Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.

Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.

Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.

Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

Evidence

Evidence of Teaching for Domain 4: Professional Responsibilities

Component 4a. Reflecting on teaching

Unsatisfactory	Basic	Proficient	Distinguished
Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.	Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.
<i>Evidence</i>			

Component 4b. Maintaining accurate records

Teacher's systems for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion.	Teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful.	Teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient and successful.	Students contribute to the maintenance of the systems for maintaining both instructional and non-instructional records, which are accurate, efficient and successful.
<i>Evidence</i>			

Component 4c. Communicating with Families			
Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Teacher successfully engages families in the instructional program; as appropriate.
<i>Evidence</i>			
Component 4d. Participating in a professional community			
Teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving,	Teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	Teacher participates actively the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role among the faculty.
<i>Evidence</i>			

Component 4e. Growing and developing professionally

<p>Teacher does not participate in professional development activities, and makes no effort to share knowledge with colleagues. Teacher is resistant to feedback from supervisors or colleagues.</p>	<p>Teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. Teacher accepts, with some reluctance, feedback from supervisors and colleagues.</p>	<p>Teacher seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Teacher welcomes feedback from supervisors and colleagues.</p>	<p>Teacher actively pursues professional development opportunities, and initiates activities to contribute to the profession. In addition, teacher seeks out feedback from supervisors and colleagues.</p>
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Evidence

Component 4f. Demonstrating professionalism

<p>Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines.</p>	<p>Teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but teacher's attempts to serve students are limited. Teacher complies minimally with school and district regulations, doing just enough to "get by."</p>	<p>Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues, and complies fully and voluntarily with school and district regulations. Teacher complies fully with school and district regulations.</p>	<p>Teacher is proactive and assumes a leadership role in ensuring the highest ethical standards, and seeing that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in seeing that colleagues comply with school and district regulations.</p>
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Evidence

Discussion Meeting on Observation Held

Date: _____

Signature of Teacher

Signature of Administrator

The employee's signature here indicates the receipt of the observation and does not imply either agreement or disagreement with the material contained herein. It is understood that the employee has the right to have written comments attached to this observation. Such comments must be signed and filed with the building administrator within a reasonable time period.

Employee Signature

Date

Adapted from Danielson, C (1996). Enhancing Professional Practice: A Framework for Teaching
Alexandria, VA; Association for Supervision and Curriculum Development

Conducted in conjunction with the SVSU Partnership Grant for Improving Teacher Quality, Title II, United States Department of Education.

NEW HAVEN COMMUNITY
SCHOOL DISTRICT
LEA APPLICATION
Appendix D

**Board of Education, Official
Adoption of the Plan**



New Haven
Community
Schools

November 9, 2010

To Whom It May Concern:

At a regular board meeting on November 8, 2010, the New Haven Board of Education approved the School Improvement Grant (SIG), as presented:

Motion by Mrs. Bonkowski, supported by Mrs. Patton, the board approve the School Improvement Grant (SIG), as presented:

Motion Carried: Ayes: Bonkowski, Patton, Peyerk, Weaver, Simon, Walker, Thompson. Nays: None.

Sincerely,

Keith Wunderlich, Ed.D.
Superintendent of Schools

KW:cam

ADMINISTRATION &
BOARD OF EDUCATION
58233 Gratiot Avenue
P.O. Box 482000
New Haven, MI 48048-2000
Voice: 586-749-5123
Fax: 586-749-6307