



**Redesign Plan for Turnaround Intervention
Basic Requirements
2010 Plan Template**

School District: **Willow Run Community Schools**

School Name: **Willow Run High School**

Grade Range: **9 – 12 grades**

Superintendent's Signature: _____

Board President's Signature: _____

Instructions: If you choose not to apply for a School Improvement Grant (SIG), this template may be used to submit your Redesign Plan. Please complete the template and save as a PDF. Then submit through the MEGS system on the SIG site. Be sure to include executed addendums to your collective bargaining agreement when you submit this report.

Overall Goals/Monitoring/Verification:

380.1280c(5): The school board or board of directors shall regularly submit monitoring reports to the state school reform/redesign officer on the implementation and results of the plan in the form and manner, and according to a schedule, as determined by the state school reform/redesign officer.

School Goals

Achievement 2009-2010

Goals for 2010-2011

Reading 36 Math 23

Reading 46 Math 33

In addition to the primary goal of increasing student achievement on the state assessment, please provide your goals for school year 2010-2011. Include baseline data for each goal if it is not already shown in the list below.

The following goals taken from the 2010-11LEA Planning Cycle Application for Willow Run Community Schools:

1. ELA Goal: All students will be proficient in English Language Arts. On the spring 2010 MME 36% of the WRHS 11th grade students were proficient, 35% below the AYP target of 71%.
2. Math Goal: All students will be proficient in Math. On the spring 2010 MME 23% of the 11th grade students were proficient, 32% less than the Annual AYP Objective of 55%.
3. Science Goal: All students will be proficient in Science. On the spring 2010 MME only 23% of all students were proficient in Science, 4% of special education students.
4. Social Studies Goal: All students will be proficient in Social Studies. On the spring 2010 MME, 44% of all students were proficient, 17% of 11th grade special education students were proficient.

Monitoring/Verification

The state school reform/redesign officer will request quarterly reports on the implementation and results of the redesign plan and will request annual reports on the data elements to measure progress toward goals.

The following baseline data is taken from the 2009-2010 school year for the Willow Run High School.

Please provide the following baseline data:

Number of minutes in school year 62,580

Student attendance rate	<u>75%</u>
Teacher attendance rate	<u>83%</u>
Number and percentage of students completing:	
advanced placement courses	<u>20 / 1.%</u>
college credit bearing courses	<u>0/0%</u>
dual enrollment courses	<u>2 / < 1%</u>
international baccalaureate courses	<u>0/0%</u>
Number and percentage of students enrolled in postsecondary institution from previous graduating class	<u>57 / 80%</u>
Number of disciplinary incidents	<u>1637 written incidents</u>
Number of students involved in disciplinary incidents	<u>244</u>
Number of truant students	<u>less than 20</u>

Required Actions: For each required action, please provide a narrative description including your plan to identify baseline data and document improvement. (Use as much space as you need to provide a clear picture of your plan.)

Context:

During the summer of 2010, the Willow Run Community Schools Redesign Planning Team met to prepare an application for SIG funding. The process used was *preferred futuring*. A core planning team was formed. This team included stakeholders from the high school, central office, the school board, teacher and support staff union, parents, members of the community and Washtenaw Intermediate School District (WISD). This core team conducted a careful analysis of the current reality, including collection and analysis of critical data, and established of baseline data (as noted in the chart above). Based on the student achievement data, the core planning team selected the turnaround model and identified five key strategies for turning around the school.

- **Expand the learning time** available to each student by developing learning opportunities available 24 hours a day, seven days a week, year round (24/7/365).
- **Use one-to-one computing in a project-based learning environment** for all instruction, focusing on Science, Technology,

Engineering, Math and Medical (**STEMM**) projects. The STEMM focus responds to community projections related to career and job growth opportunities and reflects the community's history of excellence in skilled trades and manufacturing sectors.

- Document student learning, achievement and success in the project-based learning environment through the ongoing assessment of **demonstrated skills and proficiencies**.
- Develop a **collaborative, safe, positive school culture of high expectations** for students, adults, and community partners.
- Build **high levels of community involvement** through workgroups, community-based problem-solving projects, mentorships, internships, apprenticeships and other off-site credit bearing courses and learning opportunities.

Between June 14 and July 12, 2010 the core planning group met five times for 3-4 hours at each session. Additional meetings were held with potential partners (including Washtenaw Community College and Ford Fund) to explore the possibilities of collaboration. Once key strategies were identified, smaller workgroups were formed to develop implementation plans for the first three years of the redesign efforts. Workgroups focused on: instructional PD, site visits, cyber academy, partnership meetings, building community relationships, and communications. The membership of these workgroups expanded to include teachers and community members who were previously not members of the core planning team.

The general plan was presented by the planning team to the Willow Run Board of Education on July 12, 2010 and was approved to move forward. (The data sets developed are attached, following the required components of this plan.)

With provisional board approval, detailed plans for the 2010-11 school year were developed and submitted in the first round of SIG applications. The district was anticipating funding for implementation of the entire plan beginning September 2010. Although Willow Run Community Schools was not awarded funds in the first round, the district was committed to the plan and implemented several aspects at Willow Run High School on September 6, 2010 when students returned.

Status of these implementations is described in the following sections.

- A. Replace principal*
-and grant the new principal operational flexibility over
staffing, calendar/time and budgeting to implement
comprehensive approach***

A new high school principal was assigned to Willow Run High School in July of 2009. The new principal was actively involved in the Visioning and Redesign work that took place during the summer of 2010 and is currently overseeing implementation of the Freshman Academy as well as the extended STEM offerings implemented for the 2010-11 school year (two components of the plan). As an ongoing part of the Redesign model, stakeholders are working collaboratively with executive members of the Redesign team (i.e. the Willow Run Community Schools superintendent, board representatives, WRHS staff and consultants from Washtenaw Intermediate School District) on various governance issues including but not limited to, increased operational flexibility over staffing, calendar/time and budgeting. This comprehensive approach allows the principal to effectively implement the redesign plan at the high school.

Willow Run Community Schools is a small district, with one high school. The central offices of the district are co-located with the high school/middle school building. This allows for regular, close communication between the district superintendent, the high school principal and other members of the executive Governing Leadership Team (GLT). If SIG funding had become available, it was anticipated that a turnaround specialist would have been hired to oversee the creation of the Governing Leadership Team comprised of high school staff, outside partners, parents, administrators, representatives from Washtenaw Community College, Washtenaw Intermediate School District, Eastern Michigan University, the University of Michigan and key K-8 staff members.

Working with existing funding, the district superintendent is functioning as the Turnaround Specialist and convenes the Governing Leadership Team (a site-based "operating board" for the school,) assuring that the high school is operating One Plan supporting the success of all students. The School Improvement Plan and LEA PC plans have been coordinated to support the Turnaround, and district federal, state and local resources have been aligned to the five key strategies described earlier.

**B. Screen all existing staff and rehire no more than 50% of staff*
-use locally adopted competencies to measure
effectiveness of staff who can work within the
turnaround environment to meet student needs***

During the summer of 2010, the Willow Run High School principal, principal's coach and superintendent met to review the qualifications of all existing Willow Run High School staff. Staff members were divided into two groups. Group A was comprised of teachers who had taught less than one year in the school. These teachers were considered part of a new culture the principal

began to develop in the 2009-10 school year and were retained. Group B was comprised of teachers with more than one year of seniority.

The district's criterion for a Turnaround Teacher now places the focus on five Domains: Planning and Preparation, The Classroom Environment, Instruction, Professional Responsibilities, and Student Growth. During June, July, and August of 2010, the district screened all staff assigned to Willow Run High School using Domains 1-4 of the Turnaround Teacher Criteria and assigned no more than fifty percent of the existing staff for the 2010-11 school year. Pending ongoing negotiations, a fifth Domain around student growth will be added to the Turnaround Teacher criteria. This fifth Domain will be included with Domains 1-4 and used to screen all staff as a part of the 2010-11 evaluation process. The Criteria for a Turnaround Teacher including a Domain for Student Growth will be as follows:

Willow Run Community Schools Criteria for Turnaround Teachers, 2010-11 (Adapted from Charlotte Danielson evaluation model)

DOMAIN 1: PLANNING AND PREPARATION

- Component 1a: Demonstrating Knowledge of Content and Pedagogy
- Component 1b: Demonstrating Knowledge of Students
- Component 1c: Selecting Instructional Goals
- Component 1d: Demonstrating Knowledge of Resources
- Component 1e: Designing Coherent Instruction
- Component 1f : Assessing Student Learning

DOMAIN 2: THE CLASSROOM ENVIRONMENT

- Component 2a: Creating an Environment of Respect and Rapport
- Component 2b: Establishing a Culture for Learning
- Component 2c: Managing Classroom Procedures
- Component 2d: Managing Student Behavior
- Component 2e: Organizing Physical Space

DOMAIN 3: INSTRUCTION

- Component 3a: Communicating Clearly and Accurately
- Component 3b: Using Questioning and Discussion Techniques
- Component 3c: Engaging Students in Learning
- Component 3d: Providing Feedback to Students
- Component 3e: Demonstrating Flexibility and Responsiveness

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- Component 4a: Reflecting on Teaching
- Component 4b: Maintaining Accurate Records
- Component 4c: Communicating with Families
- Component 4d: Contributing to the School and District
- Component 4e: Growing and Developing Professionally
- Component 4f: Showing Professionalism

DOMAIN 5: STUDENT GROWTH

- Component 5a: Identifying a Student's Strengths and Weaknesses
- Component 5b: Establishing a Baseline for Learning

- Component 5c: Evaluating Student Learning using Pre, Post, and Formative Assessments
- Component 5d: Recording Student Progress on a Regular and Timely Basis
- Component 5e: Establishing Clearly Defined Learning Targets for all End-of-Unit Tests

The Danielson framework is comprehensive, allowing Willow Run teachers to reflect not only on what occurs in the classroom, but also on what happens outside the classroom walls.

- Planning for instruction and reflecting on next steps.
- Interacting with colleagues in pursuit of instructional improvement.
- Communicating with parents and the larger community.

The Danielson framework makes it clear that a teacher's job is much more than what happens in a classroom. Other types of work contribute significantly to teacher's success with students:

- What occurs in a teacher's head, such as knowledge of content and ways to organize that knowledge to convey it to the student.
- How a teacher reflects on student learning and makes plans to improve that learning.
- How a teacher interacts with others in the educational environment.

All teachers who met the locally adopted criteria for excellence were given the opportunity to participate in the ninth grade Freshman Academy initiative which included a Project Based Learning approach to teaching and learning. Teachers who responded positively to this opportunity agreed to participate on this team, and worked together during the summer to prepare for fall 2010 implementation. All teachers on this team were retained for the 2010-11 school year. In addition, the one teacher involved in the development of the WRHS Robotics program was retained to lead and teach Robotics classes. This teacher is also assisting in the development of the STEMM (Science, Technology, Engineering, Mathematics and Medicine) strand.

Only 50% of the 2009-10 staff returned to the high school September 2010. It is anticipated that most of these staff members will continue for the 2011-12 school year.

As WRHS moves forward, the principal has begun using the following form when conducting weekly classroom walkthroughs. The evaluation tool for classroom walkthroughs is not a part of the union bargained evaluation process, and is currently at the discretion of the principal. This was a process learned through the Michigan Principal's Fellowship. Staff members have also been engaging in the instructional rounds process. (Elmore, 2009)

Willow Run High School
Classroom Walkthrough

Teacher:
Subject:
Date:

	Unsatisfactory	Basic	Proficient	Distinguished
Planning and Preparation				
• Demonstrating Knowledge of Content & Pedagogy	_____	_____	_____	_____
• Demonstrating Knowledge of Students	_____	_____	_____	_____
• Demonstrating Knowledge of Resources	_____	_____	_____	_____
• Assessing Student Learning	_____	_____	_____	_____
The Classroom Environment				
• Creating an Environment of Respect and Rapport	_____	_____	_____	_____
• Establishing a Culture for Learning	_____	_____	_____	_____
• Managing Classroom Procedures	_____	_____	_____	_____
• Organizing Physical Space	_____	_____	_____	_____
Instruction				
• Communicating Clearly and Accurately	_____	_____	_____	_____
• Using Questioning and Discussion Techniques	_____	_____	_____	_____
• Engaging Students in Learning	_____	_____	_____	_____
• Providing Feedback to Students	_____	_____	_____	_____
• Demonstrating Flexibility and Responsiveness	_____	_____	_____	_____

Observer: _____

At Willow Run, teacher evaluations are a negotiable component of the labor agreement. A timeline for implementing an effective teacher evaluation process, embedding the locally adopted criteria for excellence based on Enhancing Professional Practice Teacher Evaluation to Enhance Profession Practice by Charlotte Danielson. This timeline allows the district to adopt the evaluation process while having input from all stakeholders, as well as holding staff accountable.

Date	Task	Action
October 2010	Negotiation Conference with Administration and Union President	Discuss language change and evaluation models needed
November 2010	Develop & Establish a Teacher Evaluation Review Committee Select Teacher Evaluation Model	Review set of criteria to evaluate staff based on classroom observations in conjunction with student data evaluation Review multiple evaluation tools to determine best fit for the district. District has decided on using the Charlotte Danielson Model
December 2010	Develop an Evaluation Rubric through the Review Committee Book Study	Present the draft Teacher Performance Evaluation to the local Teachers union Meeting Students Where They Live; Motivation in Urban Schools by Richard L. Corwin
January 2011	Review Committee Meeting/Negotiations	Make additional revisions to the Teacher Evaluation Performance Evaluation. Reach a tentative agreement with the teachers union.
February 2011	Book Study Finalize the Teacher Performance Evaluation	Teacher Evaluation to Enhance Professional Practice by Charlotte Danielson Provide all staff a copy of the evaluation rubric and classroom walkthrough forms so there is an

		understanding of staff expectations
March 2011	On-line course Teacher Evaluation using the Danielson Framework	Provide professional development for all administrators, this will continue to be ongoing. (Seven modules)
April 2011 – May 2011	Reflections Final Adoption of Evaluation	Administration will analyze the staff evaluations, working with teachers to develop individualized professional development plans to increase teacher effectiveness. Board of Education adopts the Teacher Evaluations
June 2011	Staff Assignments	Replace teachers not meeting qualifications, utilizing the previously established rubric for the initial replacement of staff.

Only teachers meeting the Board Adopted qualifications will be in the WRHS classrooms September 2011. In addition all administrators, instructional and support staff working in WRHS for the 2011-12 school year will sign a letter of commitment, supporting the reform effort and the student achievement goals of the district.

- C. **Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions***
-use to recruit, place and retain skilled staff

Rick DuFour (2002) speaks of the *Passion* and *Persistence* needed to engage everyone in the professional learning community and sustain this complex work overtime. That passion and persistence will not exist unless the redesign of WRHS

explicitly addresses the importance of building a culture of optimism, collaboration, safety, and high expectations for everyone. A key element of this plan will be to utilize student data to “teach” teachers how to build critical learning relationships with students and collaborate with their colleagues in meaningful and safe conversations about student progress and student learning.

Another facet of the culture which will be vastly different for WRHS is simply, *failure is not an option...* Teachers are being held directly responsible for ensuring that failure is no longer acceptable and rewarded for their efforts.

Staff members will receive financial incentives as students meet established performance benchmarks. Instructional and support staff will work as a building team to move the school’s academic progress forward. As a result, all will be eligible to receive financial incentives.

In year one, the determining factor for staff receiving the monetary bonus will be based upon making AYP at least through Safe Harbor. The staff will work toward developing a plan to reward outstanding individual achievement of staff contributing to the improvement of students’ academic performance. The first year will be used to collaboratively develop the method of evaluation for the individual awards and affirm the award amount for the next two years. The district will work closely with the Willow Run Teacher bargaining unit to develop additional details regarding remuneration for academic successes for year two and three of the grant period.

The following chart outlines the proposal for financial incentives that will move to formal discussion with the teacher and support unions.

Benchmark	Stipend Amount
45 hours of Approved PD in either RA, PBL, <u>or</u> Effective Schools Research	\$250 stipend (second 45 hours to a total of 90 hours, an additional \$250 stipend)
AYP – Yes (Safe Harbor)	\$1000/instructional staff \$ 500/support staff
AYP – Yes (Michigan Target)	\$2000/instructional staff \$ 1000/support staff
AYP – Yes (15% or more above Michigan Target)	\$2500/instructional staff \$1250/support staff

A whole school effort is required to ensure that maximized student improvement takes place. In addition, a committee of staff members will develop a plan that will provide suggestions for incentives for individual teacher/support staff showing evidence of extra success impacting positive student achievement based upon achievement data.

The district is working with the union to develop appropriate promotion and career growth opportunities as well as flexible work conditions. Stakeholder input is being

sought to develop ideas for additional promotion and career growth opportunities. For the first year, the financial incentive and opportunities to participate in leadership positions in committee and work groups will comprise the incentive program.

Additional labor-management discussions will include a reconfiguring of teacher's workday, stipends for additional professional development, stipends for teachers who go above and beyond to ensure failure is not an option (serve as tutors, mentors, etc.), and bonuses over time for recruiting and maintaining highly effective teachers to join the WRHS team.

**D. Provide ongoing high-quality job embedded Professional Development (PD)
-aligned with instructional program and designed with staff input**

The Willow Run High School will be redesigned to provide students with a learner-centered, personalized, high quality education that meets their individual learning needs and interests. Traditional iconic high schools are not organized to provide this sort of teaching and embrace this sort of learning. The WRHS redesign model will shatter this paradigm. To meet the 21st century learning needs of all students Willow Run Community High School will become a **STEMM (Science Technology Engineering Mathematics Medicine)** school by 2014.

21st Century Skills will be the foundation of teaching and learning. Ensuring college readiness by equipping students with the "soft skills", academic skills and an opportunity for post-secondary experiences prior to completing secondary course options is the underpinning of the redesign efforts. *Every WRHS student will have the opportunity to graduate with a high school transcript and college transcript—each student will complete one post-secondary course prior to graduation.* Job readiness is also an important part of the redesign model, employable awareness, knowledge and skills in areas of STEMM (Science, Technology, Engineering, Mathematics and Medicine).

These objectives will be accomplished through using research-based instructional models to transform the current WRHS to a 21st Century School that is supported/powered by New Tech Network. New Tech is an approved SIG provider. Willow Run will apply to become part of the New Tech Network as a start-up in 2010 and begin phasing in the New Tech model during the 2011-12 school year with 9 and 10th grade. The reform will continue by an additional grade each year with a full implementation in 2014. (A detailed chart of New Tech Network start-up and implementation services is included as Appendix A.)

Teachers have begun this journey by being introduced to and professionally developed in an agreed upon, researched based model of project-based learning.

Students will be engaged in interdisciplinary projects that will involve members of the community and multiple resources. The environment of learning will be based on collaboration, a clear set of skills and proficiencies for students to master, multi-layered rubrics that assess for academic and social readiness, and other measures of formative and summative assessments embedded into the learning plan for each student. Teachers will serve on professional growth teams and serve as facilitators and mentors for students.

During the 2010-11 school year, the staff (50% new) will begin to develop a personalized learning environment, adopt learner-centered instructional practices and prepare to move actively into the New Tech model (project based learning, culture of collaboration & one-to-one computing). From 2011-14, Willow Run will explore working with New Tech Network, partnering with Washtenaw Community College, Early College Alliance at Eastern Michigan University (ECA @ EMU) and Widening Advancements for Youth (W-A-Y). The redesign of the Regional Career Technical Center, relocated to Willow Run High School regional CTE program, will be planned as well, targeting current and local occupational needs of the community, aligned to job forecasting data.

Professional Development Plan Focus Areas

Reading Apprenticeship & Studying Math Learning – All Staff will be involved in improving numeracy and literacy skills. Focus on personalizing learning and apprenticing students to develop metacognitive strategies in a learner-centered, teacher facilitated environment. Academic Literacy class can be taught second semester by a current trained teacher to work with very high risk learners to remediate utilizing the WestED curriculum materials. Facilitation of monthly building meetings is ongoing and outlined in the professional development timeline section.

Personalizing the Learning Environment – Developing systems to ensure that the learning environment is nurturing positive relationships that support students and staff development into a project-based community focused school.

- Staff of the Freshman Academy participated in *Mark 1 Changing Lives* workshops to utilize the “Changing Lives Character Development” to support relationship building.
- Freshman Academy staff currently use the “Changing Lives” program to support the Freshman Academy students.

Project-Based Learning (PBL)– Every teacher will receive sufficient professional development and coaching to achieve the goal that all students will have at least one project-based learning experience during 2010-11 school year. Each teacher will be supported and expected to develop a PBL experience for a class.

- Schedules are arranged so that the teacher teams have common planning and use time to develop and evaluate PBL lessons.
- Engage local businesses, community leaders, parents, and students in the potential of project-based learning through co-design of projects and use of community people and resources.

- Determine specific project-based assessment, tracking, technology tools, and resources.
- Initiate an online 24/7/365, technology-rich, project-based learning environment for 60-100 students who are off-track and likely to not graduate (W-A-Y School model) who CHOOSE to be in this learning environment. (Seat waiver already in place, need year-round waiver to be approved June 2011) Students began W-A-Y school option September 2010.
- Identify core leader for project-based learning work and NTH work.
- Visit 2-3 schools using project-based learning, including the STEMM and New Tech model schools.

Developing a Professional Community – Research is clear that professional relationships in successful schools focus dialogue on student learning utilizing PLC-Critical Friends – Data Teams (Reeves) type models.

Establishing a School Culture of high expectations through positive, collaborative and professional focus will be accomplished through embedded professional development for all high school teachers and instructional staff, such as Reading Apprenticeship, Studying Math Learning, and Project-Based Learning.

Goals: 1) Develop collaboration skills for teacher-to-teacher work that are focused on student outcomes and making sure failure is NOT an option, 2) Develop, purchase, implement tools and resources that track student progress on a daily, weekly, monthly basis and monitor continually, 3) Adjust lessons, projects, and use of time to meet student needs based on measured student progress.

- 2-5 days of training on effective collaboration with a focus on student outcomes (Data Dialogs and Coaching through *Statewide System of Support* and Critical Friends)
- Utilize Instructional Rounds training from MSU Principal's Fellowship on effective collaboration with a focus on student outcomes (Richard Elmore & Critical Friends Group)
- All common planning time uses the rubrics, protocols and practices that are learned in training
- Implement benchmark assessments (quarterly standardized testing) to track student growth over course of year using NWEA (7th-10th grade) (will indicate learning growth curves—are students learning at a rate above other schools? Which students with which teachers are learning at high rates? Who is not on high learning curves? Will also indicate teacher effectiveness)
- Implement common assessments for subject area (will indicate readiness to earn high school MMC credits)
- Implement Plan, Explore tests (8th grade students will indicate readiness for ACT test and college success)
- Implement Compass Test for students completing equivalent of 9th and 10th grade MMC requirements (will indicate readiness for dual enrollment options)
- Writing assessment with rubric subject area specific – reinstate previous writing assessment

- Track all assessments through DataDirector data system to look for patterns of success and challenge at student, teacher, program, school levels. Request Data Coach from *Statewide System of Support*.
- Establish leadership/organizational routines of using data to target support to teachers as well as provide indicators for program and teacher success and failure
- Use time at staff meetings and during teacher planning to focus on student work

The professional development (PD) plan currently implemented at WRHS has begun to support these changes as evidenced by the details presented in the following, ongoing **PD implementation timeline**.

2009-10 SY

December 2009: Differentiated Instruction Professional Development, Lansing, MI; team of 7 high school classroom teachers from 4 core areas in attendance. Team presented at staff meeting upon return.

January 2010: Analysis of first semester 9th grade data shows great need for intervention. Discussion of transitioning for 2010-2011 school year.

January – June 2010: *Instructional Rounds (Richard Elmore)* done on a monthly basis. Team of teachers, in effort to build culture of collaboration, observed one another and conference on observations in team meeting, same day.

February 2010: Staff surveyed for interest in participation of new Freshmen Academy.

March 2010: Team of interested staff visits Freshmen Academy at Pinckney High School and begin development.

March, April, May 2010: 3 days of design and planning with freshmen team teachers.

April & May 2010: Planning and Design of Freshmen Academy continues. Teachers and support staff attend Link Crew Training in Columbus, OH.

May 2010: Planning, Design & Implementation Process presented to Board of Education.

June 2010: 3 day Freshmen Academy Team Planning with Dr. Nancy Coelflesh, Michigan State University. Vision and Shared Beliefs established.

June 2010: Development of a school climate plan and grading program – worked on this over a few months of staff and team meetings. June, August,

2010-11 SY

September 2010: All high school teaching staff trained in Reading Apprenticeship.

August 2010: Two week Freshmen Flyer Camp on campus of higher education. Culminating activity with Family, Student, Staff BBQ and community building activities.

August 2010: Link Crew Orientation

September 8 & 22, 2010: Freshmen Team Meetings

October 2010: Team of Teachers from all core areas attends MI-Champions Project Based Learning Training.

October 19, 2010: Teachers present PBL to staff at staff meeting, giving examples of what they have done in their classrooms.

October 6 & 20, 2010: Freshmen Team Meetings developing professional community, utilizing CFG model

October 28, 2010: Freshmen team teachers visit Wayne New Tech High School, Fort Wayne, IN

November 1, 2010: Reading Apprenticeship Professional Development: 3 strategies chosen for each teacher to implement in next month. Data collected and will be analyzed at December 7, 2010 staff meeting.

November 2, 2010: Teachers present New Tech visit to all staff at staff meeting.

November 5, 2010: Freshmen team teachers visit Arsenal New Tech High School, Indianapolis, IN.

November 16, 2010: Superintendent and other key leaders attend district-wide PBL site, Columbus, IN.

November 17 & 29, 2010: Readiness Visits by New Tech Staff to Willow Run

December 8, 2010: Board of Education Curriculum Subcommittee visits PBL site, Columbus, IN.

December 16, 2010: Present Re-design Plan to Board of Education Curriculum Subcommittee

January 6, 2011: Present redesign plan to Board of Education for First Reading

January 20, 2011: Board of Education vote for redesign plan

January-February 2011: Principal's Residency for New Tech High (3 days)

March-April 2011: Teachers Shadowing for New Tech High (3 days)

June 2011: New Schools Training for New Tech High (6 days)

Summer 2011: Teacher summer work for new school development activities and curriculum design, including STEMM.

2011-12 SY

- Continue to use faculty meeting time for literacy and numeracy Critical Friends Group to embed within New Tech model.
- 10 Days of On-Site Training
- 65 Hours of 1:1 Virtual On-Line Coaching Support (email/video conferencing)
- New Tech Network Webinars
- Leadership Forums (4 days)
- Meeting of the Minds-Regional Networking & Professional Development for Teachers (2 days)
- New Tech Annual Conference (3 days)
- Online Learning Environment for all students, parents & staff

2012-13 SY

- 8 Days of On-Site Training
- 50 Hours of 1:1 Virtual On-Line Coaching Support (email/video conferencing)
- New Tech Network Webinars
- Leadership Forums (4 days)
- Meeting of the Minds-Regional Networking & Professional Development for Teachers (2 days)
- New Tech Annual Conference (3 days)
- Online Learning Environment for all students, parents & staff

2013-14 SY

- 6 Days of On-Site Training
- 32 Hours of 1:1 Virtual On-Line Coaching Support (email/video conferencing)
- New Tech Network Webinars
- Leadership Forums (4 days)
- Meeting of the Minds-Regional Networking & Professional Development for Teachers (2 days)
- New Tech Annual Conference (3 days)
- Online Learning Environment for all students, parents & staff

2014-15 SY

- 4 Days of On-Site Training
- 16 Hours of 1:1 Virtual On-Line Coaching Support (email/video conferencing)
- New Tech Network Webinars
- Leadership Forums (4 days)
- Meeting of the Minds-Regional Networking & Professional Development for Teachers (2 days)
- New Tech Annual Conference (3 days)
- Online Learning Environment for all students, parents & staff

E. Adopt a new governance structure*

-examples: report to turnaround office, hire turnaround leader, flexibility agreement in exchange for accountability

Willow Run Community Schools will establish a **Governing Leadership Team (GLT)** for the high school where the principal serves as the leader. Broadening the governing team at the building is designed to: 1) expand the division of labor in leading the building initiatives; 2) increase the ability to include all staff in collaborative activities regarding data analysis, parent involvement, classroom instruction, curriculum, etc.; 3) increase the building level decision making process; 4) include student input and involvement helping them take additional ownership for their own learning; and 5) provide a more solid leadership foundation for the building. With the increased and broadened base of the governing body, contributions to the leading of the school, implementation of programs, and involvement of students, staff, and parents should be enriched. The outcome should yield greater success in the schools ability to attain and maintain academic success.

The GLT will be comprised of building principal, teacher leaders, student leaders, and parent representatives. The GLT will meet bi-weekly to plan, analyze, review and oversee the implementation of school programs and activities. **Teacher leaders** will serve as peer coaches, data analysis experts, and school improvement leaders. GLT leaders will work with teams of teachers to help assist with classroom practices and will help monitor student achievement in the classes assigned to them. GLT will serve as leaders guiding staff collaboration on student work, classroom practices, and student outcomes. They will serve as the PLC leaders of SIP initiatives. The GLT will be additional “point persons” for the students and the parents. They will help direct parents and students to needed services.

Student leaders will provide ideas and feedback on goals and activities. Their input will help ensure that the programs that are designed to “help” them will have a greater chance to be successful. **Parent leaders** will provide feedback to determine needs for parents and families developing preferred ways to meet the needs. They will develop a communication outreach system designed to increase parental participation and involvements. Student and parent participation will help ensure that activities are not forced but are planned with and by them.

The **Turnaround Leader (TL)** will be re-evaluated in six months. Currently the Superintendent acts as the TL, however one may be identified in the future. The Turnaround Leader will provide support to the GLT. The TL will play an integral role in data review and analysis to ensure that SIG strategies are successful in impacting student achievement and school climate as described in the Comprehensive Needs Assessment and School Improvement Plan. The TL will meet with the building principal as often as needed but not less than once per week to review program progress. The TL will ensure that no district level barriers are in place that might prevent progress.

The Turnaround Leader will help guide the GLT through the process of carrying out **action research**. Taking the baseline data, implemented strategies (student and adult), and monitored findings, the team will work to analyze and draw conclusions

specific to this organization and applicable to others. The action research process, in which participants examine their own educational practices systematically and carefully, uses the techniques of research. This will help guide Willow Run High School's future practices for the duration of the project and beyond. The Action Research to be conducted is based upon the principles that:

- Teachers and principals work best on problems they have identified for themselves
- Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently
- Teachers and principals help each other by working collaboratively
- Working with colleagues helps teachers and principals in their professional development

Although there are many types of research that may be undertaken, action research specifically refers to a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future. This research is carried out within the context of the teacher's environment—that is, with the students and at the school in which the teacher works—on questions that deal with educational matters at hand. (Watts, 1985, p. 118) The Turnaround Leader will maintain and collect a variety of empirical data records chronicling the successes, challenges, and general progress of the program. The TL will help ensure that all aspects of the program are coordinated and positioned in the best place for successful implementation.

Washtenaw Intermediate School District will be contracted as an External Provider to assist in establishing the governance structure that supports the innovations and redesign, and provide ongoing technical assistance on implementation.

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

Willow Run Community Schools, in their LEA PC and School Improvement Plans on file with the MDE, have reviewed student performance data and constructed an instructional program that is vertically aligned from one grade to the next as well as with State academic standards. This redesign plan outlines how additional research-based strategies, such as project-based learning, one-to-one computing, and year – round instruction will be utilized to deliver this aligned instructional program to students.

Analysis of multiple measures such as the senior exit survey, review of student work, MME scores, STAR data, common quarterly assessments, PLAN scores and AP scores were utilized to select Reading Apprenticeship as the instructional method to be used 9-12 to achieve the English Language Arts objectives. Targeted students also participate in an Academic Literacy class based on Reading Apprenticeship

methods. WRHS uses a Reading Apprenticeship/ELA Literacy Coach to work with teachers on effective, aligned practices.

Similar analysis of multiple assessments resulted in the establishment of a Revolution Prep Algebra Readiness Program for students in the 9th grade and targeted students. Studying Math Learning, a math instruction method that parallels Reading Apprenticeship, is used by all math teachers to support student achievement.

Students also receive supplemental math support using Education 2020 (e2020) online content. All 9-12th grade students needing credit recovery receive services to earn credits toward graduation using e2020. These courses are offered after-school and/or during the summer.

Ninth-12th grade teachers use Science Investigations to vertically align instruction. In addition, ongoing professional development is provided through Title I, Part A funding in Differentiating Instruction on all three key elements – differentiating the content, differentiating the process and differentiating the product.

All teachers will use at least two project-based learning experiences in their classrooms in the 2010-11 school year. All teachers will receive professional development in project-based learning, attend project-based learning professional development meetings and participate in project-based learning site visits with STEMM academies in New Tech High School Network.

Students who are not progressing adequately toward graduation will be placed in the W-A-Y Academy and receive project based learning in this placement. W-A-Y is a Cyberschool model of alternative education. Students complete classes online and in a specified location (twice a week). Student have mentors who contact them daily to ensure progress. W-A-Y students remain students of the WRHS. The W-A-Y lab is located within WRCS.

**G. Use data to inform and differentiate instruction
-formative, interim, summative**

All 9th – 12th grade teachers are expected to use multiple assessment measures to differentiate instruction in the classroom. Teachers examine student work on a weekly basis, identify areas of student need and meet to discuss the best method for addressing the needs with the Title I and Special Education staff. Teachers have received professional development in using data to inform and differentiate instruction based on the research of Tomlinson. The nature and extent of the differentiation depends on student readiness, interest, and learning profile. Student readiness is an evaluation of the student's prior knowledge, understanding, and current skill level. Interest refers to topics that motivate a student or peaks one's curiosity. The learning profile includes the learning style (visual, auditory, tactile,

kinesthetic), grouping preference (individual, small or large group) and environmental preference (quiet area, large or small area).

In addition the district is researching the possibilities of teaming with the Michigan Association of Intermediate School Administrators (MAISA) to hire a Data Coach. The Data Coach would facilitate a detailed analysis of the school data. This would allow the district to identify questions raised by the data and address areas of weakness. Staff would learn how to analyze data, indentifying student needs as well as additional data to assist in altering the teaching strategies. In addition the data coach would assist staff in professional growth, helping them to identify their own areas of weakness. All of these steps would allow the staff to review their School Improvement Plan and align resources to meet the needs of the students.

H. **Increase learning time***

-using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for core academic subjects, other subjects, enrichment activities, teacher collaboration or PD

The new instructional delivery model for Willow Run High School will be non-time centric. There are different ways in which this will be achieved. Students will have access to the building from early in the morning to late in the evening. The building will be staffed with high quality educators during these timeframes to provide students with meaningful, project-based skill acquisition.

In addition, WRHS will seek a waiver from the state to provide either an extended school year for all students or plan for a year around school. As part of the planning period from September 2010 through August 2011, site visits will be made to diverse year-around school models by members of the GLT to make a recommendation for implementation.

Non-time centric also refers to students who will be enrolled in the W-A-Y Cyber School program. These students will have unprecedented access to highly qualified teachers, committed to ensuring their academic, social and emotional growth 24/7/365 (24 hours a day, seven days a week, 365 days per year). A pilot group of these students began W-A-Y programming in September 2010. Ongoing evaluation of their progress and success will provide data for development of expanded opportunities in the final redesign implementation.

A third way in which non-time centric will be actualized is to allow students to individually excel through the program at their own rate and speed of learning. Students will no longer progress through the lock-stepped freshman, sophomore, etc. years of schooling; instead, they will explore and acquire skills when they are socially, emotionally, developmentally and academically prepared. In some cases, students will excel through their secondary schooling in three years, for others it may take four and a half or five years to complete.

Added Learning Time	Purpose	Potential Increased Learning Time
Before School	<ul style="list-style-type: none"> -Individualized/small group support -Tutoring for students who have begun to move ahead -Peer tutoring/support -Study teams 	1 hour/day 4 days/week 28 weeks Up to 112 hours additional learning time
After School	<ul style="list-style-type: none"> -Individualized/small group support -Tutoring for students needing additional support in core subject areas -Advanced support for students who have begun to move ahead. -Peer tutoring/support -Study teams -Computer lab to access software, information, and differentiated learning opportunities -Increased support for after school activities to increase student involvement -Credit recovery program to ensure students maintain academic competencies aligned with grade level expectations. -Expanded and extended learning opportunities to be offered exclusive to each "academy" focus. After school project-based activities include high quality clubs, internships, externships, and community service experience. 	28 weeks Up to 336 hours additional learning time
Weekend	<ul style="list-style-type: none"> -Saturday Academy- small/large group support- academic core areas, social emotional support activities. -Academic supported field trips -Enrichment activities -Career exploration activities -Saturday classes to enhance MME preparedness, higher-order thinking skills, academic 	3-5 hours/day 10 days Up to 50 hours additional learning time

	enrichment, and study skills. All students eligible to enroll in this class.	
Summer	<ul style="list-style-type: none"> -Tuition free summer academies/institutes -Core subject area support -Social / Emotional support -Family support activities -Summer credit recovery opportunities -Internships -Career exploration activities -Other as needed -9th grade transition to allow teachers to prepare students for high school. 	<p>4 hour days 5 days/week 5 weeks Up to 100 hours learning time</p> <p>4 hours/day 5 days/week 4 weeks 80 hours</p>
24/7 Time Via Technology (Web Based Learning)	W-A-Y School e2020	Unlimited
Administrative Changes to Support Additional Learning Time	<ul style="list-style-type: none"> -Twice monthly content area team meetings will focus on aligning instruction and deepening student engagement. -Improve coordination with Supplemental Education Service providers. 	

The district will work with the teachers’ bargaining unit to add instructional minutes to the school day and possible additional days of instruction. Ways to accomplish this include flexible teacher schedules that allow early and late start teacher times and extended year teaching times. A committee of teachers, parents, students, and administrators will review possibilities to make these changes for future instruction schedules.

I. Provide social-emotional and community services and supports

It takes three strong elements to support a sustainable, staple high school turnaround designed to assure student achievement in high school, graduation from high school and successful transition to college or career. The first is an excellent overall school academic instructional program. This proposal outlines in detail the changes that Willow Run High School will make to dramatically improve the high school instructional program. The second is intense additional academic support

services for students who need extra support or time to achieve content mastery. This proposal sets out extended school day and school year programming planned for implementation as a component of the high school turnaround effort. And third, equally as vital as the previous two, are wrap around social-emotional and community-based services and supports to assist students to be prepared to take full advantage of the rigorous academic program and additional instructional opportunities available to them.

Many of the students who attend Willow Run High School live in the most economically depressed area of Washtenaw County. The Willow Run/Ypsilanti area unemployment rate has climbed from 6% in 2006 to 13.6% in 2010. Poverty, homelessness, reduced access to health and mental health services, and neighborhood crime are all daily facts of life for Willow Run High School students.

Washtenaw County Juvenile Court reports that 49% of the cases seen in the courts arise from incidents that take place in the 48197 and 48198 zip code areas, regions from which Willow Run High School draws students. Washtenaw Trial Court's 2008 Report Card on Juvenile Probation directly links lack of school engagement to criminal and status offenses when it notes, "Lack of school engagement is strongly related to risk for substance abuse, teen pregnancy and delinquent behavior." The teen pregnancy rate for the Willow Run area is 2.5 times higher than the county average. The Corner Health Center reports that 49% of the teenage patients have no health insurance upon entering the facility, though many are eligible for public health insurance programs. They simply do not know they have options for health support.

These facts dramatically exemplify why social-emotional and community supports and services are necessary to provide each and every student with the best chance of academic success.

Due to the socio-economic demographics of the Willow Run area, many social service agencies and providers are running programs for youth in the district, some are even located within the high school. However, these programs are an uncoordinated patchwork of opportunities and services, and rely upon the student to discover the resource and make use of the program. The students do the best they can to find appropriate services. They are not always successful.

The Willow Run Superintendent met in the spring of 2010 with the service agencies operating in the district, bringing the group of providers together to discuss a more comprehensive and coordinated service model for delivery of much needed support services to the students of Willow Run Community Schools.

The goal of this evolving collaborative task force is to document the services currently available, identify service gaps, and develop goals and intentional outcomes for the services. Once the map of services and outcome goals are established, a concerted effort to connect students to services early and directly can begin through the efforts of the teachers, social workers, coaches and paraprofessionals employed by the district. A **part-time social work position**,

designed to provide direct services to students in the afterschool and summer programming, will provide coordination for this collaborative group of service providers and work to enhance both student awareness of available services and participation in those services.

Notable among the programs active in the district are the 21st Century Community Learning Center program and GEAR UP, two federally funded programs operated by Eastern Michigan University, and RAZ, the Regional Health Alliance Clinic operated by the Corner Health Center at Willow Run High School. Emerging partnerships with the Washtenaw Departments of Public and Mental Health will also support the development of a coordinated system of support which Willow Run High School can access both during and after the typical school day. These multiple activities will be documented in a coordinated calendar of ongoing collaborative meetings of the service agencies, establishment of a coordinated data system allowing for accessing service delivery across agencies, a student measurement system that tracks academic success against participation in social-emotional service opportunities, and a system for quickly providing multiple service supports and interventions to students – both a quick referral system for service and a one-stop access point for students, preferably located within the high school.

Every teacher, counselor, social worker, administrator, parent, and student will be given a copy of this coordinated systems document. All adults will work with students to assume they are appropriately refined and receive full social-emotional support services.

Appendix A:

<p><u>Planning</u></p> <p>Prior to opening New Tech school</p>	<ul style="list-style-type: none"> • Up to 2 hosted Executive Tours for district/community planning teams to an existing local New Tech High School Demonstration Site (maximum 10 participants), inclusive of any Executive Tours prior to the signing of the Agreement. Additional tours will be provided at a cost determined by New Tech National. • Access to web-based Planning Portal, Resource Library and on-going communication to assist District and School community during the Application process and Master Plan development. • Visit by New Tech National staff to District and School to meet with School community and assess readiness.
<p><u>Training</u></p> <p>Prior to and after opening New Tech School</p>	<p style="text-align: center;">Prior to School Opening</p> <ul style="list-style-type: none"> • Participation in the following training events for the number of staff specified below. Event costs that are covered by New Tech National are detailed in Exhibit E. • Based on availability, additional participants may attend an event for an additional cost to be determined by New Tech National. <p style="text-align: right;"># Participants</p>

2011 Events Prior to the Opening of School

After Opening New Tech School		per Agreement
	Principal Residency for New Tech principal/director and one additional thought partner.	2
	Shadowing training for New Tech principal/director and year one New Tech teachers at a New Tech Network Demonstration Site	12
	New School Training for New Tech principal/director, year one New Tech teachers, counselor and IT administrator.	12
	After School Opening	
	<ul style="list-style-type: none"> • Membership in the New Tech Network allows staff at the School to participate in professional development events and conferences during 4 years of implementation. • By June, prior to the beginning of subsequent years within this Agreement, New Tech National will provide the schedule of yearly trainings and events, including the number of lodging days and selected meals for each event. • New Tech National reserves the right to amend the scope, duration and location of trainings and conferences on a yearly basis. • Based on availability, additional participants may attend an event for an additional cost to be determined by New Tech National. 	
	2011 – 2015 Events and Conferences	
		# Participants per Agreement
	Fall and spring regional content trainings. Lodging and meals are <u>not</u> provided by New Tech National. Any lodging and meal costs are the responsibility of the District.	12
	Fall and Spring Leadership Summit. Lodging and selected meals will be provided for designated number of participants in 2011-12 and 2012 -13. No lodging or meals will be provided in subsequent years.	1
New Tech Annual Conference, including new staff training. Lodging and selected meals will be provided for designated number of participants in 2012-13. No lodging or meals will be provided in subsequent years.	20	
<u>NTN Services</u>	<p>Membership in the New Tech Network of schools (“New Tech Network”) includes the following benefits:</p> <ul style="list-style-type: none"> • On-going webinars designed to meet specific needs of New Tech Network schools, (i.e. content-specific, project development, culture, assessment, etc). • Yr 2-4: Coach identifies teacher advocate who may be paid a stipend by NTN determined by NTN. • Opportunity for staff members to be certified as New Tech Network Exemplary Teachers. • Opportunity for staff members to be certified as New Tech Network Trainers. • Opportunity for School to be certified as New Tech Network Demonstration Site. 	

	<ul style="list-style-type: none"> • Access to New Tech Network data reports and School-wide implementation benchmarking progress. • Online training modules (web based tools, project development, etc). • NTN Echo training for School staff and technology support personnel. • Assistance from NTN Echo support team as detailed below (NTN Technology). • Onsite and remote coaching services up to the amounts set out in the table below. New Tech National will annually provide the School with a schedule of coaching services based on the School’s needs. 			
<p><u>Coaching Services</u></p>	<p><u>On site coaching days*</u>:</p> <p>Yr 1: 10 days Yr 2: 8 days Yr 3: 6 days Yr 4: 4 days</p>		<p><u>Remote coaching hours*</u>:</p> <p>Yr 1: 65 hours Yr 2: 50 hours Yr 3: 32 hours Yr 4: 16 hours</p>	
	<p><i>*District may purchase additional coaching services for a fee determined by New Tech National.</i></p>			
<p><u>NTN Technology</u></p>	<ul style="list-style-type: none"> • Access for the number of users indicated below to NTN Echo, including students, School and District staff. Additionally, parents of New Tech High School students will have access to NTN Echo. NTN Echo is an innovative online learning platform that enables School staff, students and parents to effectively manage the project-based learning environment. • District may purchase additional user access to NTN Echo for an additional cost to be determined by New Tech National. • Components of NTN Echo include curriculum and gradebook tools designed specifically for the project based learning environment; calendars, group interaction tools; resource sharing and other “education friendly” social functionality; reporting tools; and a robust project library. NTN Echo includes integration with other programs at the discretion of the School at no additional cost. • New Tech National provides NTN Echo technical support for School IT staff. School IT staff will serve as the primary point of contact and technology support for School staff. 			
	<p style="text-align: center;">NTN Echo User Access</p>			
	<p style="text-align: center;">2011-12</p> <p style="text-align: center;">250</p>	<p style="text-align: center;">2012-13</p> <p style="text-align: center;">375</p>	<p style="text-align: center;">2013-14</p> <p style="text-align: center;">500</p>	<p style="text-align: center;">2014-15</p> <p style="text-align: center;">500</p>
<p><u>Additional services based upon performance</u></p>	<p><u>Schools meeting or exceeding New Tech National Benchmark expectations:</u></p> <ul style="list-style-type: none"> • New Tech National will monitor and assess implementation success based upon yearly New Tech National Benchmark assessments (see Exhibit D – New Tech National Benchmarks). • New Tech National may provide opportunities for School staff to select additional coaching days and/or additional seats at New Tech National trainings, events and conferences. These options will be offered based upon availability and offered at no additional cost to School or District. <p><u>Schools with identified Benchmark challenges:</u></p> <ul style="list-style-type: none"> • Within 60 days of the completion of each school year, New Tech National will provide School and District with implementation 			

	<p>benchmark data and recommendations for additional coaching services to address the identified challenges, (such as high staff turnover).</p> <ul style="list-style-type: none"> • Additional coaching services required by New Tech National may represent additional fees. Typically, additional fees will not exceed 10% of the following year's fee (or, 10% of the prior year's fee in the last year of the Agreement) except in extreme circumstances, including without limit, 50% or more staff turnover at School or a change of School leadership. • If School is unable to implement additional services, New Tech National reserves the right to cancel the Agreement or re-allocate services for the following year to provide additional coaching services.
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Appendix B:

Current Reality

The student demographics, of Willow Run Schools and Willow Run High School, have been shifting over the last 5 years as the total number of students in the school has dropped dramatically. In 2008-09 there were 554 students. This dropped to 414 at the end of the current school year. The school is roughly 60% African American and 40% White.

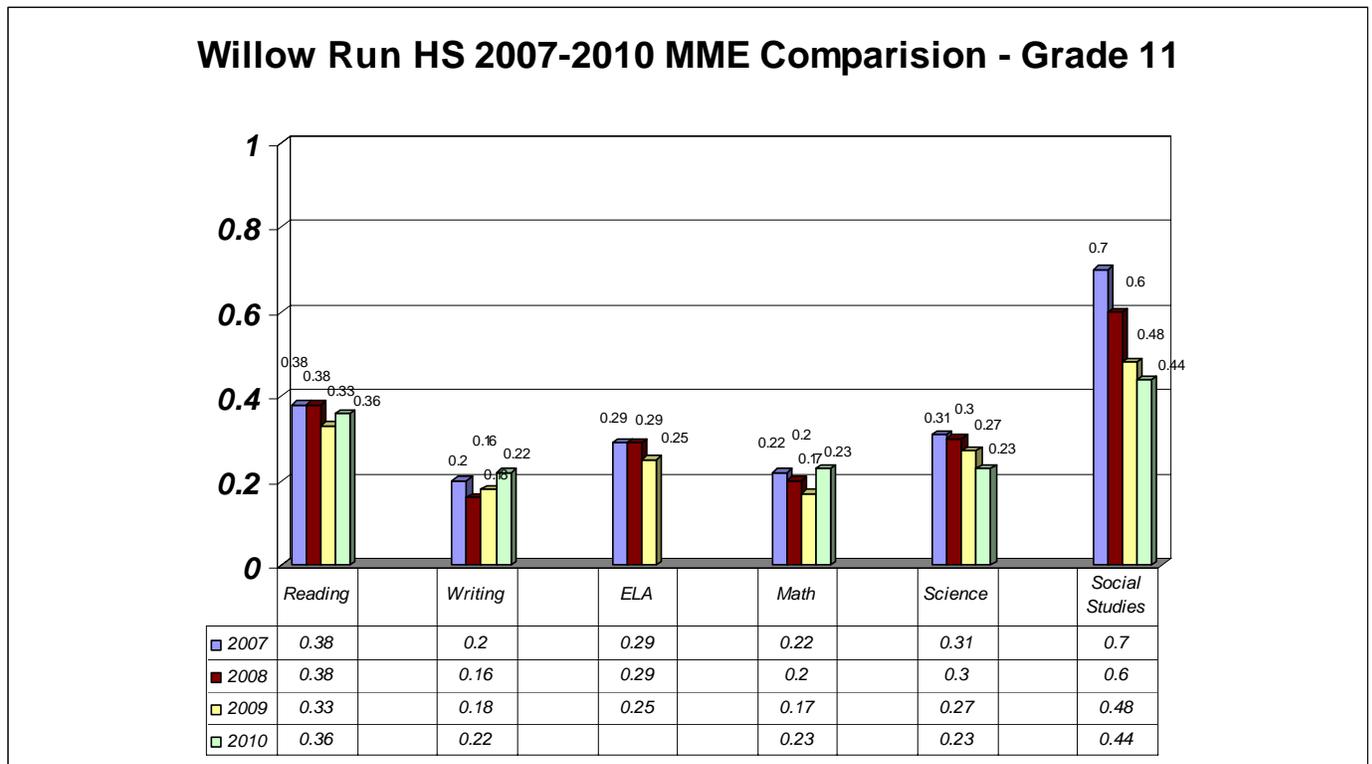
Student Demographics – Subgroup	'08 /'09	
	Number	Percent
American Indian	3	0.5%
Asian	0	
African American	320	57.8%
Hispanic	10	1.8%
White	216	39.0%
Native Hawaiian	0	
Multiracial	5	0.9%
Total	554	100%

Looking at the non-resident data tool from CEPI, we see that 425 high school students who resided in Willow Run in the fall of 2009 chose other public school districts or PSAs. The number of students making other choices has nearly doubled over the last five years. For example, 52 ninth graders in 2005 chose to go elsewhere, and in 2009 that number was 125 students. Of the students making other choices in 2009, 31 students have selected to attend the Washtenaw Technical Middle College, a public school academy located on the Washtenaw Community College campus.

Number of students by grade who live in Willow Run but choose to attend other public schools

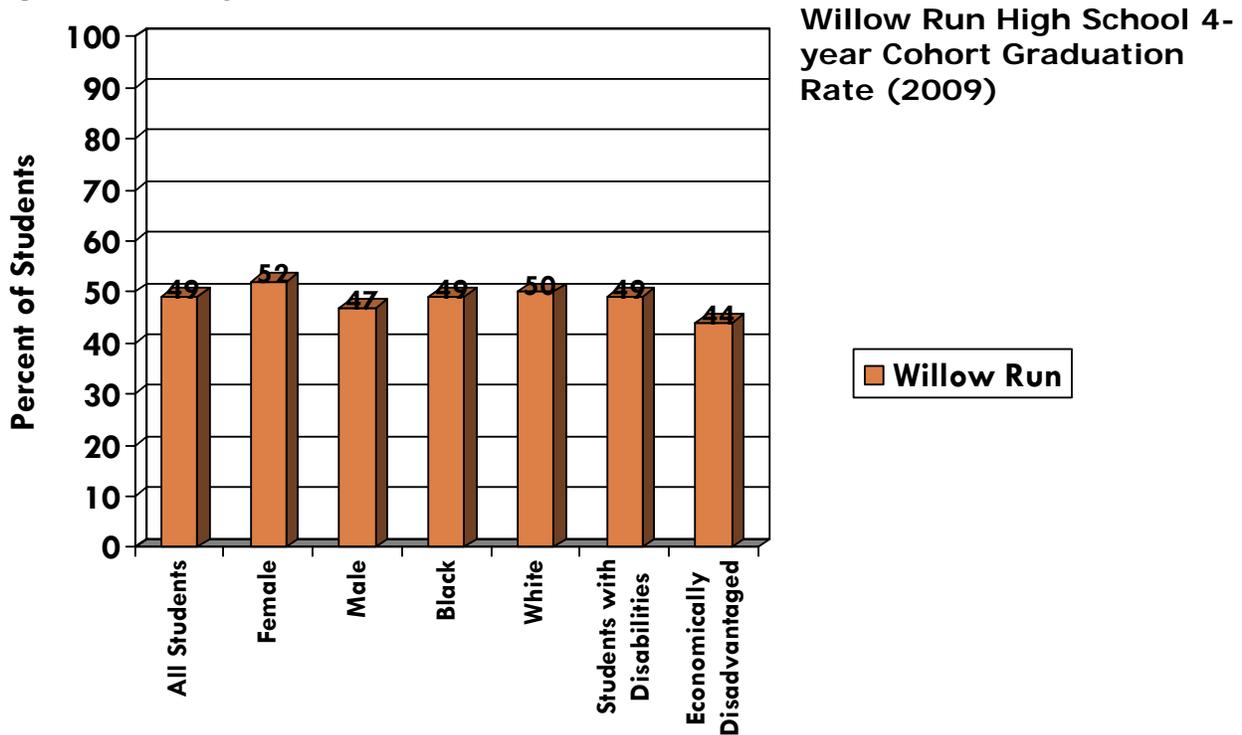
	Grade	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Willow Run Community Schools	K	81	88	91	70	114
	01	72	84	89	104	93
	02	71	74	82	88	126
	03	68	75	88	91	113
	04	81	64	71	86	105
	05	61	70	79	101	112
	06	71	80	80	88	113
	07	57	75	85	87	107
	08	77	61	71	90	102
	09	52	65	72	98	125
	10	75	48	72	91	113
	11	60	68	50	86	102
	12	59	67	60	55	85
Total		885	919	990	1135	1410

Core student achievement data that was analyzed included MME and ACT data. The school did not systematically collect other standardized test data on the students. The MME scores show that only 36% of students in the school are proficient on the MME in reading, and 23% are proficient on the MME in math. Unfortunately the majority of the students who were not proficient on the MME were in the lowest of the MME categories. This trend has persisted for the last 3 years.



Graduation rates continue to be a challenge for Willow Run HS. Overall there is a 49% graduation rate using the 4-year cohort. The subgroup with the lowest

graduation rate is the economically disadvantaged group. Only 44% of this group graduate in 4 years.



Looking at the students who recently completed 9th, 10th and 11th grade (in the spring of 2010), we see that over the three grades, 45% of the students are not on track to graduate. This amounts to 144 students who will need support in earning credits beyond the typical school day and year.

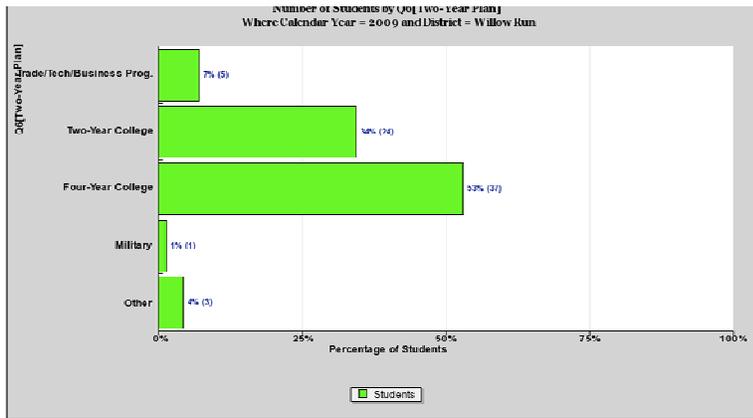
Grade	Number of students	On Track	Not on track	% not on track
10	105	64	41	39%
11	109	56	52	48%
12	108	57	51	47%
Total	322	177	144	45%

One of reasons that teachers feel students are not on track is their attendance patterns. During the 2009-10 school year 40,378 class periods were missed by the 414 students in the school. This averages to 97 class periods missed by each student or 16 days per student. First hour clearly had the most absences with 8,096.

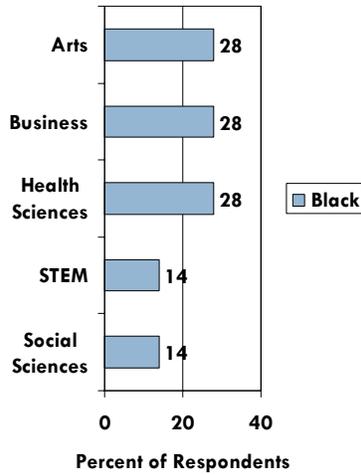
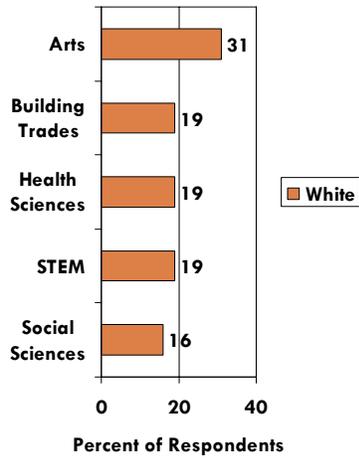
**Absences during 2009-10 school year
from
Powerschool Student Management
System**

Total number of students	1st hour	2nd hour	3rd hour	4th hour	5th hour	6th hour	Total
414	8096	6312	6261	6714	6529	6466	40378

For over 10 years, the students at Willow Run High School have filled out a student perception survey during the spring of their senior year. On the most recent survey 87% of the students identified that they plan to attend a 2 or 4 year college or University. Looking at the counseling records in June of 2010 we saw that 65% of the students graduating in 2010 had transcripts requested from a college or university. The college that most students from Willow Run attend is Washtenaw Community College.



On the most recent Senior Exit Survey we also asked students the fields of study that they were most interested in pursuing. Willow Run students identified the Arts (31%), Health care (25%), Science, Math or Engineering (17%), Business and economics (17%) as the fields they were most likely to pursue. When disaggregating the same data by race, we see slightly different responses. Overall, health and STEM fields remain in the top five fields of study for both groups of students.



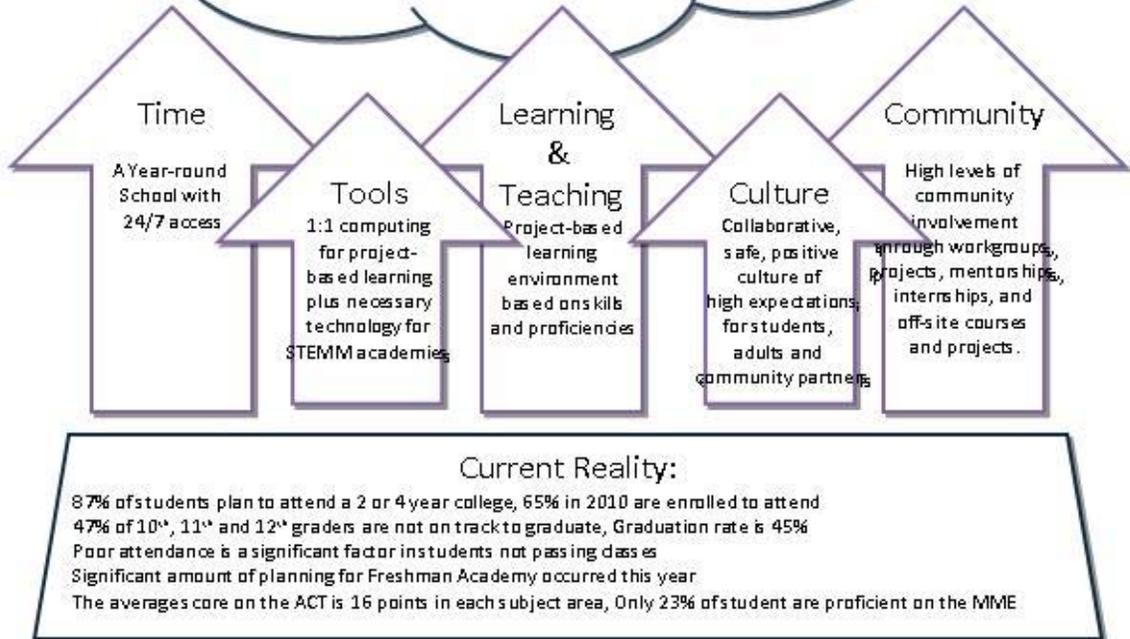
Key Strategies Selected to Turnaround Willow Run High School

Strategies for moving from the current reality to implementation of the good enough vision were developed through a series of brainstorming and consensus-building protocols. Five key strategies emerged.

Good Enough Vision

An engaging, personalized project- or problem-based learning environment that is skills/standards based and non-time centric. There is high levels of trust and collaboration with high expectations for adults, students and community partners. A "learning-centered" approach and success for ALL students in a positive, safe, professional environment.

The plan will be BOLD, include a STEM Academy and partnership with WCC.



Memorandum of Understanding Between
Willow Run Community Schools
&
Willow Run Education Association

Teacher Evaluation Parameters to Comply with the
Michigan Teacher Tenure Act
and
Section 1249 of the Revised School Code

Recent changes to Section 1249 of the school code mandate that teachers have a "rigorous, transparent, and fair" performance evaluation each year and that student growth data shall be a significant factor in each teacher's evaluation. This memorandum of understanding memorializes the parties' agreement that:

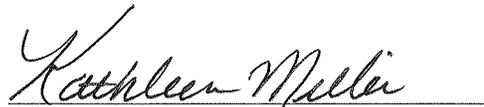
1. All teachers shall be evaluated annually and shall be provided timely and constructive feedback.
2. The current collective bargaining agreement and the Michigan Teacher Tenure Act shall govern the evaluation format and process for all teachers with agreement that the parties will modify existing evaluation processes and instruments for compliance with section 1249 of the Revised School Code.
3. Student growth data shall be utilized as a significant factor as defined locally with consideration given to the Michigan Department of Education guidelines.
 - a. The interpretation of student growth data will be consistent with the Michigan Teacher Tenure Act. {See *Gantz v. Detroit Public Schools*, TTC 96-17 and *Sharkey v. Oak Park School District*, TTC 74-41-R.}
 - b. Student growth data measures, for the purpose of annual evaluation, will be developed with the involvement of the Teacher Evaluation Review Committee;
 - c. Student growth will be measured using various types of assessments, as defined by the Teacher Evaluation Review Committee, to determine growth/progress during the current academic school year.



Chief Negotiator Signature
Willow Run Community Schools

11/16/2010

(Date)



Unit Director of WREA Signature
Willow Run Education Association

11/16/10

(Date)