



***Flint Community Schools
School Improvement Plan
Flint Northwestern High School***

November 16, 2010

***Linda Thompson, Superintendent
Flint Community Schools***

***Harold Woodson, President
Flint Board of Education***

LEA Application Part I

GRANT SUMMARY

District Name: School District City of Flint

District Code: 25010

ISD/RESA Name: Genesee Intermediate School District

ISD Code: 25000

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>
Northwestern	261452005114		X					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.

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:

Provide a narrative description following each of the numbered items below for each school the LEA plans to serve with School Improvement Grant funds.

1. For each Tier I and Tier II school that the LEA commits to serve, the LEA must:
 - o **Describe the process the LEA has used to analyze the needs of each school and how the intervention was selected for each school.**

A Perspective of Flint Community Schools in Transition

Mission Statement: *To develop a community of learners who are prepared to live, work and contribute to an ever-changing society.*

Both the basis and the need for dramatic school reform are driven by Flint School's history as an innovator and leader in statewide academic achievement. From its position as an urban powerhouse in educational innovation and effectiveness in the 1960s and early 1970s, the District now faces the reality of a current student enrollment of 10,600 which is 78% less than its peak of 46,500 in 1968. The District currently operates 22 buildings with approximately 2,000 total staff. It also finds itself stripped of its former abundant financial and organizational capacities, while burdened by a severe economic downturn and excess physical capacity. Once an exporter of new ideas (model of community education), instructional creativity (building one or more schools a year) and student excellence, Flint Community Schools now is striving to reverse the designation of having persistently lowest achieving schools (PLAs). Primary causation is summed up by:

- Massive intra-/inter-District and outward mobility of students (resulting in reduced operating revenue)
- Educationally-impacting suspension rates
- Absentee parents
- Staggering poverty, teen parents and infant mortality issues
- Discouraging graduation rates
- Flight of automotive/support industries (and the associated tax base)
- Economically devastating unemployment rate
- Dramatic increase in criminal activity in Genesee County

Further compounding the decline in the District's ability to deliver quality educational programs were numerous restraining and constraining events:

- Seven superintendents in the past 10 years (*turnover*)
- Three principals each at Northern and Northwestern High Schools in the past three years (*turnover*)
- Public and operationally-impacting discord among administration, Board, unions and parents (*conflict*)
- District-wide school building closures, especially reconfiguring four high schools to two traditional (Northern – 1,005 enrollment and Northwestern – 894 enrollment) and one "application" (Southwestern Academy) high schools (*community apprehension*)

Fortunately, the current superintendent (Mrs. Linda Thompson) is projecting insight, stability, administrative competence and academic vision that encompass accountability, a fresh academic climate/culture, renewed faith in

the system and the effective use of data to improve student achievement. Deliberate, methodical success in removing 18 identified elementary schools in 2003 from the PLA list has contributed to progress in the middle schools; hopefully, this academic recipe complemented by both inspiration and aspiration will soon prove worthy in improving teacher instruction and increased student achievement in the two high schools. Since receiving word on September 2 that Flint Community Schools' (FCS) Round 1 SIG grant was not funded, Mrs. Thompson has adopted an aggressive approach with her entire staff to ensure that the Reform Plan is approved; subsequently, that FCS will be successful in Round 2 of SIG funding.

Through upward of a dozen building and high level informational, input and quality assurance sessions (Flint Board of Education, 7 senior level Cabinet administrators, building staff, leadership and union), the District has been emboldened and re-energized with the Superintendent's vow to "*Raise the Rigor*". At an all-day design planning session on October 22, 29 staff from both Tier II FCS high schools took the pledge "to do whatever it takes" to help get their schools removed from the PLA list. This "no holds barred", inquiry-driven design session was attended by 5 senior administrators and facilitated by Mrs. Thompson to assure participants that everyone's input was encouraged. Staff attendees represented diverse staff positions within the high schools. At its 7 ½ hour conclusion, over 313 viable recommendations for school improvement interventions and activities in support thereof were proffered against 19 questions for which open-ended responses were sought.

In her concluding remarks, Mrs. Thompson stated, "We understand what the task is before us. Hopefully, we can substantiate our need to garner federal funding through SIG II or other external funding sources. Our commitment will be no less, however, even if we must proceed on our own. Realistically, challenges are realized proportionate to resources. While it may take a little longer, nonetheless we will achieve our outcomes for all of our kids. I want you to implement change where no costs are involved. We must commit to change the way we do business. I want you to use your staff meetings to review your SIP and propose dynamic new ideas and initiate those changes immediately."

The four foci of the District's school improvement plan are:

- Optimizing Professional Learning Communities
- Effective Use of Data/Analysis
- Maximizing Parent Involvement
- Expanding Learning Opportunities

In every instance, these elements will serve as the driving force to isolate needs, propose research-based solutions, encourage cooperation of our community and serve as assessment mechanisms to gauge our successes for all students in the District. District leadership, Superintendent Thompson and her Board of Education (refer to appended Resolution and Board Minutes dated November 3, 2010) are in concurrence that these elements are at the heart of our Transformation Model and what would ostensibly most contribute to dramatic teacher instruction and academic achievement. Moreover, these four foci will be imbedded in every planned strategy and outcome throughout this document.

This application directly also addresses the four specific criteria for selecting the *Transformation Model* as part of the detailed school improvement plan. All Transformation elements and implementation efforts will undergo continuous quality improvement measurements to ensure that concept becomes reality. "Quality checks" (status updates) will transpire at every regularly scheduled building school improvement and staff meeting, as well as SIP briefings at weekly Cabinet meetings, Flint Board of Education and teacher-parent conferences. Student organizations, i.e., Council, Senate, will also become part of the information-sharing and reflection equation for school improvement input. Media releases, newsletters and postings on FCS's website will also carry the message of

SIP progress in *“Raising the Rigor”*.

Both Tier II PLA Flint high schools undergoing school reform design are located within 3.4 miles of each other; while certainly having some singular demographic differences, each displays more operational similarities in terms of academic deficiencies and school improvement needs. The following school reform design represents a holistic plan which that creates capacity-building for longer-term sustainability. Most of all, it is visionary in which there is greater achievement for all students to perform and excel.

Making sound choices require planning for change and selecting/implementing a comprehensive approach to school reform that addresses the needs and ultimate capacity of the high school. The choice of the *Transformation Model* for both Flint Northern and Northwestern High Schools culminates from:

- Critical analysis of state/local source academic and non-academic data, i.e., student achievement, attendance and behavior
- Comparative 3-year MME data
- Cabinet-level discussions among the Superintendent, Executive Directors of Secondary Education, Curriculum and Instruction, Community Education & Relations, Human Resources and Business Affairs
- Constructive dialog among executive leadership (led by Mrs. Thompson) and United Teachers of Flint and Congress of School Administrators leadership

In the spring of 2010, three Perception Surveys were conducted in the District: one for Staff (District-wide), one each for NHS Students and Parents and one each for NWHS Students and Parents. The use of non-academic, data-driven analysis to inform instruction upon which to select interventions, strategies and activities, will also directly guide staff to target deficiencies and areas needing improvement, with appropriate solutions. [Summary of 3 Surveys is appended]

Originally based on i) critical review of data, ii) the timing of the SIG grant opportunity, iii) contractual obligations, iv) contract negotiations, v) District calendar and the vi) recent retirement package offered by the State of Michigan, it was determined that the *Transformation Model* aligned with the current direction of the District.

In September of 2009, the Principal was replaced at Northwestern High School in an effort to develop and increase both leader and teacher effectiveness in comparison to prior dismal student performance. With guarded enthusiasm, it is anticipated that this change in leadership will bring about and address a shared vision based on raising rigor and collaborative relationships within the school building that will promote ownership, rigorous standards and improved student performance. This move will also contribute to positive discourse among the Principal, District’s Executive Directors, support personnel, parents and the broader FCS community.

Complementing identified challenges and gaps are data extrapolated from 2010 NWHS Student, Parent and Staff Surveys:

Data rubrics will be utilized reflecting the District’s capacity to assist the high school as it moves towards exemplary status in every area: Comprehensive Needs Assessment, Management and Operations, Teaching and Learning, Labor and Board Relations, School Consolidation and Human Resources.

- **Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.**

Less than 10 years ago, FCS allocated educational and student support services with access to a total/general fund budget in excess of \$250 million dollars, with another \$50 million in special external discretionary/competitive grants supporting academic innovation/experimentation. Due to declining property tax revenues, declining population base/outward mobility, a cataclysmic decline in the automotive/support industries tanking the area's employment potential -- exacerbated by a sour national economy -- those figures are now \$118 million General Fund and \$45 million federal sources. However, during the decline of school resources in this decade, the District has incrementally addressed school building closures, staff realignment/layoffs, reassessment/prioritization of academic offerings and has learned to provide its constituency with a quality education with less revenue, envied by most similarly-sized districts in the state.

The District currently manages state and federal dollars originating from:

- General Funds (State School Aid/Membership Allowance)
- Title I-A
- Title I School-Wide
- Title I-C
- Title I-School Improvement
- Title II-A
- Special Education
- GEAR UP (Partnership with CMU)
- 21st Century
- 31A
- Career Technical Education

To stretch school dollars, all levels of staff and the community have acquiesced to institute measures to conserve waning revenues by developing a Facilities Plan that:

- Closed 17 elementary, 2 middle schools and 1 high school in the past 10 years
- Closed first high school ever
- Restructured departments and reorganized to increase efficiencies
- Reduced the number of staff by 10%
- Reduced payroll costs by over \$9 million

For decades, FCS has served as fiduciary agent for national, state, Genesee County (Mott Middle College, Genesee Early College) and District discretionary/competitive education, health safety grants. Should the District be awarded a grant in Round 2 of SIG, its historical record of accomplishments most unequivocally qualifies it to implement SIP internally, and a SIG grant with integrity.

Both FCS Tier 2 high schools currently utilize a Process Mentoring Team approach. This Team consists of a Leadership Coach, who guides and advises the principal's leadership team and a Process Mentoring Facilitator, who assists classroom teachers to improve instruction as one aspect of school improvement. Every effort will be employed over the duration of the 2010-11 SY and beyond to assure that PD becomes embedded into FCS' collaborative school improvement process.

Bi-monthly collaboration (or weekly if deemed necessary) among the Office of Curriculum and Instruction Team in concert with the instructional support departments of Pupil Personnel Services, Federal and State Programs, Learning Support Services (Special Education), Extended Day Programs, Research, Testing and Evaluation and Secondary Education all provide ongoing support to the high schools.

Review of Data and Process Analysis

The path for school reform in Flint began well before the current PLA list was generated. Since 2002, there has existed a progressive course of executive/Board leadership followed by building implementation that has expedited the focus toward high school reform to i) increase academics under the aegis of PLCs, ii) using data for evaluative purposes, iii) providing multiple opportunities for students to learn and iv) involving parents in the teaching/learning process.

In April of 2008, the Superintendent presented a System of Accountability to the Flint Board of Education (FBOE) for adoption. This roadmap primarily addressed low student achievement and the District's high rates of suspension/low graduation rates by focusing on improved literacy instruction (pre-school through grade 9) and the reconfiguration of secondary programs to more suitably meet the needs of students – both academically and socially.

In June of 2009, a Three to Five Year Strategic Plan of Action was adopted by the FBOE that was designed to focus efforts and resources on four priority areas:

- Student Achievement
- Stakeholder Satisfaction
- Community Collaboration
- Accountability and Transparency

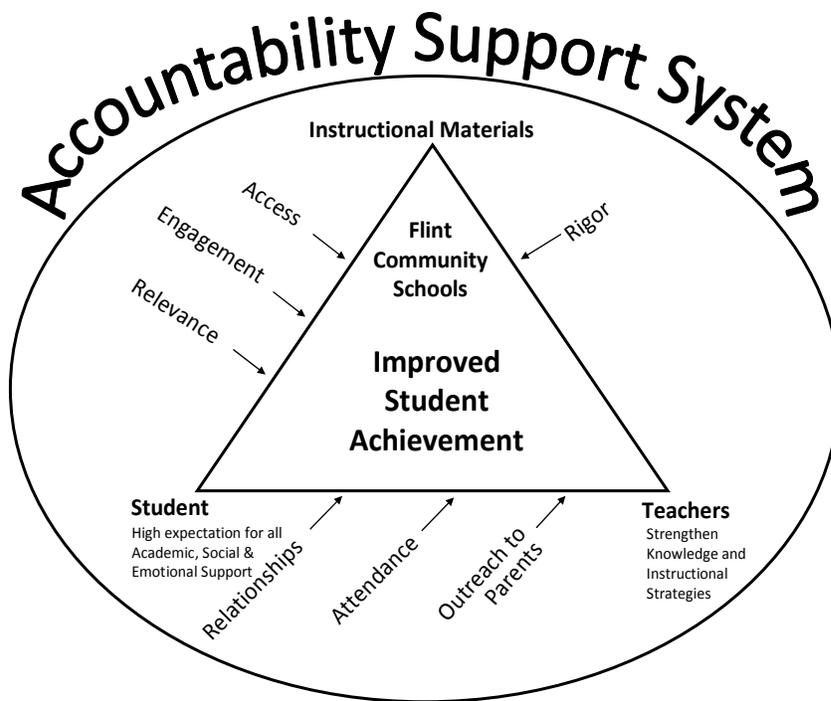
Central to the District's goal to improve academic performance for all students are the following five *objectives*:

- Ensure a rigorous and consistent learning experience for all children
- Ensure that schools and children have all the tools necessary for success
- Provide the necessary supports for students at risk of falling behind
- Create a culture that supports development of the whole child
- Utilize service learning with an emphasize toward career development

The following *strategies* support the above objectives:

- Implementing/supporting district-wide implementation of the new curriculum
- Establishing high expectations for all teachers, administrators and support staff that is tied to the new curriculum
- Providing teachers, administrators and support staff with the professional development they need to meet the high expectations
- Increasing the number of teachers certified to teach Advanced Placement courses

Superintendent Thompson has pledged to her Board that the District's *Support and Accountability System* (chart below) will focus attention, time and resources on improving student achievement. Its three elements are to i) strengthen instruction, ii) provide teachers and students with high quality/standards-based curriculum and instructional materials K-12 and iii) engage/have high expectations for all students.



As part of this broader plan, the District adopted the *Six Essential Components of Highly Effective Learning Communities*:

- Valid and reliable assessment
- Science-based research, curriculum and instruction
- Organized and sustained PD
- Parent and community involvement
- Capable leadership
- Responsible financial management

Central Office and both Tier II high school leadership/staff will review building data on a regular basis. The Executive Director of Secondary Education will guide the building principal in an effort to create structures of support for collaboration and collegiality each building. District, building, departmental chairs are trained to analyze individual student's achievement needs using ACT/PLAN and Explore, TestWiz and other formative assessments. Teachers are receiving extensive professional development to comprehend/analyze data and execute appropriate instructional methods in response to individual student deficiencies.

District Improvement Plan

Flint Community Schools has been on the leading edge of school reform for over three decades. Numerous initiatives have been undertaken by former superintendents that collectively have yielded a credible base upon which to now formulate a school reform design founded on Transformation. School staff and leadership are accustomed to change, and are receptive to this model to dramatically change instruction and learning. Examples of prior reform initiatives include:

- Promote Graduation Requirements (mid-1980s)
- Grade Level Content Expectations (late 1980s)
- Smaller Learning Communities (1990s)
- Reading 1st (mid-2000)

- Consistent Curriculum System of Accountability (Spring of 2008)

School Improvement Team members acknowledge that to implement the *Transformation Model*, intensive intervention will be rapid and bold. Building staff will be held accountable to the highest standards of performance. To ensure compliance with planned initiatives, progress in meeting ambitious goals will be measured through interim assessments to ensure consistent growth (and potentially, federal funding extensions in year's 2 and 3 if FCS is a grantee in Round 2 of SIG). Flint Community Schools ascribes to, and supports the following SIP leading indicators:

- Increasing the number of minutes in each school year
- Increasing student participation rates on State assessments in ELA and mathematics (by subgroup)
- Decreasing dropout rate
- Increasing student attendance rate
- Increasing number/percentage of students completing advanced coursework, online Learning or dual enrollment classes
- Decreasing discipline referrals
- Decreasing suspension rates
- Decreasing truancy rates
- Stabilizing or increasing teacher attendance rates
- Distributing teachers by performance level on Flint's teacher evaluation system

The District will also support all buildings with additional assessment tools designed by FCS' Office of Research and Testing, plus the Data Support Team Specialists in ELA/Social Studies and Mathematics/Science. As an example of ongoing assessments, the system currently has benchmarks for 9th grade algebra and 10th grade geometry; is presently developing benchmarks for grades 10-12. The District continually reviews assessment data from a District, building and State perspective to determine best how to use it in informing instruction.

Additionally, building staff and the Data Support Team will analyze District, building, student and teacher data to make better decisions to inform instruction. Professional development will be paired with co-teaching of a core and intervention teacher working as a team.

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—

Intervention Design and Implementation:

The District approaches school improvement as a continuous process of teaching, authenticated by successful academic performance. Flint Community Schools and Genesee Intermediate School District are partnering to custom design and implement the Transformation Model. In addition to GISD's Dr. JoAnn Pastor, High Priority Schools Project Director and Process Mentor for FCS' design model, the following Genesee ISD staff represent an accessible reserve of potential contributors to best practices/interventions research, curriculum development, core subject content standards, professional development opportunities, Rtl training/workshops, core subject content, formative and summative assessments and data analysis:

- Dr. David Treder, Coordinator - Research, Evaluation & Assessment
- Melissa Wing, Coordinator for K-12 Language Arts and Tier 1 Intervention

- Mary Howell, Coordinator for Reading Recovery and Tiers 2 & 3 Intervention
- Sara Rainwater, Coordinator for English as a Second Language
- LuAnn Murray, Coordinator for Mathematics
- Roy Sovis, Coordinator for Social Studies

Beginning with effective professional development, teachers and building leaders will receive the necessary tools to increase their knowledge of best practices and strategies to enhance instruction/increase student achievement under the guidance of process mentoring. To i) achieve ultimate objectives to abate scholastic failure/improve academic achievement, ii) deter chronic attendance issues and iii) reduce discipline referrals requiring reactive attention, all building staff must make a normal practice of analyzing data.

Northwestern High School serves students in grades 9-12 (fall enrollment of 894). During the 2009-10 SY, Michigan Department of Education classified both high schools Phase 6 schools. And under the Transformation Model selected for school reform, this declaration mandated restructuring of the school's governance. In compliance with this requirement, the District's superintendent appointed a Turn-Around Specialist (Art Wright), who provided skilled assistance to the Secondary Coach (Daryl Grace).

Data gathered from the Comprehensive School Audit Reports clearly indicate the need for change in current teaching practices in the high school. The School Improvement Team concurs with the summary of the audit findings, and is developing an action plan that rectifies deficiencies regarding:

- Progress in the alignment of the school's curriculum with the State's standards
- Differentiated instruction, work with high-order thinking, provision of real-world contexts for student lessons, use of technology and attention to assessment

The following interventions are being discussed among instructional staff, building leadership, union representatives and Central Office administrators; will complement those proffered by the District's external model providers. Of particular significance to increase one of FCS' four school reform foci (increased learning opportunities) are:

- ▶ Offering a unique online classroom academic experience during the 2010-11 school year and again for the summer of 2011 is central to implementation of SIP. It also directly supports USED's mandate to substantially increase learning time. In concert with Genesee ISD's Department of Technology and Media Services, instructional leadership staff and counselors will make available a comprehensive national venue of approved online classes in core academic subjects specifically tailored to students' needs. Genesee ISD's GenNET (technology) system (Genesee Network for Education Communications) is available at home, any library or in all elementary, middle and high schools throughout Genesee County. Proximity to access in geographically diverse Flint sites would be most conducive to all participants.
- ▶ G2G9 – a summer enrichment program for <>150 incoming most at-risk freshman (staff consists of certified teacher for mathematics and English instruction), augmented by character, education, peer-mediation, gender-specific & extra-curricular activities; certified teachers, group leader and college student staff; conducted at NHS (open to all entering at-risk 9th graders)
- ▶ Other flexibility of scheduling/extended-hour opportunity: 0 or 7th hour/online learning will be utilized for academic "catch up" of truant or suspended students; add a core subject/learning support teacher during 7th and 8th hour; utilize 0 or 7th hour for students requiring special help.
- ▶ 4 ½ day week: ½ day PD for teachers & ½ day for student deficit classroom (add hours to other school days to make up the difference)

▶ Dedicated Title I reading intervention classrooms

▶ Saturday/summertime PD

Yet, other examples represent potential solutions to myriad of academic and non-academic topics, e.g., teaching methods/learning styles, expanded learning/PD opportunities, attendance/discipline, school culture, seat time/scheduling, alternative teaching/learning modes, expanded career investigation/exploration:

▶ In the summer of 2011, 100 students may be able to earn credit over a ten-week period by applying to participate in a special academic experience. Six counselors will monitor and benchmark students' work and relationship with institutions of higher learning/service providers. During the current school year, dialogue is occurring between GISD and Flint instructional/technology staff to ensure timely roll out of online courses next semester/summer. [Currently in the investigatory stage]

▶ Algebra units of study have been designed to significantly help students increase their achievement. This school year, additional teacher support in ELA and math will assist the school by modeling and co-teaching lessons for the new units of study for 9th grade ELA and 10th grade geometry to further support student achievement.

▶ Potential opportunity for at-risk 9th graders: framework and activities are being developed to address issues of high school size, complexity/culture, as well as student-teacher concerns. [The District is emphasizing the significance of the initiative by funding one position per high school with general fund monies]

▶ School social worker able to meet with students & parents to work out "challenges" and propose solutions

▶ Enlist the assistance of community agencies/organizations as safety nets for students in need (in place of/in addition to parent or guardian support mechanism).

▶ In-house credit recovery is offered at Mott Adult High School in the evenings/during summer school & via online using the EPIC Learning System.

▶ Teach, assess and re-teach

▶ Adjust school day to have 7th & 8th hours to meet student learning styles

▶ RtI Model

▶ Emphasize relationship-building

▶ Mail homework assignments, utilize Blackboard (allowing students to work at home to catch up on their credits), Homework Hotline; mathematics and science books online

▶ Parent-Teacher Web for two-way communication to address issues of mutual concern, e.g., discipline, academics, health, social

▶ Block scheduling, split scheduling (8-12, 1-5 and 4-7) and Saturday options

▶ Extended time for computer labs to be open after school and weekends for use by students, parents and teachers

Other SIP design options being pursued for increasing learning time include:

- Summer Transition – a planned articulation program where incoming students visit with seniors regarding school experiences, visit classrooms and speak with teachers.

- Freshman Academy – a 2011 summer experience (four day/3-hour sessions in a.m. & p.m. and fun exercises on Friday)
- Intensive reading and mathematics program that uses no textbooks, but allows students to use the two subjects in real life situations
- Extended day (0, 7th & 8th hours), Saturday morning and summer 1:1 or group mentoring by individual (highly qualified) teachers, department-based, or designated days for core tutoring by content area
- Structure school day to have more students in the building, time-extended (with incentives)
- Early morning/late class start, Saturday PD
- Field trips to the Great Lakes, Tall Ships, Sleeping Bear Dunes, COSI, Detroit Science Center, historical sites
- College visits to experience academic and social interaction issues
- EDP exposure field trips to next generation work places, augmented by economic data guru reflecting employment trends and job outlook
- After school clubs, e.g., foreign language, future nurses, poetry

District Cabinet level Executive Directors initially conducted classroom walkthroughs (CWTs) to implement one of Marzano’s Nine Essential Strategies to enhance teaching methods and to improve the learning environment for all students. Subsequently, Principal, Leadership Coaches and teachers join this responsibility in phase two. For building principals, CWT Professional Development serves to develop their leadership skills. The ease of using a handheld device upon which to record Marzano identified goals and downloading data on a computer to be printed serves as a tremendous classroom tool for teachers and administrators, and reinforces the use of data to effect instruction. Genesee ISD holds the license for the walk-through software (*iObservation*) that is used by building staff for high priority work.

A Title I-funded Behavioral Specialist and Counselor are in each high school building to address issues impacting the learning process: attendance, behavior, social and affective needs.

Additional support for students struggling academically:

- Title I supports stipends for teachers to provide 1:1 tutoring along with after hours transportation (SES)
- “Push-in” supplemental instructional programs
- After-school tutoring for extended day learning opportunities
- NWHS also offers Title I tutoring in ELA, mathematics, science and social studies

Positive Behavioral Support (PBS) is utilized to defuse incidents/reduce suspension referrals, instill positive motivation, create a positive building/learning environment, impart expectations (classroom, lunchroom; restorative practices in the workplace, out in society).

Cabin Time (“advisor-advisee”) is a structured setting with working teams (teacher and counselor) which utilizes positive behavioral support to engage students in addressing issues of social interaction, leadership, positive relationships, changing the culture, making appropriate school day/lifetime defining decisions (stay in school, do the right thing), request for “help”.

Sustained Silent Reading (SSR) constitutes a short, building-wide creative period of time (20 minutes) whereby adults and students read a book of their liking.

Before quality learning can occur, District staff must be prepared to assume the role of parents and family. This necessitates addressing the physical and emotional needs of many students, e.g., meals, clothes, shoes, social, health, intervention with the courts. Staff training is ongoing and a prerequisite for a successful academic program.

Increased learning time will also enable teachers to partner with the community to provide enriched experiences that prepare students to become productive citizens in our global society. The Principal's expectation for theme-based learning across the curriculum aligns student achievement data with students' Educational Development Plans. Students with aptitudes in science and math will be placed at one of several community health organizations, i.e., Hurley Medical Center (science). The North End Soup Kitchen (social studies) would be representative of a service organization where students would acquire knowledge of organizations serving the community. Other examples of increased learning time tied to academic content areas are:

- Flint River water project (Science)
- Genomics Project (Community-Based Genetics/DNA)
- Letters to Soldiers (English)
- Volunteers to Food Bank of Eastern Michigan (Social Studies)
- Habitat for Humanity volunteers (Math/measurement skills)
- Kettering University and University of Michigan-Flint

The phenomenon of fewer traditional homes headed by both or at least one biological parent predisposes the fact that another parenting obligation transfers to the classroom...that of instilling interest, providing exploration/opportunity and direction for a student's post-secondary education, training or direct movement into a very different/challenging workplace. And for the majority of classroom teachers, this facet of teaching is not something in which they were trained or feel comfortable in doing. In fact, it is highly problematic and not one too many instructors view as being in "their domain". For the teacher, Advanced Placement and Dual Enrollment are passive mechanisms to a greater goal...and are certainly not alternatives for the majority of their students. Currently, the ACT PLAN & Explorer, Work Readiness (WorkKeys) and ACT/SAT prep are utilized in the high school to address the day after graduation. However, through PD and the EDP sequence/process, FCS staff will be moved from mere compliance to activism and engagement.

To execute discretionary and required interventions, instructional time, student/PD activities and tutoring, more time will be negotiated (added to normal work day) for existing staff, rather than adding additional staff.

Expectations are that over-arching school reform design in the District will focus on PLCs, effective use of data/analysis, parent involvement and expanded learning opportunities by supporting:

- Ongoing professional growth and development
- Constant growth in student achievement
- Improvement in the quality of teaching and learning
- Assurance of a safe/disciplined environment conducive to learning
- Active engagement of parents and community in the educational process.

Selection of External Providers:

Staying the course is the key to improving student achievement. Central Office administrators wholeheartedly support the building school improvement plan and its alignment with the District's and State's plans. Flint's data-driven focus translates into personal accountability for all teachers and leaders. Staff rely heavily on PD to connect content and pedagogy with individual teachers or groups of teachers.

Genesee ISD: Process Mentor services described in B.3.

Macomb ISD: Conduct *Lenses on Learning* mathematics and school leadership training using observation, supervision and inquiry for high school administrators, mathematics/special education teachers and counselors

College Board: Conduct workshops to build successful AP programs, train/certify more high school AP teachers in core content areas and train staff in data analysis

In their roles as external providers , these organizations will supply NWHHS with the necessary tools to focus on student learning. The Process Mentor Team approach will engage all teachers and school leaders in a collaborative and collegial forum where communication is deliberate and ongoing. Increased AP offerings are part of the District's strategic plan.

Alignment of Other Resources:

Access to the expertise of FCS' three External Providers will complement the internal capacity of the Department of Curriculum and Instruction, which provides proficiency and opportunity to mutually develop formative assessments with the Office of Research, Evaluation and Testing. The Data Support Team provides capacity to develop specific assessments to focus on specific skills identified for assessment and to correct deficiencies/aberrations in test instruments and measurements throughout the school year.

Accessing all funding sources to the fullest, plus anticipated subsequent grant support from SIG II will enable the School Improvement, Professional Development and Process Mentoring Teams to prioritize their plans to achieve the greatest results for all students. Based on their recommendations, Central Office leadership will then affirm concrete project objectives to improve teacher effectiveness and improve student performance.

Modification of Practices and Policies:

The District's current policies, practices and contracts provide for provisions that allow for changes utilizing the waiver (see appended addendum) process and monthly joint labor-management meetings with the United Teachers of Flint and Congress of School Administrators. Contract language changes and flexible scheduling are determined through shared decision-making among the principals involved. Following dialogue among Superintendent Thompson, Human Resources and the two unions, addenda will be developed and approved to resolve needed practices/language changes, [It is anticipated that once final consensus is reached by all parties, that some SIP interventions will eventually require addenda or formal MOUs].

A pledge to support the reform effort has been proffered by union leadership. The District is also committed to negotiated changes necessary to implement changes in practice.

Sustainability:

The financial, human services (instructional/staff) and materials budgets of Flint Community Schools are sufficient to support Transformation Model interventions and activities delineated in this application. Existing expenditures do, and any anticipated from a Round 2 SIG award will, adhere to OMB Circulars by being *reasonable, allowable and allocable*.

Most importantly, District-wide staff buy-in to school reform in total is the best guarantee of success and sustainability. Support of, and commitment to, the over-arching goal of professional learning communities is the primary vehicle for change leading to increased student achievement sought by FCS.

If FCS were to receive funding under through Round 2 of SIG, full implementation would commence after July 1, 2011 for the 2010-11 SY.

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. (Attachment VII provides a sample rubric for principal selection if the LEA chooses an intervention that requires replacement of the principal.)

[See next page]

Northwestern High School
2010-11 & 2011-12 SIP Timeline

<i>Period</i>	<i>Name of Activity</i>	<i>Responsible Person</i>
Jan - Nov, 2010	SIP & SIG planning efforts by FCS Cabinet, Tier II high school staff/leadership, unions, community	Superintendent, Cabinet; Principal, SI & PD Chairs
Oct. 22, 2010	Convened Building Teams and Executive Leadership for final input to SIP application	Superintendent/ Exec. Staff
Nov. 16, 2010	SIP due	Superintendent
Nov. – Dec. 2010	Develop plans for monitoring progress, data collection & review	Building/Executive & building leadership staff
Dec. 18, 2010	SIP Approval/Disapproval	MDE
Dec. 2010	Notify media of SIP approval (purpose/impact/value)	R. Campbell, Communications
<> Jan. 1, 2011	Round II SIG released	MDE
<> Feb. 15, 2011	Submit application for Round 2 SIG funding	Executive staff
Jan. 2011	Organize Data Support Team	Principal & SI Chair
Jan. 2011 – Jun. 2012	Work cooperatively with external providers	FCS, Genesee ISD, Macomb ISD & College Board
	Communicate SIP to District staff, students, parents and community	FCS leadership
	Convene SI & PD Teams	Principal, SI & PD Chairs
	Initiate interventions, strategies and activities to implement Transformation Model	FCS leadership, Principal and building staff
	Commence PD sessions	Principal, SI & PD Chairs
	Schedule/market parent academy workshops	Principal, SI & PD Chairs
	Explore/solidify other options to increase learning time	FCS leadership, Principal & SI Chair
	Activate Data Support Team	Principal & SI Chair
Jan, May & Nov. 2011; May 2012	Convene stakeholders	FCS leadership, Principal, SI & PD Chairs
Mar. 2011	Initiate system to evaluate, reward and remove staff to encourage and ensure quality teaching and leadership for results	Executive staff (with Principal and union input)
Jun. & Nov. 2011; Jun. 2012	Report on status of SIP progress to Flint Board of Education	Superintendent
Feb. 2011 – Jun. 2012	Conduct ongoing monitoring & feedback; make teaching adjustments	Building leadership/staff; Data Support Team, SI Chair
Mar. 2011 – Jun. 2012	Monitor SIP progress, evaluate staff re planned goals/expectations, make appropriate modifications	Principal, Data Support Team, SI Chair

High school staff has begun focusing on the National Staff Development Standards to drive and enrich the professional learning community's approach to context, process and content standards. Because decisions are driven by real student data, considerable preparation, planning and insightful/critical thinking to organize for results are required. Daily, weekly, monthly and year-long planning serves as the foundation for transformation; focusing on transformation classroom practices provides the foundation for improved student achievement.

Initially, adults are being organized for results around Professional Learning Communities (PLCs) whose goals are aligned with the Michigan Curriculum Framework and District SIPs. Both FCS Tier II high schools are currently refining their professional development plans to parallel building needs. In Year 1, it is the intent for the building to organize PLC teams with a content area model in order to look at disaggregating student data to determine adult learning priorities. Two additional days per month are being proposed to analyze student data after school.

Multiple sources of information will be gleaned from TestWiz, ACT and other formative assessment instruments. Such scientifically-based research strategies as Marzano's High Yield Strategies have been identified at across content areas (academic vocabulary).

Preparation of the professional development calendar is critical to the transformation changes necessary to improve student performance. NWHS's SIP has been designed to engage all staff in dialogue and discourse around best practices, data-driven decision-making and professional development needs. This matrix will include three groups of 25 staff members, meeting twice monthly from September to May. In the summer of 2011, teachers will engage in continuous professional growth, while students will be provided myriad opportunities for increasing learning time or making up missing credits.

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.

► Annual Goal for English/Reading: Proficiency as measured by the MME will increase by at least 10% for all students and all subgroups; reduce level 4 proficiency scores by 10%

► Annual Goal for Mathematics: Proficiency as measured by the MME will increase by at least 10% for all students and all subgroups; reduce level 4 proficiency scores by 10%

Flint's data plan will address NCLB accountability issues by aggressively responding to the MME, benchmark assessments, student final exams/grades and ACT plans through a comprehensive data plan embedded in the District's School Improvement Plan. A calendar with timelines, test schedules and clearly identified data usage, i.e. professional learning community, department/staff meetings, will provide a roadmap for school improvement. The data plan will help staff monitor and modify school improvement efforts to evaluate the affects and effectiveness of the SIP.

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. (No response needed at this time.)

Not Applicable

7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds. (No response needed at this time.)

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.
- o Describe how this process was conducted within the LEA.

As evidenced below, District and local building school improvement teams were comprised of staff, union representation, building leadership, central office administrators, parents and community members. Collectively, myriad ongoing informational sessions were conducted during 2010 to elicit input from both internal and external stakeholders. Internally, building staff, students, parents and union representatives alike have been involved in the school improvement discourse in (potentially) finally turning the corner on this issue. Externally, community partners, i.e., Genesee ISD, colleges/universities (U of M-Flint, U of M – Ann Arbor, Charles Stewart Mott Community College, Kettering University, Baker College and Michigan State University-College of Education), diverse non-profit organizations, health care providers (Hurley Medical Center, HealthPlus, Blue Cross Blue Shield, Mott Children’s Health Center), influential clergy associations, major foundations (Charles Stewart Mott, Ruth Mott Foundation and Community Foundation of Greater Flint) and Genesee Regional Chamber of Commerce, have been involved in shaping school structure to dramatically revamp the philosophy and delivery of academics in grades 9-12. Periodic stakeholder forums will communicate progress in meeting project goals and objectives during the course of implementation of the SIP as called for in the District’s Strategic Plan – Accountability/Transparency. [refer to Section II, 6.]

Upon approval of FCS’ school reform plan, and in anticipation of applying/receiving a SIG II grant, communications of ongoing activities/successes will be communicated over FCS’ website, in our Newsletters and to the media.

C. 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.

- o 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—
 - o Implement the selected model in each Tier I and Tier II school it commits to serve;
 - o 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
 - o 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.)

Budget Narrative

In urban, metropolitan, suburban and rural areas alike, education and socio-economic problems are overwhelming available local resources. In Flint, Michigan, myriad negative data and events is further exacerbated by the complexity of proposed solutions. Competition for scarce and declining public revenues is seriously impacting the ability of school districts to garner financial support necessary to merely support itself, let alone innovate to better prepare students for the world’s challenges of tomorrow. Even in seeking grant support, the degree to which a grantee can build partnerships is dependent on the cost of doing business for participating partners.

For purposes of mandated school improvement Transformation, and subsequent submission for Round 2 SIG funding to be successful, the dire need of helping teachers and students close the achievement

gap begins with making education a priority for all students. In the bleak landscape of urban education, Central Office and building staff recognize that this document is as an opportunity to show evidence of further commitments of improved academic performance for all students. With a majority of FCS' students not meeting proficiency levels 1 and 2 and with a failure rate in excess of 80%, District revenue sources will be maximized to implement the design of a comprehensive plan to help improve student achievement and teacher effectiveness through a data-driven model. [also refer to Section I.2.] District expenditures will reflect sequential stages of the planned transformation process: design, diagnosis, data analysis, implementation and evaluation. Continuous improvement is focused on eliminating the achievement gap. As such, leadership at the District level is critical. With the reduction over the years in staff, it is imperative to note that alignment for systemic change requires optimal performance from leadership at every level. Creating alignment with building employees utilizing critical elements of a data-driven system will be difficult – but is approaching reality. Leaders at all levels must engage school staff to make dynamic design strategies work. The systems approach requires a team built upon lessons learned and actual student data that drives decision-making for improved teacher effectiveness and student performance.

Personnel needed for the delivery of the transformation design model are:

School Improvement Coordinator: Provides direction and supervision to building principals and teachers to ensure that research-based instructional practices are implemented to meet data-driven strategies to improve teacher effectiveness and student learning. Works closely with building data teams and Executive Director of Secondary Schools.

Building Data Team: Comprised of School Improvement Coordinator, ELA/Social Studies Data Specialist for SI, Mathematics/Science Data Specialist for SI and a School Social Worker for School Improvement. In years two and beyond, the department chairpersons will assist their colleagues and students with data-driven decision-making that will improve teaching and learning. Data team responsibilities focus on learners and learning. Staff will gather, assess, inform and design strategies to create a data bank and formative assessment items for teacher usage. They also will review student data, MME/MEAP district benchmarks and conduct formal/informal testing. Assistance from the data team will help teachers and department chairpersons gather data and analyze it to design and implement a systemic data-driven process. Additionally, the data team will assess and design instructional strategies, work with students and parents and meet with building staff.

This team will focus on every learner. Organizing “academic snapshots” of students, especially at MME/MEAP levels, will reflect significant gains through interventions chosen based primarily on reliable data. A child study approach will focus on academic and non-academic data, which enables a parent or legal guardian to be a team member.

Ambitious outcomes are predicated on all school staff making the commitment to recharge, and change behaviors to dramatically improve teacher effectiveness for improved student performance.

The financial, human services (instructional staff and building/central Office leadership) and materials support budgets of Flint Community Schools are sufficient to support Transformation Model interventions and activities are delineated in Section III. of this application. Existing expenditures do, and any anticipated funding from a Round 2 SIG award will, adhere to OMB Circulars by being

reasonable, allowable and allocable.

If FCS were to receive funding under through Round 2 SIG, full implementation would commence after July 1, 2011 for the 2010-11 SY.

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.

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

SIGNATURE OF LEA BOARD PRESIDENT

Date

4. 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.

5. 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 school-wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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	8.33%
Student attendance rate	84%
For high schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	31
International Baccalaureate	0
Early college/college credit	0
Dual enrollment	NA
Number and percentage enrolled in college from most recent graduating class	NA
Student Connection/School Climate	
Number of disciplinary incidents	2472
Number of students involved in disciplinary incidents	732
Number of truant students	302
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	21 out of 37 teachers evaluated
Teacher Attendance Rate	94%

LEA Application Part II

ATTACHMENT III

SAMPLE SCHOOL APPLICATION

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

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

School Name and code Northwestern High School – 02777	District Name and Code School District City of Flint – 25010
Model for change to be implemented:	

School Mailing Address: G2138 W. Carpenter Rd., Flint, MI 48505	
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Contact for the School Improvement Grant: Name: Maria Boyd-Springer Position: Acting Principal Contact's Mailing Address: G2138 W. Carpenter Rd., Flint, MI 48505 Telephone: (810) 760-1780 Fax: (810) 760-6809 Email address: mboydspringer@flintschools.org
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Principal (Printed Name): Maria Boyd-Springer	Telephone: (810) 760-1780
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Signature of Principal: X _____	Date: November 15, 2010
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The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.

SECTION I: NEED

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

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

Northwestern High School's gender subgroup scores were generally inconsistent over the 3-year period in reading, static in writing and climbed negligibly in mathematics.

Four percent of males gained proficiency in Reading in 2007-08, rising to 24% in 2009-10. Conversely, in 2007-08, 28% of females were proficient in Reading, while dropping to 15% in 2008-09 and 21% in 2009-10.

Academic-Driven Data Analysis MME

Year		Reading	Writing	Total ELA	Math	Science	Social Studies
2007-2008	Males	4	2	0	0	2	29
	Females	28	2	7	2	9	47
2008-2009	Males	7	3	4	2	6	47
	Females	15	3	8	5	13	34
2009-2010	Males	24	9	8		17	43
	Females	21	5	6		6	27

Note: There is no data for students with disabilities, because the subgroup falls under the <10% reporting threshold.

Zero percent of males gained proficiency in Mathematics in 2007-08, while increasing minimally to 2% in 2008-09. (INA for 2009-10)

In 2007-08, 2% of females were proficient in Mathematics, rising only to 5% in 2008-09. (INA for 2009-2010)

Only *Black, Not of Hispanic Origin* subgroup figures are represented in the data above, because all other Races/Ethnicities fall below the <10% reporting threshold.

Likewise, there is no data for *Students with Disabilities*, because they fall under the <10% reporting threshold as well, with one exception: 1% proficiency in Mathematics for 2007-08.

Non-academic data revealed a persistent decrease from 86% to 79% in the Graduation Rate from 2007-08 to 2008-09, with this disturbing downward trend line continuing in 2009-10 to 68%.

A significant positive trend is underway for the Dropout Rate, decreasing in each of the past 3 reporting years from 12% to 10% to 8% in 2009-10.

Student Mobility Rates

YEAR	MOBILITY RATE			ENROLLMENT			
	Gains	Losses	Total	Enrollment	Gains	Losses	Total
2009-2010	9%	25%	34%	1095	99	270	369
2008-2009	0%	15%	15%	916	0	138	138

Graduation and Dropout Rates

YEAR	Count	GRADUATION AND DROPOUT RATE	
		Graduation Rate	Dropout Rate
2009-2010	144	68%	8%
2008-2009	117	79%	10%
2007-2008	189	86%	12%

Data for NWHs indicated Mobility Rates of 0% entering (gains) and 15% leaving (losses) in 2008-09 for a Total Mobility Rate of 15%; worsening with 9% gains and 25% losses in 2009-10 for a Total Mobility Rate of 34%. [Data for 2007-08 unavailable]

Both African-American genders are targeted for improvement in Reading and Mathematics. Staff will continue to closely monitor interventions that have promoted incremental reductions in the school's Dropout Rate. The high incidence of Mobility is a social and economic phenomenon.

Sub Group Academic Data Analysis

Grade: 11

Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Writing			Total ELA		
	Year1 07-08	Year2 08-09	Year3 09-10	Year1 07-08	Year2 08-09	Year3 09-10	Year1 07-08	Year2 08-09	Year3 09-10
Social Economic Status (SES)	14	8	25	4	3	6	2	4	NA
Race/Ethnicity	18	12	20	2	3	6	4	6	NA
Students with Disabilities	<10	<10	<10	<10	<10	<10	<10	<10	NA
Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	NA
Homeless	<10	<10	<10		<10	<10		<10	NA
Neglected & Delinquent	NA								
Migrant	0	0	0	0	0	0	0	0	NA
Gender									
Male	4	7	24	2	3	9	0	4	NA
Female	28	15	21	2	3	5	7	8	NA
Aggregate Scores	18	12	22	2	3	7	4	6	NA
State	62	60		41	43		52	52	

Sub Group Non-Academic Analysis

Year: 2009-2010

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES	198	156	42	38	97				
Race/Ethnicity	1432					302			
Disabilities	149								
LEP	17	14	3	2	7				
Homeless	36	36	0	11	20				
Migrant									
Gender									
Male	773	538	195	150	350				
Female	669	532	167	122	291				
Totals							6		

Year: 2009-2010

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
					0%	15%
SES	198	153	29	45		
Race/Ethnicity	1432	314	124	1118		
Disabilities						
LEP	17	5	0	12		
Homeless	36	13	3	23		
Migrant			0			
Gender						
Male	773	166	77	567		
Female	669	148	47	551		
Totals						

Enrollment and Graduation Data – All Students

Year: 2009-2010

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K							
1							
2							
3							
4							
5							
6							
7							
8							
9					165		
10					79		
11					58		
12					11		
					Grades 9-12 = 313	Grades 9-12= 124	Grades 9-12= 1118

Number of Students enrolled in Extended Learning Opportunities

Year: 2009-2010

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6					
7					
8					
9				7	
10				75	
11				53	
12				69	
				Grades 9-12= 204	Grades 9-12= 994

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

The primary funding source for Northwestern High School is General Fund and Title II-A, and to a much lesser degree, Title I and Section 31a. Limited support from GEAR UP and 21st Century augment revenue streams enumerated in the School Resource Profile. The District obviously has a substantial enough budget to support its proposed school reform model.

In the event Round 2 SIG funds are eventually awarded, they will not be used to supplant non-federal funds/be used to replace existing services.

School Resource Profile

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

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

<input checked="" type="checkbox"/> General Funds <input checked="" type="checkbox"/> Title I Part A <input checked="" type="checkbox"/> Title I Schoolwide <input checked="" type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input checked="" 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 checked="" 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 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.

Please reference anecdotal information presented in B.1. and Section III for evidence of broad-based school support for the Transformation Model, its interventions, activities and proposed outcomes.

Flint Community School's SIP implementation plan inculcates the tenets of "Education's 3Rs":

- Rigor
- Relevance
- Relationship

As such, these three seemingly innocuous nouns often bantered about in educational forums are being incorporated into all aspects of FCS' school improvement design: at the planning level, throughout professional development, during classroom instruction and community experiences through partner involvement.

Under inspiring and proactive new leadership in the 2010-11 SY, Acting Principal Maria Boyd-Springer has declared that the school improvement intervention model should additionally adopt the "3 Rs" as its credo; that "they" will be seated in the front row of every classroom! Teachers themselves will be assessed how well they have transitioned instructional practices from "just covering" academic lessons to more emphatically assisting students in probing subject content deeply (*Rigor*). All students will be exposed to challenging, high quality learning experiences; provided the necessary tools/supports that ensure academic success for a lifetime. Higher levels of instruction and assessment (Goal 1: Teacher Effectiveness) equate to higher Student Achievement (Goal 2). Teacher training in how to use inquiry/how to probe using substantive conversations will also benefit the construction of knowledge. Students will be well prepared to matriculate grade 12 able to problem solve, make inferences, understand relationships and think/reason. Having high expectations and holding students to lofty standards of performance most certainly increases *Rigor*.

Some examples to increase *rigor* undergoing examination and adoption might include training teachers to:

- Develop high caliber lessons/units
- Ask open-ended questions
- Use differentiated instruction
- Provide relevant, useful feedback
- Work collaboratively across disciplines on academic skills
- Be more knowledgeable in content areas and skill development
- Utilize inquiry/project-based learning
- Teach at a higher level of Bloom's Taxonomy
- Share lesson plans across departments to ensure the level of rigor is consistent/agreeable
- Analyze high school content expectations not being addressed or those repeatedly failed
- Adjust teaching styles to meet needs of students; include students in planning process
- Inclusion: support teachers walking around working with their students using their modified lessons, while the classroom teacher is instructing/supporting students
- Work with building/District leadership to develop a zero tolerance attendance policy to avoid necessity for repeated re-teaching
- Develop classroom mechanisms to ensure "integrity of time" (for quality instruction)
- *Consistent Curriculum K-10 Project* - Currently there is a K-9 ELA and K-10 math district-wide curriculum which addresses consistent teaching and learning as well as mobility issues facing the school district. Benchmarks and common end-of-semester assessments have also been developed (algebra, with the common curriculum) during the 2010-11 SY. High school teachers are presently writing curriculum and assessments for grades 10-12 ELA and grades 11-12 mathematics classes. Covering HSCEs, the units of study include rigor, relevance, and relationship as part of the structure of the lessons.

It must also be demonstrated to students how, what they are learning, is applicable in the real world (purpose of work). To really connect with students, instructional methods must equate to their understanding of reality. The purpose of work must be communicated effectively, e.g., why is understanding the value of "pi" worth something to the student or where will I ever use Algebra? (*Relevance*).

Building caring connections with parents/guardians, teachers and others in one's community environment contribute to learning and growth. Maslow's Hierarchy of Needs proffers that a basic need after physiological and safety is caring and belonging. Students seek peer/adult support, not someone to shame or embarrass them. Students seek fairness and structure. They want the trust of teachers; students need to build productive *Relationships* with teachers and among themselves.

Relationship-building takes many forms:

- Small group instruction for low-performing students
- Academic discourse/substantive conversation
- Group projects/cooperative learning
- "Roaming" staff person in classrooms to assist teachers with discipline issues
- Building a positive, results-oriented relationship with co-teachers

- Instituting an academic, social and behavioral student assessment that facilitates intra- and inter-district mobility
- Inviting parents/guardians to the classroom; make home visits for discipline and academic reasons; find something about which to complement both student and parent
- Building rapport/working relationship with counselors
- Evening informational events for parents

This SIP is predicated to introducing, supporting and succeeding in institutionalizing the 3Rs.

Broad stakeholder consensus rallies around one unifying theme: What is incorporated into professional development must translate into quality, state-of-the-art instructional lessons and delivery in the classroom. Results, then, ultimately find their way into practice in the workplace. To this end, Genesee ISD will be serving throughout the term of Transformation as chief external partner. Providing expertise for GISD as Process Mentor is highly credentialed Dr. JoAnn Pastor. Dr. Rosalyn Whitehead is serving as Leadership Coordinator.

Teaching is a critical complex task, while leadership is an art. The high school has experienced a series of challenging leadership changes, numerous teacher retirements and countless transfers. Hence, the Principal's competence in leading the Transformation Model requires an even stronger desire to achieve outstanding results and placing in motion the task-oriented actions required to achieve success. The SIP team believes that school improvement is a total staff project...that change cannot be accomplished alone, but instead is dependent upon the work of the group.

Early on, the School Improvement Team was convened by the Executive Director of Secondary Education to discuss the school improvement reform in the context of SIG as a grant opportunity to effect substantive and qualitative change. In May of this year, the Superintendent and Executive Director of Secondary Education were invited to a staff meeting to clarify the vision, goals and expectations of the Board of Education and executive leadership as these elements relate to personal accountability. Everyone shares in improving student achievement as reflected in District expectations for personal accountability that require:

- Improving the quality of teaching and learning
- Continuous growth of student achievement
- Ensuring a warm, safe and disciplined environment for learning
- Active engagement of parents and community in the educational process
- Leadership at all levels
- Accept gravity of situation and commit to viable solutions, whatever they may be

At this joint session, the SIP team revealed the disappointing achievement results based on compelling data that affirmed "Most of our students have failed to meet proficiency levels for the past 3 years. Prepare for school reform Transformation."

Planning for results requires thinking about a deliberate change process. Engaging the entire staff empowers ownership in raising rigor to improve teacher effectiveness and student achievement. School Improvement Team analysis supports the need for an in-depth look at best practices for teachers and learners. In order to accomplish major reforms, all staff needs to articulate the philosophical beliefs and values of the school and entire District. This reflective thinking requires a new beginning, focusing on efficacy, student performance and teacher effectiveness.

The recently hired principal has assumed the mantle for school reform by leading, guiding and facilitating the almost revolutionary process of redesign that questions the traditional and rationalizes the new. Her change processes are inclusive of the following stages:

- I. Entry (Building relationships with staff to define mutual expectations regarding delivery of the school improvement plan and future stages in the process. Seeking multiple partners to help children improve achievement)
- II. Diagnosis (Analysis stage that requires inquisitive thought)
- III. Planning (Goals, objectives and strategies for implementation)
- IV. Action (Through ongoing implementation of solutions/strategies)
- V. Evaluation (An ongoing gathering of qualitative/quantitative data and archival data)
- VI. Institutionalization (Building capacity to sustain the process/inclusive of ongoing collegiality and collaboration)

Planning for results builds commitment and ownership for them.

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

High school staff is poised and ready to accept the Transformation Model as an intervention process. To reiterate, the four foci of the District's school improvement plan are i) Optimizing Professional Learning Communities; ii) Effective use of data/analysis; iii) Maximizing parent involvement; iv) Expanding learning opportunities. Systemic change implies the alignment between and among internal and external systems in order to focus on learners and learning. Research supports that when the focus is on learning rather than teaching, children improve academic performance and teacher effectiveness, i.e., Marzano, Putnam, Lanier. Inclusion of the Data Support Team will significantly assist teachers, department chairs and building support staff to focus on improving achievement. Para-professionals team teach in classrooms to support instruction. These support positions serve to promote the well being of students and their academic/social needs.

The Data Support Team will help teachers and department chairpersons gather data and analyze it to design and implement a systemic data-driven process. This team will assess and design instructional strategies, work with students and parents and meet with building staff. Content Area Data Specialists, a Social Worker and the School Improvement Coordinator will spearhead the data-driven system necessary to guide faculty, administrators and staff to modify methods, effect change and achieve credible results using academic and behavioral (attendance, discipline referral) data. [Please refer to the Data Support Team chart which follows]

For high school mathematics, the District provides data analysis through TestWiz for MME/ACT and algebra benchmark test results. Algebra benchmark tests are administered three times yearly to assist schools in monitoring student progress on learning the high school content expectations. Teachers receive professional development on data analysis and how best to use the data to make instructional decisions to improve student achievement. Next year, TestWiz will also be used for geometry benchmarks.

District staff is provided an opportunity to evaluate all PD sessions. In turn, this information along with student achievement data, is analyzed to improve District curriculum services provided to the high schools. In one instance, a teacher suggestion that “teachers prefer sessions to be facilitated by peers whenever possible” was acted upon and met with enthusiasm by peers. In response to continuous improvement, the mathematics department chairs are involved in the planning of professional development, while the delivery of sessions is often facilitated by exemplary, respected mathematics teachers.

Building and Central Office staff gather data from benchmark tests, ACT/PLAN and Explorer, ELPA and MME – upon which PD is delivered based on interpretation of the results. The District also critiques item analysis to determine deficiencies/weaknesses in the program. Test scores are used to reflect whether a student has achieved well enough to leave targeted programs, e.g., English Language Learner (ELL).

Other non-academic data is collected on suspensions, retentions, attendance and student achievement leading to proactive programs conceived to abate and address root causes.

Data Support Team

Composition	Responsibilities	Ultimate Outcomes
<ul style="list-style-type: none"> • School Improvement Coordinator • ELA/Social Studies Data Specialist for School Improvement • Mathematics/Science Data Specialist for School Improvement • Social Worker for School Improvement • Behavioral Specialist • Counselors 	<ul style="list-style-type: none"> • Develop physical space in high school into “war room” environment; furnish appropriately to meet needs of task and group • Convene Team Daily • Design formative assessment tools to yield benchmark data (currently using only MME/ACT Explore & Plan to be instituted in 2010-11 SY) • Design valid and reliable benchmarks that are aligned with Michigan Curriculum Content Standards • Test, gather, scan and organize data • Involve FCS’ Research, Testing and Evaluation director/staff and content coordinators • Conduct continuous progress monitoring (daily, weekly, monthly, by semester) • Meet with teacher to analyze data • Provide immediate feedback to teachers, students and parents by 	<ul style="list-style-type: none"> • Improve achievement outcomes for students in each grade level • Assess students in each core content area quarterly • Increase proficiency in achieving core curriculum benchmark tests • Increase student’s daily attendance in each grade • Decrease the number of suspensions • Decrease the number of students retained in any core content area by grade • Increase graduation rates

	designing strategies to best meet the needs of <u>all students</u> <ul style="list-style-type: none"> • To assess and evaluate SI teacher effectiveness and student academic achievement • Report progress monthly to staff and superintendent • Address attendance & behavior referrals 	<ul style="list-style-type: none"> • Increase student participation in extra-curricular activities and college bound programs
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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).

Data reflects evidence of aggregate scores decreasing in all subjects. This fact reveals a serious downward trend line and is further exacerbated by the dismal scores in all but one content area (*Reading*).

The chart clearly indicates that the majority of students failed to meet proficiency levels in all content areas assessed.

Data for the *Students with Disabilities* subgroup did not meet the 10% threshold.

Group/Grade	Reading			Writing			Total ELA		
	Year1 07-08	Year2 08-09	Year3 09-10	Year1 07-08	Year2 08-09	Year3 09-10	Year1 07-08	Year2 08-09	Year3 09-10
Northwestern	18	12	22	2	3	7	4	6	NA

Group/Grade	Math		
	Year1 07-08	Year2 08-09	Year3 09-10
Northwestern	1	4	7

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

High school staff intends to follow District expectations to utilize a data-driven system to inform teachers about instruction. Continued perseverance by all staff will reflect positively on scientifically-based research, i.e., Robert Marzano’s HYS. His book studies – *Classroom Instruction That Works*, *What Works in Schools*, and *School Leadership that Works* -- should provide the genesis for dialogue and discourse to translate research into action. Subsequently, teachers will be able to focus on benchmark assessments and adjust teaching practices to improve teaching and learning.

TestWiz, an integral tool to help manage data, will enable teachers to further develop their skills to create tests, scan and collect data at the building level. Accessibility to student data in the classroom will more likely empower teachers to access data daily. As part of this systemic change, District technology support will ensure suitable access to computers, the Internet and myriad of other technology-based learning devices for staff and students. Teachers have expressed an eagerness to use online pod-casts for professional development. Currently, a team of teachers work with Mi Champions, utilizing technology in the classroom to share information with staff as a method of making appropriate decisions about student learning.

District staff also uses data and research in applying solutions to identified needs, i.e., a number of students with poor reading skills. In 2010-11 SY, the District began assigning exiting 8th graders scoring a level 4 on their MEAP test to *Read 180* as one of their elective classes. This supplemental computer-based reading program improves student comprehension skills.

Interventions selected and prescribed strategies implemented to address targeted needs will all be research-based and approved by the primary External Provider.

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

Breaking Ranks II: “Strategies for Leading High School Reform” and the State of Michigan’s “Cherry Report” indicate the need to reclaim schools with effective principal leadership and teachers. Active and continuous engagement will create professional learning communities around the discussion of improving student performance. The need for significant change in student performance is tied to student engagement and a more personalized academic/intellectual program. Culture, instruction and structure are three highly interconnected components that constitute the crux of the District’s change processes.

Laying a foundation for improving every student’s performance in the school requires professional development that provides basic strategies for staff to improve student academic achievement. Strategies that will be deployed are:

- Creating a culture of collaborative leadership, professional learning communities and the strategic use of data.
- Establishing the essential learning a student is required to master in order to be graduated; adjust the curriculum and teaching strategies to realize that goal.
- Increasing the quantity and improving the quality of interactions between students, teachers, other school staff and adult partners.
- Ensuring teachers use a variety of instructional strategies and assessments to accommodate individual learning styles
- Implementing flexible scheduling that allows for effective teaching, learning and collaborative lesson planning

Building leadership is proposing to extend time for collaboration in a variety of venues: before school, after school, contractual professional development, staff meetings, Blackboard, podcasts and on-line communication systems. Professional development will be needed to support school improvement transformation model initiatives through the development of professional learning communities. In year 1, scheduling options will vary, usually occurring after school. In years 2 and 3, options will include late starts. Both options recognize the District's waiver process. The intent of this schedule will promote collaboration, such as a late start one day per week to allow for additional collaboration, thus creating a culture of learning. This schedule is in the discussion stages between the principal and school improvement team. The SI Team has discussed the need for changing roles and responsibilities. Current discussion includes the department chairperson's ability to collaborate with teachers more than once monthly in regard to making informed decisions about student performance -- rather than mundane agenda items.

Specific strategies addressing student/faculty relations could include:

- Consider a student advisory model where each teacher works with a small number of advisees who meet briefly each day to discuss individual/collective concerns. The advisory teacher is the "go-to" person who advocates for the student.
- Maintain student council/listen to student voice. Students should voice what they consider problems and the adults should act on that issue of greatest importance.
- Provide more academic choice for students in the classroom, e.g., different assessments, different assignments based on interests
- Consider planning after school social/earning gatherings for teachers and students
- Seek assistance from teachers to increase after school clubs
- Encourage teachers and students to work on service projects together, e.g., homeless shelter, nursing home, food bank)
- Conduct an awards program for the most improved student, group, classroom – but to recognize the student who has worked very hard to improve socially or academically
- Introduce contests, teachers and students nominate best attendance, most improved
- Identify students most in need of some assistance, develop a contract with him/her, plan with the student to satisfactorily complete it and then follow up with the assistance of counselors, social workers and teachers
- Establish school-wide rules, procedures and routines; enlist the help of some unlikely candidates to plan this component.
- Paramount to establishing productive relationships without compromising student-teacher roles, provide training to teachers on how to improve relationships without being buddies

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

Currently, positive collaborative efforts/partnership agreements exist with parents, partnerships with Baker College, Mott Community College, University of Michigan-Flint and Ann Arbor, Michigan State University, Kettering University, Davenport University, Eastern Michigan University, Central Michigan University, Mott Children's Health Center, Department of Human Services, Genesee ISD, City of Flint Police, Catholic Charities, Word of Life Christian Church, Young Life, Mentors Committed to Excellence, Food Bank of Eastern Michigan, Genesee County Mental Health/Health Department/Prosecutor's Office/Probate Court, NWHS Health Center, Family Resource Centers and Project 26.

Other potential human resources to be involved in this project include Metro Housing Partnership, Office of the Mayor, Flint urban League, C.S. Mott Foundation, The Flint Journal, FCS Liaison Officers, UTF Executive Committee, FCS Board of Education, Student Body Leadership, NWHS Alumni, Minority Caucus, SEIU, Title I Parents Committee, FCS Student Councils, various Pan-Hellenic Organizations, Flint Cultural Center Leadership, Flint Chapter NAACP and the Concerned Pastors of Flint. [refer to B.8.]

The community abounds with organizational resources to blend in-school and out-of-school experiences for students. Focus on learners and learning is a responsibility of the entire community as well. Additional statewide and Midwest regional partners will be sought especially at colleges, universities and technical schools to work in conjunction with faculty and students to provide the widest array of post-secondary planning experiences possible for high school students.

School improvement discussions will continue to focus on communication with parents/guardians and the community regarding the unacceptable status of too many low achievers, inappropriate behavior, disengaged and unmotivated students, and the urgency to focus on and utilize available resources for every child. In too many instances, these conversations are non-existent (or not early enough during academic planning years) with young people concerning future plans and proper preparation thereof. Consequently, school personnel are required to step up and fill this void, too.

Newsletters and e-mail alerts have begun to communicate the systemic changes required, planned and occurring in the high school. In August, parents of 9th graders were required to attend school opening orientations. Unfortunately, too many times parents are contacted for negative behavior as indicated by high suspension data.

Since March of 2009, the State of Michigan identified the Genesee Intermediate School District to assist Districts in collaborative efforts, using SI funds. Genesee ISD has also provided support services to help the principal and teachers improve student achievement. These services have included process monitoring, job-embedded professional development, leadership coaches and on-going support.

SECTION III: PROPOSED ACTIVITIES

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

To achieve the SIP's two project goals of i) significantly improving teacher effectiveness and ii) dramatically increasing student performance, efforts will concentrate on utilizing a data-driven system to focus on the four basic criteria of the Transformation Model by:

- Developing teacher and leader effectiveness (Professional Learning Communities)
- Implementing comprehensive instructional programs using student data (Effective Use of Data)
- Providing expanded learning time (Expanding Learning Opportunities)
- Creating community-oriented schools (Maximizing Parent Involvement)

District staff realizes that if current negative trend lines of the following outcomes do not abate, their affects will continue to adversely impact both academic and non-academic student data in the District for ensuing years, unless overt actions are taken to address:

- Improved student retention to reduce students dropping out
- Improved student achievement to increase credit accumulation
- Increased expanded learning opportunities
- Enhanced successful preparation for post-secondary educational pursuits
- Improved classroom effectiveness as measured by 3 perception surveys
- Increased parent/guardian participation in school priorities, academic learning and activities
- Improved health status of secondary school students
- Increased participation in, and support for building school improvement planning efforts

District leadership, staff and a sampling of external partners are in concurrence that delineating absolute objectives in support of project goals -- serving as the means to accomplish outcomes -- have now been clarified and enumerated following the joint day-long, inquiry-based session on October 22 (as described on page 7 of this document). In attendance and fully participating were teachers, union representatives from the United Teachers Federation and Congress of School Administrators, building principals from Northern and Northwestern High Schools and Central Office executive leadership, led by Superintendent Thompson. Considering the complexity of Flint's school improvement issues and associated implementation challenges, the width and breadth of objectives have to this point been constrained in direct proportion to the amount of perceived or actual financial support available. Superintendent Thompson has affirmed that the District, i.e., she, "will do whatever it takes to implement dynamic research-based, teacher-driven new ideas to reflect true Transformation. And best yet in numerous instances, instituting change or reform measures will cost absolutely nothing other than reaching building consensus on actually implementing staff ingenuity."

A sampling of the 313 staff recommendations for addressing school reform in a dynamic sense are proffered in response to 19 thought-provoking questions to inspire insightful thinking. A complete summary of questions and responses are appended. The following topics provide a glimpse into the qualitative and quantitative nature of the October 22 discussion with 19 NHS and 10 NWHs staff representing diverse staff positions within the two high schools:

- Infrastructure (building and classroom)
- Impacting Factors on Classroom Performance
- Tutoring
- Mobility
- Parent/Guardian Issues
- Extended Day Instruction
- Addressing Truancy and Suspensions
- Negative Influences on Teaching and Learning
- School Culture
- Teaching to Increase Rigor
- Data Uses
- Technology
- Health and Human Services Support
- Making Dramatic Teaching-Learning Change happen
- Result-Oriented Interventions
- Unique Activities in Support of Transformation Model
- Post-Secondary Experiences to Meet Paradigm Shift in the Workplace
- Staff Responsibilities Outside of School
- Exceptional School Improvement Initiatives External to the District

Several responses reflected potentially highly productive instructional methods and opportunities to integrate electronic media devices, e.g., cellphone science and history apps, which were obviously student-driven. In this regard, consensus was that teachers and administrators need to stop fighting technology that turns kids on and start using it to their advantage as learning tools. Other electronic suggestions included updated textbooks on *Kindles* and better integrated technology using CPS units with Promethean Boards as vehicles to enhance instruction for students to become more competitive citizens in a challenging global environment.

To save a potentially lost day of instruction, one solution to address multiple classroom/lesson plan distractions requiring changes is to encourage modification of a lesson plan on the spot. Or, modify the delivery of instruction to meet contemporary learning styles by engaging students in the teaching process itself.

To build on inclusion, an opportunity exists for all students to assist in developing much needed relationships. Building staff could promote a “Wall of Fame” concept on which academic and professional achievements share parity by complementing athletic recognition/awards to reflect pride.

One innocuous and fairly low cost solution to chronic tardiness (with an athletic twist) contributing to classroom disruption would be to install “countdown” LED clocks in the halls.

Extended day opportunities for students in need of mentoring might be more palatable by developing incentives, both affordable and parallel to their priority systems, e.g., tickets to athletic games, prom tickets et al.

And what better way to pique students’ interests, affinity for technology utilization and incorporation of core subject area knowledge than to revive the NWHs TV studio!

Yet, other suggestions were reactions and proposed solutions to everyday circumstances that restrained or constrained their ability to perform at a maximum level.

The following interventions are being discussed among instructional staff, building leadership, union representatives and Central Office administrators; will complement those proffered by the District's external model providers. Of particular significance to increase one of FCS' four school reform foci (increased learning opportunities) are:

► Offering a unique online classroom academic experience during the 2010-11 school year and again for the summer of 2011 is central to implementation of SIP. It also directly supports USED's mandate to substantially increase learning time. In concert with Genesee ISD's Department of Technology and Media Services, instructional leadership staff and counselors will make available a comprehensive national venue of approved online classes in core academic subjects specifically tailored to students' needs. Genesee ISD's GenNET (technology) system (Genesee Network for Education Communications) is available at home, any library or in all elementary, middle and high schools throughout Genesee County. Proximity to access in geographically diverse Flint sites would be most conducive to all participants.

► G2G9 – a summer enrichment program for <>150 incoming at-risk freshman (staff consists of certified teacher for mathematics and English instruction), augmented by character, education, peer-mediation, gender-specific & extra-curricular activities; certified teachers, group leader and college student staff; conducted at NHS (open to all entering at-risk 9th graders)

► Other flexibility of scheduling/extended-hour opportunity: 0 or 7th hour/online learning will be utilized for academic "catch up" of truant or suspended students; add a core subject/learning support teacher during 7th and 8th hour; utilize 0 or 6th hour for students requiring special help.

► 4 ½ day week: ½ day PD for teachers & ½ day for student deficit classroom (add hours to other school days to make up the difference)

► Dedicated Title I reading intervention classrooms

► Saturday/summertime PD

Yet, other examples represent potential solutions to myriad of academic and non-academic topics, e.g., teaching methods/learning styles, expanded learning/PD opportunities, attendance/discipline, school culture, seat time/scheduling, alternative teaching/learning modes, expanded career investigation/exploration:

► In the summer of 2011, 100 students may be able to earn credit over a ten-week period by applying to participate in a special academic experience. Six counselors will monitor and benchmark students' work and relationship with institutions of higher learning/service providers. During the current school year, dialogue is occurring between GISD and Flint instructional/technology staff to ensure timely roll out of online courses next semester/summer. [Currently in the investigatory stage]

► Algebra units of study have been designed to significantly help students increase their achievement. This school year, additional teacher support in ELA and math will assist the school by modeling and co-teaching lessons for the new units of study for 9th grade ELA and 10th grade geometry to further support student achievement.

- ▶ Potential opportunity for at-risk 9th graders: framework and activities are being developed to address issues of high school size, complexity/culture, as well as student-teacher concerns. [The District is emphasizing the significance of the initiative by funding one position per high school with general fund monies]
- ▶ School social worker able to meet with students & parents to work out “challenges” and propose solutions
- ▶ In-house credit recovery is offered at Mott Adult High School in the evenings/during summer school & via online using the EPIC Learning System.
- ▶ Adjust school day to have 7th & 8th hours to meet student learning styles
- ▶ Emphasize relationship-building
- ▶ Mail homework assignments, utilize Blackboard (allowing students to work at home to catch up on their credits), Homework Hotline; mathematics and science books online
- ▶ Parent-Teacher Web for two-way communication to address issues of mutual concern, e.g., discipline, academics, health, social
- ▶ Block scheduling, split scheduling (8-12, 1-5 and 4-7) and Saturday options
- ▶ Extended time for computer labs to be open after school and weekends for use by students, parents and teachers

Other SIP design options being pursued for increasing learning time include:

- Summer Transition – a planned articulation program where incoming students visit with seniors regarding school experiences, visit classrooms and speak with teachers.
- Freshman Academy – a 2011 summer experience (four day/3-hour sessions in a.m. & p.m. and fun exercises on Friday)
- Intensive reading and mathematics program that uses no textbooks, but allows students to use the two subjects in real life situations
- Extended day (0, 7th & 8th hours), Saturday morning and summer 1:1 or group mentoring by individual (highly qualified) teachers, department-based, or designated days for core tutoring by content area
- Structure school day to have more students in the building, time-extended (with incentives)
- Early morning/late class start, Saturday PD
- Field trips to the Great Lakes, Tall Ships, Sleeping Bear Dunes, COSI, Detroit Science Center, historical sites,
- College visits to view academic and social interaction issues
- EDP exposure field trips to next generation work places, augmented by economic data guru reflecting employment trends and job outlook
- After school clubs, e.g., foreign language, future nurses, poetry

District Cabinet level Executive Directors initially conducted classroom walkthroughs (CWTs) to implement one of Marzano’s Nine Essential Strategies to enhance teaching methods and to improve the learning environment for all students. Subsequently, Principal, Leadership Coaches and teachers assumed this responsibility in phase two. For building principals, CWT Professional Development serves to develop their leadership skills. The ease of using a handheld device upon which to record Marzano identified goals and downloading data on a computer to be printed serves as a tremendous classroom tool for teachers and administrators. Genesee ISD holds the license for the walk-through software (*iObservation*) that is used by building staff for high priority work.

Additional support for students struggling academically:

- Title I supports stipends for teachers to provide 1:1 tutoring along with after hours transportation (SES)
- Title I-funded Behavioral Specialist and Counselor are in each high school building to address issues impacting the learning process: attendance, behavior and instructional comprehension.
- “Push-in” supplemental instructional programs
- After-school tutoring for extended day learning opportunities
- NWHHS offers intervention support in ELA, mathematics, science and social studies

Positive Behavioral Support (SBR) is utilized to defuse incidents/reduce suspensions, instill positive motivation, create a positive building/learning environment, impart expectations (classroom, lunchroom; in the workplace, out in society).

Cabin Time (“advisor-advisee”) is a structured setting with working teams (teacher and counselor) which utilizes positive behavioral support to engage students in addressing issues of social interaction, leadership, positive relationships, changing the culture, making appropriate school day/lifetime defining decisions (stay in school, do the right thing), request for “help”.

Sustained Silent Reading (SSR) constitutes a short, building-wide creative period of time (20 minutes) whereby adults and students read a book of their liking.

Increased learning time will also enable teachers to partner with the community to provide enriched experiences that prepare students to become productive citizens in our global society. Principal expectations for theme-based learning across the curriculum aligns student achievement data with students’ Educational Development Plans. Students with aptitudes in science and mathematics will be placed at one of several community health organizations, i.e., Hurley Medical Center, McLaren Regional Medical Center and Genesys Regional Medical Center (science). The North End Soup Kitchen (social studies) is representative of a service organization where students would acquire knowledge of organizations serving the community. Other examples of increased learning time tied to academic content areas are:

- Flint River water project (Science)
- Genomics Project (Community-Based Genetics/DNA)
- Letters to Soldiers (English)
- Volunteers to Food Bank of Eastern Michigan (Social Studies)
- Habitat for Humanity volunteers (Math/measurement skills)
- Kettering University and University of Michigan-Flint

Before learning can occur, the FCS staff is required far too many times to assume the role of parents and family. This necessitates addressing the physical and emotional needs of many students, e.g., meals, clothes, shoes, social, health, intervention with the courts. Staff training is ongoing and a prerequisite to lay the groundwork for a successful academic program. Access to urban community assets/partners is vital to the mission of educating students.

The phenomenon of fewer traditional homes headed by both or at least one biological parent predisposes the fact that another parenting obligation transfers to the classroom...that of instilling interest, providing exploration/opportunity and direction for a student’s post-secondary education, training or direct

movement into a very different and challenging workplace. And for the majority of classroom teachers, this facet of teaching is not something in which they were trained or feel comfortable in doing. In fact, it is highly problematic and not one too many instructors view as being in “their domain”. For the teacher, Advanced Placement and Dual Enrollment are passive mechanisms to a greater goal...and are certainly not alternatives for the majority of students. Currently, the ACT Plan & Explorer, Work Readiness (WorkKeys) and ACT/SAT prep are utilized in the high school to address the day after graduation. However, through PD and the EDP sequence/process, FCS staff will be motivated and moved from mere compliance to activism and engagement.

As reported on the Number of Students Enrolled in Extended Learning Opportunities for 2009-10, the 9-12 grade data reveals that the clear majority of students are so engaged. This success occurred as the direct result of a concerted effort by staff to expose all students in career exploration, preparation and pursuit of viable post-secondary options, including rewarding employment upon graduation. To execute discretionary/required interventions, instructional time, student/PD activities and tutoring, more time will be negotiated (added to normal work day) for existing staff, rather than adding additional staff.

Expectations are that over-arching elements of the District’s school reform design will support:

- Ongoing professional growth and development
- Constant growth in student achievement
- Improvement in the quality of teaching and learning
- Assurance of a safe/disciplined environment conducive to learning
- Active engagement of parents and community in the educational process.

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

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

Dialogue and design is about all students. Subgroup analysis constitutes rationale for determining deficiencies or poor performance, upon which targets are based or funding is generated. Analysis of almost exponential amounts of data, e.g., content, benchmark, attendance, MME/Mi-Access, ACT, emphatically reinforces the need for high school staff to implement a dramatic correction to traditional instruction and embrace the new school reform design. The new mantra around high school is:

- Collect data
- Analyze data
- Plan, using data to inform
- Implement instructional strategies
- Assess progress
- Begin the process all over

The SIP team concurs that it is essential for the entire staff to reexamine beliefs, values, mission and vision in order to achieve transformation for all students. *Academic rigor* in the classroom, *relationships* with students/amongst teachers and *relevancy* are collective, challenging factors in the total school reform effort. Data consistently reinforces the need to raise rigor school-wide and continue focusing on reading and mathematics as the bases for improving overall student performance.

Under Genesee ISD's umbrella of services as FCS' external provider, building and Cabinet-level administrators will utilize the Comprehensive Needs Assessment to affirm the most appropriate intervention system. Ongoing data analysis, trial strategies and activities will guide professional development.

The focus for year one is continuation of job-embedded professional development in the areas of leadership, culture and instruction. The underlying notion for designing decision-making in the classroom is to have all teachers involved in the frequent assessment of student data using formative instruments. To inform instruction, staff will adhere to the Transformation Model as a continuous improvement model.

School improvement alignment with the District's Title I and Title II funding provides a portion of professional development monies. If successful in the Round 2 SIG competition, teacher effectiveness and improved student achievement would be considerably enhanced with the infusion of grant support.

Annually, a comprehensive "menu" of activities are embedded with professional development in the following areas:

Culture:

- Examination of the school through efficacy, beliefs, values, traditions and norms (based on staff, student and parent perception surveys)
- Analysis of mobility patterns, student data retentions, suspensions, expulsions, graduation and dropout rates
- Plan for positive behavior support based on school data restorative practices
- Assessment of school climate
- Communicate with students to learn about the whole child
- Educate and embrace parents in the reform effort

Leadership:

- Examines scientifically-based research on successful instructional models, i.e., Marzano)
- Maintains leadership coach to work with principal
- Encourage staff to utilize data-driven analysis to improve student achievement
- Guides school reform implementation.
- Develop and encourage best practices in teaching and learning.

Instruction:

- Maintain instructional focus on Marzano's High Yield Strategies

- Provide instructional tools, e.g., Read 180, EPIC Learning System and ACT assessments to assist students in improve performance
- Gather data, analyze data and use it to inform instruction
- Institute the “how, what, where and when” calendar action plan and road map for Years 1, 2, 3 and beyond -- driven by assessment data
- Identify interventions and plan for all subgroups to improve achievement
- Continue classroom walkthroughs
- Explore and act upon flexible options to significantly enhance learning
- Continue analysis of student work
- Disaggregate student data to determine deficient areas in need of intervention (for students) and the need to change ineffective teaching practices.

The Professional Learning Community (PLC) concept allows for all instructional staff to create a sense of efficacy, build relationships and enhance academic rigor as they focus on learners and learning. The PLC provides for the richness of sustainability of a school committed to its youth.

In least restrictive environments and ELL, professional development needs to adapt its teaching methods to accommodate different learning styles of their students. At staff and Data Support Team meetings, teachers will necessarily have to add to their instructional (strategies) repertoire by sharing it and other ideas to improve teaching district-wide. Both general and special education teachers will learn to review and reflect on lessons to provide quality feedback to their students. Special education para-professionals team teach along-side of classroom teachers.

The school will organize for results around the use of data to inform instruction, guide decision-making and design professional development units.

Considering the analysis of subgroup data, District personnel realize the extreme sense of urgency in incorporating new interventions, lesson plans and activities to aggressively address subgroup deficits. The Acting Principal at Northwestern has had weekly dialog with the Executive Director of Secondary Education. In concert with our external model providers, the principal is working with department chairs, the building school improvement chair and school improvement team to implement change and monitor its progress. Acting Principal Boyd-Springer is a passionate supporter of the Transformation Model and its ambitious design.

Based on subgroup needs, additional means to support data in developing and refining the SIP are:

- Lessons will be differentiated
- Teachers will provide timely specific feedback for improvement
- Teachers will identify in-class peer tutors and employ small group strategies to problem solve.
- Students will receive extended-day tutoring
- Students will receive services of academic support staff
- Counselors will meet with students, review their academic progress and make recommendations for improvement (parents are invited to this meeting)
- Administrators will support teachers and facilitate their needs in identifying at-risk students

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

The District will collect data through TestWiz, formative assessments, teacher assessments, non-academic analysis, annual student/parent/staff surveys, ACT/PLAN & Explore, Work Readiness (WorkKeys) and a diagnostic look at the beginning of the school year. An End of Course Grades survey is in process and will be functional later this SY; an End of Course Exams is in development and will be operational during the 2011-12 SY.

External communication mechanisms to share data include the FCS website, Newsletters, print and live media; internal vehicles include weekly Cabinet meetings, building staff and school improvement/PD team meetings. The Parent-Teacher Web is an active two-way communicator as are phone call updates from numerous teachers, which augment traditional progress reports and report cards. Data from the Staff and Parent Surveys reflects a significant disconnect between teachers' perception of parents (which is high) and parents' perception of teachers (which is low). Such a divergent opinion reflects a problem in communications, which is one area that will be targeted and scrutinized closely in 2011.

Final consultation with UTF regarding Principal and Teacher evaluation instruments are currently in final negotiations. [Copies of the two instruments are appended]

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

Data collection and analysis will serve as the foundation for the Data Specialist Team's work. The Team will also prioritize students not performing well via continuous progress monitoring using formative assessment. The District's Data Specialist will monitor assessments/provide feedback to teachers, students and administrators, leading to the design and development of robust strategies to best meet the needs of all students.

The MME is the primary assessment tool used by FCS to screen students and monitor progress. Other than teacher tests, the MME/ACT, ACT PLAN/ Explore will be given this year to 9th-12th graders as benchmark assessments to determine student needs, monitor academic improvements and as a predictor of future progress and success. Teachers are instrumental in monitoring student progress via formative assessments. The Data Support Team will work with FCS' Director of Research, Testing and Evaluation to design valid and reliable benchmark assessments aligned with Michigan Content Standards. Administered in the classroom, C2S2 (Coordinated Comprehensive Student Survey) is an after-school initiative that gages at-risk behavior, feelings of safety/security and reflects on peer-adult relationships (grades 4-12)

Some specific actions which building staff can take are:

- Examination of student beliefs to understand youthful visions of the future

- Observation by administrators of teaching to improve methods and delivery
- New forms of classroom observation, feedback and walk-throughs
- Developing PD in key areas, i.e., academic vocabulary, differentiated instruction, professional learning communities
- Frequent monitoring of processes upon which to make prompt changes
- Guidance for teachers by department heads to ensure review of subject area data, adjustments identifying standards, skills and content needing to be taught
- Meeting as departments to discuss and monitor student progress and next steps
- Developing classroom plans to minimize failure

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

Please refer to the appended Professional Development Schedule.

As delineated throughout this document, the high school SIP Leadership Team in conjunction with building leadership has developed an agile Professional Development Plan that is resilient and adaptable to changing conditions and mandates. The Plan is predicated on established facts and practices that corroborate FCS goals which were developed and agreed upon by building leadership teams.

The integral components of this plan are driven solely by student data. Adhering to the National Standards for Staff Development, a professional development matrix for each content area will allow the schools to determine student deficits. This template will guide professional development through context, process and content standards that will drive the learning of all students.

Templates created by District staff and GISD's Process Mentoring Facilitator are in use to guide Acting Principal Boyd-Springer and the School Improvement Team concentrate on 2010-2011, and focus ahead to the revised Timeline for 2011-12.

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

The Transformation Model of school reform in Flint will proceed under the vision and direct tutelage of Superintendent Linda Thompson and Executive Director of Secondary Education, Cheryl Tate.

Central Office Personnel

Mrs. Linda Thompson, Superintendent – 0.1 FTE

Mrs. Cheryl Tate, Executive Director – Secondary Education, 1.0 FTE

Mr. Eugene Rutledge, Executive Director – Curriculum & Instruction, 0.2 FTE

Dr. Len Bianchi, Director – Research, Testing & Evaluation, 0.2 FTE

Vacant (new position), School Improvement Coordinator, 1.0 FTE

Building Level Personnel

Maria Boyd-Springer, Acting Principal, 1.0 FTE

Tammy Reese, School Improvement Chair, 0.4 FTE

Chris Martin, Behavioral Specialist, 0.4 FTE

Bobbi Bradshaw, Parent Facilitator, 0.4 FTE

Jane Hirn, Professional Development Chair, 0.4 FTE

Vacant (new position), ELA/Social Studies Data Specialist for SI, 1.0 FTE

Vacant (new position), Mathematics/Science Data Specialist, 1.0 FTE

Vacant (new position) Social Worker for SI, 1.0 FTE

Please refer to Job Descriptions (see appended documents)

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

As FCS has undergone an extended period of downsizing, it has become crucial to build an administrative infrastructure to support a student data-driven model for systemic change. Technical assistance for school improvement will be the responsibility of i) Executive Director of Research, Testing and Evaluation, ii) Executive Director of Secondary Education, iii) School Improvement Chair, iv) Executive Director of Curriculum and Instruction and v) Acting Principal of Northwestern. Genesee ISD coordinators will provide additional technical assistance to ensure that a sufficient and reliable system for school reform is maintained.

The Superintendent and her Cabinet will address whatever issues arise during school improvement implementation. The Executive Directors of Curriculum and Instruction/ Secondary Education will provide assistance to building personnel in the areas of PD planning, monitoring, modification and reporting.

Needs at the building level include the Data Support Team staff: School Improvement Coordinator, ELA/Social Studies, Mathematics/Science and Social Worker. The requested assistance needed is defined in item 9. Budget.

Genesee ISD project personnel will assume responsibility for addressing the propriety and success of interventions, provide ongoing technical assistance in its roll out and make available the Process Mentor to ensure that Flint's SIP is properly executed.

LEA Application Part III

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

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

See additional attached file (required signatures and supporting appendices)