

submitted to



Wisconsin Department of Public Instruction
**TITLE I, 1003(g), SCHOOL IMPROVEMENT GRANT
COHORT II APPLICATION YEAR 1**
PI-9550-SSIF-C2 (New 03-11)

Collection of this information is a requirement of NCLB.

INSTRUCTIONS: Return completed application and two copies by
May 2, 2011, to:

**WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
MACKENZIE DUNN
TITLE I AND SCHOOL SUPPORT
P.O. BOX 7841
MADISON, WI 53707-7841**

For questions regarding this grant, contact:

Jonas Zuckerman, Education Consultant
Title I and School Support
(608) 267-9136 jonas.zuckerman@dpi.wi.gov

Jill Underly, Education Consultant
Title I and School Support
(608) 266-3892 jill.underly@dpi.wi.gov

I. GENERAL INFORMATION

Local Educational Agency (LEA) Milwaukee Public Schools		Mailing Address <i>Street, City, State, ZIP</i> 5225 W. Vliet Street Milwaukee, WI 53208	
Contact Person Dr. Marcia Staum		Title Director, District and School Improvement	
E-Mail Address staumml@milwaukee.k12.wi.us		Fax Area/No. (414) 475-8585	Phone Area/No. (414) 777-7810
Grant Coordinator <i>If other than contact person.</i>		Title	
E-Mail Address			Phone Area/No.

Grant Coordinator's Mailing Address *Street, City, State, ZIP*

Grant Period		Total Funds Requested for Current Grant Period	Total Funds Requested for Three Years
Beginning Date <i>Mo./Day/Yr.</i>	Ending Date <i>Mo./Day/Yr.</i>		
5/1/2011	6/30/2012	\$6,310,556	N/A

II. CERTIFICATION/SIGNATURES

WE, THE UNDERSIGNED, CERTIFY that the information contained in this application is complete and accurate to the best of our knowledge; that the necessary assurances of compliance with applicable state and federal statutes, rules, and regulations will be met; and, that the indicated Local Education Agency (LEA) designated in this application is authorized to administer this grant.

WE FURTHER CERTIFY that the assurances listed above have been satisfied and that all facts, figures, and representation in this application are correct to the best of our knowledge.

Two signatures are required.

Signature of District Administrator ➤	Date Signed <i>Mo./Day/Yr.</i>
Signature of School Board Clerk or Charter School Authorizer ➤	Date Signed <i>Mo./Day/Yr.</i>

III. WAIVERS

The Department of Public Instruction has requested waivers of the requirements set forth below. Check each box for which the LEA wishes to apply.

- Permit Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline. **List participating schools:** _____
- Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a school-wide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

IV. ASSURANCES

Federal Assurances

1. The programs and services provided under this grant will be used to address the needs set forth in the application and fiscal related information will be provided within the fiscal year timelines established for new, reapplying, and/or continuing programs.
2. The programs and services provided with federal funds under this grant will be operated so as not to discriminate on the basis of age, gender, race, national origin, ancestry, religion, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities.
3. Administration of the program, activities, and services covered by this application will be in accordance with all applicable state and federal statutes, regulations, and the approved application.
4. The district will require the entity and its principals involved in any subgrant covered transaction paid through federal funds, that requires such certification, to ensure it/they are not debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by a federal department or agency. (EDGAR-Part 85)
5. The Local Educational Agency (LEA) will evaluate its program periodically to assess its progress toward achieving its goals and objectives and use its evaluation results to refine, improve, and strengthen its program and to refine its goals and objectives as appropriate.
6. The LEA will submit to the department such information, and at such intervals, that the department requires to complete state and/or federal reports.
7. This program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
8. The LEA will cooperate in carrying out any evaluation of this program conducted by or for the state education agency, the secretary, or other federal officials.
9. The LEA will comply with civil rights and nondiscrimination requirement provisions and equal opportunities to participate for all eligible students, teachers, and other program beneficiaries.
10. The LEA will use fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds received and distributed under this program.
11. The LEA will (a) make reports to the Department of Public Instruction and the U.S. Secretary of Education as may be necessary to enable the state and federal departments to perform their duties under this program; and (b) maintain records, provide information, and afford access to the records, as the department or the U.S. Secretary of Education may find necessary to carry out their duties.
12. Each agency receiving funds under this grant shall use these funds only to supplement, and not to supplant, state and local funds that, in the absence of such funds, would otherwise be spent for activities under this section
13. Before the plan was submitted, the school district afforded a reasonable opportunity for public comment on the plan and has considered such comment.
14. Any printed (or other media) description of programs will state the total amount being spent on the project or activity and will indicate the percentage of funds from the federally funded programs.
15. The LEA will adopt and use proper methods of administering such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; or (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
16. The LEA will administer such funds and property to the extent required by the authorizing statutes.
17. Each agency receiving funds under this grant shall not use these funds to provide non-educational incentives.
18. The LEA assures it will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
19. The LEA assures it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds.
20. The LEA assures it will, if implementing a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
21. The LEA assures it will report to the SEA the school-level data required under section III of the final requirements.
22. The LEA has consulted, as appropriate, with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

State Assurances

23. The applicant will file financial reports and claims for reimbursement in accordance with procedures prescribed by the Department of Public Instruction.
 24. No board or staff member of a LEA will participate in, or make recommendations with respect to, an administrative decision regarding a program or project if such decision can be expected to result in any benefit or remuneration, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit to him or her or any member of his/her immediate family.
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V. CERTIFICATION COVERING DEBARMENT

Must be submitted for discretionary projects only. However, agencies receiving funds under any of the other grant programs must collect this certificate whenever they enter into a covered transaction with a grantee. (Refer to instructions for more information.)

**Certification Regarding
Debarment, Suspension, Ineligibility, and Voluntary Exclusion**

Lower Tier Covered Transactions

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988, *Federal Register* (pages 19160-19211). Copies of the regulations may be obtained by contacting the person to whom this proposal is submitted.

The prospective lower tier participant(s) certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

LEA/Agency/Company Name

Milwaukee Public Schools

Name and Title of Authorized Representative

Dr. Gregory E. Thornton, Superintendent of Schools

Signature



Date Signed *Mo./Day/Yr.*

INSTRUCTIONS FOR CERTIFICATION

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transaction," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List (202-786-0688).
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

VI. SCHOOLS TO BE SERVED

Identify each Tier I and II school the LEA commits to serve and the proposed budget for each school. Indicate the reform model the LEA will use in each Tier I and Tier II school it commits to serve by checking the appropriate box. Provide a budget for each year that does not exceed the number of schools it commits to serve multiplied by \$2 million or no more than \$6 million over three years.

School Name	NCES School / District ID No.	Tier		Model				Budget			Total SIG Funds Requested
		I	II	Turn-around	Restart	Closure	Transformation	May 1, 2011 – June 30, 2012 SIG Funds Requested	Year 2 SIG Funds Requested	Year 3 SIG Funds Requested	
Washington High School (Expeditionary Learning)	550960002607/5509600	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	\$1,000	\$0	\$0	\$1,000
Washington High School of Information Technology	550960002608/5509600	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	\$1,069,995	\$1,069,995	\$1,069,995	\$3,209,985
ALAS- Advanced Language and Academic Studies	550960003372/5509600	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$1,225,371	\$1,225,371	\$1,225,371	\$3,676,113
Pulaski High School	550960001235/5509600	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	\$1,069,995	\$1,069,995	\$1,069,995	\$3,209,985
Northwest Secondary	550960002713/5509600	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$1,874,321	\$1,225,371	\$1,225,371	\$4,325,063
Hamilton High School	550960001180/5509600	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	\$1,069,995	\$1,069,995	\$1,069,995	\$3,209,985
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	0	0	\$0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	0	0	\$0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	0	0	\$0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	0	0	\$0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	0	0	\$0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	0	0	\$0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	0	0	\$0

**VII. NEEDS ASSESSMENT
WASHINGTON HIGH SCHOOL (ELOB)**

Complete the entire Needs Assessment section for each Tier I and Tier II school the LEA commits to serve. For additional schools, copy and paste the entire Needs Assessment section. Be sure to complete every subsection for every school.

1. School Name Washington High School (Expeditionary Learning)		2. Current Principal Name Greg Ogumbowale	
3. Number of Years in Current Position 5	4. Number of Years in this School 6	5. Number of Years in LEA 16	

6. Select one option by placing an "X" on the line:

The current principal will be replaced.

The current principal will not be replaced because:

1. S/he was placed in this school as part of a broader reform effort, and
2. S/he has the experience and skills needed to implement successfully a turnaround, restart, or transformation model.
3. S/he was hired on or after July 1, 2008.

7. Grade Level Example: 9-12. 9-12	8. Total Enrollment 540	9. % Free / Reduced Lunch 82.1%	10. % Special Education Students 32.6%
11. % English Language Learners 0.2%	12. Home Languages of English Language Learners <i>List up to three most frequent.</i> Spanish and Hmong		

13. Briefly describe the school's enrollment area *neighborhoods, communities served.*

Population 25 years and older- 74.6% are high school graduates, 18.5% earned a bachelor's degree or higher, 7.3% speak a language other than English at home, 22.3% of the families live below the poverty level, 20.5% have not earned a high school diploma. Racial demographics- White (23.6%), African American (70.4%), Hispanic (2.9%), American Indian (0.4%), Asian (2.1%), Native Hawaiian (0.1%), Some other race (1.1%).

14. List the feeder schools and/or recipient schools that supply or receive *most* of this school's students.

MPS does not have a high school feeder pattern. The geographic areas that most students come from are: Custer, North Division, Marshall and Madison

15. Provide a summary profile of the teaching staff. For middle schools and high schools, categorize by subject area (English, math, science, etc.). For elementary schools, categorize by grade level or specialty area. Use Full Time Equivalent (FTE) counts.

Grade Level or Subject Area	Total FTE	FTE Highly Qualified in All Subjects Taught	FTE 5 Yrs. or Less in School	FTE 6-15 Yrs. in School	FTE 16 Yrs. or More in School
Academic Support – Non Special Education	2.0	2.0	2.0		
Academic Support – Teachers	.5	.5		.5	
Biology/Life Science	1.0	1.0	1.0		
Business Education	1.0	1.0	1.0		
Civics (Citizenship)	1.0	1.0	1.0		
Cross Categorical	10.67	9.67	10.67		
English	4.0	4.0	3.0	1.0	
Health	1.0	1.0		1.0	
History	2.0	2.0	1.0	1.0	
Learning Disabilities	.67	.67	.67		
Marketing Education – Vocational	1.0	1.0	1.0		
Mathematics	5.0	5.0	5.0		
Physical Education	1.0	1.0		1.0	

Physical Science	1.0	1.0		1.0
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VII. NEEDS ASSESSMENT (cont'd.) WASHINGTON HIGH SCHOOL (ELOB)					
Political Science	1.0	1.0	1.0		
Reading	1.0	0	1.0		
Resource Management (Environmental Education)	1.0	1.0		1.0	
Social Studies (Fusion Course)	1.0	0		1.0	
Spanish	1.0	1.0	1.0		
Speech (Academic)	1.5	0		1.5	

16. Enter teacher attendance rate in the table below. A teacher is absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. *A teacher should not be considered absent if he or she is attending professional development.*

School Year	2007-08	2008-09	2009-10
Total Number of Teachers	20	19	18
Average Absences	8.5	11.2	9.0
District Average of Teacher Absences	8.8	8.9	8.3

17. Enter the percentage of all students and students in each subgroup who tested as proficient or better on the Wisconsin Knowledge and Concepts Examination (WKCE) for reading.

Reading	2007-08 %	2008-09 %	2009-10 %
All Students	10%	28.6%	13.6%
American Indian/Alaskan Native	-	-	-
Asian/Pacific Islander	-	-	-
Black Not Hispanic	-	22.7%	-
Hispanic	-	-	-
White Not Hispanic	-	-	-

18. Enter the percentage of all students for each grade level who tested as proficient or better on the WKCE for reading.

Reading	2007-08 %	2008-09 %	2009-10 %
Grade 3	-	-	-
Grade 4	-	-	-
Grade 5	-	-	-
Grade 6	-	-	-
Grade 7	-	-	-
Grade 8	-	-	-
Grade 10	10%	28.6%	13.6%

19. Enter the percentage of all students and students in each subgroup who tested as proficient or better on the WKCE for mathematics.

Mathematics	2007-08 %	2008-09 %	2009-10 %
All Students	10%	17.1%	9.1%
American Indian/Alaskan Native	-	-	-
Asian/Pacific Islander	-	-	-
Black Not Hispanic	-	4.5%	-
Hispanic	-	-	-
White Not Hispanic	-	-	-

**VII. NEEDS ASSESSMENT (cont'd.)
WASHINGTON HIGH SCHOOL (ELOB)**

20. Enter the percentage of all students for each grade level who tested as proficient or better on the WKCE for mathematics.

Mathematics	2007-08 %	2008-09 %	2009-10 %
Grade 3	-	-	-
Grade 4	-	-	-
Grade 5	-	-	-
Grade 6	-	-	-
Grade 7	-	-	-
Grade 8	-	-	-
Grade 10	10%	17.1%	9.1%

21. Enter the average daily attendance percentage for all students and for each subgroup.

Average Daily Attendance	2007-08	2008-09	2009-10
All Students	67.6%	63.5%	65.7%
American Indian/Alaskan Native	-	-	-
Asian/Pacific Islander	60.3%	58.1%	62.3%
Black Not Hispanic	67.9%	63.7%	65.1%
Hispanic	53.4%	36.5%	82.8%
White Not Hispanic	77.9%	34.3%	98.5%

22. Enter the suspension rate for all students and for each subgroup.

Suspension Rate	2007-08	2008-09	2009-10
All Students	44%	50.8%	48.5%
American Indian/Alaskan Native	100%	-	66.7%
Asian/Pacific Islander	7.7%	16.7%	-
Black Not Hispanic	45%	51.9%	50%
Hispanic	50%	33.3%	-
White Not Hispanic	50%	33.3%	-

23. Enter the graduation rate for all students and for each subgroup.

Graduation Rate	2007-08	2008-09	2009-10
All Students	54.2%	60%	36.8%
American Indian/Alaskan Native	-	-	-
Asian/Pacific Islander	100%	100%	6.7%
Black Not Hispanic	54.4%	61%	90.5%
Hispanic	-	-	100%
White Not Hispanic	-	-	100%

24. Enter the school's mobility rate.

Mobility Rate	2007-08	2008-09	2009-10
All Students	33%	37%	50%

**VII. NEEDS ASSESSMENT (cont'd.)
WASHINGTON HIGH SCHOOL (ELOB)**

25. Briefly summarize previous and current reform and improvement efforts within the last five years and what impeded their success; for example:
- Adopted a model and curriculum to raise reading scores but was not able to implement with fidelity.
 - District provided instructional coach but coach was not able to have an impact due to only visiting school twice per quarter.
 - Adopted a block schedule for math and reading but inadequate PD funds limited ability for teachers to change instructional approach and fully utilize longer instructional blocks.

Disclaimer for all schools: The terms proficient and/or advanced related to MAP (Measuring Academic Progress) suggests projected proficiency rates not actual. In addition, Rausch Units (RIT) scores reported indicate the mean value added targets for each grade level as determined by Research and Evaluation. In the 2010-2011 academic year, MAP was administered as the universal screener to students in grades K-9. The universal screener will be administered to all grade levels in the 2011-2012 academic year.

Washington High School of Expeditionary Learning

In recent years, schools on the Washington High School campus have gone through two major reforms. In 2004, Washington High School, a large comprehensive high school serving more than 1000 students, split into three small schools – Washington High School of Expeditionary Learning (WHS ELOB), Washington High School of Law, Education, and Public Service (WHS LEAPS), and Washington High School of Information Technology (WHS IT). These three schools operated independently, but within one building, from 2004 to 2010. In the spring of the 2009-2010 school year, the Wisconsin Department of Public Instruction identified WHS ELOB and WHS IT as tier III persistently low performing schools. WHS LEAPS was identified as a tier I persistently low performing school. As a result, WHS ELOB and WHS LEAPS merged for the 2010-11 school year, forming Washington High School as it currently exists. The staff of Washington High School is drawn from the three former schools. By retaining staff, MPS hoped to make the transition from three schools to two schools on the same campus as smooth as possible. However, veteran teachers did not equitably distribute across the schools and many teachers at Washington ELOB were placed by the district instead of by teacher application.

Washington High School campus zip code encompasses a low-income area, and students entering the school have high needs and low skills. Many incoming students read at the third or fourth grade level and many have been incarcerated. A block schedule was instituted to help students get both core instruction and opportunities for skill development. The principal reported that the instruction provided by the school was not rigorous, even in advanced placement courses. Teachers appeared to be resistant to his ideas for increasing rigor and he was unable to request lesson plans from teachers on a regular basis.

The district regional team and principal reported that during the 2010-2011 school year the school offered release time for professional development monthly to assist teachers in improving their skills. A partnership was created with Cardinal Stritch who provided some of the professional development. Additional job embedded professional development was led by on-site literacy and math coaches with support from regional staff for planning and content. Topics included teaching in the block, classroom management, professional learning communities, use of common planning time, incorporating literacy into the content areas, and a variety of other math and literacy focused topics. Teaching reading across the content areas and implementing the Comprehensive Literacy Plan was emphasized but it became apparent to the principal that teachers required skill development to teach reading at the students' entry level.

The principal reported that he was the only administrator in the building and student's behavioral, social and emotional needs in this school are intense. The principal was required to spend an inordinate amount of time on these needs to the detriment of instructional leadership. A reform coach was provided in early November with the expectation that the addition of another administrator would better meet the needs of the school overall. This was not successful and the reform coach was removed at the end of December.

The career pathways that had been part of WHS ELOB (finance, hospitality and tourism, and IT) in partnership with Milwaukee Area Technical College (MATC) have been discontinued because of the school's small size and inability to staff the academies adequately. Some vestiges of hospitality and tourism remain in the school.

**VII. NEEDS ASSESSMENT (cont'd.)
WASHINGTON HIGH SCHOOL IT**

1. School Name Washington High School of Information Technology		2. Current Principal Name Stanley McWilliams	
3. Number of Years in Current Position 5	4. Number of Years in this School 5	5. Number of Years in LEA 18	

6. Select one option by placing an "X" on the line:

The current principal will be replaced.

The current principal will not be replaced because:

1. S/he was placed in this school as part of a broader reform effort, and
2. S/he has the experience and skills needed to implement successfully a turnaround, restart, or transformation model.
3. S/he was hired on or after July 1, 2008.

7. Grade Level Example: 9-12. 9-12	8. Total Enrollment 374	9. % Free / Reduced Lunch 85.1%	10. % Special Education Students 27%
11. % English Language Learners 11.4%	12. Home Languages of English Language Learners <i>List up to three most frequent.</i> Karen S'gaw, Burmese, Arabic and Somali		

13. Briefly describe the school's enrollment area *neighborhoods, communities served.*

Population 25 years and older-74.6% are high school graduates, 18.5% earned a bachelor's degree or higher, 7.3% speak a language other than English at home, 22.3% of the families live below the poverty level, 20.5% have not earned a high school diploma. Racial demographics-White (23.6%), African American (70.4%), Hispanic (2.9%), American Indian (0.4%), Asian (2.1%), Native Hawaiian ((0.1%), some other race (1.1%).

14. List the feeder schools and/or recipient schools that supply or receive *most* of this school's students.

MPS does not have a high school feeder pattern. The geographic areas most students come from are North, Custer, Madison, Marshall.

15. Provide a summary profile of the teaching staff. For middle schools and high schools, categorize by subject area (English, math, science, etc.). For elementary schools, categorize by grade level or specialty area. Use Full Time Equivalent (FTE) counts.

Grade Level or Subject Area	Total FTE	FTE Highly Qualified in All Subjects Taught	FTE 5 Yrs. or Less in School	FTE 6-15 Yrs. in School	FTE 16 Yrs. or More in School
Academic Support – Non Special Education	1.0	1.0		1.0	
Art	1.0	0		1.0	
Biology	1.0	1.0	1.0		
Chemistry	1.0	1.0	1.0		
Cross Categorical	4.33	4.33	1.33	3.0	
English	3.0	3.0	2.5	.5	
English as a Second Language	1.0	1.0	1.0		
Family/Consumer Education	1.0	1.0	1.0		
Health	1.0	1.0		1.0	
History	1.0	1.0		1.0	
Learning Disabilities	.33	.33	.33		
Mathematics	3.0	3.0	1.0	2.0	
Physical Education	1.0	1.0		1.0	
Reading	1.5	1.0	1.0	.5	

**VII. NEEDS ASSESSMENT (cont'd.)
WASHINGTON HIGH SCHOOL IT**

Resource Management (Environmental Education)	1.0	1.0	1.0		
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16. Enter teacher attendance rate in the table below. A teacher is absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. *A teacher should not be considered absent if he or she is attending professional development.*

School Year	2007-08	2008-09	2009-10
Total Number of Teachers	22	23	22
Average Absences	7.2	6.9	4.3
District Average of Teacher Absences	8.8	8.8	8.3

17. Enter the percentage of all students and students in each subgroup who tested as proficient or better on the Wisconsin Knowledge and Concepts Examination (WKCE) for reading.

Reading	2007-08 %	2008-09 %	2009-10 %
All Students	25%	27%	23.6%
American Indian/Alaskan Native	--	--	--
Asian/Pacific Islander	--	--	--
Black Not Hispanic	--	--	23.9%
Hispanic	--	--	--
White Not Hispanic	--	--	--

18. Enter the percentage of all students for each grade level who tested as proficient or better on the WKCE for reading.

Reading	2007-08 %	2008-09 %	2009-10 %
Grade 3	--	--	--
Grade 4	--	--	--
Grade 5	--	--	--
Grade 6	--	--	--
Grade 7	--	--	--
Grade 8	--	--	--
Grade 10	25%	27%	23.6%

19. Enter the percentage of all students and students in each subgroup who tested as proficient or better on the WKCE for mathematics.

Mathematics	2007-08 %	2008-09 %	2009-10 %
All Students	12.5%	32.4%	16.4%
American Indian/Alaskan Native	--	--	--
Asian/Pacific Islander	--	--	--
Black Not Hispanic	--	--	13%
Hispanic	--	--	--
White Not Hispanic	--	--	--

20. Enter the percentage of all students for each grade level who tested as proficient or better on the WKCE for mathematics.

Mathematics	2007-08 %	2008-09 %	2009-10 %
Grade 3	--	--	--
Grade 4	--	--	--
Grade 5	--	--	--
Grade 6	--	--	--
Grade 7	--	--	--

**VII. NEEDS ASSESSMENT (cont'd.)
WASHINGTON HIGH SCHOOL IT**

Grade 8	--	--	--
Grade 10	12.5%	32.4%	16.4%

21. Enter the average daily attendance percentage for all students and for each subgroup.

Average Daily Attendance	2007-08	2008-09	2009-10
All Students	69.9%	75.6%	73.8%
American Indian/Alaskan Native	--	--	--
Asian/Pacific Islander	80.7%	85.6%	90.4%
Black Not Hispanic	68.5%	74.2%	72%
Hispanic	75.4%	73.0%	74.1%
White Not Hispanic	81.1%	85.6%	90.4%

22. Enter the suspension rate for all students and for each subgroup.

Suspension Rate	2007-08	2008-09	2009-10
All Students	54.5%	48.4%	46.9%
American Indian/Alaskan Native	--	--	--
Asian/Pacific Islander	11.4%	2.6%	--
Black Not Hispanic	58.2%	54.3%	51.5%
Hispanic	50%	28.6%	50%
White Not Hispanic	33.3%	--	22.2%

23. Enter the graduation rate for all students and for each subgroup.

Graduation Rate	2007-08	2008-09	2009-10
All Students	67.9%	63.4%	59.2%
American Indian/Alaskan Native	--	--	100%
Asian/Pacific Islander	100%	100%	50%
Black Not Hispanic	65.9%	60%	58.2%
Hispanic	100%	50%	100%
White Not Hispanic	25%	66.7%	66.7%

24. Enter the school's mobility rate.

Mobility Rate	2007-08	2008-09	2009-10
All Students	30%	23%	26%

**VII. NEEDS ASSESSMENT (cont'd.)
WASHINGTON HIGH SCHOOL IT**

25. Briefly summarize previous and current reform and improvement efforts within the last five years and what impeded their success; for example:
- Adopted a model and curriculum to raise reading scores but was not able to implement with fidelity.
 - District provided instructional coach but coach was not able to have an impact due to only visiting school twice per quarter.
 - Adopted a block schedule for math and reading but inadequate PD funds limited ability for teachers to change instructional approach and fully utilize longer instructional blocks.

Washington High School of Information Technology

Washington Information Technology is currently a small comprehensive high school of 374 students in grades 9 -12. The following statements summarize reform efforts conducted over the last five years and the successes and challenges experienced as a result.

Historical reform challenges

In 2004-2005, Washington IT was formed along with two other schools on the Washington High School campus as result of the small school reform efforts supported by the Bill Gates Foundation.

- The reform was effective in that community partnerships were established in support of the school's technology focus. The partnerships provided experiences and internships for students, resulting in numerous awards for student leadership and instructional technology.
- The demographics of the student population have not changed over the past five years. However, Washington IT has experienced a decrease in student enrollment. As a result, the number of faculty has decreased. This has also resulted in a reduction in the number of course offerings and other opportunities extended to students in support of the IT focus.
- Simultaneous to implementation of the small school concept, a new leader was placed at Washington IT. This individual was charged with leading the small school reform , maintaining an intensive focus on instruction and professional development. The small school reform effort was not successful because it was premised upon providing ongoing opportunities for teachers to build meaningful relationships with a smaller number of students. Relationships alone were not sufficient to improve student achievement. Coupled with the decrease in staff allocation, the school did not effectively deliver curriculum and instruction.

9th grade focus reform challenges

A number of strategies have been implemented with a focus on 9th grade students. The strategies were not integrated into a comprehensive approach to reform and did not result in improved achievement.

- Created a 9th grade scope and sequence for English/Language Arts and Math to establish a continuum of interventions and learning supports to meet the diverse needs of the students.
- Introduced teachers to common core standards to help ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
- Implemented WKCE workshop for 9th grade students to increase student's level of understanding regarding the importance of the test and to help them understand what is required of them to do well.
- Adopted MAP Universal Screener for the 9th grade to assist teachers with using data to inform instructional practices.
- Reduced class size in the 9th grade to provide opportunities for teachers to establish meaningful relationships with students.

District improvement initiative challenges

Multiple district initiatives were introduced but were not fully embraced by school staff. A lack of instructional focus coupled with professional development sessions that were not data driven did not yield positive outcomes for students.

- Used PBIS to improve school wide behavior, increase attendance and reduce tardiness.
- Implemented the whole-small-whole instructional design, a component of the Comprehensive Literacy Plan to differentiate instruction.
- Implemented The Language! Program to support students with disabilities.
- Implemented a computer assisted reading and math support program entitled MAX SKILLS to address the individual needs of students who were performing below grade level.
- Implemented block scheduling to increase learning time and provide more opportunities for student engagement.

Professional Development challenges

- Provided professional development in the following areas: preparation for the WKCE; Bloom's Taxonomy; Ed Stat and Differentiation and Reading Across the Content Areas.
- The amount of time that was allotted for teachers to receive and incorporate the planned professional development was not adequate and teacher participation varied.
- Multiple district and school initiatives resulted in a lack of school wide focus.

**VII. NEEDS ASSESSMENT (cont'd.)
WASHINGTON HIGH SCHOOL IT**

- District initiatives were not fully implemented.

Tier III Supports

In the spring of the 2009-2010 school year, the Wisconsin Department of Public Instruction identified WHS IT as a Tier III persistently low performing school. Funding from the School Improvement Grant provided a 0.5 FTE social worker, 1.0 FTE READ 180 teacher, Texas Instruments Mathematics professional development and additional professional development from regional staff.

- The social worker collaborated with staff and students around the following attendance activities:
 - worked with small groups of student with attendance concerns
 - conducted one on one home visits
 - met with individual students regarding attendance
 - created bulletin board display where monthly attendance of all students was posted allowing students to self monitor

As of June 15, 2011, attendance increased 10% from 73.8% (2009-2010) to 83.8% (2010-2011).

- The social worker collaborated with staff and students around the following climate activities:
 - developed PBIS curriculum for teachers to use 2x per week for 20 minutes each
 - conducted Restorative Practice Circles in 6 classrooms consistently
 - trained teachers to conduct Restorative Practice Circles within their classrooms
 - implemented Tier II PBIS intervention strategy (check and connect)

As of June 15, 2011, suspensions from the learning environment remained at the same level as the previous year as did overall suspensions. The cluster of six classrooms that received the most intensive support now independently conduct Restorative Practice Circles, and suspensions from the learning environment has decreased.

Students who participated in Read 180 yielded the following results:

- Of the 64 students who were initially enrolled in READ 180, by year-end, none of those students became proficient; however, the number of basic students increased from 59% to 77%, while the number of below basic students decreased from 41% to 23%.
- Expected growth for students in READ 180 is an increase of 50-100 Lexile points. The average Lexile growth for students attending READ 180 is 105 Lexile points.
- Average number of sessions attended by students is 18. Expected number of sessions attended by students with a minimum attendance rate of 80% is 80 sessions per year. Based on time that students logged into the READ 180 system, the estimated attendance rate was 45.3%.
- There are currently 39 students remaining in READ 180. Several students have left the program due to programming conflicts and/or mobility.
- Fidelity of implementation and following the READ 180 routine has not been consistent.

Washington IT has a high level of need for READ 180; therefore, if fidelity of implementation and programming issues can be resolved, READ 180 should continue at Washington IT.

Texas Instruments Math Forward was in its first year of implementation. MAP data was used to determine the effectiveness of the program. MAP results in mathematics fall mean RIT 205.1, winter mean RIT 206.3, and spring mean RIT 206.6 indicate minimal gains in mathematics, despite implementation of Texas Instruments Math Forward. Representatives from TI Math Forward recommend a second year of implementation to secure comparison data.

**VII. NEEDS ASSESSMENT
ADVANCED LANGUAGE AND ACADEMIC
STUDIES (ALAS)**

1. School Name ALAS—Advanced Language and Academic Studies	2. Current Principal Name (Teacher Leader) Ana Sosa
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3. Number of Years in Current Position 1	4. Number of Years in this School 8	5. Number of Years in LEA 19
---------------------------------------------	----------------------------------------	---------------------------------

6. Select one option by placing an "X" on the line:

- The current principal will be replaced (Ana Sosa is a Teacher Leader and will be replaced by a principal).
- The current principal will not be replaced because:
1. S/he was placed in this school as part of a broader reform effort, and
 2. S/he has the experience and skills needed to implement successfully a turnaround, restart, or transformation model.
 3. S/he was hired on or after July 1, 2008.

7. Grade Level Example: 9-12. 9 - 12	8. Total Enrollment 247	9. % Free / Reduced Lunch 83.4 %	10. % Special Education Students 16.2 %
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11. % English Language Learners 64.4 %	12. Home Languages of English Language Learners <i>List up to three most frequent.</i> Spanish
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13. Briefly describe the school's enrollment area *neighborhoods, communities served.*

Population 25 years and older-74.8% are high school graduates, 18.3% earned a bachelor's degree or higher, 15.9% speak a language other than English at home, 17.4% of the families live below the poverty level, 17.4% have not earned a high school diploma. Racial demographics-White (75%), African American (37.3%), Hispanic (64.8%), American Indian (0.9%), Asian (2.9%), Native Hawaiian (0.1%), Some other race (6.1%).

14. List the feeder schools and/or recipient schools that supply or receive *most* of this school's students.

MPS does not have a high school feeder pattern. The geographic areas that most students come from are: South Division, Pulaski, Bay View and Riverside.

15. Provide a summary profile of the teaching staff. For middle schools and high schools, categorize by subject area (English, math, science, etc.). For elementary schools, categorize by grade level or specialty area. Use Full Time Equivalent (FTE) counts.

Grade Level or Subject Area	Total FTE	FTE Highly Qualified in All Subjects Taught	FTE 5 Yrs. or Less in School	FTE 6-15 Yrs. in School	FTE 16 Yrs. or More in School
Art	1.0	1.0	1.0		
Biology/Life Science	1.0	1.0	1.0		
Civics (Citizenship)	1.0	1.0	1.0		
Cross Categorical	1.0	1.0	1.0		
English	2.0	2.0	1.0	1.0	
English as a Second Language	1.0	1.0	1.0		
Health	1.0	0		1.0	
History	2.0	2.0	2.0		
Learning Disabilities	.2	.2	.2		
Marketing Education – Vocational	1.0	0	1.0		
Mathematics	1.5	1.5		1.5	
Physical Education	1.0	1.0	1.0		
Physical Science	1.0	1.0	1.0		

VII. NEEDS ASSESSMENT ADVANCED LANGUAGE AND ACADEMIC STUDIES (ALAS)					
Spanish	1.0	1.0	1.0		

**VII. NEEDS ASSESSMENT
ADVANCED LANGUAGE AND ACADEMIC
STUDIES**

16. Enter teacher attendance rate in the table below. A teacher is absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. *A teacher should not be considered absent if he or she is attending professional development.*

School Year	2007-08	2008-09	2009-10
Total Number of Teachers	12	13	15
Average Absences	10.9	9.2	7.6
District Average of Teacher Absences	8.8	8.9	8.3

17. Enter the percentage of all students and students in each subgroup who tested as proficient or better on the Wisconsin Knowledge and Concepts Examination (WKCE) for reading.

Reading	2007-08 %	2008-09 %	2009-10 %
All Students	22.7%	21.2%	31.9%
American	--	--	--
Asian/Pacific	--	--	--
Black Not	--	--	--
Hispanic	--	--	--
White Not	--	--	--

18. Enter the percentage of all students for each grade level who tested as proficient or better on the WKCE for reading.

Reading	2007-08 %	2008-09 %	2009-10 %
Grade 3	--	--	--
Grade 4	--	--	--
Grade 5	--	--	--
Grade 6	--	--	--
Grade 7	--	--	--
Grade 8	--	--	--
Grade 10	22.7%	21.2%	31.9%

19. Enter the percentage of all students and students in each subgroup who tested as proficient or better on the WKCE for mathematics.

Mathematics	2007-08 %	2008-09 %	2009-10 %
All Students	22.7%	34.6%	31.9%
American	--	--	--
Asian/Pacific	--	--	--
Black Not	--	--	--
Hispanic	--	--	--
White Not	--	--	--

20. Enter the percentage of all students for each grade level who tested as proficient or better on the WKCE for mathematics.

Mathematics	2007-08 %	2008-09 %	2009-10%
Grade 3	--	--	--
Grade 4	--	--	--
Grade 5	--	--	--
Grade 6	--	--	--
Grade 7	--	--	--
Grade 8	--	--	--
Grade 10	22.7%	34.6%	31.9%

**VII. NEEDS ASSESSMENT
ADVANCED LANGUAGE AND ACADEMIC
STUDIES**

21. Enter the average daily attendance percentage for all students and for each subgroup.

Average Daily Attendance	2007-08	2008-09	2009-10
All Students	78%	79%	84%
American Indian/Alaskan Native	--	82%	81%
Asian/Pacific Islander	--	--	--
Black Not Hispanic	79%	73%	83%
Hispanic	78%	80%	84%
White Not Hispanic	71%	93%	75%

22. Enter the suspension rate for all students and for each subgroup.

Suspension Rate	2007-08	2008-09	2009-10
All Students	23.1%	18.0%	11.0%
American Indian/Alaskan Native	--	--	--
Asian/Pacific Islander	--	--	--
Black Not Hispanic	47.1%	52.4%	33.3%
Hispanic	21.6%	15.8%	10.4%
White Not Hispanic	33.3%	--	--

23. Enter the graduation rate for all students and for each subgroup.

Graduation Rate	2007-08	2008-09	2009-10
All Students	82.1%	65.2%	78.4%
American Indian/Alaskan Native	--	--	100%
Asian/Pacific Islander	--	--	--
Black Not Hispanic	100%	75.0%	75%
Hispanic	81.8%	66.1%	77.9%
White Not Hispanic	--	33.3%	100%

24. Enter the school's mobility rate.

Mobility Rate	2007-08	2008-09	2009-10
All Students	5.0%	6.0%	11.0%

**VII. NEEDS ASSESSMENT
ADVANCED LANGUAGE AND
ACADEMIC STUDIES**

25. Briefly summarize previous and current reform and improvement efforts within the last five years and what impeded their success; for example:
- Adopted a model and curriculum to raise reading scores but was not able to implement with fidelity.
 - District provided instructional coach but coach was not able to have an impact due to only visiting school twice per quarter.
 - Adopted a block schedule for math and reading but inadequate PD funds limited ability for teachers to change instructional approach and fully utilize longer instructional blocks.

The Advanced Language and Academic Studies High School (ALAS) is a four year (9-12) bilingual high school. It is a teacher-led instrumentality charter with an enrollment of about 250 students, 96% of whom are Hispanic. The school opened in 2004-05 as part of the Gates Foundation small school initiative, and like other schools created as part of this reform effort, it has emphasized community building, respect for individuals, and school culture and climate. This belief system was paired with culturally relevant teaching which reinforced the cultivation of relationships as a primary instructional strategy. Some benefits to the school and students are apparent, but the small school initiative coupled with implementation of culturally relevant pedagogy did not position ALAS on an upward trajectory to positive growth in mathematics and literacy.

During the 2006-2007 school year, the school was identified as a school in need of improvement. Because of the school's SIFI status the school was required to use 10% of all Title I funds for PD around groups not making AYP, implement reading and math extended learning time, provide non-proficient students with the option of summer school or intercession programming, as well as additional technical assistance from the regional support team. As a SIFI level 2 school, ALAS developed a school improvement plan to target and progress monitor additional supports for non-proficient students in literacy and mathematics. Despite all of these efforts, student achievement failed to reach desired levels.

In December of 2008, the Charter School Contract Review Team initiated a review of the school's charter contract, which was ending in the spring of the 2008-09 school year. The review team recommended that the charter contract be non-renewed because of low academic performance. The school provided additional data that resulted in the Milwaukee Board of School Directors renewing the contract for two years. No subsequent large scale, school-wide reform has been implemented at ALAS, and although the school developed an annual improvement plan, improved outcomes for students were not realized.

In the spring of 2011, ALAS was identified as a Tier III persistently low performing school and received substantial support from a School Improvement Grant. The interventions provided included a .5 social worker, as well as professional development focused on MAP, RtI, and the use of the ClasStat process to assist with curriculum differentiation. A paraprofessional and a reading intervention teacher were also allocated by the grant funds, but were not placed in the school due to difficulty hiring qualified staff. The school has recently become more receptive to district professional development, requesting the DIFI supervisor to assist them with data review and asking for additional professional development from the MPS Math department. The following improvements were implemented during this school year to address student achievement and have had positive results:

- Data about incoming 8th graders was reviewed and used to group students for reading and math instruction.
- The school day was extended to provide small group reading instruction (tier II intervention).
- Additional time for reading instruction was provided at all grade levels.
- Enrichment and/or credit recovery options were provided for students during the school intercession.
- Attendance and suspensions were monitored on a weekly basis.
- Credit records of all 12th graders were reviewed and planning meetings with seniors in danger of not graduating were scheduled and held.
- PBIS was implemented, and restorative practice was used as an alternative to suspension.
- Professional development was provided to assist with differentiation of instruction, improve teaching in the block, support implementation of the Comprehensive Literacy Plan, assist with understanding and using MAP data including establishing an instructional focus and grouping students for instruction.

As a result of these strategies, some improvements are noted:

- Students attended school more regularly.
- Suspensions have decreased and remain low.
- MAP scores in both reading and mathematics improved, but remain low.

Barriers

The reform strategies mentioned above did not yield intended results for the following reasons: lack of administrative accountability because of the teacher led model; teacher resistance to collaboration; inconsistent participation in professional development efforts and inability to consistently monitor instructional practices.

**VII. NEEDS ASSESSMENT
ADVANCED LANGUAGE AND
ACADEMIC STUDIES**

Implementation of Tier III Supports-2010-2011

ALAS received funding for an intervention teacher, a .5 FTE social worker and a full time para-professional. Because a highly qualified teacher could not be found for the intervention position it was never staffed. The 0.5 FTE social worker was assigned to monitor and respond to student attendance concerns. Student attendance increased from 84.3% in 2009-10 to 90.3% at the close of the 2010-11 school year.

**VII. NEEDS ASSESSMENT (cont'd.)
PULASKI HIGH SCHOOL**

1. School Name Pulaski High School		2. Current Principal Name Cynthia Eastern	
3. Number of Years in Current Position 3	4. Number of Years in this School 3	5. Number of Years in LEA 23	

6. Select one option by placing an "X" on the line:

- The current principal will be replaced.
- The current principal will not be replaced because:
1. S/he was placed in this school as part of a broader reform effort, and
 2. S/he has the experience and skills needed to implement successfully a turnaround, restart, or transformation model.
 3. S/he was hired on or after July 1, 2008.

7. Grade Level Example: 9-12. 9-12	8. Total Enrollment 1,495	9. % Free / Reduced Lunch 84%	10. % Special Education Students 21.1%
11. % English Language Learners 23.3%	12. Home Languages of English Language Learners <i>List up to three most frequent.</i> Spanish, Karen S'gaw, Burmese, Laotian		

13. Briefly describe the school's enrollment area *neighborhoods, communities served*. Population 25 years and older-66.6% are high school graduates, 11.1% earned a bachelor's degree or higher, 37.1% speak a language other than English at home, 16.1% of the families live below the poverty level, 19.1% have not earned a high school diploma. Racial demographics-White (63.7%), African American (3.9%), Hispanic (38.4%), American Indian (2.4%), Asian (4.1%), Native Hawaiian (0.1%), Some other race (26.5%).

14. List the feeder schools and/or recipient schools that supply or receive *most* of this school's students.

MPS does not have high school feeder patterns. Students attending Pulaski come from the following geographic areas: South Division, Pulaski, North Division, and Washington.

15. Provide a summary profile of the teaching staff. For middle schools and high schools, categorize by subject area (English, math, science, etc.). For elementary schools, categorize by grade level or specialty area. Use Full Time Equivalent (FTE) counts.

Grade Level or Subject Area	Total FTE	FTE Highly Qualified in All Subjects Taught	FTE 5 Yrs. or Less in School	FTE 6-15 Yrs. in School	FTE 16 Yrs. or More in School
Academic Support – Non Special Education	2.0	2.0	1.0	1.0	
Art	4.0	4.0		4.0	
Biology/Life Science	7.0	7.0	3.0	3.0	1.0
Business Education	4.0	4.0	2.0	1.0	1.0
Civics	3.0	3.0	2.0	1.0	
Computer Literacy	2.0	2.0	1.0	1.0	
Cross Categorical	18.0	18.0	14.0	3.0	1.0
English	11.0	11.0	4.0	5.0	2.0
English as a Second Language	3.0	3.0	2.0	1.0	
Health	1.0	1.0	1.0		
History	8.0	8.0	4.0	3.0	1.0
Mathematics	12.0	12.0	10.0	1.0	1.0
Music (General)	2.0	1.0	2.0		
Physical Education	4.0	3.0	3.0	1.0	
Physical Science	1.0	1.0	1.0		

VII. NEEDS ASSESSMENT (cont'd.) PULASKI HIGH SCHOOL					
Political Science	2.0	2.0	2.0		
Reading	1.0	1.0	1.0		
Spanish	4.0	4.0	1.0	2.0	1.0
Technology Education	3.0	3.0	2.0		1.0
Trade Specialist	3.0	2.0	1.0		

16. Enter teacher attendance rate in the table below. A teacher is absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. A teacher should not be considered absent if he or she is attending professional development.

School Year	2007-08	2008-09	2009-10
Total Number of Teachers	93	91	93
Average Absences	14.7	14.3	9.7
District Average of Teacher Absences	8.8	8.9	8.3

17. Enter the percentage of all students and students in each subgroup who tested as proficient or better on the Wisconsin Knowledge and Concepts Examination (WKCE) for reading.

Reading	2007-08 %	2008-09 %	2009-10 %
All Students	31.4%	36.8%	26.1%
American Indian/Alaskan Native	--	--	--
Asian/Pacific Islander	--	--	--
Black Not Hispanic	27.7%	34.9%	23.5%
Hispanic	31%	31%	28.7%
White Not Hispanic	46.7%	56.3%	16.7%

18. Enter the percentage of all students for each grade level who tested as proficient or better on the WKCE for reading.

Reading	2007-08 %	2008-09 %	2009-10 %
Grade 3	--	--	--
Grade 4	--	--	--
Grade 5	--	--	--
Grade 6	--	--	--
Grade 7	--	--	--
Grade 8	--	--	--
Grade 10	31.4%	36.8%	26.1%

19. Enter the percentage of all students and students in each subgroup who tested as proficient or better on the WKCE for mathematics.

Mathematics	2007-08 %	2008-09 %	2009-10 %
All Students	28.9%	28.7%	18.6%
American Indian/Alaskan Native	--	--	--
Asian/Pacific Islander	--	--	--
Black Not Hispanic	22.9%	14%	10.8%
Hispanic	27.6%	38%	23.5%
White Not Hispanic	43.3%	37.5%	25%

20. Enter the percentage of all students for each grade level who tested as proficient or better on the WKCE for mathematics.

Mathematics	2007-08 %	2008-09 %	2009-10 %
Grade 3	--	--	--
Grade 4	--	--	--

VII. NEEDS ASSESSMENT (cont'd.) PULASKI HIGH SCHOOL			
Grade 5	--	--	--
Grade 6	--	--	--
Grade 7	--	--	--
Grade 8	--	--	--
Grade 10	28.9%	28.7%	18.6%

21. Enter the average daily attendance percentage for all students and for each subgroup.

Average Daily Attendance	2007-08	2008-09	2009-10
All Students	72.6%	76.9%	75.7%
American Indian/Alaskan Native	--	--	--
Asian/Pacific Islander	81.3%	84.9%	85%
Black Not Hispanic	70.9%	75.1%	75.1%
Hispanic	72.8%	77.1%	75.6%
White Not Hispanic	76%	73.4%	74.9%

22. Enter the suspension rate for all students and for each subgroup.

Suspension Rate	2007-08	2008-09	2009-10
All Students	51.5%	52.6%	51.8%
American Indian/Alaskan Native	53.6%	62.5%	77.8%
Asian/Pacific Islander	15.6%	16.4%	18.3%
Black Not Hispanic	68.1%	67.3%	63.7%
Hispanic	42.4%	46%	46.5%
White Not Hispanic	32.8%	37.6%	27.7%

23. Enter the graduation rate for all students and for each subgroup.

Graduation Rate	2007-08	2008-09	2009-10
All Students	73%	69%	63.8%
American Indian/Alaskan Native	50%	50%	50%
Asian/Pacific Islander	67%	74%	52.6%
Black Not Hispanic	69%	60%	67.7%
Hispanic	81%	76%	63.6%
White Not Hispanic	65%	69%	55.6%

24. Enter the school's mobility rate.

Mobility Rate	2007-08	2008-09	2009-10
All Students	15%	16%	17%

**VII. NEEDS ASSESSMENT (cont'd.)
PULASKI HIGH SCHOOL**

25. Briefly summarize previous and current reform and improvement efforts within the last five years and what impeded their success; for example:
- Adopted a model and curriculum to raise reading scores but was not able to implement with fidelity.
 - District provided instructional coach but coach was not able to have an impact due to only visiting school twice per quarter.
 - Adopted a block schedule for math and reading but inadequate PD funds limited ability for teachers to change instructional approach and fully utilize longer instructional blocks.

Pulaski High School adopted the First Things First educational reform model about five years ago and received vendor services from the Institute of Research and Reform in Education through the 2009-2010 school year. The model included five elements: improving instruction, using data, creating personalized small learning communities, family advocacy and creating sustainability for improvement. The model had already been enacted in the building when the current principal arrived in July of 2008. Small learning communities, common planning time, and an advocacy period were in place. Learning communities were organized around students' interests, however, students could not consistently access the community of their choice. Staff licensing was narrow and restricted the ability of a teacher to teach courses across learning communities. The former principal indicated that the staff was increasingly resistant to instructional reform requirements and the model to the point where the program coordinator carried most of the responsibility for implementation. The program coordinator also spent time on non-reform administrative duties. As a result, the model was not effectively implemented and was terminated at the close of the 2009-2010 school year. Inconsistent implementation of the five elements did not yield positive results. The building administrators had difficulty seeing the reform model as the operating framework for the school and selected only some aspects of the model to implement.

The principal believes the school could demonstrate greater academic success if the school climate was elevated to a level that is conducive for learning, and estimates that only about 30% of the staff work toward the stated vision for the school. This is consistent with the school's climate survey which reveals some divisions in staff. The principal reports that teachers often refuse to participate in professional development.

Student behavior has been a chronic problem at Pulaski. Under the direction of the current principal, suspensions have decreased and attendance has increased. Pulaski has adopted Positive Behavioral Interventions and Supports (PBIS) and staff members have received professional development in the model. However, the principal reports that most staff did not comply and refused to teach PBIS lessons. Teachers have complained that the tightened requirements for suspending students implemented by the district have made their classrooms chaotic. Teachers do not feel their principal is supporting their recommendations to remove students from their classrooms as a consequence for behavioral issues. The regional executive specialist has worked with the staff and the school's learning team to put a building management system in place.

A variety of instructional improvement strategies were initiated in 2010-2011, including the following:

- a school-wide introduction to the Comprehensive Literacy Plan and the 90 minute block schedule;
 - High school teachers do not embrace this framework and are not prepared to use the 90 minute block effectively.
 - Pulaski has very large class size which makes it difficult to differentiate instruction for the number of students in the room.
 - Literacy is not effectively incorporated in all content areas.
- alignment of reading and English language arts curriculum to the standards;
 - High school teachers do not have a clear understanding of the scope and sequence of the standards.
 - High school teachers believe their students should have the necessary skills to work at a high school level.
 - Teachers are challenged with having enough varied strategies to intervene with students two or more years below grade level skills.
- professional development in content area literacy along with strategies for differentiation;
 - Teachers did not consistently participate in professional development offered outside of the school day.
 - Staff lacks enough background knowledge to meet the individual needs of their student population.
 - There is a lack of a sense of urgency around the instruction needs of individual students.
 - High school teachers do not see the value of differentiation within their classrooms.
- double periods of English/Language Arts and Mathematics;
 - Lack of capacity to meet the large number of students who actually would benefit from receiving a double-dose of reading and/or mathematics.
- classroom walk-throughs to monitor implementation of the literacy plan conducted by the English Language Arts department chair and the literacy coach;
 - Data was not reviewed on a regular basis to inform instruction.
- creating common planning time in the schedule;
 - Lack of structure for how the time was used.
 - Lack of time being used effectively.

**VII. NEEDS ASSESSMENT (cont'd.)
PULASKI HIGH SCHOOL**

- MAP training, and using MAP results to group 9th grade students;
 - Need a process for reviewing the data with staff and with students (ClasStat- Plan-Do-Study-Act was not mandated at Pulaski in 2010-2011).
- lunch tutoring and Saturday math review sessions targeting 10th graders;
 - Lacked use of data to guide the tutoring sessions.
 - Not enough time to make a significant impact.
 - School did not mandate attendance.
- weekly professional development for math teachers;
 - Staff lacks enough background knowledge to meet the individual needs of their student population.
 - There is a lack of a sense of urgency around the instruction needs of individual students.
 - High school teachers do not see the value of differentiation within their classrooms.
- PBIS was implemented to improve student behavior, attendance and engagement;
 - Teachers did not teach PBIS lessons with fidelity.
 - Lessons were not “ongoing.”
 - Teachers perceived that rules are not consistently enforced.
 - The school as a whole has not come together in a consistent way to implement needed improvement.
 - Teachers’ perception was that there was a lack of administrative support.

Implementation of Tier III Supports 2010-2011

In 2009-2010, Pulaski was identified by the Wisconsin Department of Public Instruction as a tier III persistently low performing school. Milwaukee Public Schools decided to offer Pulaski transformation reform vendor services along with the READ 180 program and place the school in the same region of schools with tier I or II consistently low achieving schools. As a result, an external support vendor from Project Grad provided support during the 2010-2011 school year. The principal and staff have met some success with this approach, but not at a level that demonstrates expected gains. Teachers report some of the professional development is not meaningful. Pulaski has requested a different vendor of the 2011-2012 school year due to the lack of significant progress made by the assistance from Project Grad.

- READ 180 was implemented as supplemental instruction for non-proficient students.
 - Programming and implementation of READ 180 was not done with fidelity.
 - Lack of progress monitoring and accountability for outcomes.
- Project Grad Vendor supports: college access supports, tutoring and professional development
 - Needs improved referral process and communicating with parents and students.
 - Did not use the data as well as they should have to identify specific student needs.
 - Staff did not feel the professional development provided by the vendor was meaningful.

Pulaski will require significant reform intervention to dramatically improve outcomes for all students. A turnaround model was originally proposed, however, due to renewed commitment of staff to be part of the reform efforts, the superintendent and the regional administrator have decided to provide support to Pulaski using the **Transformation Model**. Efforts to effectively recruit, retain and remove ineffective staff paired with mandatory professional development, in-classroom modeling, coaching and monitoring on a systematic and ongoing basis will be included in the reform effort. A new transformation reform vendor will be solicited to support reform efforts.

The greatest areas of needs for Pulaski were identified for administration and teaching staff in increasing academic achievement and building school climate. Specifically,

- Leadership effectiveness
- Improve teacher effectiveness related to classroom instruction to improve: teacher efficacy, classroom management, instructional strategies, motivation and curriculum
- Increase the use of real-time data (RTI development)
- Increase the use of Standards –Based Curriculum and Assessment
- Provide embedded ongoing professional development designed to meet teachers needs (CLP, CMSP, PBIS)
- Collaborate with vendor on professional development, instruction, assessment, and monitoring
- Provide student supports and engagement
- Increase Parental involvement and Community supports
- Provide extended learning in math and reading opportunities for students
- Monitor and rewarding teachers and students for successes

**VII. NEEDS ASSESSMENT (cont'd.)
PULASKI HIGH SCHOOL**

- School Staff Needs
 - Administrator effectiveness
 - Teacher effectiveness (According to the Instructional Practices Survey (IPS), 54% of teachers report they need additional professional development on promoting student engagement and utilizing high yield instructional strategies and 58% report needing additional training on Response to Intervention).
 - Data Based Decision Making (According to the IPS, about 50% of the staff use data on a regular basis. More than 50% of staff indicated they would like more professional development around data driven decision making).
- Student Academic Needs
 - Instructional Practices (based on consistently low performance on WKCE and MAP, and 75% of students having lower than a 2.0 GPA)
 - Ongoing support from regional team for modeling and coaching of the Comprehensive Literacy Plan and implementation of the Comprehensive Math and Science Plan to improve academic achievement.
 - Academic Rigor
 - Differentiation of Instruction (According to the IPS, more than 40% of teachers admit to not differentiating instruction).
 - Data Based Decision Making (see School Staff Needs)
- Student Social-Emotional Needs
 - Strategically eliminate and streamline interventions to impact a positive school climate.
 - Positive Behavior Interventions and Support.

Staff Needs

The needs will be addressed by:

- Regular examination of student data from several sources will assist all staff in understanding the need for change.
- This building administrator will receive intensive professional development focused on skills needed to lead in a turnaround model environment.
- Assisting teachers to improve the rigor and pedagogy of the instruction provided to students will require professional development, coaching, and monitoring. Designed around the needs of Pulaski teachers, the professional development provided must be mandatory, provided to the extent possible within the school day, and driven by student data. Based on the needs assessment conducted, this should include classroom management, lesson planning, creating and using data from formative assessments to guide instruction, as well as specific math and English/language arts curriculum content.
- All staff requires continued professional development to guide the implementation and use of PBIS as student behavior and social-emotional development remains a significant challenge as described above.

Student Academic Needs

Improving the academic achievement of all students at Pulaski to prepare them to graduate on time, prepared for college or post secondary career choices is identified as the second critical need at Pulaski (graduation rate for 2009-2010 was only 63.8%).

Improving teachers' instructional practices is crucial in improving student performance at Pulaski. Though much data is collected, teachers rarely use this data to inform their instruction. The following information from WKCE, MAP, SAIL, and ACT is provided to describe the academic performance of students currently attending the school.

Reading

- Over time, student achievement on the WKCE in reading has fluctuated from a high of 36.8% proficient and advanced in 2008-09 to the current 25.9% proficient and advanced in the 2010-11 school year. Reading achievement has remained significantly below the state average of 76.3% proficient and advanced which is the 5 year benchmark for SIG schools.
- White students outperformed students of color until 2009-10 when white student performance dropped from 56.3% proficient and advanced in 2008-09 to 16.7% proficient and advanced in 2009-2010.
- On the October administration of the reading portion of the MAP assessment, 50.8% of the students taking the test at Pulaski were proficient and advanced. On the February administration, the percentage of students performing in this range dropped to 39.3%.
- Pulaski's mean RIT score in the fall for reading was 208.7. A value added winter target was established as above 210.9. Pulaski's mean RIT score in the winter for reading was 208 indicating that students taking the test performed not as well as other students at the same level of poverty.
- Mean RIT scores and value added winter targets were also established for grade levels. In reading, none of the grade levels met the value added RIT performance targets established.

**VII. NEEDS ASSESSMENT (cont'd.)
PULASKI HIGH SCHOOL**

Math

- Over time, student achievement on the WKCE in math has fluctuated from a high of 28.9% proficient and advanced in 2007-08 to a low of 18.6% proficient and advanced in 2009-10. All years were significantly below the state average of 69.9% proficient and advanced which is the five year benchmark for SIG schools.
- There was an increase in math performance according to the math portion of the WKCE from 2009-10 to 2010-11 (18.6% to 23.6%).
- No student subgroup has performed especially well in math over time. However, African American students are performing at a far lower rate.
- On the October administration of the math portion of the MAP assessment, 32.4% of the students taking the test at Pulaski were proficient and advanced. On the February administration, 26.7% were proficient and advanced.
- Pulaski’s mean RIT score in the fall for math was 215.6, and a value added winter target was established as above 216.5. The school’s mean RIT score in the winter for math was 215.2 indicating that students taking the test at Pulaski performed worse than other students when the effects of poverty were controlled.
- Mean RIT scores and value added winter targets were also established for grade levels. In math, 10th graders at Pulaski met the value added RIT performance target established. Ninth, 11th and 12th graders did not.

Overall Achievement

- The ACT provides another view of achievement. The number of students taking the ACT from Pulaski and performing as “college ready” in all four core content areas over time is displayed in the table below. In the last two years, less than 1% of the students taking the ACT met the criteria for college ready.
- Percent of Pulaski Students Taking ACT Performing as “College Ready”

2006-07	2007-08	2008-09	2009-10
3.1%	1.3%	.3%	.4%

Student Social-Emotional Needs

Staff and student responses from the annual 2010-2011 climate survey suggests mixed results relative to the determination of a climate that has potential for implementation of instructional practices that are conducive to learning. For example:

- 46.5% of teachers agree or strongly agree that Pulaski has friendly and welcoming atmosphere.
- 57.7% of students agree or strongly agree that Pulaski has a friendly and welcoming atmosphere.
- 62.8% of teachers agree or strongly agree that Pulaski staff has high expectations for students
- 70.4% of students agree or strongly agree that Pulaski staff has high expectations for students.
- 29.3% of teachers agree or strongly agree that Pulaski students come to school focused on learning.
- 33.0% of students agree or strongly agree that Pulaski students come to school focused on learning.
- 51.2% of teachers disagree or strongly disagree with the fact that they are more focused on controlling students' behavior than on teaching and learning.
- 55.3% of students disagree or strongly disagree with the fact that they are more focused on controlling students' behavior than on teaching and learning.

	VII. NEEDS ASSESSMENT (cont'd.) NORTHWEST SECONDARY	
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1. School Name <p style="text-align: center;">Northwest Secondary</p>	2. Current Principal Name <p style="text-align: center;">Larry Ferris (Acting Principal)</p>	
3. Number of Years in Current Position <p style="text-align: center;">.5</p>	4. Number of Years in this School <p style="text-align: center;">6</p>	5. Number of Years in LEA <p style="text-align: center;">13</p>

6. Select one option by placing an "X" on the line:

The current principal will be replaced.

The current principal will not be replaced because:

1. S/he was placed in this school as part of a broader reform effort, and
2. S/he has the experience and skills needed to implement successfully a turnaround, restart, or transformation model.
3. S/he was hired on or after July 1, 2008.

7. Grade Level Example: 9-12. <p style="text-align: center;">6-12</p>	8. Total Enrollment <p style="text-align: center;">1024</p>	9. % Free / Reduced Lunch <p style="text-align: center;">86.4%</p>	10. % Special Education Students <p style="text-align: center;">25.7%</p>
11. % English Language Learners <p style="text-align: center;"><1%</p>	12. Home Languages of English Language Learners <i>List up to three most frequent.</i> <p style="text-align: center;">Hmong</p>		

13. Briefly describe the school's enrollment area *neighborhoods, communities served.*

Population 25 years and older-73.4% are high school graduates; 9.4% have earned a bachelor's degree or higher. 10.7% speak a language other than English at home. 17.2% of the families live below the poverty level. 20.4% of have not earned a high school diploma. Racial demographics-White (30.8%), African American (58.9%), Hispanic (12.5%), American Indian (0.5%), Asian (6.0%), Native Hawaiian (0%), Some other race (1.1%).

14. List the feeder schools and/or recipient schools that supply or receive *most* of this school's students.

MPS does not have a high school feeder pattern. Students attending Northwest Secondary come from the following geographic areas: Custer, Washington, Madison and/or Northwest.

15. Provide a summary profile of the teaching staff. For middle schools and high schools, categorize by subject area (English, math, science, etc.). For elementary schools, categorize by grade level or specialty area. Use Full Time Equivalent (FTE) counts.

Grade Level or Subject Area	Total FTE	FTE Highly Qualified in All Subjects Taught	FTE 5 Yrs. or Less in School	FTE 6-15 Yrs. in School	FTE 16 Yrs. or More in School
Adaptive Physical Education	1.0	0	1.0		
Art	1.0	1.0	1.0		
Astronomy	1.0	0	1.0		
Biology/Life Science	3.0	3.0	3.0		
Chemistry	1.0	1.0	1.0		
Computer Literacy	1.0	1.0	1.0		
Cross Categorical	16.0	16.0	14.0	2.0	
English	8.5	8.5	8.0	.5	
General Science	1.0	1.0	1.0		
Health	1.0	1.0	1.0		
History	3.0	3.0	3.0		
Mathematics	9.0	9.0	6.0	3.0	
Music (Instrumental)	1.0	1.0	1.0		
Physical Education	3.0	3.0	3.0		
Physical Science	2.0	2.0	2.0		
Political Science	1.0	1.0	1.0		

Reading	3.0	Currently no 316 lic.	3.0		
Spanish	1.0	1.0			

VII. NEEDS ASSESSMENT (cont'd.)

16. Enter teacher attendance rate in the table below. A teacher is absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. *A teacher should not be considered absent if he or she is attending professional development.*

School Year	2007-08	2008-09	2009-10
Total Number of Teachers	37	58	59
Average Absences	11.5	9.5	14.1
District Average of Teacher Absences	8.8	8.9	8.3

17. Enter the percentage of all students and students in each subgroup who tested as proficient or better on the Wisconsin Knowledge and Concepts Examination (WKCE) for reading.

Reading	2007-08 %	2008-09 %	2009-10 %
All Students	Not Available; school started in 2007-08.	39.4%	39.0%
American Indian/Alaskan Native		--	--
Asian/Pacific Islander		--	--
Black Not Hispanic		--	38.1%
Hispanic		--	--
White Not Hispanic		--	--

18. Enter the percentage of all students for each grade level who tested as proficient or better on the WKCE for reading.

Reading	2007-08 %	2008-09 %	2009-10 %
Grade 3	Not Available; school started in 2007-08.	--	--
Grade 4		--	--
Grade 5		--	--
Grade 6		31.4%	47.7%
Grade 7		43.5%	41.3%
Grade 8		47.5%	44.3%
Grade 10		32.1%	19.4%

19. Enter the percentage of all students and students in each subgroup who tested as proficient or better on the WKCE for mathematics.

Mathematics	2007-08 %	2008-09 %	2009-10 %
All Students	Not Available; school started in 2007-08.	18.1%	21.5%
American Indian/Alaskan Native		--	--
Asian/Pacific Islander		--	--
Black Not Hispanic		--	21.0%
Hispanic		--	--
White Not Hispanic		--	--

20. Enter the percentage of all students for each grade level who tested as proficient or better on the WKCE for mathematics.

Mathematics	2007-08 %	2008-09 %	2009-10 %
Grade 3	Not Available; school started in 2007-08.	--	--
Grade 4		--	--
Grade 5		--	--
Grade 6		17.8%	34.6%
Grade 7		11.8%	25.0%
Grade 8		25.8%	13.9%
Grade 10		11.3%	10.2

**VII. NEEDS ASSESSMENT (cont'd.)
NORTHWEST SECONDARY**

21. Enter the average daily attendance percentage for all students and for each subgroup.

Average Daily Attendance	2007-08	2008-09	2009-10
All Students	79.4%	78.9%	78.6%
American Indian/Alaskan Native	--	--	--
Asian/Pacific Islander	82.8%	85.0%	82.2%
Black Not Hispanic	79.4%	79.0%	78.6%
Hispanic	74.6%	75.6%	75.4%
White Not Hispanic	78.1%	77.3%	71.9%

22. Enter the suspension rate for all students and for each subgroup.

Suspension Rate	2007-08	2008-09	2009-10
All Students	65.1%	69.5%	71.5%
American Indian/Alaskan Native	66.7%	50.0%	70.0%
Asian/Pacific Islander	21.1%	15.4%	12.5%
Black Not Hispanic	65.6%	71.9%	73.3%
Hispanic	60.0%	60.0%	65.0%
White Not Hispanic	75.0%	45.0%	46.5%

23. Enter the graduation rate for all students and for each subgroup.

Graduation Rate	2007-08	2008-09	2009-10
All Students	--	92.0%	84%
American Indian/Alaskan Native	--	--	--
Asian/Pacific Islander	--	--	--
Black Not Hispanic	--	92.0%	84%
Hispanic	--	--	--
White Not Hispanic	--	--	--

24. Enter the school's mobility rate.

Mobility Rate	2007-08	2008-09	2009-10
All Students	20%	20%	22%

**VII. NEEDS ASSESSMENT (cont'd.)
NORTHWEST SECONDARY**

25. Briefly summarize previous and current reform and improvement efforts within the last five years and what impeded their success; for example:
- Adopted a model and curriculum to raise reading scores but was not able to implement with fidelity.
 - District provided instructional coach but coach was not able to have an impact due to only visiting school twice per quarter.
 - Adopted a block schedule for math and reading but inadequate PD funds limited ability for teachers to change instructional approach and fully utilize longer instructional blocks.

Northwest Secondary was formed in 2007-2008 by merging John Muir and Edison schools to form a single school serving grades six through twelve. Enrollments at both schools had declined and the merger was seen as an opportunity to create a more viable option for students. Northwest's first principal, who had been an assistant principal at Edison for more than 5 years was named the principal at Muir in the 2006-07 school year. Later he was selected as the principal for the new school. Teachers reportedly did not accept the merger well and remained in a Muir or Edison camp vying for resources; neither group felt that they were treated equitably. As a result, in the first year, Northwest Secondary was chaotic and the principal was forced to run it as if the two schools had just moved into a single building. In November of 2009 this principal was moved to another high school and a different principal was placed at Northwest. He remained there until he was moved in the winter of the 2011. At that time, the Assistant Principal became the Assistant Principal in Charge. Each of these administrators brought their own vision and plan for the school. A comprehensive interview process for a turnaround principal at Northwest was instituted by Human Resources. David K. Zech was approved by the Board of School Director's on June 30, 2011. Mr. Zech is coming from Edwardsburg High School in Edwardsburg, Michigan.

The following structures have been implemented over the past four years. There have been barriers that have prevented the school from moving forward successfully. Within these structures staff needs and students' academic and social/emotional needs are targeted as critical areas for improvement.

Governance and Leadership

- The lack of consistency in leadership has had a negative impact on the school and has contributed to the failure of other improvement efforts.
 - School staff feels a lack of consistency with how discipline has been handled.
 - The new principal will be the fourth principal in three years.
- Department chairs were identified for each core content area to work collaboratively with teachers and support staff in each respective area and also with administration to institute instructional improvements.
 - The current organization, structure, performance, and expectations of the Leadership Team are ineffective (i.e.: lack of instructional feedback, lack of good communication systems, programming and scheduling issues, frequent changes in initiatives, lack of teacher involvement in school governance).
 - Common planning time between the middle school and high school teachers was lost when we moved to the family structure in the middle school.
 - Poor teacher performance in the delivery of content.
 - Not enough teacher observations to provide good feedback.

Data Based Decision Making

- NWEA MAP (Measures of Academic Performance) was implemented three times per year at grades 6th – 9th to provide more individualized instruction for students.
 - This was a new assessment for MPS. Teachers are incorporating this new assessment and practices as they learn how to interpret MAP results in order to make instructional decisions.
 - According to the Instructional Practices Survey, 60% of staff requires additional professional development in the area of Data-Driven Decision-Making.
 - Attendance, adequate access to technology, and other logistical issues compromised the integrity of the assessment results.

Curriculum, Instruction and Assessment

- The curriculum was aligned to the WI Model Academic Standards. In 2010-2011, the ELA and Math dept. started the task of aligning their content/courses to the Common Core State Standards (CCSS).
 - Northwest's middle and high school teachers do not have a clear understanding of the scope and sequence of the standards. Further, teachers believe that students should have the necessary skills to work at a high school level and when students do not, teachers do not know how to intervene.
 - Teachers are not equipped to teach basic skills as well as course content. There is not enough differentiation and rigor occurring during instruction time. Teachers struggle with how to address Common Core Standards while teaching students at their instructional levels while still challenging them. Forty-five percent of the staff reported on the Instructional Practices (IP) Survey that they do not adapt an instructional activity to a student's individual needs, as well as over 45% say they need more professional development around Response to Intervention. This need will result in

- professional development in these activities.
- Over half of the teachers report in the IP Survey that they rarely use MPS Learning Targets, Model Academic Standards, State Assessment Framework or the MPS Strategic Plan goals.
- The Comprehensive Literacy Plan (CLP) was introduced. It requires a framework which incorporates whole-small-whole instruction within a 60 minute middle and high school teaching block.
 - High school teachers had more difficulty embracing this framework than middle school teachers. They are not prepared to use the Northwest 90 minute block effectively in planning and offering rigorous instruction.
 - Literacy is not effectively incorporated across all content areas.
 - There are a high number of students with disabilities at Northwest Secondary. Full inclusion was reinstated after the start of the year. Content area teachers do not believe they are capable of providing appropriate instruction to students with disabilities.
- Scheduling/Programming
 - The 4X4 block schedule was used in both middle and high school and allowed for only 9 weeks to cover course content. This did not provide students with sufficient practice and exposure to the content.
 - The high school students are scheduled based on graduation requirements and less electives are available due to the small school concept. There is a lack of rigor and advanced placement options—187 students are identified as at high risk due to lack of Total Quality Credits as of 4/11/2011, as well as a significant number of students who are overage.
 - Teachers are not teaching “Bell to Bell”
- Teacher Planning and Preparation
 - Teachers do not regularly engage in quality lesson planning and do not plan collaboratively. This is evident at both the middle and the high school.
 - Teachers lack skills in using data to drive instruction and to determine which students would benefit from a form of differentiation.
 - There is a lack of a sense of urgency around the instructional needs of individual students.
 - The school as a whole has not come together to implement needed academic improvements.

Learning Supports

- READ 180 was implemented as supplemental instructional program for non-proficient students as a result of the Striving Readers Grant.
 - Programming and implementation of READ 180 was not done with fidelity.
 - Lack of leadership support.
 - Lack of progress monitoring and accountability for outcomes.
 - READ 180 is being discontinued for the 2011-2012 school year (Reading Intervention Teachers are being placed in the schools from the district level to fill the gap left within the school).
- Language! was implemented as a replacement curriculum for non-proficient students with disabilities.
 - Programming and implementation of Language! was not done with fidelity.
 - Lack of leadership support.
 - Lack of progress monitoring and accountability for outcomes.
- Professional Development that could result in improved teacher skills was offered.
 - Teachers did not consistently participate.
 - Strategies from professional development that was offered was not fully implemented.
- Night School for credit recovery. This program was more successful for the 12th graders than the 8th graders.
 - Lack of regular attendance by participants.

Climate/Student Discipline

- PBIS was implemented in 2009-2010 to improve student behavior, attendance, and engagement. A school-wide behavior plan was developed and rewards for appropriate behavior were provided. City Year Corp members, the after school Community Learning Center, and Violence Free Zone staff members address students’ social/emotional/behavioral issues. In addition, the school adopted Restorative Justice and Love and Logic behavioral approaches. While the numbers of suspensions were reduced by 25.5% during the 2010-2011 school year, Northwest’s suspension rate remains 3rd highest in the district. The school climate and student behavioral needs have not been sufficiently addressed.
 - The strategies introduced by the PBIS team were not implemented school wide or with fidelity.
 - High student mobility rates impede the progress of PBIS implementation.
 - There are a multitude of programs/initiatives at Northwest Secondary that are not integrated sufficiently enough to
-

- impact school climate.
- Teachers believe that high school students know (or should know) how to behave appropriately.
- There was a lack of leadership support and follow through with students and staff.
- Teachers perceive that rules are not consistently enforced. Suspensions were down from 2009-10 school year, however, the climate remained poor.
- The school as a whole has not come together in a consistent way to implement needed improvements.
- The building was constructed as a middle school. It currently holds 6th-12th grade students. The rooms are small and the logistics of moving around in a two story building make it difficult for transition time.
- According to the Instructional Practices Survey, 63% of the staff do not feel responsible when students fail in the school. Over 70% of teachers identified “Student Factors” as the reason for ineffectively engaging students.

Parent Involvement

- The Governance Council for Northwest has not been effective in bringing resources to the school to support instruction, and prior to becoming involved in the Turnaround Model Northwest has not had a clearly defined vision.
 - Northwest did not have a school vision that could provide direction for soliciting support from community partners.
 - School Governance Council has not included community members who can bring additional resources and supports to our school.
 - Teachers reported the parents of a Northwest are not actively involved in the school community.
 - Lack of school-wide parent involvement (only 13 parents participated in the School Climate Survey).
 - Contact information is not current (phone numbers are often disconnected, and mailing addresses are no longer valid).
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**VII. NEEDS ASSESSMENT (cont'd.)
HAMILTON HIGH SCHOOL**

1. School Name Hamilton High School		2. Current Principal Name Myron Cain	
3. Number of Years in Current Position 5	4. Number of Years in this School 5	5. Number of Years in LEA 31	

6. Select one option by placing an "X" on the line:

The current principal will be replaced.

The current principal will not be replaced because:

1. S/he was placed in this school as part of a broader reform effort, and
2. S/he has the experience and skills needed to implement successfully a turnaround, restart, or transformation model.
3. S/he was hired on or after July 1, 2008.

7. Grade Level Example: 9-12. 9-12	8. Total Enrollment 1897	9. % Free / Reduced Lunch 74.6%	10. % Special Education Students 22.5%
11. % English Language Learners 11.6%	12. Home Languages of English Language Learners <i>List up to three most frequent.</i> Spanish, Hmong and Laotian		

13. Briefly describe the school's enrollment area *neighborhoods, communities served.*

Population 25 years and older-84.6% are high school graduates; 10.7% have earned a bachelor's degree or higher. 10.8% speak a language other than English at home. 3.8% of the families live below the poverty level. 10.7% of have not earned a high school diploma. Racial demographics-White (93.4%), African American (0.9%), Hispanic (4.8%), American Indian (0.6%), Asian (2.0%), Native Hawaiian (0%), Some other race (1.6%).

14. List the feeder schools and/or recipient schools that supply or receive *most* of this school's students.

Pulaski, South Division, Hamilton, Marshall

15. Provide a summary profile of the teaching staff. For middle schools and high schools, categorize by subject area (English, math, science, etc.). For elementary schools, categorize by grade level or specialty area. Use Full Time Equivalent (FTE) counts.

Grade Level or Subject Area	Total FTE	FTE Highly Qualified in All Subjects Taught	FTE 5 Yrs. or Less in School	FTE 6-15 Yrs. in School	FTE 16 Yrs. or More in School
Academic Support – Non Special Education	2.0	2.0	1.0	1.0	
Adaptive Physical Education	1.0	1.0		1.0	
Art	4.0	4.0		2.0	2.0
Astronomy	1.0	1.0	1.0		
Biology/Life Science	5.0	5.0	2.0	3.0	
Business Education	3.0	3.0	1.0	2.0	
Chemistry	3.0	3.0		3.0	
Civics (Citizenship)	2.0	2.0	2.0		
Cross Categorical	23.0	23.0	14.0	8.0	1.0
English	13.0	13.0	9.0	4.0	
French	1.0	1.0			1.0
Health	1.0	1.0			1.0
History	4.5	4.5	2.0	2.5	
Keyboarding	1.0	1.0	1.0		

VII. NEEDS ASSESSMENT (cont'd.) HAMILTON HIGH SCHOOL					
Learning Disabilities	1.0	1.0	1.0		
Marketing Education - Vocational	1.0	1.0		1.0	
Mathematics	13.0	13.0	5.0	4.0	4.0
Music (Choral) (Grades 6-12)	1.0	1.0		1.0	
Music (General)	1.0	1.0		1.0	
Music (Instrumental)	1.0	1.0		1.0	
Physical Education	4.0	4.0		4.0	
Physical Science	2.0	2.0	2.0		
Physics	1.0	1.0	1.0		
Political Science	1.0	1.0	1.0		
Reading	2.0	2.0		1.0	1.0
Resource Management (Environmental Education)	1.0	0	1.0		
Social Studies (Fusion Course)	1.0	1.0			1.0
Spanish	2.0	2.0			2.0
Technology Education	2.0	2.0		1.0	1.0
Trade Specialist	3.0	3.0	1.0	2.0	

16. Enter teacher attendance rate in the table below. A teacher is absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. *A teacher should not be considered absent if he or she is attending professional development.*

School Year	2007-08	2008-09	2009-10
Total Number of Teachers	129	124	120
Average Absences	6.7	6.4	7.3
District Average of Teacher Absences	8.8	8.9	8.3

17. Enter the percentage of all students and students in each subgroup who tested as proficient or better on the Wisconsin Knowledge and Concepts Examination (WKCE) for reading.

Reading	2007-08 %	2008-09 %	2009-10 %
All Students	51%	45.5%	48.2%
American Indian/Alaskan Native	63.6%	--	33.3%
Asian/Pacific Islander	52.3%	--	50%
Black Not Hispanic	39.8%	37.5%	39.3%
Hispanic	52.8%	47.0%	47.8%
White Not Hispanic	59.3%	56.9%	64.6%

18. Enter the percentage of all students for each grade level who tested as proficient or better on the WKCE for reading.

Reading	2007-08 %	2008-09 %	2009-10 %
Grade 3	--	--	--
Grade 4	--	--	--
Grade 5	--	--	--
Grade 6	--	--	--
Grade 7	--	--	--
Grade 8	--	--	--

Grade 10	51%	45.5%	48.2
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VII. NEEDS ASSESSMENT (cont'd.)

19. Enter the percentage of all students and students in each subgroup who tested as proficient or better on the WKCE for mathematics.

Mathematics	2007-08 %	2008-09 %	2009-10 %
All Students	37.6%	38.6%	37.9%
American Indian/Alaskan Native	27.3%	--	33.3%
Asian/Pacific Islander	47.7%	--	45.7%
Black Not Hispanic	20.3%	22.8%	21.4%
Hispanic	39.6%	45.6%	39.1%
White Not Hispanic	50.8%	45.9%	58.5%

20. Enter the percentage of all students for each grade level who tested as proficient or better on the WKCE for mathematics.

Mathematics	2007-08 %	2008-09 %	2009-10 %
Grade 3	--	--	--
Grade 4	--	--	--
Grade 5	--	--	--
Grade 6	--	--	--
Grade 7	--	--	--
Grade 8	--	--	--
Grade 10	37.6%	38.6%	37.9%

21. Enter the average daily attendance percentage for all students and for each subgroup.

Average Daily Attendance	2007-08	2008-09	2009-10
All Students	79%	80%	80%
American Indian/Alaskan Native	65%	68%	68%
Asian/Pacific Islander	81%	83%	35%
Black Not Hispanic	77%	80%	80%
Hispanic	78%	79%	78%
White Not Hispanic	81%	82%	83%

22. Enter the suspension rate for all students and for each subgroup.

Suspension Rate	2007-08	2008-09	2009-10
All Students	49.4%	31.9%	39.4%
American Indian/Alaskan Native	67.6%	25.8%	46.4%
Asian/Pacific Islander	24.6%	6.5%	11.6%
Black Not Hispanic	66.9%	50.3%	55.9%
Hispanic	50.3%	30.6%	36.4%
White Not Hispanic	34%	17.9%	21.3%

23. Enter the graduation rate for all students and for each subgroup.

Graduation Rate	2007-08	2008-09	2009-10
All Students	83.5%	80.3%	76%
American Indian/Alaskan Native	75%	100%	67%
Asian/Pacific Islander	90%	95%	87%
Black Not Hispanic	80%	70%	71%
Hispanic	80%	86%	76%
White Not Hispanic	87%	81%	77%

24. Enter the school's mobility rate.

Mobility Rate	2007-08	2008-09	2009-10
All Students	6%	9%	12%

VII. NEEDS ASSESSMENT (cont'd.)

25. Briefly summarize previous and current reform and improvement efforts within the last five years and what impeded their success; for example:
- Adopted a model and curriculum to raise reading scores but was not able to implement with fidelity.
 - District provided instructional coach but coach was not able to have an impact due to only visiting school twice per quarter.
 - Adopted a block schedule for math and reading but inadequate PD funds limited ability for teachers to change instructional approach and fully utilize longer instructional blocks.

Hamilton High School

Hamilton is a large comprehensive high school serving more than 1800 students in grades 9 – 12. Hamilton uses specialized career pathways, or clusters, to create a curriculum that is meaningful and interesting to students. The clusters include Medical and Laboratory, Academy of American Studies, Business, Trade and Technology, Honors/Advanced Placement (AP), and Junior Reserve Officer Training Corps (JROTC). About one third of the student population is comprised of students who are English Language Learners or students with disabilities.

The following innovations have been implemented over the past six years; however, there have been barriers that have prevented the school from scaling up these projects to have greater impact on student performance.

Governance and Leadership

- A Learning Team (a school leadership team that includes representation from each department as well as administration) was established.
 - Meetings were informational and lacked a focus on data analysis. When data was included, typically conversations were driven by one person rather than the whole team.
 - The Learning Team lacked urgency in recognizing the school's needs and identifying changes needed for improvement.
 - The Learning Team did not effectively communicate with the rest of the staff regarding the school's needs and necessary changes.
- Department chairs were identified for each core content area to work collaboratively with teachers and support staff in each respective area and also with administration to institute instructional improvements.
 - The current organizational structure, performance, and expectations of the Leadership Team are ineffective (i.e.: lack of instructional feedback, lack of good communication systems, programming and scheduling issues, frequent changes in initiatives, lack of teacher involvement in school governance).
- A leadership team for PBIS was initiated.
 - School staff did not “buy-in” to the PBIS philosophy and did not implement strategies with fidelity.

Data Based Decision Making

- NWEA MAP (Measures of Academic Performance) was implemented three times per year during the 2010-2011 school year at grade 9 to provide more individualized instruction for students.
 - Only grade 9 students were expected to take this assessment.
 - This was a new assessment for MPS. Teachers are incorporating this new assessment and practices as they learn how to interpret MAP results in order to make instructional decisions.
 - Attendance, adequate access to technology, and other logistical issues in a large school compromised the integrity of the assessment results.
 - School staff and administration were concerned more about test participation rather than capturing the quality of what the MAP test is designed to do. Creating a testing environment that was conducive for students to concentrate and for teachers to support students that they were familiar with was not evident. Sharing the importance of the MAP test to create student buy in and enhance student performance did not occur.
- ClasStat (Plan – Do – Study – Act at the classroom level) was introduced to 9th grade staff that used MAP and SAIL data to plan instruction.
 - ClasStat was not mandated and only 5 teachers from each of the English and Math Departments attended on a regular basis.
 - Information and strategies that were introduced in the ClasStat process were embraced by teachers. However, not all of the teachers utilized the information. Measures of accountability around implementation of ClasStat did not occur because follow up by administrative staff occurred on a limited basis.

Curriculum, Instruction and Assessment

- The curriculum was aligned to the WI Model Academic Standards. In 2010-2011, the ELA and Math dept. started the task of aligning their content/courses to the Common Core State Standards (CCSS).
 - High school teachers do not have a clear understanding of the scope and sequence of the standards. Further, high school teachers believe that students should have the necessary skills to work at a high school level and when students do not, teachers are challenged with strategies to intervene.
- The Comprehensive Literacy Plan (CLP) was introduced. It requires a framework which incorporates whole-small-whole

VII. NEEDS ASSESSMENT (cont'd.)

instruction within a 60 minute teaching block.

- High school teachers do have a strong understanding of this framework and are not prepared to use the 90 minute block effectively in planning and offering rigorous instruction.
- Literacy is not effectively incorporated across all content areas.
- Hamilton has large class sizes. Content area teachers need to increase skills and knowledge in providing appropriate instruction to students with disabilities.
- Scheduling/Programming
 - The 4X4 Block schedule allows only 9 weeks for coverage of course content. This does not provide students with sufficient practice and exposure to the content.
 - Teachers perceive that staffing for classes is based solely on student choice and adult convenience without regard for graduation requirements. In addition, students lack awareness of course offerings/options.
- Teacher Planning and Preparation
 - Teachers do not demonstrate quality lesson planning, and do not plan collaboratively.
 - Teachers have not consistently used data to drive instruction.
 - There is a lack of a sense of urgency around the instructional needs of individual students.
 - The school as a whole has not worked collaboratively to implement needed academic improvements.

Learning Supports

- READ 180 and Intensified Algebra were implemented as supplemental instruction for non-proficient students.
 - Programming and implementation of READ 180 was not done with fidelity.
 - Lack of administrative instructional support.
 - Lack of progress monitoring and accountability for outcomes.
- Language! was implemented as a replacement curriculum for non-proficient students with disabilities.
 - Programming and implementation of Language! was not done with fidelity.
 - Lack of administrative instructional support.
 - Lack of progress monitoring and accountability for outcomes.
- Professional Development that could result in improved teacher skills was offered.
 - Teachers did not consistently participate.
- GED Option 2 program was used for credit recovery. This was successful and had a 95% passing rate.

Climate/Student Discipline

- PBIS was implemented to improve student behavior, attendance, and engagement.
 - The strategies introduced by the PBIS team were not implemented school wide or with fidelity.
 - High school teachers believe that high school students know (or should know) how to behave appropriately.
 - There was a lack of administrative support and follow through with students and staff.
 - Teachers perceive that rules are not consistently enforced.
 - The transition between one period and the next is too long (10 minutes).
 - The school as a whole has not come together in a consistent way to implement needed improvements.
 - The fact that students were enrolled in classes with a new set of teachers every 9 weeks did not provide substantial opportunities for teachers to build ongoing relationships with students.

Implementation of Tier III Supports-2010-2011

Hamilton was identified as a Tier III persistently low performing school in the spring of 2010 and received \$413,362 from the school improvement grant. Tier III supports included: Read 180, Assistant Principal, Intensified Algebra, and ClasStat professional development.

Ninety students were initially enrolled in READ 180. By year-end, 6% of those students became proficient while an additional 6% became advanced. Those students were exited from the program. The expected growth for students in READ 180 is an increase of 50-100 Lexile points. The average Lexile growth for Hamilton students attending READ 180 is 101 Lexile points. The expected number of sessions attended by students with a minimum attendance rate of 80% is 80 sessions per year. The average number of sessions attended by Hamilton students is 33. Based on the number of times that students logged into the READ 180 system, the estimated attendance rate was 45.9%. There are currently 81 students remaining in READ 180. Several students have left the program due to programming conflicts and/or mobility. Fidelity of implementation and following the READ 180 routine has not been consistent. Hamilton has a high number of students who are in need of READ 180; therefore, if fidelity of implementation and programming issues can be resolved, READ 180 or another research based reading intervention program should continue at Hamilton.

An assistant principal with a background of intensive training from the New Leaders program was placed at Hamilton for one year. This placement allowed for increased capacity to complete teacher observations, provide ongoing administrative support in

VII. NEEDS ASSESSMENT (cont'd.)

instruction and increased capacity for leadership in the district.

Intensified Algebra was in its first year of implementation during the 2010-2011 academic year. Of the 725 9th grade students who were enrolled in Algebra, 175 who were also in Intensified Algebra had a 68% course passing rate. In comparison, students who were enrolled in Algebra I had a course passing rate of 50%. The math teacher who provided leadership around implementation Intensified Algebra recommends execution of this program for a second year. The curriculum specialist from IA has shared research to support that a second year will lend itself to greater gains in student achievement in the area of math.

Five English and five math teachers participated in the ClasStat process on a consistent basis. Teams of rotating teachers provided coverage for teachers to participate in the ClasStat professional development. A review of participants showed improved understanding of what it means to differentiate instruction. This core group of teachers embraced the idea of data driven decision making to improve classroom instructional strategies. The RtI specialist assigned to Hamilton reported a positive shift in thinking around this process. The teachers who participated were eager to share this new knowledge with their colleagues. This will create buy in for more teachers to understand the importance of using data to enhance their instructional practices. This will also assist with yielding the results that are necessary to demonstrate gains in student achievement.

VIII. STATEMENT OF NEED

Based on the information disclosed in the needs assessment above, summarize the needs identified for each school and provide a rationale for the intervention model selected. In order to summarize the needs, consider the following questions:

- What are the biggest areas of need at this school?
- Which student groups are experiencing the lowest performance in each of the areas, e.g., reading, mathematics, attendance, etc.?
- What trends are apparent in the data, e.g., reading, graduation, suspension, etc.?
- What characteristics of the student demographics should be taken into account in selecting a model and external partners/providers?
- What, if any, idiosyncratic characteristics of the enrollment area should be taken into account in selecting a model and external partners/providers?
- What characteristics of past experiences with reform and improvement efforts should be taken into account in selecting a model and external partners/providers?

Washington Expeditionary Learning

The current principal at Washington ELOB High School identifies the following as the most significant needs that should be addressed in the coming school year:

- reading instruction,
- establishing district-wide strategies for improvement that do not vary for several years, and
- monitoring of instructional practices taught during professional development to ensure implementation.

Without support in these areas, he believes that students at WHS will continue to struggle academically.

Reading

- Student performance in reading as measured by the WKCE has varied over time from a current low of 8.7% proficient and advanced in 2010-11 to a high in 2008-2009 of 28.6% proficient and advanced. Scores have steadily declined over the last three years.
- Reading achievement has remained significantly below the state average of 76.3% proficient and advanced which is the 5-year benchmark for SIG schools.
- The largest student subgroup is African American. This group of students performed slightly below the school overall in reading.
- On the October administration of the reading portion of the MAP assessment, 38.2% of the students taking the test at WHS were proficient and advanced. On the February administration, the percentage of students performing in this range dropped to 35.4%.
- WHS’s mean RIT score in the fall for reading was 208.1. A value added winter target was established as above 209.6. WHS’s mean RIT score in the winter for reading was 208.1 indicating that students taking the test performed worse than other students at the same level of poverty.
- Mean RIT scores and value added winter targets were also established for each grade level. In reading, only grade 11 met the value added RIT performance target established.

Math

- Over time, student achievement on the WKCE in math has varied from a current low of 8.7% proficient and advanced in 2010-11 to a high of 17.1% proficient and advanced in 2008-09. All years were significantly below the state average of 69.9% proficient and advanced which is the five year benchmark for SIG schools.
- Scores in math over the last three years have steadily declined.
- The largest student subgroup is African American and their performance on the math portion of the WKCE is lower than the school overall.
- On the October administration of the math portion of the MAP assessment, 19.1% of the students taking the test at WHS were proficient and advanced. On the February administration 15% were proficient and advanced.
- WHS’s mean RIT score in the fall for math was 210.4, and a value added winter target was established as above 210.9. The school’s mean RIT score in the winter for math was 210.2 indicating that students taking the test at WHS performed lower than other students when the effects of poverty were controlled.
- Students in grade 11 met their winter value added RIT performance target, while students in grade 9 and the school overall missed the target by a moderate amount. Students in grades 10 and 12 missed the target by a significant amount.

Overall Achievement

The ACT provides another view of achievement. The number of students taking the ACT from WHS and performing as “college ready” in all four core content areas over time is displayed in the table below. Only in 2008-2009 were any students from WHS college ready based on the ACT.

Percent of WHS Students Taking ACT Performing as College Ready

2006-07	2007-08	2008-09	2009-10
0%	0%	1.8%	0%

VIII. STATEMENT OF NEED (cont'd)

In 2010-2011, MPS instituted an early warning system to identify students at risk for graduation from high school. In the category of total quality credits, requiring a grade of C or better, 122 students were identified as at high risk, more than a quarter of the school’s student population.

Student attendance and behavior are also significant concerns at Washington High School. The school’s population is high need and the principal spends a large portion of his time and energy managing student behavior. Suspensions from the learning environment have declined slightly over the last three years although overall suspensions have increased (see data below). Ninth and tenth grade students are more likely to be suspended as are students with disabilities. Suspensions during the 10-11 school year have remained high in spite of district initiatives to reduce them.

Washington High School Suspension Data

Year	% of Suspensions from Learning Environment	Number of Suspensions Overall
07-08	74.7%	593
08-09	70.7%	772
09-10	67.8%	793

Student attendance has increased during the current school year from a 65.7% attendance rate in 2009-10 to 78.7% attendance in 2010-11. Student attendance has improved for all subgroups.

Students and teachers have many similar perceptions of the school’s climate.

- About 70% percentage of students and teachers feel that the school is welcoming.
- About 77% of students and teachers feel the school has high expectations for student achievement.
- Slightly more than 45% of respondents in both categories disagree with the statement that students are focused on learning.
- More than 55% of teachers and 53% of students disagreed with the statement that adults and students respect each other at WHS.
- More teachers (85.2%) feel that they give students challenging work than students (76.1%).
- The majority of teachers (75%) and students (70%) look forward to going to work/school.
- About 25% of the staff do not feel safe at WHS, and 33% of students report the same feelings.
- About 35% of teachers feel they are more focused on behavior than teaching and learning while 53% of students feel this is true.

Washington High School would need intensive and comprehensive support to turnaround a pattern of low academic performance. Milwaukee Public Schools was not able to successfully marshal enough internal support for the school during the current school year and the school’s performance has declined further. The information gathered from school staff and a data review also indicates a need for improvement in the school’s climate, including increasing current efforts to improve student behavior and attendance.

The **Closure** model is being applied to Washington High School of Expeditionary Learning (ELOB). All of the students at Washington ELOB will have the opportunity to enroll in Washington Instructional Technology (IT), a recently identified persistently low performing Tier I school. Washington IT is housed in the same complex as Washington ELOB. The transformation model will be applied to Washington IT for the 2011-2012 academic year. For students and parents who express an interest in considering other MPS higher performing schools, a District Identified for Improvement Supervisor (DIFI) will follow up with the Office of Family and Student Services to make certain that students who attended WHS ELOB for the 2009-2010 academic year are enrolled in a higher performing school. In the event that they are not, families will receive a follow up phone call to make sure that they are aware of the schools’ status along with school enrollment options that are available to them. Enrollment options are based on the availability of seat capacity in the respective schools. The following materials are essential to making sure this is a seamless process for parents and students: postage for mailings, postcards, letters and other announcements to students, families and staff.

VIII. STATEMENT OF NEED (cont'd)

Washington Information Technology

Washington IT was identified as a Tier I persistently low performing school in the spring of 2011. It serves 374 students of whom 11% are English Language Learners, 85 % are free and reduced lunch, and 27% have been identified as students with disabilities. Seventy-five percent of the families residing in the neighborhood are high school graduates. 22% of the families live below the poverty level. African-Americans are the dominant ethnic group at 70.4%.

MPS used the following process to complete a needs assessment for Washington IT:

- (1) provided information about the school's identification as a persistently low performing school and the School Improvement Grant to all school staff;
- (2) met with the Regional Executive Specialist assigned to Washington IT, the administrative team and school staff to respond to questions/concerns;
- (3) recruited and trained retired principals to conduct focus group sessions from February 25th to March 2nd (see appendix page for the training session agenda, materials, and the focus group schedule) with staff members who are currently employed;
- (4) analyzed data from an anonymous survey that teachers completed regarding the needs of the school;
- (5) analyzed data from Research and Evaluation and Human Resources about staff and student performance;
- (6) worked collaboratively with the regional team to analyze and summarize Washington IT's needs and solicited input to determine the model that is best aligned to the school's needs;
- (7) federal model was selected by the Regional Executive Specialist and the Superintendent;
- (8) Organized data retreats that were facilitated by Research and Evaluation with support from the District Identified for Improvement Supervisors to align the School Improvement Plan and School Improvement Grant federal requirements (see appendix page for agenda and materials used);
- (9) Facilitated school teams' review and feedback regarding their school plans.

Washington IT's greatest needs were identified in student academic achievement, student attendance and suspensions, and staff knowledge and skill to address the needs of the student population.

A. Student Academic Needs

Improving the academic achievement of all students at Washington IT so that they graduate on time prepared for college or career is its greatest need.

- Over the last four years, the achievement of students at Washington IT in reading as measured by the WKCE has varied, ranging from 27% (2008-09) to 8.6% (2010- 11). Reading performance has been consistently below the state average of 76.3% proficient or advanced. Students at Washington IT are predominately African American with small numbers of students in other ethnic groups.
- Scaled scores in reading for WHS-IT ninth grade students participating in the MAP reading assessment in the current school year were (fall 38.3% proficient or advanced, winter 37.5 % proficient or advanced, spring 27% proficient or advanced). However, no growth was evident and over the course of the year, Washington IT students performed lower than other ninth graders with the same demographic profiles (fall mean RIT 203.2; winter value added target >205.1; winter mean RIT 203.2; spring value added target 206.6; spring mean RIT 202.8). Only ninth grade participated in the MAP assessment.
- Over the last four years, the achievement of students at Washington IT in mathematics as measured by the WKCE has varied, ranging from 32.4% (2008-09) to 8.6% (2010-11). Math achievement has consistently been below the state average of 69.9% proficient or advanced. Students are primarily African American, with small numbers of students in other ethnic groups.
- Scaled scores in math for WHS-IT ninth grade students participating in the MAP mathematics assessment in the current school year were in the same range as the WKCE (fall 12.7% proficient or advanced, winter 17.8% proficient or advanced, spring 12.8%). Over the course of the year, these same students performed about as well as other MPS students with similar demographic profiles (fall mean RIT 205.1; winter value added target >206.1; winter mean RIT 206.3; spring value added target >206.8 spring mean RIT 206.6). Only the ninth grade at Washington IT participated in the MAP assessment.
- In 2010-11, MPS instituted an early warning system to identify students at risk for graduation from high school. Of the 374 students enrolled, 98 students were identified as high risk for graduation in the area of total quality credits, more than 25% of the student body.
- The graduation rate for students attending Washington IT has consistently declined over time (from 67.9% in 2007-08 to 59.2% in 2010-11).

VIII. STATEMENT OF NEED (cont'd)

B. Student Social-Emotional Needs

The second greatest need for students at Washington IT is improving their engagement with school and providing supports to help them learn to interact in small and large groups with peers and adults.

- Student attendance has improved over the last year (2010-11 attendance rate 83.8%, up 10% from 2009-2010). Assisting students in attending school regularly and keeping students in class for instruction are also needs that, if addressed, have the potential to improve both the school climate and academic achievement.
- Suspensions from the learning environment have decreased over the last year (2009-2010 suspensions from the learning environment 70% down from 83.9% in 2007-2008).
- Washington IT's students, staff, and parents expressed concerns about management of student behaviors to the detriment of instruction on the annual climate survey. This was confirmed by the teacher survey collected as part of the SIG needs assessment. Staff members express concerns about safety, especially in the last year as MPS central office encouraged schools to reduce suspensions. This change emphasized the need for teachers to expand their skills in classroom management. PBIS has been implemented at Washington IT for one year, but staff report that it has not been implemented consistently. Providing both positive recognition for students who are contributing to the school's attendance and behavior goals as well as developing consistent consequences for inappropriate classroom and school behaviors remain a high need. Based on office referral data, regularly teaching, re-teaching and practicing pro-social skills continues to remain a need. Students with disabilities are suspended at a higher rate than other student sub groups. As a result, care must be taken to ensure the participation of all teachers in PBIS professional development.

C. Staff Needs

Building the capacity of administrators and staff to lead and implement changes in practice is a third critical need.

- Principals and other administrators at Washington IT must work to create a shared vision for what the school will be like as a result of this school reform effort and communicate a focused plan for what the school will do to improve. Teachers' perception of the school and students' performance is more positive than the actual data suggests, as indicated in the survey conducted as part of this needs assessment. Regular examination of student data will assist all staff in understanding the need for change. If the focus on technology is to continue, it must be integrated into an overall vision that emphasizes academic achievement for all students.
- This building administrator should receive intensive professional development focused on skills needed to lead in a transformation model environment.
- Assisting teachers to improve the rigor and pedagogy of the instruction provided to students will require professional development, coaching, and monitoring. Designed around the needs of Washington IT teachers, the professional development provided must be mandatory, provided to the extent possible within the school day, and driven by student data. Based on the needs assessment conducted, this should include classroom management, lesson planning, creating and using data from formative assessments to guide instruction, as well as specific math and English/language arts curriculum content.
- All staff require continued professional development to guide the implementation and use of PBIS as student behavior and social-emotional development remains a significant challenge as described above.

In summary, Washington High School of Information Technology's greatest needs for students are in reading and mathematics achievement. Gaps in achievement result in a high number of students who are at risk for graduation and a declining graduation rate. Although student attendance and suspensions have improved slightly, getting students to class regularly and participating fully in learning are additional needs that, if further improved, would positively contribute to achievement. Students at Washington IT also have social-emotional needs; continued implementation of the PBIS model with fidelity is a critical strategy in continuing to address behavioral and social-emotional issues. All staff members require professional development and coaching relevant to their needs as they implement new practices to address students' needs.

The student enrollment at Washington IT will expand to include interested students from Washington High School ELOB who wish to remain on the same campus rather than select another higher performing high school. Because the staff is stable, work well together and are committed to working with Washington students and families, the Regional Executive Specialist and the Superintendent selected the **Transformation Reform Model** for Washington IT. The school will make improvements under new leadership with structure, support, and intensive monitoring. An external vendor with a proven track record in addressing the needs of urban high schools with similar demographics will be provided to assist reform efforts.

VIII. STATEMENT OF NEED (cont'd)

Advanced Language and Academic Studies (ALAS)

Advanced Language and Academic Studies (ALAS) high school is a teacher led, non-instrumentality charter that serves 247 students who are predominately poor (83.4% F/R Lunch), Hispanic, and speak English as their second language (64.4%). It was identified as a School in Need of Improvement in 2006-07, then a Tier III persistently low achieving school in 2009-10, and then a Tier I persistently low achieving school in 2010-11.

MPS used the following process to complete a needs assessment of ALAS High School:

- (1) information about the school's identification as a persistently low performing school and the School Improvement Grant was provided for all school staff;
- (2) the Regional Executive Specialist assigned to ALAS met with the administrative team and school staff to respond to questions/concerns;
- (3) retired principals were recruited and trained to conduct focus group sessions from February 25th to March 2nd (see appendix for the training session agenda, materials and the focus group schedule) with staff members who were currently employed;
- (4) teachers completed an anonymous survey about the needs of the school;
- (5) Research and Evaluation and Human Resources provided data about staff and student performance;
- (6) the regional team worked collaboratively to analyze and summarize ALAS' needs and offered input to determine the model judged the best match to the school's needs;
- (7) the Regional Executive Specialist and the Superintendent finalized the model decision;
- (8) the regional team participated in 3 guided grant writing sessions;
- (9) a data retreat for the school team was facilitated by Research and Evaluation with support from the District Identified for Improvement Supervisor to align the School Improvement Plan and School Improvement Grant federal requirements (see appendix page for agenda and materials used);
- (10) a school team reviewed and revised the plan for their school to ensure that the needs of their school were addressed in this grant application.

Students at ALAS have steadily improved their attendance from 2007 – 2010 (78% in 2007-08 to 95.8% in 2010-11). Although there is some variability across subgroups from year to year, all groups have made improvements in attendance during this time period. Suspensions have been low over time and have also improved (23.1% 2007-08 to 10.4% 2010-11) and suspensions from the learning environment are infrequent (12 suspensions from the learning environment during 2010-11). Staff members feel that the small school environment has resulted in a generally positive, nurturing and safe school culture where families and students feel welcome.

ALAS' **greatest need** is improving student academic achievement. In spite of a supportive school climate as described above, student achievement in both math and reading remains low.

Reading Achievement.

- WKCE reading performance in 09-10 and 10-11 held steady at 31.9% proficient and advanced, an improvement of about 10 percentage points from the 07-08 and 08-09 school years. This is significantly below the current state average of 76.3% proficient and advanced.
- On the October administration of the reading portion of the MAP assessment, 45.9% of the students taking the test at ALAS were proficient and advanced. Gains occurred in the winter administration (47% proficient or advanced) and spring (54% proficient and advanced).
- ALAS' mean RIT score in the fall for reading was 206.5. A value added winter target was established at 209.1 or better. ALAS' mean RIT score in the winter for reading was 206.8. The value added spring target was established at 210.9 or better. The spring mean RIT score was 208.1. On the spring MAP administration, none of the grade levels met their value added target indicating that students taking the test gained less than other students with similar demographic profiles.

Math Achievement

- WKCE math scores fell from 31.9% in 09-10 to 19.1% in 2010-11, the lowest performance of the last four years. All years were significantly below the state average of 69.9% proficient and advanced.
- The percent of students performing as proficient or advanced on the MAP increased from 33.9% in fall, to 39.6% in winter, to 42% in spring.
- ALAS' mean RIT score in the fall for math was 217.4, and a value added winter target was established at 218.6. The school's mean RIT score in the winter for math was 217.8. 9th and 12th grades met their value added targets; 10th and 11th grades did not.

VIII. STATEMENT OF NEED (cont'd)

- In 2010-2011, MPS instituted an early warning system to identify students at risk for graduation from high school. In the category of total quality credits (requires a grade of C or better), 15 students were identified as high risk, or about 6% of the students enrolled.
- In its early years, the school enrolled most students in AP classes. During the 2010-11 school year, no AP courses were offered. This was due in part to teacher licensing and reduction in resources. However, some students continued to take the AP exams. In addition, the teacher survey and teacher focus groups point to an overall lack of rigor in many classes which does not prepare students for advanced studies.

ALAS staff found it hard to accept the designation of their school as persistently low performing, and believe that the school was unfairly penalized because so many of their students are English Language Learners. The needs assessment confirmed that second language acquisition is a need that should be considered in developing an improvement plan for the school.

- Twenty-nine of ALAS' students have language levels of 2 or below, or about 11% of the total population;
- Seventy-three students have language levels of 3 or 4, or about 30% of the total population;
- Eighteen students have language levels of 5 or 6, or about 7% of the total population;
- An additional 16% of the population is comprised of native Spanish speakers.

Instructional materials are appropriately available in both English and Spanish but the school has had difficulty hiring qualified bilingual staff. This has led to multiple substitutes working in the school for 3 – 4 weeks at a time. Staffing the building with highly qualified bilingual teachers is a critical need that impacts achievement.

During the Strengths, Weaknesses, Opportunities and Threats Analysis conducted as part of the needs assessment, staff members identified challenges in creating a common philosophy and approach to teaching. Some teachers are passionately committed to the school and believe strongly in the importance of relationships and culturally responsive practices that it is built upon. Others do not, and two “camps” exist in the school. As a teacher-led small school that makes decisions by consensus, ALAS is significantly challenged by the ability of the staff to come together and agree upon how to approach improvement. A divided staff and the previously mentioned lack of rigor in some classes were substantiated by the staff survey:

- Some 53.9% of the staff responding indicated that they identify students in their classrooms who struggle daily or 1-2 times per week. The remaining 46.1% place much less value on this practice.
- Some 61.6% of the staff responding indicated that they monitor student progress almost daily or at least 1 – 2 times per week. The remaining 38.4% monitor progress 1-2 times per month or not at all.
- Some 68.5% of the staff responding indicated that they monitor the effectiveness of their teaching strategies daily, or at least 1 – 2 times per week. Almost one third of the staff indicated that they monitor this 1-2 times per month or not at all.
- Some 53% of the staff disagreed or strongly disagreed with the statement that staff shares a common approach to instruction.
- Almost 40% of the staff disagreed or strongly disagreed with the statement that staff is willing to implement change in their classrooms.
- Some 41.7% of the staff agreed that the staff works together as a team while 41.7% disagree or strongly disagree with the fact that the staff work together as a team.
- In addition, teachers frequently did not respond at all to items that asked about the level of best practices:
 - 40% no response to teachers differentiate instruction
 - 84.6% no response to teachers know their students well
 - 69.2% no response to teachers effectively engage students
 - 58% no response to teachers work collaboratively
 - 84.6% no response to teachers plan lessons
 - 92.3% no response to teachers effectively use student data
 - 76.9% no response to teachers have classroom management skills

In summary, **ALAS' greatest needs** are shifting the focus of staff to include improving student achievement in literacy and mathematics, increasing academic rigor, staffing the building with highly qualified bilingually certified teachers, and bringing the staff together to work on a common reform agenda. The improvement efforts initiated this school year that are producing some gains (regular data review; differentiated, small group instruction; credit recovery; PBIS) should continue.

The Regional Executive Specialist and the Superintendent have recommended that the **Turnaround Model** be used as the basis for reform. The most recent data from the instructional practices survey indicates that both students and staff feel ALAS has a friendly and welcoming atmosphere with high expectations for students. While data may suggest this as the current reality, anecdotal data from the regional support team would contradict that data. High expectations were not consistently evident during observational visits from the Regional Executive Specialist and the DIFI Supervisor. A tenuous environment between staff made collaboration to

VIII. STATEMENT OF NEED (cont'd)

advanced student achievement difficult if not impossible. While students may have felt that individual teachers provided a warm and friendly environment that was not evident building wide.

The new governance structure will include vendor support that will ensure consistent monitoring of student data to increase achievement. The model will allow the teacher leader to be replaced with a principal who will be charged with aligning district and corrective action programs/initiatives; implementing effective best practices that will promote rapid change in student learning; replacement of teachers to ensure that they are all highly qualified to teach in a bilingual school and are committed to working towards both strong staff-student relationships; and provision of a reform coach with expertise in bilingual education who can provide the professional development needed to improve instructional practices and increase academic rigor.

VIII. STATEMENT OF NEED (cont'd)

Pulaski High School

Pulaski High School was identified as a School Identified for Improvement Level 5 in 2007-2008. A myriad of sanctions have been imposed upon Pulaski, not one of which has proven to demonstrate gains in student achievement. The most recent reform effort (First Things First) at Pulaski was leveraged as a potential solution to providing targeted professional development to teachers while simultaneously improving instructional strategies, intervention efforts and classroom practices to support their students. In addition to the imposed sanctions relative to their SIFI status, changes in instructional leaders have not demonstrated significant gains in literacy and mathematics.

Pulaski High School's population is made up of 45% female and 55% males. Twenty one percent of the students at Pulaski are identified as having special education needs. Pulaski also has a high population of students who are English Language Learners (37%) with an overall Hispanic population of 37%. Forty-five percent of Pulaski's student population is African American. The school also has 9% White students and 6% Asian. The school has a total of 579 students who are overage for their grade and 572 students who are at high or moderate risk of not graduating on time, which equates to about 54% of their population. Of the 1245 Pulaski's high school students, nearly 75% have a GPA of less than 2.0.

MPS used the following process to complete a needs assessment for Pulaski High School:

- (1) information about the school's identification as a persistently low performing school and the School Improvement Grant was provided for all school staff;
- (2) the Regional Executive Specialist assigned to Pulaski met with the administrative team and school staff to respond to questions/concerns;
- (3) retired principals were recruited and trained to conduct focus group sessions from February 25th to March 2nd (see appendix for the training session agenda and materials and the focus group schedule) with staff members who are currently employed;
- (4) teachers completed an anonymous survey about the needs of the school;
- (5) Research and Evaluation and Human Resources provided data about staff and student performance;
- (6) the regional team worked collaboratively to analyze and summarize Pulaski's needs and offered input to determine the model that is the best "fit" for the school;
- (7) the Regional Executive Specialist and the Superintendent finalized the decision about the reform model to be implemented;
- (8) a data retreat was facilitated by Research and Evaluation with support from the District Identified for Improvement Supervisors to align the School Improvement Plan and School Improvement Grant federal requirements;
- (9) a school team reviewed and provided feedback about their school plan.

Pulaski's greatest needs are in increasing academic achievement and building a positive school climate. Specifically,

- Increase RTI development
- Provide extended learning in math and reading opportunities for students
- Monitor and reward teachers and students for successes
- Improve teacher effectiveness related to classroom instruction to improve teacher efficacy, classroom management, instructional strategies, motivation and curriculum
- Provide embedded ongoing professional development designed to meet teachers' needs (CLP, CMSP, PBIS)
- Collaborate with vendor on professional development, instruction, assessment, and monitoring

Reading

- Over time, student achievement on the WKCE in reading has fluctuated from a high of 36.8% proficient and advanced in 2008-09 to the current 25.9% proficient and advanced in the 2010-11 school year. Reading achievement has remained significantly below the state average of 76.3% proficient and advanced which is the 5 year benchmark for SIG schools.
- White students outperformed students of color until 2009-10 when all groups performed worse. White student performance dropped dramatically this year from 56.3% proficient and advanced in 2008-09 to 16.7% proficient and advanced in 2009-2010.
- On the October administration of the reading portion of the MAP assessment, 50.8% of the students taking the test at Pulaski were proficient and advanced. On the February administration, the percentage of students performing in this range dropped to 39.3%.
- Pulaski's mean RIT score in the fall for reading was 208.7, and a value added winter target was established as above 210.9. Pulaski's mean RIT score in the winter for reading was 208 indicating that students taking the test performed lower than

VIII. STATEMENT OF NEED (cont'd)

other students at the same level of poverty.

- Mean RIT scores and value added winter targets were also established for each grade level. In reading, none of the grade levels met the value added RIT performance targets established.

Math

- Over time, student achievement on the WKCE in math has fluctuated from a high of 28.9% proficient and advanced in 2007-08 to a low of 18.6% proficient and advanced in 2009-10. All years were significantly below the state average of 69.9% proficient and advanced which is the five year benchmark for SIG schools.
- There was an increase in math performance from 2009-10 to 2010-11 (18.6% to 23.6%).
- No student subgroup has performed especially well in math over time. However, African American students are performing at a far lower rate.
- On the October administration of the math portion of the MAP assessment, 32.4% of the students taking the test at Pulaski were proficient and advanced. On the February administration, 26.7% were proficient and advanced.
- Pulaski’s mean RIT score in the fall for math was 215.6, and a value added winter target was established as above 216.5. The school’s mean RIT score in the winter for math was 215.2 indicating that students taking the test at Pulaski performed worse than other students when the effects of poverty were controlled.
- Mean RIT scores and value added winter targets were also established for each grade level. In math, 10th graders at Pulaski met the value added RIT performance target established. Ninth, 11th and 12th graders did not.

Climate

Staff and student responses from the annual 2010-2011 climate survey suggests mixed results relative to the determination of a climate that has potential for implementation of instructional practices that are conducive to learning. For example:

- 46.5% of teachers agree or strongly agree that Pulaski has friendly and welcoming atmosphere.
- 57.7% of students agree or strongly agree that Pulaski has a friendly and welcoming atmosphere.
- 62.8% of teachers agree or strongly agree that Pulaski staff has high expectations for students
- 70.4% of students agree that Pulaski staff has high expectations for students.
- 29.3% of teachers agree or strongly agree that Pulaski students come to school focused on learning.
- 33.0% of students agree or strongly agree that Pulaski students come to school focused on learning.
- 51.2% of teachers disagree or strongly disagree with the fact that they are more focused on controlling students' behavior than on teaching and learning.
- 55.3% of students disagree or strongly disagree with the fact that they are more focused on controlling students' behavior than on teaching and learning.

Overall Achievement

The ACT provides another view of achievement. The number of students taking the ACT from Pulaski and performing as “college ready” in all four core content areas over time is displayed by the data below. In the last two years, less than 1% of the students taking the ACT met the criteria for college ready.

Percent of Pulaski Students Taking ACT Performing as College Ready

2006-07	2007-08	2008-09	2009-10
3.1%	1.3%	0.3%	0.4%

Pulaski will require significant reform intervention to dramatically improve outcomes for all students. A turnaround model was originally proposed, however, due to renewed commitment of staff to be part of the reform efforts, the Superintendent and the Regional administrator have decided to provide support to Pulaski using the **Transformation Model**. Efforts to effectively recruit, retain and remove ineffective staff paired with mandatory professional development, in-classroom modeling, coaching and monitoring on a systematic and ongoing basis will be included in the reform effort. A new transformation reform vendor will be solicited to support reform efforts.

VIII. STATEMENT OF NEED (cont'd)

Northwest Secondary

Northwest Secondary's school population is made up of 95% African-American students 48% female and 52% males, with a quarter of their population in special education. The school has a total of 350 students who are overage for their grade, which equates to 35% of their population. There are 242 high school students who are at high or moderate risk of not graduating on time, which is 51.3% of the high school population. Of the 471 Northwest high school students, 84.5% have a GPA of less than 2.0. Significant work needs to be done at Northwest Secondary in order to change the direction that their students are headed. Teacher responses on the Instructional Practices Survey (IPS) indicate a lack of instructional differentiation and lack of teacher ownership for underperforming students. These are several of the reasons that the Turnaround Model was selected. Even with the ability to hire back up to 50% of the current staff, much closer to only 25% of the existing staff were offered positions to return to the school.

Since the creation of Northwest Secondary in 2007, the leadership of the school will have changed four times. Teachers have not used available data to help inform instruction. Teachers do not feel secure in teaching specific content areas. They are also challenged in the area of differentiating instruction for the needs of their students. Learning supports have been lacking in either leadership or commitment from the staff. The school climate has been one of "two schools" where neither is taking responsibility for the lack of academic progress for their students. Since the merger of the two schools, it is obvious that the school's vision has been lost and a new one needs to be created.

Changing student enrollment continually impacts teachers' ability to move students forward. Northwest Secondary has a high mobility rate as well as being a school who often receive reassigned students via Central Office suspension hearings. This adds to the continuing behavioral concerns that the school has encountered. The majority of the students who come to Northwest are academically delayed. Staff reported that the average student is at least one year behind when they walk through the doors of Northwest Secondary. This makes it difficult to deliver grade level curriculum effectively to all students. More professional development is needed in the area of differentiation while maintaining academic rigor. The staff notes a lack of student ownership for their learning.

The greatest areas of need for Northwest Secondary were identified for administration and teaching staff in several areas including:

- School Staff Needs
 - Administrator training (fourth administrator in 3 years)
 - Teacher accountability (No Learning at a Glance, or L@G, surveys were conducted in 2010-2011, as well as a lack of constructive teacher evaluations and poor teacher attendance with 45% more teacher absences than the district average)
 - Data Based Decision Making (According to the Instructional Practices Survey, or IPS,, 60% of staff feel they need additional professional development around the use of data to drive instruction).
- Student Academic Needs
 - Instructional Practices (based on consistently low performance on WKCE and MAP, and 85% of students having lower than a 2.0 GPA)
 - Ongoing support from regional team for modeling and coaching of the Comprehensive Literacy Plan and implementation of the Comprehensive Math and Science Plan to improve academic achievement.
 - Academic Rigor (according to the 2009-10 L@G data, 37% of classrooms had little to no teaching going on in them and less than 10% of teachers were observed providing students with feedback around their work).
 - Differentiation of Instruction (According to the IPS, 45% of teachers admit to not differentiating for students and according to the 2009-10 L@G data, only 22% of classrooms were observed providing differentiation).
 - Data Based Decision Making (see School Staff Needs)
- Student Social-Emotional Needs (based on 3rd highest suspension rate in the district, as well as low attendance)
 - Strategically eliminate and streamline interventions to impact a positive school climate.
 - Positive Behavior Interventions and Support.

Staff Needs

Building the capacity of administrators and staff to lead and implement changes in practice is identified as the first critical need for Northwest Secondary. Though this is an area of need the staff did identify some strengths in this area.

VIII. STATEMENT OF NEED (cont'd)

When asked about the strengths and needs of their school, teachers at Northwest Secondary identify the following strengths:

- Experienced staff that are diverse and have expertise in the field of education.
- Positive staff and student relationships.

When asked about weaknesses staff acknowledge needs in the areas of:

- student behavior,
- school culture, and
- academic achievement.

Another concern for the school remains teacher attendance. The school average has historically been close to 45% more teacher absences than the district average. In 2010-2011, teachers were absent an average of 11.02 days compared to the district average of 6.12 days. This concern will be addressed in the activities area which will state incentives for current staff to attend regularly. The Turnaround Model allows up to 50% of the staff to be rehired, however, less than 25% were asked to return. New staff should help reduce the number of teacher absences.

The needs will be addressed by:

- Principals, other administrators, staff, parents, students and community members will work to create a shared vision for what the school will be like as a result of this school turnaround reform effort and communicate a focused plan for what the school will do to improve. Regular examination of student data from several sources will assist all staff in understanding the need for change.
- This building administrator will receive intensive professional development focused on skills needed to lead in a turnaround model environment.
- Assisting teachers to improve the rigor and pedagogy of the instruction provided to students will require professional development, coaching, and monitoring. Designed around the needs of Northwest Secondary teachers, the professional development provided must be mandatory, provided to the extent possible within the school day, and driven by student data. Based on the needs assessment conducted, this should include classroom management, lesson planning, creating and using data from formative assessments to guide instruction, as well as specific math and English/language arts curriculum content.
- All staff requires continued professional development to guide the implementation and use of PBIS as student behavior and social-emotional development remains a significant challenge as described above.

Student Academic Needs

Improving the academic achievement of all students at Northwest Secondary to prepare them to graduate on time, prepared for college or post secondary career choices is identified as the second critical need at Northwest.

Improving teachers' instructional practices are crucial in improving student performance at Northwest Secondary.

An analysis of the school's Learning At a Glance (L@G) walkthrough data suggests the need for significant reform. According to the Spring 2009-2010 L@G data:

- Greater than 17% of classrooms observed had no educational activity taking place.
- Greater than 20% of classrooms had half or less of their students engaged in a learning activity.
- Only 3% of classroom teachers were communicating high expectations to their students.
- Only half of all teachers observed were monitoring student progress toward expected outcomes.
- Less than 10% of teachers provided student feedback towards expected performance.
- Nearly 75% of student engagement was observed in independent activities.
- Only 22% of classrooms were observed using differentiated instruction.
- Greater than 27% of students could not indicate the instructional focus for the lesson.
- Only 32% of students understood how to determine whether their work was good.

Though much data is collected, teachers rarely use this data to inform their instruction.

The following information from WKCE, the MAP, SAIL, and the ACT is provided to describe the academic performance of students currently attending the school.

Reading

- Over time, student achievement on the WKCE in reading has declined from a high of 39.4% proficient and advanced in 2008-09 to the current 30.8% proficient and advanced in the 2010-11 school year. Reading achievement remains significantly below the state average of 76.3% proficient and advanced which is the 5 year benchmark for SIG schools.
- The largest student subgroup at Northwest Secondary is African American. In reading, this group performs similarly to

VIII. STATEMENT OF NEED (cont'd)

the school overall.

- On the October administration of the reading portion of the MAP assessment, 22.7% of the students taking the test at Northwest Secondary were proficient and advanced. On the February administration, 22.7% were again proficient and advanced. On the May administration, there was an increase to 27.5% proficient and advanced.
- Northwest Secondary's mean RIT score in the fall for reading was 200.4, and a value added winter target to control for student demographics was established as above 203.1. Northwest Secondary's mean RIT score in the winter for reading was 202 indicating that the target was not met. Northwest Secondary's mean RIT score in the spring for reading was a 205.6, achieving a 204.8, missing the indicated target by six-tenths.
- Mean RIT scores and value added winter targets were also established for grade levels. In reading, only the 7th grade met the value added winter RIT performance targets established. Ninth grade met their value added target of 207.6 in the spring with a 207.8.

Math

- Over time, student achievement on the WKCE in math has improved slightly from a low of 18.1% proficient and advanced in 2008-09 to a high of 22.6% proficient and advanced in 2010-11. This is significantly below the state average of 69.9% proficient and advanced which is the five year benchmark for SIG schools.
- The largest student subgroup at Northwest Secondary is African American. In mathematics, this group performs about the same as the school overall.
- On the October administration of the math portion of the MAP assessment, 10.7% of the students taking the test at Northwest Secondary were proficient and advanced. On the February administration, 11.6% were proficient and advanced. On the May administration scores regressed to the fall level of 10.7% proficient and advanced.
- Northwest Secondary's mean RIT score in the fall for math was 204.2, and a value added winter target to control for student demographics was established as above 206. The school's mean RIT score in the winter for math was 205.6 indicating that the target was not met. However, 9th graders at Northwest Secondary met the value added RIT performance targets established. Northwest Secondary's mean RIT score in the spring for math was a 207.6, achieving a 208.8, surpassing the value added goal.
- Mean RIT scores and value added spring targets were also established for all grade levels. With the exclusion of 6th grade, all other grades exceeded the value added district target.

The ACT provides another view of achievement. The number of students taking the ACT from Northwest Secondary and performing as "college ready" in all four core content areas is 0%, that is, no students taking the ACT at Northwest Secondary have performed as college ready.

In 2010-2011, MPS also instituted an early warning system, known as SAIL (Student Academic Indicators for student Learning) to identify students at risk for graduation from high school. In the category of total quality credits (requires a grade of C or better), 187 students were identified as at high risk for not graduating.

About 75% of the staff report that the school has high expectations for students, and almost the same percentage of high school students agree. About half of both staff (56%) and students (47%) feel there is a positive atmosphere for learning in the school. While more than half of the staff members feel students focus on learning, only 27% of students agree that they do. Finally, while more than 90% of the staff feels they give students challenging work, only 73% of the students agree with that perception.

Student Social-Emotional Needs

Improving student level of student engagement and providing supports to help them to positively interact in small and large groups with peers and adults within the school setting is identified as the third critical need at Northwest.

Teachers have identified several initiatives in place at Northwest Secondary, including:

- Community Learning Center
- Credit recovery
- City Year Corp
- after school tutoring
- robotics program
- Project Lead the Way (PLTW)
- GEAR UP
- sports programs
- violence prevention program
- counseling program, etc.

VIII. STATEMENT OF NEED (cont'd)

Having so many initiatives has been a barrier in implementing a successful PBIS program within the school.

Climate

The average attendance rate at Northwest Secondary has hovered around 79% for the last three years but increased to 83.9% in the current year. This is below the district goal for high schools of 90%.

- All student groups attend at a similar rate, but Asians consistently have the best attendance.
- The teacher absence rate has improved over the last three years, but remains significantly higher than the district average (11.02 average days absence per teacher compared with 6.12 days average absence for the district).
- The overall student suspension rate has increased over the last three years at Northwest Secondary from 65.1% in 2007-08 to 71.5% in 2009-10. The number of students suspended dramatically decreased from 932 students during 2009-2010 to 548 students in 2010-2011. Though this is a decrease of 41.2%, it remains the 3rd highest number of students in the district.
- African American and Native American students were more likely to be suspended and Asian students least likely.
- Special Education students in 8th and 12th grade were more likely to be suspended than non-special education students.

Northwest Secondary Student Suspensions from the Learning Environment and Overall Suspensions

	% of Susp. from Learn. Environ.	Overall Number of Susp.
2007-08	73.6%	3,717
2008-09	80.9%	3,662
2009-10	83.6%	4,550
2010-11	44.1%	1,237

- Staff identifies improving student behavior as a significant need. Staff report that the school does not have effective and meaningful consequences and those suspensions do not mean anything. Detentions are not served and there is no consistency or follow through as it relates to behavior.
- Staff reports that students do not respect adult authority and that there are no wrap around services for the high needs of the community.
- Staff feels more professional development in classroom management and PBIS is needed.
- These perceptions are consistent with the staff and student climate surveys where only 45% of the staff and 35% of the students agree that there is an atmosphere of respect among staff and students and a third of the high school students report that they do not feel safe at school. While 75% of the staff reported that the school has a welcoming atmosphere, only 50% of the students agree with that perception.

The key areas as prioritized in the needs assessment and the statement of need are: Staff Needs, Student Academic Needs and Student Social-Emotional Needs. These key areas demonstrate the need for significant change in leadership, staff, curriculum, instruction and the organizational structure of Northwest. The above data analysis was conducted by school and regional staff. Regional staff met to determine an appropriate reform model for Northwest Secondary. The intensity of the needs dictate the call for a rigorous reform model. As a result, the Turnaround Model was recommended to the Superintendent as a reform model for Northwest Secondary. The Turnaround Model was selected in order to provide Northwest Secondary with new leadership, new staff, and intensive instructional support while maintaining the enthusiasm of continuing staff members who are embracing the reform effort. The Regional Executive Specialist concurs with the Superintendent's recommendation to apply the **Turnaround Model** to the school with the support of an external vendor to guide reform and provide intensive professional development.

VIII. STATEMENT OF NEED (cont'd)

Hamilton High School

MPS used the following process to complete a needs assessment for Hamilton High School:

- (1) information about the school's identification as a persistently low performing school and the School Improvement Grant was provided for all school staff;
- (2) the Regional Executive Specialist assigned to Hamilton met with the administrative team and school staff to respond to questions/concerns;
- (3) retired principals were recruited and trained to conduct focus group sessions from February 25th to March 2nd (see appendix page for the training session agenda and materials and the focus group schedule) with staff members who are currently employed;
- (4) teachers completed an anonymous survey about the needs of the school;
- (5) Research and Evaluation and Human Resources provided data about staff and student performance;
- (6) the regional team worked collaboratively to analyze and summarize Hamilton's needs and offered input to determine the model that is the best "fit" for the school;
- (7) the Regional Executive Specialist and the Superintendent finalized the decision about the reform model to be implemented;
- (8) a data retreat was facilitated by Research and Evaluation with support from the District Identified for Improvement Supervisors to align the School Improvement Plan and School Improvement Grant federal requirements (see appendix page for agenda and materials used);
- (9) a school team reviewed and provided feedback about their school plan.

Hamilton's greatest needs are:

Leadership Effectiveness

- Ensure all members of the administrative team are involved and accountable as instructional leaders and the development of programs and initiatives leading to improvements in student achievement
- Improve administrative and staff collaboration
- Strengthen the lines of communication between all members of the educational community
- Ensure staff members are accountable for the implementation of programs and initiatives designed to enhance student achievement

Teacher Effectiveness

- Embed professional development related to reading across all content areas
- Improve teacher effectiveness related to classroom instruction to improve: teacher efficacy, classroom management, instructional strategies, motivation and curriculum

Real Time Data

- Review and analyze data using Professional Learning Communities embedding the ClasStat process to assist teachers with using data to inform instruction involving daily planning and preparation.
- Enhance school climate

Standards Based Curriculum and Assessment

- Strengthen the Language program and full inclusion opportunities for students with disabilities

Student Support and Engagement

- Enhance school climate
- Decrease 9th grade suspensions and increase attendance.

Longitudinal trend data was reviewed and analyzed over three consecutive years on the following high school performance indicators:

- Reading Performance – 10th grade WKCE
 - 36.4% proficient and advanced in the 2010-11 school year (39.9 % below the state average of 76.3%).
- Math Performance – 10th grade WKCE
 - 28.3% proficient and advanced in the 2010-11 school year (41.6 % below the state average of 69.9%).

VIII. STATEMENT OF NEED (cont'd)

- The ACT provides another view of achievement. Based on the chart below, the number of students taking the ACT from Hamilton and performing as “college ready” in all four core content areas has declined.
 - Percent of Hamilton Students Taking ACT Performing as College Ready

2006-07	2007-08	2008-09	2009-10
7.8%	4.4%	2.0%	3.2%
- Attendance Rate: 2010-2011 rate is 84.1%, which is 5.1% below the district goal of 90%.
- Suspension Rate: 2010-2011 rate is 12.8% of all students.
 - Students with disabilities are suspended more than non-disabled students
 - 9th grade students are suspended at a rate that is two times or more frequent than any other grade
 - Suspensions in the learning environment as of June 15, 2011 are 68.3%.
- Graduation Rate: 2009-2010 rate was 76.1%.

School Climate Survey 2010

According to the **School Climate Survey of 2010**, over 50% staff and over 43% of students feel classrooms are unsafe; 73.8% of staff disagree that students respect teachers; 31.4% of staff disagree that there are high expectations for students; 52.4% of staff disagree that students are focused on learning; 43.1% of staff disagree that their school has a positive atmosphere and 35% of students do not look forward to attending school.

Instructional Practices Survey 2010

Some 56.0% of teachers identified a need for more content area professional development.
Some 27.0% of teachers feel mostly responsible when students fail classes/school.

Student Groups

Reading, math, and graduation rates have been disaggregated by race, ethnicity, disability, and economic status. Based on this analysis the following targeted populations will include African American, Hispanic, English Language Learners, students with disabilities, students who are economically disadvantaged. All listed subgroups did not meet adequate yearly progress in reading and math.

Based on trend data, the following school improvement needs have been identified:

- Collaborative leadership and decision-making structures must be established and supported at every level.
- The rigor and effectiveness at Hamilton High School must be enhanced to assure each student has the knowledge and skills required for promotion at each grade level.
- Interventions in literacy and math must be identified and implemented with fidelity.
- Professional development is needed for identified interventions.
- Data-based inquiry and decision-making must be mandated and monitored to ensure individual student needs are being met.
- Positive Behavior Intervention and Supports must be consistently implemented school wide to maximize appropriate behavior.
- Ongoing professional development and teacher training in leadership, content-knowledge, technology and behavior management is needed to ensure that programs, initiatives, and school improvement efforts are effectively implemented.
- Implement a continuum of interventions and learning supports to meet the diverse needs of students at Hamilton.

Professional Development & ClasStat

Professional development was offered to staff members on a consistent basis. Half of the ninety minute block was dedicated to professional development at least twice a month. It was offered by the Curriculum Generalist, the Instructional Coach Literacy and the PBIS Coach. It was not based on a needs assessment to get a good understanding of the professional development needs of the teachers nor was it differentiated.

In order to ensure that professional development is offered to teachers to support instruction, the following needs have been identified:

- Administrative visibility at professional development sessions needs to be a priority.
- Professional development must be monitored by the administrative team on an ongoing basis and teachers require descriptive feedback and coaching to support continuous improvement.
- Teachers beyond the 9th grade and also teachers in other content areas besides English and math need to be included in the ClasStat process.
- Implement and monitor usage of the ClasStat process in each classroom to improve student learning. Intensive professional development is necessary for the ClasStat process to demonstrate gains in student achievement.

VIII. STATEMENT OF NEED (cont'd)

- Before school begins, teachers need to have the opportunity to participate in a professional development survey to determine specific needs of teachers in the area of instruction. This will also lead to differentiating professional development for teachers.
- Strategies to encourage, motivate and support teachers in their efforts to collaborate with one another will be employed to foster positive teacher to teacher relationships.
- Teachers need information regarding the effective use and implementation of lesson plans including the use of classroom data to make informed instructional decisions that will increase student achievement.

Professional Climate

- Clarity around the roles and responsibilities of individuals external to the administrative team need to be clearly defined.
- Clear lines of communication to disseminate information that is pertinent to (1) creating a sense of urgency and (2) to ensure that all staff members are abreast of programs/initiatives that are designed to increase student achievement needs to be implemented systematically.

The district Regional Executive Specialist and regional support staff members concur with the Superintendent's recommendation to provide Hamilton intensive support for reform through an external provider and the **Transformation Model**. The Transformation Model will allow for capacity building that will capitalize on a stable staff and assist with the creation of a systematic infrastructure necessary for rapid turnaround in mathematics and literacy. The Transformation Model will allow for a change in leadership and increase in operational flexibility. The Transformation Model will focus the school on increasing students' sense of belonging and engagement in school while improving behavior. In addition, to rigorous review process used to select an external vendor will ensure that intensive amounts of research based professional development will be provided to staff to address inadequate achievement in all subgroups of students in all core subject areas over at least 4 years. Additionally, research based intervention and double-dose instruction for struggling students will provide the rapid gains in achievement needed. This model will provide the resources, professional development and framework to enrich existing programs and initiatives needed for a greater impact on students' academic achievement, capacity building and sustainability.

IX. SCHOOL PLAN WASHINGTON ELOB					
School Name Washington High School Expeditionary Learning (WHS ELOB)			Reform Model Closure		
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
Students who attended WHS ELOB during the 2010-2011 school year will be offered placement in a higher performing school.		July, 2011 – September, 2011	Regional Executive Specialist	\$1,000 supplies / postage	

IX. SCHOOL PLAN WASHINGTON IT

For additional schools, copy and paste the school plan for each Tier I and Tier II school receiving SIG funds.

For each eligible Tier I or Tier II school, complete the plan for the reading and mathematics goals, and, if applicable, other goals the LEA will implement with SIG funds. Plans must address the needs identified through data analysis for each school. The plan must include all elements of the selected reform model as identified in the guidelines. If current grant period activities address a reform model requirement, use the numbering system in Appendix A and identify the requirement in the column titled "Model Requirement Number." Full implementation of the selected model must begin at the start of the 2011-12 school year.

School Name		Reform Model			
Washington Information Technology		Transformation			
School Year	WKCE Reading Goal	Evaluation Methods <i>e.g., WKCE data, local assessment, etc.</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2011-12	By the close of the 2011-12 school year, the proficiency rate in reading will be 18.6% as measured on the November 2012 WKCE.	WKCE	November 2010 WKCE in reading 8.6% proficient and advanced.		
2012-13	By the close of the 2012-13 school year, the proficiency rate in reading will be 28.6% as measured on the November 2013 WKCE.	WKCE			
2013-14	By the close of the 2013-14 school year, the proficiency rate in reading will be 38.6% as measured on the November 2014 WKCE.	WKCE			

To meet the five-year trajectory for student performance to be at or above the state average:

Identify additional reading goals for **2014-15**.

By the close of the 2014- 15 school year, the proficiency rate in reading will be 58.6% as measured on the November 2015 WKCE or the then current state reading assessment.

Identify additional reading goals for **2015-16**.

By the close of the 2015- 16 school year, the proficiency rate in reading will be equal to or better than the current state average of 76.3% as measured on the November 2016 WKCE or will be equal to or better than the then current state reading assessment.

School Year	Other School Goals	Evaluation Methods <i>e.g., WKCE data, local assessment, etc.</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	
2011-12	By the close of the 2011-12 school year, the proficiency rate in mathematics will be 18.6%, as measured on the November 2012 WKCE.	WKCE	8.6% of students were proficient and advanced based on the November 2010 WKCE.		
2012-13	By the close of the 2012-13 school year, the proficiency rate in mathematics will be 28.6% as measured on the November 2013 WKCE.	WKCE			
2013-14	By the close of the 2013-14 school year, the proficiency rate in mathematics will be 38.6% as measured on the November 2014 WKCE.	WKCE			

To meet the five-year trajectory for student performance to be at or above the state average:

Identify additional mathematics goals for **2014-15**.

By the close of the 2014-15 school year, the proficiency rate in mathematics will be 54% as measured on the November 2015 WKCE or the then current state math achievement assessment.

Identify additional mathematics goals for **2015-16**.

By the close of the 2015-16 school year, the proficiency rate in mathematics will be equal to or better than the current state average of 69.9% as measured on the November 2016 WKCE or the then current state math achievement assessment.

School Year	Other School Goals	Evaluation Methods <i>e.g., WKCE data, local assessment, etc.</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2011-12	95% of all students will participate in the MAP (universal screener) for reading at each administration.	MAP participation data	78.5% participation fall 2010-11; 80.9 % participation winter 2010-11; 66.2% participation spring 2010-11		
2011-12	All assessed grades will meet/exceed the district established MAP value added growth targets in reading. Value added targets represent a .5 standard deviation growth beyond that expected based on the student's demographic profile.	MAP value added RIT performance targets for reading	At or above 206.6 based on spring 2011 value added target for the school.		
2011-12	95% of all students will participate in the MAP (universal screener) for mathematics at each administration.	MAP participation data	78.5% participation fall 2010-11; 79.6% participation winter 2010-11; 66.2 % participation spring 2010-11		
2011-12	All assessed grades will meet/exceed the district established MAP value added growth targets in mathematics. Value added targets represent a .5 standard deviation growth beyond that expected based on the student's demographic profile.	MAP value added RIT performance targets for mathematics	At or above 207.6 based on spring 2011 target for the school.		
2011-12	Overall student attendance will increase from 83.8% to at or above 90%, the district target for high schools.	MPS attendance data	83.8% based on 6/15/2011 MPS attendance data		
2011-12	Suspensions from the learning environment will decrease from 69% to 59%.	MPS suspension data	Rate of suspension from the learning environment is 69.5%. Total number of suspensions is 618, overall suspension rate is 44.1% based on 6/15/2011MPS data.		
2011-12	Teacher absences will be maintained at or below the district average of 8.3 days per	MPS teacher absence data	4.3 average days absent per teacher during 2009-10		

School Year	Other School Goals	Evaluation Methods <i>e.g., WKCE data, local assessment, etc.</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
	year.		based on MPS 6/2011 data		
2011-12	The number of students identified as at high risk for Total Quality Credits on the SAIL will decrease 30% or 83 students.	MPS SAIL data	280 students at high risk for total quality credits based on June 15 th MPS data.		

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p><u>Work Plan 1: Hire an External Partner</u> Select an External Partner who has experience in transforming secondary schools from low achieving to high performing educational institutions and who provides on-the-ground leadership support for the school principal and assistant principal. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Release a Request for Proposal (RFP) advertising the External Partner availability adhering to the procurement procedures. • Create an environment that is attractive to high-quality educational vendors. This environment would include components that are aligned to the Mass Insight’s Turnaround Challenge 3 C’s (conditions, capacity and cluster). • Develop a rigorous process to select an external partner whose experience matches the qualifications for Washington High School. • Screen RFP responses and select finalists. • Request that finalists conduct a presentation to the RFP selection committee on how their support would successfully transform the school. • Select the External Partner who they feel will provide the support needed for Washington High School to transform into a high performing school and submit the recommendation to the Superintendent. • Negotiate a contract outlining roles and responsibilities of the External Partner as well as the district and relevant schools. Contract will include performance-based goals for the External Partner that will outline financial consequences 	Trans 4, 12	July 2011 RFP was posted April 26, 2011. Proposals deadline May 18, 2011. Vendor demonstrations took place June 13, 2011. Vendor selection finalized June 14 th and submitted to the board July 1, 2011. Completed	<p>Work Plan Owner: Superintendent & Metro Region Executive Specialist</p> <p>Support: -Board -Superintendent -Regional Executive Specialist</p>	\$500,000	

IX. SCHOOL PLAN (cont'd.)

<p>should the goals not be met.</p> <ul style="list-style-type: none"> Superintendent will review the recommendation and, if in agreement with the selection, submit it to the Board for approval by June 30, 2011 		<p>June 30, 2011</p>			
<p>Current Year Activities</p>	<p>Model Requirement Number</p>	<p>Timeline for Activities</p>	<p>Person(s) Responsible</p>	<p>SIG Funds Requested</p>	<p>Progress <i>Complete for Interim and End-of-Year Reports</i></p>
<p><u>Work Plan #2: Leadership Effectiveness</u> The Regional Director of School Support will work collaboratively with the principal to ensure that the principal has sufficient operational flexibility in areas of staffing, scheduling, resources and budgeting. Quarterly reports will be submitted to the Regional Executive Specialist to be included in the SIG quarterly reports for District and School Improvement.</p> <p>2.1: Hire a principal for Washington High School who has the capacity to serve as an instructional leader and a catalyst for change that will positively impact student achievement and effectively transform the school. In order to successfully implement Work Plan 2.1, Milwaukee Public Schools (MPS) will replace the current principal adhering to the guidelines provided in the School Improvement Grant Transformation Intervention Model and will execute the following:</p> <ul style="list-style-type: none"> Post the vacant principal position. Screen candidate applications to select only those candidates who possess and demonstrate the leadership skills necessary to serve as a catalyst of change. Interview applicants who meet the screening criteria and select a minimum of three finalists to submit to the Superintendent for consideration. Select a candidate who will serve as the principal for Washington High School for the 2011-2012 school year and submit his or her name to the Board for approval by June 30, 2011. This will 	<p>Turn 2</p> <p>Trans 1, 3</p>	<p>Quarterly (October 2011, January 2012, March 2012, May 2012)</p> <p>July 2011</p> <p>May 11, 2011</p> <p>June 2011</p> <p>June 30, 2011</p>	<p>Regional Executive Specialists, Regional Director of School Support, Principal, DIFI Supervisor</p> <p>Work Plan Owner:</p> <ul style="list-style-type: none"> - Superintendent - Regional Executive Specialist <p>Support:</p> <ul style="list-style-type: none"> -Board -Selected School Staff -External Partner 	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

<p>be the responsibility of the Superintendent.</p> <ul style="list-style-type: none"> The newly appointed principal to select an assistant principal who will compliment the leadership of the school and contribute to the successful implementation of the School Improvement Grant Transformational Plan. 	<p>Turn 1, 2</p>	<p>August 2011</p>			
<p>Current Year Activities</p>	<p>Model Requirement Number</p>	<p>Timeline for Activities</p>	<p>Person(s) Responsible</p>	<p>SIG Funds Requested</p>	<p>Progress <i>Complete for Interim and End-of-Year Reports</i></p>
<p>2.2: Provide professional development, coaching, and project management for the principal and school leadership team to strengthen their capacity and knowledge on how to lead the bold and innovative change needed at Washington High School to improve academic performance. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> Select a leader who has a proven track record of transforming low performing schools into high performing ones to serve as the Chief Transformation Officer for Washington High School during the term of the contract. Principal will participate in turnaround leadership professional development provided by a turnaround leadership vendor will be aligned to the support provided by the instructional vendor and regional team. 	<p>Trans 4, 12</p>	<p>Quarterly reports will include professional development plan relevant dates (September 2010, November 2010, February 2012, April 2012)</p> <p>September 2011 leadership begins with coaching and support through June 2012. Second phase of training to begin June 2012.</p>	<p>Work Plan Owner: External Partner</p> <p>Support: Regional Executive Specialist, Regional Coordinator of C & I, Regional Director of School Support</p> <p>Work Plan Owner: Turnaround Leadership Vendor, Regional Executive Specialist</p>	<p>\$5,000 travel (vendor budgeted in SIG cohort I)</p>	

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>The duties of the Chief Transformation Officer will include but not be limited to:</p> <ul style="list-style-type: none"> • Provide on-the-ground support for the Washington High School principal and leadership team on a weekly basis focusing in the areas of instructional leadership. • Provide project management guidance and support for the principal to effectively implement the School Improvement Grant Transformational Plan. This will be the responsibility of the turnaround or transformation team provided by the external partner. • Facilitate opportunities for the principal and assistant principal to participate in a Leadership Learning Community that will discuss concepts and strategies that will align with today’s best-practice leadership literature and research. • Co-facilitate the Leadership Team meetings that will be scheduled and hosted at the school weekly. The agenda for these meetings will be constructed around the effective execution of the School Improvement Grant Transformational Plan. • Meet with the Metro Region Regional Executive Specialist, minimally, on a monthly basis to provide status updates on the progress of the Washington High School toward meeting the goals of the 2011-2012 School Improvement Grant Transformational Plan. • Provide development for the Washington High School principal and assistant principal with a focus on the National Principal Standards and the Dimensions of Leadership as defined in the book titled “The Learning Leader.” • Assist school administrators in using a variety of walk-through templates to help Leadership Teams assess and evaluate how the faculty prepares students for purposeful learning. 	<p>Trans 2</p>	<p>Leadership Team meetings will take place weekly September 2011-June 2012.</p> <p>Monthly beginning October 3, 2011.</p> <p>Monthly beginning October 3, 2011.</p> <p>Monthly beginning October 3, 2011.</p> <p>Quarterly beginning September 2011.</p>	<p>Work Plan Owner: External Provider, Regional Executive Specialist</p> <p>Support: Math Specialist Literacy Specialist</p> <p>Regional Director of School Support</p>		

IX. SCHOOL PLAN (cont'd.)

<ul style="list-style-type: none"> The Regional Director of School Support will work collaboratively with the principal to ensure that the principal has sufficient operational flexibility in the areas of staffing, scheduling, resources and budgeting. Quarterly reports will be submitted to the Regional Executive Specialist to be included in the SIG quarterly reports for District and School Improvement. 	<p>Trans 2</p>	<p>Quarterly beginning September 2011.</p>	<p>Regional Director of School Support</p>		
<p>2.3: Establish an Educational Transformation Committee (ETC) at Washington High School to involve a representation of all stakeholders in the decision-making process. This group will serve as an advisory committee to the principal throughout the change process in the implementation of the School Improvement Grant Transformational Plan. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> Work with the External Partner to collaborate on the composition of the ETC. The recommended composition includes but is not be limited to: The Regional Executive Specialist, External Partner representatives, Parent Representative, Content Area Department Chairpersons including the electives, Student Representatives (9-12), MTEA Representative, Principal, Assistant Principal, Social Worker, Business and Community Representative, Guidance Counselors and Athletic Director. Schedule ETC meetings bi-weekly during the months of September, October, November, December and January and once a month during the months of August, February, March, April, May and June. Collaborate with the External Partner to develop ETC meeting agendas. Sign-in sheets, agendas, and minutes will be kept on file and submitted to the .2 School Improvement Facilitator 	<p>Trans 12</p>	<p>Twice a month: August 2011- January 2012</p> <p>Monthly: February 2012-June 2012</p>	<p>Work Plan Owner: Principal</p> <p>Support: -Regional Executive Specialist -External Partner -Regional C & I Coordinator -Regional Director of School Support , Instructional Coach Literacy & Math</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

<p>2.4: Implement an evaluation process during the 2011-2012 school year that will effectively provide ongoing feedback needed for the principal to grow professionally into an “agent of change” and instructional leader. The majority of the conversations and indicators of this comprehensive evaluation process will be around effective instructional strategies for teachers coupled with student achievement and the effective implementation of the School Improvement Grant Transformational Plan. In order to accomplish Work Plan 2.5, the Regional Executive Specialist will:</p> <ul style="list-style-type: none"> • Meet with the principal in September 2011 to discuss the components of the evaluation tool and set goals and expectations for the year. • Meet with the principal on a monthly basis to discuss strengths and areas in need of improvement being observed in the principal with a focus on the effective implementation of the transformational plan. • Conduct thorough school visits at Washington High School at least twice a month and debrief with the school principal. • Collaborate with the External Partner to assess the success of the principal in implementing the transformational plan. • Provide professional development opportunities for the principal based on observations in collaboration with the External Partner. <p>Complete a final evaluation of the principal primarily based upon the successful execution of the School Improvement Grant Transformational Plan and student achievement. In addition, the evaluation will include the principal’s progress toward mastery in the National Principal Standards: Leadership for Results, Vision and Mission, Teaching and Learning, Knowledge of Students and Adults, Culture, Strategic Management, Advocacy, Ethics, Reflection and Growth.</p>	<p>Trans 4, 12, 13</p>	<p>September 2011</p> <p>Once a month January 2012-June 2012</p> <p>Twice a month beginning September 6, 2011.</p> <p>Quarterly beginning in September. Monthly September 201-June 2012</p> <p>Final evaluation completed June 2012</p>	<p>Work Plan Owner: Principal, Regional Executive Specialist</p> <p>Support: - External Partner</p>	<p>NA</p> <p>\$97,587 part-time certificated/hourly (includes benefits) \$10,000 supplies and recognition \$5,000 supplies and professional development \$1,500 Meeting</p>	
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IX. SCHOOL PLAN (cont'd.)

				accommodations	
<p>2.5: Work with the Regional Executive Specialist, Research and Evaluation, Curriculum and Instruction, and District and School Improvement to align walkthrough tools and incorporate Fidelity of Implementation checks with External Provider’s walkthroughs.</p> <p>Provide professional development for leadership teams on how to conduct effective classroom walkthroughs based on the concepts outlined in the book entitled “Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning” by Elizabeth City to build their capacity to improve teaching and learning at their schools. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Purchase of copy of “Instructional Rounds in Education: A Network Approach to Improve Teaching and Learning” by Elizabeth City for each administrator. • Conduct a book study to highlight the key concepts within the book and demonstrate the application of these concepts to everyday instruction. • Schedule instructional rounds at other schools with which the External Partner works to allow administrators the opportunity to practice the methods and techniques described in the book and simultaneously improve the quality of teaching and learning at the sites in which these walkthroughs are conducted. • Require principal and assistant principals to conduct a minimum of ten classroom walkthroughs across the four academic content areas within the school, debrief on their findings with the External Partner and strategize how to overcome the gaps in instruction identified. The administrators will also include classes in non- 	<p>Trans 4</p>	<p>Weekly walkthroughs in 10 classrooms in 4 content areas and 4 walkthroughs in non-content classrooms</p> <p>September 2011</p> <p>Monthly beginning September 2011.</p>	<p>Work Plan Owner: External Partner</p> <p>Support: - Regional Executive Specialist - DIFI Supervisor -Principal -Assistant Principals -Instructional Coach Literacy -Instructional Coach Math</p>	<p>\$54,304 for a .5 FTE ICL (includes benefits)</p> <p>\$54,304 for a .5 FTE ICM (includes benefits)</p>	

IX. SCHOOL PLAN (cont'd.)

<p>core content areas so that a whole school instructional perspective is maintained by the school site leadership.</p>					
<ul style="list-style-type: none"> Require administrators to provide descriptive feedback to teachers related to their classroom walkthroughs in order to facilitate teachers' professional growth. This process should begin during the second week of school and will occur weekly with different teachers according to a pre-determined, staggered schedule. 		<p>Two weeks each month</p>			
<p>Work Plan #3: Teacher Effectiveness 3.1: Provide professional development, coaching, and instructional management for the instructional staff to strengthen their capacity and knowledge on how to facilitate teaching and learning that meets the needs of Washington High School students to improve their academic performance. To accomplish this Work Plan, the vendor will collaborate with the district to:</p> <ul style="list-style-type: none"> Appoint a Literacy Director, Mathematics Director, Science Director and a Special Education Director from the staff of the selected External Partner to provide weekly on-the-ground support for the instructional staff at Washington High School. Support and build capacity of the district reading and mathematics coaches assigned to Washington High School to ensure a consistent and uniform delivery of professional development. Utilize the Coaching Continuum (Observe, Model, Co-Teach, Coach, and Re-observe) to provide job-embedded professional development for struggling teachers at Washington High School. Develop and implement the "Model Classroom Concept" at Washington High School. The "Model Classroom" is led by an effective teacher as evidenced by student performance data. Within this classroom environment, the teacher is able to demonstrate quality teaching and learning strategies and techniques for other instructional 	<p>Trans 4, 8, 12</p>	<p>Weekly: August 2011- June 2012</p> <p>July 2011</p> <p>Weekly: August 2011-2012</p> <p>Model classroom established January 2012</p>	<p>Work Plan Owner: - External Partner - Metro Region Core Team</p> <p>Support: - Regional Executive Specialist - Principal -Instructional Coach Math & Literacy, Regional C & I Coordinator</p>	<p>\$50,546 rotating teacher</p>	

IX. SCHOOL PLAN (cont'd.)

<p>staff to observe. Use Rotating Teachers strategically for each mathematics, English language arts, and special education teacher for visiting and observing another teacher's practice with prior approval by the principal.</p> <ul style="list-style-type: none"> • Deliver job-embedded professional development adhering to the National Staff Development Standards (Plan, Deliver, Implement and Monitor) for instructional staff to increase their repertoire of strategies to meet the needs of the students with regards to but not limited to the following concepts: <ul style="list-style-type: none"> ○ Differentiated instruction for all teachers. ○ Response-to-Intervention framework and the ClasStat process. ○ The MPS Comprehensive Math and Science and Comprehensive Literacy Plan. ○ The effective use of data to make adjustments to instruction and informed school improvement decisions. ○ Development and use of effective lesson plans. 					
<p>3.2: Create a master schedule that is conducive to the continuous and effective use of collaborative planning to drive instructional consistency and efficacy, development of Teacher Leaders, Lesson Study Groups, and PLC. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Implement a seven period schedule comprised of 48-minute periods where teachers teach 5 instructional periods, have one duty period, and one planning period. • Schedule core subject collaborative planning during teacher duty periods with a priority for English/Language Arts, Math, Science, and Social Studies. • Provide department chairpersons with a professional development period to support the growth of the instructional staff within their 	<p>Trans 4, 12</p>	<p>Master schedule completed: August 2011</p> <p>September 2011-June 2012</p>	<p>Work Plan Owner:</p> <ul style="list-style-type: none"> - Principal - External Partner -Department Chairs <p>Support:</p> <ul style="list-style-type: none"> -Ext. Partner - Reg. Exe. Spec - School Leadership Team -Regional Coor. of C & I -Instructional 	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

<p>Charlotte Danielson: Reflecting on Teaching; Maintaining Accurate Records, Communicating with Families, Participating in a Professional Community, Growing and Developing Professionally, Showing Professionalism.</p> <ul style="list-style-type: none"> Strengthen the teaching and learning in each classroom by delivering effective Instruction. Indicators based upon The Framework for Teaching by Charlotte Danielson: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in learning, Using Assessment in Instruction, Demonstrating Flexibility and Responsiveness. Create a teacher observation schedule to submit to the Regional Executive Specialist. Provide meaningful positive feedback for teachers who are contributing to the school's efforts at improving student achievement following observations. Enable teachers who are not a good match for the intervention model selected for Washington High School to avail themselves of their contractual right to leave the school. 		<p>2011.</p>			
<p>3.4: Provide incentives and awards to teachers and administrators for quality behaviors and effectiveness, as evidenced by students' academic performance, attendance, behavior and related other data points. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> Develop a plan of incentives and awards, in collaboration with the Educational Transformation Committee, to outline performance benchmarks for teacher team merit awards and incentive for performance in the categories that include but will not be limited to: <ul style="list-style-type: none"> Teacher Attendance Student Attendance Student Suspension Rates Student Intervention Program Participation 	<p>Trans 3, 5, 13</p>	<p>November 2011 – June 2012</p> <p>October 2011</p>	<p>Work Plan Owner: -Principal</p> <p>Support: -External Partner - District Leadership Team -Regional Executive Specialist</p> <p>Monthly recognition at staff meetings: November 2011 –June 2012</p> <p>Financial awards</p>	<p>\$5,000 tuition</p>	

IX. SCHOOL PLAN (cont'd.)

<p>Award teachers who return to higher education for advanced degrees or training that support the school's programs with \$100 per course for registration to the college/university of their choice depending on funds available.</p>			<p>to be distributed upon completion of the coursework with an official transcript.</p>		
<p><u>Work Plan #4: Real-Time Data</u> 4.1: Conduct a comprehensive needs assessment of Washington High School to determine the baseline data for the 80 research-based benchmarks for effective teaching and learning. To accomplish this Work Plan, the parties responsible will:</p> <ul style="list-style-type: none"> • Collaborate with Metro Region staff to conduct a needs assessment within the first month of school using the tool entitled "Closing the Achievement Gap". This tool will assess the school from the perspective of 80 research-based benchmarks that have been deemed necessary for school effectiveness. • Collaborate with the principal, school staff, and Metro Region staff to develop a school transformational profile based on the results of the needs assessment. • Determine interventions, measurable goals, and benchmarks based on results of the needs assessment • Collaborate with the Educational Transformation Committee to map out action plan, critical steps, and timeline to accomplish goals and objectives included in the School Improvement Grant. • Work with the principal to create a communication plan to keep key stakeholders abreast of the actions and efforts being implemented to transform Washington High School. 	<p>Trans 8, 12</p>	<p>August 2011-October 2011</p>	<p>Work Plan Owner: -External Partner - Regional Executive Specialist Support: -Instr. Coach Literacy Instr. Coach Math -Regional Coordinator of C&I -Principal</p>	<p>NA</p>	
<p>4.2: Implement the ClasStat - Plan, Do, Study, Act (PDSA) Improvement Model at Washington High School as a performance-driven method for tracking student performance. In order to accomplish this, the External Partner will provide staff with professional development so that instructors are able to:</p>	<p>Trans 4, 8, 12</p>	<p>Align to district's 5 data analysis windows</p>	<p>Work Plan Owner: -Regional Executive Specialist</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

<ul style="list-style-type: none"> • Monitor student progress on a bi-weekly basis to make informed instructional decisions based on the analysis of the data. • Use specific tools and methodologies to assess how much students learn, such as lists of critical benchmarks and instructional focus calendars that enable them to deliver instruction in targeted critical skills and identify students in need of additional instruction. Students that need intervention will be identified through ongoing benchmark formative and summative assessments such as MAP and teacher-made assessments. • Collaborate and receive direction from the ETC who will use the Plan, Do, Study, Act model to drive the decision-making process. 		(see appendix)	<p>-External Partner - Regional Coordinator of C&I</p> <p>Support: -Principal -Instructional Coach Math -Instructional Coach Literacy -RtI Specialist -DIFI Supervisor</p>		
<p>4.3 Increase the internal capacity of learning team and leadership team to collect, analyze, and use student data to increase student achievement. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Provide professional development to school teachers and administrators as to how to engage students in conversation regarding their data and performance to instill a sense of student ownership over performance. • Designate Learning Team Leaders for data collection analysis and reporting and facilitation of discussion around data • Provide training and technical assistance for school stakeholders on data collection, management, analysis, and internal decision-making • Establish time for data analysis and instructional planning for designated teams and departments 	Trans 4, 8, 12	<p>Monthly: August 2011- June 2012</p> <p>Data leader determined before September 30, 2011</p> <p>Timeline determined by September 30, 2011</p>	<p>Work Plan Owner: -Regional Executive Specialist -External Partner</p> <p>Support: -Principal - District -Instructional Coach Math -Instructional Coach Literacy</p>	NA	

IX. SCHOOL PLAN (cont'd.)

<p>Work Plan #5: Standards-Based Curriculum and Assessment 5.1: Provide the guidance and support needed for the leadership and instructional staff to expand the accelerated and high-level coursework offerings such as honors, advanced placement, and dual enrollment at the school with a focus on grade levels 11 and 12.</p> <ul style="list-style-type: none"> • Conduct a high-level analysis of passing rates on AP exams and credit acquisition for current high level courses offered at the school. • Analyze the available data to identify students who meet the criteria for being placed in high-level courses and those that are right on the cusp. • Align the data, course offerings, teacher selection, and student placement to serve as link between the components necessary for students to succeed in higher-level courses. • Create comprehensive syllabi that incorporate the College Board standards for each of the AP courses offered at the school and submit for College Board approval. • Provide professional development for the teachers on how to deliver rigorous, relevant, and engaging instruction to students that will afford students the best opportunity possible to receive a passing grade on the Advanced Placement exams. • Align the instruction in the honors courses to prepare students for the level of rigor that they will encounter in the Advanced Placement courses to serve as a pre—AP track. • Work with the district and local colleges to select appropriate dual-enrollment offerings that would be enticing to students and be conducive to their acquisition of college credits during high school. • Work with the district and local colleges to provide the venues for high school teachers to become certified adjunct professors to instruct the selected college level subject in the high school. • Work with high school counselors to identify students who meet the criteria required for participation in dual-enrollment courses and the students that are on the cusp of these criteria to advance their student profile so that they too are 	<p>Trans 7, 8</p>	<p>August 2011-June 2012</p> <p>Completed calendar to address all of the stated activities by October 1, 2011</p> <p>Monthly (September 2011-June 2012)</p> <p>Monthly (September 2011-June 2012)</p> <p>August 2011</p> <p>August 2011</p>	<p>Work Plan Owner: -Principal -External Partner -Regional Executive Specialist</p> <p>Support: - Regional Coordinator C&I - Local College Staff -District Guidance</p>	<p>NA</p>	
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IX. SCHOOL PLAN (cont'd.)

<p>eligible for dual-enrollment courses.</p>					
<p>5.2: Provide the guidance and support needed for the leadership and instructional staff to increase the appropriate support for and placement of Students with Disabilities and English Language Learners to afford them the opportunity to access education in the general class. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Provide content experts in the area of instruction Students with Disabilities and English Language Learners to support the school leader and instructional staff in providing an academic program that is conducive to student success. • Provide training and technical assistance to the IEP team, the learning team and the leadership team to analyze appropriate placement of students in the Least Restrictive Environment (LRE) for all content areas. • Provide professional development for school leaders and teachers on effective strategies to successfully implement the LRE initiative for Students with Disabilities in the areas of Language Arts and Mathematics. • Provide access to an intensive reading course for Students with Disabilities using the Language!4 intervention curriculum. 	<p>Trans 7, 8, 12</p>	<p>Monthly: August 2011-June 2012</p> <p>August 2011</p> <p>Monthly: August 2011-</p> <p>June 2012</p> <p>October 2011</p>	<p>Work Plan Owner:</p> <ul style="list-style-type: none"> - Principal - External Partner - Regional Coordinator of Specialized Services <p>Support:</p> <ul style="list-style-type: none"> - Educational Transformation Committee Special Education Supervisor IEP Team 	<p>NA</p>	
<p>5.3: Provide the guidance and support needed for the leadership and instructional staff to implement with fidelity and effectiveness the approved Career Academies for Washington High School (which include “Travel and Tourism”, “Culinary Arts” “Programming and Software Development”) and expand the school career course offerings accordingly.</p>	<p>Trans 7</p>	<p>By semester: July 2011 – June 2012</p>	<p>Work Plan Owner:</p> <ul style="list-style-type: none"> -Principal <p>Support:</p> <ul style="list-style-type: none"> -External Partner -Regional Executive Specialist - CTE Office 	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

<p>5.4: Facilitate standards-based teaching, learning, and assessment. In order to accomplish this, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Implement the Comprehensive Literacy Plan with fidelity to increase student reading, math, and language skills as measured through standardized test data and classroom benchmark performance measures. • Link and align all teaching learning and assessment components and resources using research-based best practices so that teachers and administrators are able to focus on teaching and on meeting the needs of every student. • Facilitate curriculum design and development, lesson planning, teaching and learning, standards mastering, testing, and grading that help improve the effectiveness of instructional delivery in the classroom. • Provide teachers with instructional resources such as but not limited to scope & sequence, sample lesson plans, sample activities, online instructional resources, audio and video clips. These resources would be used to enrich and enhance the delivery of instruction and the learners' experiences and acquisition of the state standards required by the coursework. • Help students, parents, teachers and administrators focus on the knowledge and skills required for promotion, course completion, and success on standardized tests. • Provide professional development for teachers on the integration of Common Core Standards, Wisconsin Standards, the MPS Comprehensive Literacy Plan and Comprehensive Math and Science Plan into daily instruction. 	<p>Trans 4, 7, 8</p>	<p>Monthly fidelity of implementation checks- October 2011-May 2012</p> <p>By October 31, 2011</p> <p>September 2011-June 2012</p> <p>August 2011</p>	<p>Work Plan Owner: -Principal -External Partner</p> <p>Support: - District Staff</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

<p>5.5: Provide teachers the access to a platform that facilitates the administration of diagnostic, formative, and summative assessments to enable the systematic collection of data pertaining to the effectiveness of teaching and learning to drive the selection of enrichments and interventions for students accordingly. In order to accomplish this, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Implement a platform that will integrate the College Readiness Standards, Common Core Standards, and State Test standards. <ul style="list-style-type: none"> ○ Work collaboratively with the district to determine an appropriate platform that aligns with MPS adopted curriculum. ○ Provide professional development to administrators and staff on how to effectively utilize a platform to drive instructional decisions with the goal of using the data-dashboard to aggregate, disaggregate, and report assessment information accordingly to all stakeholders so that they can identify strengths and weaknesses in students, teachers, curriculum, and program in order to adjust and differentiate instruction to eliminate any student achievement gaps identified by the data. ○ Using collaborative planning periods and rotating teachers (see appendix for schedule) to facilitate teachers working together to create common and consistent assessments utilizing item banks from an agreed upon platform across core content areas. ○ Provide all stakeholders, such as parents, with access to the web-based system so that they can monitor and view student progress in order to continuously participate in the educational process. • Implement MAP assessment process with fidelity. <ul style="list-style-type: none"> ○ Administer the MAP assessment three times during the 2011-2012 school year. ○ Increase student participation in the 	<p>Trans 4, 7, 8</p>	<p>Monthly: August 2011- June 2012</p> <p>Platform will be selected by August 30, 2011</p> <p>To be completed by October 27, 2011</p> <p>To be completed by November 30, 2011</p> <p>Beginning second semester, February 2012</p> <p>September</p>	<p>Work Plan Owner: External Partner Support: Principal Regional Coordinator of C&I Instr. Coach Literacy Instr. Coach Math RtI Specialist</p>	<p>NA</p>	
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IX. SCHOOL PLAN (cont'd.)

<p>MAP assessments utilizing teacher and student incentives and a rigorous progress monitoring of those students that have completed the exam.</p> <ul style="list-style-type: none"> ○ Provide professional development to instructors on how to adjust teaching and learning activities in the classroom according to data from the MAP assessment. ● Provide professional development for leaders on how to use the available assessment data from the agreed upon platform and MAP to provide teachers with appropriate feedback regarding their effectiveness, facilitate intervention and enrichments for students, and incorporate parents into the decisions necessary to drive their children’s education. ● Develop a common formative assessment for each instructional unit. The data from common formative assessments will be analyzed by collaborative teams and used to differentiate instruction. The dates for administration of the common assessment, scoring, and data analysis will be added to the instructional calendar. 		<p>2011, December 2011 , April 2012</p> <p>Ongoing after the first MAP assessment window</p> <p>Ongoing beginning after the first MAP assessment window</p> <p>Instructional calendar submitted to the Regional Executive Specialist by August 30, 2011</p>			
<p>5.6: Align and integrate the Common Core Standards into ELA and math curriculum to increase student academic performance. In order to accomplish this, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> ● Identify similarities/differences by a) specific strands; b) domain; c) requirements by grade level and courses. ● Provide professional development and technical assistance on Common Core State Standards for teachers. ● Provide professional development and technical assistance on differentiated instruction for all teachers. ● All teachers will provide a calendar outlining 1.5 hrs per week for extended services to increase academic performance. ● Implement beginning of the 2nd semester 	<p>Trans 4, 7, 8, 12</p>	<p>To be completed by August 30, 2011</p> <p>August 2011- December 2011.</p>	<p>Work Plan Owner: External Partner, Principal</p> <p>Support: ICL, ICM, Regional Curriculum and Instruction Coordinator</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

<p>5.7 Establish an Assessment Committee to coordinate and create the school-wide culture of progress monitoring using student assessments.</p> <ul style="list-style-type: none"> • Form an application process to select members of the Assessment Committee. • Align district assessment calendar. • Develop an assessment blueprint that provides detailed information with procedures (i.e. location, snacks/lunch, etc) that will be implemented during assessment administrations. • Organize “Data Chats” to analyze and evaluate assessments to drive instruction. 	<p>Trans 8</p>	<p>See Appendix for district assessment calendar</p>	<p>Work Plan Owner: External Partner Support: Principal Reg. Coord. of C&I Instr. Coach Literacy Instr. Coach Math RtI Specialist</p>	<p>NA</p>	
<p>Work Plan #6: Student Support & Engagement</p> <p>6.1: Implement a multi-phased, research-based effort aimed at significantly preventing high school dropouts and increasing the graduation rate. This effort should include a site based graduation plan, a comprehensive attendance component, credit recovery, advisory, a focus on seniors and freshmen; and awards for students who meet expectations that are determined quarterly by the Educational Transformation Committee. To accomplish this, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> ○ Implement the Project Graduation: The Digital Advantage (a component of the Turnaround Solution Suite offered by the External Partner) methodology and Positive Behavior Intervention System (PBIS) which includes work plans and strategies for the following categories, among others: <ul style="list-style-type: none"> ○ Increase the average grade point average earned by freshmen students (Academics). ○ Decrease the number of absences (Attendance/ADA). ○ Decrease the number of out-of-school suspensions by freshmen students (Attitude). ○ Increase the promotion rate of freshmen. ○ Increase the number of freshmen students participating in high school- sponsored extracurricular activities (Activity). 	<p>Trans 7, 8</p>	<p>Quarterly beginning November 4</p> <p>Beginning September 1, 2011</p>	<p>Work Plan Owner: -Principal -External Partner Support: -DIFI Supervisor -Regional Social Worker -Guidance Counselors</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

<p>6.2: Provide Interventions for students performing at “Minimal” or “Basic” on the WKCE Math and Reading exams. To accomplish this, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Review data about incoming 8th grade students prior to the start of the school year to identify those in need of academic skill development. Refine the school schedule based on the needs of incoming 9th graders. • Implement a double-block schedule for mathematics and reading within the master schedule to provide differentiation and intervention for students below the “proficient” designation. • Create intervention modules for reading and mathematics to be used with students who are below the “proficient” designation during the 30-minute RtI block. • Provide licenses for Reading Plus for students to access educational software that will reinforce and develop the five areas of reading (vocabulary, comprehension, phonics, phonemic awareness, and fluency) “on the go”. • An intervention teacher will be assigned to WHS IT through Central Office. 	<p>Trans 7,9</p>	<p>August 2011-June 2012 September 1, 2011 Completed by August 30, 2011 Completed by August 30, 2011 September 1, 2011 September 1, 2011</p>	<p>Work Plan Owner: -Principal -External Partner Support: - District Staff -DIFI Super. -Regional Coordinator of C&I -Instructional Coach Math -Instructional Coach Literacy -DIFI Supervisor</p>	<p>1.0 FTE Math Inter. Teacher \$101,091 (includes benefits) 1.0 FTE Reading Inter. Teacher \$101,091 (includes benefits)</p>	
<p>6.3: Establish an infrastructure that promotes student achievement through Positive Behavior Intervention and Supports (PBIS), data-based decision making and effective leadership.</p> <ul style="list-style-type: none"> • Reconstitute existing Positive Behavior Management team and expand the responsibility of members to reflect those defined in PBIS with a focus on student behavior. • Create an action plan team with principal that outlines goals, objectives, outcomes, and timelines as it relates to each teams new role/duty for the 2011-2012. • Develop an orientation program incoming 8th graders and any new enrollees to WHS IT High School to establish a unified culture of excellence. 	<p>Trans 4</p>	<p>Quarterly July 2011-June 2012 Completed by September 30, 2011 Completed by September 30, 2011 Developed</p>	<p>Work Plan Owner: Principal External Partner Support: PBIS Coach Assistant Principal PBIS Internal Team</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

<ul style="list-style-type: none"> • Provide adequate time during the school year for each team to plan and review student data and carry out their roles and responsibilities. • Provide each team with training and technical assistance to increase their effectiveness in raising student achievement (leadership, data-based decision making via ClasStat, PBIS implementation). 		<p>by August 30, 2011 Monthly August 2011-May 2012 Bi-Weekly September 2011-June 2012</p>			
<p><u>Work Plan #7: Parental Involvement and Community Support</u></p> <p>7.1: Assign and utilize staff from the school and the External Partner to collaborate with a Parent Liaison from the MPS District to drive initiatives that will engage parents, community leaders, and businesses, in the process of supporting students at Washington High School with resources and emotional support. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Assist parents in enhancing their skills (e.g. parent education classes, providing resources, and adult education classes) for the purpose of being actively involved in their child’s education. • Promote the importance of parent involvement with school personnel (e.g. principal, teachers, and building staff) for the purpose of providing effective methods and tools for working with parents as equal partners. • Provide professional development to instructors and administrators on how to help parents understand their role as a full partner in their child’s education. • Engage local community organizations and businesses in ownership of the school’s progress 	<p>Trans 4, 8, 10, 1</p>	<p>Quarterly July 2011-June 2012</p> <p>Twice per semester beginning October 1, 2011</p> <p>Twice per semester beginning October 1, 2011</p> <p>Beginning September 1, 2011</p>	<p>Work Plan Owner: Principal -External Partner</p> <p>Support: Regional Executive Specialist Regional Director of School Support Administration Parents Community members Staff Students</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

<p>through events, sponsorships, conferences, and rallies to create a sense of commitment to the success of the school's children on behalf of the community.</p> <ul style="list-style-type: none"> • Communicate with parents, teachers, and community organizations for the purpose of strengthening parent/school/community relationships. • Provide training and resources to parents to grant them access to and enhance their understanding of student data and empower them to help drive their children's education. • Conduct conferences and work collaboratively with the parents of 9th, 10th, 11th and 12th graders to develop a plan that will allow their children to acquire enough credits to graduate on time. • Conduct conferences and work collaboratively with the parents of students that have been retained and those that are in danger of retention to develop a credit recovery plan to ensure that students catch up to the appropriate amount of credits for their grade level. • Conduct conferences and work collaboratively with the parents of students in high-level courses to ensure that they understand the commitment necessary to support their child's high-level education. • Conduct conferences and work collaboratively with the parents of students with high suspension rates and behavior problems to develop improvement plans for their child's behavior. 		<p>Beginning November 1, 2011</p> <p>Beginning November 1, 2011</p> <p>Twice per semester beginning October 1, 2011</p>			
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IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p><u>Work Plan # 8: Extended Learning Opportunities</u></p> <p>8.1: Provide a prescriptive Extended Learning Opportunity program that will facilitate the delivery of supplemental instruction to targeted students based on their needs and critical areas for improvement. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Conduct an analysis of student challenges to be addressed through supplemental instruction that is significantly different from instruction provided during official hours. • Assist the school with community and parent outreach efforts as well as the planning and setup of logistics necessary to implement successful Extended Learning Opportunity programming. • Implement a system of continuous feedback to track the success of students in before- and after-school programming to ensure successful implementation of extended learning opportunities. 	<p>Trans 8, 9, 12</p>	<p>August 2011- June 2012</p> <p>Completed by August 30, 2011</p> <p>Completed by September 30, 2011</p> <p>Completed September 30, 2011</p>	<p>Work Plan Owner:</p> <ul style="list-style-type: none"> -Principal -Regional Executive Specialist <p>Support:</p> <ul style="list-style-type: none"> -External Partner -Regional C&I Coordinator -DIFI Supervisor 	<p>NA</p>	
<p>8.2: Provide a 30-minute Tier II block, as part of the extended learning opportunity, for all students in grades 9-12 that will be used primarily for reading and mathematics interventions but will be differentiated based on the students' needs. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Include a 30-minute block in the master schedule of the school. • Use the MAP data from the May 2011 administration and the 8th grade WKCE data for rising 10th graders to determine who needs reading or mathematics support during this RtI block. Group the students accordingly with the strongest reading or 	<p>Trans 8, 9, 12</p>	<p>Throughout the School Year August 2011-June 2012</p> <p>Completed June 15, 2011</p> <p>Completed by August 30, 2011</p>	<p>Work Plan Owner:</p> <ul style="list-style-type: none"> -Principal -Teachers <p>Support:</p> <ul style="list-style-type: none"> -External Partner -Regional Coordinator of C&I -Regional Executive Specialist 	<p>\$2,000</p> <p>online software to supplement credit recovery</p>	

IX. SCHOOL PLAN (cont'd.)

<p>mathematics teacher during the 30-minute block.</p>			<p>-Instructional</p>		
<ul style="list-style-type: none"> • Provide credit recovery options for students prioritizing overage and under-credited students at grades 11 and 12 and students who are in danger of being retained. The students will recover their credit using E2020 which is an online credit recovery program designed around national and Wisconsin content standards as well as MPS courses for students in grades 9-12. • Provide students at grade 12 with the advisement they need to be admitted into competitive colleges nationally and locally. 		<p>At the end of each marking period, students who have are in need of credits, will be offered credit recovery options. Monthly, beginning October 1, 2011</p>	<p>Coach Math -Instructional Coach Reading -Guidance Counselors -Programmers</p>		
<p>8.3: Provide students in grades 9 through 12 educational web-based resources and programs that differentiates instruction in reading, mathematics, and science during the school day and beyond the school day. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Provide professional development on the use of Reading Plus as a reading intervention strategy for Tier II students during Extended Learning Opportunity Programming • Provide professional development on the use of Gizmos © as a science and math intervention strategy for students struggling in those subjects during Extended Learning Opportunity Programming 		<p>Ongoing September 2011-June 2012</p> <p>Beginning September 15, 2011</p> <p>Beginning September 15, 2011</p>	<p>Work Plan Owner: Principal</p> <p>Support: External Partner Regional Coordinator Of C&I ICL ICM Reading Intervention Teacher Math Intervention Teacher</p>	<p>N/A</p>	

IX. SCHOOL PLAN (cont'd.)

<p>8.4: Provide opportunities for students to recover credit for courses that they previously failed.</p> <ul style="list-style-type: none"> Allow students to participate in credit recovery opportunities using Education 2020 (E2020) or other district approved credit recovery platforms or models. Collaborate with the school’s athletic directors to create academic work plans that athletes in danger of retention recover the necessary credits for promotion and/or graduation. 	<p>Trans 8,9</p>	<p>Ongoing beginning September 2011-June 2012 At the end of the marking period students in needs of credits will be offered credit recovery options. Prior to the beginning of each sport season</p>	<p>Work Plan Owner: -Principal Support: -External Partner</p>	<p>NA</p>	
<p><u>Work Plan #9: Project Management</u></p> <p>9.1: Develop a Project Management protocol for monitoring, measuring, and driving the initiatives to reform Washington High School.</p> <ul style="list-style-type: none"> The Regional Executive Specialist, the Principal, and the External Partner, and District Core Team will meet once a month to review the implementation status of the School Improvement Grant and its associated initiatives Provide tools, templates, and resources to instructors and administrators to allow them to plan out their tasks, better sequence instruction, and more efficiently manage their daily and project-based schedules. 	<p>Trans 2, 4</p>	<p>To be Completed by October 28, 2011 Monthly Oct. 2011-June 2012 Monthly October 2011-June 2012</p>	<p>Work Plan Owner: -Principal -External Partner Support: -District Staff -Regional Executive Specialist -Regional Coordinator of C&I -DIFI Supervisor -School Improvement Facilitator</p>	<p>0.2 FTE School Improvement Facilitator \$20,218 (includes benefits)</p>	

IX. SCHOOL PLAN (cont'd.)

<p>9.2: Implement an open, transparent, and effective process of driving communication between stakeholders involved in the reform process.</p> <ul style="list-style-type: none"> • Provide professional development on the importance of communication and how to use various forms of technology more effectively to better express thoughts, opinions, and objective information. • Provide tools, templates, and resources to instructors and administrators to help them better communicate amongst each other, and to students, parents, and district staff. 	<p>Trans 4, 11</p>	<p>Beginning September 1, 2011-June 13, 2012</p> <p>Ongoing beginning September 2011-June 2012</p> <p>Ongoing beginning September 2011-June 2012</p>	<p>Work Plan Owner:</p> <ul style="list-style-type: none"> -Principal -External Partner <p>Support:</p> <ul style="list-style-type: none"> -District Staff -Regional Executive Specialist -Regional Coordinator of C&I -DIFI Supervisor -School Improvement Facilitator 	<p>N/A</p>	

IX. SCHOOL PLAN (cont'd.)

School Name ALAS—Advanced Language and Academic Studies			Reform Model Turnaround		
School Year	WKCE Reading Goal	Evaluation Methods <i>e.g., WKCE data, local assessment, etc.</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2011-12	By the close of the 2011-12 school year, the proficiency rate in reading will be 35% as measured on the November 2012 WKCE.	WKCE	2010-11 reading proficiency was 31.9% based on the November 2010 WKCE.		
2012-13	By the close of the 2012-13 school year, the proficiency rate in reading will be 45.0% as measured on the November 2013 WKCE.	WKCE			
2013-14	By the close of the 2013-14 school year, the proficiency rate in reading will be 55% as measured on the November 2014 WKCE.	WKCE			

To meet the five-year trajectory for student performance to be at or above the state average:

Identify additional reading goals for **2014-15**.

By the close of the 2014-15 school year, the proficiency rate in reading will be 65% as measured on the November 2015 WKCE or the then current state reading assessment.

Identify additional reading goals for **2015-16**.

By the close of the 2015-2016 school year, the proficiency rate in reading will be at or above the current state average of 76.3% based on the November 2016 WKCE or the then current state reading assessment.

School Year	WKCE Mathematics Goal	Evaluation Methods <i>e.g., WKCE data, local assessment, etc.</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2011-12	By the close of the 2011-12 school year, the proficiency rate in mathematics will be 25% as measured on the November 2012 WKCE.	WKCE	2010-11 math proficiency was 19.1% based on the November 2010 WKCE.		
2012-13	By the close of the 2012-13 school year, the proficiency rate in mathematics will be 35% as measured on the November 2013 WKCE.	WKCE			

IX. SCHOOL PLAN (cont'd.)

2013-14	By the close of the 2013-14 school year, the proficiency rate in mathematics will be 45% as measured on the November 2014 WKCE.	WKCE			
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To meet the five-year trajectory for student performance to be at or above the state average:

Identify additional mathematics goals for **2014-15**.

By the close of the 2014-15 school year, the proficiency rate in mathematics will be 55% as measured on the November 2014 WKCE or the then current state mathematics assessment.

Identify additional mathematics goals for **2015-16**.

By the close of the 2015-16 school year, the proficiency rate in mathematics will be at or above the state average of 69.9% as measured on the November 2015 WKCE or the then current state mathematics assessment.

School Year	Other School Goals	Evaluation Methods <i>e.g., WKCE data, local assessment, etc.</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2011-12	95% of all students will participate in the MAP (universal screener) for reading at each administration.	MAP participation data	89.2% participation fall 2010-11; 97.3% participation winter 2010-11; 89.2% participation spring 2010-11		
2011-12	All assessed grades will meet/exceed the district established MAP value added growth targets in reading. Value added targets represent a growth of .5 standard deviations above the growth expected based on the student's demographic profile.	MAP Value Added RIT performance targets	Based on spring 2011 value added RIT performance targets: Grade 9: above 208.3; achieved 207.7 Grade 10: above 208.9; achieved 203.7 Grade 11: above 214.5 Achieved 211.9 Grade 12: above 212.2 Achieved 210.0		
2011-12	95% of all students will participate in the MAP (universal screener) for mathematics at each administration.	MAP participation data	89.6% participation fall 2010-11; 95.7% participation winter 2010-11; 96.3% participation spring 2010-11		
2011-12	All assessed grades will meet/exceed the district established MAP value added growth targets in mathematics. Value added targets represent a growth of .5	MAP Value Added RIT performance targets	Based on spring 2011 value added RIT performance target: Grade 9: above 218.7		

IX. SCHOOL PLAN (cont'd.)

School Year	Other School Goals	Evaluation Methods <i>e.g., WKCE data, local assessment, etc.</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
	standard deviations above the growth expected based on the student's demographic profile.		Achieved 219.0; Grade 10: above 216.7 Achieved 215.9; Grade 11: above 222.6 Achieved 221.0; Grade 12: above 219.7 Achieved 223.9		
2011-12	Overall student attendance will be maintained at or above the district high school goal for attendance of 90%	MPS attendance data	Attendance rate as of 6/15/2011 was 90.3%.		
2011-12	Suspensions from the learning environment will decrease from 30.8% to 20%.	MPS suspension data	The suspension rate from the learning environment is 30.8% based on 6/15/2011 MPS suspension data. The number of overall suspensions was 39 and the overall suspension rate was 10.4%		
2011-12	The number of students identified as at high risk for Total Quality Credits on the SAIL will decrease 30% or 17 students or fewer.	MPS SAIL data	Currently 55 students are at high risk for total quality credits based on June 15th MPS data.		

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p><u>Work Plan 1: Hire an External Partner</u> Select an External Partner who has experience in transforming secondary schools from low achieving to high performing educational institutions and who provides on-the-ground leadership support for the school principal and assistant principal. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Release a Request for Proposal (RFP) advertising the External Partner availability adhering to the procurement procedures. • Create an environment that is attractive to high-quality educational vendors. This environment would include components that are aligned to the Mass Insight's Turnaround Challenge 3 C's (conditions, capacity and cluster). • Develop a rigorous process to select an external partner whose experience matches the qualifications for ALAS High School. • Screen RFP responses and select finalists. • Request that finalists conduct a presentation to the RFP selection committee on how their support would successfully transform the school. • Select the External Partner who they feel will provide the support needed for ALAS High School to transform into a high performing school and submit the recommendation to the Superintendent. • Negotiate a contract outlining roles and responsibilities of the External Partner as well as the district and relevant schools. Contract will include performance-based goals for the External Partner that will outline financial consequences should the goals not be met. • Superintendent will review the recommendation and, if in agreement with the selection, submit it to the Board for approval by June 30, 2011. 		<p>May 2011 – July 2011</p> <p>RFP was posted April 26, 2011. Proposals deadline May 18, 2011.</p> <p>Vendor demonstrations took place June 13, 2011</p> <p>Vendor selection finalized June 14th and submitted to the board July 1, 2011.</p> <p>Completed June 30, 2011</p>	<p>Work Plan Owner: Superintendent & Metro Region Executive Specialist</p>	<p>\$480,000 Contracted Services</p>	

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p><u>Work Plan #2: Leadership Effectiveness</u></p> <p>2.1: Hire a principal for ALAS High School who has the capacity to serve as an instructional leader and a catalyst for change that will positively impact student achievement and effectively transform the school. In order to successfully implement Work Plan 2.1, Milwaukee Public Schools (MPS) will replace the current principal adhering to the guidelines provided in the School Improvement Grant Transformation Intervention Model and will execute the following:</p> <ul style="list-style-type: none"> • Post the vacant principal position. • Screen candidate applications to select only those candidates who possess and demonstrate the leadership skills that are deemed necessary to serve as a catalyst of change for English Language Learners. • Interview applicants who meet the screening criteria and select a minimum of three finalists to submit to the Superintendent for consideration • Select a candidate who will serve as the principal for ALAS High School for the 2011-2012 school year and submit his or her name to the Board for approval by June 30, 2011. This will be the responsibility of the Superintendent. • The newly appointed principal will work with district leadership to select an assistant principal who will compliment the leadership of the school and contribute to the successful implementation of the School Improvement Grant Transformational Plan. • The external provider will support ALAS with an on-site content area specialist with expertise in serving English Language Learners. 	<p>Turn 1</p>	<p>July 2011</p> <p>May 11, 2011</p> <p>June 2011</p> <p>June 30, 2011</p> <p>August 2011</p> <p>August 2011</p>	<p>Work Plan Owner:</p> <ul style="list-style-type: none"> - Superintendent - Regional Executive Specialist <p>Support:</p> <ul style="list-style-type: none"> -Board -Selected School Staff 	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>2.2: Provide professional development, coaching, and project management for the principal and school leadership team to strengthen their capacity and knowledge on how to lead the bold and innovative change needed at ALAS High School to improve academic performance. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> Select a leader who has a proven track record of transforming low performing schools into high performing ones to serve as the Chief Transformation Officer for ALAS High School during the term of the contract. <p>The principal will participate in turnaround leadership professional development. The turnaround professional development provided by a turnaround leadership vendor will be aligned to the support provided by the instructional vendor and regional team.</p>	<p>Turn 4</p>	<p>Quarterly reports will include professional development plan relevant dates (September 2010, November 2010, February 2012, April 2012)</p> <p>Sept., 2011 leadership pd begins with coaching and support through June, 2012. Second phase of training to begin June 2012.</p>	<p>Work Plan Owner: External Partner</p> <p>Support: Regional Executive Specialist, Regional Coordinator of C & I, Regional Director of School Support</p> <p>Work Plan Owner: Turnaround Leadership Vendor, Regional Executive Specialist</p>	<p>\$5,000 travel (vendor is budgeted in SIG Coh. I)</p>	

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>The duties of the Chief Transformation Officer will include but not be limited to:</p> <ul style="list-style-type: none"> • Provide on-the-ground support for the ALAS High School principal and leadership team on a weekly basis focusing in the areas of instructional leadership. • Provide project management guidance and support for the principal to effectively implement the School Improvement Grant Transformational Plan. This will be the responsibility of the turnaround or transformation team provided by the external partner. • Facilitate opportunities for the principal and assistant principal to participate in a Leadership Learning Community that will discuss concepts and strategies that will align with today’s best-practice leadership literature and research. • Co-facilitate the Leadership Team meetings that will be scheduled and hosted at the school weekly. The agenda for these meetings will be constructed around the effective execution of the School Improvement Grant Transformational Plan. • Meet with the Metro Region Regional Executive Specialist, minimally, on a monthly basis to provide status updates on the progress of the ALAS High School toward meeting the goals of the 2011-2012 School Improvement Grant Transformational Plan. • Provide development for the ALAS High School principal and assistant principal with a focus on the National Principal Standards and the Dimensions of Leadership as defined in the book titled <i>The Learning Leader</i>”. 		<p>Leadership Team meetings will take place weekly September 2011-June 2012.</p> <p>Monthly beginning October 3, 2011.</p> <p>Monthly beginning October 3, 2011.</p> <p>Monthly beginning October 3, 2011.</p>	<p>Work Plan Owner: External Provider, Regional Executive Specialist</p> <p>Support: Math Specialist, Literacy Specialist</p>		

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<ul style="list-style-type: none"> Assist school administrators in using a variety of walk-through templates to help Leadership Teams assess and evaluate how the faculty prepares students for purposeful learning. The Regional Director of School Support will work collaboratively with the principal to ensure that the principal has sufficient operational flexibility in the areas of staffing, scheduling, resources and budgeting. Quarterly reports will be submitted to the Regional Executive Specialist to be included in the SIG quarterly reports for District and School Improvement. 		Quarterly beginning September 2011.	Regional Director of School Support		

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>2.3: Establish an Educational Transformation Committee (ETC) at ALAS High School to involve a representation of all stakeholders in the decision-making process. This group will serve as an advisory committee to the principal throughout the change process in the implementation of the School Improvement Grant Transformational Plan. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Work with the External Partner to collaborate on the composition of the ETC. The recommended composition includes but is not be limited to: The Regional Executive Specialist, External Partner representatives, Parent Representative, Content Area Department Chairpersons including the electives, Student Representatives (9-12), MTEA Representative, Principal, Assistant Principal, Social Worker, Business and Community Representative, Guidance Counselors and Athletic Director. • Schedule ETC meetings bi-weekly during the months of September, October, November, December and January and once a month during the months of August, February, March, April, May and June. • Collaborate with the External Partner to develop ETC meeting agendas. Sign-in sheets, agendas, and minutes will be kept on file and submitted to the .2 School Improvement Facilitator 		<p>Twice a month: August 2011-December 2011</p> <p>Monthly: February 2012-June 2012</p>	<p>Work Plan Owner: Principal</p> <p>Support: -Regional Executive Specialist -External Partner -Regional C & I Coordinator, Regional Director of School Support, Instructional Coach Literacy & Math</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>2.4: Implement an evaluation process during the 2011-2012 school year that will effectively provide ongoing feedback needed for the principal to grow professionally into an “agent of change” and instructional leader. The majority of the conversations and indicators of this comprehensive evaluation process will be around effective instructional strategies for teachers coupled with student achievement and the effective implementation of the School Improvement Grant Transformational Plan. In order to accomplish Work Plan 2.4, the Regional Executive Specialist will:</p> <ul style="list-style-type: none"> • Meet with the principal in September 2011 to discuss the components of the evaluation tool and set goals and expectations for the year. • Meet with the principal on a monthly basis to discuss strengths and areas in need of improvement being observed in the principal with a focus on the effective implementation of the transformational plan. • Conduct thorough school visits at ALAS High School at least twice a month and debrief with the school principal. • Collaborate with the External Partner to assess the success of the principal in implementing the transformational plan. • Provide professional development opportunities for the principal based on observations in collaboration with the External Partner. • Complete a final evaluation of the principal primarily based upon the successful execution of the School Improvement Grant Transformational Plan and student achievement. In addition, the evaluation will include the principal’s progress toward mastery in the National Principal Standards: Leadership for Results, Vision and Mission, Teaching and Learning, Knowledge of Students and Adults, Culture, Strategic Management, Advocacy, Ethics, Reflection and Growth. 	<p>Turn 4</p>	<p>September 2011</p> <p>Once a month January 2012-June 2012</p> <p>Twice a month beginning September 6, 2011</p> <p>Quarterly beginning in September</p> <p>Monthly September 2011-June 2012</p> <p>Final evaluation completed June 2012</p>	<p>Work Plan Owner: Principal, Regional Executive Specialist</p> <p>Support: - External Partner</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
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IX. SCHOOL PLAN (cont'd.)

<p>2.5: Provide professional development for leadership teams on how to conduct effective classroom walkthroughs based on the concepts outlined in the book entitled “Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning” by Elizabeth City to build their capacity to improve teaching and learning at their schools. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Purchase a copy of “Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning” by Elizabeth City for each administrator. • Conduct a book study to highlight the key concepts within the book and demonstrate the application of these concepts to everyday instruction. • Schedule instructional rounds at other schools with which the External Partner works to allow administrators the opportunity to practice the methods and techniques described in the book and simultaneously improve the quality of teaching and learning at the sites in which these walkthroughs are conducted. • Require administrators to conduct a minimum of five classroom walkthroughs a week across the four academic content areas within the school, debrief on their findings with the External Partner and strategize how to overcome the gaps in instruction identified. The administrators will also include four classroom walkthroughs a week through classes in non-core content areas so that a whole school instructional perspective is maintained by the school site leadership. • Require administrators to provide descriptive feedback to teachers related to their classroom walkthroughs in order to facilitate teachers’ professional growth. This process should begin during the second week of school and will occur weekly with different teachers according to a pre-determined, staggered schedule. 	<p>Turn 4</p>	<p>September 2011</p> <p>Monthly beginning September 2011.</p> <p>Two weeks each month</p>	<p>Work Plan Owner: External Partner</p> <p>Support: - Regional Executive Specialist - DIFI Supervisor, Principal Instructional Coach Literacy (ICL), Instructional Coach Math (ICM)</p>	<p>\$85,264 part-time certificated/hourly (includes benefits)</p> <p>\$10,000 supplies and recognition</p> <p>\$5,000 supplies and professional development</p> <p>\$1,500 Meeting accommodations</p> <p>\$54,304 .5 FTE ICL (includes benefits)</p> <p>\$54,304 .5 FTE ICM (includes benefits)</p>	
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IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p><u>Work Plan #3: Teacher Effectiveness</u> 3.1: Provide professional development, coaching, and instructional management for the instructional staff to strengthen their capacity and knowledge on how to facilitate teaching and learning that meets the needs of ALAS High School students to improve their academic performance. To accomplish this Work Plan, the vendor will collaborate with the district to:</p> <ul style="list-style-type: none"> • Appoint a Literacy Director, Mathematics Director, Science Director and a Special Education Director from the staff of the selected External Partner to provide weekly on-the-ground support for the instructional staff at ALAS High School. • Hire one full time class size reduction teacher to provide individualized instruction in English Language Arts for 9th and 10th grade students. • Support and build capacity of the district reading and mathematics coaches assigned to ALAS High School to ensure a consistent and uniform delivery of professional development. • Utilize the Coaching Continuum (Observe, Model, Co-Teach, Coach, and Re-observe) to provide job-embedded professional development for struggling teachers at ALAS High School. • Provide teachers and leadership team with training on 21st Century Grading Practices. • Adhere to a professional development calendar that integrates district sponsored professional development and vendor professional development to be submitted to the Regional Executive Specialist by August 30, 2011. • Develop and implement the “Model Classroom Concept” at ALAS High School. 	<p>Turn 4, 8</p>	<p>Weekly: August 2011- June 2012</p> <p>July 2011</p> <p>September 2011</p> <p>Weekly: August 2011-2012</p>	<p>Work Plan Owner: - External Partner - Metro Region Core Team</p> <p>Support: - Regional Executive Specialist - Principal - Instructional Coach Math & Literacy, Regional C & I Coordinator, Human Resources</p>	<p>\$50,546 rotating teacher</p>	

IX. SCHOOL PLAN (cont'd.)

<p>The “Model Classroom” is led by an effective teacher as evidenced by student performance data. Within this classroom environment, the teacher is able to demonstrate quality teaching and learning strategies and techniques for other instructional staff to observe. Use Rotating Teachers strategically for each mathematics, English language arts, and special education teacher for visiting and observing another teacher’s practice with prior approval by the principal.</p> <ul style="list-style-type: none"> • Deliver job-embedded professional development adhering to the National Staff Development Standards (Plan, Deliver, Implement and Monitor) for instructional staff to increase their repertoire of strategies to meet the needs of the students with regards to but not limited to the following concepts: <ul style="list-style-type: none"> ○ Differentiated instruction for all teachers. ○ Response-to-Intervention framework and the ClasStat process. ○ The MPS Comprehensive Math and Science Plan and the Comprehensive Literacy Plan. ○ The effective use of data to make adjustments to instruction and informed school improvement decisions. ○ Development and use of effective lesson plans. <p>3.2: Create a master schedule that is conducive to the continuous and effective use of collaborative planning to drive instructional consistency and efficacy, development of Teacher Leaders, lesson study groups, and professional learning communities. To accomplish this Work Plan, the parties responsible will collaborate to:</p>	<p>Turn 2</p>	<p>Model classroom establish January 2012</p>	<p>Work Plan Owner: - Principal - External Partner</p> <p>Support: -External Partner - Regional Executive Specialist - School Leadership Team - Regional Coordinator of C & I -Instructional Coach Literacy -Instructional Coach Math</p>	<p>NA</p>	
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IX. SCHOOL PLAN (cont'd.)

<ul style="list-style-type: none"> • Implement a seven period schedule comprised of 48-minute periods where teachers teach 5 instructional periods, have one duty period, and one planning period. • Schedule core subject collaborative planning during teacher duty periods with a priority for English/Language Arts, Mathematics, Science, and Social Studies. • Redefine and expand the role of department chairs (teachers) to include responsibilities that have a direct impact on improving curricular and instructional practices, which will increase student achievement. <p>3.3 The principal will ensure that all staff are aware of the district’s new teacher evaluation system. To ensure teacher understanding of what will be expected of teachers when observations take place. This system is in the pilot phase and will not be implemented at ALAS in 2011-2012. Staff will be made aware of the system and what it looks like by Spring of 2012. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Develop teachers’ capacity to understand the importance of planning and preparation. Indicators based upon The Framework for Teaching by Charlotte Danielson: Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instructional Outcomes, Demonstrating Knowledge of Resources, Designing Coherent Instruction, Designing Student Assessments. • Develop teachers’ ability to create a classroom environment that is conducive to teaching and learning. Indicators based upon The Framework for Teaching by Charlotte Danielson: Creating an Environment of Respect and Rapport, Establishing a Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, 	<p>Turn 14</p>	<p>Master schedule completed : August 2011</p> <p>September 2011</p> <p>August 2011 – April 2012</p>	<p>Work Plan Owner:</p> <ul style="list-style-type: none"> -Principal -Human Resources <p>Support:</p> <ul style="list-style-type: none"> -Principal -Leadership Team -Regional Executive Specialist, MTEA 	<p>NA</p>	
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IX. SCHOOL PLAN (cont'd.)

<p>July 30, 2011.</p> <p>3.4: Provide incentives and awards to teachers and administrators for quality behaviors and effectiveness, as evidenced by students' academic performance, attendance, behavior and related other data points. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Develop a plan of incentives and awards, in collaboration with the Educational Transformation Committee, to outline performance benchmarks for teacher teams that merit awards and incentive for performance in the categories that include but will not be limited to: <ul style="list-style-type: none"> ○ Student Achievement ○ Teacher Attendance ○ Student Attendance ○ Student Suspension Rates ○ Student Intervention Program Participation • Award teachers who return to higher education for advanced degrees or training that support the school's programs with \$100 per course for registration to the college/university of their choice depending on funds available. 	<p>Turn 5</p>	<p>September 2011 – June 2012</p> <p>October 2011</p> <p>Monthly recognition at staff meetings: November 2011-June 2012. Financial awards to be distributed upon completion of the coursework with an official transcript.</p>		<p>\$5,000 Tuition</p>	
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IX. SCHOOL PLAN (cont'd.)

<p>3.5: Prior to the start of the 2011-12 school year, the DIFI Supervisor assigned to the Metro Region and Human Resources staff will verify that no more than 50% of the ALAS staff has been rehired. To accomplish this work plan, the parties will responsible will collaborate to</p> <ul style="list-style-type: none"> • Compare 2010-11 and 2011-12 staff rosters for ALAS to ensure that 50% of the staff are not reassigned to ALAS and make any necessary changes will be made prior to July 30. • Allow teachers assigned through teacher seniority to ALAS who believe they are not compatible with the turnaround model the opportunity to excess themselves from the assigned school within the first two weeks of school, however, no later than third Friday. • When new teachers are accepted at ALAS, the principal will ensure that those teachers will receive necessary professional development and vendor updates to ensure the continued progression of the SIG activities and interventions. A “New Teacher” meeting will be held no later than one week after teachers join the ALAS staff to establish a schedule for receiving missed professional development and updates. 	<p>Turn 14</p>	<p>By third Friday</p>	<p>Work Plan Owner: -Human Resources</p> <p>Support: -District Staff -Principal - Regional Executive Specialist</p>	<p>NA</p>	
<p><u>Work Plan #4: Real-Time Data</u></p> <p>4.1: Conduct a comprehensives needs assessment of ALAS High School to determine the baseline data for the 80 research-based benchmarks for effective teaching and learning. To accomplish this Work Plan, the parties responsible will:</p> <ul style="list-style-type: none"> • Collaborate with Metro Region staff to conduct a needs assessment within the first month of school using the tool entitled “Closing the Achievement Gap”. This tool will assess the school from the perspective of 	<p>Turn 2, 4, 8</p>	<p>August 2011- October 2011</p>	<p>Work Plan Owner: -External Partner - Regional Executive Specialist</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

<p>80 research-based benchmarks that have been deemed necessary for school effectiveness.</p> <ul style="list-style-type: none"> Collaborate with the principal, school staff, and Metro Region staff to develop a school transformational profile based on the results of the needs assessment. Determine interventions, measurable goals, and benchmarks based on results of the needs assessment Collaborate with the Educational Transformation Committee to map out action plan, critical steps, and timeline to accomplish goals and objectives included in the School Improvement Grant. Work with the principal to create a communication plan to keep key stakeholders abreast of the actions and efforts being implemented to transform ALAS High School. <p>4.2: Implement the ClasStat - Plan, Do, Study, Act (PDSA) Improvement Model at ALAS High School as a performance-driven method for tracking student performance. In order to accomplish this, the External Partner will provide staff with professional development so that instructors are able to:</p> <ul style="list-style-type: none"> Monitor student progress on a bi-weekly basis to make informed instructional decisions based on the analysis of the data. Use specific tools and methodologies to assess how much students learn, such as lists of critical benchmarks and instructional focus calendars that enable them to deliver instruction in targeted critical skills and identify students in need of additional instruction. Students that need intervention will be identified through ongoing benchmark formative and summative assessments such as MAP and teacher-made assessments. 		<p>August 2011- June 2012 aligned with district's five data analysis windows (appendix)</p>	<p>Support: -Principal Instructional Coach Literacy Instructional Coach Math Regional Coordinator of C&I</p>		
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IX. SCHOOL PLAN (cont'd.)

<ul style="list-style-type: none"> Collaborate and receive direction from the ETC who will use the Plan, Do, Study, Act model to drive the decision-making process. Assign rotating teachers (see appendix) based on a monthly schedule to release ALAS teachers for collaboration with the regional RtI specialist to review WKCE, MAP, SAIL and formative assessment data and create an instructional plan. <ul style="list-style-type: none"> Instructional units will address the needs of bilingual students. Instructional units will address the needs of both proficient and non-proficient learners. Instructional units will include formative assessments. An instructional calendar will be created for each semester. <p>4.3 Increase the internal capacity of learning team and leadership team to collect, analyze, and use student data to increase student achievement. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> Provide professional development to school teachers and administrators as to how to engage students in conversation regarding their data and performance to instill a sense of student ownership over performance. Designate Learning Team Leaders for data collection analysis and reporting and facilitation of discussion around data. Provide training and technical assistance for school stakeholders on data collection, management, analysis, and internal decision-making. Establish time for data analysis and instructional planning for designated teams and departments. 	<p>Turn 4, 8</p>	<p>Monthly August 2011- June 2012</p> <p>Data leader determined before September 30, 2011</p> <p>Timeline determined by September 30, 2011</p>	<p>Work Plan Owner: -Regional Executive Specialist Regional Coordinator of Curriculum and Instruction -External Partner</p> <p>Support: -Principal RtI Specialist, DIFI Supervisor</p>	<p>NA</p>	
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IX. SCHOOL PLAN (cont'd.)

<p>Work Plan #5: Standards-Based Curriculum and Assessment</p> <p>5.1: Provide the guidance and support needed for the leadership and instructional staff to expand the accelerated and high-level coursework offerings such as honors, advanced placement, and dual enrollment at the school with a focus on grade levels 11 and 12.</p> <ul style="list-style-type: none"> • Conduct a high-level analysis of passing rates on Advanced Placement exams and credit acquisition for current high level courses offered at the school. • Analyze the available data to identify students who meet the criteria for being placed in high-level courses and those that are right on the cusp. • Align the data, course offerings, teacher selection, and student placement to serve as link between the components necessary for students to succeed in higher-level courses. • Work with the teachers to create comprehensive syllabi that would incorporate the College Board standards for each of the advanced placement courses offered at the school and submit them for College Board approval. • Provide professional development for the teachers on how to deliver rigorous, relevant, and engaging instruction to students that will afford students the best opportunity possible to receive a passing grade on the Advanced Placement exams. • Align the instruction in the honors courses to prepare students for the level of rigor that they will encounter in the Advanced Placement courses to serve as a pre-Advanced Placement track. • Work with the district and local colleges to select appropriate dual-enrollment offerings that would be enticing to students and be conducive to their acquisition of college 	<p>Turn 7, 8</p>	<p>August 2011 to June 2012</p> <p>A completed calendar to address all of the stated activities by October 1, 2011.</p>	<p>Work Plan Owner:</p> <ul style="list-style-type: none"> -Principal -External Partner -Regional Executive Specialist <p>Support:</p> <ul style="list-style-type: none"> - Regional Coordinator C & I, Guidance Staff - Local College Staff 	<p>NA</p>	
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IX. SCHOOL PLAN (cont'd.)

<p>5.3 Provide job-embedded professional development for all teachers focusing on instructional methodologies that differentiate instruction. This professional development will also target English Language Learners at LAU levels 1 and 2.</p> <ul style="list-style-type: none"> • Using the rotating teachers provided by district, the External Partner will facilitated Lesson Study Groups/Professional Learning Communities with a focus on teaching English Language Learners adhering to the six cycles below: <ul style="list-style-type: none"> ○ Cycle 1: ELA & Math ○ Cycle 2: Science & Social Studies ○ Cycle 3: Electives & ELA ○ Cycle 4: Science & Math ○ Cycle 5: ELA & Social Studies ○ Cycle 6: ELA & Math • Using the four after schools hours allocated for professional development/faculty meetings that negotiated in the 2010 SIG MOU, the External Partner will provide research-based strategies that teachers can incorporate into general class to address the learning styles and academic needs of students who are English Language Learners. • Working with the District, the External Partner will facilitate professional development for teachers on how to effectively implement the Bilingual Program and instruction for English Language Learners. <p>Provide online educational instructional resources that will work on the five areas of reading and use strategies that address English Language Learners students: Vocabulary, Fluency, Comprehension, Phonics, and Phonemic Awareness.</p> <ul style="list-style-type: none"> • Using the online educational programs Lexia and Reading Plus, the External Partner will work with the principal to create a schedule that allow for English Language Learners to 	<p>Turn 4, 7, 8</p>	<p>Monthly fidelity of implementation checks- October 2011- May 2012</p> <p>By October 31, 2011</p> <p>September 2011-June 2012</p>	<p>Work Plan Owner: -Principal -External Partner</p> <p>Support: - Regional C & I Coordinator, Instructional Coach Literacy & Math</p>	<p>1.0 FTE \$101,091 (includes benefits) for Class Size Reduction teacher</p>	
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IX. SCHOOL PLAN (cont'd.)

<p>access the program at least three times per week.</p> <p>Provide coaching and mentoring for teachers during the collaborative planning time on how to establish a common language among them regarding effective methods for language-focused instruction. This will include incorporation of the following six key strategies to identify good teaching skills that help teachers plan lessons that are accessible to a range of students including English Language Learners.</p> <ul style="list-style-type: none"> • Vocabulary and language development, through which teachers introduce new concepts by discussing vocabulary words key to that concept. • Guided interaction, through which teachers structure lessons so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text. • Metacognition and authentic assessment, through which teachers rather than having students simply memorize information, they model and explicitly teach thinking skills (<i>metacognition</i>) crucial to learning new concepts. With the <i>authentic assessments</i>, teachers will use a variety of activities to check students’ understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills. • Explicit instruction, through which direct teaching of concepts, academic language, and reading comprehension strategies are included to complete classroom tasks. • Meaning-based context and universal themes, through which teachers refer to taking something meaningful from the students’ everyday lives and using it as a 	<p>Turn 4, 7, 8</p>	<p>August 2011</p> <p>Monthly: August 2011- June 2012</p> <p>Instructional Calendar submitted by August 30, 2011</p>	<p>Work Plan Owner: External Partner, Principal</p> <p>Support: Instructional Coach Leader, Regional Coordinator of Curriculum and Instruction, Assistant Principals</p>	<p>NA</p>	
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IX. SCHOOL PLAN (cont'd.)

<p>students, teachers, curriculum, and program in order to adjust and differentiate instruction to eliminate any student achievement gaps identified by the data, to be completed by November, 30, 2011.</p> <ul style="list-style-type: none"> ○ Using collaborative planning periods and rotating teachers to facilitate teachers working together to create common and consistent assessments utilizing the item banks from the agreed upon platform across core content areas. (See an appendix for schedule.) ○ Provide all stakeholders, such as parents, with access to the web-based system so that they can monitor and view student progress in order to continuously participate in the educational process. <ul style="list-style-type: none"> ● Create a school-wide assessment calendar in collaboration with the Regional Curriculum and Instruction Specialist and other regional staff that outlines all district and local assessments. <ul style="list-style-type: none"> ○ This calendar will include dates of formative assessments given in all content areas along with specific dates to analyze data and plan for instruction based on data. ○ The completed calendar for ALAS based on a year round schedule will be submitted to the Regional Executive Specialist by July 30, 2011. ● Implement the MAP assessment process with fidelity. <ul style="list-style-type: none"> ○ Administer the MAP assessment three times during the 2011-2012 school year. ○ Increase student participation in the MAP assessments utilizing teacher and student incentives and a 	<p>Turn 8</p>	<p>See Appendix for district assessment calendar</p>	<p>Owner: External Partner</p> <p>Supports: Principal Regional Coordinator of C & I, Instructional Coach Literacy, Instructional Coach Math, RtI Specialist</p>	<p>NA</p>	
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IX. SCHOOL PLAN (cont'd.)

<p>rigorous progress monitoring of those students that have completed the exam.</p> <ul style="list-style-type: none"> ○ Provide professional development to instructors on how to adjust teaching and learning activities in the classroom according to data from the MAP assessment. ● Provide professional development for leaders on how to use the available assessment data from the agreed upon platform and MAP to provide teachers with appropriate feedback regarding their effectiveness, facilitate intervention and enrichments for students, and incorporate parents into the decisions necessary to drive their children’s education. ● Develop a common formative assessment for each instructional unit. The data from common formative assessments will be analyzed by collaborative teams and used to differentiate instruction. The dates for administration of the common assessment, scoring, and data analysis will be added to the instructional calendar. <p>5.6: Align and integrate the Common Core Standards into ELA and Math Curriculum to increase student academic performance. In order to accomplish this, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> ● Identify similarities/differences by a) specific strands; b) domain; c) requirements by grade level and courses. ● Provide professional development and technical assistance on Common Core State Standards for teachers. ● Provide professional development and technical assistance on differentiated instruction for all teachers. ● All teachers will provide a calendar outlining 1.5 hrs per week for extended services to increase academic performance. 		<p>See Appendix for district assessment and data analysis calendar</p> <p>Professional development and work groups August, 2011 through January, 2012</p>	<p>Work Plan Owner: External Partner, Principal</p> <p>Support: Instructional Coach Leader, Regional Coordinator of Curriculum and Instruction, Assistant Principals</p>		
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IX. SCHOOL PLAN (cont'd.)

<ul style="list-style-type: none"> Implement this activity the beginning of the 2nd semester (January 2012) <p>5.7 Establish an Assessment Committee to coordinate and create the school-wide culture of progress monitoring using student assessments.</p> <ul style="list-style-type: none"> Form an application process to select members of the Assessment Committee. Align district assessment calendar Develop an assessment blueprint that provides detailed information with procedures (i.e. location, snacks/lunch, etc) that will be implemented during assessment administrations. <p>Organize “Data Chats” to analyze and evaluate assessments to drive instruction.</p>					
<p>Work Plan #6: Student Support & Engagement</p> <p>6.1: Implement a multi-phased, research-based effort aimed at significantly preventing high school dropouts and increasing the graduation rate. This effort should include a site based graduation plan, a comprehensive attendance component, credit recovery, advisory, a focus on seniors and freshmen; and awards for students who meet expectations that are determined quarterly by the Educational Transformation Committee. To accomplish this, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> Implement the Project Graduation: The Digital Advantage (a component of the Turnaround Solution Suite offered by the External Partner) methodology and Positive Behavior Intervention System (PBIS) which includes work plans and strategies for the following categories, among others: <ul style="list-style-type: none"> Increase the average grade point 	<p>Turn 7, 8</p>	<p>July 2011- June 2012</p> <p>Quarterly beginning November 4, 2011 for traditional schools and September 30, 2011 for year round schools</p>	<p>Work Plan Owner:</p> <ul style="list-style-type: none"> -Principal -External Partner <p>Support:</p> <ul style="list-style-type: none"> - Asst. Principals, Regional C & I Coordinator 		

IX. SCHOOL PLAN (cont'd.)

<p>average earned by freshmen students (Academics).</p> <ul style="list-style-type: none"> ○ Decrease the number of absences (Attendance/ADA). ○ Decrease the number of out-of-school suspensions by freshmen students (Attitude). ○ Increase the promotion rate of freshmen. ○ Increase the number of freshmen students participating in high school- sponsored extracurricular activities (Activity). <p>6.2: Provide interventions for students performing at “Minimal” or “Basic” on the WKCE Math and Reading exams. To accomplish this, the parties responsible will collaborate to (see appendix):</p> <ul style="list-style-type: none"> ● Review data about incoming eight grade students prior to the start of the school year to identify those in need of academic skill development. Refine the school schedule based on the needs of incoming 9th graders. ● Intervention teachers for Math and Reading will be assigned to ALAS through Central Office. ● Implement a double-block schedule for mathematics and reading within the master schedule to provide differentiation and intervention for students below the “proficient” designation. ● Create intervention modules (see appendix) for reading and mathematics to be used with students who are below the “proficient” designation during the 30-minute RtI block. ● Provide licenses for Reading Plus for students to access educational software that will reinforce and develop the five areas of reading (vocabulary, comprehension, phonics, phonemic awareness, and fluency) “on the go”. 	<p>Turn 7,9</p>	<p>Beginning September 1, 2011</p> <p>August 2011- June 2012 (Ongoing)</p> <p>Completed by September 1, 2011.</p> <p>Completed by August 30, 2011</p> <p>Created by August 30, 2011</p> <p>September 1, 2011</p>	<p>Work Plan Owner:</p> <ul style="list-style-type: none"> -Principal -External Partner <p>Support:</p> <ul style="list-style-type: none"> - Regional C & I Coordinator, Instructional Coach Literacy & Math, 1.0 FTE Math Intervention Teacher, 1.0 FTE Reading Intervention Teacher, DIFI Supervisor 	<p>1.0 FTE Reading Intervention Teacher \$101,091 (with benefits)</p> <p>1.0 FTE Math Intervention teacher \$101,091 (with benefits)</p>	
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IX. SCHOOL PLAN (cont'd.)

<p>6.3: Establish an infrastructure that promotes student achievement through Positive Behavior Intervention and Supports (PBIS), data-based decision making and effective leadership.</p> <ul style="list-style-type: none"> • Reconstitute existing Positive Behavior Management team and expand the responsibility of members to reflect those defined in PBIS with a focus on student behavior. • Create an action plan team with principal that outlines goals, objectives, outcomes, and timelines as it relates to each teams new role/duty for the 2011-2012. • Provide adequate time during the school year for each team to plan and review student data and carry out their roles and responsibilities. <p>Provide each team with training and technical assistance to increase their effectiveness in raising student achievement (leadership, data-based decision making via ClasStat, PBIS implementation).</p>	<p>Turn 4, 8</p>	<p>Quarterly July 2011- June 2012</p> <p>September 30, 2011</p> <p>September 30, 2011</p> <p>Monthly August, 2011 to May 2012</p> <p>Bi-weekly September 2011 – June 2012</p>	<p>Work Plan Owner: -Principal -External Partner</p> <p>Support: - PBIS Coach - PBIS Team - Assistant Principal</p>	<p>NA</p>	
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IX. SCHOOL PLAN (cont'd.)

<ul style="list-style-type: none"> • An “Auto Dial” call will be sent out to remind parents to attend the meeting. • Assist parents in enhancing their skills (e.g. parent education classes, providing resources, and adult education classes) for the purpose of being actively involved in their child’s education. • Promote the importance of parent involvement with school personnel (e.g. principal, teachers, and building staff) for the purpose of providing effective methods and tools for working with parents as equal partners. • Provide professional development to instructors and administrators on how to help parents understand their role as a full partner in their child’s education. • Engage local community organizations and businesses in ownership of the school’s progress through events, sponsorships, conferences, and rallies to create a sense of commitment to the success of the school’s children on behalf of the community. • Communicate with parents, teachers, and community organizations for the purpose of strengthening parent/school/community relationships. • Provide training and resources to parents to grant them access to and enhance their understanding of student data and empower them to help drive their children’s education. • Conduct conferences and work collaboratively with the parents of 9th, 10th, 11th and 12th graders to develop a plan that will allow their children to acquire enough credits to graduate on time. • Conduct conferences and work collaboratively with the parents of students that have been retained and those that are in danger of retention to develop a credit 		<p>Beginning October 5, 2011</p> <p>Beginning September 1, 2011</p> <p>Beginning November 1, 2011</p> <p>November 1, 2011</p>			
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IX. SCHOOL PLAN (cont'd.)

<p>recovery plan to ensure that students catch up to the appropriate amount of credits for their grade level.</p> <ul style="list-style-type: none"> • Conduct conferences and work collaboratively with the parents of students in high-level courses to ensure that they understand the commitment necessary to support their child’s high-level education. • Conduct conferences and work collaboratively with the parents of students with high suspension rates and behavior problems to develop improvement plans for their child’s behavior. • Students will participate in a review of their performance and set individual achievement goals once per semester (data chats). • The Social Worker will implement Restorative Practices and support instructional activities that are designed to increase parental involvement. 		<p>Beginning immediately after each MAP Test window</p> <p>Monthly – August 2011- June 2012</p>			
<p><u>Work Plan # 8: Extended Learning Opportunities</u></p> <p>8.1: Provide a prescriptive Extended Learning Opportunity program that will facilitate the delivery of supplemental instruction to targeted students based on their needs and critical areas for improvement. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Conduct an analysis of student challenges to be addressed through supplemental instruction that is significantly different from instruction provided during official hours. • Assist the school with community and parent outreach efforts as well as the planning and setup of logistics necessary to implement successful Extended Learning Opportunity programming. • Implement a system of continuous feedback 	<p>Turn 8, 9</p>	<p>Ongoing throughout the school year beginning October 1, 2011</p> <p>Completed by August 30, 2011</p> <p>Completed by September 30, 2011</p>	<p>Work Plan Owner: -Principal</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

<p>responsible will collaborate to:</p> <ul style="list-style-type: none"> • Provide professional development on the use of Reading Plus as a reading intervention strategy for Tier II students during Extended Learning Opportunity Programming • Provide professional development on the use of Gizmos © as a science and math intervention strategy for students struggling in those subjects during Extended Learning Opportunity Programming <p>8.4: Provide opportunities for students to recover credit for courses that they previously failed.</p> <ul style="list-style-type: none"> • Allow students to participate in credit recovery opportunities using Education 2020 (E2020) or other district approved credit recovery platforms or models. • Collaborate with the school’s athletic directors to create academic work plans that athletes in danger of retention recover the necessary credits for promotion and/or graduation. 	<p>Turn 8, 9</p>	<p>Beginning September 15, 2011</p> <p>Ongoing – September , 2011 – June, 2012</p> <p>At the end of each monitoring period students in need of credits will be offered credit recovery options.</p> <p>Prior to the beginning of each sport season</p>	<p>Counselors</p> <p>Work Plan Owner: -Principal</p> <p>Support: -External Partner - Regional Coordinator of</p> <p>Work Plan Owner: -Principal - Regional Executive Specialist</p> <p>Support: Curriculum & Instruction - Instructional Coach Leader - Reading Teachers - Math Teachers</p>	<p>\$2,000 online software to supplement credit recovery</p>	
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IX. SCHOOL PLAN (cont'd.)

Work Plan #9: Project Management					
<p>9.1 The principal will review SIG goals and activities with staff at the first staff meeting of the 2011-12 school year. Student achievement data related to math, literacy, attendance and suspensions and SIG activities will be reviewed at all monthly staff meetings during the 2011-12 school year. To accomplish this goal, the parties responsible will collaborate to:</p>	<p>Turn 2, 4</p>	<p>Monthly September , 2011 – June, 2012</p>	<p>Work Plan Owners - .2 School Improvement Facilitator - Principal - Regional Executive Specialist, Regional C & I Coordinator, Instructional Coach Literacy & Math, DIFI Supervisor</p>	<p>.2 FTE SIG Manager \$20,218 (with benefits)</p>	
<p>9.2 Develop a Project Management protocol for monitoring, measuring, and driving the initiatives to reform ALAS High School.</p>	<p>Turn 4, 10</p>	<p>To be completed by October 28, 2011</p>	<p>Support: -Regional Executive Specialist, Regional C& I Coordinator, Regional Director of School Support, Assistant Principals</p>		
<ul style="list-style-type: none"> • The Regional Executive Specialist, the Principal, and the External Partner, and District Core Team will meet once a month to review the implementation status of the School Improvement Grant and its associated initiatives. • Provide tools, templates, and resources to instructors and administrators to allow them to plan out their tasks, better sequence instruction, and more efficiently manage their daily and project-based schedules. 		<p>Monthly: October, 2011 – June 2012</p>			

IX. SCHOOL PLAN (cont'd.)

<p>9.3: Implement an open, transparent, and effective process of driving communication between stakeholders involved in the reform process.</p> <ul style="list-style-type: none"> • Provide professional development on the importance of communication and how to use various forms of technology more effectively to better express thoughts, opinions, and objective information. • Provide tools, templates, and resources to instructors and administrators to help them better communicate amongst each other, and to students, parents, and district staff. 	<p>Turn 4</p>	<p>Beginning September 1, 2011 – June 2012</p> <p>Ongoing beginning September 1, 2011 to June 2012</p>			
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IX. SCHOOL PLAN (cont'd.)

IX. SCHOOL PLAN (cont'd.)

School Name Pulaski High School			Reform Model Transformation		
School Year	WKCE Reading Goal	Evaluation Methods <i>e.g., WKCE data, local assessment, etc.</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2011-12	By the close of the 2011-12 school year, the proficiency rate in reading will be 30.9% as measured on the November 2012 WKCE.	WKCE	The current proficiency rate in reading is 25.9% based on November 2011 WKCE reading assessment.		
2012-13	By the close of the 2012-13 school year, the proficiency rate in reading will be 41% as measured on the November 2013 WKCE.	WKCE			
2013-14	By the close of the 2013-14 school year, the proficiency rate in reading will be 51% as measured on the November 2014 WKCE.	WKCE			

To meet the five-year trajectory for student performance to be at or above the state average:
Identify additional reading goals for **2014-15**.

By the close of the 2014-15 school year, the proficiency rate in reading will be 61% as measured by the November 2015 WKCE or the then current state reading assessment.

Identify additional reading goals for **2015-16**.

By the close of the 2015-16 school year, the proficiency rate in reading will be at or above the state average of 69.9% as measured by the November 2016 WKCE or the then current state reading assessment.

School Year	WKCE Mathematics Goal	Evaluation Methods <i>e.g., WKCE data, local assessment, etc.</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2011-12	By the close of the 2011-12 school year, the proficiency rate in mathematics will be 28.6% as measured on the November 2012 WKCE.	WKCE	The current proficiency rate in mathematics is 23.6% based on November 2011 WKCE mathematics assessment.		
2012-13	By the close of the 2012-13 school year, the proficiency rate in mathematics will be 34% as measured on the November 2013 WKCE.	WKCE			
2013-14	By the close of the 2013-14 school year, the proficiency rate in mathematics will be 44% as measured on the November 2014	WKCE			

IX. SCHOOL PLAN (cont'd.)

School Year	WKCE Mathematics Goal	Evaluation Methods <i>e.g., WKCE data, local assessment, etc.</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
	WKCE.				

To meet the five-year trajectory for student performance to be at or above the state average:

Identify additional mathematics goals for **2014-15**.

By the close of the 2014-15 school year, the proficiency rate in mathematics will be 56% as measured by the November 2015 WKCE or the then current state assessment in mathematics..

Identify additional mathematics goals for **2015-16**.

By the close of the 2015-16 school year, the proficiency rate in mathematics will be at or above the state average of 69.9% as measured by the November 2016 WKCE or the then current state assessment.

School Year	Other School Goals	Evaluation Methods <i>e.g., WKCE data, local assessment, etc.</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2011-12	95% of 9 th -12 th grade students will participate in the MAP (universal screener) for Reading at each administration.	MAP participation data	87.9% participation fall 2010-11; 75.8% participation winter 2010-11; 77.4% participation spring 2010-11		
2011-12	All assessed grades will meet/exceed the district established MAP value added growth targets in reading. Value added growth targets represent growth of .5 standard deviation beyond that expected for students with similar demographic profiles.	MAP Value Added RIT performance targets	Spring 2011 Value Added Targets: Grade 9 target above 209.7; Achieved 206.8 Grade 10 target above 210.6; Achieved 207.2 Grade 11 target above 214.1; Achieved 213.2 Grade 12 target above 217.5; Achieved 213.8 Overall target above 212.4; Achieved 209.8		

IX. SCHOOL PLAN (cont'd.)

School Year	Other School Goals	Evaluation Methods <i>e.g., WKCE data, local assessment, etc.</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2011-12	95% of all students will participate in the MAP (universal screener) for math at each administration.	MAP participation data	87.9% participation fall 2010-11; 75.8% participation winter 2010-11; 76.9% participation spring 2010-11		
2011-12	All assessed grades will meet/exceed the district established MAP value added growth targets in mathematics.	MAP Value Added RIT performance targets	Spring 2011 Value Added Targets: Grade 9 target above 212.9; Achieved 213.7 Grade 10 target above 215.7; Achieved 217.4 Grade 11 target above 220.9; Achieved 220.0 Grade 12 target above 224.1; Achieved 221.7 Overall target above 217.4; Achieved 217.5		
2011-12	Overall student attendance will increase from 78.9% to 89% by the end of the 2011-12 school year.	MPS attendance data	Current attendance is 78.8% based on 6/15/2011 MPS attendance data.		
2011-12	Suspensions from the learning environment will be maintained at current level of 9.9%. Reduce overall suspension rate from 29.7% to 19.7% of all students.	MPS suspension data	Current percent of suspensions from the learning environment is 9.9%; number of overall suspensions is 1,233; overall suspension rate is 29.7% based on 6/15/2011 MPS suspension data.		
2011-12	Teacher absences will decrease from 9.7 days average absence per teacher to at or below the district average absence per teacher of 8.3 days by the end of the 2011-12 school year.	MPS teacher absence data	Current average days absence per teacher is 9.7 days based on MPS 6/2011 data.		

IX. SCHOOL PLAN (cont'd.)

School Year	Other School Goals	Evaluation Methods <i>e.g., WKCE data, local assessment, etc.</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>	
2011-12	The number of students identified as at high risk for Total Quality Credits on the SAIL will decrease 30% or 149 students.	MPS SAIL data	Currently 495 students are at high risk for total quality credits based on June 15 th MPS data.			
Current Year Activities		Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p><u>Work Plan 1: Hire an External Partner</u> Select an External Partner who has experience in transforming secondary schools from low achieving to high performing educational institutions and who provides on-the-ground leadership support for the school principal and assistant principal. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Release a Request for Proposal (RFP) advertising the External Partner availability adhering to the procurement procedures. • Create an environment that is attractive to high-quality educational vendors. This environment would include components that are aligned to the Mass Insight's Turnaround Challenge 3 C's (conditions, capacity and cluster). • Develop a rigorous process to select an external partner whose experience matches the qualifications for Pulaski High School. • Screen RFP responses and select finalists. • Request that finalists conduct a presentation to the RFP selection committee on how their support would successfully transform the school. • Select the External Partner who they feel will provide the support needed for Pulaski High School to transform into a high performing school and submit the recommendation to the Superintendent. 		Trans 4, 12	May 2011 – July 2011 RFP was posted April 26, 2011. Proposals deadline May 18, 2011. Vendor demonstrations took place June 13, 2011. Vendor selection finalized June 14 th and submitted to the board July 1, 2011.	<p>Work Plan Owner: Superintendent & Regional Executive Specialist</p> <p>Support: Board Principal, Asst. Principals</p>	\$500,000 Contracted services	

IX. SCHOOL PLAN (cont'd.)

<ul style="list-style-type: none"> Negotiate a contract outlining roles and responsibilities of the External Partner as well as the district and relevant schools. Contract will include performance-based goals for the External Partner that will outline financial consequences should the goals not be met. Superintendent will review the recommendation and, if in agreement with the selection, submit it to the Board for approval by June 30, 2011. 		<p>June 30, 2011 (completed)</p>			
<p><u>Work Plan #2: Leadership Effectiveness</u></p> <p>2.1: Hire a principal for Pulaski High School who has the capacity to serve as an instructional leader and a catalyst for change that will positively impact student achievement and effectively transform the school. In order to successfully implement Work Plan 2.1, Milwaukee Public Schools (MPS) will replace the current principal adhering to the guidelines provided in the School Improvement Grant Transformation Intervention Model and will execute the following:</p> <ul style="list-style-type: none"> Post the vacant principal position. Screen candidate applications to select only those candidates who possess and demonstrate the leadership skills necessary to serve as a catalyst of change. Interview applicants who meet the screening criteria and select a minimum of three finalists to submit to the Superintendent for consideration. Select a candidate who will serve as the principal for Pulaski High School for the 2011-2012 school year and submit his or her name to the Board for approval by June 30, 2011. This will be the responsibility of the Superintendent. Work with the newly appointed principal will work with District Leadership to select an 	<p>Trans 1, 2, 3</p>	<p>May 2011 – July 2011</p> <p>May 11, 2011</p> <p>June 2011- July 2011</p> <p>July 1, 2011</p> <p>August 2011</p>	<p>Work Plan Owner: Superintendent Regional Executive Specialist</p> <p>Support: Principal , DIFI supervisor, External Partner</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

<p>assistant principal who will compliment the leadership of the school and contribute to the successful implementation of the School Improvement Grant Transformational Plan.</p> <p>2.2: Provide professional development, coaching, and project management for the principal and school leadership team to strengthen their capacity and knowledge on how to lead the bold and innovative change needed at Pulaski High School to improve academic performance. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Select a leader who has a proven track record of transforming low performing schools into high performing ones to serve as the Chief Transformation Officer for Pulaski High School during the term of the contract. • Principal will participate in turnaround leadership professional development. The turnaround professional development provided by a turnaround leadership vendor will be aligned to the support provided by the instructional vendor and regional team. <p>The duties of the Instructional provider’s Chief Transformation Officer will include but not be limited to:</p> <ul style="list-style-type: none"> • Provide on-the-ground support for the Pulaski High School principal and leadership team on a weekly basis focusing in the areas of instructional leadership. • Provide project management guidance and support for the principal to effectively 	<p>Trans 4, 12</p>	<p>Quarterly Reports will include Professional Development plan and relevant updates, beginning in September 2011</p> <p>June 2011</p> <p>September 2011 Leadership PD begins with coaching and support through June, 2012. Second phase training to begin June, 2012.</p> <p>Weekly, Sept 2011-June 2012</p> <p>Leadership Team meetings will take place weekly, Sept</p>	<p>Work Plan Owner: External Partner</p> <p>Support: Regional Executive Specialist, Coordinator of C & I, Director of School Support</p> <p>Work Plan Owner: Turnaround Leadership Vendor, Regional Executive Specialist</p> <p>Work Plan Owner: External Provider, Regional Executive Specialist</p>	<p>\$5000 Travel (Turnaround Leadership vendor budgeted in SIG Cohort 1)</p>	
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IX. SCHOOL PLAN (cont'd.)

<p>implement the School Improvement Grant Transformational Plan. This will be the responsibility of the turnaround or transformation team provided by the external partner.</p> <ul style="list-style-type: none"> • Facilitate opportunities for the principal and assistant principal to participate in a Leadership Learning Community that will discuss concepts and strategies that will align with today’s best-practice leadership literature and research. • Co-facilitate the Leadership Team meetings that will be scheduled and hosted at the school weekly. The agenda for these meetings will be constructed around the effective execution of the School Improvement Grant Transformational Plan. • Meet with the Metro Region Regional Executive Specialist, minimally, on a monthly basis to provide status updates on the progress of the Pulaski High School toward meeting the goals of the 2011-2012 School Improvement Grant Transformational Plan. • Provide development for the Pulaski High School principal and assistant principal with a focus on the National Principal Standards and the Dimensions of Leadership as defined in the book titled “The Learning Leader”. • Assist school administrators in using a variety of walk-through templates to help Leadership Teams assess and evaluate how the faculty prepares students for purposeful learning. • The Regional Director of School Support will work collaboratively with the principal to ensure that the principal has sufficient operational flexibility in the areas of staffing, scheduling, resources and budgeting. Quarterly reports will be submitted to the Regional Executive Specialist to be included in the SIG quarterly reports for District and 	<p>Trans 2</p>	<p>2011-June 2012</p> <p>Monthly beginning October 3, 2011.</p> <p>Monthly beginning October 3, 2011.</p> <p>Monthly beginning October 3, 2011.</p> <p>Quarterly beginning September 2011</p>	<p>Support: Regional Math and Literacy Specialist</p> <p>Regional Director of School Support</p>		
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IX. SCHOOL PLAN (cont'd.)

<p>process will be around effective instructional strategies for teachers coupled with student achievement and the effective implementation of the School Improvement Grant Transformational Plan. In order to accomplish Work Plan 2.4, the Regional Executive Specialist will:</p> <ul style="list-style-type: none"> • Meet with the principal in September 2011 to discuss the components of the evaluation tool and set goals and expectations for the year. • Meet with the principal on a monthly basis to discuss strengths and areas in need of improvement being observed in the principal with a focus on the effective implementation of the transformational plan. • Conduct thorough school visits at Pulaski High School at least twice a month and debrief with the school principal. • Collaborate with the External Partner to assess the success of the principal in implementing the transformational plan. • Provide professional development opportunities for the principal based on observations in collaboration with the External Partner. • Complete a final evaluation of the principal primarily based upon the successful execution of the School Improvement Grant Transformational Plan and student achievement. In addition, the evaluation will include the principal's progress toward mastery in the National Principal Standards: Leadership for Results, Vision and Mission, Teaching and Learning, Knowledge of Students and Adults, Culture, Strategic Management, Advocacy, Ethics, Reflection and Growth. <p>2.5: Work with Regional Executive Specialist, Research and Evaluation, Curriculum and Instruction,</p>		<p>September 2011</p> <p>Once a month: January 2012 – June 2012</p> <p>Twice a month beginning September 6, 2011</p> <p>Quarterly Reports, beginning in September</p> <p>Monthly September, 2011- June 2012</p> <p>Final evaluation completed June 2012.</p>	<p>Executive Specialist</p> <p>Support: External Partner</p>		
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IX. SCHOOL PLAN (cont'd.)

<p>and district and school Improvement to align walkthrough tools and incorporate Fidelity of Implementation checks with External Provider’s walkthroughs.</p> <p>Provide professional development for leadership teams on how to conduct effective classroom walkthroughs based on the concepts outlined in the book entitled “Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning” by Elizabeth City to build their capacity to improve teaching and learning at their schools. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Purchase a copy of “Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning” by Elizabeth City for each administrator. • Conduct a book study to highlight the key concepts within the book and demonstrate the application of these concepts to everyday instruction. • Schedule instructional rounds at other schools with which the External Partner works to allow administrators the opportunity to practice the methods and techniques described in the book and simultaneously improve the quality of teaching and learning at the sites in which these walkthroughs are conducted. • Require principals and assistant principals to conduct a minimum of ten classroom walkthroughs across the four academic content areas within the school, debrief on their findings with the External Partner and strategize how to overcome the gaps in instruction identified. The administrators will also include four classroom walkthroughs in non-core content areas so that a whole school instructional perspective is maintained by the school site leadership. 	<p>Trans 4, 12</p>	<p>September 2011</p> <p>September 2011-June 2012</p> <p>September 2011</p> <p>Monthly Begin by September 2011.</p> <p>Two weeks a month, beginning September 2011</p>	<p>Work Plan Owner: DIFI Supervisor External Partner</p> <p>Support: Regional Executive Specialist, DIFI supervisor, Principal, Asst. Principals, Instructional Coach Literacy, Instructional Coach Math</p>	<p>\$97,587 part-time certificated/ hourly (includes benefits)</p> <p>\$10,000 supplies and recognition</p> <p>\$5,000 supplies and professional development</p> <p>\$1,500 Meeting accommodations</p> <p>\$54,304 .5 FTE Instructional Coach Literacy (including benefits)</p> <p>\$54,304 .5 FTE Instructional Coach Math (Includes benefits)</p>	
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IX. SCHOOL PLAN (cont'd.)

<ul style="list-style-type: none"> Require administrators to provide descriptive feedback to teachers related to their classroom walkthroughs in order to facilitate teachers' professional growth. This process should begin during the second week of school and will occur for two weeks each month, with different teachers according to a pre-determined, staggered schedule. 		<p>Feedback provided on alternating weeks following observations</p>			
<p><u>Work Plan #3: Teacher Effectiveness</u></p> <p>3.1: Provide professional development, coaching, and instructional management for the instructional staff to strengthen their capacity and knowledge on how to facilitate teaching and learning that meets the needs of Pulaski High School students to improve their academic performance. To accomplish this Work Plan, the vendor will collaborate with the district to:</p> <ul style="list-style-type: none"> Appoint a Literacy Director, Mathematics Director, Science Director and a Special Education Director from the staff of the selected External Partner to provide weekly on-the-ground support for the instructional staff at Pulaski High School. Support and build capacity of the district Reading and Mathematics coaches assigned to Pulaski High School to ensure a consistent and uniform delivery of professional development. Utilize the Coaching Continuum (Observe, Model, Co-Teach, Coach, and Re-observe) to provide job-embedded professional development for struggling teachers at Pulaski High School. Provide teachers and leadership team with training on 21st Century Grading Practices. Develop and implement the "Model Classroom Concept" at Pulaski High School. The "Model Classroom" is led by an 	<p>Trans 4, 8, 12</p>	<p>Weekly: August 2011- June 2012</p> <p>July 2011</p> <p>Weekly, August 2011- June 2012</p> <p>Model Classroom established</p>	<p>Work Plan Owner:</p> <ul style="list-style-type: none"> - External Partner - Metro Region Core Team <p>Support:</p> <p>Regional Executive Specialist, Principal, Asst. Principals, Instructional Coach Literacy, Instructional Coach Math, Regional Director of School Support, Regional Coordinator</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

<p>will collaborate to:</p> <ul style="list-style-type: none"> Implement a seven period schedule comprised of 48-minute periods where teachers teach 5 instructional periods, have one duty period, and one planning period. Schedule core subject collaborative planning during teacher duty periods with a priority for English/Language Arts, Mathematics, Science, and Social Studies to: <ul style="list-style-type: none"> Develop a common formative assessment to be used in conjunction with district benchmark assessments and CLP and CMSP assessments to analyze student performance and to make decisions around differentiation of instruction. Redefine and expand the role of department chairs (teachers) to include responsibilities that have a direct impact on improving curricular and instructional practices, which will increase student achievement. Provide department chairpersons with a professional development period to support the growth of the instructional staff within their department. Department chairpersons will work with Content Area Directors assigned by the External Partner to ensure the efficacy of curriculum and instruction. Develop an action plan for each department chair that outlines their goals, objectives, and timelines as it relates to their new role and responsibility. <p>3.3 The principal will ensure that all staff members are aware of the district’s new teacher evaluation system. To ensure teacher understanding of what will be expected of teachers when observations take place. This system is in the pilot phase and will not be implemented at Pulaski in 2011-2012. Staff will be made aware of the system and what it looks like in</p>	<p>Trans 3, 5, 13</p>	<p>September 2011 – June 2012 September 2011</p> <p>Monthly, September 2011- June 2012</p> <p>October 2011</p> <p>August 2011- April 2012</p>	<p>Partner, Department Chairs</p> <p>Support: External Partner Regional Executive Specialist, Asst. Principals, Instructional Coach Literacy, Instructional Coach Math, Regional Director of School Support, Regional Coordinator of C & I</p> <p>Work Plan Owner: Principal Human Resources</p>	<p>NA</p>	
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IX. SCHOOL PLAN (cont'd.)

<p>the spring of 2012. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Develop teachers’ capacity to understand the importance of planning and preparation. Indicators based upon The Framework for Teaching by Charlotte Danielson: Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instructional Outcomes, Demonstrating Knowledge of Resources, Designing Coherent Instruction, Designing Student Assessments. • Develop teachers’ ability to create a classroom environment that is conducive to teaching and learning. Indicators based upon The Framework for Teaching by Charlotte Danielson: Creating an Environment of Respect and Rapport, Establishing a Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, Organizing Physical Space. • Require routine reflection by teachers related to their professional responsibilities as a part of their ongoing development. Indicators based upon The Framework for Teaching by Charlotte Danielson: Reflecting on Teaching, Maintaining Accurate Records, Communicating with Families, Participating in a Professional Community, Growing and Developing Professionally, Showing Professionalism. • Strengthen the teaching and learning in each classroom by delivering effective instruction. Indicators based upon The Framework for Teaching by Charlotte Danielson: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, Demonstrating Flexibility and Responsiveness. • Create a teacher observation schedule to 		<p>Twice a year at the end of each semester, January 2012 and June 2012</p>	<p>Support: MTEA, Regional Executive Specialist, Principal, Asst. Principals, Instructional Coach Literacy, Instructional Coach Math, Regional Director of School Support, Regional Coordinator of C & I</p>		
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IX. SCHOOL PLAN (cont'd.)

<p>submit to the Regional Executive Specialist. Information gathered will be used to enable use of the labor contract to assist teachers in transferring out of the school when they are not a good match for the intervention model being implemented.</p> <ul style="list-style-type: none"> • Provide meaningful positive feedback for teachers who are contributing to the school’s efforts at improving student achievement following observations. • Enable teachers who are not a good match for the intervention model selected for Pulaski High School to avail themselves of their contractual right to leave the school. 		<p>Submitted to Regional Executive Specialist August 30, 2011.</p>			
<p>3.4: Allow teachers assigned to “SIG schools” who believe they are not compatible with the SIG intervention model implemented in their school the opportunity to excess themselves from the assigned school up until third Friday.</p> <ul style="list-style-type: none"> • When new teachers are accepted at Pulaski, the principal will ensure that those teachers will receive necessary professional development and vendor updates to ensure the continued progression of the SIG activities and interventions. A “New Teacher” meeting to be held no later than one week after teachers join the Pulaski staff to establish a schedule for receiving missed professional development and updates. 	<p>Trans 2</p>	<p>September 2011</p> <p>New teacher meeting to be held no later than one week after new teachers are placed.</p>	<p>Work Plan Owner: Human Resources, principal</p> <p>Support: Regional Executive Specialist, DIFI supervisor</p>		
<p>3.5: Provide incentives and awards to teachers and administrators for quality behaviors and effectiveness, as evidenced by students’ academic performance,</p>	<p>Trans 3,5, 13</p>	<p>November</p>	<p>Work Plan</p>	<p>\$5000 for</p>	

IX. SCHOOL PLAN (cont'd.)

<p>attendance, behavior and related other data points. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Develop a plan of incentives and awards, in collaboration with the Educational Transformation Committee, to outline performance benchmarks for teams that merit awards and incentives for performance in the categories that include but will not be limited to: <ul style="list-style-type: none"> ○ Teacher Attendance ○ Student Attendance ○ Student Suspension Rates ○ Student Intervention Program Participation • Award teachers who return to higher education for advanced degrees or training that support the school’s programs with \$100 per course for registration to the college/university of their choice depending on funds available. 		<p>2011-June 2012</p> <p>October 2011 Monthly recognition at Staff meetings</p> <p>Financial awards to be distributed upon completion of course work with an official transcript</p>	<p>Owner: Principal</p> <p>Support: External Partner Regional Executive Specialist</p>	<p>tuition</p>	
<p>Work Plan #4: Real-Time Data</p> <p>4.1: Conduct a comprehensive needs assessment of Pulaski High School to determine the baseline data for the 80 research-based benchmarks for effective teaching and learning. To accomplish this Work Plan, the parties responsible will:</p> <ul style="list-style-type: none"> • Collaborate with Metro Region staff to conduct a needs assessment within the first month of school using the tool entitled “Closing the Achievement Gap”. This tool will assess the school from the perspective of 80 research-based benchmarks that have been deemed necessary for school effectiveness. • Collaborate with the principal, school staff, 	<p>Trans 8, 12</p>	<p>August 2011-October 2011</p>	<p>Work Plan Owner: External Partner, Regional Executive Specialist</p> <p>Support: Principal, Asst. Principals, Instructional Coach</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

<p>and Metro Region staff to develop a school transformational profile based on the results of the needs assessment.</p> <ul style="list-style-type: none"> • Determine interventions, measurable goals, and benchmarks based on results of the needs assessment • Collaborate with the Educational Transformation Committee to map out action plan, critical steps, and timeline to accomplish goals and objectives included in the School Improvement Grant. • Work with the principal to create a communication plan to keep key stakeholders abreast of the actions and efforts being implemented to transform Pulaski High School. <p>4.2: Implement the ClasStat - Plan, Do, Study, Act (PDSA) Improvement Model at Pulaski High School as a performance-driven method for tracking student performance. In order to accomplish this, the External Partner will provide staff with professional development so that instructors are able to:</p> <ul style="list-style-type: none"> • Monitor student progress on a bi-weekly basis to make informed instructional decisions based on the analysis of the data. Use specific tools and methodologies to assess how much students learn, such as lists of critical benchmarks and instructional focus calendars that enable them to deliver instruction in targeted critical skills and identify students in need of additional instruction. Students that need intervention will be identified through ongoing benchmark formative and summative assessments such as MAP and teacher-made assessments. • Collaborate and receive direction from the ETC who will use the Plan, Do, Study, Act 	<p>Trans 4, 8, 12</p>	<p>August 2011- June 2012 aligned to district's five data analysis windows. (see appendix)</p> <p>Monthly, August 2011- June 2012</p> <p>Data Leader to be determined before September 30, 2011</p>	<p>Literacy, Instructional Coach Math, Regional Director of School Support, Regional Coordinator of Curriculum and Instruction</p> <p>Work Plan Owner: Regional Executive Specialist External Partner</p> <p>Support: RtI specialist, DIFI supervisor, Regional Director of School Support, Regional Coordinator of C & I</p>	<p>NA</p>	
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IX. SCHOOL PLAN (cont'd.)

<p>model to drive the decision-making process.</p> <p>4.3 Increase the internal capacity of learning team and leadership team to collect, analyze, and use student data to increase student achievement. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Provide professional development to teachers and administrators as to how to engage students in conversation regarding their data and performance to instill a sense of student ownership over performance. • Designate Learning Team Leaders for data collection analysis and reporting and facilitation of discussion around data. • Provide training and technical assistance for school stakeholders on data collection, management, analysis, and internal decision-making. • Establish time for data analysis and instructional planning for designated teams and departments. 	<p>Trans 4, 8, 12</p>	<p>September 2011</p>	<p>Work Plan Owner: DIFI supervisor, External Partner</p> <p>Support: Principal, Regional Coordinator of C & I, ICL, ICM</p>	<p>NA</p>	
<p>Work Plan #5: Standards-Based Curriculum and Assessment</p> <p>5.1: Provide the guidance and support needed for the leadership and instructional staff to expand the accelerated and high-level coursework offerings such as honors, advanced placement, and dual enrollment at the school with a focus on grade levels 11 and 12.</p> <ul style="list-style-type: none"> • Conduct a high-level analysis of passing rates on Advanced Placement exams and credit acquisition for current high level courses offered at the school. • Analyze the available data to identify students who meet the criteria for being placed in high-level courses and those that 	<p>Trans 7, 8</p>	<p>August 2011- June 2012</p> <p>A calendar to address all of the stated activities will be completed before October 1, 2011</p>	<p>Work Plan Owner: Principal External Partner Regional Executive Specialist</p> <p>Support:</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

<p>are right on the cusp.</p> <ul style="list-style-type: none"> Align the data, course offerings, teacher selection, and student placement to serve as link between the components necessary for students to succeed in higher-level courses. Work with the teachers to create comprehensive syllabi that would incorporate the College Board standards for each of the advanced placement courses offered at the school and submit them for College Board approval. Provide professional development for the teachers on how to deliver rigorous, relevant, and engaging instruction to students that will afford students the best opportunity possible to receive a passing grade on the Advanced Placement exams. Align the instruction in the honors courses to prepare students for the level of rigor that they will encounter in the Advanced Placement courses to serve as a pre-Advanced Placement track. Work with the district and local colleges to select appropriate dual-enrollment offerings that would be enticing to students and be conducive to their acquisition of college credits during their high school tenure. Work with the district and local colleges to provide the venues for high school teachers to become certified adjunct professors to instruct the selected college level subject in the high school. Work with high school counselors to identify students who meet the criteria required for participation in dual-enrollment courses and the students that are on the cusp of these criteria to advance their student profile so that they too are eligible for dual-enrollment courses. <p>5.2: Provide the guidance and support needed for the</p>	<p>Trans 4, 7</p> <p>Trans 7, 8,</p>	<p>Monthly,</p>	<p>Regional Coordinator of Curriculum and Instruction Local College Staff , District Guidance</p> <p>Work Plan</p>	<p>NA</p>	This cell is shaded gray in the original image
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IX. SCHOOL PLAN (cont'd.)

<p>leadership and instructional staff to increase the appropriate support for Students with Disabilities and English Language Learners to support the district’s efforts with Least Restrictive Environment. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Provide content experts in the areas of instruction for Students with Disabilities and English Language Learners to support the school leader and instructional staff in providing an academic program that is conducive to student success. • Provide training and technical assistance to the IEP team, the learning team and leadership team to analyze appropriate placement of students in the Least Restrictive Environment (LRE) for all content areas. • Provide professional development for school leaders and teachers on effective strategies to successfully implement the LRE initiative for Students with Disabilities in the areas of Language Arts and Mathematics. • Provide access to an intensive reading course for Students with Disabilities using the Language!4 intervention curriculum. <p>5.3: Provide the guidance and support needed for the leadership and instructional staff to implement with fidelity and effectiveness the approved Career Academies for Pulaski High School (which include Business, Health and Transportation) and expand the school career course offerings accordingly.</p> <p>5.4: Facilitate standards-based teaching, learning, and assessment. In order to accomplish this, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Implement the Comprehensive Literacy Plan with fidelity to increase student reading, math, and language skills as measured 	<p>12</p> <p>Trans 7</p> <p>Trans 4, 7, 8</p>	<p>August 2011- June 2012</p> <p>August 2011</p> <p>Monthly, August 2011- June 2012</p> <p>October 2011</p> <p>September 2011- June 2012</p> <p>By Semester July 2011 – June 2011</p> <p>August 2011- June 2012</p> <p>Monthly Fidelity Of Implementati</p>	<p>Owner: Principal External Partner Regional Coordinator of Specialized Services</p> <p>Support: Special Education Supervisor Educational Transformation Committee, IEP team</p> <p>Work Plan Owner: Principal, Regional Coordinator of C & I</p> <p>Work Plan Owner: Principal</p> <p>Support:</p>	<p>NA</p> <p>NA</p>	
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IX. SCHOOL PLAN (cont'd.)

<p>through standard test data and classroom benchmark performance measures.</p> <ul style="list-style-type: none"> • Link and align all teaching learning and assessment components and resources using research-based best practices so that teachers and administrators are able to focus on teaching and on meeting the needs of every student. • Facilitate curriculum design and development, lesson planning, teaching and learning, standards mastering, testing, and grading that help improve the effectiveness of instructional delivery in the classroom. Construct an Instructional Focus Calendar (IFC) to strategically target data-based student skill deficiencies using multiple measures of data. • Provide teachers with instructional resources such as but not limited to scope & sequence, sample lesson plans, sample activities, online instructional resources, audio and video clips. These resources would be used to enrich and enhance the delivery of instruction and the learners' experiences and acquisition of the state standards required by the coursework. • Help students, parents, teachers and administrators focus on the knowledge and skills required for promotion, course completion, and success on standardized tests. • Provide professional development for teachers on the integration of Common Core Standards, Wisconsin Standards, and the MPS Comprehensive Literacy and Mathematics Plan into daily instruction. <p>5.5: Provide teachers the access to a platform that</p>		<p>on checks October 2011 to May 2012</p> <p>October 31, 2011</p> <p>September 2011-June 2012</p> <p>August 2011</p>	<p>RtI specialist Regional Coordinator of C & I</p>		
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IX. SCHOOL PLAN (cont'd.)

<p>facilitates the administration of diagnostic, formative, and summative assessments to enable the systematic collection of data pertaining to the effectiveness of teaching and learning to drive the selection of enrichments and interventions for students accordingly. In order to accomplish this, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Implement a platform that will integrate the College Readiness Standards, Common Core Standards, and State Test standards. • Work collaboratively with the district to determine an appropriate platform that aligns with MPS adopted curriculum. • Provide professional development to administrators and staff on how to effectively utilize a platform to drive instructional decisions with the goal of increasing student achievement. • Using the data-dashboard, aggregate, disaggregate, and report assessment information accordingly to all stakeholders so that they can identify strengths and weaknesses in students, teachers, curriculum, and program in order to adjust and differentiate instruction to eliminate any student achievement gaps identified by the data. • Using collaborative planning periods and rotating teachers (see appendix for schedule) to facilitate teachers working together to create common and consistent assessments utilizing item banks from an agreed upon platform across core content areas. • Provide all stakeholders, such as parents, with access to the web-based system so that they can monitor and view student progress in order to continuously participate in the educational process. • Implement the MAP assessment process with fidelity. <ul style="list-style-type: none"> ○ Administer the MAP assessment 	<p>Trans 4, 7, 8</p>	<p>Monthly August 2011- June 2012</p> <p>Platform will be selected by August 30, 2011</p> <p>To be completed by October 27, 2011</p> <p>To be completed by November 30, 2011</p> <p>Beginning second semester,</p>	<p>Work Plan Owner: Principal External Partner</p> <p>Support: RtI Specialist,</p>	<p>\$50,546 rotating teacher</p>	
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IX. SCHOOL PLAN (cont'd.)

<p>three times during the 2011-2012 school year.</p> <ul style="list-style-type: none"> ○ Increase student participation in the MAP assessments utilizing teacher and student incentives and a rigorous progress monitoring of those students that have completed the exam. ○ Provide professional development to instructors on how to adjust teaching and learning activities in the classroom according to data from the MAP assessment. <ul style="list-style-type: none"> ● Provide professional development for leaders on how to use the available assessment data from the agreed upon platform and MAP to provide teachers with appropriate feedback regarding their effectiveness, facilitate intervention and enrichments for students, and incorporate parents into the decisions necessary to drive their children’s education. ● Develop a common formative assessment for each instructional unit. The data from common formative assessments will be analyzed by collaborative teams and used to differentiate instruction. The dates for administration of the common assessment, scoring, and data analysis will be added to the instructional calendar. <p>5.6: Align and integrate the Common Core Standards into ELA and Math Curriculum to increase student academic performance. In order to accomplish this, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> ● Identify similarities/differences by a) specific strands; b) domain; c) requirements by grade level and courses. ● Provide professional development and technical assistance on Common Core State Standards for teachers. ● Provide professional development and 	<p>Trans 4, 7, 8, 12</p>	<p>February 2012</p> <p>September 2011, December 2011, April 2012</p> <p>Ongoing After the first MAP assessment window</p> <p>Ongoing after the first MAP assessment window</p> <p>Instructional calendar submitted too the Regional Executive Specialist by August 30, 2011</p> <p>To be completed by August 30, 2011</p>	<p>Work Plan Owner: External Partner</p>	<p>NA</p>	
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IX. SCHOOL PLAN (cont'd.)

<p>technical assistance on differentiated instruction for all teachers.</p> <ul style="list-style-type: none"> All teachers will provide a calendar outlining 1.5 hrs per week for extended services to increase academic performance. Implement this activity the beginning of the 2nd semester (January 2012) <p>5.7 Establish an Assessment Committee to coordinate and create the school-wide culture of progress monitoring using student assessments.</p> <ul style="list-style-type: none"> Form an application process to select members of the Assessment Committee. Align district assessment calendar. Develop an assessment blueprint that provides detailed information with procedures (i.e. location, snacks/lunch, etc) that will be implemented during assessment administrations. Organize “Data Chats” to analyze and evaluate assessments to drive instruction. 	<p>Trans 8</p>	<p>August 2011-December 2011.</p> <p>See appendix for district assessment calendar</p>	<p>Support: Principal, RtI Specialist</p> <p>Work Plan Owner: External Partner</p> <p>Support: Principal Regional Coordinator of C&I Instructional Coach Literacy Instructional Coach Math RtI Specialist</p>	<p>NA</p>	
<p>Work Plan #6: Student Support & Engagement</p> <p>6.1: Implement a multi-phased, research-based effort aimed at significantly preventing high school dropouts and increasing the graduation rate. This effort should include a site based graduation plan, a comprehensive attendance component, credit recovery, advisory, a</p>	<p>Trans 7, 8</p>	<p>Quarterly beginning November 4, 2011</p>	<p>Work Plan Owner: -Principal -External</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

<p>focus on seniors and freshmen; and awards for students who meet expectations that are determined quarterly by the Educational Transformation Committee. To accomplish this, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Implement the Project Graduation: The Digital Advantage (a component of the Turnaround Solution Suite offered by the External Partner) methodology and Positive Behavior Intervention System (PBIS) which includes work plans and strategies for the following categories, among others: <ul style="list-style-type: none"> ○ Increase the average grade point average earned by freshmen students.(Academics) ○ Decrease the number of absences. (Attendance/ADA. ○ Decrease the number of out-of-school suspensions by freshmen students. (Attitude) ○ Increase the promotion rate of freshmen. ○ Increase the number of freshmen students participating in high school- sponsored extracurricular activities. (Activity) <p>6.2: Provide Interventions for students performing at “Minimal” or “Basic” on the WKCE Math and Reading exams. To accomplish this, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Implement a double-block schedule for mathematics and reading within the master schedule to provide differentiation and intervention for students below the “proficient” designation. • Create intervention modules for reading and 	<p>Trans 7,9</p>	<p>Beginning September 1, 2011</p> <p>August 2011- June 2012</p> <p>Completed by August 30, 2011</p> <p>Completed by August 30, 2011</p> <p>September 1, 2011</p> <p>September 1, 2011</p>	<p>Partner</p> <p>Support: DIFI, Regional Social Worker</p> <p>Work Plan Owner: -Principal -External Partner</p> <p>Support: Intervention teachers for ELA/Reading and Mathematics DIFI supervisor</p>	<p>1.0 FTE ELA/ Reading Intervention Teacher \$101,091 (includes benefits)</p> <p>1.0 FTE Mathematics Intervention Teacher \$101,091 (includes benefits)</p>	Empty shaded area
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IX. SCHOOL PLAN (cont'd.)

<p>mathematics to be used with students who are below the “proficient” designation during the 30-minute RtI block (see Appendix)</p> <ul style="list-style-type: none"> • Provide licenses for Reading Plus for students to access educational software that will reinforce and develop the five areas of reading (vocabulary, comprehension, phonics, phonemic awareness, and fluency) “on the go”. • An intervention teacher will be assigned to Pulaski through central office 	<p>Trans 4</p>	<p>Quarterly July 2011- June 2012</p> <p>Completed by September 30, 2011</p> <p>Completed by September 30, 2011</p>	<p>Work Plan Owner: Principal External Partner</p> <p>Support: PBIS Coach, Assistant Principals, PBIS Internal Team</p>	<p>NA</p>	
<p>6.3: Establish an infrastructure that promotes student achievement through Positive Behavior Intervention and Supports (PBIS), data-based decision making and effective leadership.</p> <ul style="list-style-type: none"> • Reconstitute existing Positive Behavior Management team and expand the responsibility of members to reflect those defined in PBIS with a focus on student behavior. • Create an action plan team with principal that outlines goals, objectives, outcomes, and timelines as it relates to each teams new role/duty for the 2011-2012. • Develop an orientation program incoming 8th graders and any new enrollees to Pulaski High School to establish a unified culture of excellence. • Provide adequate time during the school year for each team to plan and review student data and carry out their roles and responsibilities. • Provide each team with training and technical 	<p>Trans 4</p>	<p>Develop by August 30, 2011</p> <p>Monthly, August 2011- June 2012</p> <p>Bi-Weekly, September 2011-June 2012</p> <p>Ongoing September 2011-June 2012</p> <p>November and December 2011</p> <p>Teachers will be identified</p>	<p>Work Plan Owner: Principal</p> <p>Support: Asst. Principals, Vendor</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

<p>assistance to increase their effectiveness in raising student achievement (leadership, data-based decision making via ClasStat, PBIS implementation).</p> <ul style="list-style-type: none"> • Create a school community among the students by implementing clubs/organizations such as National Honor Society, SECME, Math Club, Drama club, etc. • Recruit new students to Pulaski by visiting middle school campuses prior school choice deadline. <p>6.4: Teachers who are challenged by classroom management will be required to participate in classroom management training as deemed appropriate by school based administrators. The assistant principal and the selected vendor will be responsible for supporting implementation of new learning, coaching and monitoring.</p>	<p>Trans 4</p>	<p>after the 1st six week mark period. Teachers who are identified will participate in a six week training program.</p> <p>Teachers will be identified after scheduled Principal observations</p>	<p>Work Plan Owner: Principal</p> <p>Support: Asst. Principals, Vendor</p>	<p>NA</p>	
<p><u>Work Plan #7: Parental Involvement and Community Support</u></p> <p>7.1: Assign and utilize staff from the school and the External Partner to collaborate with a Parent Liaison from the MPS District to drive initiatives that will engage parents, community leaders, and businesses, in the process of supporting students at Pulaski High School with resources and emotional support. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Assist parents in enhancing their skills (e.g. parent education classes, providing resources, and adult education classes) for the purpose of being actively involved in their child’s education. • Promote the importance of parent involvement with school personnel (e.g. principal, teachers, and building staff) for the 	<p>Trans 4, 8, 10, 11</p>	<p>Quarterly, July 2011- June 2012</p> <p>Twice per semester, beginning October 1, 2011</p> <p>Twice per semester,</p>	<p>Work Plan Owner: Principal, External Partner</p> <p>Support: Regional Executive Specialist, Regional Director of School Support, School Administratio</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

<p>purpose of providing effective methods and tools for working with parents as equal partners.</p> <ul style="list-style-type: none"> • Provide professional development to instructors and administrators on how to help parents understand their role as a full partner in their child’s education. • Engage local community organizations and businesses in ownership of the school’s progress through events, sponsorships, conferences, rallies, and open houses to create a sense of commitment to the success of the school’s children on behalf of the community. • Communicate with parents, teachers, and community organizations for the purpose of strengthening parent/school/community relationships. • Provide training and resources to parents to grant them access to and enhance their understanding of student data and empower them to help drive their children’s education. • Conduct conferences and work collaboratively with the parents of 9th, 10th, 11th and 12th graders to develop a plan that will allow their children to acquire enough credits to graduate on time. • Conduct conferences and work collaboratively with the parents of students that have been retained and those that are in danger of retention to develop a credit recovery plan to ensure that students catch up to the appropriate amount of credits for their grade level. • Conduct conferences and work collaboratively with the parents of students in high-level courses to ensure that they understand the commitment necessary to support their child’s high-level education. • Conduct conferences and work 		<p>beginning October 1, 2011</p> <p>Beginning September 1, 2011</p> <p>Beginning November 1, 2011</p> <p>Beginning November 1, 2011</p> <p>Twice per semester beginning October 1, 2011</p>	<p>n, Parents, Community members, staff and students</p>		
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IX. SCHOOL PLAN (cont'd.)

<p>collaboratively with the parents of students with high suspension rates and behavior problems to develop improvement plans for their child's behavior. Establish a community program to solicit sponsorship for campus incentives for students and staff. Develop community partnerships to promote mentoring and internship opportunities.</p>		<p>2011 Twice per semester beginning October 1, 2011</p>			
<p><u>Work Plan # 8: Extended Learning Opportunities</u></p>					
<p>8.1: Provide a prescriptive Extended Learning Opportunity program that will facilitate the delivery of supplemental instruction to targeted students based on their needs and critical areas for improvement. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Conduct an analysis of student challenges to be addressed through supplemental instruction that is significantly different from instruction provided during official hours. • Assist the school with community and parent outreach efforts as well as the planning and setup of logistics necessary to implement successful Extended Learning Opportunity programming. • Implement a system of continuous feedback to track the success of students in before- and after-school programming to ensure successful implementation of extended learning opportunities. 	<p>Trans 8, 9, 12</p>	<p>August 2011- June 2012</p> <p>Completed by August 30, 2011</p> <p>Completed September 30, 2011</p> <p>Completed by September 30, 2011</p>	<p>Work Plan Owner: Principal Regional Executive Specialist</p> <p>Support: External Partner Regional Coordinator of C & I, DIFI Supervisor</p>	<p>NA</p>	
<p>8.2: Provide a 30-minute Tier 2 block, as part of the extended learning opportunity, for all students in grades 9-12 that will be used primarily for reading and mathematics interventions but will be differentiated based on the students' needs. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Include a 30-minute block in the master 	<p>Trans 8, 9, 12</p>	<p>Throughout the school year, August 2011- June 2012</p> <p>Completed</p>	<p>Work Plan Owner: Principal, Teachers</p> <p>Support: External Partner, Regional</p>		

IX. SCHOOL PLAN (cont'd.)

<p>schedule of the school.</p> <ul style="list-style-type: none"> Use the MAP data from the May 2011 administration and the 8th grade WKCE data for rising 10th graders to determine who needs reading or mathematics support during this RtI block. Group the students accordingly with the strongest reading or mathematics teacher during the 30-minute block. Provide credit recovery options for students prioritizing overage and under-credited students at grades 11 and 12 and students who are in danger of being retained. The students will recover their credit using E2020 which is an online credit recovery program designed around national and Wisconsin content standards as well as MPS courses for students in grades 9-12. Provide students at grade 12 with the advisement they need to be admitted into competitive colleges nationally and locally. <p>8.3: Provide students in grades 9 through 12 educational web-based resources and programs that differentiate instruction in reading, mathematics, and science during the school day and beyond the school day. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> Provide professional development on the use of Reading Plus as a reading intervention strategy for Tier II students during Extended Learning Opportunity Programming Provide professional development on the use of Gizmos © as a science and math intervention strategy for students struggling in those subjects during Extended Learning Opportunity Programming 	<p>Trans 8, 9, 12</p>	<p>June 15, 2011</p> <p>Complete by August 30, 2011</p> <p>At the end of each mark period, students who are in need of credits, will be offered credit recovery options ongoing Sept 2011-June 2012</p> <p>Monthly, beginning October 1, 2011</p> <p>September 2011- June 2012</p> <p>Ongoing</p>	<p>Coordinator of C & I, Regional Executive Specialist, ICL and ICM Guidance Counselors or programmers</p> <p>Work Plan Owner: Principal</p> <p>Support: External Partner, ICL, ICM, Reading intervention teacher, Math intervention teacher, Regional Coordinator of C& I</p>	<p>\$2000 online software to supplement credit recovery</p> <p>NA</p>	
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IX. SCHOOL PLAN (cont'd.)

<p>8.4: Provide opportunities for students to recover credit for courses that they previously failed.</p> <ul style="list-style-type: none"> • Allow students to participate in credit recovery opportunities using Education 2020 (E2020) or other district approved credit recovery platforms or models. • Collaborate with the school’s athletic directors to create academic work plans that athletes in danger of retention recover the necessary credits for promotion and/or graduation. 	<p>Trans 8,9</p>	<p>beginning September 2011-June 12</p> <p>Beginning September 15, 2011</p> <p>At the end of each mark period, students who are in need of credits, will be offered credit recovery options ongoing Sept 2011-June 2012</p> <p>Prior to the beginning of each sports season.</p>	<p>Work Plan Owner: Principal</p> <p>Support: External Partner</p>	<p>NA</p>	
<p>8.5 Provide extended learning opportunities in Saturdays by implementing a Saturday Success Academy.</p> <ul style="list-style-type: none"> • Re-teach, review, and enrich data selected students with strategic interventions. • Allow students additional Credit Recovery using (E2020) for grade level advancement and/or graduation requirement. • Organize AP/ACT/SAT preparatory classes to promote college readiness. 	<p>Trans 8,9</p>	<p>Ongoing beginning September 2011-June 12</p> <p>Beginning September 15, 2011</p> <p>At the end of each mark period, students who are in need of credits, will be offered</p>	<p>Work Plan Owner: Principal</p> <p>Support: External Partner</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

			School Improvement Facilitator and Coordinator of C & I.		
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IX. SCHOOL PLAN (cont'd.)

School Name		Reform Model			
Northwest Secondary		Turnaround			
School Year	WKCE Reading Goal	Evaluation Methods <i>e.g., WKCE data, local assessment, etc.</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2011-12	By the close of the 2011-12 school year, the proficiency rate in reading will improve 5 percentage points at each tested grade level as measured by the November 2012 WKCE.	WKCE	The 2010-11 proficiency rates in reading on the November, 2010 WKCE and 2011 goals are: Grade 6: 31.7%--36.7% Grade 7: 44.3%--49.3% Grade 8: 35.6%--40.6%		
2012-13	By the close of the 2012-13 school year, the proficiency rate in reading will increase an additional 5 percentage points at each tested grade level as measured on the November 2013 WKCE.	WKCE			
2013-14	By the close of the 2013-14 school year, the proficiency rate in reading will increase an additional 10 percentage points at each tested grade level as measured on the November 2014 WKCE.	WKCE			
2014-15	By the close of the 2014-15 school year, the proficiency rate in reading will increase an additional 10 percentage points at each tested grade level as measured on the November 2015 WKCE or the then current state reading assessment.	WKCE			
2015-16	By the close of the 2015-16 school year, the proficiency rate in reading at each tested grade level will be at or above the state average as measured by the November 2016 WKCE or the then current state reading assessment.	WKCE			

IX. SCHOOL PLAN (cont'd.)

School Year	WKCE Mathematics Goal	Evaluation Methods <i>e.g., WKCE data, local assessment, etc.</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2011-12	By the close of the 2011-12 school year, the proficiency rate in mathematics will increase 5 percentage points at each tested grade level as measured by the November 2012 WKCE.	WKCE	The proficiency rates in mathematics on the November, 2010 WKCE and 2011 goals are: Grade 6: 30.9%--35.9% Grade 7: 29.8%--34.8% Grade 8: 14.4%--19.4%		
2012-13	By the close of the 2012-13 school year, the proficiency rate in mathematics will increase an additional 5 percentage points in each tested grade level as measured by the November 2013 WKCE.	WKCE			
2013-14	By the close of the 2013-14 school year, the proficiency rate in mathematics will increase an additional 10 percentage points at each tested grade level as measured on the November 2014 WKCE.	WKCE			
2014-15	By the close of the 2014-15 school year, the proficiency rate in mathematics will increase an additional 10 percentage points at each tested grade level as measured on the November 2015 WKCE or the then current state mathematics assessment.	WKCE			
2015-16	By the close of the 2015-16 school year, the proficiency rate in mathematics will be at or above the state average for each tested grade level as measured on the November 2016 WKCE or the then current state mathematics assessment.	WKCE			

IX. SCHOOL PLAN (cont'd.)

School Year	Other School Goals	Evaluation Methods <i>e.g., WKCE data, local assessment, etc.</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2011-12	95% of all students will participate in the MAP (universal screener) for reading at each administration.	MAP participation data	89% participation fall 2010-11; 89.3% participation winter 2010-11; 91.2% participation spring 2010-11	64.7% participation fall 2011-12	
2011-12	All assessed grades will meet/exceed the district established MAP value added growth targets in Reading. Value added targets represent a growth of .5 standard deviation beyond that expected of students with similar demographic profiles.	MAP achievement data	Spring 2011 Value Added Targets: Grade 6 VA target: >201.8 Achieved: 197.5 Grade 7 VA target: >205.3 achieved : 202.5 Grade 8 VA target: >205.7 Achieved: 201.4 MAP not administered in grades 11 and 12 School VA target: >205.6 Achieved: 202	Fall Mean RIT Grade 6: 195 Grade 7: 202 Grade 8: 208 Grade 11: 213 Grade 12: 209	
2011-12	95% of all students will participate in the MAP (universal screener) for mathematics at each administration.	MAP participation data	86.7% participation fall 2010-11; 90.4 % participation winter 2010-11; 89.4% participation spring 2010-11	66.8% participation fall 2011-12	
2011-12	All assessed grades will meet/exceed the district established MAP value added growth targets in mathematics.	MAP achievement data	Spring 2011 Value Added Targets: Grade 6 VA target: >204.3 Achieved: 200.4 Grade 7 VA target: >210.8 achieved : 207.6 Grade 8 VA target: >207.5 Achieved: 204.8 MAP not administered in grades 11 and 12	Fall Mean RIT Grade 6: 199 Grade 7: 206 Grade 8: 212 Grade 11: 216 Grade 12: 214	

IX. SCHOOL PLAN (cont'd.)

School Year	Other School Goals	Evaluation Methods <i>e.g., WKCE data, local assessment, etc.</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
			School VA target: >207.6 Achieved: 205.6		
2011-12	Overall student attendance will increase from 82.9% to 90% or by the end of the 2011-12 school year.	MPS attendance data	Current attendance is 82.9% based on 6/15/2011 MPS attendance data will be reviewed monthly by Regional Executive Specialist, Regional SSW		
2011-12	Suspensions from the learning environment will decrease from 44.1% to 40% (based on CAR requirements) by the end of the 2011-12 school year.	MPS suspension data	Current percent of suspensions from the learning environment is 44.1% based on 6/15/2011 suspension data. Total number of suspensions was 1,237 and the overall suspension rate was 43%, tracked monthly by Regional Executive Specialist and the Regional SSW		
2011-12	The number of students identified as at high risk for Total Quality Credits on the SAIL will decrease by at least 30% or 62 students or fewer.	MPS SAIL data	Currently 207 students are at high risk for total quality credits based on June 15th MPS data.		

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
1.0 Governance and Leadership 1.1 The principal has been excessed. A position description (see appendix) for the turnaround principal position was posted in March 2011. Vacancies were filled via an interview process with school staff and parents at the first level. At level 2, the Regional Executive Specialist	Turn 1	Position filled as of June 30, 2011	Regional Executive Specialist	\$5,000 travel for principal professional development	

IX. SCHOOL PLAN (cont'd.)

<p>interviewed the top three candidates and submitted names to the superintendent who made the final hiring decision. The final hiring decision was approved by the Board of School Director's, June 30, 2011.</p>					
<p>1.2 Provide intensive professional development for the new principal focused on leading a turnaround school. MPS intends to secure an external provider for this purpose. To that end,</p> <ul style="list-style-type: none"> • RFP#746 was posted on April 26, 2011. Proposals were due to the district May 18, 2011. • Proposals were reviewed the week of June 6th by MPS central office Administrators. • Vendor selection was to be finalized and a contract offered by August 30, 2011. <p>The vendor proposals submitted did not meet MPS criteria. A Leadership vendor will be identified by connecting with organizations that have experience with leadership providers. As a result, the University of Virginia will interview MPS on site to conduct a needs assessment that will impact their decision to partner with MPS. In the meantime, principal leadership development is provided by the district via new administrator meetings, regular principal PD provided monthly by the Superintendent and the Regional Executive Specialist, Regional PLC meetings, and the vendor supporting the school. While an intensive investment in</p>	<p>Turn 1</p>	<p>Revised calendar for leadership professional development from Pearson 11/15/2011</p>	<p>Superintendent, Executive Regional Executive Specialist, Director of District and School Improvement</p>	<p>\$325,000 Vendor Contract</p>	<p>A professional development calendar describing leadership development plans will be completed by August 30, 2011. The vendor focuses on Leadership Development, Best Practices in Teaching and Learning and Curriculum Alignment and Learning. Items include:</p> <ul style="list-style-type: none"> ○ Leadership Academy (I, II) ○ Coaching Institute ○ Team Building ○ Core ELA and Math Institutes (I, II, and III). ○ <i>Ramp Up to Advanced Literacy Inst.(I, II)</i> ○ <i>Ramp Up to Algebra Institute Teaching and (I, II)</i> ○ Leadership Networking ○ Study Groups ○ <i>Math Navigator and Literacy Navigator</i> <ul style="list-style-type: none"> • <i>Math Navigator and Literacy Navigator Learning and Curriculum Alignment and Learning.</i> Items include: <ul style="list-style-type: none"> ○ Leadership Academy (I, II)

IX. SCHOOL PLAN (cont'd.)

<p>time and effort has been made and the content across meetings is appropriate, the various sources of support for leadership are not coordinated and remain fragmented.</p> <ul style="list-style-type: none"> • Investigate possible vendors for leadership development. • Secure leadership external partner. • Explore short term contracted services with the University of Wisconsin to shape the current Metro Region PLC meetings so they better meet the needs of principals. • Pearson, the vendor secured for Northwest, has a professional development calendar that includes a two part leadership academy for the administrative team and teacher leaders as well as a coaching institute (see attached calendar). • A coordinated plan for leadership professional development across the district will be created in conjunction with the new leadership vendor. 					
<p>1.3 The Regional Director of School Support will work collaboratively with the principal to ensure that the principal has sufficient operational flexibility in areas of staffing, scheduling, resources and budgeting. The SIG online monitoring tool will reflect current activities/progress and will be used by the Regional Executive Specialist to monitor progress.</p>	<p>Turn 2</p>	<p>July 2011-June 2012</p>	<p>Regional Executive Specialists, Regional Director of School Support, Principal, DIFI Supervisor</p>	<p>NA</p>	
<p>1.4 The principal will ensure that all staff understand the school's plan for improvement and their roles in meeting the goals established.</p> <ul style="list-style-type: none"> • School Improvement Grant 	<p>Turn 8</p>	<p>Monthly at staff meetings beginning in August; all professional</p>	<p>Principal, SIG reform team .2 SIG manager; Regional</p>	<p>\$20,218.00 .2 FTE School Improvement Facilitator includes</p>	

IX. SCHOOL PLAN (cont'd.)

<p>requirements and progress will be an agenda item at each staff meeting and banking day.</p> <ul style="list-style-type: none"> A school reform team will be established to guide SIG implementation and monitor progress. The principal will maintain a file of agendas, work products and minutes from all team meetings. This data will be reviewed by the Regional Executive Specialist on a monthly basis. 		<p>development banking days; monthly review by RES.</p>	<p>Executive Specialist, vendor</p>	<p>benefits</p>	
<p>1.5 The principal will ensure that all staff members are aware of the district's new Teacher Evaluation System.</p> <ul style="list-style-type: none"> This system is in the pilot phase and will not be implemented at Northwest in 2011-12. Staff will be made aware of the system and what it looks like by Spring of 2012. 	<p>Turn 8</p>	<p>On or before April's first staff meeting</p>	<p>Principal, Regional Executive Specialist, DIFI, Regional Director of School Support</p>	<p>NA</p>	
<p>1.6 Instructional staff members have been excessed due to the selection of the Turnaround Model.</p> <ul style="list-style-type: none"> An interview team comprised of the Regional Executive Specialist and/or the school principal, a parent and two district instructional support specialists will conduct interviews of staff members who apply to work at the school. Teachers will be offered positions based on skill level in their content areas and commitment to the Turnaround model. The Regional Director of School Support will work with Human Resources to ensure that staff members who were excessed are not reassigned to Northwest. 	<p>Turn 14</p>	<p>August 15, 2011</p>	<p>Principal, Regional Executive Specialist, DIFI Supervisor, Human Resources, Regional Director of School Support</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

<p>1.7 Prior to the start of the 2011-12 school year, the DIFI Supervisor assigned to the Metro Region and Human Resources staff will verify that no more than 50% of the Northwest Secondary’s staff has been rehired.</p> <ul style="list-style-type: none"> • 2010-11 and 2011-12 staff rosters for Northwest will be compared by HR to ensure that no more than 50% of the staff are reassigned to Northwest. • Any necessary changes will be made prior to August 30, 2011. 	<p>Turn 14</p>	<p>By August 30, 2011</p>	<p>DIFI Supervisor, Human Resources, Regional Executive Specialist</p>	<p>NA</p>	
<p>1.8 Proactively schedule teacher observations so that all teachers are observed regularly. Information gathered will be used to:</p> <ul style="list-style-type: none"> • support teaching and learning and professional development planning • enable the use of the contract to assist teachers in leaving the school when they are not a good match for the intervention model being implemented. <p>The principal will submit evidence of completed instructional observations to the Regional Executive Specialist on a quarterly basis.</p>	<p>Turn 2</p>	<p>Once per quarter</p>	<p>Principal, Asst. Principals, Vendor , Regional C & I Coordinator</p>	<p>NA</p>	
<p>1.9 Allow teachers assigned through teacher seniority to Northwest who believe they are not compatible with the turnaround model the opportunity to excess themselves from the assigned school within the first two weeks of school, however, no later than third Friday.</p> <ul style="list-style-type: none"> • When new teachers are accepted at Northwest, the principal will ensure that those teachers will receive necessary professional development 	<p>Turn 2</p>	<p>By third Friday</p> <p>New teacher meeting to be held no later than one week</p>	<p>Teachers, Human Resources</p> <p>Principal, DIFI</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

<p>and vendor updates to ensure the continued progression of the SIG activities and interventions.</p> <ul style="list-style-type: none"> A “New Teacher” meeting will be held no later than one week after teachers join the Northwest staff to establish a schedule for receiving missed professional development and updates. 		<p>after new teachers are placed.</p>	<p>supervisor</p>		
<p>1.10 Provide recognition of staff members who are contributing to the school’s improvement efforts at staff meetings and other school events.</p> <ul style="list-style-type: none"> The principal, along with his administrative staff will develop criteria essential to defining what it looks like to have contributed to the school’s improvement. This could include but not exclusive to: <ul style="list-style-type: none"> Teacher attendance Decreased incident referral’s written Demonstration of good PBIS strategies Improving student attendance Monitoring student progress Making parent contacts Participating in a family involvement after-school activity 	<p>Turn 5</p>	<p>Development of criteria will be completed by November 15th and teacher recognition will take place at minimum after each universal screener testing window</p>	<p>Principal, Asst. Principals, Vendor</p>	<p>\$2,000 supplies</p>	
<p>2.0 Data Based Decision Making 2.1 Require school staff to participate in all required professional development related to the Response to Intervention (RtI) framework and the ClasStat process. The RCCI, assistant principals assigned to Mathematics and English Language</p>	<p>Turn 4, 7, 8</p>	<p>-Weekly Math and English dept. meetings -Monthly Staff meetings</p>	<p>Principal, Asst. Principals, Vendor & Instructional Coach Literacy,</p>	<p>\$54,304 (includes benefits) ICL .5 FTE *\$54,304 (includes benefits) ICM .5</p>	<p>*As of 10/31/2011, the Instructional Coach Math has not been hired due to shortages in highly qualified math instructors at the high school level. Human Resources staff continue to recruit teachers working at other levels who are licensed to teach at the high school level or who have a strong interest in mathematics and are willing to apply for emergency licensure. Priority will be given to</p>

IX. SCHOOL PLAN (cont'd.)

<p>Arts, and the selected vendor will be responsible for leading professional development, assisting staff in implementation of new learning, coaching and monitoring. The ICL and the ICM* will support the design and delivery of intervention program(s).</p> <ul style="list-style-type: none"> • Training will be provided by the district around the use of RtI EXCEED for data collection, MAP data analysis, and summative assessments for Literacy and Math, the CLP and the CMSP • Vendor will provide training on: <ul style="list-style-type: none"> ○ Team Building ○ Core ELA and Math Institutes (I, II, and III). ○ <i>Ramp Up to Advanced Literacy Inst.(I, II)</i> ○ <i>Ramp Up to Pre Algebra Institute (I, II)</i> ○ <i>Math Navigator and Literacy Navigator</i> <p>Training by the vendor will become more differentiated as it is determined which staff need support to implement the model. The vendor evaluates its training through an evaluation process:</p> <ul style="list-style-type: none"> • questions rating the effectiveness of the objectives-driven segments of the training, • open-ended questions about strengths, weaknesses, remaining questions and suggestions. • The school is monitored for fidelity of implementation of CMSP and CLP which feeds into the collaborative planning process. <p>Professional development using the workshop model will include all teachers</p>		<p>-Monthly PD meetings</p>	<p>Instructional Coach Math, Regional Coordinator of Curriculum and Instruction</p>	<p>FTE</p>	<p>filling vacancies at SIG schools. In the meantime, the district math specialists and the Math Teacher Leaders assigned to the Metro Region schools will work with the Regional CCI and the external provider to ensure that teachers receive appropriate professional development.</p>
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IX. SCHOOL PLAN (cont'd.)

<p>including grades 11th, 12th and special education. Curricula and lesson plans will be provided as needed with an emphasis on Common Core State Standards.</p>					
<p>2.2 Award Mathematics and English Language Arts teachers who return to higher education for advanced degrees or training \$100 for registration or textbooks to the college/university of their choice.</p>	<p>Turn 5</p>	<p>This will be rewarded to any staff working toward an advanced degree (MS or PhD) at the end of successful course work completion per transcript confirmation.</p>	<p>Principal, Asst. Principals, Vendor</p>	<p>\$5,000 tuition</p>	
<p>2.3 Provide one team of Mathematics and English Language Arts teachers whose students demonstrate the greatest gains in achievement a \$500 per person stipend toward attendance at a professional conference that is aligned with the school improvement grant. The principal will accompany them depending on the conference.</p> <ul style="list-style-type: none"> • The principal, along with his administrative staff will develop criteria essential to defining what it looks like to have contributed to the school's improvement. This could include but not exclusive to: <ul style="list-style-type: none"> ○ Percentage of increase in number of students projected to be 	<p>Turn 5</p>	<p>After Winter Benchmark assessment results are in (February/ March)</p>	<p>Principal, Asst. Principals, Vendor</p>	<p>\$5000 travel</p>	

IX. SCHOOL PLAN (cont'd.)

<p>proficient or advanced on WKCE according to the fall/winter/spring benchmark assessments</p> <ul style="list-style-type: none"> ○ Increase in the overall percentage of students moving from minimal to basic or higher ○ Increase the number of students who are proficient on WKCE ○ Increase the number of students who have a GPA higher than 2.0 					
<p>2.4 WKCE, MAP, SAIL and classroom and vendor-driven* formative assessment data will be reviewed by teacher teams upon completion of the fall, winter and spring benchmark assessments. Teachers will use these data to form instructional groups for reading and mathematics.</p> <p>*Vendor provides online assessment and reporting that supports instructional solutions, including Mathematics Navigator, Literacy Navigator, Ramp-up Literacy and Ramp-up Mathematics.</p> <ul style="list-style-type: none"> ● Secure login capability for newly assigned tests as well as those in progress ● Secure reporting for individual students, groups, school and district. Reports include: <ul style="list-style-type: none"> ○ a snapshot of whether the student is on target to-date and are making sufficient progress ○ total scores ○ growth reports ○ Comparison with group ● Contains a flexible item bank for selective creation and delivery of 	<p>Turn 8</p>	<p>WKCE, SAIL and MAP data will be reviewed during monthly ClasStat meetings</p>	<p>Principals, Asst. Principals, Instructional Coach Literacy, Instructional Coach Math (see note at activity 2.1), Vendor, & Regional RTI Specialist</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

<p>periodic assessments</p> <ul style="list-style-type: none"> Maintains historical data for 3 years 					
<p>2.5 Provide vendor middle school intervention programs in the areas of mathematics and literacy to support the lowest twenty percent of non-proficient students as identified by MAP and/or WKCE data. Mathematics and Literacy Intervention Teachers will be accountable for monitoring student progress on a bi-weekly basis. Vendor Intervention programs include:</p> <ul style="list-style-type: none"> <i>Ramp Up Math/Navigator</i> <i>Ramp Up Literacy/Navigator</i> <p>Ramp Up math and literacy interventions are replacement curricula that support both core and intervention instruction.</p>	<p>Turn 8</p>	<p>Tier 2 Interventions for middle school students will be provided throughout the year.</p>	<p>Principals, Asst. Principals, RtI specialist, Intervention Teachers, Vendor</p>	<p>\$35,000 Instructional Materials</p>	
<p>2.6 Each student, in all grades including grades 11 and 12 will meet with their literacy/reading and math teachers to review their performance upon completion of fall and winter benchmarks (MAP) and set individual achievement goals once per semester (data chats) based on the current MAP assessment, in conjunction with classroom based assessments.</p> <ul style="list-style-type: none"> Goals will be based on district set levels of performance in conjunction with NWEA “typical growth” reports. (Typical growth should not be used solely as whether the number is an aggressive enough target for individual students). A checklist will be developed to help monitor completion of data chats Parents or family members will be invited to participate in 	<p>Turn 8, 10</p>	<p>After each MAP assessment (Fall, Winter) Parents will be invited once per semester</p>	<p>Principals, Asst. Principals, Vendor, other school and district staff, and community members may assist with supporting the data chats.</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

<p>student data chats and goal setting conferences twice per year.</p> <ul style="list-style-type: none"> The vendor and other community resources may be called upon to assist in completion of the data chats 					
<p>3.0 Curriculum, Instruction and Assessment</p> <p>3.1 Hire Turnaround reform vendor to support instruction, student achievement and provide intensive technical support to reform efforts.</p> <ul style="list-style-type: none"> RFP #746 was posted on April 26, 2011 (Proposals were due to the district May 18, 2011. Proposals were reviewed the week of June 6th by district staff members inclusive of a literacy and math specialist and a special education supervisor. Final results from each team member were compiled and proposals were ranked. The top four providers were invited to participate in vendor presentations on Monday, June 13th from 9:00-3:30. <p>The superintendent will make a final decision and offer a contract to the selected vendor pending approval by the MPS Board of Directors by August 30, 2011.</p>	<p>Turn 4, 7, 8, 9</p>	<p>June 2011</p>	<p>Superintendent, Regional Executive Specialist, Principal</p>	<p>See 1.1</p>	
<p>3.2 Require school staff to participate in all district level professional development related to the Comprehensive Literacy Plan. District level and school level staff will assist staff in implementation of new learning, coaching and monitoring. Professional development will be provided through district assigned Banking Days, staff meetings and content</p>	<p>Turn 4, 7</p>	<p>Banking Days 3 times a year, weekly content level meetings and monthly staff "PD" meetings.</p>	<p>Principal, Asst. Principals, Regional Coordinator of Curriculum and Instruction, Instructional Coach Literacy</p>	<p>\$179,275 part-time certificated/hourly (includes benefits) \$1,500 Meeting accommodations)</p>	

IX. SCHOOL PLAN (cont'd.)

<p>level meetings and monthly “rotational teachers” training days.</p> <ul style="list-style-type: none"> Rotational Teachers will cover classrooms while teachers are released during the day for PD that is provided on site. Compensation will be provided to teachers who attend PD outside of the school day. 			(ICL	\$50,546 rotating teacher	
<p>3.3 Provide modeling, coaching and professional development aligned to district and vendor supports for teaching staff in reading and mathematics, teaching bell to bell. The vendor will provide professional development including:</p> <ul style="list-style-type: none"> A rigorous core-curriculum framework aligned to state standards Instructional approaches and materials aligned to the MPS curriculum frameworks Tier 2 and Tier 3 programs (listed above) aligned to the curriculum framework and state standards. Professional Development for teachers tailored to the standards, curriculum and assessments and incorporating best practices in professional learning Institutional supports to establish and sustain the system as well as coaching and technical assistance for school leaders, teachers and guidance staff Professional Development on tools for setting goals and monitoring implementation and 	Turn 2, 4 & 5	Weekly meetings with vendor, collaborative planning time, after school staff meetings and study group meetings and Vendor-scheduled professional development days.	Instructional Coach Literacy, Instructional Coach Mathematics (see note under activity 2.1) Vendor	NA	

IX. SCHOOL PLAN (cont'd.)

student achievement					
<p>3.4 English Language Arts and Mathematics teachers will meet weekly to collaboratively plan instructional units based on common course plans and pacing guides that are aligned to Common Core Standards and the MPS Comprehensive Literacy and Math plans. The planning will result in an instructional calendar.</p> <ul style="list-style-type: none"> Teachers in the same content areas will have the same release time in their schedule in order to meet weekly. Internal support teachers will meet with the teams as it fits into their assigned schedule. 	Turn 7	<p>Weekly meeting schedule will be established by November 15; an instructional calendar completed by December 15 for semester 2.</p>	<p>Principal, Regional Coordinator for Curriculum and Instruction, Instructional Coach Literacy, Instructional Coach Math, Vendor</p>	NA	
<p>3.5 Provide instructional intervention in reading and mathematics.</p> <ul style="list-style-type: none"> Intervention Teachers for Math and Reading will be assigned to the school through Central Office. Pearson will provide training to teachers assigned to teach Math and Literacy Ramp Up courses. Spring 2011 MAP and 2010 WKCE data will be used to identify students in grades 6, 7th, 8th who fall below district and state-determined proficiency levels, who will receive Tier 2 Interventions (exclusive of students receiving Tier III interventions). RtI EXCEED used to gather the progress monitoring data. Intervention teachers will enter progress monitoring data into EXCEED, at least, bi-weekly. 	Turn 2, 4	<p>School staff will provide interventions daily beginning second semester.</p> <p>SIG Intervention teachers will be assigned by January 17th. Participating students will be identified by the start of the semester.</p>	<p>2.0 FTE Math Intervention Teachers 2.0 FTE Reading Intervention Teachers Intervention teachers will report to the school principal.</p>	<p>\$202,192 (includes benefits) 2.0 FTE math intervention teachers</p> <p>\$202,192 (includes benefits) 2.0 FTE reading intervention teachers</p>	

IX. SCHOOL PLAN (cont'd.)

<ul style="list-style-type: none"> • The data will be used to determine if a student should continue or be dismissed from the intervention group. Data that is provided by the vendor includes: <ul style="list-style-type: none"> ○ a snapshot of whether the student is on target to-date and are making sufficient progress ○ total scores ○ growth reports ○ Group comparisons 					
<p>3.6 Grade 7 and 8 will receive four additional class size reduction teachers to reduce approximate class size in literacy and mathematics, two in each.</p> <p>The schedule for semester will be revised to create a schedule allows the formation of content based teams which would in turn eliminate the need for teachers to teach multiple subjects.</p>	Turn 2	<p>Additional staffing should be completed by July 30.</p> <p>New schedules for split rooms will be in place before Sept. 1</p>	Human Resources, Regional Executive specialist, Principal, Guidance Counselor	\$404,364 (includes benefits) 4.0 FTE class size reduction teachers	
<p>3.7 Develop common formative assessments for each instructional unit. The data from common formative assessments will be analyzed by collaborative teams and used to differentiate instruction. The dates for administration of the common assessment, scoring, and data analysis will be added to the instructional calendar. Teachers, with support from the vendor, develop the assessments by making the criteria explicit, based on CCSS or ACT’s College Readiness Standards to ensure sufficient rigor for all students. Assessment include:</p> <ul style="list-style-type: none"> • Student work samples • Teacher made tests (created through the online tool for 	Turn 7	Formative assessments will be developed before the beginning of each unit. Data will be analyzed five times a year according to the district data review schedule.	Regional Math and Literacy Specialists Instructional Coach Literacy, Instructional Coach Math (see note under activity 2.1), Vendor, Regional C & I Coordinator	NA	

IX. SCHOOL PLAN (cont'd.)

<p><i>Ramp-Up to Advanced Literacy, Ramp-Up to Algebra, Math Navigator and Literacy Navigator</i></p> <ul style="list-style-type: none"> A coherent suite of aligned assessments (this is a focused, comprehensive suite of assessments aligned to the standards and the core instructional program, administered regularly and reviewed to monitor student progress and then make instructional decisions based on data analysis and interpretation. 					
<p>3.8 Provide meaningful positive feedback for teachers who are contributing to the school’s efforts at improving student achievement following observations.</p> <ul style="list-style-type: none"> Principal or designee will attend one weekly content level meeting a month to provide feedback. 	<p>Turn 4, 5, 8</p>	<p>At the end of each month 2011-2012</p>	<p>Principal, Asst. Principals, Vendor</p>	<p>NA</p>	
<p>3.9 Require staff to participate in all required professional development related to the Comprehensive Math and Science Plan. The Regional Coordinator of Curriculum and Instruction, assistant principal assigned to Mathematics, the selected vendor and the Instructional Coach Math (ICM) (see note under activity 2.1) will be responsible for leading professional development, assisting staff in implementation of new learning, coaching and monitoring. This professional development will be developed by the district math and science specialists and focus on the LESA model (Launch, Explore, Summarize, Apply)</p>	<p>Turn 4, 7</p>	<p>3 District Banking Days Weekly Math dept. meetings</p>	<p>Principal, Asst. Principals, Instructional Coach Math (see note under activity 2.1), Vendor</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

<p>3.10 Professional development will be provided to teachers by the Vendor, Instructional Coach Literacy and Instructional Coach Math (see note under activity 2.1) to support the development of effective lesson plans.</p> <ul style="list-style-type: none"> • Lesson plans will be reviewed by the Coordinator of Curriculum and Instruction on a rotating basis. • The Coordinator of Curriculum and Instruction and vendor will provide feedback to the principal who will follow up with teachers during monitoring conferences. • The principal or his/her designee will document supports that are provided to teachers and follow up to ensure teacher progress. • The Vendor will provide curriculum-embedded assessments to provide teachers with powerful means to identify problems in learning, monitoring of student progress and areas for differentiation. The professional development for teachers is designed to help teachers integrate the monitoring of progress within the instructional cycle to help plan for students' needs. Teachers are trained to use a variety of tools to learn what their students know and how best to approach their individual learning needs. 	<p>Turn 4</p>	<p>The professional development calendar will be completed by November 15, 2011</p>	<p>Principal, Asst. Principals, Regional Coordinator of Curriculum and Instruction, & Instructional Coach Literacy (ICL), Instructional Coach Math (ICM), Vendor</p>	<p>NA</p>	
<p>4.0 Learning Supports</p> <p>4.1 Require teachers who are challenged by classroom management to participate in classroom management training as deemed appropriate by school based administrators. The assistant principal and the vendor will be responsible for supporting implementation of new</p>	<p>Turn 4</p>	<p>Teachers will be identified after the 1st six week mark period. Teachers who are identified will participate</p>	<p>Principal, Asst. Principals, Vendor</p>	<p>\$9000 professional development materials</p>	

IX. SCHOOL PLAN (cont'd.)

<p>learning, coaching and monitoring. Office referrals and observations will be used to identify the teachers who need additional support.</p> <ul style="list-style-type: none"> • The principal will lead a book study of <i>The Skillful Teacher</i> by Jon Safire. • All teachers will receive a copy of the text. The content will also be embedded in other professional learning activities as appropriate 		<p>in a six week training program. Book Study at end of first semester.</p>			
<p>4.2 Provide rotating teachers for mathematics and English language arts teachers to be used for visiting and observing another teacher’s practice with prior approval by the principal.</p>	<p>Turn 5</p>	<p>October 24th, December 5th, January 24th, March 5th, April 23rd, June 4th</p>	<p>Principal, Asst. Principals, Vendor</p>		
<p>4.3 The vendor will assist in monitoring implementation of collaboratively planned instructional units, common assessments, and data review meetings listed on the instructional calendar and will act as a liaison to the building principal regarding the quality of implementation. The vendor will meet with the department chairs to assess the results of the common assessments. Tools that the vendor uses to assist in monitoring of implementation include:</p> <ul style="list-style-type: none"> • Quality Review-2x a year • Technical Assistance Planning-weekly • Focus Walks/Classroom Observations-monthly for first semester, more often if needed. • Leadership Team Meetings, developing a 30, 60, and 90 day 	<p>Turn 7</p>	<p>Bi-weekly during common planning time</p> <p>Leadership Team Meetings begin in August and meet once every other month after that.</p>	<p>Asst. Principals, Instructional Coach Literacy, Instructional Coach Math (see note on activity 2.1) , Vendor</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

<p>plan to guide work.</p> <p>Tools:</p> <ul style="list-style-type: none"> • Data Walls • School Dashboard • Quality Review Reports • Spotlight Reports <ul style="list-style-type: none"> ○ Progress toward graduation and credit recovery ○ Attendance and Suspension ○ Time-based milestones (rated: not started, not complete, or complete) • Training Evaluations 					
<p>4.4 The vendor and MPS instructional coaches will jointly identify teacher’s learning needs and will collaboratively design and deliver additional professional learning experiences. Learning needs will be determined through the use of the Quality Review, Technical Assistance Planning, Focus Walks and Leadership Team Meetings where teacher data is reviewed.</p>	<p>Turn 7</p>	<p>At least Monthly, but additional assistance may be required upon data reviews</p>	<p>Principal, Asst. Principals, Vendor, Instructional Coach Literacy, Instructional Coach Mathematics, Teachers</p>	<p>NA</p>	
<p>4.5 Provide credit recovery options for all students, prioritizing overage and under-credited students at grades 11 and 12, and students who are in danger of non-promotion.</p> <ul style="list-style-type: none"> • Provide teacher compensation, and bus tickets (if eligible) so that students can access course work on a flexible schedule before and after school. • One computer lab will be designated for the entire school day to address the needs of students who are overage and under-credited. A full time FTE will assigned to staff the lab and students will be assigned to a 	<p>Turn 9</p>	<p>Ongoing throughout the 2011-12 school year</p> <p>Guidelines for credit recovery will be established on or before</p>	<p>Principal, Vendor, Collaborative Teams, Guidance Counselors</p>	<p>\$2000 for online software and other materials</p> <p>\$101,091 1.0 FTE Credit Recovery Teacher</p>	

IX. SCHOOL PLAN (cont'd.)

<p>highly qualified classroom teacher to provide support to students as needed.</p> <ul style="list-style-type: none"> • Students will not be scheduled for credit recovery options during core instruction. • Students will be identified by counselors as they review student SAIL data. • Principal, administrative staff and teaching staff will develop guidelines for what will be covered during credit recovery. <ul style="list-style-type: none"> ○ Specialized course work provided during the school day ○ “Night School” with specific guidelines for implementation • City Year supportFace to face meetings are held with juniors and seniors to discuss graduation requirements. • Students are aggressively recruited to enroll in a credit recovery course upon a detailed review of their transcripts noting failed courses. • Juniors and seniors are provided with multiple opportunities throughout the year to attend college fairs, career/college planning workshops, and financial aid informational sessions. 		<p>November 15, 2011</p>			
<p>4.6 GED02 will be provided for 11th and 12th grade over age and under credited students.</p>	<p>Turn 9</p>	<p>Beginning November 1, 2011</p>	<p>Principal, Guidance Counselor</p>	<p>\$3,000 for test and other materials, bus tickets \$1,000 bus tickets</p>	

IX. SCHOOL PLAN (cont'd.)

<p>4.7 Provide 6th, 7th and 8th grade students with individual tutoring, after school support and socio-emotional/community supports.</p> <ul style="list-style-type: none"> • Regional Social Worker will solicit service learning opportunities for students. 	<p>Turn 10</p>	<p>Sept.-June 2011</p>	<p>City Year Corps Members, Asst. Principals, Community Learning Center (CLC), Regional Social Worker</p>	<p>\$100,000 contract with City Year</p>	
<p>4.8 Provide 6th grade students a double dose of instruction in Math who have demonstrated scores less than proficient on the MAP benchmark assessment and/or WKCE, exclusive of students already receiving RtI Tier 3 supports.</p> <ul style="list-style-type: none"> • <i>Ramp-Up to Pre-Algebra</i> <ul style="list-style-type: none"> ○ Students work with a small number of problem situations that are reused, expanded or modified throughout the lessons and units to create a rich and familiar stage for conceptual development ○ Carefully sequenced concepts ○ Concepts are presented from multiple perspectives ○ Students discuss and investigate together • Student data will be reviewed weekly at the climate indicator meeting, looking at their attendance, behavior and academic course work during the teachers' common planning time. 	<p>Turn 9</p>	<p>Per Semester</p>	<p>Principals, Asst. Principals, Instructional Coach Math, Vendor, City Year members, Teachers</p>	<p>NA</p>	
<p>4.9 The Regional Social Worker in collaboration with City Year Corps members will work with students who are</p>	<p>Turn 8, 10</p>	<p>Monthly monitoring and quarterly</p>	<p>Regional Executive Specialist,</p>		

IX. SCHOOL PLAN (cont'd.)

<p>not attending school regularly by:</p> <ul style="list-style-type: none"> • Conducting one-to-one meetings with students to provide information about the impact that not coming to school will have on graduation and future opportunities. • Keeping students who are not regularly attending school informed about their progress, including MAP data, other progress information and credits earned. • Placing phone calls to parents or guardians to solicit their support in encouraging their student to attend school regularly. • The social worker will maintain a monthly log of students they have met with and the outcome of each meeting. <p>Monitoring forms will be submitted to the School Improvement Facilitator on a quarterly basis</p>		<p>reporting</p>	<p>Principal, Regional Social Worker, students and families</p>	<p>NA</p>	
<p>5.0 Climate/Student Discipline 5.1 School staff will participate in all professional development related to PBIS. The assistant principal assigned to climate inclusive of PBIS, the selected vendor and the regional PBIS coach will be responsible for leading professional development, assisting staff in implementation of new learning, coaching and monitoring.</p> <ul style="list-style-type: none"> • Staff will attend professional development for implementation of tier I and tier II strategies. • The Principal will identify a PBIS Leadership team and a Tier II team and submit team membership rosters and their meeting schedules to the 	<p>Turn 4</p>	<p>Training will take place by September 30, 2011 during Monthly PBIS meetings, Staff meetings.</p> <p>Leadership team will be identified by September 15, 2011.</p> <p>PBIS progress reports will be submitted monthly</p>	<p>Principal, Asst. Principals, Vendor, PBIS Coach</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

<p>Regional Executive Specialist by September 30, 2011.</p> <ul style="list-style-type: none"> • The PBIS external coach will submit implementation progress reports that included the status of PBIS and teachers who need additional support to the principal and School Improvement Facilitator. • The Principal will monitor classrooms to insure that struggling teachers are making progress, as well as resistant teachers who are struggling with implementation. • Ongoing support for above mentioned teachers will be provided by the PBIS team and the external PBIS coach. • Office referrals will be analyzed to determine the focus for ongoing behavioral lessons. 		<p>Principal or designee will observe in classrooms twice monthly for struggling teachers</p> <p>Additional training will take place during teacher duty hours</p> <p>Office referrals will be analyzed at weekly climate meetings</p>			
<p>5.2 Hold weekly climate indicator meetings</p> <ul style="list-style-type: none"> • Student data from the SAIL will be reviewed weekly at the climate indicator meeting, looking at their attendance, behavior and academic course work during the teachers' common planning time. • Intervention plans will be developed to address the individual needs of students who continue absent and/or regularly suspended. • The special education supervisor 	<p>Turn 7, 8</p>	<p>Weekly</p>	<p>Vendor, Instructional Coach Literacy, Instructional Coach, Mathematics, Regional Coordinator of Special Services, Regional Social Worker</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

<p>will be notified of students who are in need of a functional Behavioral Assessment and/or Behavioral Intervention Plan</p> <ul style="list-style-type: none"> The school social worker will be notified of students who are in need of parent contact in regards to attendance issues. 					
<p>5.3 Provide recognition and rewards for students who meet academic, behavioral or attendance goals.</p> <ul style="list-style-type: none"> Include students in identifying rewards and privileges to be used as incentives. Include students and staff in establishing criteria for rewards. Solicit incentives from local businesses to help promote community support 	<p>Turn 8, 10</p>	<p>Establish criteria for incentives by middle of first quarter. Provide recognition and rewards at least monthly during 2011-12 school year.</p>	<p>Principal, PBIS Leadership team, social workers, teachers and students</p>	<p>NA</p>	
<p>5.4 Complete an annual climate and instruction survey which looks at teacher and student perception of the school. The vendor will provide the survey and the report to follow.</p>	<p>Turn 10</p>	<p>Spring 2012</p>	<p>Vendor</p>	<p>NA</p>	
<p>6.0 Parent Involvement</p> <p>6.1 Northwest will follow the MPS process and guidelines for establishing a site governance council. This process will be enhanced by: (1) including data to determine decisions that will increase student achievement, (2) supporting the elimination of programs/initiatives that detract from student learning.</p> <ul style="list-style-type: none"> The on-line Professional Development Assistant (PDA) will be used to track and monitor parental involvement activities. The agendas and minutes will be monitored by the Department of Family Services. 	<p>Turn 6</p>	<p>Monthly</p>	<p>Regional Executive Specialist, Principal, Asst. Principals, District Parent Coordinator</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

<p>6.2 The Governance council will develop a school vision statement to provide direction for the staff, its families and the community members to guide the school in its new direction.</p> <ul style="list-style-type: none"> • Parents will be invited to join the newly formed Governance council. • Community members will be invited to join the newly formed Governance council. (A strong effort will be placed on including local businesses in the area). • Staff members including special education teachers will be asked to volunteer to participate in the monthly Governance meetings. • Students will be asked to become members of the Governance council. • An “Auto Dial” call will be sent out to remind parents to attend the meeting. 	<p>Turn 6, 10</p>	<p>The Governance council is in place as of 10/31/2011. A vision will be developed by November 30.</p>	<p>School Administration, parents, community members, staff and students</p>	<p>NA</p>	
<p>6.3 Provide parents/family members training in the RtI framework, beginning with the universal screener and MAP data once per semester.</p> <ul style="list-style-type: none"> • Parents will receive a school calendar. addressing parental involvement activities • Parents will receive a call from “Auto Dialer” to remind them to attend the informational meeting. • School Improvement Facilitator will monitor implementation of training and create and collect parent sign-in sheets. • Parent sign-in sheets will be submitted electronically to the 	<p>Turn 10</p>	<p>Calendar will be provided by third Friday. Meetings for parents will be held one time per semester</p>	<p>Principal, Asst. Principals, Social Worker, RtI Specialist, Vendor</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

<p>district SIG coordinator no later than the end of the week following the activity.</p>					
<p>6.4 All students and their parents will receive information to increase their ability to monitor whether they are on track for graduation.</p> <ul style="list-style-type: none"> • Parents will be provided an informational workshop on how to use “Parent Assist” in order to check grades and missing assignments • Guidance counselors will provide information to teachers to review with their students and parents. • Guidance counselors will meet with all students to review on track progress and begin to prepare for college and/or post graduation plans. • Parents of students who are struggling or failing will be provided information and options available for credit recovery. • Vendor and School Improvement Facilitator will monitor implementation of training and create and collect parent sign-in sheet. <ul style="list-style-type: none"> ○ Provide supports for parent/guardian and community engagement including the <i>My Voice</i> suite of research-based survey tools to gather parent/guardian and community feedback • The Vendor enlists existing community organizations to assist with the work of involving 	<p>Turn 10</p>	<p>Parent Assist workshop will be provided during Open House in September Guidance will provide information to be shared before fall and spring conferences information will be mailed if conferences are not attended. Information on Credit recovery will be provided at conferences and through US mail after 1st and 3rd quarters</p>	<p>Teachers, Guidance Counselors, Vendor, .2 School Improvement Facilitator</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

<p>stakeholder and will enlist its own extensive resources to help organize the communication</p> <ul style="list-style-type: none">• Parent sign-in sheets will be submitted electronically to the district SIG coordinator no later than the end of the week following the activity.					
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IX. SCHOOL PLAN (cont'd.)

IX. SCHOOL PLAN (cont'd.)

School Name Hamilton High School			Reform Model Transformation		
School Year	WKCE Reading Goal	Evaluation Methods <i>e.g., WKCE data, local assessment, etc.</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2011-12	Increase the percent of 10 th grade students scoring in the advanced or proficient range to 41.4% .	WKCE	WKCE Nov. 2010 – 36.4% of 10 th grade students scored in the advanced or proficient range in reading.		
2012-13	Increase the percent of 10 th grade students scoring in the advanced or proficient range to 46.4% .	WKCE			
2013-14	Increase the percent of 10 th grade students scoring in the advanced or proficient range to 56.4%.	WKCE			

To meet the five-year trajectory for student performance to be at or above the state average:

Identify additional reading goals for **2014-15**.

By the close of the 2014-15 school year, the proficiency rate in reading will be 66.4% as measured on the November 2015 WKCE or the then current state reading assessment.

Identify additional reading goals for **2015-16**.

By the close of the 2015-16 school year, the proficiency rate in reading will be at or above the state average of 76.3% as measured on the November 2016 WKCE or the then current state reading assessment.

School Year	WKCE Mathematics Goal	Evaluation Methods <i>e.g., WKCE data, local assessment, etc.</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2011-12	Increase the percent of 10 th grade students scoring in the advanced or proficient range to 33.2%.	WKCE	WKCE Nov. 2010 – 28.3% of 10 th grade students scored in the advanced or proficient range in reading.		
2012-13	Increase the percent of 10 th grade students scoring in the advanced or proficient range to 38.2%.	WKCE			
2013-14	Increase the percent of 10 th grade students scoring in the advanced or proficient range	WKCE			

IX. SCHOOL PLAN (cont'd.)

School Year	WKCE Mathematics Goal	Evaluation Methods <i>e.g., WKCE data, local assessment, etc.</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
	to 48.2%.				

To meet the five-year trajectory for student performance to be at or above the state average:

Identify additional mathematics goals for **2014-15**.

By the close of the 2014-15 school year, the proficiency rate in mathematics will be 58.2% as measured on the November 2015 WKCE or the then current state math assessment.

Identify additional mathematics goals for **2015-16**.

By the close of the 2015-16 school year, the proficiency rate in mathematics will be at or above the state average of 69.9% as measured by the 2016 WKCE or the then current state math assessment.

School Year	Other School Goals	Evaluation Methods <i>e.g., WKCE data, local assessment, etc.</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
2011-12	95% of all students will participate in the MAP (universal screener) for reading at each administration.	MAP participation data	69.3 % participation fall 85.1 % participation winter 84.4% percentage participation spring		
2011-12	At least 50% of assessed grades will meet/exceed the district established MAP value added growth targets in reading.	MAP Value Added RIT performance targets	212.3 –213.8 based on spring 2011 targets Achieved 207.8		
2011-12	95% of all students will participate in the MAP (universal screener) for mathematics at each administration.	MAP participation data	73.9% participation fall 88% participation winter 85.4% participation spring		
2011-12	At least 50% of assessed grades will meet/exceed the district established MAP value added growth targets in mathematics.	MAP achievement data	216.8 – 218.3 based on spring 2011 targets Achieved 216.4		
2011-12	Overall student attendance will increase from 83.9% to 88% by the end of the 2011-12 school year.	MPS attendance data	Current attendance is 83.9%		
2011-12	Suspensions from the learning environment will decrease from 68% to 56% by the end of the 2011-12 school year.	MPS suspension data	Current percent of suspensions from the learning environment is 68.3%		
2011-12	The number of students identified as at high risk for Total Quality Credits on the SAIL will decrease 30% or 128 students.	MPS SAIL data	Currently 428 students are at high risk for total quality credits based on June 15 th		

IX. SCHOOL PLAN (cont'd.)

School Year	Other School Goals	Evaluation Methods <i>e.g., WKCE data, local assessment, etc.</i>	Baseline Data <i>Complete when baseline data is available</i>	Interim Progress <i>Complete for the Interim Report</i>	End-of-Year Progress <i>Complete for the End-of-Year Report</i>
			MPS data.		

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p><u>Work Plan 1: Hire an External Partner</u> Select an External Partner who has experience in transforming secondary schools from low achieving to high performing educational institutions and who provides on-the-ground leadership support for the school principal and assistant principal. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Release a Request for Proposal (RFP) advertising the External Partner availability adhering to the procurement procedures. • Create an environment that is attractive to high-quality educational vendors. This environment would include components that are aligned to the Mass Insight's Turnaround Challenge 3 C's (conditions, capacity and cluster). • Develop a rigorous process to select an instructional reform external partner whose experience matches the qualifications for Hamilton High School. • Screen RFP responses and select finalists. • Request that finalists conduct a presentation to the RFP selection committee on how their support would successfully transform the school. 	Trans 4, 12	May 2011 – July 2011 RFP was posted April 26, 2011. Proposals deadline May 18, 2011. Vendor demonstrations took place June 13, 2011. Vendor selection finalized June 14 th and submitted to the board July 1, 2011.	<p>Work Plan Owner: Regional Executive Specialist</p> <p>Support: -Board -School-site -Leadership Team -District Staff</p>	\$500,000 contracted services for instructional reform vendor	

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<ul style="list-style-type: none"> Select the External Partner who they feel will provide the support needed for Hamilton High School to transform into a high performing school and submit the recommendation to the Superintendent. Negotiate a contract outlining roles and responsibilities of the External Partner as well as the district and relevant schools. Contract will include performance-based goals for the External Partner that will outline financial consequences should the goals not be met. Superintendent will review the recommendation and, if in agreement with the selection, submit it to the Board for approval by June 30, 2011. 		Completed June 30, 2011			
<p><u>Work Plan #2: Leadership Effectiveness</u></p> <p>2.1: Hire a principal for Hamilton High School who has the capacity to serve as an instructional leader and a catalyst for change that will positively impact student achievement and effectively transform the school. In order to successfully implement Work Plan 2.1, Milwaukee Public Schools (MPS) will replace the current principal adhering to the guidelines provided in the School Improvement Grant Transformation Intervention Model and will execute the following:</p>		May 2011 – July 2011	<p>Work Plan Owner:</p> <ul style="list-style-type: none"> - Superintendent - Regional Executive Specialist <p>Support:</p> <ul style="list-style-type: none"> -Board -Selected School Staff -External Partner 	NA	

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<ul style="list-style-type: none"> Select a leader who has a proven track record of transforming low performing schools into high performing ones to serve as the Chief Transformation Officer for Hamilton High School during the term of the contract. Principal will participate in turnaround leadership professional development. The turnaround professional development provided by a turnaround leadership vendor will be aligned to the support provided by the instructional vendor and regional team. <p>The duties of the Instructional provider’s Chief Transformation Officer will include but not be limited to:</p> <ul style="list-style-type: none"> Provide on-the-ground support for the Hamilton High School principal and leadership team on a weekly basis focusing in the areas of instructional leadership. Provide project management guidance and support for the principal to effectively implement the School Improvement Grant Transformational Plan. This will be the responsibility of the turnaround or transformation team provided by the external partner. Facilitate opportunities for the principal and assistant principal 		<p>relevant updates Quarterly reports beginning in September</p> <p>September, 2011 leadership PD begins with coaching and support through June, 2012. Second phase training to begin June, 2012.</p> <p>Weekly, September 2011- June 2012</p> <p>Leadership Team meetings will take place weekly September, 2011 – June, 2012</p> <p>Monthly</p>	<p>Coordinator of C&I, Director of School Support</p> <p>Work Plan Owner Turnaround Leadership Vendor, Regional Executive Specialist</p> <p>Work Plan Owner External Provider Regional Executive Specialist Principal</p> <p>Support Math Specialist Literacy Specialist School Improvement Facilitator</p>	<p>and budget in SIG cohort 1).</p> <p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>to participate in a Leadership Learning Community that will discuss concepts and strategies that will align with today's best-practice leadership literature and research.</p> <ul style="list-style-type: none"> Reconstitute the current Leadership Team with a strong focus on instruction. External provider will co-facilitate the Leadership Team meetings that will be scheduled and hosted at the school weekly. The agenda for these meetings will be constructed around the effective execution of the School Improvement Grant Transformational Plan. Create a communication plan to ensure that staff members are kept abreast of the status of the schools SIG goals and activities. The Leadership Team and Education Transformation Committee will disseminate agendas and minutes in a timely manner. The School Improvement Facilitator along with the principal will ensure that the communication plan is implemented with fidelity. Meet with the Metro Region Regional Executive Specialist, minimally, on a monthly basis to provide status updates on the progress of the Hamilton High School toward meeting the goals of the 2011-2012 School Improvement Grant Transformational Plan. 	<p>Trans 2</p>	<p>beginning October 3, 2011.</p> <p>Communication Plan completed by September 24, 2011.</p> <p>Monthly beginning October 3, 2011.</p>	<p>Regional Director of School Support</p>	<p>NA</p> <p>NA</p>	<p></p>

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<ul style="list-style-type: none"> Provide development for the Hamilton High School principal and assistant principal with a focus on the National Principal Standards and the Dimensions of Leadership as defined in the book titled "The Learning Leader". Assist school administrators in using a variety of walk-through/fidelity of implementation templates to help Leadership Teams assess and evaluate how the faculty prepares students for purposeful learning. The Regional Director of School Support will work collaboratively with the principal to ensure that the principal has sufficient operational flexibility in the areas of staffing, scheduling, resources and budgeting. Quarterly reports will be submitted to the Regional Executive Specialist to be included in the SIG quarterly reports for District and School Improvement. <p>2.3: Establish an Educational Transformation Committee (ETC) at Hamilton High School to involve a representation of all stakeholders in the decision-making process. This group will serve as an advisory committee to the principal throughout the change process in the implementation of the School</p>	<p>Trans 12</p>	<p>Monthly beginning October 3, 2011</p> <p>Quarterly beginning September 2011</p> <p>Twice a month: August 2011-January, 2012</p>	<p>Work Plan Owner: Principal</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>Improvement Grant Transformational Plan. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Work with the External Partner to collaborate on the composition of the ETC. The recommended composition includes but is not be limited to: The Regional Executive Specialist, External Partner representatives, School Improvement Facilitator, Parent Representative, Content Area Department Chairpersons including the electives, Student Representatives (9-12), MTEA Representative, Principal, Assistant Principal, Social Worker, Business and Community Representative, Guidance Counselors and Athletic Director. • Schedule ETC meetings twice a month during the months of September, October, November, December and January and once a month during the months of August, February, March, April, May and June. • Collaborate with the External Partner to develop ETC meeting agendas. Sign-in sheets, agendas, and minutes will be kept on file and submitted to the .2 School Improvement Facilitator <p>2.4: Implement an evaluation process during the 2011-2012 school year that</p>	<p>Trans 4, 12, 13</p>	<p>Monthly: February, 2012 – June, 2012</p>	<p>Support: -Regional Executive Specialist - Regional Coordinator of C&I - Regional Director of School Support - School Improvement Facilitator -External Partner</p>		

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>will effectively provide ongoing feedback needed for the principal to grow professionally into an “agent of change” and instructional leader. The majority of the conversations and indicators of this comprehensive evaluation process will be around effective instructional strategies for teachers coupled with student achievement and the effective implementation of the School Improvement Grant Transformational Plan. In order to accomplish Work Plan 2.4, the Regional Executive Specialist will:</p> <ul style="list-style-type: none"> • Meet with the principal in September 2011 to discuss the components of the evaluation tool and set goals and expectations for the year. • Meet with the principal on a monthly basis to discuss strengths and areas in need of improvement being observed in the principal with a focus on the effective implementation of the transformational plan. • Conduct thorough school visits at Hamilton High School at least twice a month and debrief with the school principal. • Collaborate with both the External Partner for instructional reform assigned to Hamilton High School and the External Partner for Turnaround Leadership assigned to the Metro Region to assess the 		<p>September, 2011</p> <p>Once a month: January 2012 – June 2012</p> <p>Twice a month beginning September 6, 2011.</p> <p>Quarterly: Beginning in</p>	<p>Work Plan Owner: Principal, Regional Executive Specialist</p> <p>Support: - External Partner</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>entitled “Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning” by Elizabeth City to build their capacity to improve teaching and learning at their schools. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Purchase a copy of “Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning” by Elizabeth City for each administrator. • Conduct a book study to highlight the key concepts within the book and demonstrate the application of these concepts to everyday instruction. • Schedule instructional rounds at other schools with which the External Partner works to allow administrators the opportunity to practice the methods and techniques described in the book and simultaneously improve the quality of teaching and learning at the sites in which these walkthroughs are conducted. • Require Principals and Assistant Principals to conduct a minimum of ten classroom walkthroughs during two weeks each month across the four academic content areas within the school, debrief on their findings with the External Partner and strategize how to overcome the gaps in instruction 		<p>September, 2011- June, 2012</p> <p>September, 2011</p> <p>Monthly, Beginning September 2011.</p> <p>Two weeks a month, beginning September, 2011</p>	<p>Support:</p> <ul style="list-style-type: none"> - Regional Executive Specialist - Principal, - Asst. Principals - Instructional Coach Math - Instructional Coach Literacy 		

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>identified. The administrators will also include four classroom walkthroughs a week through classes in non-core content areas so that a whole school instructional perspective is maintained by the school site leadership.</p> <ul style="list-style-type: none"> Require administrators to provide descriptive feedback to teachers related to their classroom walkthroughs in order to facilitate teachers' professional growth. This process should begin during the second week of school and will occur for two week each month with different teachers according to a pre-determined, staggered schedule. 		<p>Two weeks a month, beginning September, 2011</p> <p>Implementation begins: September 2011</p> <p>Monthly, September 2011-June 2012</p>			
<p><u>Work Plan #3: Teacher Effectiveness</u></p> <p>3.1: Provide professional development, coaching, and instructional management for the instructional staff to strengthen their capacity and knowledge on how to facilitate teaching and learning that meets the needs of Hamilton High School students to improve their academic performance. To accomplish this Work Plan, the vendor will collaborate with the district to:</p> <ul style="list-style-type: none"> Appoint a Literacy Director, 	<p>Trans 4, 8, 12</p>	<p>Weekly: August 2011- June 2012</p>	<p>Work Plan Owner: <u>External Partner:</u> - Literacy Director - Mathematics Director - Science Director - Special Education Director <u>MPS:</u></p>	<p>\$97,587 part-time certificated/hourly (includes benefits) \$10,000 supplies and recognition \$5,000 supplies and</p>	

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>Mathematics Director, Science Director and a Special Education Director from the staff of the selected External Partner to provide weekly on-the-ground support for the instructional staff at Hamilton High School.</p> <ul style="list-style-type: none"> • Support and build capacity of the district Reading and Mathematics coaches assigned to Hamilton High School to ensure a consistent and uniform delivery of professional development. • Utilize the Coaching Continuum (Observe, Model, Co-Teach, Coach, and Re-observe) to provide job-embedded professional development for struggling teachers at Hamilton High School. • Provide teachers and leadership team with training on 21st Century Grading Practices. • Develop and implement the “Model Classroom Concept” at Hamilton High School. The “Model Classroom” is led by an effective teacher as evidenced by student performance data. Within this classroom environment, the teacher is able to demonstrate quality teaching and learning strategies and techniques for other instructional staff to observe. <ul style="list-style-type: none"> ○ Use Rotating Teachers strategically for each mathematics, English language arts, and special education teacher for visiting and observing 		<p>July, 2011</p> <p>Weekly: August 2011 – June 2012</p> <p>Model Classroom established January, 2012</p>	<p>- Math Specialist - Instructional Coach Math - Literacy Specialist - Instructional Coach Literacy</p> <p>Support: - Regional Executive Specialist - Principal - Regional Coordinator of C & I - Instructional Coach Math - Instructional Coach Literacy RtI Specialist</p>	<p>professional development \$1,500 Meeting accommodations</p> <p>\$54,304 .5 FTE Instructional Coach Literacy</p> <p>\$54,304 .5 FTE Instructional Coach Mathematics</p>	

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>another teacher’s practice with prior approval by the principal.</p> <ul style="list-style-type: none"> • Deliver job-embedded professional development adhering to the National Staff Development Standards (Plan, Deliver, Implement and Monitor) for instructional staff to increase their repertoire of strategies to meet the needs of the students with regards to but not limited to the following concepts: <ul style="list-style-type: none"> ○ Differentiated instruction for all teachers. ○ Response-to-Intervention framework and the ClasStat process. ○ The MPS Comprehensive Math, Science and Literacy Plans. ○ The effective use of data to make adjustments to instruction and informed school improvement decisions. ○ Development and use of effective lesson plans. <p>3.2: Create a master schedule that is conducive to the continuous and effective use of collaborative planning to drive instructional consistency and efficacy, development of Teacher Leaders, Lesson Study Groups, and Professional Learning Communities. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Implement a seven period schedule comprised of 48-minute periods 	<p>Trans 2, 4, 12</p>	<p>Weekly: September, 2011 – June, 2012</p> <p>Master Schedule Completed: August, 2011</p>	<p>Work Plan Owner: - Principal - Department Chairs - External Partner</p> <p>Support: - School Leadership Team - Regional Coordinator of C & I - Instructional Coach Math - Instructional Coach Literacy</p> <p>Work Plan Owner: -Principal -Human Resources</p> <p>Support: -Principal -Leadership Team -Regional Executive</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>where teachers teach 5 instructional periods, have one duty period, and one planning period.</p> <ul style="list-style-type: none"> Schedule core subject collaborative planning during teacher duty periods with a priority for English/Language Arts, Mathematics, Science, and Social Studies. Redefine and expand the role of department chairs (teachers) to include responsibilities that have a direct impact on improving curricular and instructional practices, which will increase student achievement. Identify department chairs (teachers) for each department who exhibit positive team leadership qualities and characteristics. Establish their roles and responsibilities with expectations to increase the quality of instruction school wide. Provide department chairpersons with a professional development period to support the growth of the instructional staff within their department. Department chairpersons will work with Content Area Directors assigned by the External Partner to ensure the efficacy of curriculum and instruction. Develop an action plan for each department chair that outlines their goals, objectives, and timelines as it relates to their new role and responsibility. 		<p>September, 2011 – June, 2012</p> <p>September, 2011</p> <p>September, 2011</p> <p>Monthly: September, 2011 – June, 2012</p> <p>October, 2012</p>	<p>Specialist</p> <ul style="list-style-type: none"> - Regional Coordinator of C & I - Instructional Coach Math -Instructional Coach Literacy MTEA 		

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>3.3 The principal will ensure that all staff are aware of the district’s new teacher evaluation system to ensure teacher understanding of what will be expected of teachers when observations take place. This system is in the pilot phase and will not be implemented at Hamilton. In 2011-2012, staff will be made aware of the system and what it looks like by spring of 2012. To accomplish this work plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Develop teachers’ capacity to understand the importance of planning and preparation. Indicators based upon The Framework for Teaching by Charlotte Danielson: Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instructional Outcomes, Demonstrating Knowledge of Resources, Designing Coherent Instruction, Designing Student Assessments. • Develop teachers’ ability to create a classroom environment that is conducive to teaching and learning. Indicators based upon The Framework for Teaching by Charlotte Danielson: Creating an Environment of Respect and Rapport, Establishing a Culture of Learning, Managing Classroom Procedures, Managing Student 	<p>Trans 3,5, 13</p>	<p>August 2011 – April 2012</p>	<p>Work Plan Owner: -Principal</p> <p>Support: -External Partner - District Leadership Team -Regional Executive Specialist</p>	<p>NA</p> <p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>Behavior, Organizing Physical Space.</p> <ul style="list-style-type: none"> Require routine reflection by teachers related to their professional responsibilities as a part of their ongoing development. Indicators based upon The Framework for Teaching by Charlotte Danielson: Reflecting on Teaching, Maintaining Accurate Records, Communicating with Families, Participating in a Professional Community, Growing and Developing Professionally, Showing Professionalism. Strengthen the teaching and learning in each classroom by delivering effective instruction. Indicators based upon The Framework for Teaching by Charlotte Danielson: Communicating with Students; Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, Demonstrating Flexibility and Responsiveness. Create a teacher observation schedule to submit to the Regional Executive Specialist. Information gathered will be used to enable use of the labor contract to assist teachers in transferring out of the school when they are not a good match for the intervention model being implemented. Provide meaningful positive feedback for teachers who are contributing to the school's efforts at improving student achievement following observations. 		<p>Twice a year at the end of each semester. January, 2012 & June, 2012</p> <p>Submitted to Regional Executive Specialist August 30, 2011.</p>			

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<ul style="list-style-type: none"> • Enable teachers who are not a good match for the intervention model selected for Hamilton High School to avail themselves of their contractual right to leave the school. 3.4: Provide incentives and awards to teachers and administrators for quality behaviors and effectiveness, as evidenced by students' academic performance, attendance, behavior and related other data points. To accomplish this Work Plan, the parties responsible will collaborate to: • Develop a plan of incentives and awards, in collaboration with the Educational Transformation Committee, to outline performance benchmarks for teacher teams that merit awards and incentives for performance in the categories that include but will not be limited to: <ul style="list-style-type: none"> ○ Teacher Attendance ○ Student Attendance ○ Student Suspension Rates ○ Student Intervention Program Participation • Award teachers who return to higher education for advanced degrees or training that support the school's programs with a \$100 per course for registration to the college/university of their choice depending on funds available. Financial awards to be distributed upon completion of course work with a valid transcript. 		<p>November, 2011 – June, 2012</p> <p>October, 2011</p> <p>Monthly recognition at staff meetings: November, 2011 – June, 2012</p>	<p>Work Plan Owner: -Principal</p> <p>Support: -External Partner - District Leadership Team -Regional Executive Specialist</p>	<p>\$5,000 tuition</p>	

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p><u>Work Plan #4: Real-Time Data</u></p> <p>4.1: Conduct a comprehensive needs assessment of Hamilton High School to determine the baseline data for the 80 research-based benchmarks for effective teaching and learning. To accomplish this Work Plan, the parties responsible will:</p> <ul style="list-style-type: none"> ○ Collaborate with Metro Region staff to conduct a needs assessment within the first month of school using the tool entitled “Closing the Achievement Gap”. This tool will assess the school from the perspective of 80 research-based benchmarks that have been deemed necessary for school effectiveness. ○ Collaborate with the principal, school staff, and Metro Region staff to develop a school transformational profile based on the results of the needs assessment. ○ Determine interventions, measurable goals, and benchmarks based on results of the needs assessment ○ Collaborate with the Educational Transformation Committee to map out action plan, critical steps, and timeline to accomplish goals and objectives included in the School Improvement Grant. ○ Work with the principal to create a 	<p>Trans 8, 12</p>	<p>August 2011-October 2011</p>	<p>Work Plan Owner: -External Partner - Regional Executive Specialist</p> <p>Support: -Instructional Coach Literacy -Instructional Coach Mathematics -Regional C & I Coordinator -Principal</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>communication plan to keep key stakeholders abreast of the actions and efforts being implemented to transform Hamilton High School.</p> <p>4.2: Implement the ClasStat - Plan, Do, Study, Act (PDSA) Improvement Model at Hamilton High School as a performance-driven method for tracking student performance. In order to accomplish this, the External Partner will provide staff with professional development so that instructors are able to:</p> <ul style="list-style-type: none"> • Monitor student progress on a bi-weekly basis to make informed instructional decisions based on the analysis of the data. Use specific tools and methodologies to assess how much students learn, such as lists of critical benchmarks and instructional focus calendars that enable them to deliver instruction in targeted critical skills and identify students in need of additional instruction. Students that need intervention will be identified through ongoing benchmark formative and summative assessments such as MAP and teacher-made assessments. Progress monitoring data and intervention plans will be entered into the RtI Exceed software for all intervention students. • Collaborate and receive direction from the ETC who will 	<p>Trans 4, 8, 12</p>	<p>August 2011- June 2012 Aligned to district's five data analysis windows (see appendix)</p>	<p>Work Plan Owner: -Regional Executive Specialist -Regional Coordinator C & I -External Partner</p> <p>Support: -Principal - Instructional Coach Math - Instructional Coach Literacy -RtI Specialist -DIFI Supervisor</p>	<p>NA</p> <p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>use the Plan, Do, Study, Act model to drive the decision-making process.</p> <p>4.3 Increase the internal capacity of the leadership team to collect, analyze, and use student data to increase student achievement. To accomplish this, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Provide professional development to teachers and administrators as to how to engage students in conversation regarding their data and performance to instill a sense of student ownership over performance. • Designate Learning Team Leaders for data collection analysis and reporting and facilitation of discussion around data. • Provide training and technical assistance for school stakeholders on data collection, management, analysis, and internal decision-making. • Establish time for data analysis and instructional planning for designated teams and departments. 	<p>Trans 4, 8, 12</p>	<p>Monthly: August 2011- June 2012</p> <p>Data leader will be determined by September 30, 2011.</p> <p>Timeline determined by September 30, 2011</p>	<p>Work Plan Owner: -DIFI Supervisor -External Partner</p> <p>Support: -Principal - Regional Coordinator C & I -Instructional Coach Literacy -Instructional Coach Mathematics</p>		
<p>Work Plan #5: Standards-Based Curriculum and Assessment</p>	<p>Trans 7, 8</p>	<p>August 2011 to June 2012</p>	<p>Work Plan Owner: -Principal</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>5.1: Provide the guidance and support needed for the leadership and instructional staff to expand the accelerated and high-level coursework offerings such as honors, advanced placement, and dual enrollment at the school with a focus on grade levels 11 and 12.</p> <ul style="list-style-type: none"> • Conduct a high-level analysis of passing rates on Advanced Placement exams and credit acquisition for current high level courses offered at the school. • Analyze the available data to identify students who meet the criteria for being placed in high-level courses and those that are right on the cusp. • Align the data, course offerings, teacher selection, and student placement to serve as link between the components necessary for students to succeed in higher-level courses. • Work with the teachers to create comprehensive syllabi that would incorporate the College Board standards for each of the advanced placement courses offered at the school and submit them for College Board approval. • Provide professional development for the teachers on how to deliver rigorous, relevant, and engaging instruction to students that will afford students the best opportunity possible to receive a 		<p>Calendar to address all of the stated activities completed by October 1, 2011</p>	<p>-External Partner -Regional Executive Specialist</p> <p>Support: - Regional Coordinator C & I - Local College Staff - District Guidance staff</p>		

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>passing grade on the Advanced Placement exams.</p> <ul style="list-style-type: none"> • Align the instruction in the honors courses to prepare students for the level of rigor that they will encounter in the Advanced Placement courses to serve as a pre-Advanced Placement track. • Work with the district and local colleges to select appropriate dual-enrollment offerings that would be enticing to students and be conducive to their acquisition of college credits during their high school tenure. • Work with the district and local colleges to provide the venues for high school teachers to become certified adjunct professors to instruct the selected college level subject in the high school. • Work with high school counselors to identify students who meet the criteria required for participation in dual-enrollment courses and the students that are on the cusp of these criteria to advance their student profile so that they too are eligible for dual-enrollment courses. 				NA	
<p>5.2: Provide the guidance and support needed for the leadership and instructional staff to increase the</p>	<p>Trans 7, 8, 12</p>	<p>Monthly: August 2011-</p>	<p>Work Plan Owner: - Principal</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>appropriate support for Students with Disabilities and English Language Learners to support the districts efforts with Least Restrictive Environment (LRE). To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Provide content experts in the area of instruction Students with Disabilities and English Language Learners to support the school leader and instructional staff in providing an academic program that is conducive to student success. • Provide training and technical assistance to the IEP team, the learning team and the leadership team to analyze appropriate placement of students in the Least Restrictive Environment (LRE) for all content areas. • Provide professional development for school leaders and teachers on effective strategies to successfully implement the LRE initiative for Students with Disabilities in the areas of Language Arts and Mathematics. • Provide access to an intensive reading course for Students with Disabilities using the Language!4 intervention curriculum. <p>5.3: Facilitate standards-based teaching, learning, and assessment. In order to accomplish this, the parties responsible</p>	<p>Trans 4, 7, 8</p>	<p>June 2012</p> <p>August, 2011</p> <p>Monthly: August, 2011 – June, 2012</p> <p>October, 2011</p> <p>Monthly Fidelity of Implementation</p>	<p>- External Partner - Regional Coordinator Specialized Services</p> <p>Support: - Educational Transformation Committee, Special Education Supervisor, IEP Team</p> <p>Work Plan Owner: -Principal -External Partner</p>	<p>NA</p>	<p></p>

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>will collaborate to:</p> <ul style="list-style-type: none"> Implement the Comprehensive Literacy Plan with fidelity to increase student reading, math, and language skills as measured through standard test data and classroom benchmark performance measures. Link and align all teaching learning and assessment components and resources using research-based best practices so that teachers and administrators are able to focus on teaching and on meeting the needs of every student. Facilitate curriculum design and development, lesson planning, teaching and learning, standards mastering, testing, and grading that help improve the effectiveness of instructional delivery in the classroom. Provide teachers with instructional resources such as but not limited to scope & sequence, sample lesson plans, sample activities, online instructional resources, audio and video clips. These resources would be used to enrich and enhance the delivery of instruction and the learners' experiences and acquisition of the state standards required by the coursework. Help students, parents, teachers and administrators focus on the knowledge and skills required for promotion, course completion, and success on standardized tests. Provide professional development 		<p>Checks October, 2011 – May, 2012</p> <p>By October 31, 2011</p> <p>September, 2011 – June, 2012</p> <p>August, 2011</p>	<p>Support:</p> <ul style="list-style-type: none"> - District Staff - Regional Coordinator C & I, RtI Specialist 	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>for teachers on the integration of Common Core Standards, Wisconsin Standards, and the MPS Comprehensive Literacy and Mathematics Plan into daily instruction.</p> <p>5.4: Provide teachers the access to a platform that facilitates the administration of diagnostic, formative, and summative assessments to enable the systematic collection of data pertaining to the effectiveness of teaching and learning to drive the selection of enrichments and interventions for students accordingly. In order to accomplish this, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> Implement a platform that will integrate the College Readiness Standards, Common Core Standards, and State Test standards. <ul style="list-style-type: none"> Work collaboratively with the district to determine an appropriate platform that aligns with MPS adopted curriculum. Provide professional development to administrators and staff on how to effectively utilize a platform to drive instructional decisions with the goal of increasing student achievement. Using the data-dashboard, aggregate, disaggregate, and report assessment information accordingly to all stakeholders so that they can identify strengths and weaknesses in students, teachers, curriculum, 	<p>Trans 4, 7, 8</p>	<p>Monthly: August 2011- June 2012</p> <p>Platform will be selected by August 30, 2011</p> <p>To be completed by October 27th, 2011</p> <p>To be completed by November 30th</p>	<p>Work Plan Owner: - External Partner</p> <p>Support: - Principal - Regional Coordinator C & I, -Instructional Coach Literacy -Instructional Coach Math -RtI Specialist</p>		

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>and program in order to adjust and differentiate instruction to eliminate any student achievement gaps identified by the data.</p> <ul style="list-style-type: none"> • Using collaborative planning periods and rotating teachers to facilitate teachers working together to create common and consistent assessments utilizing the item banks from an agreed upon platform across core content areas. • Provide all stakeholders, such as parents, with access to the web-based system so that they can monitor and view student progress in order to continuously participate in the educational process. • Implement the MAP assessment process with fidelity. • Administer the MAP assessment three times during the 2011-2012 school year. • Increase student participation in the MAP assessments utilizing teacher and student incentives and a rigorous progress monitoring of those students that have completed the exam. • Provide professional development to instructors on how to adjust teaching and learning activities in the classroom according to data from the MAP assessment. 		<p>Beginning second semester, February 2012</p> <p>September 2011, December 2011, April 2012</p> <p>Ongoing, after the first MAP assessment window</p>			

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<ul style="list-style-type: none"> Provide professional development for leaders on how to use the available assessment data from the agreed upon platform and MAP to provide teachers with appropriate feedback regarding their effectiveness, facilitate intervention and enrichments for students, and incorporate parents into the decisions necessary to drive their children's education. Develop a common formative assessment for each instructional unit. The data from common formative assessments will be analyzed by collaborative teams and used to differentiate instruction. The dates for administration of the common assessment, scoring, and data analysis will be added to the instructional calendar. <p>5.5: Align and integrate the Common Core Standards into ELA and Math Curriculum to increase student academic performance. In order to accomplish this, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> Identify similarities/differences by a) specific strands; b) domain; c) requirements by grade level and courses. Provide professional development and technical assistance on Common Core State Standards for teachers. Provide professional development and technical assistance on differentiated instruction for all teachers. 	<p>Trans 4, 7, 8</p>	<p>Ongoing after the first MAP assessment window</p> <p>Instructional calendar submitted to the Regional Executive Specialist by August 30, 2011.</p> <p>August, 2011 – December, 2011 Align curriculum</p> <p>January, 2011– June, 2012 Implement</p>			

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<ul style="list-style-type: none"> • All teachers will provide a calendar outlining 1.5 hrs per week for extended services to increase academic performance. • Implement this completed activity beginning second semester <p>5.6 Establish an assessment committee to coordinate and create the school-wide culture of progress monitoring using student assessments.</p> <ul style="list-style-type: none"> • Form an application process to select members of the Assessment Committee. • Align district assessment calendar • Develop an assessment blueprint that provides detailed information with procedures (ie. Location, snacks/lunch, etc) that will be implemented during Assessment administrations • Organize “Data chats” to analyze and evaluate assessments to drive instruction 	<p>Trans 4, 7, 8, 12</p>	<p>See appendix for district assessment calendar</p>	<p>Work Plan Owner: External Provider, Principal</p> <p>Support: ICL, ICM, Regional Curriculum and Instruction Coordinator</p>		

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<ul style="list-style-type: none"> ○ Decrease the number of out-of-school suspensions by freshmen students. (Attitude) ○ Increase the promotion rate of freshmen. ○ Increase the number of freshmen students participating in high school- sponsored extracurricular activities. (Activity) <p>6.2: Provide Interventions for students performing at “Minimal” or “Basic” on the WKCE Math and Reading exams. To accomplish this, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> ● Review data about incoming 8th grade students prior to the start of the school year to identify those in need of academic skill development. Refine the school schedule based on the needs of incoming 9th graders. ● Implement a double-block schedule (double-dose) for mathematics and reading within the master schedule to provide differentiation and intervention for students below the “proficient” designation. ● Create intervention modules(see appendix) for reading and mathematics to be used with students who are below the “proficient” designation during the 30-minute RtI block. 	<p>Trans 7, 9</p>	<p>Ongoing August 2011- June 2012</p> <p>September 1st, 2011</p> <p>Completed by August 30th, 2011</p> <p>Completed by August 30th, 2011</p>	<p>Work Plan Owner: -Principal -External Partner</p> <p>Support: - Regional Coordinator C & I - Instructional Coach Math - Instructional Coach Literacy -DIFI Supervisor</p>	<p>1 FTE Math Intervention Teacher \$101,091 (includes benefits) 1FTE Literacy intervention Teacher \$101,091 (includes benefits)</p>	

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<ul style="list-style-type: none"> • Provide licenses for Reading Plus for students to access educational software that will reinforce and develop the five areas of reading (vocabulary, comprehension, phonics, phonemic awareness, and fluency) “on the go”. • Intervention teacher for Math and Reading will be assigned to Hamilton through Central Office <p>6.3: Establish an infrastructure that promotes student achievement through Positive Behavior Intervention and Supports (PBIS), data-based decision making and effective leadership.</p> <ul style="list-style-type: none"> • Reconstitute existing Positive Behavior Management team and expand the responsibility of members to reflect those defined in PBIS with a focus on student behavior. • Create an action plan team with principal that outlines goals, objectives, outcomes, and timelines as it relates to each teams new role/duty for the 2011-2012. • Provide adequate time during the school year for each team to plan and review student data and carry out their roles and responsibilities. • Provide each team with training and technical assistance to increase their effectiveness in raising student achievement (leadership, data-based decision making via ClasStat, PBIS 	<p>Trans 4</p>	<p>September 1st, 2011</p> <p>September 1st, 2011</p> <p>Quarterly July 2011 – June 2012</p> <p>Completed by September 1st, 2011</p> <p>Completed by September 1st, 2011</p> <p>Monthly August 2011- June 2012</p> <p>Bi-Weekly, September 2011- June 2012</p>	<p>Work Plan Owner:</p> <ul style="list-style-type: none"> - Principal - External Partner <p>Support:</p> <ul style="list-style-type: none"> - Regional Executive Specialist - PBIS Coach 		

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
implementation).					
<p><u>Work Plan #7: Parental Involvement and Community Support</u></p> <p>7.1: Assign and utilize staff from the school and the External Partner to collaborate with a Parent Liaison from the MPS District to drive initiatives that will engage parents, community leaders, and businesses, in the process of supporting students at Hamilton High School with resources and emotional support. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> Assist parents in enhancing their skills (e.g. parent education classes, providing resources, and adult education classes) for the purpose of being actively involved in their child’s education. Promote the importance of parent involvement with school personnel (e.g. principal, teachers, and building staff) for the purpose of providing effective methods and tools for working with parents as equal partners. Provide professional development to instructors and administrators on how to help parents understand their role as a full partner in their child’s education. Engage local community 	<p>Trans 4, 8, 10, 11</p>	<p>Quarterly: July 2011- June 2012</p> <p>Twice per semester beginning October 1st, 2011</p> <p>Twice per semester beginning October 1st, 2011</p> <p>Beginning September 1st, 2011</p>	<p>Work Plan Owner: Principal -External Partner</p> <p>Support: External Partner will assign support people</p>	<p>NA</p>	

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>organizations and businesses in ownership of the school’s progress through events, sponsorships, conferences, and rallies to create a sense of commitment to the success of the school’s children on behalf of the community.</p> <ul style="list-style-type: none"> • Communicate with parents, teachers, and community organizations for the purpose of strengthening parent/school/community relationships. • Provide training and resources to parents to grant them access to and enhance their understanding of student data and empower them to help drive their children’s education. • Conduct conferences and work collaboratively with the parents of 9th, 10th, 11th and 12th graders to develop a plan that will allow their children to acquire enough credits to graduate on time. • Conduct conferences and work collaboratively with the parents of students that have been retained and those that are in danger of retention to develop a credit recovery plan to ensure that students catch up to the appropriate amount of credits for their grade level. • Conduct conferences and work collaboratively with the parents of students in high-level courses to ensure that they understand the commitment necessary to support their child’s high-level education. 		<p>Beginning November 1st 2011</p> <p>Beginning November 1st, 2011</p> <p>Twice per semester beginning October 1st, 2011</p> <p>Twice per semester beginning October 1st, 2011</p> <p>Twice per semester beginning October 1st, 2011</p>			

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<ul style="list-style-type: none"> Conduct conferences and work collaboratively with the parents of students with high suspension rates and behavior problems to develop improvement plans for their child's behavior. 		Twice per semester beginning October 1 st , 2011			
<p><u>Work Plan # 8: Extended Learning Opportunities</u></p> <p>8.1: Provide a prescriptive Extended Learning Opportunity program that will facilitate the delivery of supplemental instruction to targeted students based on their needs and critical areas for improvement. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> Conduct an analysis of student challenges to be addressed through supplemental instruction that is significantly different from instruction provided during official hours. Assist the school with community and parent outreach efforts as well as the planning and setup of logistics necessary to implement successful 	Trans 8, 9, 12	August 2011- June 2012 Completed by August 30 th , 2011 Completed September 30, 2011	<p>Work Plan Owner:</p> <ul style="list-style-type: none"> -Principal -Regional Executive Specialist <p>Support:</p> <ul style="list-style-type: none"> -External Partner - Regional Coordinator C & I -DIFI Supervisor 	\$2,000 software	

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>Extended Learning Opportunity programming.</p> <ul style="list-style-type: none"> Implement a system of continuous feedback to track the success of students in before- and after-school programming to ensure successful implementation of extended learning opportunities. <p>8.2: Provide a 30-minute Tier 2 Response to Intervention block, as part of the extended learning opportunity, for all students in grades 9-12 that will be used primarily for reading and mathematics interventions but will be differentiated based on the students' needs. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> Include a 30-minute block in the master schedule of the school. Use the MAP data from the May 2011 administration and the 8th grade WKCE data for rising 10th graders to determine who needs reading or mathematics support during this RtI block. Group the students accordingly with the strongest reading or mathematics teacher during the 30-minute block. Provide credit recovery options for students prioritizing overage and under-credited students at grades 11 and 12 and students who are in danger of being retained. The students will recover their credit using E2020 	<p>Trans 8, 9, 12</p>	<p>Completed by September 30, 2011</p> <p>Throughout school year August 2011- June 2012</p> <p>Completed June 15, 2011</p> <p>Complete by August 30, 2011</p> <p>End of each mark period students, who are in need of credits, will be offered credit recovery</p>	<p>Work Plan Owner: -Principal Teachers</p> <p>Support: -External Partner - Regional Coordinator C & I - Regional Executive Specialist - Instructional Coach Math - Instructional Coach Literacy -Guidance Counselors/Programmers</p>		

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>which is an online credit recovery program designed around national and Wisconsin content standards as well as MPS courses for students in grades 9-12.</p> <ul style="list-style-type: none"> • Provide students at grade 12 with the advisement they need to be admitted into competitive colleges nationally and locally. <p>8.3: Provide students in grades 9 through 12 educational web-based resources and programs that differentiates instruction in reading, mathematics, and science during the school day and beyond the school day. To accomplish this Work Plan, the parties responsible will collaborate to:</p> <ul style="list-style-type: none"> • Provide professional development on the use of Reading Plus as a reading intervention strategy for Tier II students during Extended Learning Opportunity Programming • Provide professional development on the use of Gizmos © as a science and math intervention strategy for students struggling in those subjects during Extended Learning Opportunity Programming 	<p>Trans 8, 9, 12</p>	<p>options September 2011- June 2012</p> <p>Monthly beginning October 1st, 2011</p> <p>Ongoing September 2011- June 2012</p> <p>Beginning September 15th, 2011</p>	<p>Work Plan Owner: -Principal</p> <p>Support: -External Partner -Regional Coordinator C & I - Instructional Coach Math - Instructional Coach Literacy -Intervention teacher Math -Intervention teacher Reading</p>		

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>8.4: Provide opportunities for students to recover credit for courses that they previously failed.</p> <ul style="list-style-type: none"> Allow students to participate in credit recovery opportunities using Education 2020 (E2020) or other district approved credit recovery platforms or models. Collaborate with the school’s athletic directors to create academic work plans so that athletes in danger of retention recover the necessary credits for promotion and/or graduation. 	<p>Trans 8,9</p>	<p>Beginning September 15th, 2011</p> <p>Ongoing, beginning September 2011- June 2012</p> <p>End of each mark period students, who are in need of credits, will be offered credit recovery options September 2011- June 2012</p> <p>Prior to the start of each sport season</p>	<p>Work Plan Owner: -Principal</p> <p>Support: -External Partner</p>		
<p><u>Work Plan #9: Project Management</u></p> <p>9.1: Develop a Project Management protocol for monitoring, measuring, and driving the initiatives to reform Hamilton High School.</p> <ul style="list-style-type: none"> The Regional Executive Specialist, the Principal, and the External Partner, and District Core Team will meet once a 	<p>Trans 2, 4</p>	<p>To be completed by October 28, 2011</p> <p>Monthly, October 2011- June 2012</p>	<p>Work Plan Owner: -Principal -External Partner</p> <p>Support: -Regional Executive Specialist - DIFI Supervisor</p>	<p>.2 FTE School Improvement Facilitator \$20,218 (includes benefits)</p>	

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>month to review the implementation status of the School Improvement Grant and its associated initiatives.</p> <ul style="list-style-type: none"> • Provide tools, templates, and resources to instructors and administrators to allow them to plan out their tasks, better sequence instruction, and more efficiently manage their daily and project-based schedules. <p>9.2: Implement an open, transparent, and effective process of driving communication between stakeholders involved in the reform process.</p> <ul style="list-style-type: none"> • Provide professional development on the importance of communication and how to use various forms of technology more effectively to better express thoughts, opinions, and objective information. • Provide tools, templates, and resources to instructors and administrators to help them better communicate amongst each other, and to students, parents, and district staff. 	<p>Trans 4, 11</p>	<p>Monthly, October 2011- June 2012</p> <p>Beginning September 1, 2011- June 13th 2012</p> <p>Ongoing, September 2011- June 2012</p>	<p>School Improvement Facilitator Coordinator of C&I</p> <p>Work Plan Owner:</p> <ul style="list-style-type: none"> - principal - external partner <p>Support:</p> <ul style="list-style-type: none"> - Regional Executive Specialist - DIFI Supervisor -School Improvement Facilitator 		

X. LEA CAPACITY

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

The budget shortfalls that Milwaukee Public Schools is currently experiencing pose a myriad of challenges that would work in opposition to the School Improvement Grant reform efforts. The fact that district resources are diminishing at such alarming rates has major implications for school leadership teams in their quest to improve student achievement. Class sizes will increase, there will be fewer opportunities for professional development and collaborative planning time for teachers, and fewer district personnel will be in a position to support schools on a systematic and ongoing basis particularly in the areas of literacy and mathematics. In order to maximize dramatic improvement for persistently low performing schools, Milwaukee Public Schools has decided to explicitly target School Improvement Grant funds for six of the Cohort II Persistently Low Performing Schools and seven of the Cohort I Persistently Low Performing Schools. These twelve schools will be placed in a single Region and served by an enhanced Regional Team. Each school will receive intensive instructional reform support from an external provider. School principals will receive intensive professional development from an external provider in collaboration with district and regional professional development.

The present grant proposal delineates plans for the Cohort I Persistently Low Performing Schools. Specifically, School Improvement Grant funds will support implementation of the Closure Model at Washington High School of Expeditionary Learning; the Turnaround Model at ALAS and Northwest Secondary; and the Transformation Model at Hamilton High School, Pulaski High School and Washington High School of Information Technology. The following Cohort II schools identified as Persistently Low Performing will not be serviced by the School Improvement Grant: Community High School, Montessori High School, Wings Academy and Wisconsin Career Academy. This provides the district with the opportunity to efficiently align district efforts with the requirements of the School Improvement Grant to demonstrate rapid gains in student achievement in Cohort I and Cohort II schools.

XI. LEA SUPPORT FOR SCHOOL IMPLEMENTATION

For each Tier I and Tier II school, describe the actions the LEA has taken, or will take, to:

- i. Recruit, screen, and select external providers, if applicable, to ensure their quality.

Milwaukee Public schools has a rigorous procurement process for selecting external providers. Two types of external providers will service the Persistently Low Performing Schools served by the School Improvement Grant. Each school has an instructional reform external provider dedicated to providing professional development, student intervention and overall support for the reform efforts of the school. Additionally, an external provider will provide the principals in the Persistently Low Performing Schools served by the School Improvement Grant with professional development around turnaround leadership, with a focus on instruction, specifically rapid improvement of student achievement.

A Request for Proposals (RFP) (appendix) was released in April and May, 2011 to select external providers who have had experience in transforming secondary schools from low achieving to high performing educational institutions. The proposals were reviewed first for accuracy and HUB requirements and then screened by review teams. One team reviewed proposals for instructional reform support. The top four provider proposals were invited to conduct a presentation to the RFP selection committee June, 2011. The RFP selection committee consisted of school staff, union representation, district staff and the Regional Executive Specialist. Providers were selected for each school. Contracts were negotiated and taken to the Board of School Directors for final approval.

A second team reviewed proposals for turnaround leadership professional development. The top four provider vendors will be invited to conduct a presentation July, 2011 to a RFP selection committee. The RFP selection committee for the turnaround leadership professional development will consist of district staff, school principals and the Regional Executive Specialist. One provider will be chosen for the Metro Region. A contract negotiated and the contract taken to the Board of School Directors for final approval.

All contracts include performance-based goals for external providers that outline financial consequences should the goals not be met. Providers are held responsible for student outcomes, including performance gains on the MAP assessment. All contracts are reviewed quarterly. Based on quarterly reports, the Regional Executive Specialist and the Director of District and School Improvement will deliver sanctions, curtail or discontinue contracted services if necessary.

- ii. Align other resources with the interventions.

The following Theory of Action for Change outlines how district resources are realigned to meet the specific needs of Tier I and Tier II schools served by the School Improvement Grant. These twelve schools are grouped together for service and technical support in the Metro Region. The Regional Team servicing these schools is enhanced by School Improvement Grant funds.

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Theory of Action for Change within MPS Tier I and Tier II Persistently Low Performing Schools

Milwaukee Public Schools (MPS) is the 36th largest school district in the nation with students from diverse racial, ethnic and cultural backgrounds. MPS' reported enrollment for the 2010-11 school year is 81,372 and the racial profile is 85.1% non-white. Data indicates the following enrollment percentages: American Indian (.8%), African American (56.1%), Hispanic (23.1%), Asian (5.0%) and White (14.9%). There are 19.5% students identified with special education needs and 9.8% of students have limited English proficiency. About 82% of all students qualify for free/reduced lunch, which is an indicator of the number of children living in poverty. Individually, 76 (42%) of the district's 184 schools have free or reduced lunch rates of 90% or more and nearly 83% of all school sites have free/reduced lunch rates of 80% or more.

As a part of the School Improvement Grant (SIG) proposal to the US Department of Education, Wisconsin Department of Public Instruction identified twelve Milwaukee Public Schools (MPS) as Persistently Low Performing, February 2010. These twelve schools are referred to as Cohort I, Tier I and Tier II schools. MPS elected to service seven of the Cohort I schools through SIG funds. On July 1, 2010, Dr. Gregory E. Thornton became Milwaukee Public Schools' superintendent. With the change of leadership came the clarification of staff roles and responsibilities, creation of new positions, recruitment of several new staff and an effort to realign district offices and resources to district needs and priorities. The reorganized central office was approved by the Board in September, 2010 and included, among other things, separation of offices/chiefs for finance (CFO) and operations (COO); reorganization of the long-vacant Chief Academic Office to include curriculum and instruction, research and evaluation, and specialized services; and redesigned system of regional, school support. MPS schools were reorganized into eight largely geographic regions; each led by a Regional Executive Specialist (RES - under the supervision of the Office of School Administration) and supported by a cross-departmental network of expert support providers (e.g., special education, math, literacy, human resource/staffing specialists). The Metro region contained the seven Cohort I Tier I and Tier II schools as well as two Tier III schools.

The district was re-organized in June 2011 into five regions. The number of regions was reduced from eight to five, and the number of schools assigned to each region increased from approximately twenty-three schools to approximately thirty-three schools per region. Partnership schools, early childhood contracted sites and non-instrumentality charter schools are supervised by the Office of Contracted School Services. The schools identified as Persistently Low Performing Schools served through the School Improvement Grant (SIG) are placed in the fifth region in order to facilitate the intensive monitoring and support the needs of these schools.

Regional administrative positions have been created and aligned to each of the five regions for the purposes of support for principals and school leaders, and to hold school leaders and *themselves* accountable for improved outcomes for students. This model is one that clearly aligns support and accountability for results in three important areas: curriculum and instruction, school operations and special education services. These core positions are as follows:

- **The Regional Director of School Support** will assume general oversight of day-to-day activities of the principals and help ensure compliance with district administrative requirements and deadlines.
- **The Regional Coordinator of Curriculum and Instruction** will focus on math and reading instruction and will work closely with targeted schools to improve student achievement.
- **The Regional Coordinator of Specialized Services** (formerly SELLS) will continue to help ensure compliance with various special education regulations and to improve educational outcomes for students with special education needs.

One of the key components of the Regional System of Support and Accountability for 2011-12 is that these three positions will report directly to the Regional Executive Specialist. It will be the responsibility of the Regional Executive Specialist to ensure that schools receive targeted interventions and supports as needed. This structure will create a stronger accountability interface between the overall district and the schools. It will resolve the issue of competing interests by establishing teams distinctly accountable for improved school performance. The model creates a means for both vertical and horizontal articulation of the work of the district and outcomes at the school level.

In 2011-12, six DIFI supervisors will report to the Director of District and School Improvement. This element of horizontal alignment with Central Office will ensure clear understanding of both the School Improvement Grant requirements and Corrective Action Requirements as well as, provide a direct means of communication for the Department of Public Instruction. Five of the DIFI Supervisors will be assigned to the five regions and one DIFI supervisor will be assigned to specifically support the SIG grant. The second DIFI supervisor will be assigned to monitor SIG requirements and to work with the School Improvement Facilitators in each of the Tier I and Tier II persistently low performing schools served by the SIG grant. Additional staff including a Literacy

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Specialist, Math Specialist, Instructional Coaches, Regional Social Worker, RtI Specialists, PBIS coach, parent coordinator and district staff will complete the team.

This represents a re-alignment of the 2010-2011 region structure. In order to continue and enhance the level of support schools receive next year, the new regions will have core staff vertically aligned under the Regional Executive Specialists. Two of these staff in particular, the Regional Director of School Support and the Regional Coordinator of Curriculum and Instruction will work closely with the DIFI Supervisors to provide the monitoring and technical support required by schools to meet the Corrective Action Requirements. This system of regional support offers both the vertical alignment required to quickly respond to school needs and the horizontal alignment required to ensure fidelity in meeting Corrective Action Requirements.

The Department of Public Instruction identified Cohort II schools, February 2011. Eleven Cohort II schools are Milwaukee Public Schools. MPS elected to service five Cohort II schools with SIG funds. Persistently Low Performing schools are identified as either Tier I or Tier II. When a district elects to use SIG funds for a school, one of four federally defined models must be used to drive the reform efforts. The table below summarizes the tiers and models for schools served by SIG funds:

MPS Tier I and Tier II Persistently Low Performing Schools Served by the SIG

School	Model	Tier	Cohort	School	Model	Tier	Cohort
ALAS*	Turnaround	I	II	SCTE (Custer)*	Restart	I	I
Bay View	Transformation	II	I	Pulaski	Transformation	I	II
Bradley Tech	Transformation	II	I	Northwest	Turnaround	II	II
Hamilton	Transformation	II	II	South	Transformation	II	I
James Madison*	Transformation	II	I	Vincent	Transformation	I	I
MAAIS*	Restart	I	I	WHS IT	Transformation	I	II

* Instrumentality charter schools

Each of the Cohort I schools has received intensive intervention during the 2010 – 2011 school year aimed at increasing student outcomes. Schools received vendor support and professional development; some schools received reading intervention or additional instructional support. Positive outcomes were noted, most particularly increased attendance, decreased suspension rates, decreased teacher absence and some academic gains. However, greater academic outcomes are necessary for the 2011-2012 school year. As of 5/19/2011 the Metro Region’s attendance averaged 81.5%, which is 7.8 percentage points higher than 2009/2010 attendance for Metro schools at 73.9%. School staff attendance also improved with an average of 6.3 absences per teacher through 4/29/2011. Suspension rates decreased significantly. As of 5/19/2011 the Metro region schools suspension rate averaged 35.5%. During the 2009/2010 school year the rate for these schools was 51.3%, thus moving from about half of the students receiving a suspension to just over a third. Academic gains are not as dramatic. WKCE testing in November, 2010 yielded slight gains in two of the seven schools in reading and slight gains in five of the seven schools in mathematics. Measures of Academic Progress (MAP) screening is completed three times a year. Results over the year for the Tier I and Tier II schools indicated limited overall growth. Basic skill development in literacy and mathematics continues to be an urgent need for all Tier I and Tier II persistently low performing schools. The 2010-2011 regional structure provided some buffering for the schools, however, the new regional structure for the 2011-2012 school year coupled with the School Improvement Grant monitoring plan will provide the accountability and support required to drive rapid gains in student achievement.

The following theory of action is designed to shape the intervention for both the Cohort I and Cohort II Persistently Low Performing Schools.

Theory of Action

Increased student outcomes in literacy, mathematics, and graduation in Tier I and Tier II schools require aggressive reform efforts with a three-pronged approach:

1. **Increase responsiveness to school needs**
 - a. **Place Tier I and Tier II Persistently Low Performing Schools serviced by the School Improvement Grant in one Region.**

The Metro region, a non-geographical region for Persistently Low Performing Schools outside of the four core regions in the district will allow Tier I and Tier II schools the targeted support and focus required to turnaround the schools. The SIG funding provides these schools with increased levels of personnel to support staff, administration and students.

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A comprehensive regional team including technical support, monitoring and professional development from both district staff and external providers provide schools with the tools and measures of accountability needed for success. As illustrated in the diagram substantial professional development opportunities will be provided to each of the Persistently Low Performing Schools in the Metro region. The professional development will include workshops, after school in-service opportunities and a full range of the coaching continuum. The professional development and coaching will be matched to school needs and aligned with district initiatives. Literacy Specialists, Math Specialists, Instructional Coaches Literacy and Math are under the supervision of the Regional Coordinator of Curriculum and Instruction and are charged with ensuring alignment between the district, the school and the external provider. In addition, the Coordinator of Curriculum & Instruction will ensure implementation of a continuous progress monitoring system to assess the effectiveness of the professional development continuum. Each of the Persistently Low Performing Schools in the Metro Region will receive the services of an external vendor.

The above diagram also illustrates the expanded support the SIG schools will receive. At the school, the principal is ultimately accountable for the management and implementation of the SIG, as well as the success of the SIG. A 0.2 FTE School Improvement Facilitator is funded through SIG to:

- i. Ensure SIG monitoring meetings are scheduled,
- ii. Provide key communication to regional team and external vendors regarding SIG implementation at the school and
- iii. To act as a technical consultant for the Principal.

In addition to the above, the Metro Regional Team is expanded to include five Instructional Coach Literacy (ICL) positions and five Instructional Coach Math (ICM) positions. The ICL's and ICM's are charged with providing coaching, consultation and support to school staff (appendix). The ICL's and ICM's as district staff will work closely with external vendors to learn from the providers and incorporate new strategies in their work. This will support sustainability of SIG implementation after external vendors leave the school.

Clear lines of communication and responsibility streamline the support provided to the schools, clarify lines of accountability and eliminate confusion.

School Principal:

The regional structure is designed to enhance the operational flexibility of the principal while at the same time offering school leadership significant support and professional development. All intervention teachers, class size reduction teachers and the School Improvement Facilitator report directly to the school principal. Vendors collaborate and support school principals.

Vertical Alignment:

The Regional Executive Specialist is ultimately responsible for the school, student achievement and school leadership. The Regional Director of School Support, The Regional Coordinator of Specialized Services and the Regional Coordinator of Curriculum and Instruction report directly to the Regional Executive Specialist. The Regional Executive Specialist is responsible for ensuring that the external vendors provide schools with services contracted for. External vendors communicate with school leadership regularly, meet with the Regional Executive Specialist monthly and when necessary bring areas of concern or need directly to the Regional Executive Specialist.

Horizontal Alignment:

The SIG is managed through the Office of District and School Improvement. The Director of District and School Improvement is identified as the district-level administrator to oversee, evaluate and if necessary take action to ensure the SIG plans are being implemented as designed. DIFI Supervisors report directly to the Director of District and School Improvement. One DIFI Supervisor is assigned to service the schools in the Metro Region and to participate in the Regional Core Team and the Regional Extended Team. Another DIFI Supervisor is charged with implementation and management of the SIG and overseeing the monitoring of SIG implementation at the SIG schools. An additional role, that of the School Improvement Facilitator has been added to the District of School Improvement to ensure fidelity of instruction at those Cohort I schools that did not demonstrate significant gains in reading or math during the 2010-2011 school year. The Director of District and School Improvement in collaboration with the Regional Executive Specialist ensures that activities in each school's approved SIG plan occur according to established timelines.

All Central Services and Departments provide support and services to the Metro Region. In particular, Curriculum and Instruction, Family Services, Research and Evaluation, School Social Work, District and School Improvement, Labor

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Relations, Human Resources and Specialized Services have specific staff assigned to the Metro Region.

A representative from the Milwaukee Teachers Education Association (MTEA) collaborates directly with the Regional Executive Specialist and is a key member of the Regional Core Team and SIG Solution Focused Meetings.

Below, you will find a description of responsibilities of three key regional support staff and one in-school administrative staff supported by SIG funds. This structure will provide optimal support for schools in meeting the School Improvement Grant and Corrective Action Requirements in this time of fiscal restraints.

DIFI/SIFI and Student Achievement Supervisor

- Report to Director of District and School Improvement (horizontal alignment)
- Work on regional team and regional core administrative team
- Assist and support schools in the implementation of those elements of the district and School Improvement Plan applicable to that school
- Work with regional and district administrators to ensure alignment of school improvement plans with School Improvement Grant reform model requirements and Corrective Action Requirements
- Work with the district's Regional Executive Specialists and Regional Teams to prioritize supervision and technical assistance to the district's schools, with priority given to schools designated as "Persistently Low Performing" or as "Schools Identified For Improvement" (SIFI)
- Work with schools' administration and staff to focus on student achievement at the classroom level
- Work with school teams in collaboration with the Regional Coordinator of Curriculum and Instruction to ensure staff understand and use data to drive instructional decision making
- Work with school teams in collaboration with the Regional Coordinator of Curriculum and Instruction to ensure Response to Intervention is implemented with fidelity
- Work with MPS Director of District and School Improvement to ensure Corrective Action Requirements are met
- Manage School Improvement Grant activities for schools in assigned region
- Provide technical assistance to the School Learning Teams and ensure that the learning team is up to date with School Improvement Planning and School Improvement Plan progress monitoring
- Provide leadership, as assigned on district school improvement projects
- Serve as a member of School Improvement Plan professional development and monitoring teams

Regional Director of School Support

- Report to the Regional Executive Specialist (vertical alignment)
- Support, supervise and provide feedback to principals/school leaders on all phases of the school's operations
- Monitor school budgets
- Provide fiscal management guidance to principals/school leaders
- Oversee day-to-day school safety and promote effective school climate
- Provide support and engender resources to schools in emergency situations
- Supervise and provide guidance to principals/school leaders regarding the teacher and staff evaluation processes
- Serve as a hearing officer in employee misconduct processes
- Provide leadership training to assistant principals
- Monitor data including student enrollment, staff and student attendance, suspensions, curriculum benchmarks, standardized test results
- Support principals in pursuing operational flexibility
- Work with DIFI Supervisor to actuate Rapid Plans of Compliance where necessary
- Handle transportation concerns
- Ensure school compliance with operational timelines and requirements
- Address constituent complaints and build community relationships
- Monitor school compliance with federal and state regulations and requirements

Regional Coordinator of Curriculum and Instruction

- Report to the Regional Executive Specialist (vertical alignment)
- Support, monitor and provide feedback to principals/school leaders on all phases of teaching and learning in schools
- Observe classroom instruction and identify instructional needs in schools
- Ensure fidelity of implementation of MPS instructional requirements
- Determine effectiveness of classroom instruction and recommend strategies to principals/school leaders
- Analyze, monitor data and track progress of schools including curriculum benchmarks and standardized test

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results

- Provide guidance to principals/school leaders regarding the teacher and staff evaluation processes
- Monitor and support School Improvement Plans for schools in the region
- Ensure compliance with district Corrective Action Requirements
- Work with principals/school leaders to organize and coordinate grade level and department meetings to ensure horizontal and vertical articulation of the MPS instructional program and core curriculum standards throughout the region
- Plan and conduct professional development for assistant principals, teachers and school staff in the region
- Keep informed of latest research, trends and development in curriculum and instruction
- Collaborate with the Executive Director of Curriculum and Instruction
- Ensure school compliance with state and federal regulations and requirements

School Improvement Manager (.5 FTE, Cohort I only)

- Report to the Director of District and School Improvement (horizontal alignment)
- Conduct weekly Fidelity of Implementation checks in English, Reading and Math classes a minimum of two times a month per teacher for each Cohort I Persistently Low Performing School that did not demonstrate significant gains in reading or math during the 2010-2011 school year
- Follow-up with classroom teachers to ensure fidelity of instruction
- Collaborate closely with the Principal, Regional Coordinator of Curriculum and Instruction, as well as the external provider to direct the work of Instructional Coaches Literacy, Instructional Coaches Math, and vendor coaches to staff in need of support, coaching and professional development
- Provide feedback to the school principal to support teacher evaluation efforts
- Collaborate with the literacy specialist, math specialist and vendor to ensure instruction at the school aligns with the district's Comprehensive Literacy Plan and the Comprehensive Mathematics and Science plan
- Work closely with the DIFI Supervisor, Principal and school School Improvement Facilitator to ensure school adherence to monthly SIG monitoring conferences
- Collaborate with the DIFI Supervisor, Office of the Chief Academic Officer and Director of Research and Evaluation to adapt and develop appropriate Fidelity of Implementation tools for the Metro Region schools

School Improvement Facilitator (.2 FTE)

- School staff member assigned one day a week to SIG
- Reports to the Principal
- Works closely with DIFI Supervisor
- Coordinates monitoring meetings (learning team or educational transformation committee) at the school. In collaboration with the principal develops the agenda and ensures minutes are taken and distributed to staff
- Reports out on the progress of SIG activities at each staff meeting
- Promote SIG activities at the school in collaboration with the Principal
- Manage online School Improvement Monitoring Tool

External Vendor Services

External vendors are contracted through the Office of District and School Improvement and are assigned to individual schools. MPS used a rigorous review process to select vendors with a proven track record and research based strategies in similar urban school districts. Two types of vendors (school reform and leadership) service the Metro Region. Five external school reform vendors provide schools with intense professional development, overall support for reform and a full continuum of coaching for staff. One external vendor provides the Metro Region Principals with professional development for turnaround leaders and individualized coaching support.

Vendors are held accountable through their contract. Each contract allows for termination of the vendor by the district, if necessary. Additionally, school reform vendors are held accountable for the following: student achievement gains, reductions in school suspension and increases in attendance. The Regional Executive Specialist meets regularly with the vendors and provides evaluative updates in the SIG Quarterly Reports to the Director of District and School Improvement. If necessary, the Director of District and School Improvement and the Regional Executive Specialist meet will meet with a vendor to implement a Rapid Plan of Compliance, curtail the vendor services or terminate the contract with the vendor.

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b. Metro and District Activities to Support SIG Implementation

In order to ensure that all Metro schools implement their SIG plan with fidelity, several regional level activities are scheduled to support SIG implementation.

Vendor Orientation and Update Meetings

An introductory meeting for vendors will be held early August with external providers, the MTEA and district staff to provide a detailed orientation to the Comprehensive Literacy Plan, the Comprehensive Math and Science Plan, PBIS, pertinent district procedures, MOU's with bargaining units, the pilot teacher evaluation process, and pertinent online resources including RTI Exceed and Professional Development Application (PDA). Vendors will receive procedures for appropriate approval to access district data bases and online tools at this meeting.

Follow-up Update meetings for vendors are scheduled in October, January, April and June. The follow-up meetings allow for continued orientation, as well as problem solving and collaboration among vendors. The follow-up dates parallel the quarterly reports to allow for data sharing.

The Director of District and School Improvement is responsible for scheduling and facilitating the Vendor Orientation and Update Meetings. The external vendors, Regional Executive Specialist, pertinent regional and central staff will be in attendance.

Vendor Meetings with Regional Executive Specialist

The Regional Executive Specialist will meet with the external vendors twice a month to discuss implementation, student progress and any barriers. Barriers that are not immediately solved will be taken to the Core team and Solution Focused meeting for resolution. During October, January, April and June the meetings with the Regional Executive Specialist follow the Vendor Update Meetings. The Regional Executive Specialist will schedule and facilitate the meetings.

Weekly Principal Meetings with Vendors

Principals are required to meet with external vendors weekly to assess implementation, align vendor efforts to school reform efforts and address any barriers. Principals are responsible for scheduling and facilitating these meetings. Implementation successes and challenges will be shared with the Regional Director of School Support to be included in SIG Quarterly Reports.

Solution Focused Meeting

A Solution Focused Meeting will be held two times a month with key decision makers from central services, the MTEA, external providers and principals to rapidly address any barriers or concerns in each of the Metro schools. The purpose of this reoccurring meeting is to:

- i. Address school concerns with immediate response or very short turnaround time
- ii. Provide targeted additional accountability or support dictated by school needs
- iii. Support operational flexibility for school leadership
- iv. Buffer the region from mid year start up initiatives, additional programs or unnecessary grants

Participation from Family Services, Human Resources, Specialized Services, Curriculum and Instruction, Leadership, Transportation, Research and Evaluation, Finance and Labor Relations staff empowered to make decisions will be required Central Services participants. The meetings will be brief, highly structured and require advance agendas and minutes. The Director of District and School Improvement will schedule and facilitate the Solution Focused Meetings.

Universal Screener Windows

The district universal screener at the high school level is the Student Academic Indicators of Learning (SAIL), an early warning system that provides teachers with up to date information on student credits, GPA, attendance, suspension and over age data. Additionally, sixth through twelfth grade students are required to take the Measures of Academic Progress (MAP) three times a year. The School Assessment Coordinator and Principal are responsible to ensure that all students take the assessments and receive individualized timely feedback.

Monthly School SIG Meetings

The School Improvement Facilitator at each school will schedule and facilitate monthly meetings with school leadership, external vendors and Core Regional Administrators. Implementation of SIG activities will be used to guide discussion and monitoring. The Monthly School SIG Meetings will ensure that activities in each school's approved plan occur according to the established timelines in the school plan. Meetings will address student achievement gains, implementation of the SIG and will form the basis for the regional administrators Quarterly reports.

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School Improvement Facilitator Region Meetings

School Improvement Facilitators will meet with the DIFI Supervisor in charge of SIG monthly to receive a deep understanding of the School Improvement Grant and be charged with facilitating the communication between administrators, regional staff and external providers at the school. The DIFI Supervisor will schedule and facilitate these meetings and professional development opportunities. The meetings will be held after school so that the School Improvement Facilitator, the Principal and pertinent regional staff can attend.

Professional Development

Professional development in the Metro region will be multifaceted and aligned. Teachers will receive professional development weekly in required collaborative planning and professional development sessions embedded in the school day. After school and Saturday professional development sessions will also be required for pertinent staff. The professional development is offered by the external vendor, Instructional Coach Literacy and Instructional Coach Math. The external provider at each school will offer a kickoff training required by all staff. A comprehensive instructional needs assessment will be conducted at this time to drive professional development. In this improvement plan, the vendor will work with the PBIS team, the ELA and math departments to align curriculum and to build instructional leadership among the team leaders. The vendor will support the district level professional development by following up and providing additional in servicing on the same skills.

Eight rotating teachers will be assigned to each of the Metro Region schools at least twice a month to provide opportunities for classroom teachers to attend professional development during the school day. School schedules have been designed to allow for common planning time and weekly professional development sessions during the school day.

Professional Development for Leadership

Principals will receive professional development centered on leadership in Turnaround schools beginning July 2011 through June 2012. Professional development for leadership is multi-faceted including training at the regional, district and school levels and involves introductory workshops, instruction on research based practices in instruction, theories of change and review of leadership practices. Principals will receive the opportunity for detailed feedback on his/her performance. A full continuum of coaching will be available to the principals. Additionally, principals will attend a “university quality” course on leadership during the summer 2012.

District staff, regional staff, school reform vendors, as well as a leadership vendor will coordinate professional development for the principals and assistant principals in the Metro region. The Regional Executive Specialist will coordinate a professional learning community with the principals. Monthly meetings will be scheduled with the twelve Metro Principals and principals will be allowed to probe deeply and problem solve around common areas of need.

Regional Team Meetings

The Regional Executive Specialist will convene Regional Team meetings two times a month. One meeting will be dedicated to the Extended Regional Team and second will consist of core regional administrators. The Regional Core Team consists of The Regional Executive Specialist, the DIFI Supervisor, the Regional Director of School Support, the Regional Coordinator of Specialized Services, The Regional Coordinator of Curriculum and Instruction and a representative of MTEA. The Regional Extended Team consists of Core Team members, a Regional Social Worker, a RTI specialist, a Math Specialist, a Literacy Specialist, a PBIS coach, representation from Research and Evaluation, Human Resources and Family Services.

The purpose of these meetings is to assess implementation of the various elements of the SIG including staffing, effectiveness of teaching staff, implementation of literacy and mathematics instruction and the effectiveness of professional development/coaching. Quarterly reports summarizing SIG implementation are based on this information.

The Regional Core Administrative Team and the Regional Extended Team will review data at their monthly meetings. Student outcome data including SAIL and MAP data, course completion, Fidelity of Implementation (FOI) results, teacher attendance and SIG implementation progress reports from the SIP will be reviewed at each meeting. The team will also analyze the Professional Development Assistant (PDA) data. PDA is an online system that tracks coaching and professional development provided to the schools. Based on their data analysis the team will use a case management approach to allocate their resources to support and enhance the work of the Metro schools.

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Metro Region Activities

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Vendor Orientation and Update Meetings		4 th & 5 th 8:00-4:00		3 rd 8:00-12:00			6 th 8:00-12:00			18 th 1:00-3:30		20 th 1:00 - 3:30
Vendor Meetings with RES	21 st 4:30-7:00	19 th 4:30 – 7:00	16 th 4:30-7:00	19 th 4:30-7:00	16 th 4:30-7:00	14 th 4:30-7:00	18 th 4:30-7:00	15 th 4:30-7:00	21 st 4:30-7:00	18 th 4:30-7:00	16 th 4:30-7:00	20 th 4:30-7:00
Principal Meet with Vendor	Weekly	Weekly	Weekly	Weekly	Weekly	Weekly	Weekly	Weekly	Weekly	Weekly	Weekly	Weekly
Solution Focused Meetings		4 th & 18 th 4:00-5:00	8 th & 22 nd 4:00-5:00	6 th & 20 th 4:00-5:00	3 rd & 17 th 4:00-5:00	1 st & 15 th 4:00-5:00	5 th & 19 th 4:00-5:00	2 nd & 16 th 4:00-5:00	1 st & 15 th 4:00-5:00	5 th & 19 th 4:00-5:00	3 rd & 17 th 4:00-5:00	14 th 4:00-5:00
Universal Screener Window		←→			←→					←→		
Monthly School SIG meetings		X	X	X	X	X	X	X	X	X	X	X
School Improvement Facilitator Region Meetings			15 th 4:00 – 6:00	13 th 4:00 – 6:00	10 th 4:00 – 6:00	8 th 4:00 – 6:00	12 th 4:00 – 6:00	9 th 4:00 – 6:00	8 th 4:00 – 6:00	12 th 4:00 – 6:00	10 th 4:00 – 6:00	21 st 4:00 – 6:00
Teacher Vendor PD Kickoff		25 th & 29 th 8:00 – 3:30										
PD & Instructional Needs Assessment		→										
Vendor PD Full Continuum of Coaching											→	
Vendor PD											→	
Aligned District PD		→										
Formal Principal PD	19 th & 27 th 8:00 - 4:00	1 st , 3 rd , 10 th , 17 th 8:00 - 4:00	7 th	5 th	2 nd	7 th	11 th	8 th	7 th	4 th	2 nd	6 th
Principal Coaching			→									
Regional Principal PD	14 th 8:00 - 4:00	1 st , 3 rd , 10 th , 17 th 8:00 - 4:00	12 th & 26 th 4:30 – 6:30	10 th & 24 th 4:30 – 6:30	14 th & 28 th 4:30 – 6:30	12 th 4:30 – 6:30	9 th & 23 rd 4:30 – 6:30	13 th & 27 th 4:30 – 6:30	12 th & 26 th 4:30 – 6:30	16 th & 30 th 4:30 – 6:30	14 th 4:30 – 6:30	TBD
Regional Core Meetings			6 th core 20 th ext 4:30 – 6:30	4 th core 18 th ext 4:30 – 6:30	1 st core 22 nd ext 4:30 – 6:30	6 th core 20 th ext 4:30 – 6:30	10 th core 24 th ext 4:30 – 6:30	7 th core 21 st ext 4:30 – 6:30	6 th core 20 th ext 4:30 – 6:30	3 rd core 24 th ext 4:30 – 6:30	8 th core 22 nd ext 4:30 – 6:30	TBD

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c. **Implement a Rigorous Monitoring System**

Implementation of the SIG will be monitored through the Regional Team and Office of District and School Improvement. Quarterly reports described below are due to the Regional Executive Specialist and the Director of School Improvement and form the basis of monitoring. Quarterly reports will summarize SIG model implementation, student outcomes, and SIG activity implementation. The following activities are structured to support overall monitoring efforts:

Formal Data Review Sessions

While data driven decision making is continuous, data analysis windows are set for accountability. Five times a year Metro school teacher teams are required to demonstrate their data analysis in order to group students, determine Tier 2 interventions and make instructional decisions. Prior to the start of the school year, staff will use 2010-11 data to identify students for intervention in reading and mathematics. Struggling students identified through this analysis will be assigned to intervention courses. Intervention courses occur in addition to core subject areas. The first data analysis window during the school year ends September 24th. Staff will be required to identify strategies for all non-proficient students in the areas of reading and mathematics. Tier 2 student plans in literacy are also due. Teachers use current year data for data analysis sessions two through five. The RtI Specialist, ICL and ICM will work with external vendors to align the MPS ClasStat data analysis process with the professional development processes of the vendor.

The learning team will use the same five data analysis windows to analyze school-wide data. Learning teams will be offered regional level training opportunities during each data analysis window. SAIL data, MAP data, attendance, suspensions, office referrals, walkthrough data and FOI data will be analyzed. This work will be supported primarily by the external providers in conjunction with the RtI Specialists and Instructional Coaches. Ultimately, the Coordinator of Curriculum and Instruction will hold schools accountable for data review sessions.

School Improvement Plan

All twelve Persistently Low Performing Schools in the Metro Region have completed an initial School Improvement Plan (SIP). The Turnaround, Transformational and Restart Model required elements are embedded in the SIP for each respective school. School Learning Teams are responsible for entering progress monitoring data into the online SIP program monthly. The DIFI Supervisor will work with the teams to provide technical assistance. The Regional Coordinator of Curriculum and Instruction is responsible to ensure compliance.

Fidelity of Implementation (FOI) Observations

FOI observations are required monthly for English, Reading Intervention and Mathematics to assess the quality of implementation of the curriculum. The district FOI tools approved for CAR will be used with all Metro schools. The DIFI supervisor will assist with implementation, the Regional Coordinator of Curriculum and Instruction is responsible for ensuring compliance.

Teacher Evaluation Professional Development

All metro schools will receive professional development in the Danielson framework as it relates to instructional performance. Additionally, five Persistently Low Performing schools, one Tier III high school, two Tier III K8 schools and two traditional K8 schools have been selected to pilot the new teacher evaluation system. The Teacher Evaluation Committee agreed on a list of schools where there was a good level of staff-principal trust and collaboration, and where both teachers and administrators had the capacity and openness to make the pilot work. From there, the MPS-MTEA teacher evaluation design team narrowed the list down further. Schools at different achievement levels and differing student populations were identified while keeping the number of regions involved at three (Metro, East, and Southwest).

Teachers in the pilot schools will receive an intensive 3 day workshop in August. Ongoing support for teachers throughout the year will be provided by the principal, supported by the Regional Director of School Support in conjunction with the teacher's union. The new teacher evaluation system was designed by a team of three MTEA representatives and three MPS representatives along with a representative from the Department of Public Instruction. The planning team was supported by national experts and examined teacher evaluation systems in 18 other districts.

The proposed model:

- Uses Charlotte Danielson's framework, tools (with some tweaking), and trainers. So much has been developed and applied across the nation; this puts us on firm ground with lots of resources and collective experience.
- Allows teachers to opt to have trained and "certified" peer observers conduct one or more of their classroom observations.
- Incorporates a rich array of evidence of student growth, from to MAP to teacher-selected evidence.

XI. LEA SUPPORT FOR SCHOOL IMPLEMENTATION

Administrators receive three days of PD, run primarily by a team of Danielson trainers. Principals, assistant principals and two teachers prepared to conduct peer observations will attend. All teachers in the school will attend a two-day professional development where they will learn about the Danielson framework and MPS system.

Quarterly Reports

Quarterly Reports from the Regional Director of School Support, the Regional Coordinator of Curriculum and Instruction and the DIFI supervisor are submitted to the Regional Executive Specialist, who summarizes the information and submits the information to the Director of District and School Improvement. The Director of District and School Improvement is responsible for overseeing, evaluating and if necessary, taking action to ensure that the SIG plan is being implemented as designed. This information is used within the Regional Core Meetings to problem solve and adapt regional support to those schools with needs. Information not already dealt with in the Solution Focused Meetings is directed to that team. The reports form the basis for analysis at the district level and the Department of Public Instruction. This form of monitoring allows for mid course correction and/or acceleration of efforts to ensure high levels of student growth.

SIG Implementation Reports

Quarterly Implementation Reports will include the Regional Quarterly Report, summaries of any Rapid Plans of Compliance, Budget Updates, and Vendor action updates including possible sanctions or dismissals and overall implementation of SIG. The Quarterly Implementation Report will be available to the Department of Public Instruction in written form and if requested through a formal quarterly update meeting.

Rapid Plans of Compliance

If necessary, the Regional Executive Specialist is responsible for developing Rapid Plans of Compliance to bring schools into compliance with any SIP implementation item. Rapid Plans of Compliance are used to improve SIG implementation, improve compliance to Corrective Action Requirements and ensure students are demonstrating sufficient gains in achievement to meet SIG goals. If a Rapid Plan of Compliance does not successfully resolve a concern or if an issue is of such consequence that it does not allow for a Rapid Plan of Compliance, the Regional Executive Specialist will work with the Director of District and School Improvement, appropriate Senior Staff or the Superintendent to resolve the issue. Non resolved issues with external vendors will be resolved through the contract with the Director of District and School Improvement. Non resolved issues with staffing will be resolved through the Executive Director of the Office of School Resources. Non resolved issues with leadership will be resolved through the Executive Director of the Office of School Administration. Overall school non compliance or failure to demonstrate gains per SIG goals will be resolved in collaboration with the Superintendent and Senior Staff and may include model change, withdrawal of services, school closure or other significant changes.

The following chart delineates the months where monitoring and analysis meetings are required for the Metro Schools:

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Formal Data Reviews Complete			X		X			X		X		X
SIP Monitoring		X	X	X	X	X	X	X	X	X	X	X
FOI / Walkthrough checks			X	X	X	X	X	X	X	X	X	
Teacher Evaluation PD		X								X		
Teacher Observations for Evaluation			→									
Teacher Vendor PD Kickoff		X										
PD & Instructional Needs Assessment			X									
Vendor PD Full			→									

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cont Coaching												
Vendor PD		X	X	X	X	X	X	X	X	X	X	X
Aligned District PD		X	X	X	X	X	X	X	X	X	X	X
Formal Principal PD		X	X	X	X	X	X	X	X	X	X	X
Principal Coaching												→
Quarterly Reports			X				X			X		X
Implementation Reports				X			X			X		X

- d. **Redesign SIG policies and procedures** for Tier I and Tier II schools to reinforce accountability for student achievement.
 - i. Student assignment process will be altered in a manner to decrease student mobility.
 - ii. The School Improvement Plan will integrate SIG, Corrective Action and Title I Requirements.
 - iii. Meet with all stakeholders (district, school, vendor, union and key community partners) to set parameters and align services.

- e. **Pilot the new teacher evaluation process.** Representatives from the Milwaukee Teachers Education Association (MTEA), district staff, school staff and the Department of Public Instruction met over the 2010-11 school year to revise the teacher evaluation system and incorporate student achievement. The revised evaluation and observation system will be piloted in Cohort I Tier I and Tier II schools during the 2011-2012 school year. A new teacher evaluation system will be implemented in the 2011/2012 school year in all of the Cohort I high schools. It is a system that essentially adopts the Danielson framework with its emphasis on the four domains of: planning and preparations, classroom environment, instruction and professionalism. A minimum of 50% of the teacher’s evaluation will be based on evidence of the domains acquired through observation and documentation. The balance of the teacher’s evaluation, but no less than 40%, will be based on evidence of student growth. The student growth measurement will consist of: (1) a mix of individual and school-wide data using MAP results in reading and math (but could be adjusted in the future to use additional curricula areas measured by MAP as those tested areas are implemented); (2) other evidence of student growth selected by the teacher such as writing samples, portfolios, AP scores, student surveys, etc; and (3) school wide data on attendance and promotion. Inherent in the student growth measurements is a commitment to measuring growth of all students at all levels of skill achievement. Both components of the evaluation, the Danielson framework and the student growth measures, can be adjusted for various types of teachers, i.e. classroom, guidance counselor or librarian, etc.

The new evaluation system will also include pre and post observations discussions between the teacher and the administrator/observer, an opportunity for peer observation and a requirement that all teachers develop an action plan for ongoing professional growth that will be reviewed/revised at the evaluation conferences. The professional growth plan should be one that contemplates continuous growth over multiple years. Where applicable it should also be aligned with PI34 professional development plan requirements.

It is anticipated that significant resources will be needed to in-service/train the evaluators, observers and teachers themselves on the Danielson Framework, the use of student growth measurements and the change in the evaluation paradigm.

- f. **Collaborate with the MTEA teacher’s union**
 A strong collaborative relationship with the teacher’s union is currently being nurtured. The MTEA will be invited to planning meetings with school staff and staff presentations. Additionally, the MTEA and district will continue to collaborate on teacher evaluation system and ongoing issues pertinent to the Tier I and Tier II schools.

- g. **Implement Corrective Action Requirements** including Response to Intervention (RtI) and Positive Behavior Interventions and Supports (PBIS).

XI. LEA SUPPORT FOR SCHOOL IMPLEMENTATION

2. **Provide Comprehensive Approach to Professional Development** Provide intensive professional development for:
- a. **Principals and school leadership**
 Strong leadership is key to successful schools. Many of MPS principal changes will occur in 2011-2012. Nine of the twelve principals in the Tier I and Tier II schools will be new to their school in Fall 2011. Building leadership for turnaround schools will require a comprehensive approach. Professional development spearheaded by vendors and supported by district staff will address capacity issues in the district while at the same time ensure alignment and sustainability. Leadership at the school must be focused on instruction and will drive the reform efforts. Support for principals and school leaders will include intensive professional development, increased support from the district/regional administrators coupled with increased accountability.
 - b. **Teaching staff**
 Teacher effectiveness must improve and will require intensive professional development and coaching. A comprehensive plan of support requires that central services supports be aligned directly with and responsive to school needs. Vendors will be contracted to support each of the Tier I and Tier II schools. Vendors will collaborate with district instructional coaches and the curriculum and instruction coordinator to ensure professional development is aligned with district priorities and targeted to the specific needs of the school. Professional development around data driven decision making, Comprehensive Literacy Plan, Comprehensive Math and Science Plan, differentiated instruction, lesson planning and interventions for struggling students will be included in the planning.

Increase learning opportunities for students including interventions for struggling learners, credit recovery and scheduling that allows for increased instructional minutes, especially within core subject area. A new schedule has been developed for use in the Metro schools which offers increased opportunities to engage students in more core instruction through double dosing, shorter passing time and a small increase in overall daily instructional time. Teacher professional development will be aimed at providing high quality, effective instruction using all minutes of class time. Extended learning opportunities are provided through summer school, transition programs, online learning, credit recovery, in-school intervention for struggling learners in reading and mathematics, as well as evening and Saturday learning opportunities. Summer school opportunities in credit recovery are available to students in Cohort 1 schools. The E2020 on-line course will be used to assist students who are in need of obtaining credit(s).

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- iii. Modify its practices or policies (such as schedules, structures, teacher contracts, etc.), if necessary, to enable its schools to implement the interventions fully and effectively.

Successful implementation of the School Improvement Grant models has required changes in MPS practices and policies. As indicated in the Theory of Action all of the Persistently Low Performing schools served by the School Improvement Grant are placed in one service delivery region. The Region staff has been increased and monitoring activities significantly enhanced to ensure accountability and fidelity to the School Improvement Grant model and activities.

Increases in mandatory professional development, necessary flexibility in hiring and excessing staff has required increased communication and work with the teachers bargaining unit, Milwaukee Teachers Education Association (MTEA). Representation from the MTEA on work teams and decision making meetings was an important factor in the development of this proposal. MTEA representation is built into the monitoring structure at the school and regional levels. In addition the Superintendent and the MTEA meet regularly to review progress and implementation of activities at the schools identified as Persistently Low Performing. This collaborative relationship with the union will help foster positive working conditions.

All five schools in this proposal will have a new schedule for the 2011-2012 school year. The schedule allows for ample time for teachers to collaborate and receive professional development. The class periods are shortened for some classes allowing for optimum credit attainment and enhance student engagement in the class. At the same time the schedule allows for double-doses of core academic subjects and intervention time for struggling students. Shortened passing time and maximum use of available time results in slight overall increases of instructional minutes for students.

Instructional observations conducted by the principal and assistant principals and working within the contract to make sure that teacher incompatibility is addressed. A schedule for teacher observations is established at each school and principals are required to submit instructional observation calendars to the Regional Executive specialist on a semester basis.

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iv. Sustain the reforms after the funding period ends.

Schools will initially rely heavily on the services of external providers to build capacity within the schools and as possible within the district. Embedded professional development coupled with layers of coaching is provided to principals, teachers and students. Each Persistently Low Performing school receives .5 FTE of a district Instructional Coach Literacy and .5 FTE of a district Instructional Coach Math. These individuals will not only support the schools by providing coaching and a regular contact for external vendors on district initiatives, the coaches will be able to learn from the external providers. This close collaboration between provider and district staff will enhance the skill set of key MPS teacher leaders and build capacity in the school and district. Current providers will be phased out over time based on each contract. Instructional coaches, principals and school staff will have the skill sets to continue the reform.

XII. LEA CONSULTATION WITH STAKEHOLDERS

Describe the LEA's consultation, as appropriate, with relevant stakeholders regarding the application and implementation of school improvement models in its Tier I and Tier II schools.

The Milwaukee Public Schools Department of School Improvement worked collaboratively with the Wisconsin Department of Public Instruction to notify principals and key district staff members of the schools identified as a Persistently Low Performing. Instructional staff members at each of the identified schools were informed of the definition along with the implications for what it means to be a Persistently Low Performing School along with timelines for adopting a model and imposition of the federal requirements aligned to the model. Retired principal coaches/mentors conducted focus group sessions that occurred in each building over a period of two-three days to collect qualitative data regarding the perceptions and perspectives of teachers who are currently assigned to these schools. Regional Executive Specialists in collaboration with the Superintendent assigned models to the school based on both the qualitative as well as the quantitative data that was aggregated at each site.

Informational items were sent to the board for notification of federally proposed intervention model initiative (SIG). Key central office staff members from respective departments were notified of the models that were being applied to schools. External providers were notified of Board approval and contracts were finalized. External providers worked with district staff and school teams to develop and enhance School Improvement Grant activities for each school. District personnel and school administrative staff where deemed appropriate were solicited for their input in order to successfully fulfill the requirements for writing an application for approval by the Department of Public Instruction.

XIII. LEA MONITORING PLAN

Detail the LEA's plan for ensuring that all funded Tier I and II schools are on schedule in implementing the selected reform model.

Goal: To ensure timely and effective implementation of one of the federal reform models in all funded Tier I and II schools.

LEA's Monitoring Activities	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>Objective 1: Provide a comprehensive monitoring system to ensure fidelity of SIG implementation (Theory of Action describes monitoring in detail) 1.a.I SIG Implementation Reports will summarize all SIG monitoring activities and actions</p> <p>1.a.II Quarterly Reports due to the Director of District and School Improvement will summarize SIG implementation at each Persistently Low Performing School</p> <p>1.a.III Several online tools will be used to gather implementation data including the Professional Development Assistant (PDA) where all professional development and coaching activities will be logged, the SIG Online Monitoring Tool will replace the School Improvement Plan and offer ongoing monitoring of SIG activities for each Metro Region school.</p>	<p>September, 2011; January, 2012; April, 2012; June, 2012</p>	<p>Director of District and School Improvement</p> <p>Regional Executive Specialist</p> <p>Regional Executive Specialist, Principal</p>	<p>NA</p>	
<p>Objective 2: Increase responsiveness to school needs a. Regional Team (Theory of Action delineates the roles, responsibilities and monitoring plan for each member of the regional team.)</p> <p>2.a.I The Regional Executive Specialist (RES) will lead the regional team, evaluate the principals and work with principals on student achievement strategies.</p>	<p>2011-2012</p>	<p>Regional Executive Specialist</p>	<p>1 FTE RES (Funded through SIG Cohort I)</p> <p>RES attendance at SUPES Academy \$1,500 tuition and travel \$2,500 administrative travel</p>	
<p>2.a.II The Regional Director of School Support (RDSS) will assume general oversight of day-to-day activities of the principals and help ensure compliance with district administrative requirements and deadlines.</p>	<p>2011-2012</p>	<p>Regional Executive Specialist</p>	<p>1 FTE RDSS (Funded through SIG Cohort I)</p>	

XIII. LEA MONITORING PLAN

LEA's Monitoring Activities	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
<p>2.a.III The Regional Coordinator for Curriculum and Instruction (RCC&I) will focus on math and reading instruction and will work closely with Metro schools to improve student achievement.</p>	<p>2011-2012</p>	<p>Regional Executive Specialist</p>	<p>1 FTE RCC&I (Funded through SIG Cohort I)</p>	
<p>2.a.IV Two DIFI supervisors will be assigned to the Metro region, one to provide technical support around school reform and corrective action requirements.</p> <p>The second DIFI supervisor will be assigned to monitor SIG requirements and to work with the School Improvement Facilitators in each of the 13 Tier I and Tier II persistently low performing schools.</p>	<p>2011-2012</p>	<p>Director, District and School Improvement</p>	<p>1 FTE DIFI Supervisor \$175,615 Includes benefits 1FTE DIFI Supervisor (Funded through SIG Cohort I)</p>	
<p>2.a.V One Regional Social Worker will work with schools on attendance and restorative practices.</p>	<p>2011-2012</p>	<p>Chief Academic Officer</p>	<p>1 FTE Social Worker \$115,532 includes benefits 1 FTE Social Worker (Funded through SIG Cohort I)</p>	
<p>2.a.VI The MPS revised principal evaluation and observation system for Principals and Assistant Principals will be used to evaluate and monitor leaders.</p>	<p>2011-2012</p>	<p>Regional Executive Specialist</p>	<p>NA</p>	
<p>2.b.I b. Solution focused Meeting of key stakeholders and decision makers will convene monthly. The committee will consist of key representatives from district offices, vendors, teacher's union, and the regional team. The purpose of this reoccurring meeting is to: 1) address school concerns with immediate response or</p>	<p>July 2011 through June 2012</p>	<p>District and School Improvement</p>	<p>NA</p>	

XIII. LEA MONITORING PLAN

LEA's Monitoring Activities	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
very short turnaround time, 2) provide targeted additional accountability or support dictated by school needs, 3) support operational flexibility for school leadership, and 4) buffer the region from mid year start up initiatives, additional programs or unnecessary grants.				
Objective 3: Provide Comprehensive Approach to Professional Development				
3.1 A vendor for Turnaround Leadership professional development and coaching will be contracted with to provide intensive professional development for principals in all MPS Tier I and Tier II schools. The Regional Team will support these efforts through accountability, technical support and monitoring.	July 2011 through June 2012	District and School Improvement, Regional Executive Specialist	(Funded through SIG Cohort I)	
3.2 Regular meetings and/or Professional Learning Communities (PLC) with schools served and their lead partner will be scheduled to take advantage of learning across schools.	2011-2012	District and School Improvement, Regional Executive Specialist	NA	
3.3 Rotating teachers will be scheduled to release teacher teams at Tier I and Tier II schools at least once a month for 90 to 120 minutes of comprehensive professional development.	August 2011 through June 2012	District and School Improvement, Chief Academic Officer	8 FTE teacher (Funded through SIG Cohort I)	
3.4 A pilot project to train teachers and implement a new teacher evaluation system will be implemented in 5 SIG schools. (refer to Theory of Action)			.5 FTE high school assistant principal to oversee the pilot (Funded through SIG Cohort I) Training (Funded through SIG Cohort I)	

XIII. LEA MONITORING PLAN

LEA's Monitoring Activities	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>
Objective 4: Program Evaluation				
4.1 A comprehensive evaluation of reform efforts in MPS Tier I and Tier II schools will be undertaken. (At the time of this writing American Institutes for Research is applying for an IES grant to support some of this work.)	2011 – 2014	District and School Improvement Research and Evaluation	(Funded through SIG Cohort I)	
Objective 5: Administrative Support 5.1 A grant writer will be contracted to assist with the writing, set up, and proofing of required grant follow-up and summaries.	February 2012 – June 2012	District and School Improvement	\$15,000	

XIV. BUDGET DETAIL (cont'd.)

Grant Period 5/1/2011 – 6/30/2012	LEA Milwaukee Public Schools	Project No. <i>For revisions only</i>
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4. Capital Objects Summary (500s)

a. Quantity	b. Item Name <i>Include all items budgeted.</i>	c. Total Costs
Total (Must agree with Capital Objects total on Budget Summary)		\$0

5. Other Objects Summary (900s)

a. Quantity	b. Item Name <i>Include all items budgeted.</i>	c. Total Costs
Total (Must agree with Other Objects total on Budget Summary)		\$0

XV. BUDGET SUMMARY

LEA Milwaukee Public Schools	Grant Period Begin Date 5/1/2011	Initial Request	Date Submitted	
Project Number <i>For DPI Use Only</i>	End Date 6/30/2012		First Revision	Second Revision

Budget Revisions: Submit a copy of this page, with appropriate revisions included. (Attach this to a brief letter of justification.) **Note:** Submit request at least **30 days** prior to expenditure of grant monies.

The monetary fields may not be left blank. It is necessary to enter a zero.

WUFAR Function	WUFAR Object	Amount Requested	First Revision	Second Revision
Instruction (100 000 Series) Activities dealing directly with the interaction between instructional staff and students.	a. Salaries (100s)	0	0	
	b. Fringe Benefits (200s)	0	0	
	c. Purchased Services (300s)	0	0	
	d. Non-Capital Objects (400s)	0	0	
	e. Capital Objects (500s)	0	0	
	f. Other Objects (e.g., fees) (900s)	0	0	
	TOTAL Instruction		\$0	\$0
Support Services—Pupil and Instructional Staff Services (in 210 000 and 220 000 Series) Support services are those which facilitate and enhance instructional or other components of the grant. This category includes staff development, supervision, and coordination of grant activities.	a. Salaries (100s)	0	0	
	b. Fringe Benefits (200s)	0	0	
	c. Purchased Services (300s)	0	0	
	d. Non-Capital Objects (400s)	0	0	
	e. Capital Objects (500s)	0	0	
	f. Other Objects (e.g., fees) (900s)	0	0	
	TOTAL Support Services—Pupil/Instructional Staff Services		\$0	\$0
Support Services—Administration (Associated with functions in 230 000 series and above.) Includes general, building, business, central service administration, and insurances.	a. Salaries (100s)	0	0	0
	b. Fringe Benefits (200s)	0	0	0
	c. Purchased Services (300s)	0	0	0
	d. Non-Capital Objects (400s)	0	0	0
	e. Capital Objects (500s)	0	0	0
	f. Insurance (700s)	0	0	0
	g. Other Objects (e.g., fees) (900s)	0	0	0
	TOTAL Support Services—Admin.		\$0	\$0
Indirect Cost	Approved Rate %			
TOTAL BUDGET			\$0	\$0

DPI Approval DPI Reviewer Signature/Date 

**APPENDIX A.
THE FOUR INTERVENTION MODELS**

Required elements for each of the four intervention models are listed below.

Requirements	Transformation	Turnaround	Restart	Closure
1. Replace the principal (except those previously hired for transformation or turnaround reform effort)	X	X		
2. Operational flexibility (budget, staffing, calendaring, school time/schedule)	X	X		
3. Identify/reward effective personnel and remove ineffective personnel	X			
4. High-quality, job-embedded, instructionally aligned professional development	X	X		
5. Financial incentives, career opportunities, and flexible work conditions	X	X		
6. New governance structure		X		
7. Identify and implement an instructional program that is research-based and aligned from one grade to the next and aligned with state academic standards	X	X		
8. Promote the continuous use of student data to inform and differentiate instruction	X	X		
9. Increased learning time	X	X		
10. Socio-emotional and community supports		X		
11. Ongoing family and community engagement	X			
12. Ongoing intensive technical assistance from LEA, SEA, or external partner	X			
13. Rigorous, transparent, and equitable teacher and leader evaluation systems using student growth in significant part AND other measures AND designed with teacher/leader input	X			
14. Replace over 50 percent of the staff using “locally adopted competencies”		X		
15. Close and reopen under a Charter School Operator/CMO/EMO			X	
16. Close the school and send students to nearby schools—including but not limited to charter schools or new schools				X