

Special Note

The purpose of the SIG application is to have a clear and understandable picture of the implementation plan that the LEA intends to put into place and accomplish. In order to do this, an LEA may find it necessary to add more narrative to their plan to clearly articulate the ideas represented in the application. Please feel free to add such narrative.

Transformation Intervention Model Table of Contents

Descriptive Information

Information

Process Used to Analyze Needs

Capacity to use Funds

Description of Activities in Final Requirements

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1. Developing and increasing teacher and leader effectiveness

Grant Requirements	Key Activities	Projected Timeline	Funding	Pg. Number In Grant Application
Requirement #1: <i>Replace the Principal</i>	<ul style="list-style-type: none"> ○ Principal replacement ○ Leadership Coaching added 	Completed June 2010 Completed December 2010	General Fund Title IIa or SIG (SSOS currently)	Pg. 14 14, 22-23
Requirement #2: <i>Use of evaluation systems that take into significant account data on student growth as well as other factors.</i>	<ul style="list-style-type: none"> ○ Evaluation tool that includes student data/growth scores based upon MEAP/MME, EPAS (Explore, PLAN, ACT), & AYP ○ Schoolwide screeners (SRI, STEEP) 	Pending WHEA (Westwood Heights Education Association) vote – 2011-12 School year	N/A	74-94 18
Requirement #3: <i>Evaluation systems are designed with teacher and principal involvement.</i>	<ul style="list-style-type: none"> ○ Evaluation tool design ○ WHEA (Westwood Heights Education Association) Memo of Understanding 	Completed January 2011 Completed January 2011	N/A N/A	95-96 58

Grant Requirements	Key Activities	Projected Timeline	Funding	Pg. Number In Grant Application
<p>Requirement #4:</p> <p><i>Identify and reward school leaders, teachers and other staff who have increased student achievement & remove leaders and staff who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.</i></p>	<ul style="list-style-type: none"> ○ Evaluation tool that includes student data/growth scores based upon MEAP/MME, EPAS (Explore, PLAN, ACT), & AYP ○ Removal of leaders and teachers who have not increased student achievement after support is given ○ Teacher Rewards – Evaluation timeline ○ Flexible work conditions ○ Additional mandated work hours (Summer PD) 	<p>Completed January 2011</p>	<p>N/A</p> <p>N/A</p> <p>Title IIa or SIG</p> <p>Title IIa or SIG</p> <p>Title IIa or SIG</p>	<p>74-94</p> <p>95-96</p> <p>24, 96</p> <p>24</p> <p>26</p>
<p>Requirement #5:</p> <p><i>Provide staff with ongoing, high quality, job embedded professional development. Professional development is aligned and designed to insure that staff can facilitate effective teaching and learning and have the capacity of successfully implementing school reform strategies.</i></p>	<ul style="list-style-type: none"> ○ Training staff on PLC's ○ PLC meetings twice a week after school ○ Continue Early Release PLC's (previously School Improvement Support Committees) ○ Continue technology integration support/PD/training ○ Training staff on RtI (Response to Intervention) ○ Training staff on use of Schoolwide Screeners (STEEP, SRI) ○ Training staff on data analysis of Schoolwide Screeners 	<p>Summer 2011 To begin Fall 2011</p> <p>In process</p> <p>Summer 2011</p> <p>January 2011</p> <p>Summer 2011</p> <p>Summer 2011</p>	<p>Title IIa Title Ia or SIG</p> <p>Title IIa or SIG</p> <p>Title Ia</p> <p>Title Ia</p> <p>Title Ia</p> <p>Title IIa</p>	<p>25-26 24</p> <p>25-26</p> <p>25-26</p> <p>18-20, 25-26</p> <p>25-26</p> <p>18-20, 25-26</p>

Grant Requirements	Key Activities	Projected Timeline	Funding	Pg. Number In Grant Application
	<ul style="list-style-type: none"> ○ Training staff on EBI's (Evidence Based Interventions) for Math & ELA 	In process (with coaches)	SSOS or SIG	25-26
Optional				
<i>Institute system for measuring changes in instructional practices resulting from PD</i>	<ul style="list-style-type: none"> ○ Use of data from Classroom Walkthroughs 	To begin February 2011	Title IIa or SIG	25-26, 45
<p>Requirement #6:</p> <p><i>Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students in a transformational school.</i></p>	<ul style="list-style-type: none"> ○ Leadership Opportunities ○ PD Opportunities ○ Compensatory Teacher Days to be accrued 	<p>To begin Fall 2011</p> <p>To begin Fall 2011</p> <p>To begin Fall 2011</p>	<p>Title IIa or SIG</p> <p>Title IIa or SIG</p> <p>Title IIa or SIG</p>	<p>24</p> <p>24</p> <p>24</p>
Comprehensive Instructional Reform Strategies				

Grant Requirements	Key Activities	Projected Timeline	Funding	Pg. Number In Grant Application
<p>Requirement #1: <i>Use data to identify and implement an instructional research based program that is vertically aligned from one grade to the next, as well as aligned to state standards.</i></p>	<ul style="list-style-type: none"> ○ Child Study process ○ Schoolwide screeners (SRI & STEEP) ○ Math & EBI's (Evidence-Based Interventions) ○ PLAN, EXPLORE, MME, & ACT testing results ○ CWT data ○ Use of Data Coach ○ Math & ELA coach data-driven recommendations ○ PLC's for reviewing data and interventions 	<p>Fall 2011 Fall 2011</p> <p>Currently in process</p> <p>Currently in process</p> <p>February 2011 Currently in process</p> <p>Currently in process</p> <p>Updating process for 2011-12 school year</p>	<p>Title Ia Title Ia</p> <p>Titla Ia</p> <p>General Funds/Title Ia</p> <p>SSOS or SIG SSOS or SIG</p> <p>SSOS or SIG</p> <p>SSOS or SIG or Title Ia</p>	<p>18-20 18-20</p> <p>18-20</p> <p>18-20</p> <p>18-20, 45 15-18, 22, 27, 45 70-73</p> <p>24, 26, 45-46, 105</p>
<p>Requirement #2: <i>Promote the continuous use of individual student data (formative, interim, & summative) to inform and differentiate instruction to meet individual student needs.</i></p>	<ul style="list-style-type: none"> ○ RtI Pyramid of Interventions (progress monitoring for ELA, Math, and behavior) ○ PLAN, EXPLORE, MME, & ACT item analysis 	<p>Fall 2011</p> <p>Currently in process</p>	<p>Title Ia or SIG</p> <p>N/A</p>	<p>14, 17, 19, 23, 43-44, 47, 59-66 25, 46, 91-92</p>
Optional				
<p><i>Improve student transition from middle to high school.</i></p>	<ul style="list-style-type: none"> ○ Develop comprehensive transition program based on small learning community model (Freshmen Transition Program) 	<p>Spring 2011 to prepare Freshmen entering Fall 2011</p>	<p>Title Ia or SIG</p>	<p>21, 26</p>

Grant Requirements	Key Activities	Projected Timeline	Funding	Pg. Number In Grant Application
<i>Increase graduation rates through credit recovery</i>	<ul style="list-style-type: none"> ○ PLATO Credit Recovery system 	Currently implemented	Title Ia	19, 23-24
Increasing Learning Time and Mechanisms for Community-Oriented Schools				
<p>Requirement #1: <i>Establish schedules and strategies that provide increased time for all students to learn core academic content by expanding the school day, week or year. Provide increased instructional time for core subjects during the school day.</i></p>	<ul style="list-style-type: none"> ○ Before and After school Credit Recovery Programs (combination of PLATO and direct instruction) ○ Extended school year models & language ○ Intervention support during the school day via RtI 	Fall 2011	Title Ia or SIG	<p>19, 23-24</p> <p>23-24</p> <p>14, 17, 19, 23, 43-44, 47, 59-66</p>
<p>Requirement #2: <i>Provide on-going mechanisms for family and community engagement.</i></p>	<ul style="list-style-type: none"> ○ Parent Involvement Policy ○ During and after-school parent meetings and training ○ RtI Progress Monitoring (parent communication/involvement) 	<ul style="list-style-type: none"> ○ Currently implemented ○ Currently implemented and being updated 2011 ○ To begin Fall 2011 		15, 19, 21, 25, 27, 41, 43, 106-110
Providing Operational Flexibility and Sustained Support				

Grant Requirements	Key Activities	Projected Timeline	Funding	Pg. Number In Grant Application
<p>Requirement #1: <i>Provide the school operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rates.</i></p>	<ul style="list-style-type: none"> ○ Remove district and/or contractual barriers to implementing PLC's ○ Remove district and/or contractual barriers to restructure school day ○ Staffing flexibility for "best fit teacher" ○ Increased access to funding for professional development for the high school 	<ul style="list-style-type: none"> ○ January 2011 ○ January 2011 ○ January 2011 ○ January 2011 	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>Title IIa</p>	<p>22-24, 58, 74-94</p>
<p>Requirement #2: <i>Ensure that the school receives ongoing, intensive Technical Assistance and related support for LEA, SEA or other designated external partner or organization.</i></p>	<ul style="list-style-type: none"> ○ Leadership Coach (for Principal) through the Genesee Intermediate School District (GISD) ○ Math Coach – Pilot program with MAISA ○ ELA Coach ○ Principals Fellowship through Michigan State University for technical support of building leaders ○ GISD providing support through TeachScape on Classroom Walkthroughs (CWT) 	<ul style="list-style-type: none"> ○ December 2010 ○ January 2011 ○ Currently in process ○ Currently in process ○ Currently in process 	<p>SSOS or SIG</p>	<p>16-17, 19, 21, 23, 26, 28, 46, 72-74, 98-104</p>

LEA Application Part I

SIG GRANT--LEA Application
APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS (SIG)

<p>Legal Name of Applicant:</p> <p>Westwood Heights Schools for Michael Hamady Community High School</p>	<p>Applicant's Mailing Address:</p> <p>3400 N. Jennings Rd. Flint, MI 48504</p> <p>3223 W. Carpenter Rd. Flint, MI 48504</p>
<p>LEA Contact for the School Improvement Grant</p> <p>Name: Margaret Green</p> <p>Position and Office: Principal</p> <p>Contact's Mailing Address: 3223 W. Carpenter Rd</p> <p>Telephone: (810) 591-8633</p> <p>Fax: (810) 591-5140</p> <p>Email address: mgreen@hamadyhawks.net</p>	
<p>LEA School Superintendent/Director (Printed Name): Salli Stevens</p>	<p>Telephone: (810) 591-0870</p>
<p>Signature of the LEA School Superintendent/Director:</p> <p style="text-align: center;"><i>Salli Stevens</i></p> <p>X _____</p>	<p>Date: 11/15/10</p>
<p>LEA School LEA Board President (Printed Name): Brenda Battle-Jordan</p>	<p>Telephone: (810) 591-0870</p>
<p>Signature of the LEA Board President:</p> <p style="text-align: center;"><i>Brenda Battle Jordan</i></p> <p>X _____</p>	<p>Date: 11/16/10</p>

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

GRANT SUMMARY

District Name:
Westwood Heights Schools

District Code:25210
ISD Code:25000

ISD/RESA Name: Genesee ISD

FY 2010
School Improvement Grant – Section 1003(g)
District Proposal Abstract

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

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

LEA APPLICATION REQUIREMENTS

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

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

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

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

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

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

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

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

- o **Describe the process the LEA has used to analyze the needs of each school and how the intervention was selected for each school.**

When Hamady High School was identified as a low-performing school in May 2010, qualifying us for application for the School Improvement Grant, a group of district staff members began a discussion of which model would be most appropriate for our school. The discussion involved the building principal and assistant principal for the 2009-10 school year, the district's Title I Director, and the district's Superintendent. Because we are a small Class C high school (student pop. ~325), have only one high school in our district, and have a small high school staff (<20), the following reform models were deemed either impossible or too drastic in such a short turn-around time: Closure Model and Restart Model. The Turnaround Model was also not feasible since we do not employ enough staff to be able replace 50 percent of our staff. Our district and the high school in particular had begun, during the 2009-10 school year, some reform measures that were included in the Transformation Model so the Transformation Model seemed very appropriate for our situation. We began a discussion immediately about changing the positions of the high school's principal and assistant principal, such that each of them would be better placed in the opposite position due to their strengths in the duties required of each position. In July, the assistant principal was assigned the title and duties of the building principal with the understanding that the high school would be entering into deep transformational reform and the principal was assigned the title and duties of the assistant principal. A very brief plan was submitted to MDE in August 2010 and that plan was not approved.

When we received notification that our plan was not approved, Hamady High School and more members of the Westwood Heights School District, gathered together to create a more fully developed plan that encompasses the many reform projects that the high school started in 2009-10 utilizing the Response to Intervention (RTI) reform model that the Department of Education has espoused for years and that our elementary instituted over the course of several years. Additionally, Hamady High School has completed a

comprehensive needs analysis (CNA) as mandated by the Michigan Department of Education. The CNA provides a longitudinal analysis of multiple data over a three year period.

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

Hamady High School has the capacity to successfully and adequately utilize available school improvement funds. The Transformation model will allow and guide our resourceful committee to plan, implement and evaluate educational reform and therefore improve our school's student performance. Our committee consists of several Hamady High School professional staff members, Westwood Heights School District professional staff members as well as several key specialists from our county's Intermediate School District (Genesee ISD). This level of expertise will provide a great depth of knowledge in all areas of our Transformation plan in a continuous manner.

When Hamady High School's original plan was not approved, our school leaders began to create a larger, more involved committee (SIG Committee) that would investigate each of the models and choose which would best fit our student needs. This committee is/was made up of administrators from the elementary, middle, and high school buildings in the district as well as the superintendent, several high school content instructors (some of which were/are also leaders in our local teachers' union), our ELA Coach, Data Coach, and Leadership Coach. All members of this committee have a personal stake in Hamady High School's student success.

Hamady High School re-assigned a new high school principal for the 2010-11 school year with the expectation that she would help guide the School Improvement Team and the School Improvement Process in order to build sustainable, educationally research-based practices and enhance student learning.

The SIG Committee has systematically analyzed student data and is beginning to explore and commit to true reform. Our proposed plan organizes multiple ways of ensuring the effectiveness of leadership and teachers, utilizing student data efficiently and often and how best to plan on-going job-embedded professional development to support and evaluate our growth and the educational improvement for our students. The Hamady High School Transformation plan encompasses valuable threads of community and parental involvement and detailed long-term commitments to extended learning opportunities.

The Westwood Heights School District is able to support Hamady High School in implementing the

required activities within the Transformation model. The school district currently manages several grants including, but not limited to: Title I (there are three schools in the district that are school-wide Title I sites), Title ID, Title IIA, Title IID, and 31 A at risk funds. Processes are already in place to manage the budgets and supervisions of these large grants through the administrative office.

Currently, Hamady High School receives Title I Part A, Title II Part A, Title II Part D, and 31A at risk funds. These funds are used to improve basic programs, supplement intervention programs for students, provide technology tools that support instruction, and provide professional development for teachers. The additional school improvement funds from this grant will be used to expand much needed interventions for students who are struggling academically or behaviorally. The additional funds will also continue to support our partnership with the Genesee Intermediate School District. The Genesee Intermediate School District and our Data Coach will assist the staff at setting up processes and procedures for collecting data on academics and behavior, diagnose need areas, and prescribe interventions. Teachers will also learn to regularly collaborate with one another in order to refine instructional practices that engage all learners, but particularly those subgroups that are showing the most need. Also, our district is involved in the Genesee First Regional Data Initiative, which will support us in the collection, disaggregation, and analysis of data.

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

This does not apply to Hamady High School as we are a Tier II School.

**Hamady High School
Transformational Reform Model Plan
Academics and Behavior**

The Hamady High School's School Improvement Grant Team (SIG Team), along with input from all of the school's department chairpersons, compiled all of the school's current academic and behavioral interventions and discussed how to implement more targeted interventions, in order to develop this plan.

Our Academic and Behavior model is based on the **Response to Intervention** (RtI) model and contains the following keeps initiatives:

- It is a school-wide, multi-level instructional and behavioral system for preventing school failure
- It includes a screening process (both behaviorally and academically)
- It includes progress monitoring (both behaviorally and academically)
- It includes data-based decision making for instruction and movement within the multi-level system

Academic Pyramid

	Process:	Resource(s):
Tier I	<p><u>Standards-Based Classroom Learning</u></p> <p><i>All students</i> participate in general education learning that includes:</p> <ul style="list-style-type: none"> • Implementation of our state standards through research-based practices • Use of flexible groups for differentiation of product, process, content, and environment • Regular process monitoring via universal screening tools, Classroom Walkthroughs, Formative Assessments, Common Assessments 	<ol style="list-style-type: none"> 1. Michigan Department of Education (MDE) website for HSCE's 2. Scholastic Reading Inventory (SRI) – Literacy 3. STEEP – Math Inventory 4. Robert Marzano's Academic Vocabulary 5. Robert Marzano's Cooperative Learning 6. ELA Coach – GISD/MAISA (Michigan Association of Intermediate School Administrators) 7. Data Coach – GISD/MAISA 8. Math Coach – GISD/MAISA (Pilot program) 9. Classroom Walkthroughs – GISD/Teachscape 10. MATH EBI - ies (International Center for Educational Research) – “Organizing Instruction & Study to Improve Student Learning” Practice Guide 11. Literacy EBI – Cubing and Coding, 6 +1 Traits of Writing 12. Required Academic Elective Course 13. Title I Reading Teacher
Tier II	<p><u>Needs-Based Learning</u></p> <p><i>Targeted students</i> receive instruction that is <i>in addition</i> to General Education and different by:</p> <ul style="list-style-type: none"> • Formalized, systematic processes of new research-based interventions 	<ol style="list-style-type: none"> 1. READ 180 (Literacy) 2. Ramp-Up (Math) 3. After School Programs 4. Summer School 5. Online Interventions – PLATO & EPIC 6. Child Study 7. Title I Reading Teacher

	<ul style="list-style-type: none"> • Frequent progress monitoring 	
Tier III	<p><u>RTI Team Driven Learning</u></p> <p>Targeted students participate in differentiated learning in addition to Tier I Interventions to include:</p> <ul style="list-style-type: none"> • Individualized assessments • Individualized interventions • Referral system for specially designed interventions as needed 	<ol style="list-style-type: none"> 1. Credit Recovery Classes 2. Academic Support Classes 3. System 44 (Literacy) 4. Do the Math (Math) – Instructional based 5. Continue Child Study

Behavior Pyramid

	Process:	Resource(s):
Tier I	<p>School-Wide Interventions</p> <ul style="list-style-type: none"> • Universal School-wide PBS (Positive Behavior Support) • School Discipline Code Handbook • Crisis Intervention Plan 	<ol style="list-style-type: none"> 1. SWIS Data System 2. Positive Behavior Support Incentive Program 3. Referral redesign
Tier II	<p>Targeted Interventions</p> <ul style="list-style-type: none"> • Mentoring • Small Group Counseling • Behavior Contracts • Parent Conferences 	<ol style="list-style-type: none"> 1. Character Education 2. Child Study 3. Social Worker targeted groups

Tier III	Intensive Interventions <ul style="list-style-type: none"> • Child Study Team • Coordination of Outside Agency or Community Service 	<ol style="list-style-type: none"> 1. Functional Behavior Assessment 2. Individualized Behavior Goals & Progress Monitoring 3. Juvenile Court Counseling

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

- **Design and implement interventions consistent with the final requirements**

In order to meet the needs of students who are failing or showing difficulties in the core areas, and/or exhibiting behavior that requires frequent discipline referrals, our leadership team will be trained to review and analyze data on a frequent basis. The constant work with data will enable us to identify those students in need of interventions. The staff will work closely with our instructional coaches on implementing research based interventions. The school's data team will compile academic and behavior data reports frequently, so that the leadership team can monitor progress of the students receiving intervention support and to prescribe intervention support for those students who begin to show signs of concerns.

The following academic and behavioral interventions will be offered:

1. Online recovery classes will be offered before/after school to students. This type of class allows students to recover credit while taking classes on the computer using the EPIC Learning System or PLATO. Students will have a certified teacher to assist them while they work at their own pace.
2. After school tutoring will also be made available for all students. Instructional support assistants and teachers will be available after school to meet with students to assist with homework , test review, and concept/content clarification. Tutors will be highly qualified in each of the four core content areas.

3. Our school social worker will be given additional time to meet with students and parents to facilitate sessions on identifying challenges and working on solutions for those challenges. A scheduled time and program will be set for students in need of a Tier II intervention.
4. Our behavior intervention coordinator will be available to meet with students exhibiting behavior that interferes with their learning. Students may request to see the behavior intervention coordinator or the school leadership team or child study team may refer them.
5. Computer labs will be open two nights per week to allow students access to labs in order to complete homework or work on academic software such as Study Island.
6. A Freshmen Transition Program will be offered three weeks prior to the start of school. Students who are considered to be at risk at the end of eighth grade will be targeted to attend the first two weeks of the transition program. Students will be considered at risk if the student had poor attendance, a high number of discipline referrals and/or failing grades. The program will offer remedial academics in math and reading as well as conflict resolution sessions conducted by our social worker. The last week of the transition camp will be open to all incoming freshmen and focus on team building activities. A college visit would also be planned.
7. The most at-risk freshmen will be assigned to our Freshmen Academic Advocate Team. The advocate team members will meet regularly with these targeted students and often facilitate meetings between parents, teachers, and other individuals able to offer support to students.
8. All teachers will utilize classes on Blackboard for students. Teachers would post all assignments on Blackboard. This would provide opportunities for students who need to "catch up" on missed class information due to absences or illness.
9. School-wide screeners will be implemented to identify students who are at-risk in both literacy and mathematics (SRI & STEEP). This will be done as a team approach directed by Title I teacher.
10. Students identified at-risk by school-wide screeners will be placed in Tier II or III researched intervention programs (see appendix). This will be overseen/managed by the Title I teacher.
11. A Positive Behavior Support (PBS) incentive program has been implemented school-wide (see appendix).
12. Behavioral data will be analyzed to identify at-risk students in order to be placed in researched based Tier II & III programs. Data will be collected using SWIS Data Systems.

- **Select external providers from the state’s list of preferred providers:**

Information was requested from all external providers listed on the preferred providers' list. The information was studied and compared to the needs that were identified in our school improvement plan. It was determined that the Genesee Intermediate School District would be a good fit and be able to meet our needs. The GISD, through a grant from MAISA (Michigan Association of Intermediate School Administrators) will provide the following:

- Process Mentor: Coordinate school improvement plans and all other services
- Leadership/Instructional/Data Coaches
- Assistance with Formative Assessments
- Assistance with implementation of the Common Core Standards
- Assistance with researching Best Practices and Interventions

- **Align other resources with the interventions:**

The district will continue to allocate appropriate funds that will be used to supplement ongoing initiatives. The social worker and the behavior intervention coordinator will continue to be supported through 31A and Title IA funds. Title IIA and Title IID will continue to be used to provide appropriate and necessary professional development that is linked to the identified interventions. New curriculum materials recommended through a review process will be supported by general fund. We will also be utilizing administrators and master teachers in addition to the newly placed high school principal for quality teacher evaluation to support professional improvement. In addition, we will commit to reorganizing our professional development in a manner that is ongoing and embedded including content area coaches.

- **Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (Attachment VI is a rubric for possible policy and practice changes):**

Extended Day Models/Flexibility in Staffing

It is understood that all of the contract language that follows is only for teaching staff in buildings under corrective action. This language is specific to the state’s requirements for the

corrective model selected by the school district.

Extended Day

Two models have been developed with the intent of utilizing the model that best fits student achievement as we implement the RTI process.

1. Core Academic Time Increase

Student learning time will increase from six (6) 57 minute periods to six (6) 1 hour and 6 minute periods. The extended learning time was reached by adding 25 minutes to the actual student day and restructuring the former day to exclude a 20 minute Homeroom/Seminar class to create more learning time spent in core academic classes. This will extend our student learning time by 72.5 hours.

2. RTI Model Time Increase

Student learning time will increase from six (6) 57 minute periods to seven (7) 57 minute periods. This model allocates a seventh hour that would be a second dose of instruction for identified students in core academic subjects and an enrichment class for all other students. The extended learning time was reached by adding 25 minutes to the actual student day and restructuring the former day to exclude a 20 minute Homeroom/Seminar class to create more learning time spent in core academic classes. This will extend our student learning time by 72.5 hours.

Hamady High School Schedule		
Year	Start Time	Ending Time
2010-2011	7:30	2:30
2011-2012	7:15	2:40

Summer School- A six (6) week summer school session will be implemented focused on credit recovery through a combination of Plato and direct instruction.

Before and After-School Program

This will add an additional 120 hours of student learning time. Our before and after-school PLATO Credit Recovery program will add 200 hours in student learning (2 hrs/day for 100 days/year).

Professional Learning Communities (PLC's) will occur 2 days per weeks for 60 minutes. The PLC's will be rotated throughout so that teachers will be allowed to collaborate, plan and participate in professional development as well as participating in multiple PLC's. Currently, we utilize various support committees that will be transformed into PLC's. The new PLC's created will allow for more time, organization, accountability and collaboration. Based on 34 weeks, this will add an additional 68 hours.

Flexibility in Staffing

Staffing will look at multiple teachers highly qualified for core academic subjects and decide the "best fit" in terms of past success, extra professional development/certification and experience not solely on seniority.

Teacher Incentive

Teachers with an overall satisfactory evaluation of higher than 3 will receive additional compensation time (1 half day per satisfactory evaluation). They will receive opportunities for career growth via the GISD, leadership roles within the learning community and additional classroom supplies.

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

The district and school have active leadership teams that will be learning, through the GISD and professional development initiatives, about research based processes on how to collect and analyze data and then prescribe research based interventions accordingly. The staff has shown a commitment to the Transformation model. We will be diligent at putting processes in place that allow us to identify our needs, identify action steps which include professional development, and implement our plan and evaluate its effectiveness.

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

TIMELINE

July 2010

- Assign new high school principal

September – November 2010

- Choose approved providers (screen, research, interview)
- Plan for on-going progress monitoring, data collection and review of data
- Implemented school-wide Positive Behavior Support incentive program (staff had been trained previously)
- Implement EBI's (evidence based interventions) from 2010-11's Math & ELA Coaches
- Administer EXPLORE & PLAN tests

October 2010

- Establish School Improvement Grant Team
- Provide team with information on Transformation model
- Create a plan to communicate with stakeholders throughout the implementation of the Transformation.
- Announce changes publicly throughout transformation process in order to build support for the initiative.

November 2010 -June 2011

- Communicate stage in transformation process to staff and continue to build support for transformation
- Initiate work with providers (professional development, setting up processes for reviewing student achievement, attendance, and behavior data and prescribing interventions)
- Plan, communicate and implement extended learning time opportunities for students.

November 2010 - January 2010

- Establish a system of procedures and protocols for:
Evaluating staff:
 - a. Include evaluation of student outcomes in teacher evaluation
 - b. Link the evaluation process with the district's collective and individualized professional development programs
 - c. Create an assessment of the evaluation process

- Rewarding staff:
 - a. Create a system for making rewards transparent and fair
 - b. Work with teachers and teachers' union at each stage of development and implementation
- Removing staff:
 - a. Set clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation

January 2011 – June 2011

- Purchase Scholastic READ 180/SYSTEM 44 materials, licenses, and technology support
- Purchase school-wide screeners (SRI & STEEP)
- Identify students requiring READ 180/SYSTEM 44 intervention and revise schedules accordingly
- Purchase Ramp-Up and Do The Math materials, licenses, and technology support
- Complete labor association negotiations for extending learning time and teacher evaluation changes beginning with 2011-12 school year
- Teacher training for school-wide screeners
- Implement the school-wide screeners to identify at-risk students for programs and scheduling
- Redesign our behavioral referral document
- Purchase SWIS Data System
- Technology training
- Participate in Principals Fellowship
- Hire Title I teacher to manage RtI initiative (screeners, training, programming)

Summer 2011

- Implement 6-week Summer School Program
- Teacher training for Do The Math intervention
- Schedule students for the 2011-12 school year based on identified at-risk students for required academic electives
- Summer Freshmen Academy for targeted students behaviorally and academically
- Brief staff during August professional development meetings about teacher performance, evaluation, support and removal process
- Develop progress monitoring guidelines and schedules
- Brief students on transformation school improvement plan and interventions during student orientations
- PLC Training
- TestWiz Training
- Continue technology training

September 2011-June 2012

- Implement extended day and school year
- Implement the school-wide screeners to identify new enrollees for at risk programs and scheduling
- Continue school-wide initiatives based on data analysis
- Evaluate teacher performance and reassign for coming school year as needed
- Schedule regular child study meetings
- Continue to plan for sustainment of initiatives beyond the expiration of the SIG grant

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

Math Goal:

The percentage of students who are proficient in mathematics will increase by at least 10% as measured on the MME.

Reading/ELA Goal:

The percentage of students who are proficient in reading/ELA will increase by at least 10% as measured on the MME.

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

(No response needed at this time.)

7. *Describe the goals established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.*

(No response needed at this time.)

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

- **Describe how this process was conducted within the LEA:**

District and School leadership committees were established in order to assist with the successful

implementation of the transformation model. This committee is/was made up of administrators from the elementary, middle, and high school buildings in the district as well as the superintendent, several high school content instructors (some of which were/are also leaders in our local teachers' union), our ELA Coach, Math Coach (Pilot Program), Data Coach, and Leadership Coach. At the onset of the process information was shared with the leadership committees on the process of the grant submission as well as required activities and vendor choices. This information was shared during meetings and email communications. Leadership committee meetings will continue to take place to inform and assess our progress throughout the implementation. We will also continue to communicate changes in programming and practices to all stakeholders via newsletters, school paper publications, web page announcements, Synrevoice phone calls, and message board announcements.

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

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

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

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

ASSURANCES AND CERTIFICATIONS

STATE PROGRAMS

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

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

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

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

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

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

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

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

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

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

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

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

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

PARTICIPATION OF NONPUBLIC SCHOOLS

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

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

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

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

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

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity,

or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

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

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

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

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

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

AUDIT REQUIREMENTS

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

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

IN ADDITION:

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

SPECIFIC PROGRAM ASSURANCES

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

1. Grant award is approved and is not assignable to a third party without specific approval.
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Innovation and Improvement unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds.
7. If the recipient implements a restart model in a Tier I or Tier II school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
8. The recipient must report to the SEA the school-level data required under section III of the final requirements.

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

Date

Salli Stevens

11/15/10

SIGNATURE OF LEA BOARD PRESIDENT

Brown J. Pappas

Date 11/16/10

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

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

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

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

- Extending the period of availability of school improvement funds.

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

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

Baseline Data Requirements

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

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)?	Transformational Model
Number of minutes in the school year?	67,242 min
Student Data	
Dropout rate	14%
Student attendance rate	97.2%
For high schools: Number and percentage of students completing advanced coursework for each category below	
➤ Advanced Placement	10/3%
➤ International Baccalaureate	0/0%
➤ Early college/college credit	2/<1%
➤ Dual enrollment	0/0%
➤ Number and percentage enrolled in college from most recent graduating class	40/62%
Student Connection/School Climate	
➤ Number of disciplinary incidents	1306
➤ Number of students involved in disciplinary incidents	218/69%
➤ Number of truant students	51
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	Highly Effective = 35; Ineffective-1
Teacher Attendance Rate	74%

LEA Application Part II

ATTACHMENT III

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

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

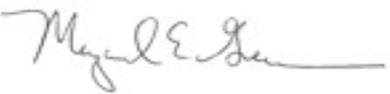
School Name and code Hamady High School 06235	District Name and Code Westwood Heights School 25210
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Model for change to be implemented: Transformation Model
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School Mailing Address: 3223 W. Carpenter Rd. Flint, MI 48504	
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Contact for the School Improvement Grant: Name: Margaret Green Position: Principal Contact's Mailing Address: 3223 W. Carpenter Rd, Flint, MI 48504 Telephone: (810) 591-8633 Fax: (810) 591-5140 Email address: mgreen@hamadyhawks.net
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Principal (Printed Name): Margaret Green	Telephone: (810) 591-8633
---	------------------------------

Signature of Principal: 	Date: 11/16/10
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The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.
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SECTION I: NEED

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

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

The data shows that our special education and African American subgroups are performing much lower than the rest of the student populations in reading, ELA, and math. Male students have performed significantly lower in ELA in past years compared to female students. It appears that all students are performing well below expectations in the area of math.

With regards to non-academic data, past trends have indicated that there are significantly higher retention rates for ninth grade students. Furthermore, initial projections for the 2010-2011 school year would support this trend as well.

Data pertaining to discipline indicated a higher rate of behavioral incidences involving freshmen students. Specifically, ninth grade suspension rates (in school and out of school) are greater than that of other grades.

Possible areas to target for support are special education and African American students as well as additional support for all students in math. This data, along with our school's comprehensive needs assessment, has been analyzed to design our tiered intervention system.

In Reading, performance of the largest subgroups, Black and Economically Disadvantaged declined most between 2007/2008 and 2008/2009. Black students show a persistent decline of all subgroups, whereas all other subgroups show a slight increase in proficiency in 2009/2010. Numbers of Black students and white students are steadily declining. However, number of students in programs of participation (SWD and EDD) are increasing in 2009/2010.

In Mathematics, performance of all subgroups declined, with the exception of SWD, the only subgroup to show an increase in performance at .01%.

Sub Group Academic Data Analysis

Grade: 11

Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Writing			Total ELA		
	'08	'09	'10	'08	'09	'10	'08	'09	'10
	%	%	%	%	%	%	%	%	%
Economically Disadvantaged	43	18	25	6	3	2	13	12	NA
Race/Ethnicity									
American Indian	NA	NA	<10	NA	NA	<10	NA	NA	<10
Asian American	NA								
Black, Not of Hispanic Org.	38	30	29	4	10	9	12	21	NA
Hawaiian/Pac. Islander	NA								
Caucasian	<10	<10	<10	<10	<10	<10	<10	<10	<10
Hispanic	<10	<10	NA	<10	<10	NA	<10	<10	NA
Students with Disabilities	<10	<10	<10	<10	<10	<10	<10	<10	<10
Limited English Proficient (LEP)	NA								
Homeless	NA								
Neglected & Delinquent	NA								
Migrant	NA								
Gender									
Male	35	21	23	3	3	6	11	18	NA
Female	40	38	38	7	13	12	14	23	NA
Aggregate Scores	38	30	29	5	8	9	13	21	NA
State	62	60		41	43		52	52	NA

Sub Group Non-Academic Analysis

Year: 2009-10

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES	221	75	146				0		
Race/Ethnicity							0		
African American	291	81	210	650 days	103 days	31	0		
Hispanic, not white	5	1	4	5 days	0	0	0		
White	13	5	8	83	7	8	0		
Asian	2	0	2	0	0	0	0		
Biracial	5	1	4	0	0	0	0		
Disabilities	17	10	7	135	19	0	0		
LEP	0	0	0	0	0	0	0	0	0
Homeless	0	0	0	0	0	0	0	0	0
Migrant	0	0	0	0	0	0	0	0	0
Gender									
Male	149	75	104			26	0		
Female	167	23	144			13	0		
Totals	316	98	218			39	0		

Year: 2009-10

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES	221	15	2	206	75	80
Race/Ethnicity						
African American	291	10	1	280	68	71
Hispanic, not white	5	1	0	4	0	0
White	13	4	1	8	7	9
Asian	2	0	0	2	0	0
Biracial	5	0	0	0	0	0
Disabilities	17		1	16	2	4
LEP	0	0	0	0	0	0
Homeless	0	0	0	0	0	0
Migrant	0	0	0	0	0	0
Gender						
Male	149	9	2	138	47	42
Female	167	6	0	161	30	41
Totals	316				77	83

Enrollment and Graduation Data – All Students

Year: 2009-10

Grade	# of Students	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
9	89	0	0	8	0	81
10	76	0	0	3	0	79
11	72	0	0	4	0	76
12	65	0	0	0	2	68

Number of Students enrolled in Extended Learning Opportunities

Year: 2009-10

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	94
9	0	0	0	125	120
10	0	0	0	10	88
11	4	0	0	5	79
12	2	0	0	5	68

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

School Resource Profile

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

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

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

SECTION II: COMMITMENT

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

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

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

All of the school staff supports the submission of our school improvement application. Similarly, the entire staff supports the proposed efforts to effect change in the school. Hamady High School has active leadership teams that regularly meet to plan professional development sessions and to facilitate conversations that will impact student success. During the 2009-2010 school year and thus far in the 2010-11 school year the staff stated that they felt empowered and as though the decisions to implement the following school improvement strategies were reasonable. Through climate surveys taken during the 2009-10 school year and presently during the 2010-11 school year, staff has strongly expressed support for systemic climate change through the Response to Intervention model. (see letter in Appendix)

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

During the school year 2009-10, Hamady High School went through a comprehensive school improvement process that included the creation of a Schoolwide Title I plan. Hamady High School assembled a team of teachers, support staff, and parents to develop and implement their plans. The school improvement process began with the completion of a comprehensive needs assessment consisting of four types of data: Student achievement data; Perception data (Including parent, teacher, community and student surveys); Process data (Including the forty indicators of Ed yes); and Demographic data (Including all required subgroups). The Westwood Heights Board of Education and Administration worked together with the teachers' union to implement an early release for the 2009-2010 and 2010-11 year in order to give the teachers more time to collaborate with one another around our improvement efforts. We will continue to work on a calendar with early releases for the 2011-2012 school year. Again, our school has an active leadership team that has shown a commitment to improvement. Further, the district has an active leadership team that will support our

efforts. Through the assistance of the GISD, we can identify our greatest need, select research-based strategies, and frequently review and evaluate our progress.

The district also has entered into conversation with the teachers' union regarding an evaluation tool that will include student performance as an indicator that will show proficiency for teachers. The foundation of this model is the *Framework for Professional Teaching Practice* based on the extensive works by Charlotte Danielson. The new model incorporates lesson observation and feedback, peer observation, and self-directed professional growth activities within the framework for professional practice. Extensive pre-observation conferencing and post-observation reflection are foundational elements within the overall framework. A similar evaluation approach has been established for school principals.

Administrators are also investigating the use of Marzano’s walkthrough software, iobservation. Conducting walkthroughs may also be used to show the implementation of identified instructional strategies, including Marzano’s Essential Nine Strategies. These talks will expand to include conversations regarding incentives for staff members who consistently impact student achievement.

The district is working on implementing measures that will allow for an expansion of flexible scheduling for both teachers and students. Further expansion will allow students to take core classes after the regularly scheduled day.

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

Group/Grade	Reading			Writing		
	2008	2009	2010	2008	2009	2010
11 th Grade/Juniors	37%	30%	31%	5%	8%	9%

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

The district will utilize school improvement funds to employ highly qualified teachers and instructional support assistants to offer tiered intervention supports to students. The leadership team will develop an intervention system including our human and technology resources. Students will be identified for support through regular data meetings conducted in professional learning communities. At that time, interventions will be prescribed based on the specific need of the students. Ongoing progress monitoring of students in both math and reading will allow teachers to make informed

decisions about the evidence-based interventions. The District's RtI initiative has been strong in the elementary building for the past two years. This year, the district will expand our RtI efforts to include the middle and high school (See appendix for high school RtI plan). Many of the interventions that are proposed in this application are Tier II interventions.

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

The school already has time built in to the existing schedule for teachers to work collaboratively. That time consists of: mandatory monthly department meetings, mandatory once a month staff meetings which are used for professional development, and mandatory once-twice a month professional development sessions (early release). These early release days will continue to give the teachers time to work in small learning communities to focus on formative assessments and instructional practice. Release time during the day with the use of substitute teachers can also be provided for extensive learning opportunities for teacher teams.

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

A School Improvement Core Committee has been developed and will meet regularly to review the implementation of the activities set forth by the transformation process. This committee will also be used to generate ideas on how to communicate with the larger parent/community populations. Parents and community members also are involved in our school improvement planning process. We strive to involve parents in the many facets of our school.

The district has an extensive background at utilizing experts in many different capacities in order gain insight on resources for parents and students, instructional expertise and/or student behavior expertise. Some of the agencies and consultants the Westwood Heights School District has consulted with are: Genesee County Mental Health, Food Bank of Eastern Michigan, and Genesee County Prosecutor's Office. In addition, our district's parent coordinator works with several area agencies to provide services for our families. We also have a large SKIP to a Great Start program that services hundreds of local families by offering free food baskets, clothes, school supplies, and vision, hearing, and dental screenings. These connections would be built upon at the high school through our Parent Advisory Committee.

SECTION III: PROPOSED ACTIVITIES

1. Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.
 - i. Hamady High School embraces the Response to Intervention (RtI) Model both academically and behaviorally. The three-tiered system approach plans for systemic school-wide improvement with checks and balances in place for struggling students in the form of tier II and tier III interventions as prescribed for identified at-risk students.
 - ii. See appendix for visual chart and narrative forms of these plans.
2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.
 - i. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.
 - a) Our overarching emphasis with this plan is to teach our high school students how to read and to read fluently; and to teach our students math computation skills and problem solving skills in order to be successful. Our staff understands that a paradigm shift from 'reading to learn' to 'learning to read' needs to take place. Because of that, teachers understand that they need to become 'reading teachers.' Professional development designed around our reading intervention programs will help facilitate this. Reading across content areas will be made easier when all teachers have a basic understanding of the development of reading instruction. Professional development will be specifically targeted in the areas of reading and mathematics to help support our intervention efforts. This process of change will require a Title I Reading teacher with previous experience with the RtI Model. This Title I Reading teacher will be hired to train, lead and help monitor our RtI initiatives.
 - b) Progress monitoring is built in for math, reading, and behavior. This data will be analyzed by the Data Team every four to six weeks to determine if the researched based intervention is working for each identified student. Decisions will be made for further implementation of the ongoing intervention or

implementation of a new research-based intervention. This is a cycle that will continue every four to six weeks for identified students.

- c) The data team will collect all of the data on school-wide initiatives and will present to staff during our regularly scheduled professional development time (Early Release days) and during the PLC time after school. The staff will analyze the data and determine if the school-wide initiative is successful. Decisions will be made as to whether initiatives will continue, be revised, or be terminated. The staff will decide when initiatives will begin, how long they will last, and when to reassess.
 - d) With the assistance of the Genesee ISD, our Data Coach, and our Process Mentor, our leadership team will review the CNA to determine an appropriate intervention system. Our involvement in the Regional Data Initiative to learn the how to effectively utilize Fulcrum and Data 4 Student Success will support all of our improvement efforts.
- ii. Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.
- a) SWIS, SRI, STEEP will be used to collect academic and behavioral data to be used by the data team for identification and flexible scheduling.
 - b) Data will be readily available to administrators and teachers to assess student ability and ongoing progress toward closing the achievement gap (TestWiz, Fulcrum, Genesee FIRST)
 - c) Data and data analysis will be shared regularly with staff at early release professional development days; it will be shared regularly with the Board of Education and the community at periodic Board meetings; it will be shared at monthly parent meetings.
- iii. Describe how the school plans to adjust instruction based on progress monitoring and data results collected.
- a) Progress monitoring is built in for math, reading, and behavior and Classroom walkthrough data will be collected for instituting instructional changes. This data will be analyzed by the Data Team every four to six

- weeks to determine if the researched based intervention is working for each identified student. Decisions will be made for further implementation of the ongoing intervention or implementation of a new research-based intervention. This is a cycle that will continue every four to six weeks for identified students.
- b) The data team will collect all of the data on school-wide initiatives and will present to staff during our regularly scheduled professional development time (Early Release days). The staff will analyze the data and determine if the school-wide initiative is successful. Decisions will be made as to whether initiatives will continue, be revised, or be terminated. The staff will decide when initiatives will begin, how long they will last, and when to reassess.
- iv. Describe and name any local or national assessments used to measure student progress at each grade level.
 - a) 8th & 9th grade – EXPLORE Test will be given
 - b) 9th grade – MEAP (Social Studies test will be given)
 - c) 10th grade – PLAN Test will be given
 - d) 11th grade – MME Test will be given
 - v. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsd.org/standards/index.cfm>) that focuses on context standards, process standards and content standards.
 - vi. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.
 - a) Hamady High School has created a detailed Professional Development Plan utilizing PLC's that targets areas of school improvement identified as a result of analyzing our Comprehensive Needs Assessment. These Professional Development Plans are included in our school's improvement plan as well as in our School-wide Title I plans. Hamady High School's professional development plan is based on evidence-based, researched practices that support the district goals. The goals require each and every staff member to be engaged in implementation. This engagement has assisted the leadership teams at our school in identifying small leadership support teams. These teams are organized so that they align with our

goals. The professional development is delivered either in the district or inside state of the art classrooms. Funding is allocated for substitute teachers, compensation time, or salary for all staff who are involved in professional development activities. As the staff development plan is implemented and evolving, data is utilized to measure effectiveness. The data assists in monitoring progress, determining changes, and sustaining quality growth. A variety of data including qualitative, quantitative, and perception data is utilized during the year to evaluate professional development progress. The ultimate purpose of the district's professional development plan is to thoroughly prepare educators to apply new learning to practice.

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

School Personnel	Title	Time
Salli Stevens	Superintendent	20%
Dianne Coplin	Title I Director	20%
Margaret Green	Hamady High School Principal	70%
Gloria Luster	Hamady High School Assistant Principal	10%
Rhoda Read	Business Services	10%

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

School improvement technical assistance will be provided by the district's Superintendent, the Business Services Department, and support staff from the Genesee Intermediate School District. The Superintendent will provide assistance with maintaining a focus to the district and school goals as well as assistance with staffing considerations, schedule adjustments, and negotiations with the teachers' union. The Superintendent and Principal will offer assistance in the area of professional development planning and monitoring. They will coordinate our professional learning with other buildings and work to make sure our middle school teachers are receiving training that is consistent with that of the high school. This will help to prepare our incoming freshmen for the

high school. They will also monitor the implementation of the District's RTI initiative which impacts the high school greatly. The Business Services Department and Title I Director will offer assistance with maintaining the budget and MEGS support. Dr. Joann Pastor will provide Process Mentor assistance as well.

Section IV: Fiscal Information

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

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

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

USES OF FUNDS

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

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

Intensive monitoring of grant implementation and evaluation will be required.

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

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

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

LEA Application Part III

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

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

Polices/ Practices	In Place	Under Consideration	Not Needed
<ul style="list-style-type: none"> • Leadership councils Composition • Principal Authority/responsibility • Duties – teacher • Duties - principal • Tenure • Flexibility regarding professional development activities 	<ul style="list-style-type: none"> X X X X X X 		
<ul style="list-style-type: none"> • Flexibility regarding our school schedule (day and year) • Waivers from district policies to try new approaches • Flexibility regarding staffing decisions • Flexibility on school funding 		<ul style="list-style-type: none"> X X X X 	
Job-Embedded Professional Development			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content			
• Schedule		X	
• Length		X	
• Financing		X	
• Instructors		X	
• Evaluation		X	

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

APPENDIX

LETTERS OF COMMITMENT

To Whom It May Concern:

Please accept this communication as a letter of assurance that the Westwood Heights School District's Administration has committed to the state reform Transformational Model that our School Improvement Grant Team has written. We are committed to the successful execution of the measures outlined in the School Improvement Plan grant application.

As Superintendent, I am acknowledging my role of monitoring the implementation of the plan. I understand the importance of fidelity in the implementation of monitoring this plan and recognize that it is a vital component of the school improvement plan's ultimate success in making our high school the high-achieving school we know it can be.

Thank you for your consideration.

Sincerely,



Salli Stevens
Superintendent of Schools
Westwood Heights Schools

Salli Stevens, Superintendent

Brenda Battle-Jordan, President
James D. Mitchell, Vice President
John Ribner, Treasurer
Ted Langdon, Secretary
Reynold Swilley, Trustee
Tamasha Harold, Trustee
Lester Fykes, Trustee

September 1, 2010

To Whom It May Concern:

I'm happy to be working with Westwood Heights as an ELA Instructional Coach. My degrees are in English and Media from Central Michigan University and University of Michigan, Ann Arbor. Previously I have spent 32 years with Carman-Ainsworth Community Schools teaching secondary English including reading, English, AP English and GenNet courses.

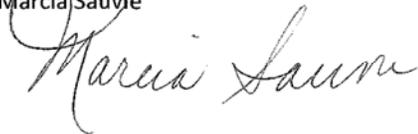
I have also taught English and Communication at Mott Community College and Detroit College of Business. I gained additional experience my years spent as an adjunct with Eastern Michigan University and University of Michigan as a Children's Literature Instructor. I have also taught for Performance Learning Systems for 17 years where (on weekends and during the summer) I still teach a variety of 500-level Education Graduate classes to teachers. I have taught over 6500 teachers during that period; classes include concepts such as differentiated education, technology, motivational techniques, multiple intelligences, activity-based classrooms, project-based learning, learning styles, collaborative learning, and standards-based curriculum.

After leaving Carman-Ainsworth, I trained as an ABCS coach, sponsored by Michigan State University and became a principal/instructional coach in Flint. Then I agreed to train further with MAISA (Michigan Association of Secondary Administrators) as an ELA Instructional Coach. I spent five years in the Beecher School District and now I am at Hamady High School.

I've been department chair at Carman and Detroit College of Business, Southeast Michigan Teacher of the Year, received the Crystal Apple Award from M.S.U. for Excellence in Education, Media Program Winner of the Year from MAME (Michigan Association of Media in Education), and have published articles in Michigan Reading Association and National Council of Teachers of English publications. I have presented at numerous State and National English and Technology conferences and worked on many curriculum alignment committees and NCA teams.

It is a pleasure to be at Westwood Heights where I hope to add my skills to the administration and staff here to continue improving education for our students

Marcia Sauvie

A handwritten signature in cursive script that reads "Marcia Sauvie". The signature is written in dark ink and is positioned below the typed name.



WESTWOOD HEIGHTS SCHOOLS

Flint, Michigan 48903

To Whom It May Concern:

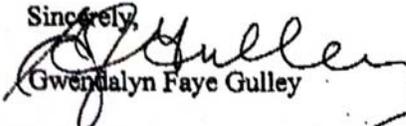
I am currently a teacher at Hamady High School, Department Chair of English Language Arts, Process Mentoring Team member, and an active member of the Westwood Heights Education Association. As a veteran teacher, I am very aware of the difficulties and challenges that Hamady High School is facing during this upcoming school year as well as future school years. There will be challenges for all shareholders of the school, including administrators, parents, community members, support staff, and, perhaps most importantly, the teachers and students.

Since learning of our school's status, the staff has met several times to discuss the situation and be proactive in contemplating, brainstorming, and implementing strategies that may lead to positive change. We have met as a whole, in school improvement groups, and as departments. All of these meetings have encouraged input from all areas, with all staff working together. The ideas and programs were suggested from staff and decided upon by staff, not by a few select people. This encourages and fosters a definite sense of ownership in the process.

As a member who is involved in the school as a teacher and school improvement leader with a teacher's union perspective, I feel that the staff has some extremely important attributes, which will be beneficial. First of all, people who work at Hamady High School are very passionate about their jobs. Many believe that professions such as teaching are a calling, not just a paycheck. Secondly, the staff is genuinely concerned about the students and their achievement. The teachers, administrators, and support staff do not like or accept failure from our students. They are capable of so much more. Finally, I believe that the staff is very open and willing to put in extra effort and try new things to encourage the students to perform at a more acceptable level. All of these things are necessary to effect the change that is needed at Hamady High School.

The grant for which the school is applying is necessary to implement new programs and best teaching practices at Hamady High School. I believe that I am speaking for all staff when I say that we feel the need and the desire to help our students; however, we will need resources to bring about the change that we all want to see at Hamady High School.

Sincerely,


Gwendalyn Faye Gulley

HAMADY MIDDLE / HIGH SCHOOL

Gloria Luster, Principal

Margaret Green, Assistant Principal

6-3223 W. Carpenter Road

(810) 591-0890

FAX (810) 591-5140

The evaluation tool that is listed in Attachment VII was disseminated to all staff, and was discussed at a staff meeting on Wednesday, January 12, 2011. Attached you will find a list of teachers who participated in a discussion concerning the teacher evaluation document. Opportunities were provided for staff to offer input in the design process of the evaluation system.

MEMO OF UNDERSTANDING
BETWEEN
WESTWOOD HEIGHT'S BOARD OF EDUCATION
AND
WESTWOOD HEIGHT'S EDUCATION ASSOCIATION

It is understood by the parties that the following modifications are agreed to for Hamady High School because of their current status of being a "priority school" and therefore working on the "transformational plan" to be submitted to the state department of education and the federal government. The parties recognize that this is in the best interest of the board and the teachers while this plan is in effect, while Hamady High School is in the "bottom 5%" designation. This agreement shall be non-precedent setting.

The parties also understand that while the school is subject to MCLA 380.1280C8 it will be implementing the Transformational Model and will meet all of the regulations there in.

- (a) That any contractual or other seniority system that would otherwise be applicable shall not apply at Hamady High School for the sole purpose of teacher assignment. This subdivision does not allow unilateral changes in pay scale or benefits.
- (b) That any contractual language regarding student time, student calendar days and teacher workload/teaching periods that are impediments to implementing the redesign plan shall not apply at Hamady High School. Examples would be: extended learning time in core subjects, minutes to the student's day, teacher work load/teaching periods, or days in the school year (summer school). This subdivision does not allow unilateral changes in pay scale or benefits.
- (c) That any contractual teacher evaluation and time line shall not apply for Hamady High School teachers in lieu of the teacher evaluation and time line listed in attachment _____. The Westwood Height's Education Association agrees to the teacher's evaluation document with the understanding that more specific language concerning the timeline for professional development be created for any teacher evaluated as unsatisfactory.
- (d) It is understood by the parties that Hamady High School teachers that receive a satisfactory evaluation (average of 3 or higher) will be given an incentive reward of .5 compensation day.

Brenda Battle Jordan
Board President

1-18-2011
Date

Dalli Stevens
Superintendent

1-18-2011
Date

Susan M. Wray
WHEA Co-Presidents

1-18-2011
Date

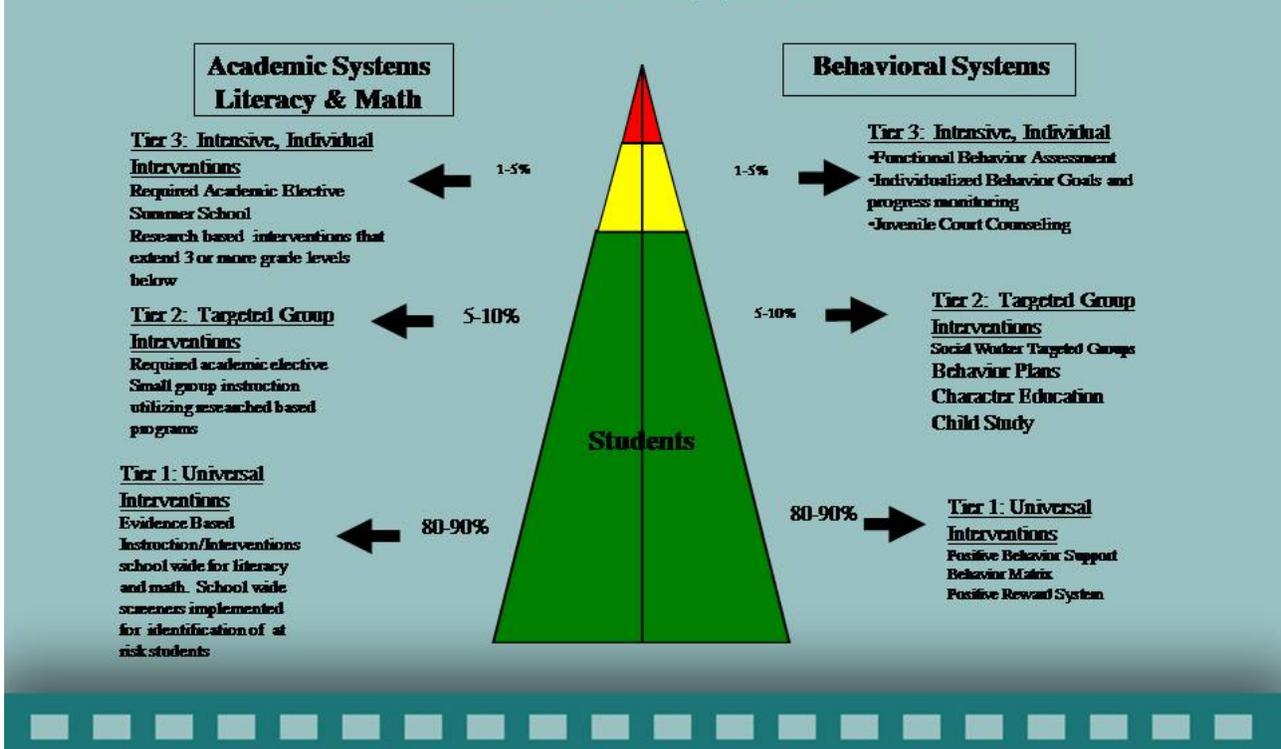
Jennifer R. Besko

1-18-2011

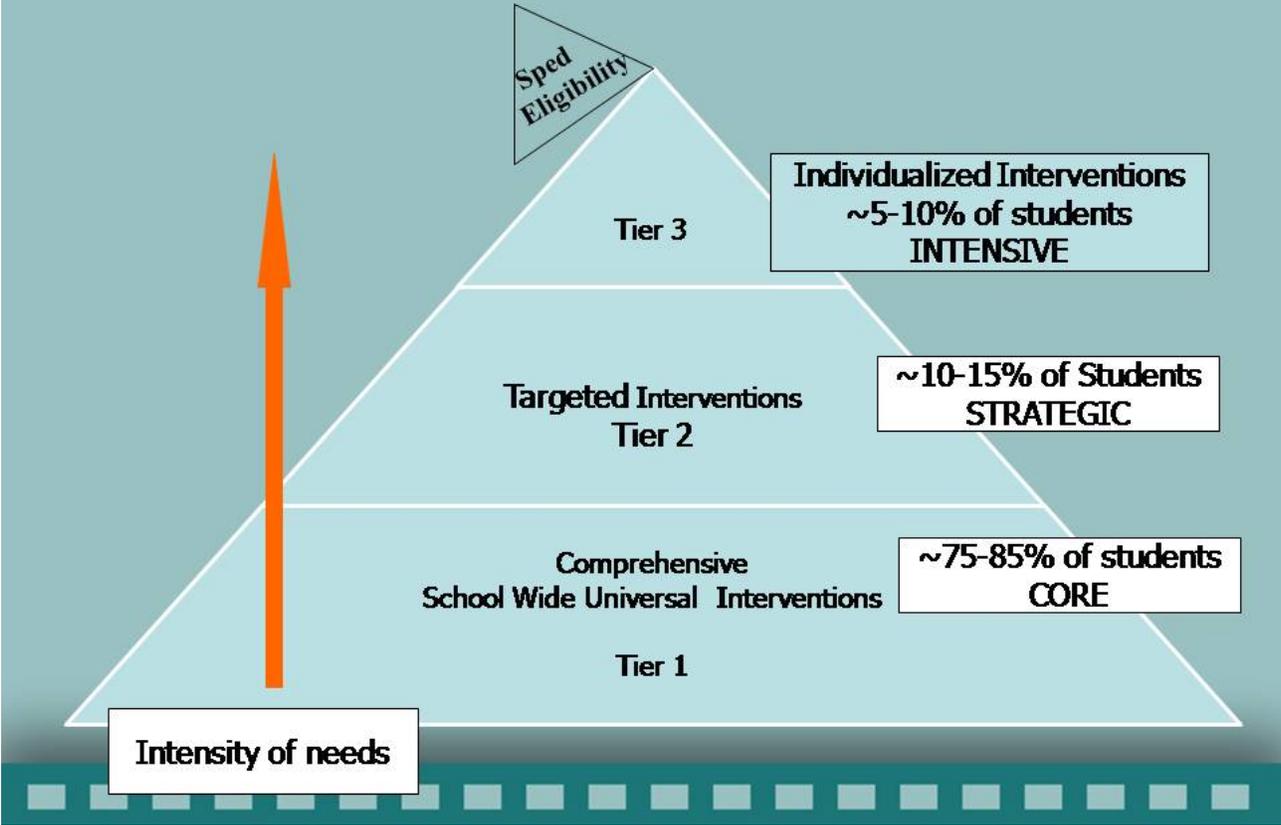
RESPONSE TO INTERVENTION (RtI) Plan

Response to Intervention (RtI) Academic Plan
 Hamady High School
 2010-2013

Three Tiered Model of School Supports



A Tiered Approach to Instruction



A Tiered Approach to Literacy & Math: **Core Interventions**

- Options that are provided to students as a part of the general curriculum with specific intent



“Benchmark/Core” (Tier I)

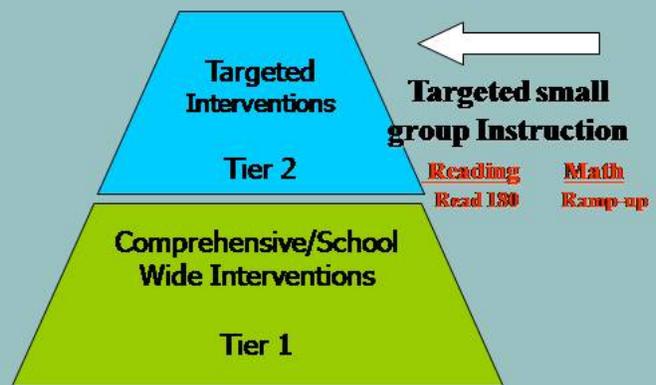
- **.5 years below to above grade level**
- **Regular Education.....
Differentiated Instruction**
- **Scaffold materials for Core Subjects &
Content Areas.**
- **School Wide Evidence Based
Instruction/Intervention**

A Tiered Approach to Literacy & Math: **Strategic Interventions**

- Targeted interventions focus on students who need more assistance
- Students will be identified through School Wide Screeners

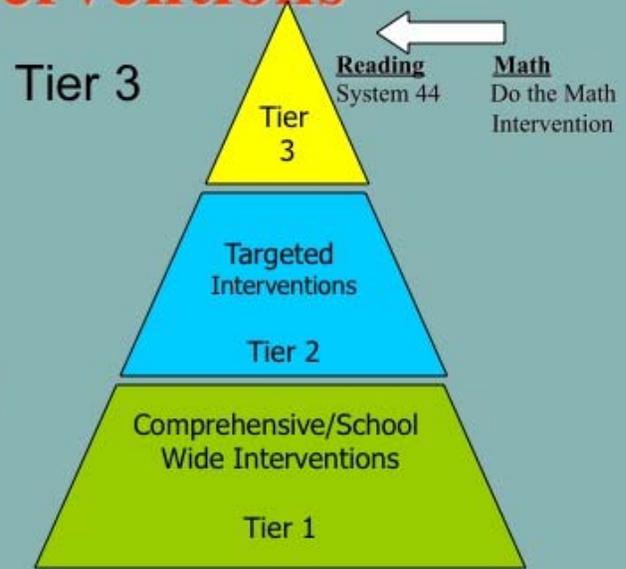
SRI for Literacy

STEEP for Math



A Tiered Approach to Literacy: **Intensive Interventions**

- **Intense and individualized interventions are for the smallest group of students with the most extreme needs**



“Intensive” (Tier III)

- **3.0 or more years below grade level**
- **Double Block consisting of:**
 - **Intensive ELA Program & Math**
System 44 Do the Math Intervention
 - **Required Academic Elective**
 - **7th Hour**
 - **Summer School**

POSITIVE BEHAVIOR SUPPORT PLAN

Positive Behavior Support Plan

Activities and Timeline:

During the 2009-10 school year, the Hamady staff decided to implement a positive behavior expectation plan for students. Several models and samples of behavior templates were presented to staff. The staff developed a Hamady Behavior Expectation Matrix, Hawk Habits.

Hawk Habits:

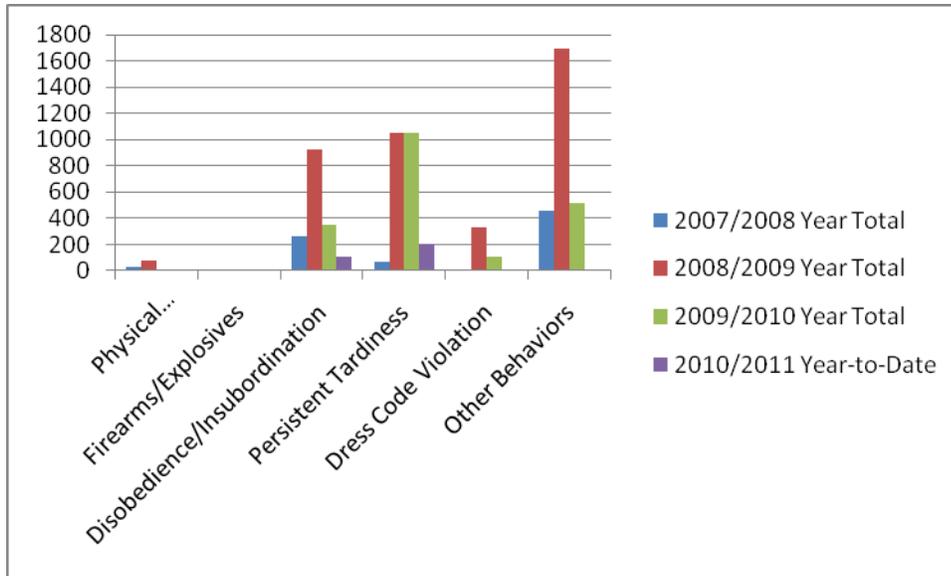
- Have respect
- Are responsible
- Wear a positive attitude
- Know how to be caring
- Stay safe



After school and during the summer, posters with the Hawk Habits were created for each staff member to display and model. Hawk Habit posters are displayed throughout the district. Data from referrals were compiled as a baseline for determining the success of PBS. Every six weeks referrals will be compiled and analyzed with the goal of a ten percent reduction in referrals.

During the school year, students may earn character cards for displaying Hawk Habits. If students accumulate ten cards in a six week period, they are eligible for rewards and recognition.

INFRACTION	OCCURANCES			
	2007/2008 Year Total	2008/2009 Year Total	2009/2010 Year Total	2010/2011 Year-to-Date
Physical Assault/Fighting/Intimidation	31	73	13	4
Firearms/Explosives	0	0	0	3
Disobedience/Insubordination	267	924	350	110
Persistent Tardiness	65	1049	1054	202
Dress Code Violation	9	326	102	14
Other Behaviors	459	1694	516	7
TOTAL	800	4066	2035	340



Positive Behavior Support Team Meetings:

- Daily Meeting held after school to collect data
- Weekly Meeting held after school

PBS Department Agenda:

- A. Call to Order
- B. PBS Department Chair's Update
- C. Hawk Habits and Character Cards
 1. Success of Character Cards
 2. Data Review and Collection
 3. Continued Practice
- D. School -wide Celebration of Success

MATH AND ELA PLAN

English Language Arts Plan

Activities and Timeline:

During the 2010-11 school year, all English Language Arts teachers will align their curriculum content to the Michigan Grade Level Content Expectations, High School Expectations, and Grade Level Educational Technology Standards and Expectations. ELA will utilize research-based instructional programs and technology, such as the use of Promethean Boards, PB tablets, Document Cameras, Marzano's Academic Vocabulary, High Yield Strategies, 6+1 Traits, Differentiated Instruction, and Evidence-Based Interventions (Cubing and Coding). Professional Development will be provided to assist teachers and their needs. Also, the ELA Coach will assist staff by providing Professional Development, training staff, and offering books studies.

ELA Department Meetings:

ELA will meet the second Tuesday of each month.

ELA Department Agenda:

- A. Call to Order
- B. ELA Department Chair's Update
- C. ELA Coach's Update
- D. EBI's
 - 1. Success of Cubing and Coding
 - 2. Continued Practice/Assessment of Strategies
 - 3. Data Review and Collection
- E. Professional Development
- F. Writing Across the Curriculum
 - 1. Collaboration with other staff

Mathematics Plan

Activities and Timeline:

During the 2009-10 school year, the Mathematics Department met with a math coach on 4 separate occasions during the second semester to make a plan for the 2010-11 school year. Evidence-Based Interventions (EBI's) were chosen and a plan to implement was made. The EBI's were chosen from a Practice Guide published by the Institute of Educational Sciences (ies). Of the seven recommendations, 3 were chosen as focal points for the 2010-11 school year.

During the Summer of 2010, posters were created for each Math teacher that identified the key concepts to be taught in each course. Vocabulary lists were created for use in every math classroom. Pacing Guides were begun that would not only align the courses to the state standards, but ensure that each key concepts was addressed at least twice during each school year. The staff was introduced to the idea of interleaving homework assignments and spiraling quizzes. The decision was made to layer these EBI's and assess after 9 weeks. At that point, either suspending the use of the EBI's, or add more layers. Promethean Boards were installed in Math classrooms, and PD was provided on their use.

During the 2010-11 school year, all Mathematics teachers will complete the alignment of their curriculum content to the Michigan Grade Level Content Expectations, High School Content Expectations, and Grade Level Educational Technology Standards and Expectations in order to keep up with recent changes to these documents and fulfill our EBI goals. The Math department will utilize technology, such as the use of Promethean Boards (including accessories such as the Activslate and ActivExpression Clickers), and Document Cameras. The Math Department will also use research-based instructional programs such as Marzano's High Yield Strategies, Differentiated Instruction, and Evidence-Based Interventions (ies "Organizing Instruction and Study to Improve Student Learning" Practice Guide). Professional Development will be provided to assist teachers and their needs. Also, a Math Coach* will be brought in to assist staff by providing Professional Development/Training. *MAISA Grant officials continue the search for a local Math Coach.

Math Department Meetings:

- Held the third Tuesday of each month. Meeting time 2:35 – 3:30.

Math Department Agenda:

- A. Call to Order
- B. Math Department Chair's Update

C. (Math Coach's Update) – waiting for a Math Coach as of 11/2010

D. EBI's

4. Success of chosen EBI (evidence based intervention)

- Recommendation 1: Space Learning over Time
- Recommendation 2: Interleave worked example solutions with problem-solving exercises
- Recommendation 5: Use Quizzing to promote learning

5. Continued Practice/Assessment of Strategies

6. Data Review and Collection

E. Professional Development

2. Collaboration with other staff

Teacher Evaluation
(updated January 2011)

Westwood Heights Community Schools

Teacher Performance Appraisal System

Teacher's Name	Building	Assignment	School Year
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Introduction

The purpose of this document is to enable Westwood Height's teachers and their supervisors to interact meaningfully regarding the professional qualities and behaviors which the school district expects its teaching employees to exhibit. To do this, basic characteristics of highly effective teachers are outlined in the pages that follow. Teachers will be able to measure their own performance using these standards of excellence.

The appraisal process should be collaborative in nature, so that teachers and supervisors may work together to create a positive climate which focuses on continuous performance improvement.

Finally, this booklet has been designed to promote the idea that teacher effectiveness should be appraised consistently across the district. It should be recognized, also, that the results of each appraisal should be tailored to reflect the unique abilities, needs, and aspirations of each teacher.

Directions:

For each of the eight basic categories assessed within this booklet, the evaluator will provide an overall rating using the following scale:

- 4 = Superior (Under the Tenure Act, ratings of a 3 or 4 are viewed as satisfactory)
- 3 = Effective
- 2 = Needs Improvement (Under the Tenure Act, ratings of 1 or 2 are viewed as "less
- 1 = Unacceptable then satisfactory" or "unsatisfactory")

Ratings of 3 or 4 are viewed as satisfactory; ratings of 1 or 2 are less than satisfactory.

*Not all of the specific indicators will be marked, and this is intentional, since the purpose of the notation is to project a sense of priority and focus for the teacher.

The appraisal system has been designed to focus in the eight characteristics which are felt to describe effective teaching performance. They are as follows:

- 1) **Classroom management and discipline**
- 2) Rapport/communication
- 3) **Instructional organization**
- 4) Students actively engaged in learning
- 5) **Delivery of instruction**
- 6) Appropriate instructional techniques
- 7) **Personal and professional qualities**
- 8) Student growth

The beginning teacher and the evaluator should also understand that the four characteristics which are printed in bold type are considered to be particularly critical to immediate success in the classroom; the others are no less important, but are expected to be refined as the teacher gains experience.

METHOD OF OBSERVATION AND DETERMINATION

The evaluator will determine the level of learning through observing the class and talking to the teacher and students. These methods may be particularly helpful in evaluating characteristics 4 and 5. The evaluator will observe and/or review such things as:

- a. tests and test results
- b. student-written work
- c. questions students ask
- d. answers student give
- e. classroom discussions
- f. projects
- g. displays of student works
- h. class activities
- i. mastery of activities or skills
- j. lesson plans
- k. student assignments
- l. goals and objectives
- m. classroom rules and procedures
- n. district curriculum guides
- o. attendance and grade book

Teacher Requirement

It is important that teachers are familiar with this evaluation tool as well as reflect on their own professional characteristics. Because reflection is a crucial piece of change and growth, teachers will be required to complete this same evaluation prior to October 1st every year.

1) **Is there appropriate classroom management and discipline?**

The effective teacher establishes and maintains appropriate management procedures and creates an environment in which students work with a sense of purpose.

Rating System	Overall Rating for this item			
(4) Superior (3) Effective (2) needs Improvement (1) Unacceptable (NA) No Knowledge or Observation	1st Eval:	2nd Eval:	3rd Eval:	4th Eval:

1 st	2 nd	3 rd	4 th	
_____	_____	_____	_____	a. The teacher is consistent in applying rules and in dealing with students.
_____	_____	_____	_____	b. The teacher establishes and communicates clear and fair rules.
_____	_____	_____	_____	c. The teacher clearly communicates to students what is expected of them, both as to behavior and assignments.
_____	_____	_____	_____	d. Students comply readily with the teachers expectations regarding behavior and learning.
_____	_____	_____	_____	e. The teacher demonstrates smooth and effective transitions between activities.
_____	_____	_____	_____	f. Students complete assigned tasks, activities and lessons as instructed by the teacher.
_____	_____	_____	_____	g. Students do not disrupt other students from learning as they complete assignments and activities.
_____	_____	_____	_____	h. The teacher treats all students in a fair manner.
_____	_____	_____	_____	i. The teacher is actively engaged with students.

- _____ j. The teacher positions himself/herself in the classroom in ways which encourages optimum learning (example: Proximity).
- _____ k. The teacher is aware of the activities that are occurring in the class-room.
- _____ l. The students are on task.
- _____ m. The teacher handles disruptive behavior and/or inappropriate behavior effectively.

Comments:

1st Evaluation: _____

2nd Evaluation: _____

3rd Evaluation: _____

4th Evaluation: _____

2) Is there suitable rapport and communication?

The effective teacher creates a positive classroom atmosphere in which all students feel comfortable with themselves and each other, where frequent student questions and responses are prized, and in which students are confident that their individual needs are understood.

Rating System	Overall Rating for this item			
(4) Superior (3) Effective (2) needs Improvement (1) Unacceptable (NA) No Knowledge or Observation	1st Eval:	2nd Eval:	3rd Eval:	4th Eval:

1 st	2 nd	3 rd	4 th	
_____	_____	_____	_____	a. The teacher encourages good behavior and interacts with the students with the students easily.
_____	_____	_____	_____	b. The students ask questions freely and engage in private conversations with the teacher.
_____	_____	_____	_____	c. Students appear comfortable in the classroom.
_____	_____	_____	_____	d. The teacher shows empathy for the students and demonstrates an understanding of their individual needs.
_____	_____	_____	_____	e. The students volunteer willingly to answer questions
_____	_____	_____	_____	f. The teacher praises the students frequently.
_____	_____	_____	_____	g. The teacher shows patience when working with students.
_____	_____	_____	_____	h. The students are allowed to make choices regarding educational activities in the classroom.

- ____ ____ ____ ____ i. The teacher has a sense of humor and can laugh with the students.
- ____ ____ ____ ____ j. The teacher is polite and treats each student with respect.
- ____ ____ ____ ____ k. The teacher speaks with a positive and enthusiastic tone.
- ____ ____ ____ ____ l. The teacher listens to students and accepts feedback.
- ____ ____ ____ ____ m. The teacher uses vocabulary appropriate to the age group.

Comments:

1st Evaluation: _____

2nd Evaluation: _____

3rd Evaluation: _____

4th Evaluation: _____

3) Is there effective instructional organization?

The effective teacher organizes and presents efficient, purposeful, and well-managed lessons conducive to students' learning

Rating System	Overall Rating for this item			
(4) Superior (3) Effective (2) needs Improvement (1) Unacceptable (NA) No Knowledge or Observation	1st Eval:	2nd Eval:	3rd Eval:	4th Eval:

1 st	2 nd	3 rd	4 th	
_____	_____	_____	_____	a. The teacher provides engaging activities that encourage student involvement and minimize disruptions.
_____	_____	_____	_____	b. The teacher employs an effective instructional plan for students on a daily and long-term basis.
_____	_____	_____	_____	c. The teacher provides an introduction and closure to each other.
_____	_____	_____	_____	d. The teacher's materials are readily available and appropriate for the lesson's content.
_____	_____	_____	_____	e. The teacher helps students become organize.
_____	_____	_____	_____	f. The teacher returns student assignments within a reasonable amount of time.
_____	_____	_____	_____	g. The teacher allocates appropriate time for the planned activity.
_____	_____	_____	_____	h. The teacher uses various questioning techniques to promote and expand discussions.

Comments:

1st Evaluation: _____

2nd Evaluation: _____

3rd Evaluation: _____

4th Evaluation: _____

4) **Are students actively engaged in learning?**

The effective teacher establishes a challenging and positive learning environment which encourages active student involvement in the learning process.

Rating System	Overall Rating for this item			
(4) Superior (3) Effective (2) needs Improvement (1) Unacceptable (NA) No Knowledge or Observation	1st	2nd	3rd	4th
	Eval:	Eval:	Eval:	Eval:

1 st	2 nd	3 rd	4 th	
_____	_____	_____	_____	a. The teacher provides clear directions for classroom activities.
_____	_____	_____	_____	b. The teacher expects and encourages all students to be actively involved in classroom activities.
_____	_____	_____	_____	c. The teacher provides for individual student differences.
_____	_____	_____	_____	d. The students pay attention when the teacher or other students are speaking.
_____	_____	_____	_____	e. The students approach the teacher with questions and comments.
_____	_____	_____	_____	f. The students show progress towards the goals and expectations of the teacher.
_____	_____	_____	_____	g. The students are actively engaged in a learning activity.
_____	_____	_____	_____	h. The students demonstrate an understanding of classroom objectives.
_____	_____	_____	_____	i. The students readily follow teacher directives.
_____	_____	_____	_____	j. The teacher's high expectations are evident by student response and behavior.
_____	_____	_____	_____	k. The students are responding to the teacher's high expectations and goals.

Comments:

1st Evaluation: _____

2nd Evaluation: _____

3rd Evaluation: _____

4th Evaluation: _____

5) **Are students actively engaged in learning?**

The effective teacher plans and implements a program on instruction that meets students needs and adheres to the district’s adopted curriculum.

Rating System	Overall Rating for this item			
(4) Superior (3) Effective (2) needs Improvement (1) Unacceptable (NA) No Knowledge or Observation	1st Eval:	2nd Eval:	3rd Eval:	4th Eval:

1 st	2 nd	3 rd	4 th	
_____	_____	_____	_____	a. The teacher provides demonstrates current knowledge of subject matter.
_____	_____	_____	_____	b. The teacher demonstrates current knowledge of appropriate instructional practices.
_____	_____	_____	_____	c. The teacher follows the district curriculum.
_____	_____	_____	_____	d. The teacher delivers the curriculum at the proper instructional level.
_____	_____	_____	_____	e. The students demonstrate evidence of working toward identified learner benchmarks.
_____	_____	_____	_____	f. The teacher’s lesson directly relates to desired instructional outcomes.
_____	_____	_____	_____	g. The teacher communicates short-term objectives and long-term goals.
_____	_____	_____	_____	h. The teacher’s lessons are presented in a logical sequence.
_____	_____	_____	_____	i. The teacher takes responsibility for student learning.

Comments:

1st Evaluation: _____

2nd Evaluation: _____

3rd Evaluation: _____

4th Evaluation: _____

6) Does the teacher use appropriate instructional techniques?

The effective teacher uses a wide variety of materials, methods and activities appropriate to the levels of all students.

Rating System	Overall Rating for this item			
(4) Superior (3) Effective (2) needs Improvement (1) Unacceptable (NA) No Knowledge or Observation	1st	2nd	3rd	4th
	Eval:	Eval:	Eval:	Eval:

1 st	2 nd	3 rd	4 th	
_____	_____	_____	_____	a. The teacher serves various roles.....ie, coach, discussion leader, consultant, information provider, demonstrator, etc.
_____	_____	_____	_____	b. The teacher plans and provides a variety of appropriate Instructional activities.
_____	_____	_____	_____	c. Student assignments and activities are interesting and challenging.
_____	_____	_____	_____	d. The teacher monitors and assists student practice of newly-learned skills.
_____	_____	_____	_____	e. The teacher presents lessons and activities which cause students to use higher order thinking processes.
_____	_____	_____	_____	f. The teacher effectively models the skills which students are expected to master.
_____	_____	_____	_____	g. The student approaches assigned tasks independently, with little, if any, further teacher assistance.
_____	_____	_____	_____	h. The teacher continuously monitors student understanding and adjusts instruction accordingly.
_____	_____	_____	_____	i. The teacher plans lessons which relate whenever possible to every-day, real world situations.
_____	_____	_____	_____	j. The teacher is cognizant of, and plans instruction for students with different styles of learning.

k. The teacher plans lessons allowing for hand-on student involvement.

l. The teacher accesses technology and other resources beyond the text-book in instructional planning and delivery.

k. The teacher uses higher level thinking questions throughout lessons.

Comments:

1st Evaluation: _____

2nd Evaluation: _____

3rd Evaluation: _____

4th Evaluation: _____

7) **Personal and Professional Qualities**

The effective teacher demonstrates appropriate personal and professional qualities.

Rating System	Overall Rating for this item			
(4) Superior (3) Effective (2) needs Improvement (1) Unacceptable (NA) No Knowledge or Observation	1st Eval:	2nd Eval:	3rd Eval:	4th Eval:

1 st	2 nd	3 rd	4 th	
_____	_____	_____	_____	a. The teacher remains current regarding new instructional practices and curriculum issues, and voluntarily undertakes on-going training.
_____	_____	_____	_____	b. The teacher is punctual and seldom absent.
_____	_____	_____	_____	c. The teacher attends all professional development and early release days provided by the district.
_____	_____	_____	_____	d. The teacher’s attire is neat, clean, appropriate, and reflects a high degree of professionalism.
_____	_____	_____	_____	e. The teacher consistently demonstrates the physical ability, the emotional stability, self control, and positive outlook necessary to withstand the stress and strain of teaching.
_____	_____	_____	_____	f. The teacher demonstrates the willingness to be actively involved in such activities as curriculum development, school improvement, student activities and or other professional activities which may involve time beyond the school day.
_____	_____	_____	_____	g. The teacher is a team player, and successfully collaborates with colleagues on meeting student school-related needs and other matters.

h. The teacher is knowledgeable about, and complies with Board policies, administrative rules and regulation, and state laws the pertain to his/her professional responsibilities.

i. The teacher completes necessary written reports accurately and promptly.

j. The teacher communicates regularly and effectively with parents.

k. The teacher actively seeks out available resources and/or other staff which may be useful in improving performance of his/her students or his/her teaching performance.

l. The teacher exhibits the qualities of reliability and dependability in undertaking his/her professional responsibilities.

Comments:

1st

Evaluation: _____

2nd

Evaluation: _____

3rd

Evaluation: _____

4th

Evaluation: _____

8) Student Growth

Pursuant to Michigan Compiled Law Revised School Code 1249 (MCL 380.1249) Performance Evaluation System, this category constitutes a “significant factor” of the overall evaluation. Student growth may be measured but is not limited to student performance on national (ACT, Plan, Explore), State (MME, MEAP), and local (DiBELS, Local assessments, common grade level and/or course) assessments. This category will also take into consideration the teacher’s participation as an active, contributing member of professional learning community teams and his/her implementation of district and building initiatives and school improvement goal strategies in their classroom.

Rating System

Overall Rating for this item

(4) Superior (3) Effective (2) needs Improvement (1) Unacceptable (NA) No Knowledge or Observation	1st	2nd	3rd	4th
	Eval:	Eval:	Eval:	Eval:

1st 2nd 3rd 4th

a. The teacher supports and implements district and building Initiatives in the classroom

b. The teacher implements strategies developed by school Improvement teams .

c. The teacher actively participates as a member of a professional learning community.

d The teacher effectively uses formative assessments to drive instruction.

e. The teacher effective uses summative assessment to assess student knowledge and understanding of content.

f. The teacher’s students are prepared for subsequent classes that rely on the current class as a foundation.

g. Students demonstrate adequate growth on standardized assessments [MEAP/MME, EPAS (Explore, Plan, Act)]
*For all students with less than 10 absences

h. Students demonstrate adequate growth on local assessments (Dibels, Common Level/Course Assessments).
*For all students with less than 10 absences

i. Students learn subject matter of the class at an appropriate rate.

Comments:

1st

Evaluation: _____

2nd

Evaluation: _____

3rd

Evaluation: _____

4th

Evaluation: _____

Classroom Visits:

Number _____ Approximate length of visit _____ Number of Conferences _____

Number _____ Approximate length of visit _____ Number of Conferences _____

Number _____ Approximate length of visit _____ Number of Conferences _____

Number _____ Approximate length of visit _____ Number of Conferences _____

Classification of staff member for purpose of evaluation (check one)

1. Probation

- 1st year
- 2nd year
- 3rd year
- 4th year

2. Tenure

Evaluator’s Summary and Recommendations: (sheets may be attached)

Teacher’s Comments: (sheets may be attached)

Dates: _____

Teacher’s Signature

Evaluator’s Signature

Hamady High School Evaluation Time Line

- A. 1st Evaluation will be completed between Oct. 1st & Nov. 30th
- If teacher evaluation is satisfactory (overall average is 3 or above with no 1's), go to level D.
 - If teacher evaluation is unsatisfactory (overall average is less than 3 or an evaluation of 1 in any category), go to level B.
- B. Professional development will be determined by teacher/administrator collaboration & provided by the administration based on the evaluated weakness. The next evaluation will be completed by Feb. 15th.
- If teacher evaluation is satisfactory (overall average is 3 or above with no 1's), go to level D.
 - If teacher evaluation is unsatisfactory (overall average is less than 3 or an evaluation of 1 in any category), go to level C.
 - Professional development will be provided in a timely manner regarding this weakness; teacher will be provided with adequate time to put into practice any new skills learned from this professional development before next evaluation period.
- C. Professional development will be determined & provided by the administration based on the evaluated weakness. The next evaluation will be completed by April 1 - May 15.
- If teacher evaluation is unsatisfactory (overall average is less than 3 or an evaluation of 1 in any category), go to level E.
 - Professional development will be provided in a timely manner regarding this weakness; teacher will be provided with adequate time to put into practice any new skills learned from this professional development before next evaluation period.
- *A continued pattern of unsatisfactory evaluations may result in removal from your teaching assignment. A more suitable assignment will be determined for the next school year.**
- *This evaluation process will follow any teacher with successive unsatisfactory evaluations.**
- D. Once a teacher is evaluated as satisfactory s/he will be evaluated again April 1st - May 15.
- If teacher evaluation is unsatisfactory (overall average is less than 3 or an evaluation of 1 in any category), go to level E.
 - Professional development will be provided in a timely manner regarding this weakness; teacher will be provided with adequate time to put into practice any new skills learned from this professional development before next evaluation period.
- E. Professional development will be determined & provided during the summer break by the administration based on the evaluated weakness. The next evaluation will be completed between September 15 – 30
- *A continued pattern of unsatisfactory evaluations may result in monthly evaluations and eventual dismissal over a (2) year period.**

Teacher Incentive-

Teachers with an overall satisfactory evaluation of higher than 3 will receive additional compensation time (1 half day per satisfactory evaluation). They will receive opportunities for career growth via the GISD, leadership roles within the learning community and additional classroom supplies

MAISA'S SSOS MATH COACH PILOT PROGRAM PLAN

Michigan’s Statewide System of Support

PMT REQUEST FOR SERVICES APPLICATION

Services may be requested by a school team, in collaboration with the Facilitated Continuous Improvement Process Mentor Team, to support schools in the following areas: Leadership Coaches, Principals Fellowship, Data Coaches, Evidence-Based Interventions, Research-based Professional Learning and/or Instructional Coaches. Please fill out the names and emails of the Process Mentor Team members below who have reviewed and analyzed the school data, determined the school’s needs and completed this request.

Building Name and Grades Served	<i>Hamady High School</i> 9 - 12	District or Authorizer Contact & Email	Salli Stevens sstevens@hamadyhawks.net
Name of ISD/ESA	Genesee ISD	ISD/RESA Contact & Email	Jo Ann Pastor japastor@geneseeisd.org
Building Principal & Email	Margaret Green mgreen@hamadyhawks.net	Teacher Leader/SI Chair & Email	Aimee Dittenber adittenb@hamadyhawks.net
MAISA Regional Support Coord. <i>If applicable</i> & Email	Geralyn Myczkowiak mycger@gmail.com	MDE OFS Rep <i>If available</i> & Email	

AYP CONTENT AREAS: [ELA] [Math]

Please circle all areas that apply

SUBGROUP PERFORMANCE POPULATION: ELL SWD SES Ethnicity _____ All

SCHOOL TYPE: Elementary Middle School [Traditional High School] Alternative High School

LEADERSHIP COACH and PRINCIPALS FELLOWSHIP

Principal Leadership Coach Needed: **[Yes]** No Source: [MSU through the ISD/ESA]

Did this school have a Leadership Coach last year? Yes **[No]** If yes, include name: _____

Participation in Principals Fellowship at MSU Needed: **[Yes]** No

Did this school participate in the Principals Fellowship at MSU last year: Yes **[No]**

Needs Statement: There have been three different principals in this building in three years. The school team is responding well to outside assistance from the ISD and MAISA. The school leadership team attended the MSU Cohort III Fellowship in August 2010 with a tentative leadership coach. Since that time, this coach has decided to not accept the position. GISD staff is currently working with the principal to find an acceptable coach candidate with another interview scheduled for the first week in November. If a mutually agreed upon coach can be secured, then the school team would like to attend the MSU Principal Fellowship. If not, then this service will not be provided. Also, the principal and her team may decide to retain a coach but not attend the MSU Principal Fellowship. As a small high school, the team has limited capacity to do all that is required under the other areas of the SSoS; therefore, the Process Mentor team will assist them in their decision making based upon their capacity to do a few things well rather than many things superficially. This Request for Services may be amended mid-year to reflect the team’s final decision.

80 days requested based on above needs – minimum of 50 days of at least 6 hours required

INSTRUCTIONAL SUPPORTS - Data-Driven Decision Making

Data Coach Needed: **[Yes]** No Source: [**Combined Technical Assistance Grant (C-TAG)**] or ISD/ESA

Did this school have a Data Coach last year? **[Yes]** No

Needs Statement: Hamady High had 31% proficiency in reading, 9% proficiency in writing, and 8% proficiency in math on the 2009-

2010 MME. The trend data in math showed an increase from 7.4% to 16.7% between 2007-08 and 2008-09, thus the 8% in 2009-10 shows a reverse in the upwards trend in math. In reading the trend has been steadily down, 42.4% in 2006-07, 37% in 2007-08 and 30.1% in 2008-09. There was a very small increase of 0.09% in 2009-10.

Based on the above data Hamady High school will create a data team of 4 to meet with a data coach to use data to improve instruction. The data coach will guide the data team in using data from the PLAN, EXPLORE and MME, assist the ELA and Math departments in developing a formative assessment cycle, triangulate and analyze formative assessment data, process data and perception data making sure interventions are meeting the targeted needs of students.

The data coach would meet with the data team twice monthly and for 4 days during the summer after the new MME data is out.

Stipends, substitute costs and PD materials will be additional costs.

20 days requested based on above needs.

INSTRUCTIONAL SUPPORTS	
Evidence-Based Intervention Investigation and Selection Support (must meet reviewed criteria)	ISD/ESA Research-based Professional Development
<p>Name of ELA or MATH Intervention (Policy, Practice, or Program): In ELA Hamdy will use the IES Practice Guide “Improving Adolescent Literacy: Effective Classroom and Intervention Practices” as a framework for teaching strategies to the staff and reinforcing the SIP. The focus will be on Academic Vocabulary, note taking and summarizing, part of Marzano’s Instructional Strategies that affect student achievement.</p>	<p>Name the type(s) of PD requested and state how it supports effective core instruction and aligns with the research-based strategies names in the SI Plan:</p>

<p>used as a framework for student learning. The math department understands the content they are teaching and will use the 7 recommendations in the practice guide to improve pedagogy. A focus will be on spacing learning over time, interleaving worked example solutions with problem – solving exercises and asking deep explanatory questions.</p>	
<p>Does the Intervention have an existing coaching structure? [Yes] No</p>	
<p>Is this an existing Intervention? If yes, for how long? 4 months</p>	
<p>How is the Intervention currently funded? What is the current funded amount? If not currently funded, what is the proposed funding source? This intervention is funded by the C-TAG</p>	

INSTRUCTIONAL SUPPORTS

Instructional Coaching to Support Effective Core Instruction

Requesting an Instructional Coach: **[Yes]** No Subject Area: **[ELA/Literacy]** and **[Math]**

Source: [Implementation of Evidence Based Intervention through C-TAG] or

Implementation of Research-based Interventions Identified in Building’s SIP through ISD/RESA

Needs Statement: Only 8% of Hamady’s students were proficient on the math portion of the MME in 2009-10. In ELA 31% were proficient in reading and 9% were proficient in writing in 2009-10.

Each coach will work with their departments and the total staff as needed. Academic Vocabulary is across the curriculum so both the math and ELA coaches will be working with the entire staff on this SIP goal.

Additional costs will be PD days of 8 half days per coach per school year and 10 days per coach in the summer to reflect and plan for the 2011-12 school year. Substitute costs for the PD ½ days, stipends for the summer work, and materials for the PD's will be additional costs.

36 # of Teachers anticipated to receive services 3 days per week per Instructional Coach is requested based on above needs for a Total amount of 120 days per coach through September 30 for a total of 240 days.

Math Pilot:

A challenge that faces the SSoS is finding sufficient numbers of qualified secondary mathematics instructional coaches. In order to address this significant need, MAISA has decided to work collaboratively with school districts to use existing staff to serve an instructional coaching function. Funds are available for identified Title I High Priority schools to develop a plan to use existing staff to provide instructional coaching for mathematics teachers.

Mr. Tim Lewis, mathematics teachers, has agreed to be the instructional coach for Hamady High. Mr. Lewis will attend training during the winter of 2011 and will be supported by the Regional Support Coordinator.

Please see the attached Instructional Coaching Support Alternative Request for Content Area Coaching Support.

BUILDING LEVEL SCHOOL IMPROVEMENT GRANT

Each Title I school identified for improvement receives a building level School Improvement Grant for \$30,000 to \$45,000 to support the professional development of staff. Please state the amount of this building's SIG \$ does not qualify _____. Please name the types of intensive professional development which can most rapidly improve instructional skills and/or depth of content knowledge relative to the AYP area and aligned with the School Improvement Plan and the SSoS components that have been selected:

Hamady High School has not been identified for corrective action and thus has never qualified for the building level School Improvement Grant. The ISD currently provides professional learning support for academic vocabulary, classroom walk throughs, and high yield strategies, which will continue in 2010-11 through its RAG grant. All of these activities are aligned to the building's school improvement plan. To

support implementation of these instructional skills, the ISD also provides on-site consulting customized to the school's needs from Teachscape. The Process Mentor team assists the school team in determining how to use their district Professional Development days effectively. The Teachscape consultant provides assistance in planning the content of some of these days and provides some after school professional learning experiences for the core team.

MONITORING OF THE SSoS COMPONENTS AND PARTICIPATION ON PMTs

At Facilitated Continuous School Improvement Process Mentor Team meetings, all stakeholders will be reviewing the impact of the SSoS components on the school's processes and, most importantly, student achievement. The ISD/ESA rep will be required to report on how these components are impacting the action research in which the schools are engaging. All stakeholders who participated in this selection process should be committed to participating in the Process Mentor Team meetings and their signatures below indicate their commitment to meeting attendance and supporting the school in its efforts.

We, the undersigned, agree to interventions names in this service Request and will commit to attending all Process Mentor Team meetings in order to monitor that the staff of the building is engaging in the School Improvement Process as required.

Central Office Representative Date

School Principal Date

Teacher Leader Date

Regional Support Coordinator Date

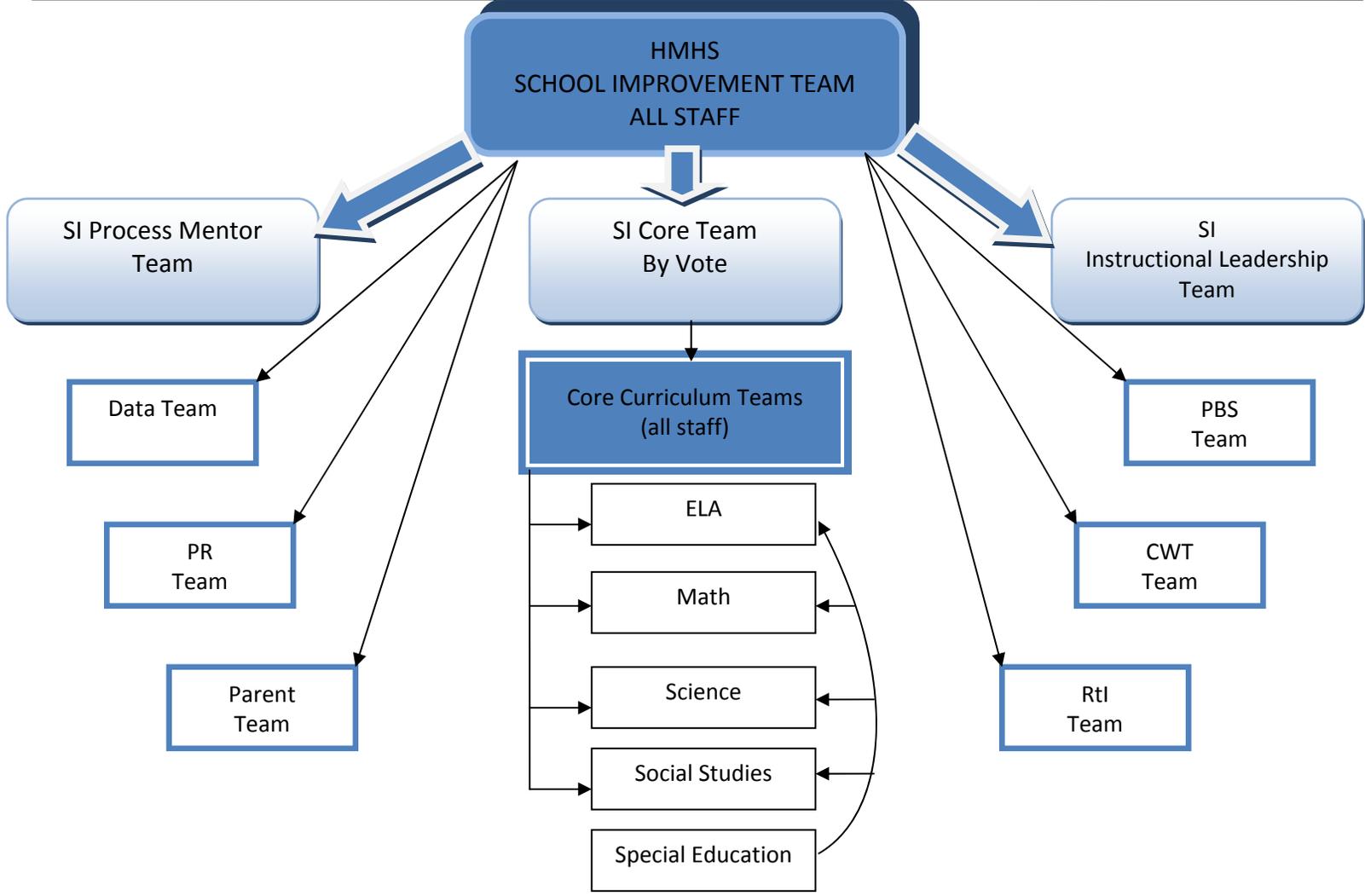
ISD/RESA Representative Date

MDE OFS Consultant Date

Please scan and return this completed form via e-mail the document to Karen Ruple at MDE ruplek@michigan.gov or fax to 517.241.0247 no later than November 10, 2010.

PROFESSIONAL LEARNING COMMUNITIES DEVELOPMENT PLAN

Hamady Middle/High School
2010-2011
School Improvement PLC's



Parent Opinion Questionnaire

Here are some things that parents have said about our school. If you think the statement is true most of the time, then circle "Y" for yes. If you think the statement is true some of the time, circle the "S" for sometimes. If you think the statement is false most of the time, circle "N" for no.

Remember:

Y₁ = Yes (Mostly True) **S₂ = Sometimes** **N₃ = No (Mostly False)**

1. I think what my child is learning at school is important.....1. Y₁ S₂ N₃
2. This school is a good place for my child to learn.2. Y₁ S₂ N₃
3. I like the way the school and the grounds look.3. Y₁ S₂ N₃
4. The teachers and staff whom I know at this school are friendly.4. Y₁ S₂ N₃
5. My child gets along well with other students in this school.5. Y₁ S₂ N₃
6. I know what behavior is expected of my child at this school.6. Y₁ S₂ N₃
7. I feel it is important for my child to obey the classroom and school rules.7. Y₁ S₂ N₃
8. I feel my child is safe at school.....8. Y₁ S₂ N₃
9. I feel that my child's personal belongings left at school are safe.....9. Y₁ S₂ N₃

10. My child is challenged by his or her school work this year.....10. Y₁ S₂ N₃
11. The teachers at this school are excited about their work.11. Y₁ S₂ N₃
12. I feel welcome at this school.....12. Y₁ S₂ N₃
13. I can talk to my child's teachers easily13. Y₁ S₂ N₃
14. I am satisfied with my child's academic progress.....14. Y₁ S₂ N₃
15. I am satisfied with my child's social progress at school.15. Y₁ S₂ N₃
16. My child's teachers enforce classroom and school rules.16. Y₁ S₂ N₃
17. My child's teachers reward good student choices and behavior17. Y₁ S₂ N₃
18. I feel that my child fits in at this school.....18. Y₁ S₂ N₃
19. As a parent, I like this school.....19. Y₁ S₂ N₃
20. The teachers expect my child to learn.....20. Y₁ S₂ N₃

Remember:

Y₁ = Yes (Mostly True)

S₂ = Sometimes

N₃ = No (Mostly False)

21. I think the assemblies, field trips, and other extras at this school are important. 21. Y₁ S₂ N₃
22. The principal and teachers make me feel good about visiting this school.....22. Y₁ S₂ N₃
23. I feel comfortable about talking with the principal.....23. Y₁ S₂ N₃
24. I think this school is a friendly place.24. Y₁ S₂ N₃
25. When it comes to discipline at this school, my child has been treated fairly.25. Y₁ S₂ N₃
26. The teachers keep me informed about how my child is doing in school.....26. Y₁ S₂ N₃
27. The teachers give me ideas about how I can help my child do his or her best.27. Y₁ S₂ N₃
28. I am satisfied with my child's progress in reading.....28. Y₁ S₂ N₃
29. I am satisfied with my child's progress in writing (composition).....29. Y₁ S₂ N₃
30. I am satisfied with my child's progress in arithmetic.....30. Y₁ S₂ N₃

Hamady Middle/High School

Parent Compact

Each school receiving funds under Title I of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents. The compact must outline how parents, the school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Yearly the compact should be evaluated to determine its effectiveness with revisions made as necessary. Elementary schools must schedule annually a parent/teacher conference to discuss the compact.

Hamady Middle/High School and our parents agree that this compact outlines how they will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the 2010-2011 school year.

School Responsibilities

Hamady Middle/High School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards, as well as making Adequate Yearly Progress (AYP).
- Provide you with assistance in understanding academic achievement standards and assessments and how to monitor your child's progress.
- Provide opportunities for ongoing communication between you and teachers through:
 - Semi-annual parent/teacher conferences
 - Frequent reports regarding your child's progress, and
 - Opportunities to talk with members of the staff, volunteer in class, and observe classroom activities.
- Provide the staff with appropriate professional development activities.
- Maintain highly qualified teachers.
- Provide a safe and secure learning environment.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Making sure that my child attends class at least 95% of the time and is on time
- Making sure that homework is completed.
- Making sure that my child makes good use of her leisure time.
- Helping out at school whenever possible.
- Attend parent/teacher conferences and participate, when appropriate, in discussions relating to the education of my child
- Participating, as appropriate, in decisions relating to my children's education.
- Encouraging my child to participate in school sports, clubs, and activities.
- Keeping up-to-date with the communications from the school and making sure I communicate my feelings about subjects.

Student Responsibilities

I, as a student, will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:

- Attend school regularly.
- Complete and turn in all classroom and homework assignments on time and ask for help when I need to.
- Accept responsibility for my own actions.
- Show respect for myself, other people, and property.
- Make the effort to do my best to learn.
- Resolve conflicts peacefully.
- Share all notices and information received by me with my parents/guardians.
- Participate as much as possible in school sports, clubs, and activities.
- Keep informed by reading each of my teacher's Blackboard websites each day.

School, Parents, and Student Responsibilities:

- High student expectations.
- Improve student academic achievement.
- Build and develop a partnership to assist the children of the community achieve high academic standards.

Please review this compact with your child. The contents of the compact may be discussed with you during a parent/teacher conference as it relates to your child's school progress. Thank you for your support and involvement in your child's education. For more information please contact the building administrators below:

Margaret E. Green
Principal
(810) 591-8633

Gloria D. Luster
Assistant Principal
(810) 591-8667

I have read and discussed the contents of the document with my child as it relates to his/her education at Hamady Middle/High School.

Student Signature

Parent/Guardian Signature

Date

Date