Northwestern High School
School Improvement Grant Application
Detroit Public Schools

LEA Application Part II

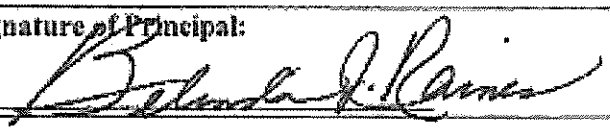
ATTACHMENT III

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	District Name and Code
NORTHWESTERN HIGH SCHOOL B560	DETROIT PUBLIC SCHOOLS 82010
Model for change to be implemented: **TRANSFORMATION**	

School Mailing Address: **2200 W. GRAND BLVD.** **DETROIT, MI 48208**	
Contact for the School Improvement Grant: **Name: Belinda Raines** **Position: Principal** **Contact's Mailing Address: 2200 W. Grand BLVD.** **Telephone: 313.596.0700** **Fax: 313.596.0710** **Email address: belinda.raines@detroitk12.org**	
Principal (Printed Name): **Belinda J. Raines**	**Telephone:** **313.596.0700**
Signature of Principal: X 	**Date:** **08/12/10**

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

SECTION I: NEED

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

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

A NOTE TO THE REVIEWERS:
The data included in this proposal reflect students and teachers assigned to Northwestern High School through June 2010. At the time of this application a leadership team is interviewing all 2009-10 staff and any who have expressed interest in teaching at Northwestern. Final teaching assignments are anticipated during the week of August 16. At the same time, student assignments are being finalized for Northwestern, in response to shifts in population resulting from the closure of several high schools for persistent low performance and/or continuous declines in enrollment.

The student body and staff at Northwestern will look different when school opens on September 7. Data will be updated as enrollment stabilizes in September.

Overview of the Need

A brief analysis of the data for Northwestern High School's sub-group populations reveals a student body in distress.

- There are discrepancies in the disaggregated student counts among the reports generated at the school, district and state level. In one report, it appears some 69% of the student body meets the qualifications for low-socioeconomic status; another source shows 88% of the student body meeting low SES status.
- The state report card shows an attendance rate of 66%, with the attendance rate for females about 5% higher than for males.
- State figures report that Northwestern's 2009 graduation rate was 62.5%; its dropout rate more than 18%.
- In the most recent school year, Northwestern had 293 out-of-school suspensions and 22 expulsions.
- While overall reading and mathematics performance is low, performance levels of students with disabilities is alarmingly low. In 2009-10, 25% of low SES and 26% of minority students met the state's proficiency standard for reading; only 8% of students with disabilities met state standards—on the positive side, not a single student with disabilities met state standards in 2007-08 or 2008-09, so improvements are being made in services to that population. Mathematics performance has hovered

around 3 to 4% over the past three years, with no students with disabilities scoring proficient in mathematics.
- Fewer than 3% of students are enrolled in advanced placement courses; 15% are enrolled in CTE or vocational classes.

Based on this analysis, Northwestern has the opportunity to move students forward at a rapid pace, based on the systemic and external supports provided through this proposal.

Possible Areas to Target for Improvement

After an analysis of data, the Northwestern staff has chosen to implement a systemic, whole school approach targeting the following areas for immediate improvement:

- Reading
- Writing
- Mathematics

Curriculum alignment and ongoing, focused professional development will be critical to improving student outcomes in those areas. Attention will also be placed on improving the school climate, culture and discipline management systems.

Sub Group Academic Data Analysis
Percent of Sub-group meeting State Proficiency Standards

	Reading			Math		
Group	**2007-08**	**2008-09**	**2009-10**	**2007-08**	**2008-09**	**2009-10**
Social Economic Status (SES)	16	25	25	3	4	3
Race/Ethnicity	19	25	26	4	4	3
Students with Disabilities	0	0	8	0	0	0
Limited English Proficient (LEP)	<10	<10	<10	<10	<10	<10
Homeless						
Neglected & Delinquent						
Migrant						
Gender						
Male	15	21	24	3	5	6
Female	22	27	26	5	3	1
Aggregate Scores	19	25	25	4	4	4
State	62	60	60	46	46	46

See attachment for required data.

Sub Group Non-Academic Analysis **Year: 2009-2010**

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES	348								
Race/Ethnicity	1367								
Disabilities	306								
LEP	7								
Homeless									
Migrant									
Gender									
Male	632								
Female	738								
Totals	1370				293		22		

See attachment for required data.

Year: 2009-2010

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES	948					
Race/Ethnicity	1367					
Disabilities	306					
LEP	7					
Homeless						
Migrant						
Gender						
Male	632					
Female	738					
Totals	1370					

Enrollment and Graduation Data – All Students

Year: 2009-2010

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K							
1							
2							
3							
4							
5							
6							
7							
8							
9	**375**	**0**	**0**	**N/A**	**N/A**	**N/A**	**N/A**
10	**247**	**0**	**0**	**N/A**	**N/A**	**N/A**	**N/A**
11	**193**	**0**	**0**	**N/A**	**N/A**	**N/A**	**N/A**
12	**183**	**0**	**0**	**N/A**	**N/A**	**N/A**	**N/A**

See attachment for required data.

Number of Students enrolled in Extended Learning Opportunities

Year: 2009-2010

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6					
7					
8					
9	0	0	0		37
10	0	0	0	41	48
11	20	0	0	101	27
12	20	0	0	60	32

See attachment for required data.

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.

☐ **General Funds** ☒ **Title I Part A** ☐ **Title I School wide** ☐ **Title I Part C** ☐ **Title I Part D**	☒ **Title I School Improvement (ISI)**	☐ **Title II Part A** ☐ **Title II Part D** ☐ **USAC - Technology**	☐ **Title III**
☐ **Title IV Part A** ☐ **Title V Parts A-C**	☒ **Section 31 a** ☐ **Section 32 e** ☐ **Section 41**	☐ **Head Start** ☐ **Even Start** ☐ **Early Reading First**	☒ **Special Education** **Fund 22**
Other: No other grant funding is available to the school. **(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.

Northwestern is a Transformation site. Its **newly-appointed Principal, Belinda Raines**, hit the ground running this summer and has, in a short period of time, begun to build a a shared philosophy of commitment ownership, vision, mission and goal that promote a culture of excellence to this end, the school staff supports the leadership team in becoming fully operational and their efforts to improve student achievement and to prepare our students to be productive citizens in a global society.

The Northwestern community is employing the following strategies, among others, to achieve a successful Transformation. Chief among the strategies are elements included in the Priority Schools agreement between the Detroit Federation of Teachers and the Detroit Public Schools:

- Interviewing all staff prior to the opening of the 2010-11 school year and hiring Highly Qualified teachers who are committed to the educational program outlined in the Priority Schools agreement
- Using data as a driving force behind the rigorous, relevant, instructional program that is research-based instructional program that is aligned to national Common Core standards, state standards and national college and career-ready standards.
- Expanding learning time and flexibility and offering enhanced learning options (like Advanced Placement) through implementation of a robust block schedule.
- Establishing an effective shared decision-making system, driven through a School Leadership Team.
- Extending the school day through intensive Accelerated Academies to help students master required knowledge and skills.
- Extending the school year through Summer Bridge transition programs for students.
- Engaging every staff member—leaders, teachers and support staff—in an on-going, job-embedded professional development process within the regular school year and in extended time, with any staff hours worked beyond the regular school day compensated at the contract rate.
- Implementing an educator evaluation system that includes attainment of pre-established benchmarks and targets, and a continuing commitment to the Priority School agreement.

In an August 11 meeting, the staff, leadership team and community voiced approval for a plan to begin investigation, in September 2010, of the potential for smaller learning communities to improve personalization of instruction, data use and analysis, and, ultimately, graduation and retention rates in this school.

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

Overview

The school will be able to sustain and continue improvement through embedded professional development through-out the school year. Professional Development is designed to address elements that align practice, instructional strategies, to address reading, writing, and math not just programs. Therefore, our general school fund, Title I & 31a funds can support our reform efforts. Budget expenditures will be based on the needs identified in the school improvement planned academic achievement. Under the transformational model, the leadership will lead an inclusive process of developing a sustained and shared philosophy that involves stakeholders at all levels, and a strong emphasis on teacher leadership.

Based on the transformational Model, the principal will take the lead role in implementing the school improvement, which is predicted on a vision that requires a cultural full of professional and collaborative change. Budget expenditures will be based on the needs identified in the school improvement plan that address academic achievement and increase the graduation rate.
The leadership team will use data to display useful and current patterns to discern student achievement, and organizational productivity issues that need to be addressed.

As stated in Question 1, Belinda Raines was appointed Principal of Northwestern for the 2009-10 school year and has led an inclusive, transparent process to jump-start the improvement process.

While all elements of Northwestern's plan are important, among the most powerful of the conditions established at the school to support systemic change are:

- Interviewing all staff prior to the opening of the 2010-11 school year and hiring Highly Qualified teachers who are committed to the educational program outlined in the Priority Schools agreement.
- Expanding learning time and flexibility and offering enhanced learning options (like Advanced Placement) through implementation of a robust block schedule.
- Engaging every staff member—leaders, teachers and support staff—in an on-going, job-embedded professional development process within the regular school year and in extended time, with any staff hours worked beyond the regular school day compensated at the contract rate.
- Using data as a driving force behind the rigorous, relevant, instructional program that is research-based instructional program that is aligned to national Common Core standards, state standards and national college and career-ready standards.
- Implementing an educator evaluation system that includes attainment of pre-established benchmarks and targets, and a continuing commitment to the Priority School agreement.

District-Level Commitment to the Transformation Plan at Northwestern

Improvement efforts at Northwestern are made possible through a wide range of system-level supports including, but not limited to:

- The district has appointed a district wide **Superintendent for School Redesign, Dr. James Ray,** with the assistance of **Kathleen Freilino**, an experienced central office change agent and successful building administrator. This team has the access and influence to move the work forward in an expeditious manner.
- A new data capture and reporting system, to be fully operational in fall 2010.
- Implementation of "The Learning Village" platform to support data-driven instruction and delivery of standards-aligned curriculum from multiple providers.
- A commitment to the use of a Short-Cycle/formative assessment system. Northwestern currently has some level of baseline assessment available through the Accelerated Reader system and the Carnegie online math system. The district will also investigate the Northwest Evaluation Association's Measures of Academic Progress as an alternative short-cycle assessment system with significant supports for students and teachers.
- The District engaged EdWorks, LLC, to guide the systemic, whole school transformation process at Northwestern high School
- One-to-one laptop computing for students at Northwestern
- New, powerful desktop computers and computer systems for Northwestern teachers

At the school level, using SIG funds, the district will establish:

The district will establish a leadership team on the Northwestern campus with the knowledge and skill to implement the plan. That team consists of:

- A **School-Based Transformation Manager** whose primary focus in the implementation of Northwestern's rapid transformation plan.
- A **leader for each of the Smaller Learning Communities** at Northwestern. These administrators will have a minimum of 2 days release each year for leadership development and time for targeted one-on-one mentoring time with the EdWorks coach monthly, as well as time for full participation in all teacher professional development.
- A **Data Analyst** to assist in the capture and reporting of data in a way and on a timeline that allows teachers to use the data to improve instruction.
- A lead teacher focused on improving ***mathematics*** knowledge, skills and teaching practices that will work hand-in-hand with the literacy coach provided by the district to improve student basic knowledge and skills.
- A **College and Community Access and Coordinator** to ensure students have the information and support needed to pursue higher education and/or careers.

Organizational funds will be provided to support:

- **Common Planning Tim**e will be established for all teachers embedded within the master schedule.

- **Focused professional development time** for all educators in the building: Four hours of extended professional development time each month and a minimum of five days for an annual teacher summer institute (in two parts, three days in June, two days in August, at a minimum)
- **Accelerated Academies for students**: focused student intervention just prior to the high stakes state exams (in addition to any regular intervention practices)
- **Student Summer Bridge**: minimum 4 days as transition between grades 8 and 9
- **Year-long Senior Seminars and Capstone** projects as transition between high school and the world of work and higher education.

An External Rapid Transformation Partner

In summer 2009, the Detroit Public Schools release a Request for Qualifications to assist its priority schools in designing and implementing a systemic approach to whole school reform. School leaders met with approved external providers and confirmed EdWorks as their choice of external partners. Why EdWorks?

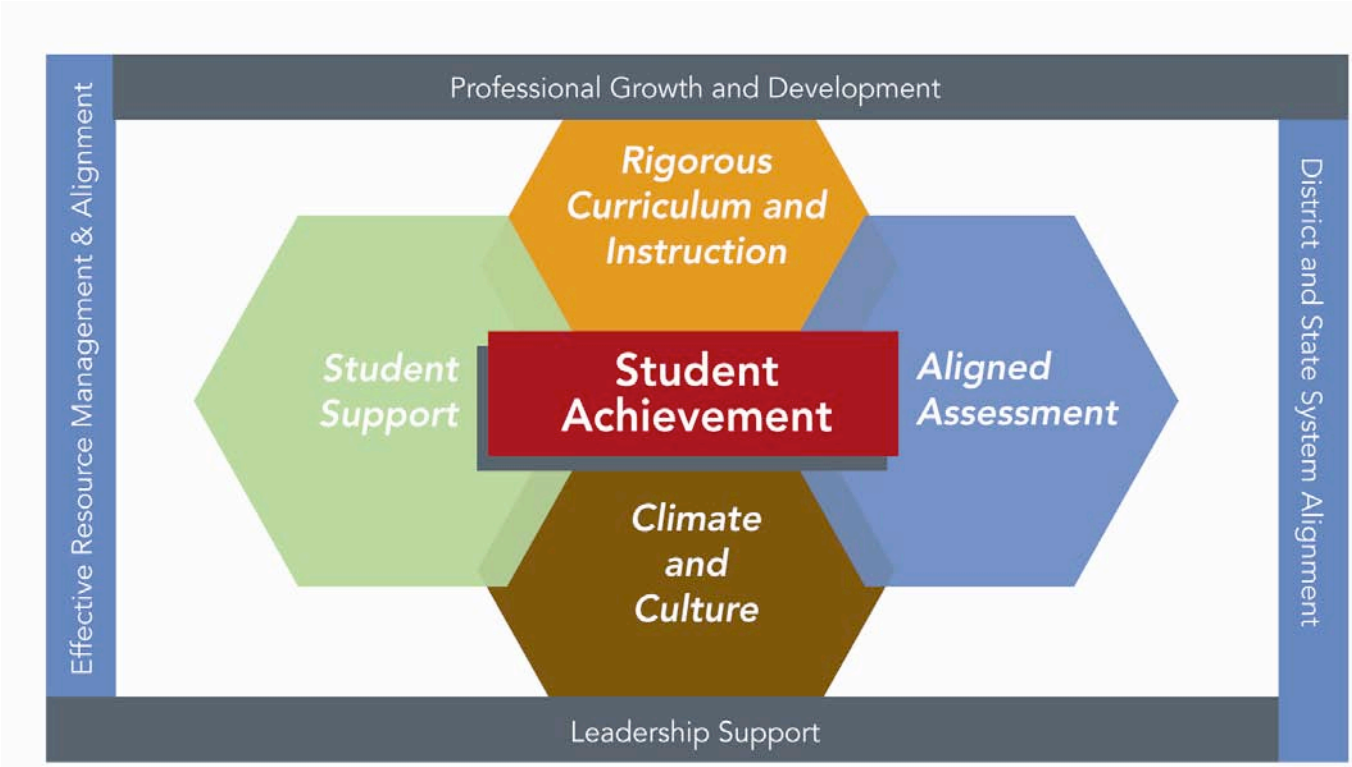
EdWorks, LLC is a not-for-profit, fee-for-service subsidiary of the nationally recognized KnowledgeWorks Foundation. To drive its work on the ground, EdWorks has developed a portfolio of proven high school approaches: Redesign; Early College; and Science, Technology, Engineering and Mathematics (STEM).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

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

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

Student Achievement forms the Focal Point for the EdWorks Model.

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



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

Rigorous Curriculum and Instruction

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

Comprehensive Student Support

12. Just-in-time interventions, including re-teaching, and tutoring, among other strategies
13. Semi-annual student led progress review
14. Accessible, detailed, easy-to-understand student progress data and portfolio
15. Student Advisory System
16. Accelerated Academies

17. Summer Bridge Program
18. Higher education partnerships
19. Internships and community service

Aligned Assessments

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

Supportive Climate & Culture

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

EdWorks Processes and Tools

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

- ☑ Technical Assistance Coach
- ☑ Scope and Sequence for the design and delivery of effective, innovative high school education
- ☑ Easy to follow annual planning and implementation calendar
- ☑ Fully developed 5-Year Teacher Professional Development Plan (with the first three years of the plan delivered during the life of this grant)
- ☑ Hands-on Leadership Development Plan
- ☑ Teacher Summer Institute
- ☑ National Leadership Institute and Leadership Retreats
- ☑ Online social networking and professional learning community focused specifically on high school
- ☑ Data capture tools and customized dashboard presentation of results

And Continuous monitoring and adjustment.

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

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

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

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

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

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

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

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

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

On-Going, High-Quality Job-Embedded Professional Development

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

New Content is Delivered in Workshops or Retreats

Each workshop models research-based instructional strategies, providing clear learning outcomes, short segments of content delivery to set the stage for the work to come or summarize immediate lessons learned, periods of collaborative reflection and research, hands-on discovery, and an overall learn-by-doing focus. Leaders and teachers involved in the workshops learn the latest approaches to leadership, teaching, and learning by developing lessons or creating walkthrough plans or completing SWOT analyses and formulating student support plans, just to name a few examples. Again, in a learn-by-doing strategy, teachers learn how to use technology and integrate multiple forms of technology their daily instructional practice as they interact with the technology in their own professional development sessions.

This "learn-by-doing" approach to professional development makes it possible to correlate changes in student performance with professional and leadership development experiences.

<table>
<tr><th></th><th>Leadership Development</th><th>Teacher Professional Development</th></tr>
<tr><td rowspan="3">Year One</td><td>Leadership Retreat: Getting the culture and Climate Right for Student Success:
• Supportive climate and culture
• Research components of a high-performing high school
• Data-driven strategic planning
• Resource development and monitoring (budgeting to support research-based practices)
• Authentic community engagement
• Effective communication
• Engaging students and family
• Personalized Student Growth Plans</td><td>Mini Teacher Summer Institute focusing on:
• High Payoff, Short Term Instructional Strategies
• Literacy Across the Content Areas—including integrating literacy support for ELL students
• Brain-Based Research –its meaning for student engagement
• Strategies to help teachers support students with special needs in the least restrictive environments</td></tr>
<tr><td colspan="2">21st Century Education Seminar Series
• 2020 Forecast: Creating the Future of Learning
• Understanding and applying the local economic development plan and jobs forecast to real-world educational experiences
• The latest research on teaching and learning strategies for 21st century students
• Unpacking College and Career-Ready Standards and Skills
• Understanding the EdWorks Innovative Prototypes and the research behind their development
• Contextualizing the Portrait of a Graduate, Identifying specific 21st century skills and habits of mind to be reinforced in innovative prototype designs
• Understanding and contextualizing the Four-Year, Standards-Aligned Learning Plan for the prototype designs</td></tr>
<tr><td>Leadership Retreat focusing on Adaptive Leadership for Real-World</td><td>Teacher Summer Institute focusing on:</td></tr>
</table>

	Leadership Development	Teacher Professional Development
	Results: • Adaptive Leadership knowledge and skills • 21st Century Skills • College and career readiness • Student advisories • National and international student performance • Effective business and community partnerships • Effective small school operations	• Introduction to the Rigor and Relevance Framework • Backwards Design • Literacy Across the Content Areas • "Quadrant D" Rigorous, Relevant Lesson Design • 21st Century Skills • Lesson Design and Delivery for coherence and student growth

	Leadership Development	Teacher Professional Development
Year Two	Using one-on-one meetings with members of the leadership team and embedded teacher professional development, educators deepen knowledge and skills gained in the previous year and the summer institute. Workshops are held after school, as needed, to reinforce or teach in a different way, content and pedagogy introduced in the summer, so that teachers and leaders become fluent practitioners in that area. Professional development focuses in the following areas: **Implementing Personalization** ▪ Advisories ▪ Personalized Student Growth Plans ▪ Integrating technology-based interventions into personalized plans for students **Short Cycle Assessments** ▪ Exploring Diagnostic and Short Cycle Assessment System ▪ Short Cycle Assessments as Instructional Resources **Classroom Practice/Learning Conditions** ▪ Student Work ▪ Lesson Design and Delivery ▪ Research-Based Instructional Models ▪ Student Performance	
	Leadership Retreat: Growing and Supporting Effective Teams • Distributed leadership • Effective meetings • Active listening • Progress monitoring • Walkthroughs and appraisals • Leadership in the school community • Induction programs for new staff • Culture of continuous Learning	**Teacher Summer Institute: Instructional Design for Rigor and Relevance** ▪ Rigor and Relevance Framework ▪ Knowledge Taxonomy and the Application Model ▪ Instructional Models and Planning ▪ Unpacking the State and 21st Century College-Ready Content Standards ▪ Formative and Summative Assessments (including Performance-Based, Alternative Assessments

<table>
<tr><th></th><th>Leadership Development</th><th>Teacher Professional Development</th></tr>
<tr><td></td><td></td><td>▪ Developing “Quadrant D” Units of Study
▪ Designing and using Rubrics
▪ Differentiation</td></tr>
<tr><td rowspan="2">Year Three</td><td colspan="2">Using one-on-one meetings with members of the leadership team and embedded teacher professional development during common planning time, educators deepen knowledge and skills gained in the previous year and the summer institute. Workshops are held after school, as needed, to reinforce or teach in a different way, content and pedagogy introduced in the summer, so that teachers and leaders become fluent practitioners in that area. Professional development focuses in the following areas</td></tr>
<tr><td>Leadership Development:
• Distributed leadership
• Effective meetings
• Active listening
• Progress monitoring
• Walkthroughs and appraisals
• Leadership in the school community
• Induction programs for new staff
• Culture of continuous Learning

Leadership Retreat: Leading a High-Performance Organization:
• Instructional Leadership
• Rigorous curriculum and instruction
• High payoff instructional practices
• Assessment for learning
• Gap analysis
• Curriculum Alignment
• Instructional monitoring
• Results-driven, flexible scheduling</td><td>Teacher professional development
• Looking at Student Work
▪ Standards-Aligned, Unit Design and Delivery
▪ Differentiation
▪ Implementing Student Performance Assessments
▪ Formative and Summative Assessments
▪ Best Practice Instructional Models
▪ Designing and Using Rubrics with students
▪ Alignment with State and 21st Century Standards

Teacher Summer Institute: Beyond Rigor and Relevance
• Comprehensive, four-year Course of Study aligned to State and 21st Century College-Ready Standards
• Grades 9-13 Curriculum Alignment and Vertical Scope and Sequence Development within and across content areas
• Analysis of Content with University Partners
• Integration of early college experiences in Core and Elective Courses</td></tr>
</table>

Note that teachers are unpacking the standards from the beginning of their professional development process. In a scaffolded process, they learn to look for alignment of standards, assessments, content and pedagogy. They build trust and work in professional learning

communities providing feedback for each other on the alignment of lesson plans and homework assignments with the standards. They compare the learning objectives of lessons to student to the content, materials, pedagogy, and performance outcomes at the end of the lesson. By the third year, they pull all of the pieces together, focusing on curriculum alignment from grade nine through the first year of college and finding ways to reinforce process standards across the content areas. Their university partners sit at the table with the teachers, offering insights and suggesting alternative sources of information or pedagogical approaches. Because they have worked side-by-side in professional learning communities, leaders and teachers can compare walk-through observations with teachers' analyses of alignment and instructional impact. Together, they will chart a course of action to improve the instructional process, alignment and outcomes.

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

	Reading			**Math**		
Grade	**2007**	**2008**	**2009**	**2007**	**2008**	**2009**
11	**38**	**34**	**41**	**6**	**7**	**6**

See attachment for required data.

The combined MEAP/MME scores for Northwestern depict a school struggling to provide its students with strong skills in mathematics, as evidenced by the fact that the percentage of students meeting state proficiency levels across the three-year period is hovering around 6-7%. Reading scores show an uneven pattern of performance, with a four-point dip from 2007 – 2008, and then a seven-point rise in scores in 2009. The school will need to be able to launch a rapid upward trajectory in mathematics—paying particular attention to its special education population—and will need to jump-start its literacy initiative in a way that is sustainable. Again, significant resources must be focused on special needs students.

Scores at this low level often indicate a lack of alignment in the curriculum *or* a failure of classroom practice to implement the aligned curriculum.

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

Northwestern High School will provide a tiered approach to using data and research to promote continuous use of student data to inform and differentiate instruction. This ubiquitous use of data will meet the needs of all students, ensuring they have the supports they need to be successful in a rigorous course of study. Northwestern will implement an RTI system as

defined by the National Council for Response to Intervention: "Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems. With RTI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities."

Northwestern's Improvement Plan and its Strategic Plan (outlining the movement to Smaller Learning communities), both integrate a commitment to the use of data to drive instruction. That commitment is seen in the commitment of funds to support:

- A school-based Data Analyst
- A proven baseline and short cycle assessment system
- Professional development in the use of data to drive instruction and the development of standards-based instructional plans (outlined in the activities described in Section III below
- The commitment to employ a formal system of interventions and acceleration to help all students achieve success in a rigorous curriculum.
- The commitment to design and implement a customized early warning system for the students at Northwestern that are in risk of failure—with the Student Triage Process and the first step.

In summary, instructional teams, by grade level, will meet during common prep time to develop instructional strategies that align standards-based curriculum and district state benchmarks. The leadership team will use data to display useful and current patterns to discern student achievement. School leaders will provide assistance interpreting AYP requirements and data analysis in determining actions to improve student performance. The school will develop, implement, and monitor short-term action plans that align with the school improvement plan.

The formal intervention system includes the following levels:

Level One: All students participate in a baseline diagnostic assessment to pinpoint skills and challenges in English Language Arts, Mathematics and Science. Student schedules are designed to ensure they have time within the scheduled day for intervention or acceleration. All teachers use data to drive instruction and employ differentiated teaching practices to provide additional time, materials or support for each student. Testing occurs three more times during the year, with adjustments made to the schedule and research-based instructional practices to ensure all students are progressing according to plan. Effective use of differentiated instructional practices and team teaching among regular content teachers and special education teacher or among regular content teachers and ELL specialists, allows schools to serve students in the least restrictive environment. Common planning time is key to the effectiveness of team teaching, allowing the educators time to review data in depth and plan a coordinated strategy for support.

This basic process is referred to as a "Triage" process. The goal of the Triage Process is to bring together the many different sources of data on every student so that it can be considered in a single, easy to understand document. The Triage process provides teachers and leaders with the opportunity to reflect on the steps ***each student*** must take to ensure on-time graduation, ready

for college or career without remediation. The act of looking collectively at all of the available data for each individual student actually helps leaders and teachers become familiar with the young people under their charge in a whole new way. By using the Triage process, adults don't just see students as being on the list who have "passed or not passed" high stakes tests, or the list of students who took the ACT or SAT. The Triage process presents a multi-dimensional picture of each student. By applying the Triage process to 11th and 12 grade students in the fall and spring of the very first year of transformation, schools can begin to identify students in danger of falling through the cracks, either because they are missing credits or have not passed high stakes tests. If it is determined a student needs to be involved in credit recovery, staff determine the best format for a student to earn the credit. If a student needs to pass a specific high stakes test, a staff member takes responsibility for scheduling the student in the approved testing period. Likewise, if it is determined that a student is ready for acceleration, teachers, students and parents come together to make decisions about the format for acceleration-- AP? IB? Dual credit? College enrollment? Technical certification? Internship? Appretenticeship?

Level Two: If students still are not meeting individual learning goals under Level One, students participate in "Accelerated Academies," intensive instruction outside of the regular school day to help them master difficult skills related to state-required tests and standards. Students who still seem to be struggling are referred to guidance and special education services for additional testing and placement. Often, strong, technology-driven curricula are integrated into the overall intervention process at this level to better align content and pedagogy to meet student individual student needs.

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

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

Leadership team meetings will conduct weekly staff meetings, extended school day opportunities staff meeting and Saturdays will be used for collaborative planning sessions that assist in organizing and analyzing data plan steps to meet individual student needs. Staff will develop quarterly academic and team meeting calendar.

Specifically, Northwestern will work with the scheduling specialist from EdWorks to develop a schedule a schedule for students and teachers that provides common planning time for teachers, first, within teacher-formed study groups, and then, in fall 2011, *within* their Smaller Learning Communities and *across* Smaller Learning Communities in content-specific groups. ***Northwestern's proposed schedule will increase instructional time, reduce time spent in the lunchroom, provide time for common planning, student advisory, flexible scheduling, and permit greater access to elective and advanced courses.***

Such schedules meet the following key goals:

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

Learning to Maximize Common Planning Time

EdWorks models the processes and tools of collaboration throughout implementation of its professional development, strategic planning, and stakeholder engagement. During the life of this grant, then, the EdWorks Technical Assistance Coach will help the staff become adept at applying those processes and tools during common planning time to improve student engagement and outcomes, as well as their own professional growth. Initial work with teachers answers the question, "Why collaborate?"

EdWorks coaches will team with mentors and coaches from Wayne RESA and the state to offer guidance for teachers within and across content areas:

From Wayne RESA

- Process Mentor Coach
- SIG Coach
- Data Coach
- Math Instructional Coach
- ELA Instructional Coach

From MAISA (State)

- School Improvement Coach

And because teachers often struggle at the beginning to use common planning time effectively, EdWorks provides a series of specific agendas and protocols to guide use of common planning time for specific purposes. EdWorks trains teacher leaders in the application of the protocols and mentors staff through the processes of:

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

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

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

4. **Collaborative Unit Design – Cross-Content**
   Adolescent brain research has shown us that students learn best when their learning is connected – connected to their world, their emotions, their passions. By purposefully designing integrated units of study, we set the stage for students to understand and remember difficult concepts across disciplines. When the work we design enables students to "connect the dots" between separate, seemingly unrelated courses, we provide context for student learning and increase the likelihood of long-term memory.
   The purpose of this protocol is to help teachers from different disciplines design a unit of study that makes these connections visible to students.

5. **Examining Student Data**
   (Adapted from ATLAS "Looking at Data" – National School Reform Faculty, 2004)

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

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

7. **Text-Based Discussion on Research**
   (Protocol adapted from "Three Levels of Text" – National School Reform Faculty)
   Purpose: Within the school, every person must continue to be a learner. By setting aside time to read and discuss a piece of text together, the group collaboratively builds its capacity. So what kind of text should we choose? It could be a journal article, a chapter in a book, an article from business, education, or popular publications. Whatever it is, the group collectively agrees to probe its implications for teaching. The purpose of this protocol is to provide each member of the group an equal voice in the inquiry process.

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

9. **Classroom Observation and Feedback**
   Just as formative assessment and feedback are critical in student learning, so observation and feedback are critical to teacher development. The crux of the matter, though, for most teachers is <u>who is observing</u> and for <u>what purpose.</u> This protocol is designed for teacher

pairs to help each other improve the quality of instruction in their classrooms. It is teacher-driven, growth-oriented – not evaluative.

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

Northwestern will function as a learning community. This means a basic structure for team planning and decision making which includes; parents, students, community and outside experts. To this end, Northwestern Leadership will make every effort through scheduled monthly meetings, communications, and activities to ensure that active participation and engagement in reforms efforts leading to school improvement and student achievement are provided. Leadership will ensure that teams receive total access to information, including student progress, data and professional development opportunities.

Specifically, Northwestern will collaborate with EdWorks and the Detroit Public Schools to identify a local nonprofit organization work under EdWorks' guidance to implement an authentic the community engagement process. Funds are included in this proposal to hire a trusted partner who knows the local community well and can assist with the authentic engagement process

Ongoing Mechanisms for Family and Community Engagement

Community Engagement in the first year is conducted primarily through a series of 20-30 "kitchen table conversations." These kitchen table conversations are held in places that are convenient for the community—neighborhood homes, local churches, college campuses, community centers, lunch rooms at area businesses, even grocery stores or laundry facilities—anywhere that people come together. Each conversation revolves around a set of essential questions, ranging from people's hopes and dreams for the students of their community to student needs for real world, applied learning. The conversations involve small groups of 10-15 people, and last about two hours each. Community insights and recommendations are gathered through the process and used to help shape the design of the schools. In the first year, the conversations try to both provide a glimpse of the future of education for parents and community members and gain their insights into what that means for their community and their schools. This type of engagement sets the stage for years two and three.

By the beginning of the second year of the grant, community, business and university partners actually sit down with cross-curricular teams of teachers to examine standards and design units of study that involve real world learning experiences for students in a planned, purposeful way. The community may come into the school to team teach lessons with teachers or they may host students in their location. Often, parents, business, community and university partners are members of the teams listening to and scoring student presentations. Kitchen table conversations are held twice a year to help gauge feedback to the operation of the innovative new schools and gain insights for additional hands-on learning experiences.

Involving the community in this way opens makes the walls of the school permeable to parents and community, thus building ownership of the educational process across a wide range of stakeholders.

Partnering with Parents and Organizations to Create Safe School Environments and Address Social and Emotional Needs

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

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

The community mapping process at Northwestern is an extension of the community engagement strategy. It plays a critical role in connecting the community with the daily life of the school—and with the ultimate success of individual students and the school itself. A strong community mapping process can weave a seamless tapestry of academic, social and emotional supports for students, linking home, school, neighborhoods, businesses, educational and government institutions, and local organizations. The community mapping process strives to capitalize on existing strengths within the community with the purpose of building future success for students.

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

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

What is the purpose for engaging in the community mapping activity?
The most effective community maps are developed with a specific purpose in mind. Rather than "listing" random resources, strong community maps point to "solutions" for specific challenges. For instance, a community a map of resources for student academic support might include sites where students have access to internet-enabled computers for research and writing; physical locations where students can find quiet space to complete homework or meet in small study

groups; businesses that provide space for students who are their employees to study and give incentives to their employee-students for academic performance; or even the phone number for "homework hotlines," etc. If social services are key to academic success for its students, a school may even want to pinpoint the locations and contacts for those resources.

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

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

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

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

Strategy Two: Student-led Parent-Teacher Conferences

Twice each year, students, parents and teachers come together to discuss student progress, both successes and challenges, and to outline upcoming key events and needs. The conferences revolve around individualized growth plan for each student. The Individualized Student Growth Plan is a document that guides student coursework and actively engages students in setting and monitoring progress toward their own goals. Student Growth Plans are developed by the student, with the guidance and involvement of the student's advisor, teachers, parents/guardians, guidance counselor, and other adults who are familiar with the student's educational needs and aspirations. The Student Growth Plan encompasses general academics, independent projects, internships, service learning, and other endeavors related to the student's growth. Providing connections between all facets of a student's learning, the Student Growth Plan is more than a record of the student's daily schedule of standardized coursework. Like instruction, student growth plans begin with the end in mind. Student goals for life after high school become the driver for the instructional plan. Beginning with the Summer Bridge transition between 8th and 9th grades, students chart a course that will put them on track for Advanced Placement courses, college dual enrollment and advanced career certifications—while still in high school.

Strategy Three: Higher Education and Business.
To support rigorous content and real-world learning experiences for students, EdWorks will help Northwestern identify business and higher education partners with content expertise who will join cross-curricular teams of teachers each summer as they develop unit and lesson designs that revolve around overarching "big ideas," "enduring understandings" and "essential questions. These partnerships ensure the development of research-based units and lessons. This ensures hands-on learning opportunities are built into the curriculum as they arise and teachers have immediate support, if needed, in teaching the more rigorous curriculum.

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.

The following were selected from the School Profile and MME Summary Report 2009, as areas of priority:

- Curriculum Revision (Reading, Writing and Mathematics)
- Organizational Structure
- Analysis of Data
- School Benchmark Assessment
- Parent/Community Communication and Involvement
- Professional Development

Northwestern, EdWorks, Wayne RESA and the state will collaborate to finalize a set of activities that will meet the unique needs of Northwestern staff and community. Work will initially begin with EdWorks' system for designing a high -performing high school.

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

1. An in-depth assessment process, building on information gleaned in the school improvement process and the findings of the Organizational Effectiveness assessment.
2. The development of a four-year learning plan for each of these themed schools that implements a rigorous, core course of study for all students
3. The implementation of a scaffolded professional development plan that incorporates all elements of NSDC's standards for professional development, and provides 21st century knowledge and skills for all adults in the building.
4. The development of an operations plan that provides a system of support for students through the use of flexible scheduling, extended learning time, collaborative planning time for teachers and the development of small school leadership teams.
5. The design and implementation of an ongoing community engagement system.
6. The result of this Transformation process is the development of a learning environment at Northwestern in which students, parents, educators, business and community are all self-directed, self-motivated learners able to thrive in the 21st century global economy.

i. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need. Data will be used on multiple levels to develop and refine the School Improvement Plan:

Drawing on the lessons of nationally-recognized researchers and practitioners like Richard DuFour, Rick Stiggins, Judy Wurtzel, Robert Marzano, and others, EdWorks has developed a model that effectively guides schools through the process of balancing annual, interim and classroom assessments in a way that provides both assessment *of* learning and assessment *for* learning.

The EdWorks Model will support Northwestern in the effective use and, as appropriate, development of the following balanced system of Aligned Assessments and reports**.**

Data used to inform teaching and learning at the classroom level:
- Baseline diagnostic data
- Short cycle assessment
- Classroom assessment
- Performance-based alternative assessment
- Teacher self-assessment of practice using the EdWorks Instructional Rubrics; district and school self-assessment of support for the learning process

Data used by the state and national bodies to judge school effectiveness over time:
- State-mandated graduation tests
- College and Career Readiness tests

One-Page, Easy-To-Use Reports to Monitor Progress Over Time on Key Indicators:
- Regular Dashboard Reports for each shareholders' shared accountability data (student, teacher, principal, administration, Board, partners, parents, community)

The goal is to produce a "continuous flow of information about student achievement … to advance, not merely check on student learning." (Stiggins, 2002) These eight types of assessments and reports, in combination, create a balanced picture of student academic progress and school effectiveness. By focusing on setting specific goals during the strategic planning process, schools can clearly answer the questions, "Where are we today? Where are we going? How far is it? How far have we come? Are we there yet?"
The greatest professional development emphasis in the EdWorks system of aligned assessments revolves around helping teachers and students employ assessment *for* learning.

- Teachers design assessments every day as part of the instructional process. EdWorks begins by helping teachers view themselves as assessment professionals and designers as they plan their classroom learning experiences. By increasing teachers' knowledge and skills in assessment, EdWorks can help them gather better data from their students about knowledge and skills gained through the learning experience.
- Once teachers have an understanding of strong assessment design, EdWorks helps them articulate achievement standards and goals for students *before* they actually teach a course, unit or lesson. Approaching assessment in this fashion actually motivates students to achieve and take responsibility for their own learning.
- Over time, EdWorks helps teachers use multiple sources of data to adjust their classroom instruction to better meet student needs.
- Through the full system of aligned assessments, teachers and students can communicate their learning and achievements more effectively with each other, their parents/guardians and the community.

This focus on multiple strategies of assessment for learning increases the insights of leaders, teachers and students about the assessment process, leading to a purpose-driven, motivational, high-performing learning environment.
It is only through this continuous focus on student data and achievement that teachers, parents and students can come together to realize the goal of early college and/or Advanced Placement and/or advanced technical certification for all students at Northwestern. The school will reach for the following minimum targets:

	Target for Students Gaining Early College Exposure through Seminars or Visits	Target for Students Gaining College Credit through AP/IB or College Course Completion or Advanced Technical Certification
Year One	100%	10%
Year Two	100%	20%
Year Three	100%	30%

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.

Northwestern will utilize the EdWorks system for data gathering and reporting. EdWorks utilizes a mixed-method evaluation approach involving multiple methods of data collection, taking stock of everything from central office supports for the school Transformation work to change in leadership and teacher practices to attitudinal surveys of students, teachers, parents and leaders.

Data are presented in user-friendly format and discussed in School Leadership Team meetings, in the professional learning communities that operate during common planning time, in meetings with school and district leadership and in community engagement conversations.

Surveys will also be collected from business and community partners. This data will then be shared with stakeholders during monthly meetings and professional development in order to evaluate and use effectively to improve student achievement. Collected results will be available in the main office of the school. We anticipate the ability to upload results form any data collected on the schools web site.

The **data will be collected under the direction of Deborah Howard, EdWorks Director for Education Strategy in partnership with the school's Data Analyst and its Technical Assistance Coach. Tools in the DPS-provided "Learning Village" and resources in the Northwest Evaluation Association Measures of Academic Progress will ensure all administrators and teachers are able to access and monitor progress of individual students, classes, grade levels and the whole school.** A third-party evaluator hired by EdWorks will provide an annual analysis of trends. The following data collection tools are used to obtain the data needed to create the desired reports:

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

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

Three reports will be generated:

Report One: Engagement and Model Implementation – Annually

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

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

Report Two: Interim Student Growth -- Quarterly

- **Measurement Need**: Are students improving academically so that they will be prepared to progress at the end of the year?
- **Reporting Approach**: Examine key student achievement indicators which demonstrate students are on the path to success

Metric	Analysis
Student attendance	Trend, Benchmark
Disciplinary actions—by category of action	Trend, Benchmark

Metric	Analysis
Formative/Short cycle assessment performance *(NWEA Measures of Academic Progress; District Benchmark Assessments Q2/Q4; or STAR system)*	Trend, Benchmark
Grade distribution	Trend, Benchmark
ACT/ACT Plan/ACT Explore Participation	Trend, Benchmark
College applications	Trend, Benchmark
College /technical Course Participation[1]	Trend, Benchmark
Internships, community service, research assistantships, apprenticeships	Trend, Benchmark

Report Three: Annual Student Growth – Annually

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

Metric	Analysis
Student attendance	Trend, Benchmark
Disciplinary actions	Trend, Benchmark
Rigorous curriculum enrollment	Trend, Benchmark
District Benchmark Assessments Q4; annual NWEA Measures of Academic Progress or STAR system	Trend, Benchmark
On time progression	Trend, Benchmark
On time graduation	Trend, Benchmark
Technical Certificates Earned	Trend, Benchmark
AP/IB course participation	Trend, Benchmark
AP/IB course performance	Trend, Benchmark
College/ technical course performance	Trend, Benchmark
College course completion[1]	Trend, Benchmark
ACT/ACT Plan/ACT Explore Participation	Trend, Benchmark
ACT/ACT Plan/ACT Explore Performance	Trend, Benchmark
College applications	Trend, Benchmark
College/ technical school enrollment	Trend, Benchmark

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

The "learn-by-doing" approach to professional development workshops facilitated by the EdWorks Technical Assistance Coach provides a strong setting for helping teachers and leaders learn to understand and apply data to differentiate instruction and adjust instructional plans. Knowledge and skills are introduced in the Teacher Summer Institute and Leadership Retreats, where participants bring actual student and school data to the table. This actual data is analyzed in a scaffolded fashion in the workshop and results used immediately to adjust lesson designs in the Summer Institute or ongoing Workshop. Teachers use data analysis skills learned in the Institutes and Workshops to guide their collaborative work in common planning time.

Again, this "learn-by-doing" approach to professional development makes it possible to correlate changes in student performance with professional and leadership development experiences.

The Michigan Merit Exam, ACT Plan, ACT Explore, COGNOS, MI-ACCESS, the Northwest Evaluation Association Measures of Academic Progress and District Benchmark Assessments Q2/Q4 will be used to measure student progress. Identify low scoring areas through assessment scores and use data as a resource tool during instruction. The Learning Village will be an invaluable tool in data access and reporting, as will the interactive suites of NWEA's MAP system and its Des Cartes support system for differentiation.

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

The School begins development of its professional learning plan with the end in mind—student, school and teacher data.

- The school mines student data for schoolwide, class, grade-level and individual student trends, both within individual content areas and across the process standards. Data are garnered through a combination of teacher classroom records, the nationally-normed short cycle assessments of the Northwest Evaluation Association's Measures of Academic Progress, and instructional data gleaned from the Leaning Village.

- The school looks at the aggregate results of annual assessments using the research-based EdWorks Instructional Rubrics (focused on individual teacher growth) and Organizational Effectiveness (focused on school-wide growth).

Analyzed together, these data sources help the staff plot a professional and leadership development course. The professional and leadership development plans begin with EdWorks' scaffolded five-year leadership and professional development plans. In study groups, then, teachers and leaders from Northwestern will use that data to adjust or add elements to the basic, proven professional development plan.
Because the professional development plan is aligned to the leadership development plan, which is aligned to content and teaching practice, it is possible to determine, in real time, when the teaching and learning process is achieving the desired results. For instance, when teachers are learning how to support literacy across the curriculum, the walk-through protocols for the leaders will prompt the leader to look for those practices in each classroom. Leaders and teachers then sit side-by-side and unpack results of student short cycle assessments, looking for growth in the student lexile levels or advancement in RIT scores in the Measures of Academic Progress.

EdWorks' on-site technical support is provided by a Technical Assistance Coach who works at the district and building level as many as 70 days per year to support the Transformation of a secondary school. The coach guides the development and implementation of the operational guidelines/practices. They also assist school personnel in identifying key outcomes and benchmarks through: recruiting and hiring staff; planning and implementation of integrated standards; aligned curriculum, instructional strategies, and assessments. Key to the success of the EdWorks school model is the ability to offer specific, highly contextual technical assistance in such critical areas as labor-management collaboration and business plan formation.

Each building has a primary Coach that guides the process on the ground, assists sites in completing tasks, and delivers the school wide professional development and leadership development. The leadership development is delivered by the Coach in three ways:

1. In the context of doing the work on the ground
2. Through structured annual leadership retreats
3. Through one-on-one counseling sessions

Teacher professional development is delivered in the school building through a combination of:

1. Whole-school late start or early release time
2. Small group release time using substitutes
3. Teacher Summer Institutes
4. Common planning time
5. One-on-one coaching and modeling
6. Educators Knowledge Network, EdWorks' online learning community

A one-year plan will be written after reviewing the Comprehensive Need Assessment Plan and the School Improvement Plan. The targeted goals will be set to begin immediately. The plan will have immediate goals for implementation for 2010 – 2011 school years and will have a benchmark to monitor, review, or revise the plan.

Again, this professional development will be coordinated among EdWorks, Wayne RESA and state coaches.

Activities and Timeline

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

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Year One (September 2010 – August 2011)												
Work with the district and teacher association leadership to gain understanding of the research underlying the *2020 Forecast: Creating the Future of Learning* and collaboration		◆				◆					◆	
Conduct Mini Teacher Summer Institute focusing on: • High Payoff, Short Term Instructional Strategies • Literacy Across the Content Areas • Brain-Based Research	◆	◆										
Conduct an in-depth Safety Audit and implement recommended changes/enhancements	◆											
Initial professional development with every adult in the local schools, central office staffs, and association representatives on the 2020 Forecast, local economic development plans and the research on effective teaching, learning and skills for the 21st century. Choose innovative school design from among prototypes.		◆	◆	◆								
Implement an authentic community information and engagement plan focusing on the 2020 Forecast and innovative high school designs		◆	◆	◆	◆	◆						
Sites choose specific school designs and contextualize the model to reflect local economic and community conditions		◆										

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Hold the initial leadership retreat: Getting the culture and Climate Right for Student Success, including: • Supportive climate and culture • Research components of a high-performing high school • Data-driven strategic planning • Resource development and monitoring • Authentic community engagement • Effective communication • Students and family • Personalized growth plans		◆										
Complete any necessary District-Teacher Association MOU to support implementation of			◆	◆								
Revise the School Improvement Plan, including the development of a detailed strategic plan and milestone, involving all site-based leaders and teachers in the process, along with community representatives					◆	◆						
Develop new operational structures and policies to support the innovative schools					◆	◆						
Conduct Triage process and accelerated interventions with existing 11th and 12th graders in each school				◆	◆	◆	◆					
Identify specific local community engagement and university partners; building of work plans with each partner			◆	◆	◆	◆	◆	◆	◆	◆		
Conduct the annual school assessment using the EdWorks rubrics for Organizational Effectiveness and Instruction (These rubrics operationalize the areas cited in the Phi Delta Kappa audit and provide a clear path for improvement at the school and individual teacher level. See attached Overview of the Assessment Process.)								◆	◆			
Administer student, teacher and leadership surveys							◆	◆				
Hold official ceremonies "closing" the existing high school										◆		
Conduct a final readiness check for opening the new autonomous small schools											◆	◆
Hold the Second Leadership Retreat focusing on Adaptive Leadership for Real-World Results, including: • Adaptive Leadership knowledge and skills • 21st Century Skills • College and career readiness • Student advisories • National and international student performance • Effective business and community										◆		

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
partnerships • Effective small school operations												
Conduct the first Teacher Summer Institute focusing on: • Introduction to the Rigor and Relevance Framework • Backwards Design • Literacy Across the Content Areas • "Quadrant D" Lesson Design • 21st Century Skills • Lesson Design and Delivery for coherence and student growth										◆		◆
Conduct the Student Summer Bridge												◆
Hold formal opening ceremonies for new schools												◆

Year One Milestones

- Completed year one of a customized school design work plan driven by an asset-based assessment of current strengths and conditions.
- Completed safety audit, leading to evidence of improved safety conditions
- Identities, structures and operation systems in place to open small learning communities/small schools in fall 2010
- Student academic Triage system implemented with targeted interventions for all 11th and 12 graders to gain needed credits and other requirements for graduation.
- Targeted 11th and 12th grade students participate in intensive academic boost interventions to increase chances of success on state tests
- Implemented year one of the five-year teacher and leader professional development plans.
- Evidence of improvement in ELA and math skills in targeted students

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Year Two (September 2011 – August 2012)												
Make a formal Progress report to the local community	◆											
Continue work with district and teacher association leadership on the *2020 Forecast: Creating the Future of Learning* and using student data to guide decision making		◆				◆					◆	

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Conduct leadership and teacher professional development deepening knowledge and skills gained in the previous year and the summer institute. Professional development focuses in the following areas: **Implementing Personalization** ▪ Advisories ▪ Personalized Student Growth Plans **Short Cycle Assessments** ▪ Exploring Diagnostic and Short Cycle Assessment System ▪ Short Cycle Assessments as Instructional Resources **Classroom Practice/Learning Conditions** ▪ Student Work ▪ Lesson Design and Delivery ▪ Research-Based Instructional Models ▪ Student Performance **Accessing and Using an Online Learning Community**	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆		
Revisit Local District-Teacher Association MOU to support implementation of the innovative practices; make adjustments, as needed			◆	◆								
Revisit effectiveness of new operational structures and policies for the innovative schools; adjust, as needed					◆	◆	◆					
Conduct Triage process and accelerated interventions with 10th, 11th and 12th graders				◆	◆	◆	◆					
Revisit strategic plans and milestones for each site, involving all site-based leaders and teachers in the process, along with community representatives							◆	◆	◆			
Revisit progress and work plans with local community engagement and university partners; adjust, as needed			◆							◆		
Conduct Annual Assessment using the EdWorks Rubrics for Operational Effectiveness and Instruction. Administer student, teacher and leadership surveys								◆	◆			
Conduct Leadership Retreat Three: Growing and Supporting Effective Teams, including: • Distributed leadership • Effective meetings • Active listening • Progress monitoring • Walkthroughs and appraisals • Leadership in the school community										◆		

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
• Induction programs for new staff • Culture of continuous Learning												
Conduct Teacher Summer Institute Two: Instructional Design for Rigor and Relevance ▪ Rigor and Relevance Framework ▪ Knowledge Taxonomy and the Application Model ▪ Instructional Models and Planning ▪ Unpacking the State and 21st Century College-Ready Content Standards ▪ Formative and Summative Assessments (including Performance-Based, Alternative Assessments ▪ Developing "Quadrant D" Units of Study ▪ Rubrics ▪ Differentiation										◆		◆
Student Summer Bridge												◆
Collect student, teacher, school data			◆				◆				◆	

Year Two Milestones

- All 9th and 10th grade students enrolled in a college and career-ready curriculum
- Increase on-time grade-level progression over baseline school year 2009-10
- Decrease dropout rate between 9th and 10th grade over baseline school year 2009-10
- Increase attendance over baseline school over baseline school year 2009-10
- Decrease Type A and B disciplinary offenses over 2009-10
- Reduce the number of failing grades over baseline school year 2009-10
- Implemented year two of the five-year teacher and leader professional development plans.
- Evidence of expanded family and community participation in the school

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Year Three (September 2012 – August 2013)												
Regular meetings of school-based leadership teams		◆	◆	◆	◆	◆	◆	◆	◆	◆		◆
Progress report to the local communities	◆											
Continued work with district and union leadership on the *2020 Forecast: Creating the Future of Learning* and using student data to guide decision making		◆									◆	
Conduct teacher professional development reinforcing and building on knowledge and skills learned in the previous year and summer institute: ▪ Student Work ▪ Unit Design and Delivery ▪ Differentiation ▪ Student Performance Assessments ▪ Formative and Summative Assessments ▪ Best Practice Instructional Models ▪ Rubrics ▪ Alignment with State and 21st Century	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆		

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Standards Using an Online Learning Community												
Revisit Local District-Teacher Association MOU to support implementation of the innovative practices; make adjustments, as needed			◆	◆								
Revisit effectiveness of new operational structures and policies for the innovative schools; adjust, as needed					◆	◆	◆					
Conduct Triage process and accelerated interventions with all grade levels				◆	◆	◆	◆					
Revisit strategic plans and milestones for each site, involving all site-based leaders and teachers in the process, along with community representatives							◆	◆	◆			
Revisit progress and work plans with local community engagement and university partners; adjust, as needed			◆						◆			
Conduct Annual Assessment using the EdWorks Rubrics for Operational Effectiveness and Instruction. Administer student, teacher and leadership surveys								◆	◆			
Conduct Leadership Retreat Four: Leading a High-Performance Organization: • Instructional Leadership • Rigorous curriculum and instruction • High payoff instructional practices • Assessment for learning • Gap analysis • Curriculum Alignment • Instructional monitoring • Results-driven, flexible scheduling										◆		
Conduct Teacher Summer Institute Three: Beyond Rigor and Relevance • Comprehensive, four-year Course of Study aligned to State and 21st Century College-Ready Standards • Grades 9-13 Curriculum Alignment and Vertical Scope and Sequence Development within and across content areas • Analysis of Content with University Partners • Integration of early college experiences in Core and Elective Courses										◆		◆
Student Summer Bridge												◆
Collect student, teacher, school data			◆				◆				◆	

Year Three Milestones

- All 9th, 10th and 11th grade students enrolled in a college and career-ready curriculum
- Increase state exam passage rates over the previous year

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
• Increase on-time grade-level progression over the previous year • Decrease dropout rate over the previous year • Evidence of student participation in initial AP/Dual Enrollment options • Implemented year three of the five-year teacher and leader professional development plans.												

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

The District will establish the Office of Priority Schools, which will include an Assistant Superintendent of Priority Schools, Priority School Coaches, and a Priority School Budget Implementation/Compliance Officer. Collectively, this office will be responsible for monitoring and supporting each school with the implementation of the selected model. Each school will be assigned a Priority School Coach, who will be responsible for making direct contact with assigned schools weekly. Each Priority School Coach will be assigned no more than seven SIG schools. At the school level, the principal will be the primary point of contact responsible for ensuring the required components of the plan are fully implemented.

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

As stated above, **data will be collected under the direction of Deborah Howard, EdWorks Director for Education Strategy in partnership with the school's Data Analyst and its Technical Assistance Coach. Literacy and Mathematics Coaches and College and Career Access Coordinators will assist with the process. Tools in the DPS-provided "Learning Village" and resources in the Northwest Evaluation Association Measures of Academic Progress will ensure all administrators and teachers are able to access and monitor progress of individual students, classes, grade levels and the whole school.** A third-party evaluator hired by EdWorks will provide an annual analysis of trends. The following data collection tools are used to obtain the data needed to create the desired reports:

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

4. **Client Satisfaction Survey:** Survey to further EdWorks' understand of how well it is serving its clients and to provide insight on how to improve its services
5. **Rubric Assessment Process:** Robust scoring tools using quantitative and qualitative information to assess school performance and progress in key areas of instructional and organizational effectiveness.

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

School and Educator Review Process

Research-Based Rubrics Help Chart Growth for Teachers and the School

Growth in school and educator effectiveness is monitored through annual implementation of a complete set of organizational effectiveness and instructional rubrics developed by the nationally-recognized curriculum and assessment specialists at Edvantia, in addition to attainment of student growth and achievement targets.

Rubric Design

The **Instructional Rubric** is designed around five focus areas: professional growth, unit design, lesson development, instructional delivery, and assessment of learning. The elements of each focus area describe the expectations for integrating and implementing effective research-based instructional strategies and practices into the curriculum. To teach an intellectually challenging class, teachers must be properly prepared and equipped with the skills necessary to evoke in students the desired responses to material, responses designed to deepen their engagement with and understanding of key course concepts, and to expand their repertoire of thinking skills and strategies. Having learned these elements of complex thinking, students understand what it means to master concepts at a higher proficiency level and are more likely to apply these thinking skills in subsequent areas of study. Likewise, the knowledge and skills developed through key literacy elements enable students to engage texts critically and create well written, organized, and supported work products in all content areas.

Designed around the four essential components of the EdWorks Model – rigorous curriculum and instruction; supportive climate and culture, aligned assessments, and comprehensive student support—the **Organizational Effectiveness Rubric** is a comprehensive set of indicators used to review and assess progress that schools make in implementing high school initiatives designed to increase achievement for all students and prepare each student for life in the 21st century. The Organization Effectiveness Rubric enables leaders to gather data that they can use to reflect on practices that are shaping the future of their school(s), to gauge their progress in implementing innovative high school practices, and to motivate staff and stakeholders to plan and implement strategies that will bring initiatives to scale. Additionally, data can inform the allocation of resources, define professional development needs, guide coaching plans, and prioritize areas in which administrative support is most needed.

The Organizational Effectiveness Rubric components capture the essential practices of high schools that successfully prepare students for college, the workplace, and life in the 21st century. These schools are intellectually rigorous, innovative, personalized, and responsive to all learners, student centered, and connected to real-world learning. The Organizational Effectiveness Rubric

also measures how well the school is reaching beyond its doors to engage its community and collaborate with postsecondary educators and workplace leaders.

Communication of School Progress to the School, District and State

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

PROGRESS CHECK	AGENDA
Quarterly update meetings with the coach	❑ Review the completed calendar tasks ❑ Seek guidance in areas of concern ❑ Discuss future work
Mid-year meeting (December) with EdWorks senior staff	❑ Informal site visit with district leadership ❑ Review the preliminary rubric assessment results ❑ Summarize progress on calendar tasks ❑ Quickly preview the second semester calendar ❑ Discuss available dashboard data ❑ Review strategic planning process
End-of-year meeting (April) with EdWorks senior staff	❑ Conduct formal rubric-based site review ❑ Review the final rubric assessment results ❑ Summarize progress on calendar tasks ❑ Preview the calendar for the coming implementation year ❑ Review preliminary projections for year-end dashboard data ❑ Discuss strategic action plans for the coming year
Annual written report from EdWorks for distribution and discussion with the Board and State (August)	❑ Deliver a written annual report to the superintendent, the Board and the State that includes: 1. Executive Summary of Progress 2. Preliminary and Final Rubric Assessment Results 3. School Readiness Check (planning year only); School Implementation Check 4. Data Dashboard indicating Progress Made on the Annual Milestones and Progress toward Implementation Year Performance Targets
Regular informal check-ins by EdWorks senior staff	Mix of phone calls, e-mails from the National Director of Field Operations and others, as needed

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

Respond by indicating yes or no. Provide

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
• Leadership councils Composition		X	
• Principal Authority/responsibility	X		
• Duties – teacher	X		
• Duties - principal	X		
• Tenure	X		
• Flexibility regarding professional development activities	X		
• Flexibility regarding our school schedule (day and year)	X		
• Waivers from district policies to try new approaches	X		
• Flexibility regarding staffing decisions	X		
• Flexibility on school funding		X	
Job-Embedded Professional Development			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content	X		
Polices/ Practices	In Place	Under	Not

		Consideration	Needed
• 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	X		
• Consequences	X		

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

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