

**Ruben Daniels Middle School  
Saginaw City School District  
School Redesign**

**SAGINAW CITY SCHOOL DISTRICT NARRATIVE**

The staff and administration at Saginaw Public Schools (SPSD) are committed to successfully implementing the Transformation Model to dramatically improve the teaching and learning in each eligible school. After careful analysis of the District's Tier I, II, and III schools, a determination was made that working in tandem with our partners, the district has the human capital, including professional development staff, curriculum staff, budget office, and dedicated support staff with the expertise to adequately support the Transformation Model at Ruben Daniels Middle School. The School Leadership Teams (SLT) met regularly and worked diligently writing the plans for how to implement the reforms in their buildings. The school teams, as well as the district administration, are committed and excited to successfully put into action the plan for the Transformation interventions. SPSD will implement all of the Transformation Model requirements and will be well prepared and in compliance for program visits, audits, or federal reviews.

SPSD leadership is willing to modify practices within the established Board Policies, State Operating Standards, and existing negotiated agreement with the SEA, including removing leaders or staffs under which student achievement has not increased. SPSD leadership will implement policies to give autonomy and support needed for the school reform efforts at each site. The main mechanism in the district for modifying practices and policies at the school level is called the Professional Studies Committee (PSC). The PSC was jointly developed by the Saginaw Education Association (SEA) and the Saginaw City School District to address the collaboratively facilitate a process for making changes throughout the district. The PSC is co-chaired by the SEA President or designee, and the Superintendent or designee, and an equal number of teacher representatives and administration representatives. The Reform Panel facilitates the implementation of (a) initiatives directed at the improvement of teaching and learning conditions in the District, (b) requests for variances from the current contract that are submitted by school based shared decision-making cabinets, and (c) instructional and curricular recommendations made by committees created by the panel. The panel operates as a joint committee with the district management and the SEA.

SPSD leadership at the district, building, and teacher level will continue to work with the SEA and MDE to develop a new teacher evaluation system that includes students' academic growth as a component. This work will be done in compliance with the requirements of the Transformation Model. The district will also develop policies that support coherence and provide incentives for change to build the capacity of schools and classrooms to improve results and impact student achievement. In addition, school will use data to drive results and determine a teacher's eligibility for an incentive. The "pay for performance" system will be piloted Daniels during the 2011-2012. The incentives will act as both a reward and a recruitment tool for at these schools utilizing Title II A funds. Teachers receiving or bringing specialized training will remain in a building regardless of seniority.

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The Transformation model will focus efforts on two feeder patterns within SPSD to close achievement gaps between economical disadvantaged students, white and minority students. Responses to Intervention has been implemented in all district schools. Furthermore, SPSD can successfully implement the Transformation Model in partnership with the EdWorks. This year, SPSD had instructional coaches in many school improvement eligible schools. Due to the successful implementation of the school improvement coaches and other district initiatives, two schools identified for improvement (Thompson Middle School, and Arthur Hill High School) met AYP and the district remained in "Continuous Improvement Grant" in the 2009-10 school year. The District will work in conjunction with two School Improvement recipients in Transformation Model planning with Ruben Daniels also receiving support from the district via management support from SPSD's budget, evaluation, curriculum, and operations infrastructure.

The district will provide ongoing, job-embedded, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance. District Core Curriculum Coaches/Intervention Specialists (C3IS) in the areas of reading and mathematics will coach teachers in analyzing data to create appropriate small groups within classes, guide instruction to meet student needs, assist with developing and implementing classroom management strategies, and use research-based best pedagogical practices. The ELA Curriculum Coach/Intervention Specialist (C3IS) will be responsible for support and review of progress monitoring through Text Reading Comprehension and DIBELS assessments, small group development and literacy station implementation, assessment problem-solving, tutor management, and support of teacher mastery of reading strategies. The Math Curriculum Coach/Intervention Specialist (C3IS) will be responsible for support and review of GLI mastery, small group development and math station implementation, tutor management support, lesson development, and support of teacher mastery of math strategies. District Core Curriculum Coaches/Intervention Specialists (C3IS) will work with building subject area lead teachers for best implementation strategies at the classroom level.

In the 2010-11 school year, the district will have five professional development days for instructional staff. These Professional Development Days are sessions that will be offered as strands for all district teachers and will be held in district buildings and off-site. A strand occurs over time and focuses on a single topic or practice. Strands are envisioned as a way of providing continuity to the training sessions and ensuring that new practices are implemented. Strands have the following characteristics- A strand supports a collaborative community of learners (the same group of participants will be together for all five days). Each day will build on previous learning, allowing for a depth of coverage that is not possible in a one-day workshop. Strands are linked to daily practice. Sessions will focus on improving practice and not be purely theoretical, hypothetical, or informational. Participants implement new learning between sessions and share results in subsequent sessions.

The district will also engage an outside consultant group and provide extended time for teachers to implement Professional Learning Communities (PLCs). PLCs training include predefined series of professional development engagements occurring over 9-12 months, designed to develop the internal capacity for implementing and sustaining PLCs in a school or district. The

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sessions are facilitated by one or more PLC Master Coaches, which includes 6 days of on-site training (three sessions, 2 days each) and a robust selection of resources for each participant and school team, plus phone and e-mail support for the duration of the contract. School teams will leave each session with a new set of skills and activities and an action plan for implementing and teaching what they've learned. The sessions include topics to build leadership capacity, as well as practical in-classroom implementation in areas such as: *Understand Common Assessments*, *Involve Students in Their Own Learning*, *Systematic Interventions for all Students*, and *Define Ways to Celebrate Successes*.

Extended learning opportunities will be available for all students through tutoring provided by SPSD teachers and/or tutors in all core content areas. Teachers/tutors will base their instruction on the item analysis received from the state's formative assessments. Additional time will also be added to core content area classes so all students are with their core content area teachers for extended period of time during the day and via summer learning opportunities.

Effective parental involvement will be promoted at the building and district level. There will be districtwide meetings with parent liaisons and parent consultants representing all buildings in the district. Currently this group is called B.E.S.T. (Building Excellent Schools Together). These meetings will occur on at least a quarterly basis.

These parents will be given information on current practices and policies that affect their child's education. They will be given instruction that will help them work with their children to improve academic achievement in reading and mathematics along with nutrition and health. The parent liaisons will be expected to carry back to their respective schools the information learned from the districtwide meetings.

In addition, they will be expected to work with other parents at their schools to get them involved at the building level by serving on committees such as the School Leadership Team, and will be encouraged to be part of other important roles within the schools. The district will also have outreach programs for the families of our homeless students.

All schools will include parents as participants in school decision-making, governance, and advocacy. Meaningful parental involvement may include: participation on the All School Improvement Team, PTA/PTO or other school councils and committees. Each school's planning team must include a parent member.

The district will seek to leverage Title I funds for parent involvement for the following activities: additional open houses (meet the teachers, art shows, student work, etc.) will be scheduled and promoted. Parent and teacher conferences will be promoted through mailings and automated phone calls. Support staff assists teachers with contacting parents to schedule conferences. Refreshments will be served at open house and conferences; Parent/student breakfast; Parent/student field trips and activities for Grandparents in the school. Effective parental involvement will be promoted at the building and district level.

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The Assistant Superintendent of Teaching and Learning and Director of Grants and Evaluation Quality Measurement will work with Ruben Daniels in the implementation of transformation models. All school and appropriate district resources will be coordinated to fully support the transformation model. District level support will act as an advocate and monitor for the schools implementing the transformation model. They will be called upon to provide services that include but are not necessarily limited to the following areas: Direct and oversee research of existing reform efforts to build a knowledge base of best practices; Direct and oversee the implementation of promising educational reform programs and school improvement programs that rely on scientifically based research; including those at-risk; Direct and oversee the development of a communications plan for internal and external audiences regarding curriculum focus of school, planned educational program, and related extra-curricular activities; Provide training opportunities to personnel at the assigned school; Interview and select qualified personnel to be recommended for employment; Manage and administer personnel development through training, in-service and other developmental activities to create strong sense of purpose for staff team; Communicate, through the proper channels, to keep the leadership informed of impending problems or events of unusual nature -Use effective interpersonal communication skills; Ensure compliance with grant regulations and assist in preparations for any federal, state, or local program reviews or audits; Perform other incidental tasks consistent with the goals and objectives of this position including putting systems in place that will continue past the funding period. District will support the buildings in their individual efforts while insuring that they remain in compliance with reform requirements including communication, data coordination and improving student achievement.

**SECTION I: NEED**

*A NOTE TO THE REVIEWERS:*

When the Ruben Daniels Middle School SQP team and the Saginaw City School District leadership began a detailed analysis of data trends in preparation for developing this Transformation Model proposal, we discovered a wide range of inconsistencies in the data housed at the district. Those gaps and inconsistencies will be visible in this analysis.

- Data in the sub-group non-academic analysis is often very different, when teams compare district-generated reports and school-level reports side-by-side.
- Unduplicated counts for disciplinary actions are inconsistent, and true mobility counts sub-group are not available.
- While data are available for students with disabilities at Ruben Daniels Middle School, they are missing or inconsistent in other buildings, thus causing the transformation model team to approach the information below with caution.

As a result of pervasive data inconsistencies, we will seek support in Section II for a district-level Data and Research Analyst utilizing Title I dollars to focus on the collection and dissemination of data for the schools implementing the transformation model.

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While the numbers may vary from report-to-report, the trends in the data are undeniable. Students at Ruben Daniels Middle School are performing significantly below state performance standards in every category, and the school has the opportunity to move students forward at a rapid pace, based on the systemic and external supports provided through this proposal.

**Ruben Daniels Middle School Analysis of Need**

A full 95% of students at Ruben Daniels Middle School are identified as economically disadvantaged, and nearly 30% of students have identified disabilities. These two figures present challenges for Ruben Daniels Middle School.

Eighth grade scores are shown below, but patterns are similar across all grade levels. MEAP score indicate that all Ruben Daniels subgroups are performing significantly below state targets for the content areas. That said, females are out-performing males in reading, writing and mathematics, with the greatest gap coming in reading, where females out-perform males by more than two-to-one. While available data indicate a significant increase in performance by students with disabilities over the past year in writing and mathematics, the wide gap between students with disabilities and the other subgroups (as much as 22 points) is still cause for concern and deserves concentrated attention over an extended period of time.

A deeper analysis of data for students with disabilities showed that the reading and writing scores are low because students demonstrate severe deficiencies in basic reading and writing skills- Word Study, Narrative Text, Informational Text, and Comprehension. This affects their performance across content areas.

**Sub-Group Academic Data Analysis**

8 <sup>th</sup> Grade Sub-Group Academic Data Analysis									
Percent of Sub-Group Meeting State Proficiency Standards									
	Reading			Writing			Mathematics		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Black or African American	40	39	33	35	23	32	32	28	32
Students with Disabilities	9	13	11	6	3	14	11	5	21
Economically Disadvantaged	39	41	32	34	24	30	31	30	29
Male	28	39	23	23	19	25	21	24	27
Female	53	43	48	45	30	41	42	32	38
Aggregate Scores (All Students)	41	41	34	35	24	32	33	28	32
State	76	77	76	67	70	74	68	71	75

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**2009-10 Sub-Group Non-Academic Data Analysis**

- Students have an attendance rate of 93%;
- 25% of Hispanic students and 6% of African American students have more than 10 absences;
- African American students represent 95% of the population, 95% of the suspensions and 100% of truancies and expulsions;
- While the population is basically split evenly between males and females, males represent more than half (57%) of suspensions; and
- 5% of African Americans and 13% of Hispanic students were retained and more males than females were retained.

	# of Students	# of Absences		# of Suspensions		# of Truancies	# of Expulsions	Unduplicated Counts	
		<10	>10	In	Out			In	Out
Black or African American	450	28	410	371	1	29	1	174	1
American Indian/Alaska native	1		1						
Hispanic or Latino	15	3	12	7				3	
White	5		5						
Limited English Proficient	9		9						
Students with Disabilities	134		134						
Economically Disadvantaged	437		437						
Male	229	19	210	214		19			99
Female	230	12	218	164		12			78

	# of Students	# of Retentions	# Promoted to the Next Grade	Mobility	
				Entering	Leaving
Black or African American	450	22	428		
American Indian/Alaska native	1		1		
Hispanic or Latino	15	2	13		
White	5		5		
Limited English Proficient	9		9		
Students with Disabilities	134		134		
Economically Disadvantaged	437		437		
Male	229	17	212		
Female	230	7	223		

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	# of Students	# of Retentions	# Promoted to the Next Grade	Mobility	
				Entering	Leaving
Homeless	8	0	8		

**Enrollment and Graduation Data Analysis**

Grade	# of Students	# of Students in Course/ Grade Acceleration	# of Retentions	# of Dropouts	# Promoted to Next Grade
6	155	3	6	0	149
7	154	1	6	0	148
8	162	2	12	0	150

**Ruben Daniels Middle School Resources Profile**

Resource	Type of Support	Component Supported	Description of Support Provided
Title I, Part A	ELA Support teachers	Timely Additional Assistance	Provide intervention and supplemental instruction in ELA
	Math Support teachers	Timely Additional Assistance	Provide intervention and supplemental instruction in Math
	Structured Tutorials	Timely Targeted Assistance	Provide intervention and supplemental instruction in Reading, Writing, and Math in extended day sessions.
	Read 180	Individualized Computer-Aided Assistance	Intervention software license for Reading achievement
	Professional Development	Professional Development Highly Qualified Teachers	Monthly In-service for ELA and Math support teachers Core Content Area conferences for teachers and administrators Making Middle Grades Work (MMGW) Improvement strategies
Title II, Part A Saginaw City School District	Professional Development Coaches for Math/ELA through MMGW	Professional Development	Differentiated Instruction (ASCD) Teacher Evaluation Training for Administration (Tomlinson) Data4 Student Success (Data4SS) MMGW – Leadership Team /Administration Technology Integration
Title II, Part D	Technology Equipment	Integration of Programs	Data projectors and Smart boards Document Camera/Cart Laptops and Carts Earphones for Computer Labs (Reading) Calculators

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Section 31a At-Risk	Home School Aide (1.0) 2 Counselors (.5 ea)  Social Worker (1.0)	Additional Assistance	Attendance Monitoring utilizing the Skyward Database
21 <sup>st</sup> Century Program	HQ Support Teachers	Integration of Programs Additional Assistance	Extended Day – Instructional/Recreational Support for At- Risk students
Safe and Drug-Free Schools (District Parent Resource Center)	Information dissemination	Additional Assistance	Provides speakers on health issues, drugs, etc.

<input checked="" type="checkbox"/> General Funds	<input checked="" type="checkbox"/> Title I School Improvement (ISI)	<input checked="" type="checkbox"/> Title II Part A <input checked="" type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input type="checkbox"/> Special Education
Other:			

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**SECTION II: COMMITMENT**

The goals of the district's transformation model have been carefully aligned with the Saginaw Public Schools (SPSD) Board's adopted Policies, District Improvement Plan (DIP), and School Improvement Plans (SIP). This alignment has been achieved through the joint planning of a representative team from district leadership, school administrators, teacher leaders, the Saginaw Education Association, parents and other agency and community partners at each school. All buildings have a School Leadership Team (SLT) consisting of the Principal, Faculty Representative, teachers from each core content area, and parents, which meet regularly to create and review the SIP. The team members serve as leadership in the school for the rest of the staff to ensure the SIP is communicated clearly and implemented throughout the building. The SLTs enable staff to create and implement plans to improve student achievement in their own buildings. The process was jointly developed with the teachers' association and includes representatives from all stakeholder groups. School Improvement Plans, based on an analysis of all building data, (including student reading and math achievement, attendance, discipline, school climate, teacher professional development, parent community engagement) focus on practical methods to ensure that effective instructional strategies are shared, supported, implemented and continually refined. All teams will be trained in the district's Educational Leadership System, which reinforces alignment, collaboration and using data scorecards to monitor progress. This will be closely aligned to the development of professional learning communities throughout each feeder pattern within the district. In addition to the SLTs, each building has a team that reviews and monitors student data to inform building processes such as intervention assistance and implementation. Each middle and high school has monthly department meetings that support collaboration and curriculum planning in the content areas. Coordination of these established processes, committees, and partnerships within the district helps ensure the success of the transformation model implementation. Each party is fully committed to the focus of the reform and transformation goals, and the district's mission of high student achievement. These support teams allow each building the autonomy to meet the needs of their students.

The attached Ruben Daniels Middle School Quality Plan outlines goals and strategies approved by staff to advance student performance in the coming year. While separate sections within the SQP provide varying levels of detail, the basic, overarching goals include:

- Improving student achievement in English Language Arts
- Improving student achievement in mathematics by 10% (sub-group)
- Improving student proficiency in science and social studies
- Decreasing the number of discipline referrals by 35%
- To create a welcoming and structured school environment for family and community partnerships
- All students maintaining a 95% attendance rate.

Through a collaborative process, stakeholders at Ruben Daniels identified a series of activities to achieve those goals, including such efforts as:

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- Implementation of research-based best practice across the content areas
- Deepening the Literacy Portfolio by assigning Literacy Portfolio projects across the curriculum
- The use of tools like layered notes/foldables across content areas
- Developing and implementing a literacy action plan that includes such strategies as:
  - Placing state-aligned writing samples in the Literacy portfolio
  - Designing structured warm-ups in ELA aligned to the state GLCEs
  - Employing three school-wide common assessments of state GLCEs
  - Explicit vocabulary instruction across the content areas
- Increasing the use of manipulatives and technology (computers/calculators), particularly in the area of mathematics
- Mathematics coaching
- Development in the area of Cultures of Thinking, with the ultimate goal of improving students' thinking abilities across the content areas.
- Development of behavior contracts and extensive use of conflict resolution.

This transformation plan begins with and then builds upon these goals and activities. So, while time did not permit the involvement of a wide range of stakeholders in the development of this Transformation Model plan, will move forward in fall 2011, based on the commitment to the SQP. Teachers, students, families, administrators and community will be asked to participate in a full assessment of school Operational Effectiveness in January and February 2010. Detailed activities throughout the three years of this initiative further involve a wide range of stakeholders in the continuous improvement of the resources and strategies applied in the school to achieve overarching goals and offer additional opportunities to reaffirm commitment to the course of the transformation process at Ruben Daniels Middle School.

### **A System of Support**

The transformative work at Ruben Daniels is made possible through a system of supports provided by the Saginaw City School District. This system of support has been developed in collaboration with the Teachers Association.

At the district level:

- A district-wide transformation team has been formed with the access and influence to move the work forward in an expeditious manner. This teams role will be the oversight of transformation model plans
- A Data and Research Analyst will focus on the collection and dissemination of data for the transformation schools.
- A commitment to the use of a Short-Cycle Assessment System common to all of the transformation model schools. The early days of the implementation period in Fall 2010 will include an evaluation of current systems (Read 180, PLATO, districtwide assessments) and their effectiveness as formative, short-cycle assessments. The district will also investigate the Northwest Evaluation Association's Measures of Academic

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Progress as an alternative short-cycle assessment system with significant supports for students and teachers.

- A Curriculum Audit by Phi Delta Kappa has been conducted to evaluate school improvement initiatives.

At the school level

- The district will establish a leadership team at Ruben Daniels with the knowledge and skill to implement the plan.
- Common Planning Time will be established for all teachers embedded within the master schedule.
- Focused professional development time for all educators in the building: A total of 5 days of professional development time each year has already been negotiated with the Teacher Education Association, and the district will continue to work with the Association to identify ways in which all teachers can receive an additional two hours of professional development each month throughout the three years of the transformation model implementation.
- Accelerated Academies for students: focused student intervention just prior to the high stakes state exams (in addition to any regular intervention practices)
- Student Summer Bridge: minimum 4 days as transition between grades 5 and 6

Community mapping will also be the primary process Saginaw and EdWorks use to create a safety net for students.

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

For EdWorks, the community mapping process is an extension of the community engagement strategy. It plays a critical role in connecting the community with the daily life of the school—and with the ultimate success of individual students and the school itself. A strong community mapping process can weave a seamless tapestry of academic and social supports for students, linking home, school, neighborhoods, businesses, educational and government institutions, and local organizations. Where the EdWorks “Legends and Lore” process seeks to identify those people, places and events that have contributed to the proud *heritage* of a school, the EdWorks community mapping process strives to capitalize on present strengths with the purpose of building *future* success.

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

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

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

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

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

Key questions to consider as Saginaw begins the community mapping process:

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

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

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

#### **Required Activity: Providing Operational Flexibility**

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By redesigning the process of scheduling smaller learning communities in the Saginaw schools, the district is providing a key tool for operational flexibility in the schools.

EdWorks' experience across 30 different districts in five states reinforces what educators know—the schedule can isolate content and sort students, or it can open doors to 21<sup>st</sup> century opportunities. Time is one of the most precious commodities in the teaching and learning process. Schools can use time to provide focus and coherence to the learning process. The most successful schools use the schedule in a very different way. The secondary schools that ensure the highest levels of achievement for *all* students ensure the schedule is flexible enough to allow teachers to decide, on any given day, that students need extra time to grasp complex concepts and skills. If students are on the brink of a breakthrough in math class, for example, the most effective schools allow teachers to come together in a just-in-time-decision-making process to ensure those students have the extra time they need, when they need it—even if that means a little less time with the social studies teacher on that day. Teachers in the most effective high schools tend to work together to integrate instruction in a way that helps students understand the interconnectedness of the disciplines—and ground abstract concepts in real life applications in business, the community and the world around them. That takes time. In addition, the most effective secondary schools don't try to build a schedule that has something for everyone. They focus on offering a rigorous core curriculum—and ensuring *all* students complete that curriculum.

EdWorks employs a specialist to develop a schedule for students and teachers in each school that provides common planning time for teachers with their Smaller Learning Communities and across Smaller Learning Communities in content-specific groups. Across the three years, that specialist works side-by-side with teams of leaders and teachers in the school until the process of developing a flexible schedule becomes a regular way of doing business.

Principles guiding the development of the schedules include:

- Gather course requests, designing structure first, and then assigning teachers.
- Focus on student purity, living with more conflicts and correcting student schedules by hand.
- Build in intervention time for personalization and academic assistance.
- Build flexible grouping opportunities to move students between course levels.
- Train teachers on formative assessment and multiple ways to assess students.
- Develop a schedule that has all teachers available to teach various levels, as needed

EdWorks uses student and teacher data and SLC course offerings to develop schedules that support cross-curricular team collaborative planning time for teachers within the SLCs, as well as content-specific common planning time across the SLC's. A schedule that includes both SLC-wide and content-area collaborative planning time meets the following key goals:

1. Supports team, trust-building among staff members that are accustomed to working in isolation. Trust is critical to the effective use of common planning time.

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2. Offers a platform for teams of teachers sharing a group of students to engage in the deep, ongoing examination of student data and student work across time so that they can make adjustments in instructional strategies and materials to better meet student learning needs.
3. Provides time for teachers to develop curricula, units of study, assessments, and lesson plans that integrate and reinforce standards, knowledge, skills and pedagogy across the content areas.
4. Provides time for staff to observe each other's classes and provide feedback to improve colleagues' instructional practice and student outcomes.
5. Breaks down the isolation from their departmental colleagues that teachers in SLC's often feel when moving from a large departmentalized high school with a staff of 10 or people in each content area to SLCs, with staffs that often have only two or three teachers of the same subject area.
6. Increases the opportunity for examination of the latest research and pedagogy crosses content areas, as well as new information specific to the content area.
7. Provides time to examine school progress toward critical milestones and benchmarks and make recommendations for improving school plans and support systems.

**A Commitment to Research-Based Practices**

Based on an analysis of the attached School Improvement Plan, Ruben Daniels Middle School has chosen external provider EdWorks, LLC to assist with the transformation process, guiding its move from a traditional high school to multiple high-energy, highly-engaging small schools operating within the building.

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

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

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

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Saginaw will provide a tiered approach to using data and research to ensure all students have the supports they need to be successful in a rigorous course of study, as defined by the National Council for Response to Intervention: “Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems. With RTI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities or other disabilities.”

The School Improvement Plans for Saginaw integrate a commitment to the use of data to drive instruction. That commitment is reflected in the assignment of resources to support:

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

The formal intervention system includes the following levels:

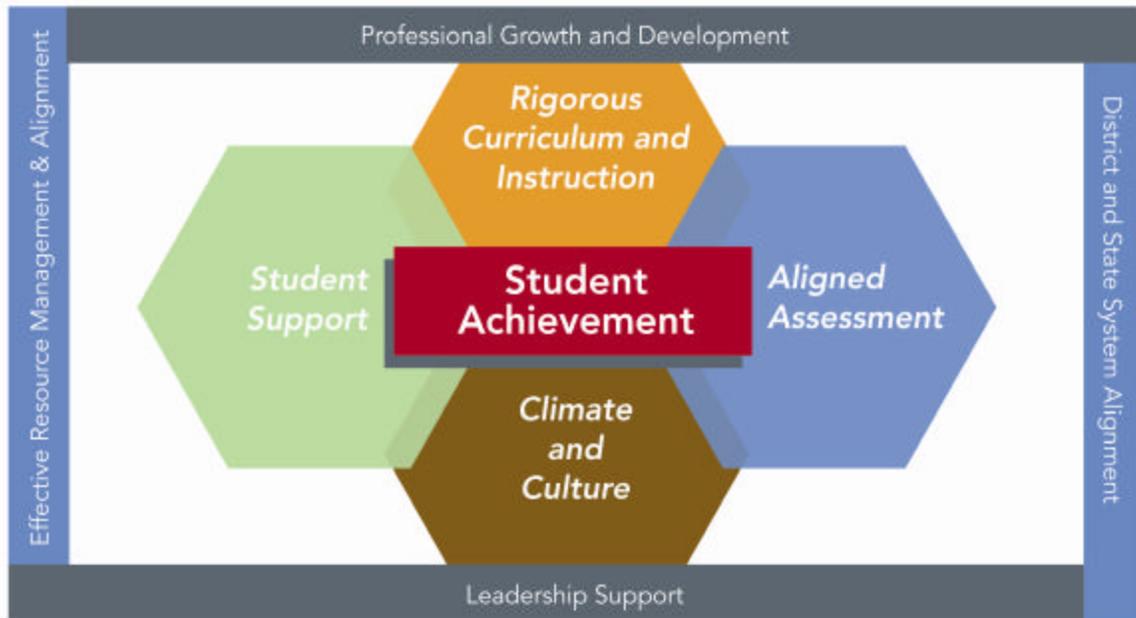
**Level One:** All students participate in a baseline diagnostic assessment to pinpoint skills and challenges in English Language Arts, Mathematics and Science. Student schedules are designed to ensure they have time within the scheduled day for intervention or acceleration. All teachers use data to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

**Level Two:** If students still are not meeting individual learning goals under Level One, students participate in “Accelerated Academies,” intensive instruction outside of the regular school day to help them master difficult skills related to state-required tests and standards. Students who still seem to be struggling are referred to guidance and special education services for additional testing and placement.

**Level Three:** EdWorks will assist Saginaw in the identification of evidence-based interventions to ensure the most challenged students reach learning goals.

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



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

**Rigorous Curriculum and Instruction**

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

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**Comprehensive Student Support**

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

**Aligned Assessments**

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

**Supportive Climate & Culture**

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

**EdWorks Processes and Tools**

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

- Technical Assistance Coach
- Scope and Sequence for the design and delivery of effective, innovative education
- Easy to follow annual planning and implementation calendar

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- ☑ Fully developed 5-Year Teacher Professional Development Plan (the years of which will be delivered during the life of this grant)
- ☑ Hands-on Leadership Development Plan
- ☑ Teacher Summer Institute
- ☑ National Leadership Institute and Leadership Retreats
- ☑ Online social networking and professional learning community focused specifically on schools engaged in similar transformation processes
- ☑ Data capture tools and customized dashboard presentation of results and Continuous monitoring and adjustment.

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

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

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

While the EdWorks Model was originally designed to serve high schools, student performance at the EdWorks' ECHS that have expanded to serve students in grades 6-12 demonstrate that the research-based instructional strategies that improve teaching, learning and outcomes at the high school achieve similar results at the middle grades level. While EdWorks' experiences in the middle grades have not yet been studied in research reports, the strategies used in EdWorks middle grades echo research surrounding Middle Start, where four key principles have been shown to improve student outcomes:

- Reflective Review and Self-Assessment
- Effective Small Learning Communities
- Rigorous Curriculum, Instruction, and Student Assessment
- Distributed Leadership and Sustainable Partnerships

See the Middle Start research report, [http://middlestart.org/images/files\\_resources/Middle\\_Start\\_Evidence\\_of\\_Effectiveness\\_-\\_v2\\_-\\_3-21-07.pdf](http://middlestart.org/images/files_resources/Middle_Start_Evidence_of_Effectiveness_-_v2_-_3-21-07.pdf).

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EdWorks focuses on providing students in the middle grades a rigorous curriculum aligned with a college-and career ready curriculum at the high school.

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

<b>Workplace Readiness (Lachat, 2001; Lachat &amp; Williams, 1996)</b>	<b>College Readiness (Conley, 2007)</b>
<b>Students who can problem solve, communicate, understand multidimensional problems, and design solutions.</b>	Students who can effectively use cognitive and metacognitive strategies, often described as “habits of the mind” (the ability to analyze, interpret, work with precision and accuracy, problem solve, and reason).
<b>Students who can demonstrate what they know and can do.</b>	Students who can demonstrate proficiency in rigorous courses.
<b>Students who can plan their own tasks, evaluate results, and work cooperatively with others.</b>	Students with attitudes and behaviors that lead to success, i.e., study skills, time management, awareness of one’s performance, persistence, and the ability to utilize study groups.
<b>Students who can transfer their school knowledge to “real-life” situations.</b>	Students who can do the tasks needed to prepare for and adjust to college, i.e., succeeding in high school coursework (including college-level classes), applying to college, understanding needed resources, and adapting to college life.

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

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

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incorporate both the willingness and the capacity to continually examine the results of our efforts. This principle of continuous improvement requires the best data available.

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

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

### **Collaboration and Communication with Parents and Families**

Parents and families are viewed as partners and active participants in the life of the school. They share responsibility and accountability for the students' education. EdWorks helps sites establish formal processes to facilitate parent and family involvement in the success of the student and the school as a whole.

#### **Strategy One: Community Engagement**

EdWorks supports a system of authentic parent and community engagement, defined by substantive community conversations that engage a broad array of stakeholders and connect with and influence official decisions. There must be a clear process for initiating and maintaining substantive community dialogue that:

- Involves a broad range of key stakeholders including teachers, students, parents/guardians, principals, business leaders, and the broader community;
- Asks the community to engage on important questions and acknowledges their views and contributions; and
- Connects with and influences official decisions—not one one-way announcements.

Throughout the life of the school, authentic community engagement is characterized by:

- Clear community involvement in the daily life of the school,

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- A well-delineated process for regular, meaningful engagement of parents/guardians and the community in the daily lives of students and the school.
- Students openly engaged—through service learning, internships, mentorships, or some other method—in the community surrounding the school.
- Communications: Information meetings, newsletters, publications, websites, blogs, or other tools used to deliver news and information. Not to be confused with authentic community engagement.

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

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

**Strategy Three: Annual Home Visits**, particularly for the incoming ninth graders.

**SECTION III: PROPOSED ACTIVITIES**

Ruben Daniels Middle School will implement the Transformation Model. The district has hired Wanda Lewis as the new principal at Ruben Daniels. The interview team consisted of district level administrators, teachers, parents and community members.

Mrs. Lewis believes the only way to positively enhance our educational system is through collaboration. She recognizes the importance of assisting every student in acquiring skills, knowledge, and the necessary habits to become self-sufficient participating members of society. She is committed to promoting a culture of learning where student are engaged and effective teaching is taking place.

Mrs. Lewis has held several positions throughout her career. She has been a teacher and, counselor (LPC) at many levels including at Washtenaw Community College. Most recently, she was an assistant principal at Lincoln High School (LHS). Throughout her career, she has served on professional development committees, curriculum committees and co-curricular committees, just to name a few. As an educational leader, Mrs. Lewis helped Lincoln Schools meet AYP for many years. She started the LHS credit recovery program, allowing many students to regain credit and graduate from high school. The program also helped the district meet AYP, reduce the dropout rate and bridge the learning gap with their at-risk population. She also started the Summer School Program using the E/20/20 on-line program in addition to

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traditional classes. The program kept students from failing and dropping out of school. The curriculum helped students master classes and become better prepared for future coursework and more challenging classes.

Mrs. Lewis will focus on maximizing learning by aligning systems and increasing collaboration. These systems will help create an atmosphere of fairness, equity, student support and achievement.

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

Through a well-developed process, EdWorks will guide Ruben Daniels Middle School through:

1. An in-depth assessment process, building on information gleaned in the school improvement process and the Phi Delta Kappa curriculum audit.
2. Formation of three small learning communities within the Ruben Daniels facility that prepare students to choose one of the themed high schools.
3. The development of a three-year learning plan for each of these themed schools that implements a rigorous, core course of study for all students.
4. The implementation of a scaffolded professional development plan that incorporates all elements of NSDC's standards for professional development, and provides 21<sup>st</sup> century knowledge and skills for all adults in the building.
5. The development of an operations plan that provides a system of support for students through the use of flexible scheduling, extended learning time, collaborative planning time for teachers and the development of small school leadership teams.
6. The design and implementation of an ongoing community engagement system.

The result of this transformation process is the development of a learning environment at Ruben Daniels in which students, parents, educators, business and community are all self-directed, self-motivated learners able to thrive in the 21<sup>st</sup> century global economy.

Each of the small learning communities on the Ruben Daniels campus will serve between 200 and 300 students, allowing for personalized attention to student needs. Each small learning community will have a common emphasis on a rigorous curriculum and engaging instructional practices focused on college and career readiness.

Each smaller learning community will provide the flexibility teachers need to meet the needs of incoming students and prepare them for the rigorous course of study undertaken in the three-year learning plan. The schedule opens time for such transition strategies as:

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- Advisory activities
- Learning labs in areas where students need additional skill building, generally literacy, language arts and mathematics.
- Intersessions that allow teachers to help students hone in on required skills or knowledge that they have not yet mastered.
- Accelerated Academies, where students experience intensive preparation immediately prior to state-mandated tests.
- Community service, service learning and mentorships that reinforce concepts in the curriculum.

These are in addition to formal summer bridge programs.

WHAT SUPPORTS WILL EDWORKS PROVIDE TO ASSIST RUBEN DANIELS WITH THE TRANSFORMATION PROCESS?	HOW ARE THE SUPPORTS DELIVERED?
Working calendar for each year that details what needs to be accomplished and the time frame for completing each task	⇒ The EdWorks Technical Assistance Advisor (aka, Coach) works with local leaders to adjust the EdWorks sample calendars to reflect local schedules and context.
Detailed set of processes and tools to accomplish the work (i.e., Leadership Development Plan, Teacher Professional Development Plan, workshops, rubrics, unit and lesson design templates, etc.)	⇒ All processes and tools are delivered on the ground in each building by the EdWorks Coach, according to the implementation calendar.
Technical Advisor (aka, Coach) to assist you in keeping the process moving on time and on target	⇒ Each building has a primary Coach that guides the process on the ground, assists sites in completing tasks, and delivers the school wide professional development and leadership development.
Training process for leaders focused on how to: <ul style="list-style-type: none"> <li>• Work with teams to achieve goals</li> <li>• Use data to drive instruction and decision making</li> <li>• Utilize rubrics and benchmarks to chart progress</li> <li>• Implement a Walkthrough process to gauge school wide level of implementation of strategies for personalization</li> </ul>	⇒ The leadership development is delivered by the Coach as outlined in the 5-Year Plan in three ways: <ol style="list-style-type: none"> <li>1. In the context of doing the work on the ground</li> <li>2. Through structured annual leadership retreats</li> <li>3. Through one-on-one counseling sessions</li> </ol>

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WHAT SUPPORTS WILL EDWORKS PROVIDE TO ASSIST RUBEN DANIELS WITH THE TRANSFORMATION PROCESS?	⇒	HOW ARE THE SUPPORTS DELIVERED?
<p>Professional development designed to deliver a <i>school wide</i> focus on:</p> <ul style="list-style-type: none"> <li>• High payoff instructional strategies</li> <li>• 21<sup>st</sup> Century Literacy development</li> <li>• Courses and units aligned with state and college ready standards</li> <li>• Lesson plans that reflect the latest brain research</li> <li>• Strategies for delivering both rigor and relevance in the classroom</li> <li>• Rigorous course of study for all students.</li> </ul>	⇒	<p>Teacher professional development is delivered in the school building as outlined in the 5-Year Plan through a combination of:</p> <ol style="list-style-type: none"> <li>1. Whole-school late start or early release time</li> <li>2. Small group release time using substitutes</li> <li>3. Teacher Summer Institutes</li> <li>4. Common planning time</li> <li>5. One-on-one coaching and modeling</li> <li>6. Educators Knowledge Network</li> </ol>
<p>As part of the professional development system, a 6-person team from each site is eligible to participate in EdWorks' National Annual Leadership Institute, where they are able to network with teams from across the country that are engaged in EdWorks school redesign, Early College or STEM school implementation processes.</p>	⇒	<p>The Leadership Institute Once a year the school chooses a team to travel to the site of the EdWorks National Leadership Institute for three days of networking with schools from across the country engaged in the EdWorks process. Registration fees and food for six participants from each building are included in EdWorks' fees. The school is responsible for the cost of lodging and travel to and from the site.</p>
<p>In addition, professional learning is enhanced by unlimited use of Educators Knowledge Network (EKN) by all teachers and leaders in sites where EdWorks is working. EKN is an online social learning site focused solely on teaching, learning and leadership</p>	⇒	<p>Educators Knowledge Network Within EKN, EdWorks builds a collaboration space for each school. The EdWorks Coach introduces EKN in the planning process and provides preliminary training in its use, with the assistance of EKN staff.</p>

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

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**New Content is Delivered in Workshops or Retreats**

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

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

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<b>Leadership Development</b>		<b>Teacher Professional Development</b>	
	<b>Leadership Retreat focusing on Adaptive Leadership for Real-World Results:</b> <ul style="list-style-type: none"> <li>• Adaptive Leadership knowledge and skills</li> <li>• 21<sup>st</sup> Century Skills</li> <li>• College and career readiness</li> <li>• Student advisories</li> <li>• National and international student performance</li> <li>• Effective business and community partnerships</li> <li>• Effective small school operations</li> </ul>		<b>Teacher Summer Institute focusing on:</b> <ul style="list-style-type: none"> <li>• Introduction to the Rigor and Relevance Framework</li> <li>• Backwards Design</li> <li>• Literacy Across the Content Areas</li> <li>• “Quadrant D” Lesson Design</li> <li>• 21<sup>st</sup> Century Skills</li> <li>• Lesson Design and Delivery for coherence and student growth</li> </ul>
<b>Year Two</b>	<p>Using one-on-one meetings with members of the leadership team and embedded teacher professional development during common planning time, educators deepen knowledge and skills gained in the previous year and the summer institute. Workshops are held after school, as needed, to reinforce or teach in a different way, content and pedagogy introduced in the summer, so that teachers and leaders become fluent practitioners in that area. Professional development focuses in the following areas:</p> <p><b>Implementing Personalization</b></p> <ul style="list-style-type: none"> <li>▪ Advisories</li> <li>▪ Personalized Student Growth Plans</li> </ul> <p><b>Short Cycle Assessments</b></p> <ul style="list-style-type: none"> <li>▪ Exploring Diagnostic and Short Cycle Assessment System</li> <li>▪ Short Cycle Assessments as Instructional Resources</li> </ul> <p><b>Classroom Practice/Learning Conditions</b></p> <ul style="list-style-type: none"> <li>▪ Student Work</li> <li>▪ Lesson Design and Delivery</li> <li>▪ Research-Based Instructional Models</li> <li>▪ Student Performance</li> </ul>		
	<b>Leadership Retreat: Growing and Supporting Effective Teams</b> <ul style="list-style-type: none"> <li>• Distributed leadership</li> <li>• Effective meetings</li> <li>• Active listening</li> <li>• Progress monitoring</li> <li>• Walkthroughs and appraisals</li> <li>• Leadership in the school community</li> <li>• Induction programs for new staff</li> <li>• Culture of continuous Learning</li> </ul>		<b>Teacher Summer Institute: Instructional Design for Rigor and Relevance</b> <ul style="list-style-type: none"> <li>▪ Rigor and Relevance Framework</li> <li>▪ Knowledge Taxonomy and the Application Model</li> <li>▪ Instructional Models and Planning</li> <li>▪ Unpacking the State and 21<sup>st</sup> Century College-Ready Content Standards</li> <li>▪ Formative and Summative Assessments (including Performance -Based, Alternative Assessments</li> <li>▪ Developing “Quadrant D” Units of Study</li> <li>▪ Designing and using Rubrics</li> <li>▪ Differentiation</li> </ul>

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	<b>Leadership Development</b>	<b>Teacher Professional Development</b>
<b>Year Three</b>	Using one-on-one meetings with members of the leadership team and embedded teacher professional development during common planning time, educators deepen knowledge and skills gained in the previous year and the summer institute. Workshops are held after school, as needed, to reinforce or teach in a different way, content and pedagogy introduced in the summer, so that teachers and leaders become fluent practitioners in that area. Professional development focuses in the following areas	
	<p><b>Leadership Development:</b></p> <ul style="list-style-type: none"> <li>• Distributed leadership</li> <li>• Effective meetings</li> <li>• Active listening</li> <li>• Progress monitoring</li> <li>• Walkthroughs and appraisals</li> <li>• Leadership in the school community</li> <li>• Induction programs for new staff</li> <li>• Culture of continuous Learning</li> </ul> <p><b>Leadership Retreat: Leading a High-Performance Organization:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership</li> <li>• Rigorous curriculum and instruction</li> <li>• High payoff instructional practices</li> <li>• Assessment for learning</li> <li>• Gap analysis</li> <li>• Curriculum Alignment</li> <li>• Instructional monitoring</li> <li>• Results-driven, flexible scheduling</li> </ul>	<p><b>Teacher professional development</b></p> <ul style="list-style-type: none"> <li>• Looking at Student Work</li> <li>▪ Unit Design and Delivery</li> <li>▪ Differentiation</li> <li>▪ Implementing Student Performance Assessments</li> <li>▪ Formative and Summative Assessments</li> <li>▪ Best Practice Instructional Models</li> <li>▪ Designing and Using Rubrics with students</li> <li>▪ Alignment with State and 21<sup>st</sup> Century Standards</li> </ul> <p><b>Teacher Summer Institute: Beyond Rigor and Relevance</b></p> <ul style="list-style-type: none"> <li>• Comprehensive, four-year Course of Study aligned to State and 21<sup>st</sup> Century College-Ready Standards</li> <li>• Grades 9-13 Curriculum Alignment and Vertical Scope and Sequence Development within and across content areas</li> <li>• Analysis of Content with University Partners</li> <li>• Integration of early college experiences in Core and Elective Courses</li> </ul>

**Teachers Deepen Knowledge and Skills through Effective Use of Collaborative Planning Time**

During the life of this grant, the EdWorks Technical Assistance Coach will help the staffs of Daniels Middle School, Thompson Middle School, Arthur Hill High School and Saginaw High School become adept at applying those processes and tools during common planning time to improve student engagement and outcomes, as well as their own professional growth. Initial work with teachers answers the question, “Why collaborate?” And because teachers often struggle at the beginning to use common planning time effectively, EdWorks provides a series of specific agendas and protocols to guide use of common planning time for specific purposes.

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EdWorks trains teacher leaders in the application of the protocols and mentors staff through the processes of:

**1. Examining Student Work**

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

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

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

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

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

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

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

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

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

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

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**5. Examining Student Data**

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

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

**6. Examining School Data**

(Protocol based on Inquiry-based Instruction Model)

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

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

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

Purpose: Within the school, every person must continue to be a learner. By setting aside time to read and discuss a piece of text together, the group collaboratively builds its capacity. So what kind of text should we choose? It could be a journal article, a chapter in a book, an article from business, education, or popular publications. Whatever it is, the group collectively agrees to probe its implications for teaching. The purpose of this protocol is to provide each member of the group an equal voice in the inquiry process.

**8. Unpacking Standards and Assessments**

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

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teachers to de-construct the standards prior to lesson design and to analyze assessments in order to link instruction and assessment to the standards.

**9. Classroom Observation and Feedback**

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

**10. Successful Learning from the EdWorks Teacher Summer Institute (or other professional development experience)**

(Protocol adapted from National School Reform Faculty’s “Success Analysis” protocol)  
One of the key strategies in best practices is personal reflection. This protocol allows each member of the group to reflect on personal learning from the Summer Institute and to evaluate how that learning has impacted instruction. The purpose of the protocol is to analyze what made this learning so successful. The facilitator keeps the group focused on how the success described by the presenter is different from routine work. The facilitator participates in this protocol, and each participant takes a turn as the facilitator. “‘Success’ is defined as something that proved to be highly effective in achieving an outcome important to the presenter.”

**Process for Gathering and Reporting Data**

Ruben Daniels will utilize the EdWorks system for data gathering and reporting. EdWorks utilizes a mixed-method evaluation approach involving multiple methods of data collection, taking stock of everything from central office supports for the school turnaround work to change in leadership and teacher practices to attitudinal surveys of students, teachers, parents and leaders. The ongoing formative and summative process is conducted under the direction of a third-party evaluation organization contracted and compensated by EdWorks.

The following data collection tools are used to obtain the data needed to create the desired reports:

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

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

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

Three reports will be generated:

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

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

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

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

- **Measurement Need:** Are students improving academically so that they will be prepared to progress at the end of the year?

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

<b>Metric</b>	<b>Analysis</b>
Student attendance	Trend, Benchmark
Disciplinary actions—by category of action	Trend, Benchmark
Formative/Short cycle assessment performance	Trend, Benchmark
Grade distribution	Trend, Benchmark

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

- **Measurement Need:** Is student academic achievement increasing?
- **Reporting Approach:** Examine key student achievement indicators, which demonstrate students are on the path to success.

<b>Metric</b>	<b>Analysis</b>
Student attendance	Trend, Benchmark
Disciplinary actions	Trend, Benchmark
Rigorous curriculum enrollment	Trend, Benchmark
High stakes test performance	Trend, Benchmark
On time progression	Trend, Benchmark
On time graduation	Trend, Benchmark
Technical Certificates Earned	Trend, Benchmark

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

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

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

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**Activities and Timeline**

Ruben Daniels will implement a multi-faceted technical assistance approach the implementation of the Transformation model. The plan is designed to have experienced EdWorks technical assistance coaches modeling instructional leadership and professional development practices in the first two years of the initiative and implementing a scaffolded leadership and professional development process that ultimately prepares the principals, teacher leaders and staff to carry on the research-based practices after the close of the grant. The work is scaffolded to challenge participants, but not paralyze progress by moving too quickly on too many fronts.

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
<b>Year One (September 2010 – August 2011)</b>												
Work with the district and teacher association leadership to gain understanding of the research underlying the <i>2020 Forecast: Creating the Future of Learning</i> and collaboration		◆				◆					◆	
Conduct Mini Teacher Summer Institute focusing on: <ul style="list-style-type: none"> <li>• High Payoff, Short Term Instructional Strategies</li> <li>• Literacy Across the Content Areas</li> <li>• Brain-Based Research</li> </ul>												
Conduct an in-depth Safety Audit and implement recommended changes/enhancements												
Initial professional development with every adult in the local schools, central office staffs, and association representatives on the 2020 Forecast, local economic development plans and the research on effective teaching, learning and skills for the 21 <sup>st</sup> century, Choose innovative school design from among prototypes.		◆	◆	◆								
Implement an authentic community information and engagement plan focusing on the 2020 Forecast and innovative teaching and learning		◆	◆	◆	◆	◆						

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Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Hold the initial leadership retreat: Getting the culture and Climate Right for Student Success, including: <ul style="list-style-type: none"> <li>• Supportive climate and culture</li> <li>• Research components of a high-performing high school</li> <li>• Data-driven strategic planning</li> <li>• Resource development and monitoring</li> <li>• Authentic community engagement</li> <li>• Effective communication</li> <li>• Students and family</li> <li>• Personalized growth plans</li> </ul>		◆										
Complete any necessary District-Teacher Association MOU to support implementation of the small learning communities			◆	◆								
Revise the School Quality Plan, including the development of a detailed strategic plan and milestone, involving all site-based leaders and teachers in the process, along with community representatives					◆	◆						
Develop new operational structures and policies to support the small learning communities					◆	◆						
Conduct Triage process and accelerated interventions with existing 8th graders in each small learning communities				◆	◆	◆	◆					
Identify specific local community engagement and university partners; building of work plans with each partner			◆	◆	◆	◆	◆	◆	◆	◆		
Conduct the annual school assessment using the EdWorks rubrics for Organizational Effectiveness and Instruction (These rubrics operationalize the areas cited in the Phi Delta Kappa audit and provide a clear path for improvement at the school and individual teacher level. See attached Overview of the Assessment Process.)								◆	◆			
Administer student, teacher and leadership surveys							◆	◆				
Conduct a final readiness check for opening the											◆	◆

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Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
new small learning communities												
Hold the Second Leadership Retreat focusing on Adaptive Leadership for Real-World Results, including: <ul style="list-style-type: none"> <li>• Adaptive Leadership knowledge and skills</li> <li>• 21<sup>st</sup> Century Skills</li> <li>• College and career readiness</li> <li>• Student advisories</li> <li>• National and international student performance</li> <li>• Effective business and community partnerships</li> <li>• Effective small school operations</li> </ul>										◆		
Conduct the first Teacher Summer Institute focusing on: <ul style="list-style-type: none"> <li>• Introduction to the Rigor and Relevance Framework</li> <li>• Backwards Design</li> <li>• Literacy Across the Content Areas</li> <li>• “Quadrant D” Lesson Design</li> <li>• 21<sup>st</sup> Century Skills</li> <li>• Lesson Design and Delivery for coherence and student growth</li> </ul>										◆		◆
Conduct the Student Summer Bridge												◆
Hold formal opening ceremonies for new small learning communities												◆
<b>Year One Milestones</b>												
<ul style="list-style-type: none"> <li>• Completed year one of a customized school design work plan driven by an asset-based assessment of current strengths and conditions.</li> <li>• Structures and operation systems in place to open small learning communities/small schools in fall 2010</li> <li>• Student academic Triage system implemented with targeted interventions for all 8th graders to gain needed credits and other requirements for progression to high school.</li> <li>• Implemented year one of the teacher and leader professional development plans.</li> </ul>												

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Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
<b>Year Two (September 2011 – August 2012)</b>												
Make a formal Progress report to the local community	◆											
Continue work with district and teacher association leadership on the <i>2020 Forecast: Creating the Future of Learning</i> and using student data to guide decision making		◆				◆					◆	
Conduct leadership and teacher professional development deepening knowledge and skills gained in the previous year and the summer institute. Professional development focuses in the following areas:  <b>Implementing Personalization</b> <ul style="list-style-type: none"> <li>▪ Advisories</li> <li>▪ Personalized Student Growth Plans</li> </ul> <b>Short Cycle Assessments</b> <ul style="list-style-type: none"> <li>▪ Exploring Diagnostic and Short Cycle Assessment System</li> <li>▪ Short Cycle Assessments as Instructional Resources</li> </ul> <b>Classroom Practice/Learning Conditions</b> <ul style="list-style-type: none"> <li>▪ Student Work</li> <li>▪ Lesson Design and Delivery</li> <li>▪ Research-Based Instructional Models</li> <li>▪ Student Performance</li> </ul> <b>Accessing and Using an Online Learning Community</b>	◆	◆	◆	◆	◆	◆	◆	◆	◆			
Revisit Local District-Teacher Association MOU to support implementation of the innovative practices; make adjustments, as needed			◆	◆								
Revisit effectiveness of new operational structures and policies for the small learning communities; adjust, as needed					◆	◆	◆					
Conduct Triage process and accelerated interventions with 7 <sup>th</sup> and 8 <sup>th</sup> graders				◆	◆	◆	◆					

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Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Revisit strategic plans and milestones for each site, involving all site-based leaders and teachers in the process, along with community representatives							◆	◆	◆			
Revisit progress and work plans with local community engagement and university partners; adjust, as needed			◆							◆		
Conduct Annual Assessment using the EdWorks Rubrics for Operational Effectiveness and Instruction. Administer student, teacher and leadership surveys								◆	◆			
Conduct Leadership Retreat Three: Growing and Supporting Effective Teams, including: <ul style="list-style-type: none"> <li>• Distributed leadership</li> <li>• Effective meetings</li> <li>• Active listening</li> <li>• Progress monitoring</li> <li>• Walkthroughs and appraisals</li> <li>• Leadership in the school community</li> <li>• Induction programs for new staff</li> <li>• Culture of continuous Learning</li> </ul>												
Conduct Teacher Summer Institute Two: Instructional Design for Rigor and Relevance <ul style="list-style-type: none"> <li>▪ Rigor and Relevance Framework</li> <li>▪ Knowledge Taxonomy and the Application Model</li> <li>▪ Instructional Models and Planning</li> <li>▪ Unpacking the State and 21<sup>st</sup> Century College-Ready Content Standards</li> <li>▪ Formative and Summative Assessments (including Performance-Based, Alternative Assessments)</li> <li>▪ Developing "Quadrant D" Units of Study</li> <li>▪ Rubrics</li> <li>▪ Differentiation</li> </ul>										◆		◆
Student Summer Bridge												◆
Collect student, teacher, school data			◆				◆				◆	

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Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Year Two Milestones												
<ul style="list-style-type: none"> <li>• All students enrolled in a college and career-ready curriculum</li> <li>• Increase on-time grade-level progression over baseline school year 2009-10</li> <li>• Increase attendance over baseline school over baseline school year 2009-10</li> <li>• Decrease Type A and B disciplinary offenses over 2009-10</li> <li>• Reduce the number of failing grades over baseline school year 2009-10</li> <li>• Implemented year two of the teacher and leader professional development plans.</li> </ul>												
Year Three (September 2012 – August 2013)												
Regular meetings of school-based leadership teams		◆	◆	◆	◆	◆	◆	◆	◆	◆		◆
Progress report to the local communities	◆											
Continued work with district and union leadership on the <i>2020 Forecast: Creating the Future of Learning</i> and using student data to guide decision making		◆									◆	
Conduct teacher professional development reinforcing and building on knowledge and skills learned in the previous year and summer institute: <ul style="list-style-type: none"> <li>▪ Student Work</li> <li>▪ Unit Design and Delivery</li> <li>▪ Differentiation</li> <li>▪ Student Performance Assessments</li> <li>▪ Formative and Summative Assessments</li> <li>▪ Best Practice Instructional Models</li> <li>▪ Rubrics</li> <li>▪ Alignment with State and 21<sup>st</sup> Century Standards</li> </ul>	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆		
<b>Using an Online Learning Community</b>												
Revisit Local District-Teacher Association MOU to support implementation of the innovative practices; make adjustments, as needed			◆	◆								
Revisit effectiveness of new operational structures and policies for the innovative schools; adjust, as needed					◆	◆	◆					
Conduct Triage process and accelerated interventions with all grade levels				◆	◆	◆	◆					

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Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Revisit strategic plans and milestones for each site, involving all site-based leaders and teachers in the process, along with community representatives							◆	◆	◆			
Revisit progress and work plans with local community engagement and university partners; adjust, as needed			◆						◆			
Conduct Annual Assessment using the EdWorks Rubrics for Operational Effectiveness and Instruction. Administer student, teacher and leadership surveys								◆	◆			
Conduct Leadership Retreat Four: Leading a High-Performance Organization: <ul style="list-style-type: none"> <li>• Instructional Leadership</li> <li>• Rigorous curriculum and instruction</li> <li>• High payoff instructional practices</li> <li>• Assessment for learning</li> <li>• Gap analysis</li> <li>• Curriculum Alignment</li> <li>• Instructional monitoring</li> <li>• Results-driven, flexible scheduling</li> </ul>									◆			
Conduct Teacher Summer Institute Three: Beyond Rigor and Relevance <ul style="list-style-type: none"> <li>• Comprehensive, Course of Study aligned to State and 21<sup>st</sup> Century College-Ready Standards</li> <li>• Grades 6-8 Curriculum Alignment and Vertical Scope and Sequence Development within and across content areas</li> <li>• Analysis of Content with University Partners</li> <li>• Integration of early college experiences in Core and Elective Courses</li> </ul>										◆		◆
Student Summer Bridge												◆
Collect student, teacher, school data			◆				◆				◆	
<b>Year Three Milestones</b>												
<ul style="list-style-type: none"> <li>• All students enrolled in a college and career-ready curriculum</li> </ul>												

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Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
<ul style="list-style-type: none"> <li>• Increase state exam passage rates over the previous year</li> <li>• Increase on-time grade-level progression over the previous year</li> <li>• Decrease dropout rate over the previous year</li> <li>• Implemented year three of the teacher and leader professional development plans.</li> </ul>												

**NOTE: Student Triage Process**

The goal of the Triage Process is to bring together the many different sources of data on every student so that it can be considered in a single, easy to understand document. The Triage process provides teachers and leaders with the opportunity to reflect on the steps *each student* must take to ensure on-time graduation, ready for college or career without remediation. By applying the Triage process to existing student in the fall and spring of 2010-11, Ruben Daniels can begin to identify students in danger of falling through the cracks and can take immediate action to help those students. The Triage Process should include a baseline assessment of knowledge and skills in the core content areas using a recognized assessment process.

**Instructional Support Resources**

Instructional support resources and materials are important in the transformation model. Use and effectiveness of these resources will be reviewed on an annual basis as part of the school wide data analysis process. Changes in the resources and/or their application will be made, as necessary, to achieve goals. Ruben Daniels Middle School (RDMS) has been designated as a Title I High Priority (HP) school making RDMS eligible for a building level school improvement grant for this reason. RDMS will also be supported with Title I Professional Development Set-funds and Title II A Carryover Funds that will be used to provide staff with intensive professional development addressing the reasons the school was identified for improvement. Professional development is aligned with the School Improvement Plan and other supports provided to the school through the Statewide System of Support for the purpose of improving instructional skills and/or content area depth of knowledge in order to increase student achievement.

**SECTION V: PROJECT SUMMARY**

Sustainability of practices begins with careful planning of the initial implementation of the selected intervention model. The district and each eligible school have already developed an initial plan for the selected model to demonstrate how School Improvement reforms will be implemented. The theory of action is that activities are building the capacity of teachers and leaders through job-embedded instructional coaching in reading, math, and using data to drive instruction, along with leadership training to ensure the vision is sustained and carried through. New temporary positions will allow for systems to be put in place and sustained past the

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implementation period. Additionally, to ensure continuation after the implementation plans are in place, the following actions will be taken:

- The development of shared leadership between the school and the broader community in the implementation of the intervention model during and after the funding period;
- Continued planning to address staffing and funding changes including transitions in leadership;
- Long-term planning processes that will support implementation of reforms with progress monitoring levels of implementation and progress toward outcomes;
- A comprehensive system of formative and summative data collection that is in place to monitor progress and drive decision-making will be developed by the district this year and in use for the 2011-2010 school year;
- The ability to continue offering additional instructional time and extended school year through other grant opportunities including Title I funds or 21st Century Learning Grants or the like once NCLB is reauthorized;
- Institutionalizing research-based instructional practices fidelity of implementation measures;
- Protecting staff time for collaboration and professional development in order to sustain the initiatives through careful scheduling of the school day;
- Professional development for new staff and leadership to continue implementation of the reforms; and
- Job-embedded professional development to ensure high fidelity of implementation of reforms in the classroom.

Saginaw City Schools mission statement is: The School District of the City of Saginaw, in partnership with parents, students, businesses and the community, are committed to and responsible for ensuring:

- The highest level of academic achievement and career planning for all students,
- The highest performing organizational structure at all levels, and
- A safe and effective learning environment for all students.

The transformation model will directly impact all leadership, instructional staff, and students in eligible schools. The school improvement plan is a collaborative effort of the Saginaw Public Schools (SPSD), the Saginaw Education Association (SEA), parents, community and our partners. To be successful, the school improvement plan must align with district initiatives to ensure maximum impact during implementation. The educational goals that the School Improvement Plan strives to ultimately accomplish in the 3 year implementation of the Transformation Model in eligible schools are: meet AYP; meet or exceed the value-added standard for growth, and increase the graduation rate to 90%.

The main strategies to address the four grant requirements are listed as follows:

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(1) Developing and increasing teacher and school leader effectiveness. The district will form a joint planning committee to develop a new administrative/teacher evaluation system that takes into account student growth. The members of the committee will include district management, school leaders, SEA representatives, and teachers. Strong instructional leadership includes developing both administrative and teacher leaders with a clear vision and focus to unify staff, which will occur through focused professional development and a performance based incentive system.

(2) Comprehensive instructional reform strategies: Literacy across the curriculum and integrating technology are the main curriculum foci of the grant. The Transformation Model schools will have instructional lead teachers to provide job-embedded professional development on content areas, pedagogy, and use of data to drive instructional decision-making. Extended instructional programs such as after-school tutoring will be offered.

(3) Increasing learning time for students with extended time in core content area classes, after school tutorials and creating community-oriented schools: Improving school and classroom climate means implementing clear, consistent discipline, using incentives and rewards to encourage good student behavior, and ensuring that parents and community members feel welcome and invited to participate in the education process. Each school has plans to increase parent and community involvement including training using free web-based educational tools that parents can use at home with their children, linking non-academic needs with community resources, and contracting with external agencies to provide counseling and social services support.

(4) Providing operational flexibility and sustained support: The district supports the Transformation Model plans and will work within the Professional Studies Committee (PSC) to promote flexibility to implement all strategies. A district level advocate for the Transformation Model schools will be used to assist with sustaining support, as well as working closely with the State Support Team from the MDE. The School Improvement Plan will give the Transformation Model schools additional support to serve as models for the rest of the district in the areas of professional development, parent engagement and district/association/and external partner collaboration. SPSD and SEA will collaborate with internal and external partners in order to leverage resources that will support and sustain this effort to raise achievement levels for all students and to close achievement gaps.