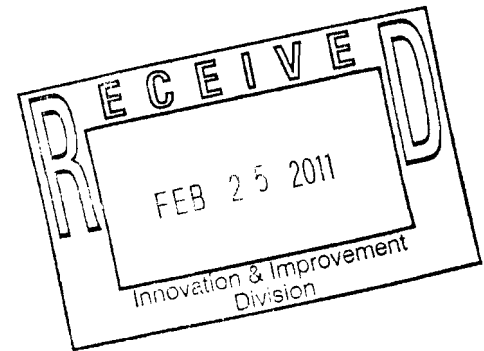


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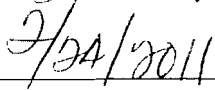
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Jamie Piotti, CEO
Name and Title of Contractor's Authorized Representative



Signature of Authorized Representative



Date

Executive Summary

Evans Newton Incorporated (ENI) respectfully submits our proposal in response to the Request for Sealed Proposals (RFSP): Lead Partners to Support District and School Improvement Efforts for the 1003(g) School Improvement Grant to furnish school improvement services for schools in restructuring or in need of improvement.

The collaborative partnership of ENI, P4DL, and the Illinois State Department of Education (ISBE) schools will create a system of effective school leadership, teaching and learning by blending traditional and performance-based strategies in a unique approach to authentic, relevant, standards mastery to prepare 21st Century students to be successful, productive contributors who can adapt to ever-changing situations as they create and discover solutions to real world needs.

Since 1973, the professionals at Evans Newton Incorporated (ENI) have been working with schools to improve student achievement using innovative, customized programs tailored to state objectives and standardized tests. Our TargetTeach® process has been used by schools and districts across the country to create dramatic improvement in student performance while empowering teachers and school leaders by establishing a research-based foundation for sustainable change.

During our 37 years, ENI has always believed that every school, every teacher, and every student can succeed. Our proven K-12 model aligns teaching, resources, and standards – creating harmony between teaching and testing – helping schools transform themselves, test scores to soar, and students to reach their true potential. Just like you, ENI's people care deeply about children. That's why we work so well hand-in-hand with teachers, schools, and districts, to embolden their capabilities and ignite their passion for success. ENI has a school turnaround record that stretches back to 1973, but it is the future that may yield the greatest success, thanks to our seasoned team of educators, proven processes, and America's renewed

commitment to our schools, academic rigor, and the success of every student. For us, our company is more than a business, it is a cause. ENI: Teach, Transform, Thrive

The team from the Partnership for Dynamic Learning, Inc., a non profit 501(c)(3), embraces the importance of a quality education for every student. P4DL are passionate education practitioners committed to the belief that high schools must create environments that provide all students with the 'competitive advantage' promised in the vision and value of a diploma. They firmly agree that this goal should not apply to only the best and the brightest, the gifted and talented, and/or the Advanced Placement student but is the legacy delivered to each and every high school graduate. To help schools actually create a concrete competitive edge the school diploma should represent, P4DL, a sole source provider, holds *the exclusive ownership of intellectual properties* of the nationally recognized, award-winning Senior Project® Program resources and services. Noted for its rigor and relevance, in its 20 plus years, Senior Project® has been initiated in almost every state and mandated in several.

Outline: Scope of Services

The ENI-P4DL proposal for school improvement services brings together the expertise of two companies with long-standing success in maximizing student achievement and performance. ENI's traditional standards mastery approach has been successful at all grade levels. P4DL's Senior Project has been adopted state-wide. Teaming together in collaboration with your schools will add real world and 21st Century skills to the total high school educational program.

Ideally, ENI and P4DL believe the vertical integration of project implementation in elementary, middle and high schools within a Complex or Complex Area will lead to the greatest sustainable reform. Recognizing that selections are made school by school, we will provide a solid foundation in the first year. Both ENI and P4DL want to help schools become thriving, successful learning communities who, in time, no longer require our service but rather can fully sustain themselves. For ENI, it typically takes three to five years for schools in need of

improvement to transform and become highly functioning with systems in place for continuous improvement.

It has long been the policy of ENI to become familiar with a district's existing initiatives and resources, to not duplicate what is already in place but rather fill in the gaps where services or resources are lacking, to support the existing goals and to strengthen and increase the capacity of a district's human capital.

This proposal is for an English language arts and mathematics (Year 1) and science (Year 2) school improvement project for grades 9-12.

Project Goals:

Our purpose, as with that of the Illinois State Department of Education, is to foster student achievement, school improvement, and community involvement in education based on higher expectations and challenging standards. This proposal supports the goals of Illinois Department of Education that all schools achieve AYP or Safe Harbor. We also support the Illinois Race to the Top goal to support an accelerated transition by districts/schools to the Common Core State Standards and high quality assessments by: (1) Establishing an action framework so that Participating LEAs can effectively implement the Common Core State Standards in every classroom, and for every student, by the end of the second year of the grant period. The core elements of this framework include (a) aligning curriculum, (b) implementing interim and formative assessments, (c) ensuring Response to Intervention plans are aligned to the Common Core State Standards, and (d) implementing Programs of Study in middle and high schools that define clear student pathways, related to student academic and career interest, that help students successfully transition to high school, college, and the workforce.

Expected Outcomes:

In accordance with Federal guidelines, ENI was vetted and approved as a Transformation Turnaround Provider in multiple states this past year, and has been successfully transforming schools and districts for decades, through time proven processes and in

collaborative partnership. Since 1986 P4DL has put into action the belief that a school's success is ultimately measured by not only what its students know and, also, what they can do. To this end, P4DL has worked with high schools nationwide as they implement the Senior Project program, a culminating, performance based process demonstrating a senior's application of traditional and 21st century skills within a 'real world' context. Creating a Senior Project program of merit is framed by strong, focused leadership team, attention to skill alignment and the mindful implementation of effective teaching strategies uniquely blending traditional and real world skills. Meaningful school transformations take time, directed, consistent and sustained focus and the unified efforts of the school community. Achievement is cannot be based upon luck or happenstance but rather the thoughtful implementation of the best practices educational practices. The collaboration of ENI and P4DL strongly supports the following expected project outcomes:

1. Expanded Capacity of School Instructional Leadership Teams
 - a. Expanded Capacity for Effective Collaboration
 - b. Quality Use of Data to Inform Instruction
 - c. Development of and Support for Professional Learning Communities
 - d. Understanding and Experience with Horizontal and Vertical Instructional Alignment
2. Targeted, Standards-Based Instruction
3. Expanded Capacity of Teachers
4. Effective Use of Short-Cycle Interim Formative Assessments
5. Effective Monitoring of Student Data for Whole School, Class, and Individual Student Success
6. Increased Family / Parent / Community Support for Academic Achievement Goals
7. Increased Student Achievement
8. Increased College / Career Readiness

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7. Increased Student Achievement
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9. Sustainability of Project

Our success in transforming underperforming schools and districts has been independently verified by independent research. ENI's 9 elements of transformation and turnaround, including our TargetTeach® process and supported by job-embedded professional development, is geared toward sustainability within three to five years when implemented in true partnership and with fidelity. P4DL's Senior Project implementations are designed to be, and have proven to be, effectively self-sustaining after several years.

This proposal includes an overview and pricing for a three-year implementation, as most implementations have a graduated plan for sustainability over three to five years. However, because the RFSP will result in one-year contracts, participating schools will have a solid foundation from which to build success after the first year of implementation.

Service Area and Capacity Limitations:

None.

Work Plan Requirements

ENI's school transformation model, described in this section, incorporates three phases:

1. Phase I: Planning for Change. During this phase, ENI will do the following:

- Complete a comprehensive audit that includes the following:
 - Review core historical and working documents
 - Interview and observe staff
 - Administer surveys and diagnostic tools
 - Conduct collaborative review of collected data with school and LEA staff, leading to formation of specific goals for school transformation
- Prepare school and LEA to staff to make transformational change
 - Determine staff to remove from the school if necessary per the turnaround model selected and approved by the Illinois Department of Education or per evaluation
 - Assist in recruiting of new personnel
 - Provide professional development on leadership, change, and other topics as identified by the comprehensive audit
 - Create collaborative work teams
 - Develop a five year plan for school transformation, with emphasis on rapid change in Year 1 of implementation and transition to a self-sustaining process beginning in Year 2 of implementation.
- Help the school and LEA create the systems and materials to support change
 - Develop new instructional schedules as needed
 - Implement transitional programs for middle to high school and high school to college or work
 - Implement student-directed programs to encourage career exploration, real-life application, and greater student engagement
 - Develop initiatives for community and parent involvement

- Update policies and procedures for student behavior management
- Select and prepare a robust instructional management system
- Align instructional materials to standards and prepare pacing guides
- Initiate collaborative lesson study groups to increase shared knowledge and instructional quality
- Develop assessment tools and reporting systems to support robust instruction and respond to individual student needs
- Develop an internal coaching and mentoring system

2. Phase II: Implementing Change. During this phase, ENI will do the following:

- Oversee implementation of key system changes planned during Phase I
 - Provide large-group, small-group, and online professional development on all new systems
 - Support staff coaches in their support of job-embedded professional development; model coaching and instructional best practices as needed
 - Monitor implementation of instructional management system and application of data
 - Measure effectiveness of all key transformations, including instructional time, transition programs, instructional and assessment materials, behavior management programs, parent/community involvement initiatives, and internal collaborative group.
 - Oversee adjustments to initiatives as needed to reach high student achievement
- Guide administrators as they implement change
 - Provide regular mentoring to school administrators
 - Assist in development of systems for leading the transformation process
 - Guide in selection of additional resources to support change as needed

3. Phase III: Sustaining Change. During this phase ENI will do the following:

- Assist in development of systems for sustaining the transformation
 - Guide the development of a dashboard of key metrics for administrators and team leaders
 - Help to create protocols for regular monitoring and adjustment of systems
 - Create processes for short- and long-term planning in support of continuous improvement
- Develop staff capabilities to be self-sustaining
 - Assist schools leaders in systems for developing new leaders
 - Create a system for succession planning across all school departments
 - Develop the ability of instructional coaches to train others
 - Transfer information on all professional development offerings to school or district trainers in a train-the-trainer model

1. Comprehensive Audit: Describe the process and measures that will be used to perform a comprehensive audit that carefully analyzes the LEA's and school's current programs, practices, and policies in order to assess the overall structure, curriculum, school climate, instruction, finances, program effectiveness, human capital, and governance of the system so as to address areas of need and plan for systemic change.

With the increasing emphasis on data that began with No Child Left Behind, we know that there is an increasing need for school and district staff to be data literate. There is a sea of data available, yet our findings are that many educators are data rich and information poor. Often, data is not sufficiently disaggregated to address questions of concern, displayed in easy-to-understand formats, or available in a timely manner for instructional planning. Individual item analysis of student responses is not regularly used to inform instructional decisions. Even when data is high-quality and readily available, many do not devote adequate time to develop their data capacity by establishing data teams, designating data coaches, creating structured time in

the school calendar for collaborative analysis, and building staff skills in data analysis and assessment literacy. Achieving purposeful and sustained data use necessitates a culture shift.

Obtaining and analyzing school and district data is an ongoing process integral to each ENI project implementation. There are nine elements to ENI's transformational process, with the first being Situational Analysis. Before a project begins, ENI studies trend data, generally over three years, from the school and district. As the first step in transformation and turnaround, ENI begins with a thorough needs analysis and investigation of the root causes of both low student achievement and the school's successes in meeting goals. Working collaboratively, the school and ENI team will determine factors impacting student achievement and collect appropriate data to establish baselines for growth. Increasing the capacity of each school's instructional leadership team and teachers to be fully data literate – to use, understand, and analyze student performance data, is an on-going process, addressed throughout the project through our job-embedded professional development and coaching, webinars and workshops.

Careful planning is imperative for successful transformation and turnaround of a school. Solutions must fit the needs of the school with as much precision as possible and be based on research and evidence. The cultural changes that schools undergo during transformation and turnaround also require that all members of the school community be involved in planning and feel that their voices are heard, and that a shared vision be developed of where the school is going and how it will get there. After 37 years as a leader in helping districts and schools obtain rapid and sustainable school improvement, ENI has developed a comprehensive needs assessment process that is sensitive to all stakeholders in a school community and that facilitates planning interventions that will turn around school culture and climate to support and sustain significant gains in student achievement.

ENI's usual process is to work closely with multiple stakeholders of a school and collect a variety of data measures to comprehensively assess needs and assets, identify desired outcomes, select strategies most likely to successfully lead to desired results, and develop an

action plan to reach the vision of transformation within a framework of school improvement and support. The stakeholders that ENI focuses on typically include district and school administrators, school faculty, students, parents, and community-based organizations that complement the work of schools. Whenever possible and time permits, ENI interacts with these stakeholders through one-on-one meetings, collaborative work sessions, surveys, focus groups, and community forums.

ENI's process will begin with the cataloguing of potential documents for review. When that has been done, the list of documents to be read will be compiled and assigned to respective team members with protocols for how to report out their findings. From this analysis, ENI will identify additional information to be collected and will conduct interviews, observations, and surveys to complete the initial audit.

ENI in collaboration with the District will administer a Comprehensive Needs Assessment (CNA) and stakeholder survey instruments to assess the high school information, student data, perception data, as well as the system processes and protocols of practice that are in place to support student academic achievement and transformation (see Appendices B through F). The CNA includes four stakeholder survey instruments:

1. School Data Profile

- a. School and student enrollment and demographic data and information
- b. Staffing data and information
- c. Parent /family/community data and information
- d. Grade level and subgroup achievement data and information
- e. Continuity of instructional program information
- f. Subgroup analysis data and information
- g. Special Education and LEP subgroup demographics and achievement data and information
- h. Mobility, discipline, and graduation data and information

- i. Extended learning data and information
- j. Perception/survey data and information
- k. Professional development data and information
- l. Technology data and information
- m. Resource integration and finance data and information

2. School Data Analysis

- a. Strengths and challenges
- b. Student achievement goals
- c. Identified student achievement gap
- d. Contributing root cause for student achievement gap

3. Interview and Observation Focus for Indicators of School Transformation

Process and Implementation – Evidence and Explanation

- a. Teaching for Learning – Curriculum, instruction, and assessment
- b. Leadership – Instructional and shared leadership and operational resource management
- c. Personnel and Professional Learning – Personnel qualifications and professional learning
- d. School and Community Relations – Parent/family involvement and community involvement
- e. Data and Information Management – Data management and information management
- f. Categorical Program Compliance and Evaluation information

4. Stakeholder Survey Instruments (individual documents)

- a. Parent Satisfaction Survey
- b. 9th Grade High School Entrance Survey
- c. Senior Exit Survey

d. Administrator Self Assessment Survey – Instructional leadership, shared leadership, and operational/resource management

ENI's will gather and analyze sufficient data on the school and district's current programs, practices, and policies to understand their overall structure, curriculum used, climate, instructional practices, finances, evidences of program effectiveness or impact, human resources, and overall governance. Among the primary and secondary data ENI will collect are the following:

- Student information such as achievement results, attendance data, transfer data, dropout data, language and ethnicity data, gender data, and special needs data;
- Test results including results disaggregated by student group and test item analysis;
- Teacher data, including experience, degrees, credentials, attendance, and special certification;
- Professional development opportunities;
- Governance, policies, and organization;
- School/family relationships including parent satisfaction with the school, parental engagement levels, and frequency of school contact with parents; and
- School/community partnerships, including formal and informal arrangements to provide programs and services to students.

The needs assessment process in each district and school may differ based on what information already exists, what data collection processes work best in the community, and what resources are available for the assessment process (e.g. existing annual surveys, time constraints, and so forth.)

Once the information is collected, analyzed, and interpreted the findings are presented in multiple formats so they can be shared with various stakeholders. ENI and the school and district team will meet to review and discuss findings, including an analysis of existing qualitative

and quantitative data. Discussions then begin around improvement priorities, goals, and strategies to reach goals. The desired result of these discussions is the development of a shared vision of where the school is headed and the development of an action plan with short- and long-term objectives and indicators, timeline, and assigned responsibilities. It is at this point when a rough draft of the school's intervention plan is formulated and implementation responsibilities assigned.

2. Community Involvement and Engagement: 1.) Describe how the applicant intends to develop and maintain meaningful partnerships with parents and the community; include any formal partnerships with community based organizations. 2.) Indicate how the applicant plans to integrate parents, the business community, community organizations, state, and local officials, and other stakeholders into the reform process. 3.) Discuss how parents, guardians, and family members will be engaged to establish and support a culture of high expectations, with a description of specific tactics and strategies. 4.) Finally, describe system wide strategies that will be employed to listen and communicate with parents and the community members about expectations for student learning and goals for improvement.

ENI recognizes that systemic change in education must include not only the instructional, administrative, and governance systems, but also the interdependence of the educational system and its community, including parents and community-based organizations. School, home, and community represent critical spheres of influence (Epstein et al, 1997) that engage, guide, energize, and motivate students; the greater the overlap among the spheres, the greater the impact. ENI is guided by this philosophy, and works to support schools in involving families and community members in the transformation and turnaround process, and to support teachers and administrators in more effectively communicating with and engaging families and community members.

A critical element of ENI's High School Transformation and Turnaround Model focuses on the increased engagement of students, families and communities. ENI knows the importance

of developing community partnerships to support students at home, in the community, and at school. ENI partners with schools, students, and their families to ensure a common commitment, which is needed to increase student achievement. In addition ENI advises school partners on approaches to promote high community engagement. ENI's professional staff will work with school leaders to review the school's needs assessment and develop complementary solutions. Student and family support systems will be designed to empower and engage students as they encounter the learning experience in school. Some of the key evidences of this will include but are not limited to the following: (1) families are invited to participate in school activities; (2) families are informed about available assistance for their children who are struggling in school; (3) families and community members are invited to participate in school improvement planning.

1.) Describe how the applicant intends to develop and maintain meaningful partnerships with parents and the community; include any formal partnerships with community based organizations.

ENI will work with the district and school to develop school-community partnerships to support students. This will include assisting in development of a robust campaign to engage parents and community members as mentors and collaborators in the school. Those with skills in youth talent development will be invited to provide guidance and mentoring to students. Parents and community members across the full spectrum of careers will be encouraged to share their knowledge through presentations at the school and through internships and service learning opportunities in the workplace.

In addition to helping schools improve communication with community organizations, ENI will work with schools to build meaningful bridges to community organizations that impact youth development, including health and mental health providers, prevention programs, and afterschool programs.

ENI recognizes that effective parent and community networks lead to positive change in student achievement. School staff will be provided a framework to increase parent and community member voice in decision-making and governance so strong bridges are built from transformation and redesign planning to sustainable high quality programming and student support year to year. ENI will provide professional development to school staff on partnership strategies that include the design of surveying partners, writing action plans, conducting evaluations, and celebrating progress. By participating in partnership development opportunities staff, parents, and community members will be better able to serve as educational and family advocates on behalf of children. School improvement meeting invitations and the ability to voluntarily participate in the development, review, and evaluation of a school improvement plan will also provide structures and processes to solve problems and concerns and further enhance partnerships capable of improving parenting, communication, volunteering, learning at home, decision making, and collaborating with the community.

ENI will support community collaborations to enhance the school's curricula, identify and disseminate information about community resources, and support community efforts (Epstein et al, 1997). Examples of community based partners may include, but are not limited to:

- Local businesses, franchises, and national corporations
- Colleges and universities, community colleges, vocational/trade/technical schools
- Hospitals, health departments, health foundations, and associations
- Fire departments, police departments, chambers of commerce, city councils, and other local and state governmental agencies and departments
- Rotary Club, YMCA, United Way, and Urban League
- Churches, mosques, synagogues, and other religious organizations and charities
- Nursing homes and senior volunteer and service organizations
- Museums, libraries, and recreational centers

- Local newspapers, radio stations, cable networks, including foreign language outlets, and other media
- Major and minor league teams, NBA, NCAA, and other sports-related groups
- Fraternities, sororities, neighborhood associations, and political, alumni, and local service organizations
- Individual volunteers from the community surrounding the school

A critical component of ENI's Transformation and Turnaround Model includes the facilitation of an Initial Parent/Community Partnership Forum at the start of the project. ENI in partnership with school and district representatives and parent and community stakeholders discuss parent/community needs, open lines of communication, share the school's Transformation and Turnaround plan, and promote high community engagement through proposing high impact partnership strategies. ENI's parent survey is shared with the group for feedback. To further support meaningful partnerships with parents and community members a work session is held to develop/redesign district and building parent engagement plans to support transformation and turnaround efforts at the school level. Monthly Parent/Community Partnership Seminars are co facilitated by ENI and district/building staff beginning in August to discuss reform goals and partnership opportunities with business, community, and state and local officials; prepare for presentations to school board, parent advisory council, and other key leadership groups; design communication initiatives regarding the school's transformation plan and progress; receive updates of school's progress and promising practices; and celebrate and publicize to stakeholder groups the success of teachers and success and/or discuss challenges and propose solutions.

2.) Indicate how the applicant plans to integrate parents, the business community, community organizations, state, and local officials, and other stakeholders into the reform process.

Parents and community stakeholders will be invited to participate through surveys and forums during the comprehensive audit process. Questions will address perceived needs and opportunities of the current school, as well as suggestions for improvement. During this process, ENI will also assemble a list of skills and characteristics that stakeholders view as important to the future success of student as workers and citizens. As indicated, ENI will help the school to communicate to stakeholders on ways they can get involved.

ENI understands that parents and community members are essential members of a school's leadership team and parent/community partnership training is a critical component of the TargetTeach® model. ENI also understands that caring communities and parent/community advocacy skills are built intentionally and will provide embedded leadership training on high impact partnership practices to create a comprehensive, goal-oriented parent/community program where shared interests and responsibilities for children are recognized.

Components of effective partnership programs include development in leadership strategies to create awareness, align programs and policies, design parent/community involvement policies/plans, develop supplemental support systems, share knowledge, celebrate milestone celebrations, document progress, and evaluate outcomes. ENI will present to the leadership team partnership program background, guidelines, and skills needed to develop and sustain a welcoming family/community friendly place to learn where parents/community members contribute ideas and help educators understand topics that are important to families and the community. Partnership techniques will be shared in order to build the leadership team's capacity to create an annual parent/community plan and increase shared leadership during discussions, meetings, teacher/administrator coaching, and leadership team sessions that accommodate parents' schedules.

Support for children's academic achievement through partnership practices will focus adult learning and actions on the implementation of research based strategies to maximize two-way communication, assessment training on understanding Incremental and state aggregate

data for parents, and resource information as valuable assets to support learning at home, in the community, and at school. Adults will also learn how grant funds support school improvement student and parent initiatives, how to monitor a child's progress, how to communicate effectively, and how to make parent and community members aware of the services available at the school or within the district to increase their participation in the education of children. ENI will support the school in creating awareness for the partnership initiative to improve student achievement by:

- Convening one-on-one meetings to discuss reform goals and the partnership opportunities with business, community, and state and local officials.
- Conducting presentations about the school's goals for its partnership program to the school board, parent advisory council, and/or other key leadership groups.
- Conducting presentations in the school for the School Improvement Team, Parent Teacher Association, and others to inform them of the partnership program.
- Disseminating a press release announcing the launch of the school's partnership initiative and continue to assist the school to share information about their partnership activities through the local news media throughout the school year.
- Arranging a formal announcement from the district leadership that the school's school improvement Plan and the leadership partnership plan will be integrated.
- Assisting the leadership team to identify a school-based budget to implement the partnership program.
- Sharing progress on the school's partnership program efforts with the superintendent, staff, and others in leadership positions.
- Moderating a bulletin board on the district web site that enables the school to post information, events, and questions for others about the school's partnerships.
- Editing and distributing a collection of promising partnership practices from the school.

- Writing an annual progress report on the school's partnership program to share with key stakeholders.
- Assisting schools to recognize and thank partnership leaders in the school.
- Providing schools with a recordkeeping system to document and save records of the work of the leadership team, including parent/community partners.
- Assisting the school to use evaluation tools to continue to improve their leadership team and partnership program.
- Recognizing school successes in the partnership program and practices and disseminate the successes widely throughout the community and state.

3.) Discuss how parents, guardians, and family members will be engaged to establish and support a culture of high expectations, with a description of specific tactics and strategies.

ENI will support the school in establishing systems to engage caring adults in the lives of each student. Among the systems that will be offered are the following:

- Student career aptitude testing that is shared with adults to support student aspirations
- Information campaigns on opportunities to support students' goals for higher education, technical training, or work placement.
- Close communication with the home on student progress toward timely graduation and level of academic preparation for future interests.

In addition to the strategies mentioned above, ENI understands that a significant and positive effect on students' grades, school attendance, student persistence, and exposure to a culture of high expectations and career opportunities are likely when a school and its parents, guardians, family members, and community members partner in:

- Developing mentor/volunteer programs.
- Creating a welcoming school climate to increase the number of parents and community members from groups who may have felt excluded in the past and who

can now share their time and talents to support the school, teachers, and student activities.

- Improving two-way communication in order to increase awareness and understanding of the rigorous new Illinois Standards integrated with the Common Core expectations, the requirements for graduation, and the skills and knowledge needed to be college and career ready.
- Involving partners in the decision making process for curricular and instructional reform in order to better support student outcomes such as attendance, discipline, achievement, and advanced coursework.

4.) Finally, describe system wide strategies that will be employed to listen and communicate with parents and the community members about expectations for student learning and goals for improvement

Clear and effective communication is the cornerstone of effective school, family, and community partnerships. As indicated previously, ENI will work with the school to facilitate their seeking the opinions of family and community members whenever possible during the needs assessment process through one-on-one meetings, surveys, focus groups, and community dialogues. Findings of the needs assessment will be shared with members of the extended school community through a report made available in the major languages spoken by parents and caregivers, and through a presentation led by the principal and supported by members of the instructional leadership team. Families and community members will be informed of the proposed intervention strategies, and have the opportunity to provide their input. ENI will work with administrators, teachers, and, where they exist, and parent-community liaisons at a school to create a continual process to inform parents and community members throughout the transformation. ENI will assist the school is using multiple means (written publications, small meetings, web-based surveys, text messages) and to seek their input and listen to their concerns. As vital partners in school transformation and turnaround, parents and community

members must be aware of the data that underscores the need for change, they must understand the proposed interventions, and they must have the opportunity to participate in a dialogue around the transformation and turnaround process—what it means for them and their children, and how they can best support it.

ENI will help the school introduce standards to parents in accessible language, and provide sample questions related to each standard, to facilitate better understanding by parents of the level of knowledge that students are expected to reach.

ENI also will work with the district and the school to align existing parent education programs with changes taking place in the classroom and the school, so that these efforts can better be leveraged and provide greater impact. For example, if professional development and coaching to teachers focuses on certain topics, standards, or strategies, parent education offerings could provide information on what parents could do at home to support these specific topics, standards, or strategies.

3. Intervention Plan: Address the specific aspects of the applicant's approach for turning around low performing schools.

A. Prior Experience

- i) Describe the organization's prior experience with turning around and improving student achievement in low performing schools. Include the theory of action that guides and informs the organization's practice and specify the strategies that have proven to be most effective for stimulating rapid change.*

ENI has extensive experience in developing and executing full reform models and in providing strategic educational services. Since 1973, ENI has worked with schools in over 25 states and Puerto Rico, partnering with thousands of K-12 schools, districts, and state departments of education to improve student achievement.

ENI's rich history in turnaround and transformation of under-performing schools includes numerous schools in Illinois. ENI has an experienced implementation and management team,

largely composed of former educators with twenty or more years of experience serving education as well as individuals with strong business background. ENI has a strong leadership team, a very experienced and educated team of 80 employees, and a team of approximately 40 Independent Education Consultants and Curriculum and Assessment Specialists to meet the unique needs of each district.

ENI's Whole School Reform Model addresses the areas required of Lead Partners in Illinois. The theory of action that underlies the model is based on the research of leading educational experts such as Reeves, Marzano, English, Bloom, Wiggins, and Hunter. The model is further supported by current academic research on effective school transformation and turnaround, including the elements incorporated in *The Turnaround Challenge* from MASS Insight.

ENI's model, outlined here encompasses nine elements that align with the three phases proposed as an Illinois Lead Partner: Planning for Change, Implementing Change, and Sustaining Change.

Planning for Change

1. Comprehensive and Effective Planning

During this phase of implementation, ENI will conduct a needs assessment to analyze historical data in critical areas such as student achievement, teacher retention, student mobility, graduation/drop-out rates, and discipline. As cited by Zmuda, Kuklis, and Kline (2004) a critical step to "a collective "envisioning" of the desired system" that a school hopes to attain must begin with a "collective examination of data related to the existing system."

2. Measurable Goals

Our professionals will partner with the school's team of educators to develop customized action plans. Together we will focus on successful tactics for sustainable improvement and devise goals specific to each school. The importance of setting strong goals is well-documented in the academic research. The importance of beginning a project with SMART

goals was described by Jan O'Neil (2000) when she summarized research from authors such as Mike Schmoker, as well as her own experience working with teachers in a suburban school district in Wisconsin, O'Neill discusses the instructional focus and professional collaboration that can come about when schools staffs that get deeply involved in setting and implementing SMART. Goal-setting was also cited by Marzano, Pickering, and Pollock (2001) when describing research on what works in schools.

The goals and implementation plan for Illinois School Improvement schools will encompass all the areas addressed in a turnaround or transformation project, including structure, curriculum, climate, instruction, finances, program effectiveness, human capital, and governance.

3. Organizational Structure and Resources

With ENI as your partner, together we will target the structures and resources needed to support the most academically needy and devise multiple coordinated strategies for continuous improvement. This ongoing process enables you to maximize your human capital, align them with their areas of expertise, and best meet individual student needs. Our organizational and resource approaches take into account the research of and Tomlinson and McTighe (2006), merging the best tenets of differentiating instruction and Understanding by Design. We are also attuned to the needs of special populations such as strategies for ELL learners identified by Hill and Flynn (2006). Throughout planning for structure and resources, ENI is attuned to opportunities to engage students in cross-disciplinary activities and to find ways of making learning come to life through engaging, even outrageous, instructional approaches.

Implementing Change

4. Instructional Alignment

ENI will review the depth of coverage of the materials currently utilized and make appropriate suggestions to align the content to state and federal standards. We will work with the school to determine the appropriate amount of teacher instruction as well as student

practice—for differentiated learning styles—to reach success and will help to facilitate filling of any gaps in the instructional program. In speaking of the alignment process, Dr. Fenwick W. English, considered by many as the founder of current alignment theory advocated in 2008 that “transformative” change must come from external system reviews.” A research brief by Edvantia (2005) provides a wealth of information on the impact of alignment on student achievement.

An important element of alignment will be to create meaningful, rigorous learning experiences for each student. The outcome will be learning that motivates and engages students while responding to individual differences in learning needs through principals of RTI.

5. Pacing and Formative Assessments

ENI will collaborate with each school to implement rigorous pacing to ensure all standards are taught before state testing. Jacobs (2004) identified the significance of providing “students with a logically sequenced learning pathway”. Developing common pacing will be a critical part of the work conducted with learning teams, with educators participating in lesson study activities to ensure that pacing is supported by the strongest instruction possible.

Based on the pacing, ENI will develop formative assessments to ensure accountability and to provide data for immediate student remediation and future teacher improvements in instruction. In 2007, Fisher and Frey connected the value of formative assessment, or checking for understanding, to the outcomes reported in major teaching initiatives by researchers such as Wiggins and McTighe, Tomlinson, and Fullan. They showed how checking for understanding is strategic to identifying gaps and misconceptions that can inform re-teaching, interventions, and future lesson design.

6. Data Management & Directed Decisions

ENI will provide convenient, web based access to assessments precisely aligned to standards, with detailed student progress reports. More importantly, ENI will help teachers and administrators learn to apply the results in the most impactful ways. Black and Wiliam (1998)

along with many others have presented substantial evidence from research that the data from formative assessment, when used skillfully, can make a terrific impact on student learning.

7. Professional Growth, Development, and Evaluation

ENI proposes to provide a wide range of professional development in support of the school's turnaround. This includes offerings in change management, instructional effectiveness, data-enhanced decision-making, leadership skills, and student development. In support of this, ENI will provide initial job-embedded coaching, with a path to preparing coaches at the schools to sustain the model. Central to ENI's professional development and coaching will be an emphasis on developing true professional learning communities.

Professional Development and Coaching. Kannapel & Clements (2005) found that ongoing, job-embedded professional development differentiated high- from low-performing schools. ENI applies the research of Joyce and Showers (1980) that includes five components: 1) presentation of theory or description of a new skill or behavior deemed useful or desirable to the audience; 2) demonstration or modeling of the new strategy or skill; 3) initial practice in a protected or simulated setting—most often in the workshop session; 4) structured and open-ended feedback about performance of the practice; and 5) as the new idea or skill is being applied and tried in classrooms, coaching is provided to support implementation. Professional development in education has all too often focused only on the first of the five components. Research by Bush (1984) further validated this approach, concluding that the first four components resulted in 16-19 persons out of one hundred able to perform the new skill in the classroom. However, when coaching, the fifth component, was part of the staff development process, up to 95% of the participants transferred the skill into classroom practice. In short, the coaching component was the critical one in effecting a change in the skills of an exceedingly large number of persons.

Professional Learning Communities and Lesson Study. Another ENI strategy for supporting teacher and administrator professional development is the creation of opportunities

for teacher collaboration through professional learning communities and lesson study. According to Spillane and Seashore-Louis (2002), "teachers who have found a network of colleagues with whom they can discuss their professional practice—either inside or outside their school—are more likely to be engaged in improving their practice in ways that have the potential to affect student learning." Professional learning communities address the intrinsic social nature of interactions within schools and the importance of individual and organizational learning for school change. Professional learning communities are characterized by shared leadership, a common vision focused toward student learning, regular interaction among teachers and administrators, collaborative work by way of reflective dialogue, and shared learning (Educational Research Service, 2003). Hughes and Kritsonis (2007) validated that over 80 percent of schools who reported a functioning PLC demonstrated increased in student achievement in reading and math.

Sustaining Change

8. School Culture

ENI recognizes that a thriving school culture is essential to success. Our model fosters the development of best practices that are conducive to positive interactions among everyone associated with the school—students, teachers, and administrators—plus all support staff and others. Key tenets of building a thriving school culture, as implemented by ENI, have been established by educational leaders that include Fullan (2005) and Zmuda, Kuklis, and Kline (2004).

The work of Danielson (2009) helps to guide ENI's approach specifically in the areas of instruction. We transfer our methodologies to each school partner through workshops, practicum, and mentoring, helping our partners adopt the cognitive coaching model proven by Costa and Garmston (1994). ENI builds long-term sustainability through development of Instructional Leadership teams as well as professional learning communities for administrators, coaches, and teachers—supported with web-based tools. ENI models the development of a

well-functioning PLC on the work of DuFor (2004) among others. Creation of collaborative teams at the school is an essential element of sustainability.

9. Student, Family, and Community Support

ENI knows the importance of developing community partnerships to support students at home, in the community and at school. Reeves (2004) identified parent and community involvement as one four key pillars to achieving accountability and success. We partner with the schools, students and their families to ensure a common commitment needed to increase student achievement—plus we advise school partners on approaches to promote high community engagement.

Work in this area begins during the previous two phases, but it becomes a critical element for sustainability. ENI believes that a shared vision between the school and community creates a focused organizational framework that directs the reform effort. Research indicates that a school community that is welcoming and outreaching to all stakeholders: home, school and greater community to problem solve, set policy and address change are successful. Schools adopt ENI to enhance the school's best practices while transforming teaching and learning to a more rigorous data enhanced environment. A model of collaboration and coaching is brought to the community through ENI's experience in what works for school transformation.

- ii) Provide specific examples, which can be substantiated with data, demonstrating successful and effective work with academically underperforming LEAs and schools and provide evidence of ability to implement rapid and dramatic improvement in schools. Include student achievement data if available. Also include contextual information for each example (i.e., rural, urban, elementary, middle, high school, union involvement, school size, demographics, socioeconomics, change in performance measures etc.).*

ENI's Documentation of Effectiveness

ENI's whole school model has proven success in schools of varied demographics and geography, including schools and districts in Illinois. Researchers from Arizona State University have independently validated results nationwide. Full research reports are available upon request for each of the examples listed below.

Illinois Examples

1. Hazel Crest District 152.5, IL – from year 5 of SINI to sustained AYP achievement
2. Zion School District 6, IL – steady growth over five years from CSR grant

National Examples:

1. Meta-analysis of four urban school districts – statistical growth in reading and math
 2. Tulsa Public Schools, OK – statistical growth in reading and math; closing the gap
 3. Assumption Parish, LA – statistically validated increases in HS Math
 4. Lansing School District, MI – high school implementation focused on sub-groups, and reading and math
1. Hazel Crest District 152.5, IL, White, M. (2010). *Evaluation of TargetTeach on Reading Performance in the Hazel Crest School District 152.5.*

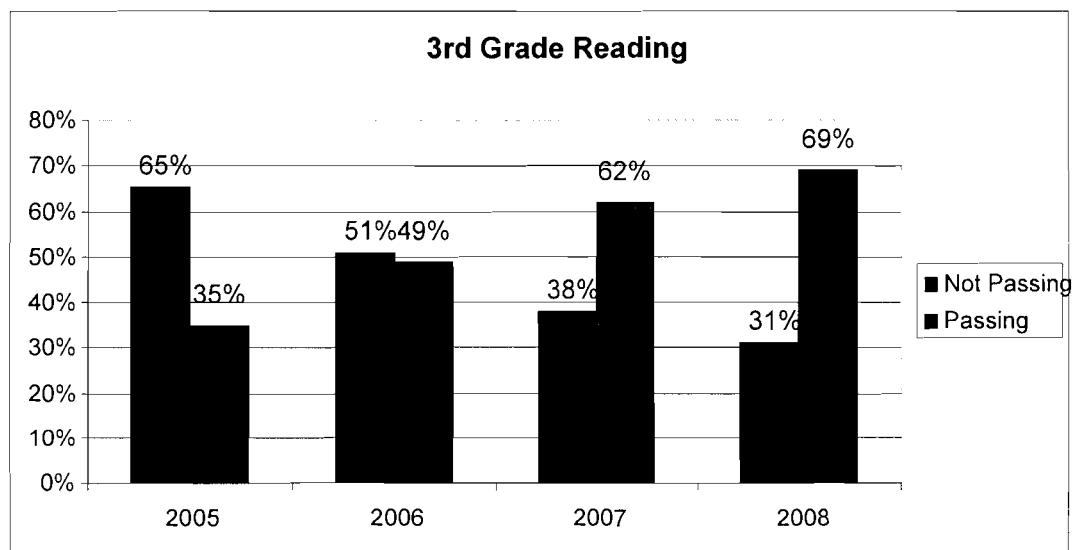
When Hazel Crest first engaged with ENI, they were in 5th year of School In Need of Improvement status, having never made AYP. Hazel Crest is a Chicago-area small urban district with 97% minority population and 83% of students on F/R lunch. An ASU longitudinal study compares test scores in reading for students in grades 3-8 for one baseline year (2004) and four years of TargetTeach implementation (2005-2009). Students were tested using the Illinois Standards Achievement Test (ISAT). The study compares achievement results of cohorts in grades 3- 8. In addition, the study examines the achievement growth of students who remained in the district over the years covered by the study. The general trend for all groups shows growth, with statistical significance in most cases.

Since their implementation with ENI, the district has received the following recognitions from ISBE:

ST	District	School	Award Type	Year
IL	Hazel Crest 152.5	Dr. Ralph Bunche School	IL Spotlight	2009
IL	Hazel Crest 152.5	Dr. Ralph Bunche School	IL Improvement	2006 & 2009
IL	Hazel Crest 152.5	Woodland School	IL Spotlight	2008 & 2009
IL	Hazel Crest 152.5	Woodland School	IL Improvement	2007
IL	Hazel Crest 152.5	Frost Middle School	IL Improvement	2007

The following chart is a representative sampling taken from the ASU study:

Hazel Crest District 152.5, IL

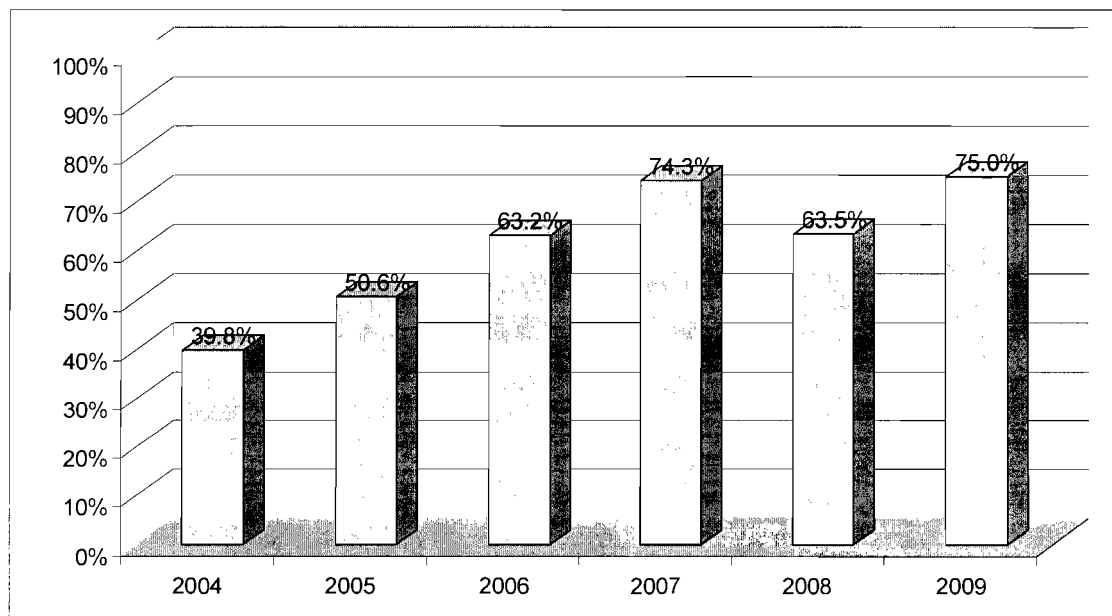


2. Central JHS, Zion Elementary School District, IL. White, M. (2009). *Evaluation of TargetTeach on 8th Grade Reading and Mathematics Performance in the Zion Elementary School District*

Central Junior High began their ENI project through a Comprehensive School Reform grant and has seen steady sustained growth in the years since then. An ASU longitudinal study

analyzed reading and mathematics results of 8th grade students at Central Junior High, Zion School District #6 (IL). Located north of Chicago on the Wisconsin border, Zion reflects demographics of many urban districts with 87% minority population and 83% of students on F/R lunch. The reading study compares scores across the years 2004 (pre-implementation) through 2008. Mathematics results are presented for 2005 (pre-implementation) through 2008. The results demonstrate statistically significant increases in both subjects as measured by the state ISAT tests as shows for Reading in the chart that follows. As a reflection of the impact of their ENI project, the school was recognized by ISBE in 2006 and 2007 for School Improvement in the state recognition program.

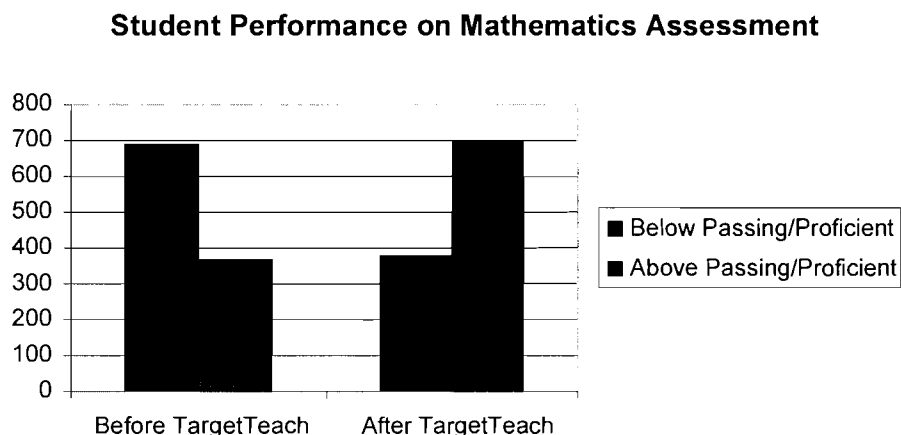
Central JHS, Zion Elementary School District
8th Grade ISAT Reading



Statistically significant improvement in reading achievement from 2004 to 2009, $\chi^2 (1) = 80.03$, $p < .001$.

3. Meta-analysis of four urban school districts (Gorin, J.S., and White, M.A. (2008). *Meta-Analysis of TargetTeach in the Areas of Mathematics and Reading*.

ASU researchers applied statistical analysis to a set of individual student results drawn from previously completed ASU studies. Using approved, random sampling measures, the study evaluates the overall impact of TargetTeach on student achievement in mathematics and reading/language arts. The findings of the study concludes that "student achievement after TargetTeach implementation is associated with a statistically significantly increase in passing scores for students on their state standardized test in mathematics and reading. This indicates that, aside from district-level variables associated with implementation, student demographics, or teacher characteristics, the TargetTeach tools made a difference in increasing student achievement."



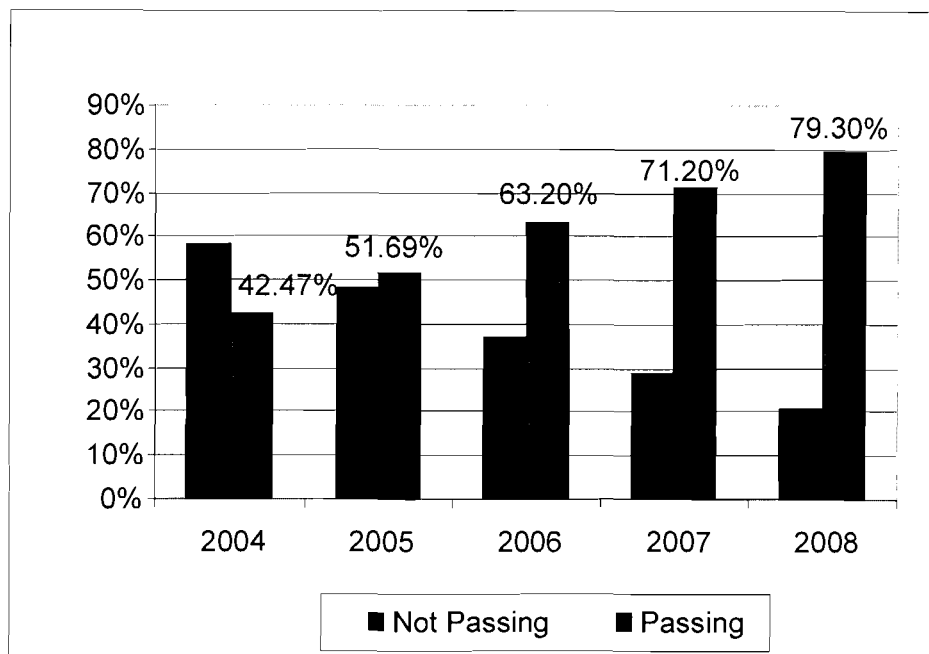
4. Tulsa Public Schools, OK. White, M. (2010). *Evidence of Effectiveness of TargetTeach in Tulsa Public School District*. In publication, available upon request

This evaluation of the effectiveness of TargetTeach on 5th and 8th grade student reading and mathematics performance levels conducted for the Tulsa Public School District shows marked growth in student achievement. The impact in percentage passing rates is higher for 5th grade students than for 8th. Overall results indicate that passing rates in both reading and

mathematics increased for students enrolled in TargetTeach classrooms from 2005 to 2008. In addition, further analysis by ethnic subgroup population showed a closing of the achievement gap for 5th grade students in mathematics and reading and for 8th grade students in mathematics, but not for reading.

Tulsa Title I School Improvement Schools

5th Grade Math



Because of the breadth of this particular project (90 schools in an urban setting), some additional information about Tulsa Public Schools follows. Tulsa Public Schools implemented ENI's TargetTeach® model in the District's 2nd through 12th grade classrooms beginning in 2005. The program began with 12-week pilot in 25 Title I School Improvement buildings and expanded that fall to all schools in the district.

Representative proficiency growth for both sets follows:

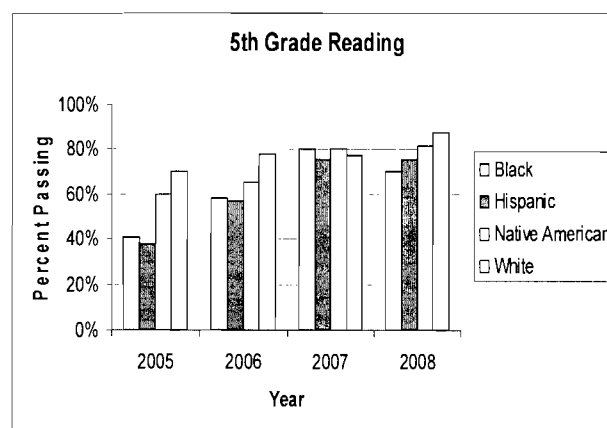
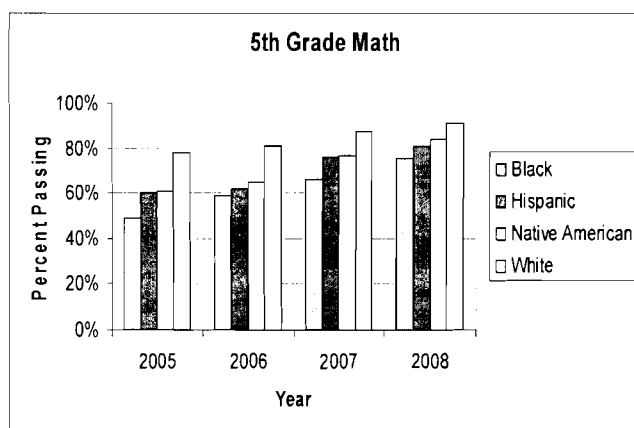
25 Pilot Buildings (lowest 25 Title I School Improvement Buildings) 12-week Pilot Spring 2005

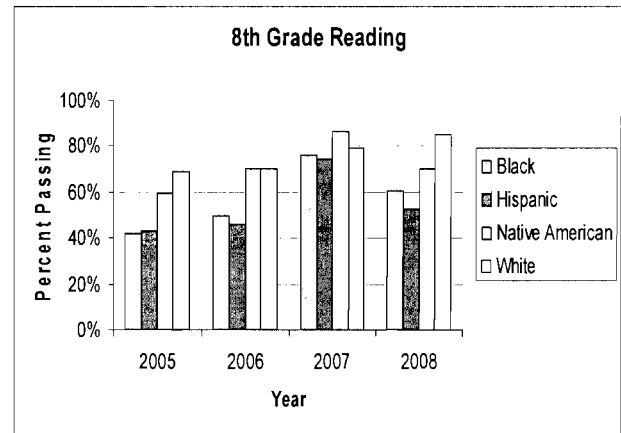
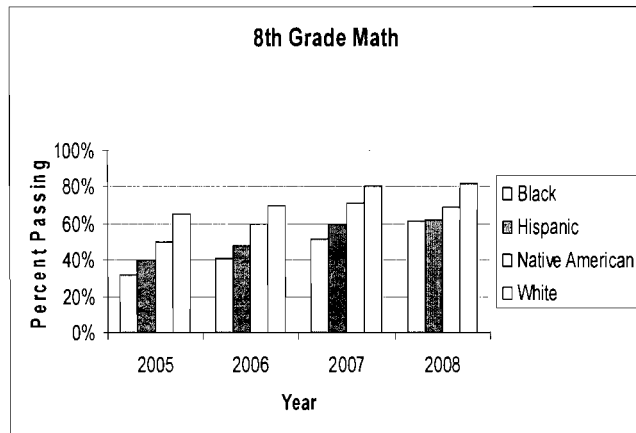
Grade and Subject	% Prof Before TT	% Prof after 12-week Pilot	% Prof Year 4 TT
5 th Grade Math	42%	52%	79%
5 th Grade Reading	40%	42%	73%
8 th Grade Math	34%	42%	51%
8 th Grade Reading	40%	40%	57%

All other district buildings (started 2005-2006 school year)

Grade and Subject	% Prof Before TT	% Prof Year 1 TT	% Prof Year 3 TT
5 th Grade Math	54%	56%	83%
5 th Grade Reading	58%	68%	79%
8 th Grade Math	59%	64%	70%
8 th Grade Reading	65%	70%	69%

During this project, the district has seen growth across ethnic groups and a general closing of the achievement gap as shown in the following charts.





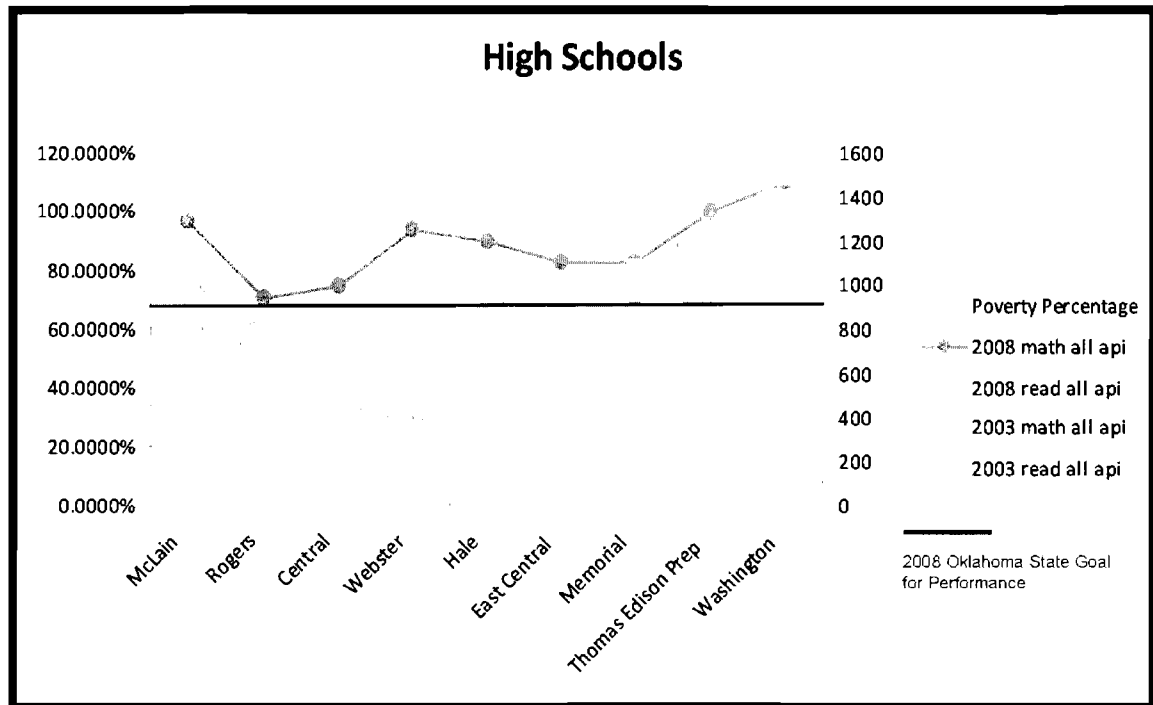
Regarding performance of NCLB sub-groups, a press release from Tulsa Public schools following their second full year of ENI implementation noted the following growth in percent proficient by subgroups:

- a. Students on Individual Education Plans increased 127 percent in math, 370 percent in reading.
- b. African-American students increased their math proficiency by more than 80 percent and reading by more than 54 percent.
- c. Hispanic students saw their math proficiency improve 70 percent and their reading scores nearly 50 percent.
- d. Proficiency levels for students classified as economically disadvantaged increased in reading by more than 65 percent and in math by 51 percent.

In the area of non-academic achievement, Tulsa has noted the following increases which resulted in the district being removed from the Districts in Need of Improvement list:

	Pre-TT	Year 1	Year 2	Year 3	Year 4
District API	932	1037	1065	1117	1162
Graduation	67.50%	68.5	68.40%	68.10%	73.90%
Attendance	92.30%	92.90%	93.20%	92.60%	92.50%

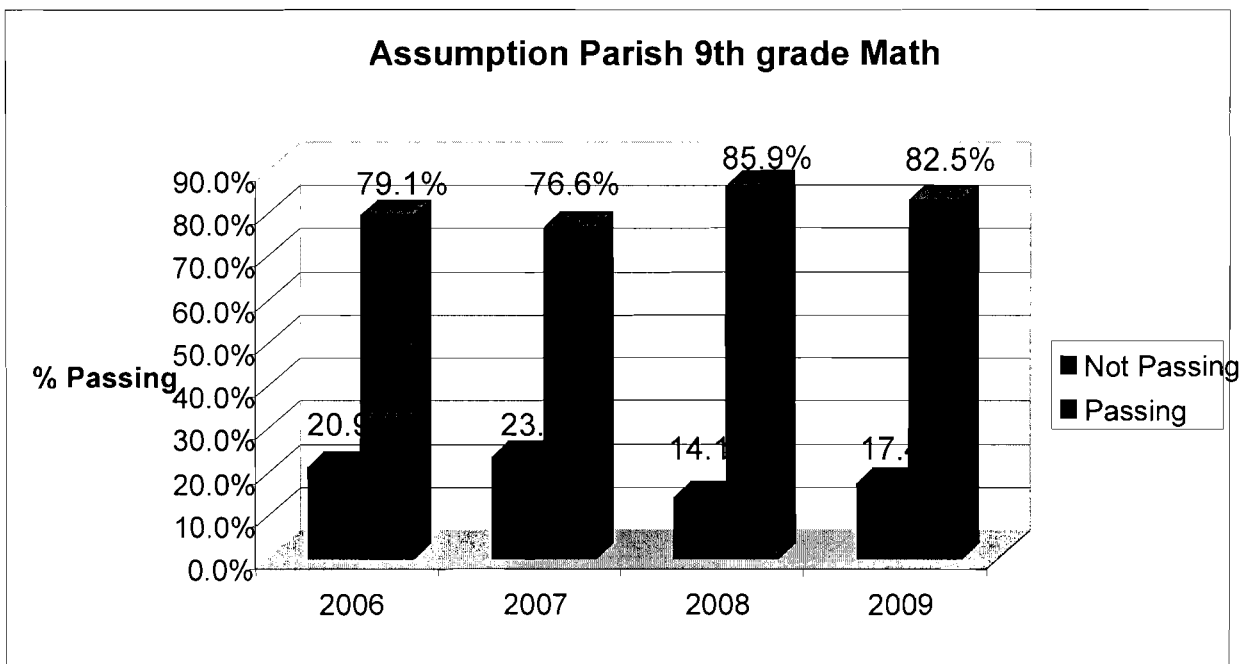
The Tulsa School Board published district results for high schools in 2008, following four years of implementation with ENI. The results in the following chart reflect a significant closing of the achievement gap between high- and low-poverty schools over that time.



5. Assumption Parish, LA. White, M. (2009). *Evaluation of TargetTeach® on Mathematics Performance in the Assumption Parish School District.*

This ASU longitudinal study compares the mathematics results of three different cohorts of 9th and 10th grade students in Assumption Parish Schools (LA). Located in rural Louisiana, the district has 42% minority population with 66% of students eligible for F/R lunch. The study compares mathematic scores across three years: 2006 (pre-implementation), 2007, and 2008. The results demonstrate growth in both grades as measured by the state iLEAP and LEAP tests, with statistically significant increases for 9th grades who participated in TargetTeach®.

A sample of the data follows:

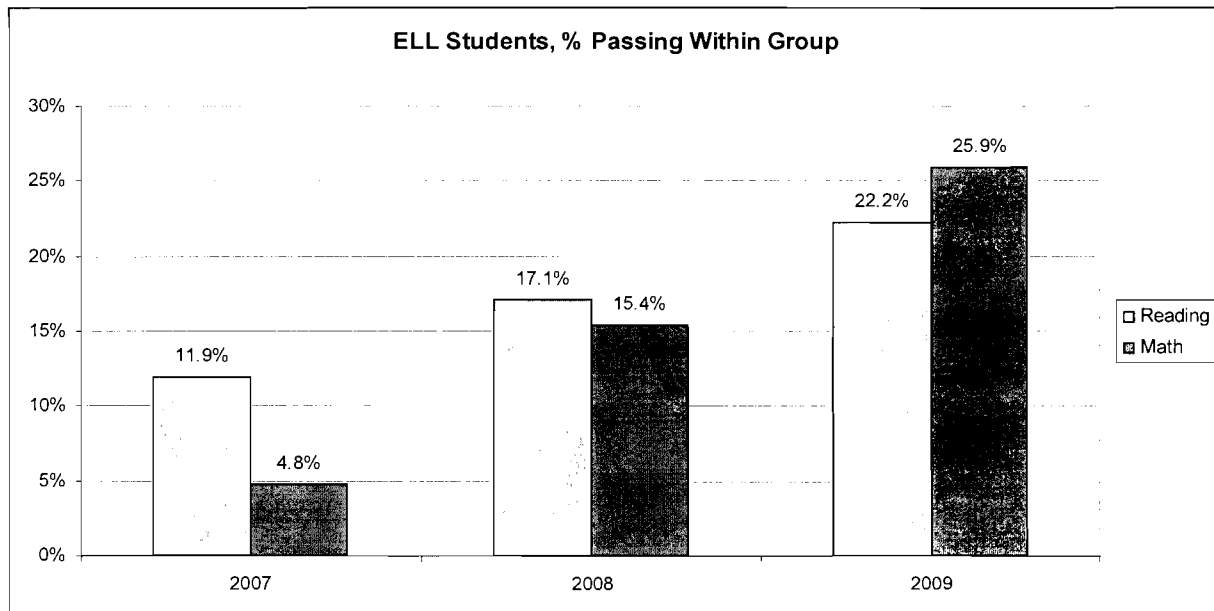


Statistically significant improvement in mathematics scores from 2006 to 2009 ($p < .05$)

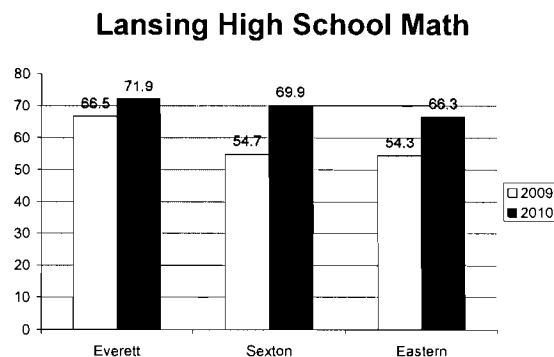
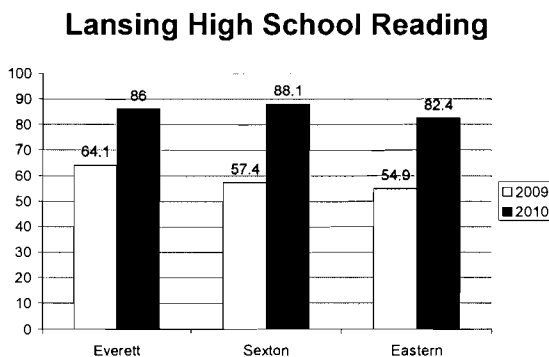
6. Lansing School District, White, M. (2010 – in process). *Evaluation of TargetTeach on Sub-group Performance in Lansing School District.*

Working as a team, Lansing School District leadership developed a strategic plan of action, identifying what would be their initial primary and secondary target areas on the road to improvement. The focus would be on secondary education, with specific emphases on student proficiency, AYP, graduation and drop-out rates. Administrators further narrowed their goals by targeting specific student populations. All students at three high schools would receive assistance in the core subjects of mathematics and English language arts, with a special emphasis on the needs of African American males, Hispanic females, English Language Learners, and Special Education students. After the first year of implementation, ASU researchers have reported preliminary findings for Math of the percentages of African American males increasing from 9.9% passing to 16.3%, Hispanic females going from 3.8% passing to

6.2% passing, ELL students going from 15.4% to 25.9% (shown below), and Special Education students going from 4.5% to 9.0%.



The district has implemented TargetTeach® reading and math projects in three high schools over the past year and a half, beginning in the middle of the 2008-2009 school year. The results from state test scores over that time have shown strong increases in two of the three high schools. The charts that follow show growth on the most recent results for all Full Academic Year students on the Michigan Merit Exam.



The studies cited here demonstrate ENI's ability to implement rapid and dramatic improvement in schools. The results are consistent across rural and urban settings in elementary, middle, and high school. Results occur regardless of union involvement, school size, demographics, socioeconomics, etc. Additional examples of urban high school improvement are available upon request for Lorain, OH; Compton, CA; and Pomona, CA.

P4DL Documentation of Effectiveness:

Unfortunately, curricula are most often directed by content dissemination delivered to the masses. Senior Projects, however, are student driven, teacher guided, personalized, learning experiences that engage seniors uniquely and rigorously. For that reason, Senior Projects have been recognized as having extended performance-based learning benefits that "traditional" senior classrooms do not address. In 1987, SP won the NEA Award for Academic Excellence. Since 1987, the initiative has continued to fine-tune its goals and procedures. SP programs, implemented and maintained with fidelity, are challenging, project-based, and culminating.

Because a SP program involves multiple integrated assessments, the program offers a clearer overall view of what seniors are capable of as they apply basic skills and 21st century skills to reflect mastery of project design, initiative, self direction, time management, work ethic, flexibility, productivity, accountability, technology applications, leadership, and responsibility. Schools have found that placing the senior in an actively engaged, self directed, rigorous learning environment provides many advantages otherwise lost in the blur of tests and traditional teaching methods. For this reason, many states, districts and schools embrace the program accessing the ability to 'showcase' seniors and their learning legacies.

California High School (Whittier, California) is a large urban high school with 3,000 students, 83% Latino and 40% of the population is socioeconomically disadvantaged. California High School has been a SP high school for 12 years. Accreditation document, 2000 states: # 5 "All seniors are required to take ten units of English at California High School and must complete...a comprehensive Senior Project... Last year over 140 students used PowerPoint in

their presentations... This senior exit project has helped identify benchmark curriculum at each grade level and has focused attention on the significance of the schoolwide Essential Student Learning Requirements (ESLRs)... The implementation of the Senior Projects and the introduction of State Standards in both English and Social Studies have given a new focus to the Freshman Team Teachers...Within the last few years, collaboration with parents and community has improved... Parents and community serve on Senior Project panels..." Accreditation 2006 document states: "...For the Senior Project, each senior demonstrates proficiency of each of six ESLRs and many of the English Language Arts Standards. In addition, the Senior Project enables students to explore a field, career or topic of interest."

Ohio. Many Ohio high schools (South Range, Sublin Scioto, Clark, Central Sandusky, Carver Magnet, Jefferson County Vocational, Brookside etc.) over the years have independently implemented SP. In response to the program's success the Governor, Ted Strickland, mandated the SP program in 2009.

- Measure Ohio Students Against the World

- "Ohio schools must prepare students to think and compete globally through effective testing and teaching. The Governor's plan makes the requirements to graduate from high school more rigorous and relevant, and establishes better methods to measure creativity, problem solving and other key skills. Revise Ohio's current requirements for high school graduation"
- "Replaces the Ohio Graduation Test (OGT) with "ACT Plus," a four-part assessment consisting of the ACT college entrance exam, end of course exams, completion of a service learning project, and *submission of a senior project...*" Reforming Ohio's Education System for the 21st Century." State of the State, p.4. Ohio 2009. Office of the Governor.

Though skill based and providing multiple assessments, the Senior Project is designed around a student selected, approved topic and area of interest. This student topic selection and project based process encourages seniors to address a personal passion, a personal interest that can be tied to a potential career or college major. Many Senior Project high schools believe this approach is significant. Case in point: Senior Project contact began in the Arlington Public Schools District. In 2000, a team of teachers and administrators from Wakefield HS and the Arlington Public School District in VA attended Phase 1 Senior Project training during the 2004 SP Institute. Sept. 8, 2009, when introducing the high school president, Secretary Arne Duncan said "At Wakefield, each senior is required to choose, define, and accomplish a significant "real world" project. The project includes instruction, research, and experience." Secretary Duncan also specifically mentioned the student body president's 'Senior Project.' Mr. Duncan's introduction was followed by President Obama's speech to Wakefield High School students. During this speech President Obama said, "Every single one of you has something you're good at. Every single one of you has something to offer. And you have a responsibility to yourself to discover what that is. That's the opportunity an education can provide."

True success of a school, district or state's educational system is demonstrated by graduating students that are successfully prepared for the world beyond the 'safe, secure and predictable K-12 system." High school graduates not only need to be competent in traditional skills but also exhibit attitudes, skills and knowledge that reaches beyond the scope of traditional school based content. The Senior Project program and the necessary benchmarking of performance based activities in the lower grades introduces, reinforces and refines many of these skills and attributes. Confirmation of the importance of performance based learning is confirmed in a project of the Association of American Universities (AAU) and The Pew Charitable Trusts. This national research study that involved more than 400 faculty and staff members from 20 research institutions confirms what many developmental educators (Barbanel, 1987; Chaffee, 1997; Elder & Paul, 1995, 1996, 1997, 1998, 2002a, 2002b; Harris & Eleser,

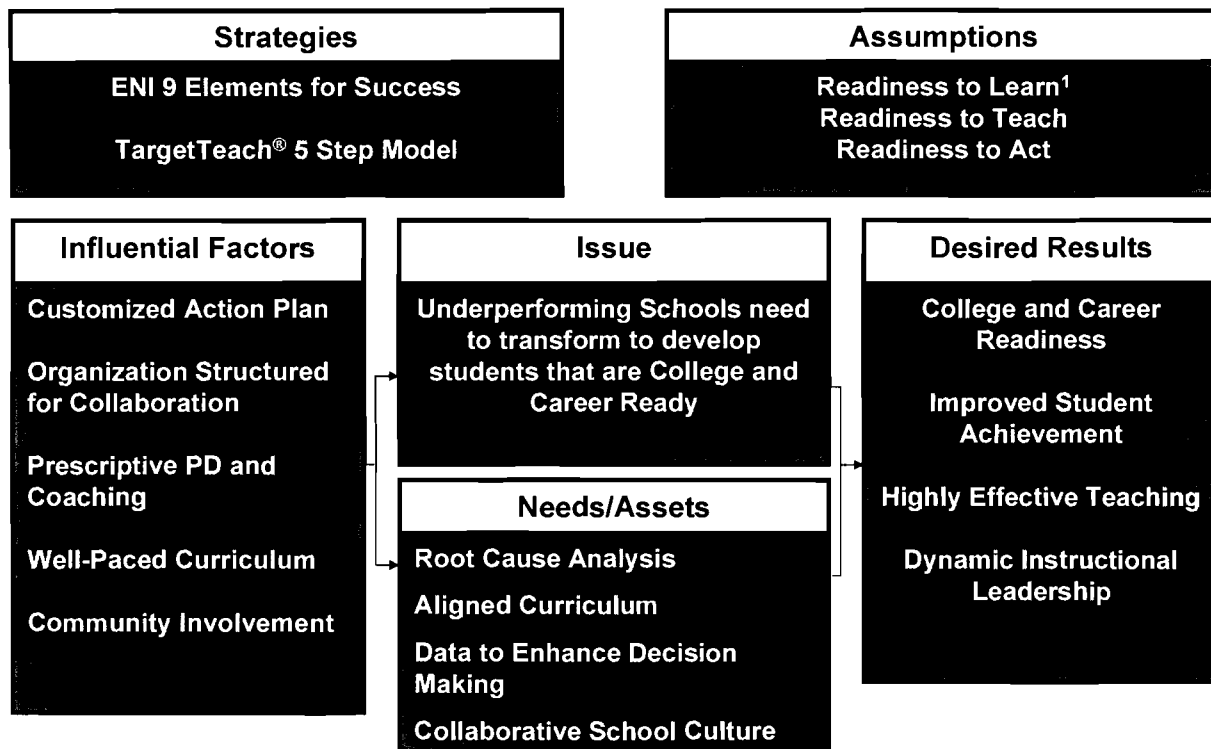
1997; Higbee & Dwinell, 1998; Higbee & Thomas, 1998; Higbee, Thomas, Hayes, Glauser, & Hynd, 1998; James, 2002; Meyers, 1987; Paul & Elder, 1996, 2002, 2003) have been proposing for several decades, that critical thinking and problem solving are essential skills that foster academic achievement. The report notes that "admissions requirements only hint at what is actually expected once students reach college" (p. 8).

In his introduction to "Standards for Success" Dr. David Conley, project director said, *"These habits are considered by many faculty members to be more important than specific content knowledge. The habits of the mind include critical thinking; analytic thinking and problem solving; an inquisitive nature and interest in taking advantage of what a research university has to offer; the willingness to accept critical feedback and to adjust based on such feedback; openness to possible failures from time to time; and the ability and desire to cope with frustration and ambiguous learning."*

B. School Reform Model

- i) *Describe the organization's framework/model for turning around low performing schools. Include information related to governance and management, instructional design, staffing, professional development, and student and supports. Explain the research base connected to this model and the conditions necessary to ensure the greatest likelihood of improving student outcomes.*

ENI's Transformation and Turnaround Model



Source: ¹ Mass Insight Education

ENI's Whole Schools Transformation Model as described previously in this proposal encompasses nine elements that address the needs for Planning for Change, Implementing Change, and Sustaining change. Those areas are further addressed below as they relate to each of the critical areas for successful turnaround of a chronically low-achieving school.

ENI supports a cycle of continuous improvement, and professional learning communities, for its workforce. As a company, we are growing, learning, and improving project by project, year by year. We value research of leading educational theorists, participate as a business partner with the Council of Chief State School Officers, and attend conferences as appropriate to our individual responsibilities. Please see our Attachment to this proposal: Research Foundation for ENI's Systemic Approach to Transforming Schools.

In brief, research shows that student achievement improves when all parts of the system—curriculum materials, professional development, and classroom instruction—pull in the same direction (Resnick, 2003). Robert Marzano (2000), in a meta-analysis of international research studies, noted significant improvement in student achievement in schools where the curriculum was well-articulated, aligned to assessments, and fully implemented in the classroom (increase of 31 percentile points). In his publication two years later, *What Works in Schools: Translating Research into Action*, Marzano continued to rank a guaranteed and viable curriculum as the number one factor impacting student achievement.

Lezotte and Levine (1990) identified several essential correlates, including curriculum alignment, as preconditions for attaining high and equitable levels of student achievement. In 1997, Price-Baugh studied the degree of alignment between seventh grade mathematics textbooks with the Texas Assessment of Academic Skills (TAAS). The findings indicated that when alignment existed, it was strongly correlated to patterns of student achievement scores on the TAAS. Stevens (1984) outlined how one large urban school district improved the quality and efficiency of classroom instruction through curriculum alignment and criterion-referenced testing. This district emphasized the alignment of objectives with classroom instruction and also ensured that the time needed to teach the objectives matched the available classroom time. The results were positive: the schools participating in the curriculum alignment project showed more classroom time at grade level instruction and higher test results than similar schools that were not participating in the alignment project.

Assessment data can be a powerful tool in a continuous improvement model focused on instruction and student learning (Lewis and Paik, 2001). Schools with effective data-driven decision making systems do not rely on one annual test to inform instruction. Formative assessment is more effective than norm-referenced standardized assessment for guiding development of new materials, using the results immediately to guide instruction, prioritizing instruction, providing continuous diagnosis, monitoring and correcting student progress,

documenting classroom learning and generally permitting better day-to-day decision-making by teachers (Jaeger & Tittle, 1980; Linn, 1983; 1989; Nitko, 1989). Christenson et al. (1989) found ten factors deemed essential for learning. One of the ten was frequent evaluation and another was evaluation congruent with what was taught in the classroom (alignment). Research has also found that formative assessment with frequent feedback has a positive effect on learning and achievement, and if absent, can have a negative effect (e.g., Black & William, 1998; Taylor, Pressley & Pearson, 2002).

An important variable in the success of school improvement is professional development. An extensive research study conducted by the Charles A. Dana Center identified key components of several high achieving urban schools throughout the United States. These components included: (a) aligned instruction to the standards and assessments required by state government, (b) professional development, (c) planned instructional methods and strategies to ensure students would have an opportunity to learn the aligned curriculum, (d) adequate resources for materials, and (e) time for teacher collaboration (Charles A. Dana Center, 1999). The Dana Center Study, along with other research studies, has strongly suggested that in order for curriculum alignment to work it should be accompanied by professional development. Curriculum alignment directly influences both teacher knowledge and change in teaching practice when implemented with high-quality professional development (U.S. Department of Education, Eisenhower Professional Development Program, 1999). For example, a decade long Eisenhower-funded research study of science teaching and learning concluded that achievement is based in part on teachers' understanding of the relationships between alignment of materials, methods, assessments and standards (U.S. Department of Education, Eisenhower Professional Development Program, 1999). This knowledge is gained through professional development.

Through empirical research (Joyce and Showers, 2002) as well as extensive anecdotal evidence, educators have come to realize that coaching for teachers and administrators is a key element of successful school improvement. Therefore, an essential element of ENI projects is teacher and administrator coaching. The ENI-developed coach training program incorporates the proven Cognitive Coaching methodologies (Costa and Garmston, 2002). Building from those principles and adding strategies proven through extensive ENI coaching engagements, ENI helps administrators and teachers become expert in the principles of effective standards-based, aligned instruction, driving instruction through effective use of data and differentiating instruction to individual needs.

P4DL

Overall, the research on Project-based Learning (PBL) reports positive outcomes related to student learning in the areas of content knowledge, collaborative skills, engagement and motivation, and critical thinking and problem-solving skills. This summary utilizes Thomas's (2000) five criteria to define PBL: (a) "Projects are central, not peripheral to the curriculum"; (b) "projects are focused on questions or problems that 'drive' students to encounter (and struggle with) the central concepts and principals of the discipline"; (c) "projects involve students in a constructive investigation"; (d) "projects are student-driven to some significant degree"; and (e) "projects are realistic, not school-like" (p. 3-4). Collaboration is also included as a sixth criterion of PBL. <http://cell.uindy.edu/docs/PBL%20research%20summary.pdf>

The Education Commission of the States (ECS) National Center for Learning and Citizenship Center for Learning and Citizenship Policy Brief "...senior and culminating projects motivate students to take control of their own learning and give them a sense of accomplishment and an awareness of what they have learned and how far they have progressed. Upon completion of the project, students have a product that serves as evidence of their mastery of a particular topic and of their overall learning that can be used for job or college applications. Senior and culminating projects are a good fit with current efforts to make the

senior year more meaningful for students. This strategy also aligns well with the small schools movement, which often emphasizes collaborative, project-based learning. Senior and culminating projects provide the context for authentic learning – the pursuit of knowledge and skills for solving specific problems encountered in the process of accomplishing a larger task – rather than the kind of decontextualized learning that takes place in most classrooms." ...The combination of senior and culminating projects with service-learning offers one way to help students acquire high-level intellectual skills and to apply academic knowledge and skills to real-world problems. It offers students an opportunity to engage in in-depth investigation of important issues, and to take action on those issues. It offers teachers a more interesting and challenging alternative to traditional methods of assessment. Finally, the combination of senior and culminating projects and service-learning offers communities an opportunity to help cultivate engaged community members and future leaders. Miller, Jeff. Senior and Culminating Projects. NCLC, Nov. 2004.

SERVE: From Focus-Group Data: "College-bound and work-bound students at both Senior Project (SP) and non SP schools were asked how their high schools had prepared them for the future. In the focus groups, both types of students reported a desire for opportunities to improve communication and analytical skills, make presentations, conduct research, and explore career options. *At the SP schools both work-bound and the college-bound students reported having had opportunities to practice these skills while they were in high school. In the case of the work-bound students at SP schools, opportunities to practice these skills came primarily through the experience of their Senior Projects.* In contrast, non-SP students reported developing a more limited set of future oriented skills...(p 1.18). Egelson, Paula and Sue Harmon et al. Three SERVE Studies: Examining the Implementation and the Impact of Senior Project U.S. Department of Education.2003.

Evidence based best practices in technical assistance and services:

ENI engages leaders and teachers in developing a plan for reform and provides leaders the tools to assure that the plan is implemented with fidelity. For example, in an urban mid-western school district of 30,000 students the project includes the training of 106 district coaches participating in the TargetCoach2Coach™ training process. This process includes practicum sessions to develop the leadership capabilities of the district. The plan includes building the capacity of the district executive cabinet, principals and subject area coaches. The different levels of administration train together and cross-train for an interdisciplinary approach to leadership. The plan includes the development of data teams, cognitive coaching techniques, development and web-based support of professional learning communities for teachers and coaches. The plan includes communication plans with documentation of the process, results and self-evaluation. (Note: Currently, the district chooses not to present their name)

ENI's project implementation provides the school/district with effective assessment tools to ensure that all students are learning the content required for their high-stakes tests. During ENI's initial school-based meetings with an urban school district; ENI consultants met with teacher groups to review data from the prior year's state assessment results to identify areas of focus and implement a horizontal and vertically aligned instructional program. This data helps inform instructional planning until the first interim assessment. The district is using standards-based assessments developed by ENI: quarterly formative assessments for Language Arts and formative unit assessments for Mathematics. ENI consultants facilitate post-assessment debriefings, after the first assessment, with grade-level or course-based teams of teachers. Teachers are being trained to analyze data from their interim formative assessments to adjust instruction for increased performance on the state standards. Instructional adjustments are being supported with ENI coaching. Teachers are working towards greater rigor in class-based assessments and in daily student work.

All continuing TargetTeach® staff development is based upon the use of data for collaborative planning and teacher coaching. Principals and instructional leaders are trained to meet directly with teacher teams to review data in order to refocus on low-performing standards. The subsequent data is then used for the development of instructional materials, the incorporation of varied instructional strategies and the readdressing of assessments.

ENI has a comprehensive array of coaching services and in-services for leaders and teachers. One South Carolina school district has included 40 district leaders and subject-area coaches in their ENI TargetCoach2Coach™ training program. The program process includes seven face-to-face trainings covering topics that include using data to drive instructional decisions, developing and supporting professional learning communities and cognitive coaching with reflective questioning. Participants are supported with six half-day practicum sessions supporting each individual as he or she provides coaching directly with teachers. The TargetCoach2Coach™ participants are given learning and sharing assignments that include the use of ENI's social networking and teaching tools website for the professional learning community, TargetPLC™.

ENI is working with Dorchester School District Two, also in South Carolina, to focusing on equity for Special Education students. The project is funded through IDEA, and the project goals are to affect the performance of middle school inclusion students. The district and school administrators are participating in the ENI TargetCoach2Coach™ process to expand their work with students identified in Special Education. The project plan focuses on the disaggregation of student performance and the incorporation of special services teachers. Administrators are also working to establish Professional Learning Communities in the schools to support the introduction of differentiated teaching methods aimed at reaching special-needs students.

ENI supports the collaboration for higher student achievement and provides the opportunity for teachers and administrators to work towards more rigorous goals. Through

ENI's involvement, Tulsa Public Schools has developed plans for school administrators to meet with teacher teams to review the post-assessment data. Principals are spending time researching best practices and innovations to share throughout the school to improve the remediation cycle for students. Teachers are moving students between classes to focus on the teachers' strengths based on their ability to demonstrate high student achievement on formative and state assessments.

The district motto for Tulsa Public Schools is the "District of Choice" which has been their goal for high academic achievement. It has been the district's intent that each school will be able to attract and retain students. The plan was to provide highly-aligned instructional materials for all students and during the first two years of ENI's TargetTeach® for the district, to provide focused support for School Improvement schools through direct classroom coaching. After the first two years, all School Improvement schools have chosen to apply for School Improvement grant funds to continue their TargetTeach® coaching. The state has approved the highest amount allowable, \$150,000 per school, for the schools to continue their TargetTeach® coaching. The initial two cohorts had 23 elementary schools on School Improvement. Currently all 23 elementary schools are off of School Improvement as a result of their success.

One of the initial schools in Tulsa was Eugene Fields Elementary school. It was the lowest performing school in the state of Oklahoma. The students come from three housing projects, with 100% for free and reduced lunch. In 2005 the school scored at 460 out of a perfect 1500 with 175 students. Currently the school performs at 1375 out of 1500 with 350 students. As further testament to its transformation, many of the teachers have their own children attending school at Eugene Fields.

This list indicates the schools that have made AYP and remain off of the Oklahoma list of schools in School Improvement:

Penn Elem – '05 off SI	Mark Twain Elem- '06 off SI	Hamilton Middle '09 off SI
Burroughs Elem – '06 off SI	Walt Whitman– '07 off SI	Madison Middle -'09 off SI
Celia Clinton Elem – '06 off SI	Roosevelt Elem –'08 off SI	Anderson Elem – '08 off SI
Cherokee Elem – '06 off SI	Springdale Elem – '07 off SI	Cleveland Elem- '06 off SI
E. Fields Elem – '06 off SI	Kendall-Whittier– '07 off SI	McClure Elem – '06 off SI
Hawthorne Elem – '06 off SI	Foster Middle– '08 off SI	Houston Elem – '07 off SI
Bryant Elementary – '06 off SI	Clinton Middle– '07 off SI	Newcomer Elem –'08 off SI
Alcott Elem – '07 off SI	Phillips Elem– '07 off SI	Wilson Middle - '09 off SI
Cooper Elem – '07 off SI	Emerson Elem– '07 off SI	Jackson Elem - '09 off SI
Disney Elem – '07 off SI	Skelly Elem– '07 off SI	Rogers HS- '09 off SI
Greeley Elem – '07 off SI	McKinley Elem– '07 off SI	Mitchell Elem– '07 off SI
Lindberg Elem – '07 off SI	MacArthur Elem – '07 off SI	Academy Central –'07 off SI
Nimitz Middle– '07 off SI	Lewis & Clark Mid– '07 off SI	Webster HS -09 Academic AYP
Sandburg Elem– '07 off SI	Memorial HS– '07 off SI	

ENI promotes the establishment of Professional Learning Communities (PLCs) to plan and collaborate for increased instructional effectiveness. ENI supports this effort through the TargetCoach2Coach™ staff development, and by developing and hosting the robust TargetPLC™ web-based program. The TargetPLC™ program offers a wide range of supporting materials, including online videos, articles, and job aids to address the range of K-12 pedagogy and classroom management skills. ENI incorporates the research of Richard DuFour to establish in-person PLCs for administrators, district-based coaches and teachers. ENI coaches work with the site administrators to provide time and opportunity for teachers to

work collaboratively. These collaborative meetings are used to review student assessment performance and to plan instruction.

ENI provides support and guidance for schools to create their own unique celebration plan. ENI coaches provide guidance to ensure that all groups of students can celebrate their incremental success in the schools plans. ENI recommends that the school incorporates the students with the highest achieving and greatest gains of each subset of students in an educationally supportive program. Schools in the past have arranged for the students who are being celebrated to participate in extra music and art projects. Students take on school leadership roles for a specific period of time and students are provided opportunities for community and school service. This may include the tutoring of students in younger grade levels, announcing the school events and lunch schedule and providing principal support for assemblies.

In Lansing Public Schools, Michigan, ENI's TargetTeach® Five-Step process resulted in two of three high schools getting off the School Improvement list in the first year of treatment.

Detailed Descriptions of Areas of School Improvement Offered:

Again, the ENI-P4DL proposal for school improvement services brings together the expertise of two companies with long-standing success in maximizing student achievement and performance. ENI's traditional standards mastery approach has been successful at all grade levels. P4DL's Senior Project has been adopted state-wide. Teaming together in collaboration with your schools will add real world and 21st Century skills to the total educational program – elementary through high school.

In a powerful and persuasive keynote presentation during the Council of Chief State School Officers (CCSSO) 2010 Annual Policy Forum, Dr. Robert Balfanz made the case for why it's imperative the nation aggressively pursue the challenge of making persistently low-achieving schools places for learning. "We are", he said, "at the start of what promises and needs to be a

transformational decade in American Public Education.” There is great value, he posits, in the arrival of Common Core College and Career Ready Standards, next generation assessments based on those standards, student level longitudinal data, and a push for greater teacher effectiveness, and smart integration of technology. As the leading researcher whose pioneering work popularized the term “dropout factory” to describe the 15 percent of high schools producing most of the nation’s high school dropouts, Balfanz is frequently invited as an expert witness to testify before Congress and it was his findings that led to the high school reform approach known as Talent Development High Schools.

Dr. Balfanz hypothesizes that by and large the schools that are not succeeding are unsuccessful because they (1) underestimate the degree of nature of their educational challenge, (2) fail to meet students’ need, and, (3) fail to sufficiently integrate efforts designed to support academic and social needs to make attending school worthwhile with efforts to make schools places where students and teachers want to be and focus hard on the work while there.

ENI Transformation and Turnaround Model

The ENI Transformation and Turnaround Model is a comprehensive approach designed to support a school in ensuring their curriculum and instructional program is 100 percent mapped to high quality standards: in this project the recently adopted Common Core State Standards (CCSS) and Career and College Ready Standards. ENI will provide model supplemental curriculum components and classroom-based formative assessments that can easily support the curriculum advocated for use by elementary and middle school transformational models, and high school redesign models such as Talent Development High Schools and High Schools that Work.

The goal of the model and this project is to be intensely data-driven, focusing on providing clarity with respect to historical and current student performance levels, while increasing students’ level of achievement, and to impact teacher and instructional leadership team members’ effectiveness.

ENI's Transformation and Turnaround model evolved out of the successful TargetTeach 5-Step process, originally focused on elementary and middle schools. It has been informed by the work of the ENI High School Advisory Board, research conducted by the federally supported National High School Center at the American Institutes of Research (AIR), and successful implementation in high schools across the nation. Further, our collaborative teaming with P4DL and Senior Project® adds to our ability to strengthen the 21st Century Skills and College and Career Ready standards mastery in not only high school, but elementary and middle school as well.

At the core of the ENI Transformation and Turnaround Model is TargetTeach®, a process with a long track record of raising student performance in districts with diverse and high poverty student populations. TargetTeach® is customized to the goals of each school or district—addressing the needs of students, teachers, and administrators. With ENI as their partner, schools using the TargetTeach® process consistently achieve strong growth in student performance beginning in the first year of implementation.

In alliance with TargetTeach®, an effective and successful Senior Project program is framed with the development of aligned and relevant performance based benchmarks in grades 3-11, the guidance from effective and informed leadership, and the integration of performance based best practices. Also, the graduate's personal transition plan is a composite of the student's culminating attitudes, skills and knowledge as reflected in a meaningful and useful, "take away" portfolio built upon 12-13 years of student achievement.

Nine Elements in the ENI Transformation and Turnaround Model

1. Situation Analysis

There are many factors that impact the success of a school, and there is no "silver bullet" single solution for improving under-performing schools. As the first step in transformation and turnaround, ENI begins with a thorough needs analysis and investigation of the root causes of both low student achievement and the school's successes in meeting goals. Working

collaboratively, the school and ENI team will determine factors impacting student achievement and collect appropriate data to establish baselines for growth.

2. Customized Action Plans

Working from the findings of the needs analysis, the ENI staff will work collaboratively with the school's leadership team to establish specific, measurable, attainable, relevant, time-bound (SMART) goals. The company's professionals will work with school leaders to develop goals specific to the needs of the school: leadership team, teachers, students, extended community. We then will collaborate to develop customized action plans and identify proven tactics for sustainable improvement. Woven throughout these goals will be the areas of readiness critical to success of under-performing schools. During this phase ENI will also assist the school in prioritizing and sequencing goals.

These plans will incorporate existing efforts of the Illinois Race to the Top goals and accommodate your Benchmark Maps, Standards Toolkit, the crosswalk from Illinois Standards to the Common Core State Standards (CCSS). We will support schools and work with them to develop the CCSS aligned curriculum framework and curriculum maps for all textbooks and curriculum materials that align with the curriculum framework to ensure that teachers and school leadership teams have a clear understanding of your findings and the next steps for effective implementation of CCSS.

3. Organizational Structure

ENI's role as a transformation and turnaround partner targets the leadership structures and resources needed to support continuous improvement. The company views Leadership as a shared responsibility by teachers, administrators, and students characterized by collaboration and clearly defined protocols that support collective decision-making and problem-solving. The process enables schools to maximize human capital, align personnel with their areas of expertise, and best meet individual students' needs. Working with school leaders, ENI staff

becomes personally acquainted with school staff, and this provides insight as recommendations are made about increasing overall efficiency and productivity.

4. Alignment and Adaptation

The company's professional staff will work with principals, district coaches, and teachers to create school strategies, classroom learning environments, and exhibitions of student work that exemplify excellence in terms of state and complex expectations. With the assistance of ENI coaches, teachers will learn to deconstruct and post standards, set student learning expectations, showcase class and individual student progress, and create student portfolios so that students can own, aspire, and work toward collective and individual goals.

Drawing upon decades of experience with the proven TargetTeach™ model, ENI will compare current curriculum materials against standards. We then help schools facilitate filling gaps in their instructional materials. Building from that base, we guide educator teams in expansion of instruction to address the needs of every student – through intervention, differentiation, and adaptation to need and interest. To ensure the success of all students, ENI also assists the school in implementing school-wide literacy and embedding 21st Century Skills throughout the instructional experience.

5. Pacing and Assessments

ENI will collaborate with each school to implement rigorous pacing to ensure that all standards are taught before the State Assessment is administered. At the same time, we will develop assessments aligned to match complex and school pacing. Extensive research supports the use of frequent formative assessment to support student achievement. Our web-based student instructional data management system, iTargetTeach®X, has 30 available reports to provide immediate class, course, and/or grade level data so that teachers, administrators, and leadership teams can dialogue and plan interventions that support all students. Individual student and parent reports are available to ensure that students can chart their own progress toward meeting district, school and classroom expectations.

With the assistance of ENI coaches, principals and members of their leadership teams learn to lead course and/or grade level meetings and discussions in the form of professional learning communities whereby formative assessment results are analyzed by class, grade, and student for the purpose of differentiating instruction and utilizing available resources and strategies to meet the needs of individual students.

6. Data-Enhanced Decisions

ENI views formative assessment data as an essential tool to gather the necessary information to make data-driven decisions. We offer convenient, web-based access to assessments precisely aligned to standards with detailed student progress reports. We caution school administrators that formative assessment data **MUST** not be used for teacher evaluation but instead should be used to guide instructional decisions and for site-level planning related to improving student achievement. Our professional staff will conduct work sessions and provide coaching for administrators, leadership team members, and individual teachers to assist them in increasing or gaining expertise in use of data and analysis.

The company will guide schools in using data to support collaboration among instructional teams. Analysis of data at team or departmental meetings and in professional learning communities will be a focus of coaching with the goal being to develop supportive, student-centered responses to identified needs. We support our schools in setting up appropriate data analysis models to enable users to begin asking their own questions about their data the result being insight into needed interventions and differentiation.

7. Professional Growth

Successful schools are clear about their needs and have well-defined plans for instructional improvement. A shared understanding among the staff of the organization and its goals and activities becomes the basis of organization purpose and enables educators to find their own identity. An organization that meets or exceeds its expectations is practically always involved in the development of human capital. Staff is stimulated intellectually and they

demonstrate high expectations. They are also supported, trusted, and provided models for growth. The culture is strengthened, collaborative, and nimble enough to redesign when the need arises.

ENI will support the school's transformation and turnaround through work sessions and job-embedded professional development and coaching. Our stated goal is to transfer our methodologies to each school partner through workshops, practicums, and mentoring. We build long-term sustainability through development of Instructional Leadership Teams as well as Professional Learning Communities (PLCs) for administrators, coaches, and teachers. Most of our work is job-embedded, although we also include workshops and webinars.

8. Collaborative School Culture

A thriving school culture is essential to successful school transformation and turnaround. ENI's model fosters the development of student-centered best practices that are conducive to positive interactions between everyone associated with the school – students, teachers, administrators, all support staff, and others. In support of the student-centered approach, ENI will advise the school on methods for developing meaningful relationships with all students as they begin to embrace their own academic goals. Working with ENI professionals, the school will identify the key transition points (courses, grades, levels, etc.) that tend to get students off track and build plans that address identified root causes. Positive school culture grows through celebration of success. Consistent recognition of individual and group achievement fuels future growth and achievement. The company's professional staff will advise educators on appropriate measures, identified in the resultant data, to celebrate and raise attention in ways that build enthusiasm and momentum for success.

9. Students, Families, and Communities

ENI knows the importance of developing community partnerships to support students at home, in the community, and at school. We partner with schools, students, and their families to ensure a common commitment, which is needed to increase student achievement. In addition

we advise school partners on approaches to promote high community engagement. Our professional staff will work with school leaders to review the school's needs assessment and develop complementary solutions. Student and family support systems are designed to empower and engage students as they encounter the learning experience in school. Some of the key evidences of this include but are not limited to the following: (1) families are invited to participate in school activities; (2) families are informed about available assistance for their children who are struggling in school; (3) families and community members are invited to participate in school improvement planning.

Governance and management

ENI's staff includes veteran district administrators with experience at implementing turnarounds in high-poverty, low-achieving urban high schools. Drawing upon their strengths, ENI will assist schools in analyzing their governance structures and in developing their management skills. ENI is prepared to assist through direct professional development, embedded professional development through coaching, and leadership evaluation.

While administrators can create the conditions for organizational change (e.g. establishing regular professional development opportunities), research suggests greatest success is achieved through shared leadership in the form of leadership teams. ENI will guide the development of effective teams at each school, as well as providing mentoring to administrators in the support and nurturing of effective teams.

Successful management extends to every level in a school building. Research shows that interactions with teaching colleagues in both formal and informal settings are essential to shaping teachers' instructional changes. To promote collaborative instructional leadership, ENI will work with schools to establish regular meetings and to take advantage of meetings already on the school's calendar such as Departmental Meetings where teachers and school leadership, discuss core instructional issues collaboratively, repackage testing data in ways that help facilitate teachers' conversations about instructional practice, create assessment routines to

monitor student progress and allow teachers to intervene to address emerging problems, and create subject matter teams that provide the context for teachers to solve instructional problems together. Instructional leadership is no longer left to one person, but to an expanded team of coaches, teachers, and others.

While strategies such as these help redirect the focus of instructional leadership for the school, similar teams will be formed to address other areas of school governance and management, including behavioral programs, school scheduling, etc. ENI will help districts and schools build leadership and human resources capacity through leadership development, coaching of teachers and administrators, development of local coaches (through our *TargetCoach2Coach*[®] model), professional development workshops, and an online professional learning community (*TargetPLC*[®]).

The human capital strategies outlined by the Illinois State Board of Education that ENI is best able to support include establish an intensive induction and mentoring program for School Improvement teachers and administrators (strategy 5), and establish meaningful teacher, principal and other school administrator evaluation systems that incorporate considerations of school climate and are based, in part, on student achievement (strategies 6 and 7).

Strong and effective leadership is essential in school transformation and turnaround. Few great changes have ever been driven by a program, an idea, or a mandate—most great changes have been driven by individuals. ENI's leadership development program is designed to assist participants in developing the knowledge, skills, strategies, attitudes and aspirations to become effective school-based leaders and to improve student learning at a time when the challenges before school leaders are many. School administrators are now called to reach higher standards and raise student achievement, engage in more collaborative leadership, be more responsive to and inclusive of the families and the larger community, introduce new instructional strategies, use data to enhance decision making, and incorporate technology into teaching and learning.

Instructional design

ENI's instructional design model finds its roots in the research of leading education theorist that include Marzano, Reeves, English, Wiggins, Bloom, and Hunter. ENI conveys the essence of each theorist's work through direct professional development, through custom-developed instructional materials, and through guided transformation of the school's daily instructional practices.

Essential elements of ENI's Whole School Transformation Model are built up ENI's proven TargetTeach® model that has been in use since the late 1980s. The steps in that model include precisely aligning instructional materials, pacing activities in learning sequences to maximize learning, teaching with best practices in instruction and learning theory, measuring student progress by regular formative assessments, and following up with individual remediation (RTI) as needed.

The specific instructional planning methods ENI transfers to teachers and instructional leaders feature individual lessons built around the following:

- Hunter's Instructional Plan of Set, Instruction, Guided Practice and Independent Practice;
- Wiggins's concepts of Backward Design,
- Bloom's theories of instructional levels,
- English's leadership in the area of aligning standards, assessment and instruction,
- Marzano's work in concept development and graphic organizers, and
- Reeves's work in instructional leadership.

The outcome of the ENI process is to make the school and district effective in applying these principles at the leadership level as well as the individual teacher level.

Staffing

Building on decades of leadership experience in major school districts, ENI has developed research-based interviewing techniques for new hires as well as evaluation rubrics for existing staff. ENI's development model for staff reflects the work of Charlotte Danielson.

Professional development

To sustain meaningful change in instruction, ENI has developed a comprehensive set of professional development offerings to support change management, improved instructional practices, data-enhanced decision making, and leadership skills. These offerings are cemented through a robust instructional and leadership coaching process which ENI will initially manage, but will quickly transfer to ENI-trained coaches in the school and/or district.

ENI's coach-development approach combines face-to-face instruction, self-study materials, web-based modules, online workshops, and in person mentoring. District and building coaches are thoroughly trained in the tools of Costa and Garmston's (2002) Cognitive Coaching, including the essential strategies of reflective questioning and non-judgmental feedback. Training sessions for coaches center on curriculum, instructional process and curriculum alignment, and on-going assessment of student learning. The program also teaches coaches to use an ENI rubric based on guidelines from the National Board for Professional Teaching Standards and Danielson's Framework for Teaching (2009) to support teacher development.

ENI's model builds upon this base with pedagogical expertise and *TargetTeach*® implementation concepts that have proven effective in district after district. Coaches become expert in observing and mentoring teachers in principles of effective instruction including standards-based teaching, driving instruction through data, and differentiating instruction to individual needs.

ENI supports the school's internal coaching program through direct mentoring and with an online professional learning community, *TargetPLC*®. Time for teachers to collaboratively analyze data, discuss common issues and concerns and carefully plan individualized instruction

is at the core of increased student achievement. With our virtual Professional Learning Community which allows anytime/anywhere access and the connection of huge communities of practice across all ENI partner districts teachers are no longer limited by the time constraints within the regular school day. They have the ability to interact with their colleagues from their school, district, and across the country to extend and broaden their professional development.

TargetPLC® creates an online forum for on demand information and the opportunity for continuous learning. Navigation is simple even for the most non-technical of users. Teachers and administrators are able to gain easy access through the ENI website to an online community of educators with after-hours access to ENI Educational Consultants, a personalized workspace, and an environment of shared expertise.

The benefits include teachers being able to individually further reinforce recently taught concepts, review ENI onsite instruction, access training materials and learn new strategies at their own pace, on their own schedule and in their own learning style. This allows for making up missed ENI Professional Development in-services, connecting with ENI Coaches to clarify questions, engaging in one-to-one instructional dialogue and sharing additional resources and exemplars all in one place.

Beyond providing the opportunity for each teacher to manage their own professional growth, TargetPLC® allows educators to actively collaborate with one another. Teams of teachers are immersed in curriculum and professional development, building a shared knowledge about what students need to know and be able to do. It establishes, supports, and strengthens high-performing collaborative teams that work interdependently toward common student achievement goals. This online community provides an opportunity to join a variety of interest groups, take part in discussions of current educational trends, share and access professional articles by educational experts and leaders in their field, view pre-recorded webinars and take advantage of additional opportunities to extend their on-going exploration of standards-based practices that lead to student success. ENI's TargetPLC® helps to ensure that

all teachers have time to collaborate, plan and engage in professional development within and across all grade levels and all subjects.

Student supports.

ENI will assist the school in developing multiple tiers for student instruction, using an RtI approach. This will include identify multiple instructional methods and mediums for all key content and developing contextual real-world applications to help motivate student learning. ENI will be assisted in this area by partner, Senior Project, who brings a rich history of guiding students in challenging, stimulating demonstrations of their knowledge.

Behavioral Management – Maximizing Student Engagement

ENI will assist the school in behavioral management to enhance the capacity to educate all students, especially those with challenging social behaviors. This will begin by clearly defining outcomes that relate to academic and social behavior, systems that support staff efforts, practices that support student success and data utilization that will guide decision-making. For every academic skill of which we will expect a high level of success and proficiency, we will also establish the same expectation for behavioral proficiency.

ENI advocates high levels of student involvement in relevant learning experiences as the key to initiation and engagement for all students and equitable access to a high quality education. ENI will partner with the district to ensure that all students receive the consistent message that they are expected to attain high standards in their school work and meet/exceed proficiency expectations. This is reflected in allowing student choice of instructional pathways as appropriate and providing instruction that is culturally relevant, student-centered and aligned to the standards. The custom materials described in this proposal will reflect culturally relevant, student-centered and engaging examples for all students.

Effective and consistent communication of high expectation helps students develop a healthy self-concept and also provides the structure for intrinsic motivation and fosters an environment in which the student can be successful. ENI proposes custom materials that will

assist the district staff in 1) delivering clear communication of expectations (specificity in what adults want students to know and be able to do), and 2) creating an environment in which there is genuine respect for students and a belief in their capability (student encouragement to meet expectations for a particular task).

With a strongly-aligned curriculum in place, it is essential to plan for situations which require alternative learning strategies or multiple tiers of intervention. This requires that teachers rely on data to determine where this is needed. ENI identifies strategies that deliver the needed impact for effective intervention and differentiation to bolster intervention strategies for diverse students resulting in mastery and success.

ENI supports staff in developing a learning environment that is relevant to and reflective of students' social, cultural and linguistic experiences. ENI identifies and activates explicit connections between instruction, standards and district curriculum. ENI will support the district in their process of analyzing and using historical student proficiency data as a baseline and continue with frequent and ongoing measurement on state assessments to predict year-end standing on state accountability goals. Teachers as guides, mediators, consultants, instructors and advocates for the students, helping to effectively connect their culturally- and community-based knowledge to the classroom learning experiences will be supported by the ENI partnership toward the goal of minimizing time out of school and cultivating a safe and productive learning environment for all students.

ENI will work with the school to organize community support in areas such as healthcare, internships, and mentoring. In addition to identifying these resources, ENI will assist in programs to familiarize students with available resources.

- ii) Explain the organization's approach for working with district superintendents and central office staff to improve district policies and practices; include, if available, actual examples of successful engagements with central offices.*

ENI has the knowledge and experience to develop effective turnaround leaders and leadership teams at the district and building level who demonstrate strong, optimistic leadership; define a clear sense of mission; establish clear goals and strong incentives; eliminate organizational politics and roadblocks; communicate constantly and honestly with teachers, parents, students, and community members; and are willing to engage in activities and push for results that demonstrate positive and dramatic change.

ENI works from the onset of a project with district administrators to prepare a project/partnership plan that can be used for district improvement planning purposes, communication to stakeholders and media, and serve to assist district administrators as a tool to provide efficient and effective monitoring, oversight, and sustainability of the Transformation and Turnaround model in a school (see Appendix G – Sample School Project Plan). The project plan shares ENI deliverables, summary of goals (including student data), key stakeholders, state reporting requirements, summary of implementation components, calendar of services and formative assessments (details/challenges and recommendations), and school and ENI partnership responsibilities.

ENI's commitment to districts/schools is evident in the detailed reports provided to district administrators to support an outcomes-based evaluation of the transformation and turnaround process jointly defining specific outcomes and targets. The reports encompass both quantitative and qualitative data and information. After each occasion of service delivery in an account the district administration is provided a report describing the work that was performed, highlights based on participant feedback, recommendations, and next steps. This written report on implementation status will be sent to district and school leadership as well as to an ENI internal distribution (see Appendices H and I – District Reports on Training).

Programmatic Site and District Visits Programmatic site and district visits also support district administrators in their mission to improve schools. ENI already has in place a system by which key company executives and managers meet four (4) times a

year with district and school leadership teams to discuss implementation progress. The positions at ENI leading one each of these special high level Program Review meetings, in addition to the four (4) Program Reviews led by the Transformation Specialist will be: President, V.P. of Implementation, Transformation Specialist jointly with the Sales Executive, and, the Lead Education Consultant for the project who typically would be joined by a Specialist Education Consultant such as Data Analyst.

ENI's Transformation Specialist will meet with the Principal and School Leadership Team, and District Leadership Team, during four (4) scheduled Program Review meetings. A written preliminary report will be presented at this time to the district and school (see Appendix J – Self Assessment Rubric Reports). After reviewing the status of the implementation and incorporating district and school feedback, a final report will replace the preliminary report. It is this final report that will be forwarded to the appropriate Illinois State Board of Education Office four times annually.

ENI is often asked to prepare presentations for Boards of Education and present during parent/community meetings and workshops to share valuable updates on a district's reform initiative. ENI's approach for working with district superintendents and central office staff to improve policies and practices are detailed in Year 1 – 3 work plans, specifically extended learning time for students and staff, hiring and teacher evaluation, district and building parent involvement plans, professional development plans, and behavior supports within a school's improvement plan.

The following annual work priorities as outlined in the work plan for the district/ENI partnership include:

- 2) Negotiations with LEA on Appropriate and Adequate Staffing, Curriculum, Instruction, Scheduling, and Budgets;
- 3) Contract Award, MOU, and Purchase Order Issued to Lead Partner;
- 4) Project Verification;

- 5) Initial District Staffing/Personnel Work Session with District Administration/Human Resources on Required Redesign of Teacher and Principal Evaluation System;
- 6) Governance Structure – ENI Turnaround Specialist On Site Support/Monitoring for Implementation of Transformation and Turnaround Model Implementation Fidelity and Student Achievement Improvement;
- 7) Increased Teacher/Student Learning Time Action Plan 2-Day Work Session;
- 8) Year 1 Initial Comprehensive Needs Audit Visitation;
- 9) Delivery of Comprehensive Needs Assessment Report to District and Debriefing Work Sessions; and
- 10) Project Review, Scope of Work Progress and Implementation Fidelity; and Reporting 1st – 4th Quarterly (Year 1) Reporting Periods ISBE Quarterly Progress Report Preparation.

i) Briefly describe your organization's proposed activities in the school and district during the first six months of the school year.

The following chart is a representative schedule and Transformation and Turnaround Project product and service deliverables for Year 1. A full schedule will be defined during the initial project planning for Year 1. Representative schedules for Year 2 and 3 are also included.

Note: During Year 1 and after consultation with district/school, ENI might advise confining the project to fewer subject areas than outlined below with the expectation there would be steeper ramp-up during years 2 and 3 to make up for the slower Year 1 start. The primary reason for this would be to allow school staff to fully internalize and master the ENI led continuous improvement process and understanding of fidelity requirements, project expectations, staff and ENI roles, responsibilities, necessary functions and structures, and continuous progress monitoring and evaluation.

Year 1 Scope of Work for ENI's Transformation and Turnaround Model

Product and Service Deliverables	Description	Month/Year
English I – III & Algebra I, II, and Geometry	FY 2011 (SY 2011 – 2012) June 2011 – June 2012 Phase I: Planning for Change & Phase II: Implementing Change	Completion Expected Pending Project Start Date and Availability of Funds/Contract Award/Purchase Order(s)
Negotiations with LEA on Appropriate and Adequate Staffing, Curriculum, Instruction, Scheduling, and Budgets	ENI will negotiate with the LEA to ensure appropriate and adequate autonomy over staffing, curriculum and instruction, scheduling, and budgets. If necessary, autonomies may require negotiation and the creation of waivers or memorandum of understanding (MOU) with staff that provide flexibility from a collective bargaining agreement. The specific autonomies provided to the Lead Partner will be agreed to by the LEA and described in the contract/MOU developed by the LEA and the Lead Partner prior to receiving full SIG 1003(g) funding from ISBE for implementation of the intervention model (2 days Admin Support – included in days for ENI Transformation Specialist).	Within 10 days of Lead Partner notification by District/ISBE (estimated May – June 2011)
Contract Award, MOU, and Purchase Order Issued to Lead Partner	District submits contract award, MOU, and purchase order to ENI in order to begin Transformation and Turnaround Project.	If receipt is no later than May 30, 2011, then alignments will be completed by end of August 2011
Project Verification	ENI staff will meet with the district for project verification and receive signature approval by an authorized district agent.	Within 7 days of Contract Award, MOU, and Purchased Order Receipt Estimated May – June 2011
District Delivers Textbooks for Alignment for English I – III, Algebra I – II, and Geometry	ENI will conduct the TargetAlign® process for 6 course textbooks and deliver to the district product deliverables per the contract.	Textbook Delivery 90 days prior to Alignment Delivery Estimated Delivery of Textbooks to ENI May 30, 2011 for an end of August 2011 completion date
Initial District	ENI Transformation Specialist will	Within 10 days Project

Staffing/Personnel Work Session with District Administration/Human Resources on Required Redesign of Teacher and Principal Evaluation System	<p>meet with district and HR administration to discuss and collaboratively plan measures of professional practice, locally adopted competencies, screening, observation, and evaluation protocols and potential changes needed in policy and bargaining contracts as required by PERA in order to provide teachers and administrators timely professional development that is carefully and thoughtfully aligned to observed strengths and weaknesses and drive continuous improvement in educators' practice and support the development of a more effective accountability system (5 day Admin Support).</p>	<p>Verification</p> <p>Estimated June 2011</p>
Governance Structure – ENI Turnaround Specialist On Site Support/Monitoring for Implementation of Transformation and Turnaround Model Implementation Fidelity and Student Achievement Improvement	<p>ENI will provide weekly on site governance support/monitoring support days throughout the school year to ensure SIG grant governance compliance. Days include services provided to district and building administrators to support them in guiding the functions, structures, and processes necessary for school transformation and fidelity of program implementation (11 months – August 2011 through June 2012 for a total of 132 Admin Support days).</p> <p>ENI Transformation Specialist will support Post-Assessment Debriefing sessions for Algebra I – II, Geometry, and English I – III. Staff and administrators will receive support in analyzing formative assessment data, historical, student level, and summative data. Follow up sessions provided by ENI Educational Consultants will deepen data use during department and grade-level meetings, teacher planning periods, PLCs. Classroom embedded coaching will continue</p>	<p>Estimated to begin in August 2011 – June 2012</p>

	to help teachers increase their understanding of standards and use during Standards Study I and II to illustrate findings in all data presented.	
Increased Teacher/Student Learning Time Action Plan 2-Day Work Session	ENI Transformation Specialist will facilitate detailing the action plan for the required increase in learning time for students/teachers and as proposed and approved in the school's grant application with district/building leadership team (2 days Admin Support – included in days for ENI Transformation Specialist).	Within 20 days of Project Verification Estimated June 2011
Leadership Training Module # 1 Workshop Data Enhanced Decision Making	ENI will provide building administrators a ½ day workshop on how to: 1.) Examine trend data and patterns for the school campus, 2.) Identify barriers to and solutions for the change process, and 3.) Develop an Action Plan for monitoring the TargetTeach® process (1/2 day workshop – included in days for ENI Transformation Specialist).	Estimated June – July 2011
Initial Parent/Community Partnership Forum High Impact Partnership Strategies	The ENI Transformation Specialist will facilitate with school and district representatives and parent and community stakeholders a Parent/Community Partnership Forum to administer parent survey, discuss parent/community needs, open lines of communication, share transformation plan, and promote high community engagement through proposing high impact partnership strategies (1 day Admin Support – included in days for ENI Transformation Specialist).	Within 20 days of Project Verification Estimated June – July 2011
Initial District Project Review, Monitoring and Planning Visitation (Administrator and Leadership Team Orientation) Program Products/Services Include:	ENI Executive Team, ENI Transformation Specialist, and District Leadership Representatives (i.e., Office of Academic Services, CAO, Office of Innovation and Change, District Turnaround Officer, Superintendent, HS English	Within 20 – 25 days of Project Verification Estimated June 2011

<p>TargetAlign® Grades 9-11 (English I - III)</p> <p>TargetAlign® Grades 9-11 (Algebra I – II & Geometry)</p> <p>Teacher Training in the TargetTeach® Process & TargetPLC®</p> <p>Math and English Staff Classroom/PLC Embedded Coaching (including Behavior and RtI Intervention Supports)</p> <p>Target Coach2Coach® Training & TargetPLC®</p> <p>Leadership Training</p> <p>Family/Community Partnership Training</p> <p>Senior Project®, College and Career Readiness, and Performance-Based/ Project-Based Trainings</p>	<p>Chairs/Supervisors) will review ENI FY 2011 (SY 2011 – 2012) Project and collaboratively prepare an accountability plan that promotes a data-informed, effective/implemented, and efficient management system for TargetAlign®, TargetAssessment®, TargetTeach® Curriculum Products, and Professional Development and Coaching Services (4 days Admin Support – included in days for ENI Transformation Specialist).</p> <p>During Years 1-3, the Senior Project® Center (P4DL) offers schools 2-6 days of professional development per year in the following four categories (Note: P4DL and LEA will collaboratively select the appropriate professional development options for each school).</p> <ol style="list-style-type: none"> 1) High schools only - Senior Project program training (Phase 1, Next Steps, Phase 2) 2) High schools 9 through 12 – college and career readiness 3) Grades 6 through 12 - related performance-based/ project-based workshops 4) Senior Project® Tracker™ web-based management tool 	
<p>Year 1 Initial Comprehensive Needs Audit Visitation</p>	<p>During an on site visit the ENI Transformation Specialist collects information and data to initiate the Turnaround and Transformation Comprehensive Needs Assessment for Illinois High Schools.</p> <p>A plan will be developed to administer the 9th Grade Entrance Surveys (administered after 1st</p>	<p>Within 7 days of Initial Project Review, Monitoring, and Planning Visitation</p> <p>Estimated June – July 2011</p>

	<p>semester of HS) and Senior Exit Surveys (administered in May of senior year). The plan will include the collection process for perception data and its dissemination to District stakeholders.</p> <p>The Staff Interview and Observation Focus for Indicators of School Transformation Process tool, Leadership Survey/Self Assessment, and Parent Survey as prepared by ENI will be administered and observations/interviews will be completed (4 days Admin Support – included in days for ENI Transformation Specialist).</p>	
<p>Delivery of Comprehensive Needs Assessment Report to District and Debriefing Work Sessions</p>	<p>The ENI Transformation Specialist delivers the building's Comprehensive Needs Assessment Report to building and district administrators and debriefs with staff in 3 work sessions to revisit all details and priorities in the school's Transformation and Turnaround Plan.</p> <p>The report will include results from the surveys, observations, and interviews to assist in increasing the fidelity of program implementation and increase student and staff success (3 days of Admin Support – included in days for ENI Transformation Specialist).</p>	<p>Estimated July 2011</p>
<p>Leadership Training Module # 2 Workshop</p> <p>Monitoring Progress for Standards Based Change</p>	<p>ENI will provide training to building administrators and discuss progress on Action Plan Binder and where they are with respect to their goals. Participant goals include 1.) Examine all data and document progress, 2.) Identify and verify intervention methods, and 3.) Design conversations that lead to change (½ day workshop – included in days for ENI Transformation Specialist).</p>	<p>Estimated August 2011</p>

Parent/Community Partnership Work Session to Create District and Building Parent Policies/Plans to Support Transformation and Turnaround School Efforts	The ENI Transformation Specialist will work with representative of the District's Parent/Community Partnership group and other Leadership Team school members to develop/redesign district and building parent engagement plans to support transformation and turnaround efforts at the school level (2 days Admin Support – included in days for ENI Transformation Specialist).	Estimated July 2011
Delivery of Alignments	ENI will deliver the Algebra I – II and Geometry and English I – III textbook alignment documents and supporting materials to District.	Estimated August 2011
ENI Delivery of Draft Pacing Guides/Curriculum Maps to District/Building based on the School's 2010 – 2011 Pacing Guides/Curriculum Maps and ENI Recommends Revisions as a Result of Alignment Process with the Adoption of Common Core State Standards	After completion of the TargetAlign® process ENI will proceed to propose an initial draft of a pacing guide/ curriculum map to assist staff in finalizing for the 2011 – 2012 school year.	After completion of the TargetAlign® process Estimated August 2011
Collaborative Work Groups with District/Building Leadership Representatives to Revise and Finalize Pacing Guides/Curriculum Maps that Integrate the Common Core State Standards for the 2011 – 2012 School Year	ENI staff will facilitate a 2-day work session with district/building representatives to finalize aligned and CCSS integrated pacing guides/ curriculum maps and develop a transition plan. Staff will have a deeper understanding of the significant difference in CCSS and understand impacts on policy, curriculum, instruction, assessment, and professional development (2 day workshop per math & English for a total of 4 total days).	After ENI submits to the District a draft pacing guide/curriculum map Estimated August 2011
Identification and Integration of Illinois State Standards with the Common Core State	ENI staff will provide professional development to teachers and administrators to introduce, identify and integrate the Common Core	After completion and approval of district pacing guides/ curriculum maps Estimated August 2011

Standards Workshops	State Standards within the newly developed pacing guides/curriculum maps to assist staff in their transition to the new Illinois Standards (2 day workshop per math/English for a total of 4 days).	Possible teacher training before the start of the school year
Delivery of TargetFundamentals®	ENI will delivery TargetFundamentals® to building.	Estimated delivery August 2011
Transformation and Turnaround Model Teacher Workshops Workshops include: Teacher Orientation to TargetTeach® Transformation and Turnaround Model Process School Improvement Planning and Preparation of Plan Evaluation using the Comprehensive Needs Assessment Results Lesson Design I – Session 1 (continued as classroom embedded coaching sessions throughout the school year)	<p>ENI will provide teacher workshops prior to the start of the school year orienting teachers to the TargetTeach® Transformation and Turnaround Model process and school improvement and evaluation preparation using ENI's Comprehensive Needs Assessment Results, and Lesson Design I – Session I (3 workshop days; Transformation Specialist will provide 2 days – Orientation and School Improvement/Planning of Plan Evaluation).</p> <p>A 1-day Lesson Design I workshop will be provided to Algebra I – II and Geometry teachers and a 1-day workshop provided to English I – III teachers (2 workshop days total).</p>	<p>Recommended Prior to September 2011 (start of SY 2011 – 2012)</p> <p>July – August 2011</p>
Project Review, Scope of Work Progress & Implementation Fidelity Reporting 1st – 4th Quarterly (Year 1) Reporting Periods ISBE Quarterly Progress Report Preparation	<p>ENI Transformation Specialist will provide sessions (4) throughout the year for quarterly reviews and detailing scope of work progress/ implementation fidelity to assist district/buildings in ISBE reporting requirements.</p> <p>ENI will work in collaboration with the District to provide all information required for the Quarterly Progress Reports to be sent to the ISBE (4 days Admin Support – included in days for ENI Transformation Specialist).</p>	<p>Begin Mid-August and due to the ISBE on September 1, 2011</p> <p>Begin Mid- November and due December 1, 2011</p> <p>Begin Mid-February and due March 1, 2012</p> <p>Begin Mid-May and due June 1, 2012</p>
Leadership Training	ENI will continue to provide ½ day	Estimated September 2012

<p>Module # 1 Practicum Sessions</p> <p>Data Enhanced Decision Making Year 2 (Should this be Year 1?)</p>	<p>practicum experiences for 3 building administrators to: 1.) Utilize the TargetTeach® Fidelity Charts, 2.) Align district/campus Rtl plan with SMART goals, 3.) Discuss SMART goals with staff, 4.) Create 2-3 more SMART goals per subject/grade, 5.) Collect data (self-assessment rubric, observations, checklists, charts, etc.), 6.) Monitor TargetTeach® Process on campus, 7.) Participate in TargetPLC®, and 8.) Encourage PLCs throughout building (3 – ½ day practicum sessions for 3 building principals, total 1.5 days Admin Support days – included in days for ENI Transformation Specialist).</p>	
<p>Leadership Training Module # 2 Practicum Sessions</p> <p>Monitoring Progress for Standards Based Change</p>	<p>ENI will provide ½ day practicum experiences for 3 building administrators to:</p> <ol style="list-style-type: none"> 1. Monitor and document the use of TargetTeach® resources, using Fidelity Charts, Checklists, Self Assessment Rubric, 2.) Monitor TargetTeach® Process on campus, 3.) Continue daily Learning Walks, 4.) Create a plan for Rtl students at Tier 1, 2, 3, 5.) Monitor School Improvement Plan and progress towards goals, 6.) Prepare report on progress of action plan (ENI implementation and formative assessments to date and strategies to impact student achievement), 7.) Adjust SMART goals as necessary with team input, 8.) Collect data and discuss student data with leadership teams (observations, checklists, charts, etc.), 9.) Participate in TargetPLC®, 10.) Encourage PLCs throughout building (3 – ½ day practicum sessions for 3 building principals, total 1.5 days Admin Support days – included in days for ENI Transformation Specialist). 	<p>Estimated October 2011</p>
<p>Transformation and Turnaround Model Teacher</p>	<p>ENI will provide an Initial Alignment workshop for staff on the uses of</p>	<p>Estimated September – October 2011</p>

<p>Workshops</p> <p>Workshops include:</p> <p>Initial Alignment</p> <p>Introduction and Uses of Classroom Assessments</p> <p>Fill the Gaps Process</p>	<p>classroom assessments aligned to the pacing guide/curriculum maps approved by the district/building (1 day workshop for math and English for a total of 2 workshop days).</p> <p>ENI will provide staff a workshop on the introduction and uses of classroom assessments that will assist staff in creating classroom formative assessments to better identify academic challenges that students face so that teachers can provide timely interventions (1 day workshop for math and English for a total of 2 workshop days).</p> <p>ENI will provide a 2-day workshop on the Fill the Gaps Process to help staff identify curricular gaps and investigate resources and prepare lessons to ensure students are taught standards that are required for mastery and proficiency on the state assessment (PSAE) and entry-level post-secondary assessments (2 day workshop each for math and English for a total of 4 days).</p>	
<p>Transformation and Turnaround Model</p> <p>Prescriptive Teacher Coaching Continued After Start of School for Math and English Teachers, Including Special Education Staff</p> <p>Lesson Design I/Prescriptive Coaching in Classrooms, Professional Learning Communities (Teams/Departments) – Session 2</p> <p>Prescription Focus on Academic Achievement, Response to Interventions, and Positive Behavior Supports</p>	<p>ENI will provide classroom embedded and PLC embedded teacher coaching where teachers engage in deeper discussion of lesson design and creating effective instructional activities. Prescriptive coaching will also focus on positive behavior support and intervention responses within the context of learning rigorous and relevant knowledge and skills (2 coaches, 1 HS English and 1 HS math, 8 days a month for 8 months – September 2011 through April 2012, for a total of 128 days of prescriptive coaching).</p>	<p>Estimated 10 teachers total for math courses (Algebra I – II and Geometry) and 10 teachers total for English I – III, including Special Education staff, for a total of 20 staff</p> <p>Estimated to begin in September 2011 and continue through April 2012</p>

Lesson Design II/Prescriptive Coaching in Classrooms/PLCs		
Leadership Training Module #3 Workshop Driving Toward Instructional Excellence	ENI will provide a ½ day workshop for building administrations to 1.) Monitor progress using Fidelity checklist, 2.) Analyze data and test framework for implications and conclusions, and 3.) Create an addendum to the building's Action Plan: Drive to State Testing (½ day workshop – included in days for ENI Transformation Specialist).	Estimated October 2011
Begin Delivery of TargetStrategy® Lessons and Support Materials	<p>District/building identifies list of standards to include in the TargetStrategies® Lesson Development.</p> <p>District reviews and approves a final list.</p> <p>ENI writes TargetStrategies® Lessons based on Pacing Schedule.</p> <p>ENI delivers lessons (15 per course for a total of 90 lessons) and teacher support materials approximately 3 weeks before the lessons are scheduled to be taught per the district/building approved pacing guide and curriculum map (Aligned Teaching Strategy Handbooks).</p> <ul style="list-style-type: none"> • 4 Essentials Lessons • 4 Skill Based Lessons • 6 Problem Based Lessons • 1 Mini-Project Per Course • 15 total lessons per course • 	<p>With list of new Illinois Standards integrated with the Common Core State Standards</p> <p>Approval and finalized pacing guides/curriculum maps delivery to ENI from District</p> <p>Estimated to begin September 2011</p> <p>Estimated delivery begins September 2011 – June 2012 per TargetStrategies® district approved list, pacing guide, and curriculum map (verification required)</p>
Begin Delivery of Target Assessments®	ENI will deliver short cycle formative assessments, 4 week assessments per course (6 courses with 8 assessments each for a total of 48 assessments). 7 of the assessments will have 20	Estimated September 2011 – June 20, 2012

	questions each and the Comprehensives will have 45 questions each. Delivery will continue throughout the year with approximately 3 weeks before the scheduled formative assessment administration.	
Monthly Parent/Community Partnership Seminars Co-Facilitated by ENI and District/Building Staff	ENI Transformation Specialist will facilitate in collaboration with district/building staff 8 monthly Parent/Community Partnership Seminars beginning in August to discuss reform goals and partnership opportunities with business, community, and state and local officials; prepare for presentations to school board, parent advisory council, and other key leadership groups; design communication initiatives regarding the school's transformation plan and progress; receive updates of school's progress and promising practices; and celebrate and publicize to stakeholder groups the success of teachers and success and/or discuss challenges and propose solutions (8 days Admin Support – included in days for ENI Transformation Specialist).	Estimated to begin in August 2011 – June 2012
iTargetTeach Instructional Management Training and Set-Up for District and Building Staff	ENI will provide a 1 day training for staff and administration on the use of and various reports and support modules available in the Instructional Management System for formative assessments (1 workshop days total – included in days for ENI Transformation Specialist).	Estimated September 2011 in time for the administration of the first 4-week formative assessment at the end of September 2011
Post-Assessment Debriefing Sessions Provided by ENI Educational Consultants	ENI Education Consultants will provide 1-day workshops for Post-Assessment Debriefing training to Algebra I – II, Geometry, and English I – III staff and administrators after each assessment to introduce the process of using formative assessment data, shared historical, student level, summative	Beginning late September 2011 – June 2012

	data. Follow up sessions deepen data use during department and grade-level meetings, teacher planning periods, PLCs (debriefing sessions for 4 assessments each math and English, for a total of 8 days).	
Leadership Training Module #3 Practicum Driving Toward Instructional Excellence	ENI will provide leadership training to assist building administrators to: 1.) Monitor and document the use of TargetTeach® resources, using Fidelity Charts, Checklists, Self-Assessment Rubric, 2.) Monitor TargetTeach® Process on the school campus, 3.) Continue daily Learning Walks, 4.) Monitor School Improvement Plan and progress towards goals, 5.) Adjust SMART goals as necessary with team input, 6.) Collect data and discuss student data with leadership teams (observations, checklists, charts, etc.), 7.) Participate in TargetPLC® 8.) Encourage PLCs throughout building, and 9.) Attend Communities of Practice/PLC (3 – ½ day practicum sessions for 3 building principals, total 1.5 days Admin Support days – included in days for ENI Transformation Specialist).	Estimated November 2011
Leadership Training Module # 4 Workshop Session Project Review: Planning for Next Year Leadership Module 4	ENI will provide a ½ day workshop for building administrators to: 1.) Celebrate successes, 2.) Review data and identify trends, and 3.) Create SMART goals for next year (1/2 day workshop – included in days for ENI Transformation Specialist).	Estimated January – February 2012
Lesson Design III for Relevant Project Based Learning – Algebra I – II and Geometry and English I – III	ENI will provide a 1-day interaction, hands-on pullout session with teachers working in project teams collaborating to create and understand how to set up and manage their Project Based Lessons starting from scratch and using ENI developed starter kits. Work continues with teacher teams during planning	Estimated January 2012

	periods, PLCs, and embedded in the Coaching process (1 day each for Algebra I – II and Geometry and 1 day for English I – III for a total of 2 workshop days).	
Rubric Design Workshop for Teachers and Coaches	ENI will provide a 1-day custom interactive session co-designed and implemented with district personnel to prepare staff to design and use rubrics to gauge depth of student learning and mastery (1 day workshop).	Estimated March 2012
Leadership Training Module # 4 Practicum Sessions Project Review: Planning for Next Year Leadership Module 4	ENI will provide ½ day practicum sessions for each of the building principals to: 1.) Review data trends with leader/leadership teams, 2.) Continue to utilize Fidelity Checklist, 3.) Create SMART goals for next year, 4.) Include staff in SMART goal work, 5.) Submit 'Success Gallery' presentation to TargetPLC® - if applicable, 6.) Submit Blog on TargetPLC® if applicable, and 7.) Encourage PLCs throughout building PLC (3 – ½ day practicum sessions for 3 building principals, total 1.5 days Admin Support days – included in days for ENI Transformation Specialist).	Estimated February 2012 – March 2012 (in time for school improvement planning for the 2012 – 2013 school year)
Delivery of Senior Project®, College and Career Readiness, and Performance-Based/ Project-Based Trainings	Senior Project® Center/ P4DL will deliver the following services	Estimated Date
	During Year 1, the Senior Project® Center (P4DL) offers schools 2-6 days of professional development in the following four categories . (Note: P4DL and LEA will collaboratively select the appropriate professional development options for each school). 1) High schools only - Senior Project program training (Phase 1, Next Steps, Phase 2)	Estimated June 2011 – June 2012

<p>Category 1: Senior Project Training Implementation Levels</p> <p>Phase 1</p> <p>Recommended Resources to supplement training:</p> <ul style="list-style-type: none"> • Pathfinder – SP Student Manual • SP DVD: SP Student Work for the Real World • SP DVD: A Guide to Developing & Judging a Presentation • SP DVD Pak (all 3 SP presentations) • Mentoring Package (SP DVD & Handbook) <p>Next Steps</p> <p>Recommended Resources to supplement training:</p> <ul style="list-style-type: none"> • Pathfinder – SP Student Manual • SP DVD: SP Student Work for the Real World • SP DVD: A Guide to Developing & Judging a 	<ul style="list-style-type: none"> 2) High schools 9 through 12 – college and career readiness 3) Grades 6 through 12 - related performance-based/ project-based workshops 4) Senior Project® Tracker™ web-based management tool <p><u>Senior Project Training Implementation Levels:</u> The appropriate high school level of Senior Project training (based on the LEA's Senior Project experience) will be collaboratively determined by the LEA and P4DL.</p> <p>Phase 1: The intense training seminar will lead the school's selected steering committee through every aspect of the policies, procedures, problems and solutions involved in successful Senior Project implementation plan. By the day's end the team will have worked through an extensive, thorough manual covering such important issues as requirements, roles of school, district and community members, safety nets, scheduling issues and evaluation criteria. Participants will leave this energetic, informative seminar with both the "nuts and bolts" of how to implement the program as well as a synthesizing vision of how the Senior Project fits as a pivotal curriculum piece as well as actively engaging seniors. (2 consecutive days).</p> <p>Next Steps: This session is designed for schools that have completed Phase 1 training but have not yet implemented or a school that has attended Phase 1 training and have developed a program that is only <u>one year or two years old</u> and is still establishing the program's infrastructure. With the initial implementation process initiated,</p>	<p>Estimated June 2011 – June 2012</p> <p>Estimated June 2011- June 2012</p>
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<p>Presentation</p> <ul style="list-style-type: none"> • SP DVD Pak (all 3 SP presentations) • Mentoring Package (SP DVD & Handbook) <p>Phase 2</p> <p>Recommended Resources to supplement training:</p> <ul style="list-style-type: none"> • Pathfinder – SP Student Manual 	<p>schools focus more on problem solving and early program refinement. Participants will examine, review and refine the beginning goals, model processes, policies, procedures and components. This hands-on workshop will focus on guiding schools in problem solving, strengthening areas, and determining necessary program refinements (Note: Next Steps training is only available to teams that have completed Phase 1 training) (2 consecutive days).</p> <p>Phase 2: This comprehensive 2-day session is designed exclusively for those veteran Senior Project school teams who are working at upgrading the Senior Project program and its learning impact. Good Senior Project programs are in continuous evolution and design. Because of the powerful, positive effect a rigorous and sophisticated Senior Project has on students, staff, community and curricula, program development and refinement are never done, i.e., incorporating the math component, creating a Senior Sunday or product fair. The day addresses methods used to improve the impact of student learning, staff involvement, teacher strategies and policies and procedures. (Note: Phase 2 training is only available to teams that have 3 or more years of Senior Project experience and have attended a Phase 1 training and also Next Steps) (2 consecutive days).</p>	<p>Estimated June 2011- June 2012</p>
<p>Category 2: School to College and Career Readiness</p>	<p>High schools 9 through 12 – College and Career Readiness:</p>	<p>Estimated June 2011 – June 2012</p>
<p>Clearing the Path:</p>	<p>Clearing the Path: Development</p>	<p>Estimated June 2011 –</p>

<p>Development and Implementation of Personal Transition Plans for High School Seniors</p> <p>Recommended resources to supplement training:</p> <ul style="list-style-type: none"> • L.E.A.P. 	<p>and Implementation of Personal Transition Plans for High School Seniors: After graduating from high school, seniors face formidable challenges. College dropout rates are <u>extremely high</u>, unemployment is daunting and joining the entry- level workforce is not easy. Clearly, career and college readiness and a senior's <u>successful</u> transition (regardless of his/ her skill level) is paramount. For that reason, progressive high schools make sure each graduate (from the gifted and talented or honors to the challenged and struggling) exits not only with a diploma but also with a meaningful and personally relevant transition plan. Actively, discuss and address the types of contents (from resumes to employer/ employee rights surveys etc.) that can and/ or should be included in an effective transition plan. Participants will also explore implementation strategies of an effective transitional process that provides strong, concrete support for seniors once they exit high school. (2 consecutive days)</p>	<p>June 2012</p>
<p>Bridges: Integrating School to Career Readiness into the High School Curriculum</p> <p>Recommended resources to supplement training:</p> <ul style="list-style-type: none"> • Parallels 	<p>Bridges: Integrating School to Career Readiness into the High School Curriculum: More people who are fired from their jobs are fired due to their attitudes rather than their lack of skills. An excellent high school program not only focuses upon on the traditional skills but also strategically integrates the 'soft,' 21st century attitudes, skills and knowledge (time management, persistence, interpersonal communication skills, problem solving, planning, ethical awareness and behavior, work ethic etc.) into their curriculum. However, these skill strands are only as strong as the program's</p>	<p>Estimated June 2011 – June 2012</p>

	ability to consistently introduce, reinforce and refine them. This session offers specific hands on materials and ideas addressing college and career readiness as well as attention to those skills that often determine one's success in college, job training, job placement, retention and advancement (2 consecutive days).	
Category 3: Implementation of performance-based teaching and learning strategies Ready, Set, Go! Implementing Effective Performance-based Teaching and Assessment Strategies Recommended resources to supplement training: <ul style="list-style-type: none"> • Magazine Magic • The Investigator • Portfolio Pursuits 	<p>Grades 6 through 12 - related performance-based/ project-based workshops</p> <p>Ready, Set, Go! Implementing Effective Performance-based Teaching and Assessment Strategies Participants who attend this interactive workshop will leave not only understanding what the specific components an effective project based or performance based assignment incorporates i.e., student-driven, teacher- guided, affective and cognitive, attributes of thoughtful learners, transfer of learning, assessment strategies etc. but will also learn teaching strategies that maximize the impact each of the attributes. Concrete models of performance based/ project based learning activities will be shared. A performance-based, project based project and assignment design will be provided (2 consecutive days).</p> <p>Off the Bench and onto the Field, Benchmarking the Right Way Recommended resources to supplement training: <ul style="list-style-type: none"> • Scrapbook Stills • Meeting of the Minds </p> <p>Off the Bench and onto the Field, Benchmarking the Right Way How can we support student learning of our younger students, address traditional and 21st Century skills and "see" younger student 'real world' applications of</p>	<p>Estimated June 2011 – June 2012</p> <p>Estimated June 2011 – June 2012</p> <p>Estimated June 2011 – June 2012</p>

	<p>these skills? The answer? Implement a Benchmark that, by design, focuses upon the acquisition of application and demonstration of these skills in a project based, performance based arena. This workshop identifies discrete skills that can be practiced, reinforced, refined and/or assessed in a performance-based arena for younger students. This professional development training targets the components needed to design a successful benchmark that taps younger student engagement and applies educational research to create a classroom 'real world' reality. This session provides a template for designing and implementing a benchmark assignment that does not create curriculum redundancy but rather expands the learning and assessment horizon (2 consecutive days).</p>	
<p><u>Category 4:</u></p> <p>Senior Project® Tracker™ web-based management tool</p>	<p>Senior Project® Tracker™ <i>web-based management tool</i></p> <p><i>Use of the Senior Project Tracker will be based on a school's technology readiness and Senior Project implementation. Note: After initial Tracker training, it is required that schools allow a 6-week window for technology set-up and transitional time to customize the Tracker prior to student access.</i></p> <p>The Tracker™, an intuitive, web-based Senior Project® Management Tool is specifically designed to simplify the management needs of high schools implementing the award winning, nationally recognized Senior Project® program. The Tracker™ creates an interactive platform that allows easy access to</p>	<p>Estimated June 2011 – June 2012</p>

	student work, tracks student process and progress, facilitates communication, enhances evaluations and eases teacher workload. (Includes: 2 half days, back-to-back onsite training, 2 webinars (3 hours per session), one-time start-up cost, hosting fees based on 250 users*, including digital portfolio).	
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The following chart is a representative schedule for ENI's Transformation and Turnaround Program Product and Service Deliverables for Year 2. A full schedule will be defined during the initial project planning session for Year 2.

Year 2 Scope of Work for ENI's Transformation and Turnaround Model

Product and Service Deliverables	Description	Month/Year
Biology, Chemistry, and 3rd Science Course	FY 2012 (SY 2012 – 2013) June 2012 – June 2013 Phase II: Implementing Change to Sustaining Change	Completion Expected Pending Project Start Date and Availability of Funds/Contract Award/Purchase Order(s)
Year 2 Negotiations with LEA on Appropriate and Adequate Staffing, Curriculum, Instruction, Scheduling, and Budgets	ENI will negotiate with the LEA to ensure appropriate and adequate autonomy over staffing, curriculum and instruction, scheduling, and budgets. If necessary, autonomies may require negotiation and the creation of waivers or memorandum of understanding (MOU) with staff that provide flexibility from a collective bargaining agreement. The specific autonomies provided to the Lead Partner will be agreed to by the LEA and described in the contract/MOU developed by the LEA and the Lead Partner prior to receiving full SIG 1003(g) funding from ISBE for implementation of the intervention model (2 days Admin Support – included in days for ENI Transformation Specialist).	Within 10 days of Lead Partner notification by District/ISBE (estimated May – June 2012)
Contract Award, MOU, and Purchase Order Issued to Lead Partner	District submits contract award, MOU, and purchase order to ENI in order to begin Transformation	If receipt is no later than May 30, 2012, then alignments will be

	and Turnaround Project.	completed by end of August 2012.
Project Verification	ENI staff will meet with the district for project verification and receive signature approval by an authorized district agent.	Within 7 days of Contract Award, MOU, and Purchased Order Receipt Estimated May – June 2012
District Delivers Textbooks for Alignment for Biology, Chemistry and 3rd Science Course	ENI will conduct the TargetAlign® process for 3 course textbooks and deliver to the district product deliverables per the contract.	Textbook Delivery 90 days prior to Alignment Delivery Estimated Delivery of Textbooks to ENI May 30, 2012 for an end of August 2012 completion date
Year 2 Continued District Staffing/Personnel Work Session with District Administration/Human Resources on Evaluation of Year 1 Redesign of Teacher and Principal Evaluation System	ENI Transformation Specialist will meet with district and HR administration to discuss and collaboratively plan measures of professional practice, locally adopted competencies, screening, observation, and evaluation protocols and potential changes needed in policy and bargaining contracts as required by PERA in order to provide teachers and administrators timely professional development that is carefully and thoughtfully aligned to observed strengths and weaknesses and drive continuous improvement in educators' practice and support the development of a more effective accountability system (3 day Admin Support – included in days for ENI Transformation Specialist).	Within 10 days Project Verification Estimated June 2012
Delivery of Senior Project®, College and Career Readiness, and Performance-Based/ Project-Based Trainings	Senior Project® Center/ P4DL will deliver the following services	Estimated Date
	During Years 2-3, the Senior Project® Center (P4DL) offers schools 2-6 days of professional development in the following four categories . (Note: P4DL and LEA will collaboratively select the appropriate professional development options for each school). 1) High schools only - Senior	Estimated June 2012 – June 2013

	<p>Project program training (Phase 1, Next Steps, Phase 2)</p> <ol style="list-style-type: none"> 2) High schools 9 through 12 – college and career readiness 3) Grades 6 through 12 - related performance-based/ project-based workshops 4) Senior Project® Tracker™ web-based management tool 	
<p><u>Category 1: Senior Project Training Implementation Levels</u></p>	<p><u>Senior Project Training Implementation Levels:</u> The appropriate high school level of Senior Project training (based on the LEA's Senior Project experience) will be collaboratively determined by the LEA and P4DL.</p>	
<p>Phase 1</p> <p>Recommended Resources to supplement training:</p> <ul style="list-style-type: none"> • Pathfinder – SP Student Manual • SP DVD: SP Student Work for the Real World • SP DVD: A Guide to Developing & Judging a Presentation • SP DVD Pak (all 3 SP presentations) • Mentoring Package (SP DVD & Handbook) 	<p>Phase 1: The intense training seminar will lead the school's selected steering committee through every aspect of the policies, procedures, problems and solutions involved in successful Senior Project implementation plan. By the day's end the team will have worked through an extensive, thorough manual covering such important issues as requirements, roles of school, district and community members, safety nets, scheduling issues and evaluation criteria. Participants will leave this energetic, informative seminar with both the "nuts and bolts" of how to implement the program as well as a synthesizing vision of how the Senior Project fits as a pivotal curriculum piece as well as actively engaging seniors (2 consecutive days).</p>	<p>Estimated June 2012 – June 2013</p>
<p>Next Steps</p> <p>Recommended Resources to supplement training:</p> <ul style="list-style-type: none"> • Pathfinder – SP Student Manual 	<p>Next Steps: This session is designed for schools that have completed Phase 1 training but have not yet implemented or a school that has attended Phase 1 training and have developed a program that is only <u>one year or</u></p>	<p>Estimated June 2012- June 2013</p>

<ul style="list-style-type: none"> • SP DVD: SP Student Work for the Real World • SP DVD: A Guide to Developing & Judging a Presentation • SP DVD Pak (all 3 SP presentations) • Mentoring Package (SP DVD & Handbook) <p>Phase 2</p> <p>Recommended Resources to supplement training:</p> <ul style="list-style-type: none"> • Pathfinder – SP Student Manual 	<p><i>two years old</i> and is still establishing the program's infrastructure. With the initial implementation process initiated, schools focus more on problem solving and early program refinement. Participants will examine, review and refine the beginning goals, model processes, policies, procedures and components. This hands-on workshop will focus on guiding schools in problem solving, strengthening areas, and determining necessary program refinements (Note: Next Steps training is only available to teams that have completed Phase 1 training) (2 consecutive days).</p> <p>Phase 2: This comprehensive 2-day session is designed exclusively for those veteran Senior Project school teams who are working at upgrading the Senior Project program and its learning impact. Good Senior Project programs are in continuous evolution and design. Because of the powerful, positive effect a rigorous and sophisticated Senior Project has on students, staff, community and curricula, program development and refinement are never done, i.e., incorporating the math component, creating a Senior Sunday or product fair. The day addresses methods used to improve the impact of student learning, staff involvement, teacher strategies and policies and procedures. (Note: Phase 2 training is only available to teams that have 3 or more years of Senior Project experience and have attended a Phase 1 training and also Next Steps) (2 consecutive days).</p>	<p>Estimated June 2012 – June 2013</p>
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Category 2: School to College and Career Readiness	High schools 9 through 12 – College and Career Readiness:	Estimated June 2012 – June 2013
Clearing the Path: Development and Implementation of Personal Transition Plans for High School Seniors	Clearing the Path: Development and Implementation of Personal Transition Plans for High School Seniors: After graduating from high school, seniors face formidable challenges. College dropout rates are <u>extremely high</u> , unemployment is daunting and joining the entry- level workforce is not easy. Clearly, career and college readiness and a senior's successful transition (regardless of his/ her skill level) is paramount. For that reason, progressive high schools make sure each graduate (from the gifted and talented or honors to the challenged and struggling) exits not only with a diploma but also with a meaningful and personally relevant transition plan. Actively, discuss and address the types of contents (from resumes to employer/ employee rights surveys etc.) that can and/ or should be included in an effective transition plan. Participants will also explore implementation strategies of an effective transitional process that provides strong, concrete support for seniors once they exit high school (2 consecutive days).	Estimated June 2012 – June 2013
Recommended resources to supplement training: <ul style="list-style-type: none"> • L.E.A.P. 		
Bridges: Integrating School to Career Readiness into the High School Curriculum	Bridges: Integrating School to Career Readiness into the High School Curriculum: More people who are fired from their jobs are fired due to their attitudes rather than their lack of skills. An excellent high school program not only focuses upon on the traditional skills but also strategically integrates the 'soft,' 21 st century attitudes, skills and knowledge (time management,	Estimated June 2012 – June 2013
Recommended resources to supplement training: <ul style="list-style-type: none"> • Parallels 		

	<p>persistence, interpersonal communication skills, problem solving, planning, ethical awareness and behavior, work ethic etc.) into their curriculum. However, these skill strands are only as strong as the program's ability to consistently introduce, reinforce and refine them. This session offers specific hands on materials and ideas addressing college and career readiness as well as attention to those skills that often determine one's success in college, job training, job placement, retention and advancement (2 consecutive days).</p>	
<p>Category 3: Implementation of performance-based teaching and learning strategies</p> <p>Ready, Set, Go! Implementing Effective Performance-based Teaching and Assessment Strategies</p> <p>Recommended resources to supplement training:</p> <ul style="list-style-type: none"> • Magazine Magic • The Investigator • Portfolio Pursuits 	<p>Grades 6 through 12 - related performance-based/ project-based workshops</p> <p>Ready, Set, Go! Implementing Effective Performance-based Teaching and Assessment Strategies Participants who attend this interactive workshop will leave not only understanding what the specific components an effective project based or performance based assignment incorporates i.e., student-driven, teacher- guided, affective and cognitive, attributes of thoughtful learners, transfer of learning, assessment strategies etc. but will also learn teaching strategies that maximize the impact each of the attributes. Concrete models of performance based/ project based learning activities will be shared. A performance-based, project based project and assignment design will be provided (2 consecutive days).</p>	<p>Estimated June 2012 – June 2013</p> <p>Estimated June 2012 – June 2013</p>
Off the Bench and onto the		Estimated June 2012 – June 2013

<p>Field, Benchmarking the Right Way</p> <p>Recommended resources to supplement training:</p> <ul style="list-style-type: none"> • Scrapbook Stills • Meeting of the Minds 	<p>Off the Bench and onto the Field, Benchmarking the Right Way How can we support student learning of our younger students, address traditional and 21st Century skills and “see” younger student ‘real world’ applications of these skills? The answer? Implement a Benchmark that, by design, focuses upon the acquisition of application and demonstration of these skills in a project based, performance based arena. This workshop identifies discrete skills that can be practiced, reinforced, refined and/or assessed in a performance-based arena for younger students. This professional development training targets the components needed to design a successful benchmark that taps younger student engagement and applies educational research to create a classroom ‘real world’ reality. This session provides a template for designing and implementing a benchmark assignment that does not create curriculum redundancy but rather expands the learning and assessment horizon (2 consecutive days).</p>	
<p><u>Category 4:</u></p> <p>Senior Project® Tracker™ web-based management tool</p>	<p>Senior Project® Tracker™ web-based management tool</p> <p><i>Use of the Senior Project Tracker will be based on a school's technology readiness and Senior Project implementation. Note: After initial Tracker training, it is required that schools allow a 6-week window for technology set-up and transitional time to customize the Tracker prior to student access.</i></p> <p>The Tracker™, an intuitive, web-based Senior Project® Management Tool is specifically</p>	<p>Estimated June 2012 – June 2013</p>

	<p>designed to simplify the management needs of high schools implementing the award winning, nationally recognized Senior Project® program. The Tracker™ creates an interactive platform that allows easy access to student work, tracks student process and progress, facilitates communication, enhances evaluations and eases teacher workload. (Includes: 2 half days, back-to-back onsite training, 2 webinars (3 hours per session), one-time start-up cost, hosting fees based on 250 users*, including digital portfolio).</p>	
<p>Year 2 Governance Structure – ENI Turnaround Specialist On Site Support/Monitoring for Implementation of Transformation and Turnaround Model Implementation Fidelity and Continued Student Achievement Improvement</p>	<p>ENI will provide weekly on site governance support/monitoring support days throughout the school year to ensure SIG grant governance compliance. Days include services provided to district and building administrators to support them in guiding the functions, structures, and processes necessary for school transformation and fidelity of program implementation (11 months – August 2012 through June 2013, 3 days a week for a total of 132 Admin Support days).</p> <p>ENI Transformation Specialist will support Post-Assessment Debriefing sessions for Biology, Chemistry, 3rd Science Course, Algebra I – II, Geometry, and English I – III. Staff and administrators will receive support in analyzing formative assessment data, historical, student level, and summative data. Follow up sessions provided by ENI Educational Consultants will deepen data use during department and grade-level meetings, teacher planning periods, PLCs. Classroom embedded coaching will continue</p>	<p>Estimated to begin in August 2012 – June 2013</p>

	to help teachers increase their understanding of standards and use during Standards Study I and II to illustrate findings in all data presented.	
Year 2 Increased Teacher/Student Learning Time Action Plan 2-Day Work Session	ENI Transformation Specialist will facilitate detailing the Year 2 action plan for the required increase in learning time for students/teachers and as proposed and approved in the school's grant application with district/building leadership team (1 days Admin Support – included in days for ENI Transformation Specialist). A thorough examination and evaluation of the Extended Learning Time Year 1 action plan will be completed.	Within 20 days of Project Verification Estimated June 2012
Target Coach2Coach® Workshops, Practicum Sessions, and Webinars TargetPLC® Access	<p>Transformation Specialist will deliver TargetCoach2Coach® workshops. 1 Administration Orientation session for district and school leaders); 2 days for The Coach as Transformation Leader session; 1 day for each session: Using data collection techniques to monitor and support student achievement during classroom visitations; Facilitating Professional Learning Communities; Focusing instruction for the Drive to State Testing; Developing shared leadership; and End of Year planning session (8 workshop days – included in days for ENI Transformation Specialist).</p> <p>ENI will deliver one-on-one sessions between the site coach and the ENI TargetCoach2Coach® Facilitator where the coach is working to provide individual feedback and coaching to the site coach on the critical elements presented and discussed during the face-to-face sessions and review coaching action plans and goals (8 days total – included in days for ENI Transformation Specialist).</p>	Estimated to begin in August 2011 – June 2012

	ENI will deliver 8 TargetCoach2Coach® webinars throughout the year to allow for continuous professional learning among the coaches cohort to introduce, reinforce, and continue professional dialogue around key learning issues. Webinar topics include: Critical elements in increasing student achievement; Professional Learning Communities; Dealing with classroom management issues; Data analysis; Differentiated Instruction; Deconstructing objectives; and Curriculum alignment and Fill the Gaps (8 Webinars).	
Continuation for Sustainability Expanded Leadership Training Workshop #1 Systemic Planning	ENI will provide building administrators a ½ day workshop on how to facilitate school planning, implementation, and monitoring based on the collection, organization, and analysis of quantitative and qualitative data (1/2 day workshop – included in days for ENI Transformation Specialist).	Estimated June – July 2012
Year 2 Initial Parent/Community Partnership Forum High Impact Partnership Strategies – Year 2 Building on What Worked in Year 1	The ENI Transformation Specialist will continue to facilitate with school and district representatives and parent and community stakeholders a Year 2 Parent/Community Partnership Forum to administer the parent survey, discuss parent/community needs, open lines of communication, share transformation plan, and promote high community engagement through proposing additional high impact partnership strategies after reviewing effectiveness of Year 1 partnership strategies (1 day Admin Support).	Within 20 days of Project Verification Estimated June – July 2012
Year 2 Initial District Project Review, Monitoring and Planning Visitation (Administrator and Leadership Team Orientation)	ENI Executive Team, ENI Transformation Specialist and District Leadership Representatives (i.e., Office of Academic Services, CAO, Office of Innovation and Change, District	Within 20 – 25 days of Project Verification Estimated June 2012

<p>Program Products/Services Include:</p> <p>TargetAlign® Grades 9-11 (Biology, Chemistry, and 3rd Science Course)</p> <p>Science and New English/Math Teacher Training in the TargetTeach® Process & TargetPLC®</p> <p>Biology, Chemistry, and 3rd Science Course Staff Classroom/PLC Embedded Coaching (including Behavior and RtI Intervention Supports)</p> <p>Continued Classroom/PLC Embedded Coaching for Algebra I – II, Geometry, English I – III Staff (including Behavior and RtI Intervention Supports)</p> <p>Building Target Coach2Coach® & TargetPLC®</p> <p>Expanded Leadership Training/Practicums</p> <p>Continued Family/Community Partnership Training</p>	<p>Turnaround Officer, Superintendent, HS English Chairs/Supervisors) will review ENI FY 2012 (SY 2012 – 2013) Project and collaboratively prepare an accountability plan that promotes a data-informed, effective/implemented, and efficient management system for TargetAlign®, TargetAssessment®, TargetTeach® Curriculum Products, and Professional Development and Coaching Services (2 days Admin Support – included in days for ENI Transformation Specialist).</p>	
<p>Year 2 Initial Comprehensive Needs Audit Visitation</p>	<p>During an on site visit the ENI Transformation Specialist collects Year 1 information and data to initiate the Turnaround and Transformation Comprehensive Needs Assessment for Illinois High Schools.</p> <p>The Transformation and Turnaround Plan for Year 1 will be evaluated.</p> <p>A plan will be developed to</p>	<p>Within 7 days of Initial Project Review, Monitoring, and Planning Visitation</p> <p>Estimated June – July 2012</p>

	<p>administer the 9th Grade Entrance Surveys (administered after 1st semester of HS) and Senior Exit Surveys (administered in May of senior year). The plan will include the collection process for perception data and its dissemination to District stakeholders.</p> <p>The Year 2 Staff Interview and Observation Focus for Indicators of School Transformation Process tool, Leadership Survey/Self Assessment, and Parent Survey as prepared by ENI will be administered and observations/interviews will be completed (3 days Admin Support – included in days for ENI Transformation Specialist).</p>	
Delivery of Year 2 Comprehensive Needs Assessment Report to District and Debriefing Work Session	<p>The ENI Transformation Specialist delivers the building's Year 2 Comprehensive Needs Assessment Report to building and district administrators and debriefs with staff in 3 work sessions to revisit all details and priorities in the school's Year 2 Transformation and Turnaround Plan.</p> <p>The report will include results from the surveys, observations, and interviews to assist in increasing the fidelity of program implementation and increase student and staff success (1 day of Admin Support – included in days for ENI Transformation Specialist).</p>	Estimated July 2012
Year 2 Continuation for Sustainability Expanded Leadership Training Workshop #2 Foundational Knowledge and Skills	<p>ENI will provide training to building administrators and discuss developing organizational leadership capacity for rationally designing system functions, structures, and processes and consistently applying the principles, processes, and tools of continuous improvement (½ day workshop – included in days for ENI Transformation Specialist).</p>	Estimated August 2012
Parent/Community	The ENI Transformation Specialist	Estimated July 2012

Partnership Work Session to Create Year 2 District and Building Parent Policies/Plans to Support Transformation and Turnaround School Efforts	will work with representative of the District's Parent/Community Partnership group and other Leadership Team school members to evaluate/update district and building parent engagement plans to support the continued transformation and turnaround efforts at the school level (2 days Admin Support – included in days for ENI Transformation Specialist).	
Delivery of Alignments	ENI will deliver the Biology, Chemistry and the 3 rd Science Course alignment documents and supporting materials to District.	Estimated August 2012
ENI Delivery of Draft Pacing Guides/Curriculum Maps to District/Building based on the School's 2011 – 2012 Pacing Guides/Curriculum Maps and ENI Recommends Revisions as a Result of Alignment Process Biology, Chemistry, and 3rd Science Course	After completion of the TargetAlign® process ENI will proceed to propose an initial draft of a pacing guide/ curriculum map to assist staff in finalizing for the 2012 – 2013 school year.	After completion of the TargetAlign® process Estimated August 2012
Collaborative Work Groups with District/Building Leadership Representatives to Revise and Finalize Pacing Guides/Curriculum Maps for the 2012 – 2013 School Year	ENI staff will facilitate a 2-day work session with district/building representatives to finalize aligned Biology, Chemistry, and 3 rd Science Course pacing guides/ curriculum maps and develop a transition plan. Staff will have a deeper understanding of curriculum, instruction, assessment, and professional development (2 day workshop for science).	After ENI submits to the District a draft pacing guide/curriculum map Estimated August 2012
Identification and Integration of Illinois State Standards in Biology, Chemistry, and 3rd Science Course with the Common Core State Standards in Math and English Workshops	ENI staff will provide professional development to Biology, Chemistry, and 3 rd Science Course teachers and administrators to introduce, identify and integrate the Common Core State Standards in Math and English within the newly developed pacing guides/curriculum maps to assist staff in their transition to and integrate the new Illinois Common	After completion and approval of district pacing guides/ curriculum maps Estimated August 2012 Possible teacher training before the start of the school year

	Core State Standards in Math and English (1 day workshop for science).	
Delivery of High School Science TargetFundamentals®	ENI will delivery HS Biology TargetFundamentals® to building.	Estimated delivery August 2012
Transformation and Turnaround Model Teacher Workshops Workshops include: New Teacher Orientation to TargetTeach® Transformation and Turnaround Model Process Year 2 School Improvement Planning and Preparation of Plan Evaluation using the Year 1 Comprehensive Needs Assessment Results Lesson Design I – Session 1 for Science Staff (continued as classroom embedded coaching sessions throughout the school year)	<p>ENI will provide workshop for new teachers and Biology, Chemistry, and 3rd Science Course prior to the start of the school year orienting teachers to the TargetTeach® Transformation and Turnaround Model process, school improvement and evaluation preparation using ENI's Year 1 Comprehensive Needs Assessment Results, and Lesson Design I – Session I (2 workshop days – included in days for ENI Transformation Specialist).</p> <p>A 1-day Lesson Design I workshop will be provided to Biology, Chemistry, and 3rd Science Course teachers (1 workshop day).</p>	<p>Recommended Prior to September 2012 (start of SY 2012 – 2013)</p> <p>July – August 2012</p>
Year 2 Project Review, Scope of Work Progress & Implementation Fidelity Reporting 1st – 4th Quarterly (Year 2) Reporting Periods ISBE Quarterly Progress Report Preparation	<p>ENI Transformation Specialist will provide sessions (4) throughout the year for quarterly reviews and detailing scope of work progress/ implementation fidelity to assist district/buildings in ISBE reporting requirements.</p> <p>ENI will work in collaboration with the District to provide all information required for the Quarterly Progress Reports to be sent to the ISBE (4 days Admin Support – included in days for ENI Transformation Specialist).</p>	<p>Begin Mid-August and due to the ISBE on September 1, 2012</p> <p>Begin Mid- November and due December 1, 2012</p> <p>Begin Mid-February and due March 1, 2013</p> <p>Begin Mid-May and due June 1, 2013</p>
Year 2 Continuation for Sustainability Expanded Leadership Practicum #1	ENI will continue to provide ½ day practicum experiences for 3 building administrators to continue their focus and development on Systemic Planning (3 – ½ day	Estimated September 2012

Systemic Planning	practicum sessions for 3 building principals, total 1.5 days Admin Support days – included in days for ENI Transformation Specialist).	
Year 2 Continuation for Sustainability Expanded Leadership Practicum #2 Foundation Knowledge and Skills	ENI will continue to provide ½ day practicum experiences for 3 building administrators to continue focus and development in the developing organizational leadership capacity and identifying strengths and high-impact improvement opportunities (3 – ½ day practicum sessions for 3 building principals, total 1.5 days Admin Support days – included in days for ENI Transformation Specialist).	Estimated October 2012
Transformation and Turnaround Model Teacher Science Workshops Biology, Chemistry, and 3rd Science Course Initial Alignment Introduction and Uses of Classroom Assessments Fill the Gaps Process	<p>ENI will provide an Initial Alignment workshop for Biology, Chemistry, and 3rd Science Course staff on the uses of classroom assessments aligned to the pacing guide/curriculum maps approved by the district/building (1 day workshop).</p> <p>ENI will provide staff a workshop on the introduction and uses of classroom assessments that will assist staff in creating classroom formative assessments to better identify the academic challenges that student face so that teachers can provide timely interventions (1 day workshop).</p> <p>ENI will provide a 2-day workshop on the Fill the Gaps Process to help staff identify curricular gaps and investigate resources and prepare lessons to ensure students are taught standards that are required for mastery and proficiency on the state assessment (PSAE) and entry-level post-secondary assessments (2 day workshop for all science staff).</p>	Estimated September – October 2012
Transformation and Turnaround Model Prescriptive Science	ENI will provide classroom embedded and PLC prescriptive teacher coaching where teachers	Estimated 10 teachers total for Biology, Chemistry, and 3 rd Science Course,

<p>Teacher Coaching Continued After Start of School for Biology, Chemistry, and 3rd Science Course, Including Special Education Staff</p> <p>Lesson Design I/Prescriptive Coaching in Classrooms, Professional Learning Communities (Teams/Departments) – Session 2</p> <p>Prescription Focus on Academic Achievement, Response to Interventions, and Positive Behavior Supports</p> <p>Lesson Design II/Prescriptive Coaching in Classrooms/PLCs</p>	<p>engage in deeper discussion of lesson design and creating effective instructional activities. Prescriptive coaching will also focus on positive behavior support and intervention responses within the context of learning rigorous and relevant knowledge and skills (1 coach for 64 days of prescriptive coaching).</p>	<p>including Special Education staff</p> <p>Estimated to begin in September 2012 and continue through April 2013</p>
<p>Continuation for Sustainability Year 2</p> <p>Transformation and Turnaround Model Prescriptive Teacher Coaching Continued After Start of School for Algebra I – II and Geometry and English I – III Teachers, Including Special Education Staff</p> <p>Lesson Design I/Prescriptive Coaching in Classrooms, Professional Learning Communities (Teams/Departments) – Session 2 Year 2</p> <p>Prescription Focus on Academic Achievement, Response to Interventions, and Positive Behavior Supports</p> <p>Lesson Design II/Prescriptive Coaching in</p>	<p>ENI will continue to provide classroom embedded and PLC prescriptive teacher coaching where teachers engage in deeper discussion of lesson design and creating effective instructional activities. Prescriptive coaching will continue to focus on positive behavior support and intervention responses within the context of learning rigorous and relevant knowledge and skills (32 days of coaching for math and 32 days of coaching for English for a total of 64 days of prescriptive coaching).</p>	<p>Estimated 10 teachers total for math courses (Algebra I – II and Geometry) and 10 teachers total for English I – III, including Special Education staff, for a total of 20 staff</p> <p>Estimated to begin in September 2012 and continue through April 2013</p>

Classrooms/PLCs		
<p>Year 2 Continuation for Sustainability</p> <p>Expanded Leadership Training Workshop #3</p> <p>Assessment, Curriculum, Instruction, and Evaluation</p>	<p>ENI will continue to provide a ½ day workshop for building administrations to provide knowledge, skill, practice, and support related to (1) universal and consistent implementation of a data-driven assessment, curriculum and instruction system, (2) the selection and application of research-based teaching strategies in reading, writing, and mathematics, and (3) the use of proven classroom organization and management practices (½ day workshop – included in days for ENI Transformation Specialist).</p>	<p>Estimated October 2012</p>
<p>Begin Delivery of TargetStrategy® Lessons and Support Materials</p> <p>Biology, Chemistry, and 3rd Science Course</p>	<p>District/building identifies list of standards to include in the TargetStrategies® Lesson Development.</p> <p>District reviews and approves a final list.</p> <p>ENI writes TargetStrategies® Lessons based on Pacing Schedule.</p> <p>ENI delivers lessons (15 per course for a total of 45 lessons) and teacher support materials approximately 3 weeks before the lessons are scheduled to be taught per the district/building approved pacing guide and curriculum map (Aligned Teaching Strategy Handbooks).</p> <ul style="list-style-type: none"> • 4 Essentials Lessons • 4 Skill Based Lessons • 6 Problem Based Lessons • 1 Mini-Project Per Course • 15 total lessons per course 	<p>With list of Illinois Standards</p> <p>Approval and finalized pacing guides/curriculum maps delivery to ENI from District</p> <p>Estimated to begin September 2012</p> <p>Estimated delivery begins September 2012 – June 2013 per TargetStrategies® district approved list, pacing guide, and curriculum map (verification required)</p>
<p>Begin Delivery of Target Assessments®</p>	<p>ENI will delivery short cycle formative assessments, 4 week assessments per course (3 courses with 8 assessments each for a total of 24 assessments). 7 of the assessments will have 20 questions each and the</p>	<p>Estimated September 2012 – June 20, 2013</p>

	Comprehensives will have 45 questions each. 3 writing prompts for each of the 9 courses aligned will be created for a total of 27 writing prompts to support writing across the curriculum. Delivery will continue throughout the year with approximately 3 weeks before the scheduled formative assessment administration.	
Continuation for Sustainability Monthly Parent/Community Partnership Seminars Co-Facilitated by ENI and District/Building Staff	ENI Transformation Specialist will facilitate in collaboration with district/building staff 11 monthly Parent/Community Partnership Seminars beginning in August to discuss Year 2 reform goals and partnership opportunities with business, community, and state and local officials; prepare for presentations to school board, parent advisory council, and other key leadership groups; design communication initiatives regarding the school's transformation plan and progress; receive updates of school's progress and promising practices; and celebrate and publicize to stakeholder groups the success of teachers and/or discuss challenges and propose solutions (6 days Admin Support – included in days for ENI Transformation Specialist).	Estimated to begin in August 2012 – June 2013
District Target Coach2Coach® Support from Transformation Specialist Support Year 2 TargetPLC® Access	ENI Transformation Specialist will continue to provide support and individual feedback for District Coaches throughout the school year. Focus areas include: 1.) Using data collection techniques to monitor and support student achievement during classroom visitations, 2.) Facilitating Professional Learning Communities, 3.) Focusing instruction for the Drive to State Testing, 4.) Developing shared leadership, and 5.) End of Year planning.	Estimated to begin in August 2012 – June 2013
iTargetTeach Instructional Management Training and Set-Up for District and	ENI will provide a 2 day training for new/displaced staff and administration and Biology,	Estimated September 2012 in time for the administration of the first 4-

Building Science and New Staff	Chemistry, and 3 rd Science Course staff on the use of and various reports and support modules available in the Instructional Management System for formative assessments (1 workshop days total – included in days for ENI Transformation Specialist).	week formative assessment at the end of September 2012
Post-Assessment Debriefing Sessions Provided by ENI Educational Consultants Biology, Chemistry, 3rd Science Course, English I – III, Algebra I – II, and Geometry	ENI Education Consultants will provide 1 day workshops for Post-Assessment Debriefing training to Algebra I – II, Geometry, English I – III, Biology, and Chemistry staff and administrators after each assessment to introduce process of using formative assessment data, previously shared historical, student level, and summative data. Follow up sessions deepen data use during department and grade-level meetings, teacher planning periods, PLCs (2 days for math, 2 days for English and 4 days for science for a total of 8 days).	Beginning late September 2012 – June 2013
Continuation for Sustainability Expanded Leadership Practicum #3 Assessment, Curriculum, Instruction, and Evaluation	ENI will continue to provide leadership training to assist building administrators to implement a data-driven assessment, curriculum, and instruction system (3 – ½ day practicum sessions for 3 building principals, total 1.5 days Admin Support days – included in days for ENI Transformation Specialist).	Estimated November 2012
Continuation for Sustainability Expanded Leadership Training Workshop #4 Value-Added Support Services	ENI will continue to provide a ½ day workshop for building administrators to facilitate design and implementation of (1) support operations, such as maintenance, custodial services, transportation, food services, (2) personnel selection, development and assessment, (3) goals-driven budget development, and (4) partnerships with families and communities (1/2 day workshop – included in days for ENI Transformation Specialist).	Estimated January – February 2013
Writing Across the Curriculum Workshop	ENI will provide staff (math, English, and/or science) a writing	Estimated February – March 2013

To Support Implementation of Writing Prompts & Anchor Papers	across the curriculum workshop to support writing prompts and anchor papers (1 day workshop).	
Lesson Design III for Relevant Project Based Learning for Science	ENI will provide a 1-day interaction, hands-on pullout session with teachers working in project teams collaborating to create and understand how to set up and manage their Project Based Lessons starting from scratch and using ENI developed starter kits. Work continues with teacher teams during planning periods, PLCs, and embedded in the Coaching process (1 day workshop for science).	Estimated January 2013
Rubric Design Workshop for Teachers and Coaches Biology, Chemistry, and 3rd Science Course	ENI will provide a 1-day custom interactive session co-designed and implemented with district personnel to prepare staff to design and use rubrics to gauge depth of student learning and mastery in science (1 day workshop).	Estimated March 2013
Continuation of Sustainability Expanded Leadership Practicum Session #4 Value-Added Support Services	ENI will continue to provide ½ day practicum sessions for each of the building principals to design value-added support operations , personnel selection and evaluation, and goals-driven budget management (3 – ½ day practicum sessions for 3 building principals, total 1.5 days Admin Support days – included in days for ENI Transformation Specialist).	Estimated February 2013 – March 2013 (in time for school improvement planning for the 2013 – 2014 school year)

The following chart is a representative schedule for ENI's Transformation and Turnaround Program Product and Service Deliverables for Year 3. A full schedule will be defined during the initial project planning session for Year 3.

Year 3 Scope of Work for ENI's Transformation and Turnaround Model

Product and Service Deliverables	Description	Month/Year
Governance, Leader & Teacher Coaching, New Teacher Workshops, Parent/Community Partnership Support	FY 2013 (SY 2013 – 2014) June 2013 – June 2014 Phase II: Sustaining Change	Completion Expected Pending Project Start Date and Availability of Funds/Contract Award/Purchase Order(s)
Year 3 Negotiations with LEA on Appropriate and Adequate Staffing, Curriculum, Instruction, Scheduling, and Budgets	ENI will negotiate with the LEA to ensure appropriate and adequate autonomy over staffing, curriculum and instruction, scheduling, and budgets. If necessary, autonomies may require negotiation and the creation of waivers or memorandum of understanding (MOU) with staff that provide flexibility from a collective bargaining agreement. The specific autonomies provided to the Lead Partner will be agreed to by the LEA and described in the contract/MOU developed by the LEA and the Lead Partner prior to receiving full SIG 1003(g) funding from ISBE for implementation of the intervention model (2 days Admin Support – included in days for ENI Transformation Specialist).	Within 10 days of Lead Partner notification by District/ISBE (estimated May – June 2013)
Contract Award, MOU, and Purchase Order Issued to Lead Partner	District submits contract award, MOU, and purchase order to ENI in order to begin Transformation and Turnaround Project.	If receipt is no later than May 30, 2013, then alignments will be completed by end of August 2012.
Project Verification	ENI staff will meet with the district for project verification and receive signature approval by an authorized district agent.	Within 7 days of Contract Award, MOU, and Purchased Order Receipt Estimated May – June 2013
Year 3 Continuation of District Staffing/Personnel Work Session with District Administration/Human Resources on Evaluation of Year 3 Redesign of Teacher and Principal Evaluation System	ENI Transformation Specialist will meet with district and HR administration to discuss and collaboratively plan measures of professional practice, locally adopted competencies, screening, observation, and evaluation protocols and potential changes needed in policy and bargaining contracts as required by PERA in	Within 10 days Project Verification Estimated June 2013

	order to provide teachers and administrators timely professional development that is carefully and thoughtfully aligned to observed strengths and weaknesses and drive continuous improvement in educators' practice and support the development of a more effective accountability system (2 day Admin Support– included in days for ENI Transformation Specialist).	
Delivery of Senior Project[®], College and Career Readiness, and Performance-Based/ Project-Based Trainings	Senior Project[®] Center/ P4DL will deliver the following services	Estimated Date
	<p>During Years 3, the Senior Project[®] Center (P4DL) offers schools 2-6 days of professional development in the following four categories. (Note: P4DL and LEA will collaboratively select the appropriate professional development options for each school).</p> <ol style="list-style-type: none"> 1) High schools only - Senior Project program training (Phase 1, Next Steps, Phase 2) 2) High schools 9 through 12 – college and career readiness 3) Grades 6 through 12 - related performance-based/ project-based workshops 4) Senior Project[®] Tracker[™] web-based management tool 	Estimated June 2013 – June 2014
<u>Category 1: Senior Project Training Implementation Levels</u>	<p><u>Senior Project Training Implementation Levels:</u> The appropriate high school level of Senior Project training (based on the LEA's Senior Project experience) will be collaboratively determined by the LEA and P4DL.</p>	
Phase 1	Phase 1: The intense training seminar will lead the school's selected steering committee through every aspect of the policies, procedures, problems and	Estimated June 2013 – June 2014
Recommended Resources to supplement training:		

<ul style="list-style-type: none"> • Pathfinder – SP Student Manual • SP DVD: SP Student Work for the Real World • SP DVD: A Guide to Developing & Judging a Presentation • SP DVD Pak (all 3 SP presentations) • Mentoring Package (SP DVD & Handbook) 	<p>solutions involved in successful Senior Project implementation plan. By the day's end the team will have worked through an extensive, thorough manual covering such important issues as requirements, roles of school, district and community members, safety nets, scheduling issues and evaluation criteria. Participants will leave this energetic, informative seminar with both the "nuts and bolts" of how to implement the program as well as a synthesizing vision of how the Senior Project fits</p>	
<p>Next Steps</p>	<p>as a pivotal curriculum piece as well as actively engaging seniors (2 consecutive days).</p>	<p>Estimated June Estimated June 2013 – June 2014</p>
<p>Recommended Resources to supplement training:</p> <ul style="list-style-type: none"> • Pathfinder – SP Student Manual • SP DVD: SP Student Work for the Real World • SP DVD: A Guide to Developing & Judging a Presentation • SP DVD Pak (all 3 SP presentations) • Mentoring Package (SP DVD & Handbook) 	<p>Next Steps: This session is designed for schools that have completed Phase 1 training but have not yet implemented or a school that has attended Phase 1 training and have developed a program that is only <u>one year or two years old</u> and is still establishing the program's infrastructure. With the initial implementation process initiated, schools focus more on problem solving and early program refinement. Participants will examine, review and refine the beginning goals, model processes, policies, procedures and components. This hands-on workshop will focus on guiding schools in problem solving, strengthening areas, and determining necessary program refinements (Note: Next Steps training is only available to teams that have completed Phase 1 training) (2 consecutive days).</p>	<p>Estimated June 2013 –</p>

<p>Phase 2</p> <p>Recommended Resources to supplement training:</p> <ul style="list-style-type: none"> • Pathfinder – SP Student Manual 	<p>Phase 2: This comprehensive 2-day session is designed exclusively for those veteran Senior Project school teams who are working at upgrading the Senior Project program and its learning impact. Good Senior Project programs are in continuous evolution and design. Because of the powerful, positive effect a rigorous and sophisticated Senior Project has on students, staff, community and curricula, program development and refinement are never done, i.e., incorporating the math component, creating a Senior Sunday or product fair. The day addresses methods used to improve the impact of student learning, staff involvement, teacher strategies and policies and procedures. (Note: Phase 2 training is only available to teams that have 3 or more years of Senior Project experience and have attended a Phase 1 training and also Next Steps) (2 consecutive days).</p>	June 2014
<p>Category 2: School to College and Career Readiness</p> <p>Clearing the Path: Development and Implementation of Personal Transition Plans for High School Seniors</p> <p>Recommended resources to supplement training:</p> <ul style="list-style-type: none"> • L.E.A.P. 	<p>High schools 9 through 12 – College and Career Readiness:</p> <p>Clearing the Path: Development and Implementation of Personal Transition Plans for High School Seniors: After graduating from high school, seniors face formidable challenges. College dropout rates are <u>extremely high</u>, unemployment is daunting and joining the entry-level workforce is not easy. Clearly, career and college readiness and a senior's <u>successful</u> transition (regardless of his/ her skill level) is paramount. For that reason, progressive high schools make sure each graduate (from the gifted and talented or</p>	<p>Estimated June 2013 – June 2014</p> <p>Estimated June 2013 – June 2014</p>

<p>Bridges: Integrating School to Career Readiness into the High School Curriculum</p> <p>Recommended resources to supplement training:</p> <ul style="list-style-type: none"> • Parallels 	<p>honors to the challenged and struggling) exits not only with a diploma but also with a meaningful and personally relevant transition plan. Actively, discuss and address the types of contents (from resumes to employer/ employee rights surveys etc.) that can and/or should be included in an effective transition plan. Participants will also explore implementation strategies of an effective transitional process that provides strong, concrete support for seniors once they exit high school (2 consecutive days).</p> <p>Bridges: Integrating School to Career Readiness into the High School Curriculum: More people who are fired from their jobs are fired due to their attitudes rather than their lack of skills. An excellent high school program not only focuses upon on the traditional skills but also strategically integrates the 'soft,' 21st century attitudes, skills and knowledge (time management, persistence, interpersonal communication skills, problem solving, planning, ethical awareness and behavior, work ethic etc.) into their curriculum. However, these skill strands are only as strong as the program's ability to consistently introduce, reinforce and refine them. This session offers specific hands on materials and ideas addressing college and career readiness as well as attention to those skills that often determine one's success in college, job training, job placement, retention and advancement (2 consecutive days).</p>	<p>Estimated June 2013 – June 2014</p>
<p>Category 3: Implementation of performance-based</p>	<p>Grades 6 through 12 - related performance-based/ project-based workshops</p>	<p>Estimated June 2013 – June 2014</p>

<p>teaching and learning strategies</p> <p>Ready, Set, Go! Implementing Effective Performance-based Teaching and Assessment Strategies</p> <p>Recommended resources to supplement training:</p> <ul style="list-style-type: none"> • Magazine Magic • The Investigator • Portfolio Pursuits 	<p>Ready, Set, Go! Implementing Effective Performance-based Teaching and Assessment Strategies</p> <p>Participants who attend this interactive workshop will leave not only understanding what the specific components an effective project based or performance based assignment incorporates i.e., student-driven, teacher- guided, affective and cognitive, attributes of thoughtful learners, transfer of learning, assessment strategies etc. but will also learn teaching strategies that maximize the impact each of the attributes. Concrete models of performance based/ project based learning activities will be shared. A performance-based, project based project and assignment design will be provided</p> <p>(2 consecutive days).</p>	<p>Estimated June 2013 – June 2014</p>
<p>Off the Bench and onto the Field, Benchmarking the Right Way</p> <p>Recommended resources to supplement training:</p> <ul style="list-style-type: none"> • Scrapbook Stills • Meeting of the Minds 	<p>Off the Bench and onto the Field, Benchmarking the Right Way</p> <p>How can we support student learning of our younger students, address traditional and 21st Century skills and “see” younger student ‘real world’ applications of these skills? The answer? Implement a Benchmark that, by design, focuses upon the acquisition of application and demonstration of these skills in a project based, performance based arena. This workshop identifies discrete skills that can be practiced, reinforced, refined and/ or assessed in a performance-based arena for younger students. This professional development training targets the components needed to design a successful</p>	<p>Estimated June 2013 – June 2014</p>

	benchmark that taps younger student engagement and applies educational research to create a classroom 'real world' reality. This session provides a template for designing and implementing a benchmark assignment that does not create curriculum redundancy but rather expands the learning and assessment horizon (2 consecutive days).	
<u>Category 4:</u>	<p>Senior Project® Tracker™ web-based management tool</p> <p><i>Use of the Senior Project Tracker will be based on a school's technology readiness and Senior Project implementation. Note: After initial Tracker training, it is required that schools allow a 6-week window for technology set-up and transitional time to customize the Tracker prior to student access.</i></p>	
Senior Project® Tracker™ web-based management tool	<p>The Tracker™, an intuitive, web-based Senior Project® Management Tool is specifically designed to simplify the management needs of high schools implementing the award winning, nationally recognized Senior Project® program. The Tracker™ creates an interactive platform that allows easy access to student work, tracks student process and progress, facilitates communication, enhances evaluations and eases teacher workload. (Includes: 2 half days, back-to-back onsite training, 2 webinars (3 hours per session), one-time start-up cost, hosting fees based on 250 users*, including digital portfolio).</p>	Estimated June 2013 – June 2014
Year 3 Governance Structure – ENI	ENI will provide weekly on site governance support/monitoring	Estimated to begin in August 2013 – June 2014

Turnaround Specialist On Site Support/Monitoring for Implementation of Transformation and Turnaround Model Implementation Fidelity and Continued Student Achievement Improvement	<p>support days throughout the school year to ensure SIG grant governance compliance. Days include services provided to district and building administrators to support them in guiding the functions, structures, and processes necessary for school transformation and fidelity of program implementation (11 months – August 2013 through June 2014, 3 days a week for a total of 132 Admin Support days).</p> <p>ENI Transformation Specialist will support Post-Assessment Debriefing sessions for Biology, Chemistry, 3rd Science Course, Algebra I – II, Geometry, and English I – III. Staff and administrators will receive support in analyzing formative assessment data, historical, student level, and summative data. Follow up sessions provided by ENI Educational Consultants will deepen data use during department and grade-level meetings, teacher planning periods, PLCs. Classroom embedded coaching will continue to help teachers increase their understanding of standards and use during Standards Study I and II to illustrate findings in all data presented.</p>	
Year 3 Increased Teacher/Student Learning Time Action Plan 2-Day Work Session	<p>ENI Transformation Specialist will facilitate detailing the Year 3 action plan for the required increase in learning time for students/teachers and as proposed and approved in the school's grant application with district/building leadership team. A thorough examination and evaluation of the Extended Learning Time Year 2 action plan will be completed (2 days Admin Support – included in days for ENI Transformation Specialist).</p>	<p>Within 20 days of Project Verification Estimated June 2013</p>
Year 3 Initial Parent/Community	<p>The ENI Transformation Specialist will continue to facilitate with</p>	<p>Within 20 days of Project Verification</p>

<p>Partnership Forum</p> <p>High Impact Partnership Strategies – Year 3 Building on What Worked in Year 2</p>	<p>school and district representatives and parent and community stakeholders a Year 3 Parent/Community Partnership Forum to administer the parent survey, discuss parent/community needs, open lines of communication, share transformation plan, and promote high community engagement through proposing additional high impact partnership strategies after reviewing effectiveness of Year 2 partnership strategies (1 day Admin Support – included in days for ENI Transformation Specialist).</p>	<p>Estimated June – July 2013</p>
<p>Year 3 Initial District Project Review, Monitoring and Planning Visitation (Administrator and Leadership Team Orientation)</p> <p>Program Products/Services Include:</p> <p>New Science, English, and Math Teacher Training in the TargetTeach® Process & TargetPLC®</p> <p>Continued Classroom/PLC Embedded Coaching for Biology, Chemistry, and 3rd Science Course Staff (including Behavior and Rtl Intervention Supports)</p> <p>Continued Classroom/PLC Embedded Coaching for Algebra I – II, Geometry, English I – III Staff (including Behavior and Rtl Intervention Supports)</p> <p>Continued Leadership Training</p> <p>Continued Family/Community</p>	<p>ENI Executive Team, ENI Transformation Specialist and District Leadership Representatives (i.e., Office of Academic Services, CAO, Office of Innovation and Change, District Turnaround Officer, Superintendent, HS English Chairs/Supervisors) will review ENI FY 2013 (SY 2013 – 2014) Project and collaboratively prepare an accountability plan that promotes a data-informed, effective/implemented, and efficient management system for TargetAlign®, TargetAssessment®, TargetTeach® Curriculum Products, and Professional Development and Coaching Services (1 day Admin Support) – included in days for ENI Transformation Specialist)..</p>	<p>Within 20 – 25 days of Project Verification</p> <p>Estimated June 2013</p>

Partnership Training		
<p>Year 3 Initial Comprehensive Needs Audit Visitation</p>	<p>During an on site visit the ENI Transformation Specialist collects Year 2 information and data to initiate the Turnaround and Transformation Comprehensive Needs Assessment for Illinois High Schools.</p> <p>The Transformation and Turnaround Plan for Year 2 will be evaluated.</p> <p>A plan will be developed to administer the 9th Grade Entrance Surveys (administered after 1st semester of HS) and Senior Exit Surveys (administered in May of senior year). The plan will include the collection process for perception data and its dissemination to District stakeholders.</p> <p>The Year 3 Staff Interview and Observation Focus for Indicators of School Transformation Process tool, Leadership Survey/Self Assessment, and Parent Survey as prepared by ENI will be administered and observations/interviews will be completed (2 days Admin Support – included in days for ENI Transformation Specialist).</p>	<p>Within 7 days of Initial Project Review, Monitoring, and Planning Visitation</p> <p>Estimated June – July 2013</p>
<p>Delivery of Year 3 Comprehensive Needs Assessment Report to District and Debriefing Work Sessions</p>	<p>The ENI Transformation Specialist delivers the building's Year 3 Comprehensive Needs Assessment Report to building and district administrators and debriefs with staff in 3 work sessions to revisit all details and priorities in the school's Year 3 Transformation and Turnaround Plan.</p> <p>The report will include results from the surveys, observations, and interviews to assist in increasing the fidelity of program implementation and increase student and staff success (1 day of</p>	<p>Estimated July 2013</p>

	Admin Support – included in days for ENI Transformation Specialist).	
Year 3 Continuation for Sustainability Leadership Coaching Fidelity of Implementation – TargetTeach® Transformation and Turnaround Model Year 3 Implementation	ENI will provide leadership workshops (4) and practicums (4) to ensure fidelity of implementation of the TargetTeach® Transformation and Turnaround Model for sustainability (for a total of 8 days).	Estimated August 2013 – June 2014
Parent/Community Partnership Work Session to Create Year 3 District and Building Parent Policies/Plans to Support Transformation and Turnaround School Efforts	The ENI Transformation Specialist will work with representative of the District's Parent/Community Partnership group and other Leadership Team school members to evaluate/update district and building parent engagement plans to support the continued transformation and turnaround efforts at the school level (2 days Admin Support – included in days for ENI Transformation Specialist).	Estimated July 2013
Transformation and Turnaround Model Teacher Workshops Workshops include: New Teacher Orientation to TargetTeach® Transformation and Turnaround Model Process Year 3 School Improvement Planning and Preparation of Plan Evaluation using the Year 3 Comprehensive Needs Assessment Results	ENI will provide workshop for new teachers in Algebra I – II, Geometry, Biology, Chemistry, and 3 rd Science Course prior to the start of the school year orienting teachers to the TargetTeach® Transformation and Turnaround Model process, school improvement and evaluation preparation using ENI's Year 3 Comprehensive Needs Assessment Results (2 days total; 1 day for Orientation to TargetTeach®, 1 day for Math, English, and Science staff).	Recommended Prior to September 2013 (start of SY 2013 – 2014) July 2013 – August 2014
Year 3 Project Review, Scope of Work Progress & Implementation Fidelity Reporting 1st – 4th Quarterly (Year 3)	ENI Transformation Specialist will provide sessions (4) throughout the year for quarterly reviews and detailing scope of work progress/implementation fidelity to assist district/buildings in ISBE reporting	Begin Mid-August and due to the ISBE on September 1, 2013 Begin Mid- November and due December 1, 2013

Reporting Periods ISBE Quarterly Progress Report Preparation	requirements. ENI will work in collaboration with the District to provide all information required for the Quarterly Progress Reports to be sent to the ISBE (4 days Admin Support – included in days for ENI Transformation Specialist).	Begin Mid-February and due March 1, 2014 Begin Mid-May and due June 1, 2014
Continuation for Sustainability Year 3 Transformation and Turnaround Model Prescriptive Science Teacher Coaching Continued After Start of School for Biology, Chemistry, and 3rd Science Course, Including Special Education Staff Prescriptive Coaching in Classrooms, Professional Learning Communities (Teams/Departments) Prescription Focus on Academic Achievement, Response to Interventions, and Positive Behavior Supports	ENI will provide classroom embedded and PLC prescriptive teacher coaching where teachers engage in deeper discussion of lesson design and creating effective instructional activities. Prescriptive coaching will also focus on positive behavior support and intervention responses within the context of learning rigorous and relevant knowledge and skills (32 days science teachers; teachers may be selected to receive coaching support by administrators based on observations/evaluations).	Estimated 10 teachers total for Biology, Chemistry, and 3 rd Science Course, including Special Education staff Estimated to begin in September 2013 and continue through April 2014
Continuation for Sustainability Year 3 Transformation and Turnaround Model Prescriptive Teacher Coaching Continued After Start of School for Algebra I – II and Geometry and English I – III Teachers, Including Special Education Staff Prescriptive Coaching in Classrooms, Professional	ENI will continue to provide classroom embedded and PLC prescriptive teacher coaching where teachers engage in deeper discussion of lesson design and creating effective instructional activities. Prescriptive coaching will continue to focus on positive behavior support and intervention responses within the context of learning rigorous and relevant knowledge and skills (32 days math teachers and 32 days for English teachers; teachers may be selected to receive coaching	Estimated 10 teachers total for math courses (Algebra I – II and Geometry) and 10 teachers total for English I – III, including Special Education staff, for a total of 20 staff Estimated to begin in September 2013 and continue through March 2014

Learning Communities (Teams/Departments) Prescription Focus on Academic Achievement, Response to Interventions, and Positive Behavior Supports	support by administrators based on observations/evaluations; for a total of 64 days).	
Continuation for Sustainability Year 3 Monthly Parent/Community Partnership Seminars Co-Facilitated by ENI and District/Building Staff	ENI Transformation Specialist will facilitate in collaboration with district/building staff 11 monthly Parent/Community Partnership Seminars beginning in August to discuss Year 3 reform goals and partnership opportunities with business, community, and state and local officials; prepare for presentations to school board, parent advisory council, and other key leadership groups; design communication initiatives regarding the school's transformation plan and progress; receive updates of school's progress and promising practices; and celebrate and publicize to stakeholder groups the success of teachers and/or discuss challenges and propose solutions (4 days Admin Support (32 days science teachers; teachers may be selected to receive coaching support by administrators based on observations/evaluations).	Estimated to begin in August 2013 – June 2014
Continued Post-Assessment Debriefing Sessions Provided by ENI Educational Consultants Biology, Chemistry, 3rd Science Course, English I – III, Algebra I – II, and Geometry	ENI Education Consultants will provide 1-day workshops for Post-Assessment Debriefing training to Algebra I – II, Geometry, English I – III, Biology, Chemistry, and 3 rd Science Course staff and administrators after each assessment to introduce process of using formative assessment data, previously shared historical, student level, and summative data. Follow up sessions deepen data use during department and grade-level meetings, teacher planning periods, PLCs (2 workshop days for science, 1 workshop day for math and 1 workshop day for English for a total of 4 days).	Beginning late September 2013 – June 2014

C). Educational Program

- i) Describe the proposed curriculum and assessment program, detailing clear expectations for student learning. Description should address grade span and how the applicant will ensure equity and access for all students including, but not limited to, students with disabilities, English language learners, and students in at risk situations (e.g., low achievement, poverty, behavioral issues, truancy, drugs, pregnancy, and emotional issues).*

ENI believes that every student can succeed given the proper learning environment, which includes:

- Aligning standards, instructional tools, and assessment items
- Supporting every standard with ample, appropriate materials
- Building teacher capacity to instruct every concept
- Providing tools, procedures, and data to measure students' learning
- Delivering effective, differentiated instruction

Equity and access to the rigorous new Illinois Standards integrated with the Common Core State Standards (CCSS) is attainable for all students, including, but not limited to, students with disabilities, English language learners and students in at risk situations. This is possible through the use of ENI's integrated TargetTeach[®] system of high standards, curriculum, instruction, assessments, and supports. The system mandates common expectations for all students; clearly communicates parameters for success in each successive year of school and for successful transition into postsecondary education and careers; and outlines how students will learn, be assessed, and receive support.

The curriculum and assessment program outlined in this section is designed to ensure high achievement for all students regardless of their unique situations. The instructional

materials and processes will include guidance for adaptation to students with all needs. The program includes the following approaches:

- Maximize existing, aligned instructional materials for standards-based, core instruction. This is facilitated by ENI's TargetAlign® process.
- Integrate custom-built lessons to teach students at higher-level, exit-outcomes. This is supported by ENI's TargetStrategies® lessons.
- Address remedial needs, ideally prior to core instruction. ENI's TargetFundamentals® fulfill this need.
- Facilitate common pacing and instruction across all classes.
- Monitor student progress and make data-enhanced decisions for timely response to learning deficits. For this need, ENI provides TargetAssessments® interim assessments with iTargetTeach® software for scoring and reporting on student progress.
- Apply learning to relevant, real world scenarios. This individualized approach to extending student learning will be accomplished in partnership with Senior Project®.

Maximize Existing Materials

ENI starts by ensuring that the school or district receives maximum benefit from existing instructional materials using our TargetAlign® services. Most school districts know they do not have sufficient in-house expertise without an enormous effort to effectively do a deep alignment. ENI has been aligning texts for more than 20 years, and has the endorsement of Dr. Fenwick W. English, Distinguished Professor of Education Leadership at the University of North Carolina at Chapel Hill. Our deep alignments evaluate content for precise match of content to the goal and rigor of each standard, the depth of content coverage, the Bloom's Taxonomy level for all standards and materials, coverage for all phases of instruction, including primary instruction, guided practice, independent practice, re-teaching, and assessment practice. This process will ensure teachers have the basic tools to deliver effective, standards-based instruction.

TargetAlign® will ensure precise alignment of instructional materials to the Illinois Standards integrated with the Common Core State Standards. Although most districts today have done some form of alignment, TargetAlign®, completed by ENI as a full alignment project or as validation of existing alignments, is essential to ensure program success.

During the TargetAlign® process, ENI's curriculum experts will identify instructional gaps so they can be filled, resulting in full coverage of standards. As part of this alignment process, ENI will also identify concept clusters to improve efficiency of teaching and learning, allowing teachers to utilize time and resources to their fullest potential. The resulting prescriptions for using instructional resources will enable effective teaching from staff of all abilities and experience levels. An additional benefit is that administrators can use TargetAlign® results to focus their instructional purchases on priorities geared to curriculum goals. Examples of ENI's TargetAlign® documents are included in Appendix K.

SPECIAL NOTE ON STANDARDS: Illinois has joined 48 other states in committing to the Common Core State Standards (CCSS) Initiative for K-12 English language arts and mathematics. These standards were designed to build upon the most advanced current thinking about preparing all students for success in college and careers. The CCSS recognize that both content and skills are important, with a rigorous definition of college and career readiness, demanding that students develop a depth of understanding and ability to apply knowledge to novel situations. Currently, there is often a gap between what high school students can do and what they need to be able to do. The Common Core State Standards create a staircase of increasing complexity, so that students are expected to both develop their skills and apply them in more and more complex ways.

The Illinois Department of Education has been planning for this change and planning for implementation of an effective roll out of the CCSS. Common Core Curriculum is projected for implementation in 2013-2014. ENI's focus is to ensure that instructional materials, teacher instruction, and formative assessments pull in the same direction as the CCSS.

Integrate Custom-Built Lessons – TargetStrategies®

“TargetStrategies® have raised the quality of instruction in our school. The materials directly support our teachers on key standards, plus the model they provide is helping us raise the quality of teaching on other lessons. I love TargetTeach®!”

Cindi Hemm, Principal, Tulsa Public Schools

Frequently, the TargetAlign® process identifies areas in which existing instructional materials lack the needed rigor to reach the intended standards levels. For such cases, ENI will develop TargetStrategies® lessons—instructional activities that have clear and rigorous standards aligned with the Illinois and CCSS Standards and also with entrance requirements for post-secondary education and careers. Lessons include literacy instruction that is integrated throughout in a way that is tailored to student needs and provides accelerated or enrichment learning opportunities to help all student meet or exceed standards.

Furthermore, ENI’s TargetStrategies® support all students by providing teachers the necessary academic resources for students as recommended by personal learning plans, academic intervention programs, and postsecondary plans. ENI understands that students succeed in personalized learning environments where they receive lessons with academically rigorous curricula that meet or exceed standards, are relevant to real-world contexts, and build on student and community assets.

TargetStrategies® differentiate instruction and provide supports that meet the varied learning needs of multiple student populations (e.g., special education students, Limited English proficient students, SES/At-Risk students, and struggling student subgroups). TargetStrategies® provide multiple measures to assess student outcomes and extended/flexible instructional time block suggestions are also available. TargetStrategies® also provide curriculum connections to real-world contexts that build upon student and community resources increasing the academic rigor and authenticity students need to increase competencies

expected in high-performance work organizations and to develop a broader understanding of relevancy in learning.

Teachers require support for effective use of lesson plans to improve their practice for the purpose of improved student outcomes. Staff will receive training on TargetStrategies®, how to differentiate instruction, and classroom embedded coaching/administrative support during and after lesson implementation is provided. Through familiarity with TargetStrategies®, teachers will gain essential knowledge for building similar lessons in other areas of their instruction. Examples of TargetStrategies® lessons appear in Appendix L.

Address Remedial Needs: TargetFundamentals® Lessons

When planning instruction, teachers will have access to TargetFundamentals®, a rich collection of remedial activities that can be used at the beginning of the course of study, immediately prior to teaching new concepts, or as a remedial tool for students who have fallen behind. ENI will provide TargetFundamentals® to support teachers and students in reading/language Arts, math, and science.

TargetFundamentals® are building blocks to student mastery of essential prerequisite concepts and skills. These materials provide prompt remediation for prerequisite skills so teachers can respond effectively to students' individual needs. An optional diagnostic pretest identifies student skill gaps, and well-organized, 15-20 minute lessons plans offer strong, focused reviews of key concepts to streamline reteaching. The scripted presentations allow easy and standardized reteaching of concepts/skills by teachers and paraprofessionals/support staff and students are prepared to learn at grade level. In addition, parents know and support the school staff because their children are receiving targeted remediation to close learning gaps and administrators are assured of consistent remediation practices.

Equity and access to the new Illinois Standards integrated with the Common Core State Standards will be improved as a result of teacher use of TargetFundamentals® due to the ease of implementation these lessons allow teachers and their ability to focus on one-to-one student

communication. TargetFundamentals® expedite the learning process by allowing teachers to save time in locating and preparing remedial materials. Students master prerequisites quickly and efficiently with a stronger grasp of basic concepts and are able to move ahead on new instruction. Examples of TargetFundamentals® are contained in Appendix M.

NOTE: ENI's coaches focus on student needs and provide prescriptive support on the use of TargetStrategies® and TargetFundamentals® lessons to teachers while in the classroom and during a staff's professional learning sessions.

Facilitate Common Pacing

ENI will collaborate with each school to implement rigorous pacing to ensure all standards are taught before state testing. Instructional leaders in each school will be joined by representative teachers in reviewing and approving proposed pacing. Rather than a day by day outline, pacing will be divided into periods of weeks or month as defined by the team at each school. Each period will end with a common interim assessment used by all teachers, allowing teachers the freedom to teach standards within a period in the order they choose, but holding all teachers accountable to student achievement on all standards by the end of the period.

Sample pacing guides appear in Appendix N.

Monitor Student Progress with Data-Enhanced Decisions: TargetAssessments® and iTargetTeach®

ENI offers a district/school convenient, web based access to assessments precisely aligned to standards, with detailed student progress reports. We then engage in helping teachers and administrators learn to apply the results in the most impactful ways.

ENI will provide each school with TargetAssessments® interim assessments with iTargetTeach® software for scoring and reporting on student progress. TargetAssessments® are designed to look and feel like the state test students will take as the final, summative

measure of learning (e.g., PSAE). Each interim assessment will measure the standards covered during the preceding instructional period of 4 to 8 weeks.

Assessment will be scored with ENI iTargetTeach® software that offers standard-by-standard feedback for individual students, subgroups, classes, teachers, or the entire school. The data will allow teachers to identify immediate remedial needs for each student, professional development needs for the teacher, and improved instructional needs for future teaching. Samples of TargetAssessments® and iTargetTeach® reports are included in Appendices O and P, respectively.

Apply Learning to Relevant, Real-World Scenarios: Senior Project®.

ENI propose to engage all high school students in participating schools in activities guided by the Senior Project® model of real-work applications. The Senior Project® program has been featured in the *NEA Today*, *The American School Board Journal*, *Exemplary Practices*, *Educational Leadership* and the *English Journal*. Senior Project® features four components: research paper, related project, portfolio-digital or traditional hard copy, and presentation. A fully implemented Senior Project® program yields active students focusing on a significant academic goal as they demonstrate and apply exit (graduation) requirements.

The creators of Senior Project is the Partnership for Dynamic Learning (P4DL). ENI and P4DL strongly believe it isn't enough to know if high school students are taking the 'right' rigorous courses and performing at acceptable levels. Students must also engage in the kinds of educationally purposeful activities that will help them develop the habits of the mind and acquire the skills and competencies they need to succeed in college and beyond. That is the focus of the individual project that each student will achieve under this model.

It is important that graduates leave high school with not only a diploma but with a **personalized**, relevant and realistic **transitional plan** (PTP). This personalized plan provides ready access to current relevant information and documentation a high school graduate can use

when entering college and/ or applying for a job. It is significant that the PTP is not simply a file filled dated information but is a culminating portfolio providing pertinent and useful information needed to support the transition process. Teachers and administrators will participate in staff development that will guide schools in creating a PTP process that offers the graduates the following benefits:

- Identifies students personal interests, skills and abilities
- Supports higher expectations for all students
- Provides the student with a comprehensive personal profile: academic, extra curricular and personal skills, abilities and talents
- Supports graduation requirements in alignment with transition options/ expectations
- Provides a student focus beyond high school
- Demonstrates a directed, transition planning process for each student
- Recognizes student choices based upon interests and skills
- Helps a student understand and 'organize' his/ her options after school
- Provides student short and long term goal setting focused beyond high school
- Causes students to reflect, evaluate and understand the full impact of education
- Provides the senior with a file of documents that will help support the student's entry into further education, job training or the entry- level workforce
- Helps the student understand his/ her strengths and weakness
- Provides a personalized, planning guide focusing upon the transition from HS to the "real world"
- Creates awareness of pre-employment behavior
- Creates a network of community support for the student
- Promotes the importance of planning forward
- Requires a demonstration of student personal, self directed development

- Encourages/ promotes employment readiness
- Allows students to acquire and consolidate career information

This proposal supports and affirms the goals of the Illinois Board of Education and extends the rigorous activities to ready all students for standards mastery and 21st Century Skills competency.

ii) Describe how the applicant will coordinate and ensure ready access to instructional technology, information and media services, and materials necessary for effective instruction.

A number of ENI products and services provide ready access to tools such as instructional technology and materials needed for effective instruction and assessment. For example, *TargetPLC*® is the backbone for collaboration and professional development. Blogs, discussion boards, chat rooms, wikis, threads, calendars, e-notes and unlimited multimedia galleries provide a forum with anytime access. ENI's online professional learning community allows teachers, coaches, and the Instructional Leadership Team to interact with ENI's coaches and with coaches nationwide to obtain access to support materials including online videos, articles, job aids, and resources to address the range of K-12 pedagogy and classroom management skills. As an early proponent of coaching as a professional development strategy, the company has an established track record in the training and support of remote coaches and that experience is reflected in the design of ENI's approach and *TargetPLC*®.

ENI also offers schools with a convenient, web based access to assessments precisely aligned to standards, with detailed student progress reports. Staff then engages in helping teachers and administrators learn to apply the results in the most impactful ways. Through the *Fill the Gaps* process and through resources like *TargetStrategies*® and *TargetFundamentals*®, schools are able to give all students access to the curriculum and to help them meet standards. By developing curriculum maps and lessons tied to standards and best practice, ENI also helps schools make use of instructional time to maximize student learning.

Last, ENI can help schools introduce standards to parents in more accessible language, and provide sample questions related to each standard, to facilitate better understanding by parents of the level of knowledge that students are expected to reach. For schools using ENI's web-based management system, results of ENI's formative assessments can be presented in a format more accessible to parents. ENI can help schools explain to parents how to read and understand these reports. The formative assessments become a valuable tool in parent-teacher meetings so parents and teachers can assess student learning and make decisions regarding any necessary support services.

iii) Describe the specific tactics and activities that will support attainment of a school culture and climate conducive to high expectations and student learning, including school wide student discipline policies integral to the intervention model.

In its baseline work, such as the introductory comprehensive needs assessment, ENI has developed a process that is sensitive to all stakeholders in a school community and that facilitates planning interventions that will turn around school culture and climate to support and sustain significant gains in student achievement.

ENI works to establish meaningful teacher, principal and other school administrator evaluation systems that incorporate considerations of school climate and are based, in part, on student achievement. When ENI leaves a school after a relationship of three to five years, it leaves behind an organization with the internal capacity, structure, and resources to maintain instructional processes built around an aligned, standards-based curriculum guided by periodic benchmark assessments; a school climate and culture that values high expectations for students and collaboration among teachers, administrators, and other school staff; and an engaged community working in partnership with schools to support student success.

School climate research suggests that positive interpersonal relationships and optimal learning opportunities for students in all demographic environments can increase achievement levels and reduce maladaptive behavior (McEvoy & Welker, 2000). Regarding the roles of

teachers and administrators, Taylor and Tashakkori (1995) found that a positive school climate is associated with increased job satisfaction for school personnel. Finally, student perspectives are important during the transition from one school level to another. Attending a new school as a freshman can be frightening for students and this apprehension can adversely affect students' perceptions of their school's climate and learning outcomes. Therefore, research has shown that providing a positive and supportive school climate for students is important for a smooth and easy transition to a new school (Freiberg, 1998). ENI recognizes that positive academic environments lead to positive student outcomes, both academic and behavior, thus proposes to begin each school year planning with teachers, administrators, parents, business and community members to examine the results of student perception data (9th grade after semester 1 and 12th grade at the end of Year 1), parent satisfaction surveys, and teacher and administrator perception data to drive improvement efforts in increasing stakeholder satisfaction and continuous academic and social growth.

An academic environment that impedes learning is where academic performance is downplayed or not rewarded; teaching methods do not allow for a variety of learning styles; expectations are low and some students are expected to fail; there is minimal or no periodic assessments; there is little communication about results of assessments; students do not know how to improve their performance; parents discover that their child is struggling academically at report card time; results are not used to improve teaching and learning; teachers and students repeat the same cycle of failure; rewards and praise are minimal; and teachers are unsure or under-prepared (Tableman, 2004).

ENI's Transformation and Turnaround Model gives priority to preventing the development of student performance failure by teaching desired skills early in the instructional curriculum, teaching directly and early in situations where learning errors have been observed and documented by formative assessment data, and strengthening alternative skills that can be substituted for and compete with chronic errors. School climate is affected, as well as the

quality of teaching and learning, when students and teachers are not given the opportunity to succeed.

Responding to students' needs and providing timely interventions and reviewing learning performance and progress on a regular basis and in a systemic manner to identify students who are making adequate progress and who are at risk of failure if not provided extra assistance are critical components of ENI's Transformation and Turnaround Model. Information that directly reflects student learning based on measurable and relevant learning criteria and outcomes used to guide decisions regarding instructional effectiveness, student responsiveness, and intervention adaptations and modifications are supported by ENI's data-based decision making professional development model and data management system. ENI's continuous progress monitoring allows student progress to be assessed on a frequent and regular basis to identify adequate or inadequate growth trends and support timely instructional decisions.

ENI prescriptive coaching will support the formulation of school-wide discipline policies and will focus on the following areas in order to reduce discipline infractions as a result of responding to students' needs, both academically and behavior, in the classroom and school:

1. ENI's prescriptive coaching approach will emphasize student participation in learning and efficient and effective implementation of content knowledge (implementation practices, systems, and procedures); and
2. Self-assessment and action planning (structural tools for assessing and planning for implementation).

ENI emphasizes logic, planning, curriculum, and overall implementation processes to engage students in relevant and meaningful learning so students experience success. ENI understands that school attempts to respond to discipline challenges often result in an over-reliance on the use of aversive and exclusionary consequences (U.S. Department of Education, Office of Special Education Programs, 2010). ENI supports schools in successfully addressing problem behavior and increasing their emphasis on proactive approaches where more socially

acceptable behaviors are directly taught, regularly practiced, and followed by frequent positive reinforcement. ENI's Coaches will work with school staff to shift from a reactive and aversive approach to managing problem behavior to one that is preventive and positive to keep students in classrooms engaged, motivated, and able to learn and master the rigorous Illinois State Standards.

Coaches will support staff in the following areas in classrooms and during school-wide policy review as highlighted in the Positive Behavioral Interventions and Supports model recommended by the U.S. Department of Education, Office of Special Education Programs (2010) in Implementation Blueprint and Self Assessment: Positive Behavioral Interventions and Support:

1. Work with all students, since every child entering school needs behavior support;
2. Give priority to empirically validated procedures and systems that have demonstrated effectiveness, efficiency, and relevance;
3. Increase use of relevant and efficient data systems that directly answer most important questions for monitoring progress and enhancing practice and systems;
4. Give high attention to accuracy, fluency, and relevance of how a practice or system is being implemented;
5. Ensure that success and progress are reinforced positively and regularly;
6. Integrate formally academic and behavior success for all students;
7. Emphasize prevention in establishing and maintaining safe and supportive school climates that promote and enhance academic achievement;
8. Expand use of effective practices and systems;
9. Increasing collaboration among multiple community support systems;
10. Build school environment where team building problem solving skills are expected, taught and reinforced; and

11. Plan for establishment of sustainable, knowledgeable and fluent capacity at the school level.

At the beginning of the school year, ENI's Transformation Specialist, Educational Consultants, and Coaches will assist building staff to set positively stated school-wide behavioral expectations that will be taught to the students. In addition, specific behavioral routines will be taught in typically problem settings (i.e., hallways, cafeteria, bus, assemblies, sporting events). Coaches will continue throughout the school year to support staff in their instruction by focusing on defining, teaching, and encouraging expectations for all settings. Core skills will be taught directly and frequently. Individualized, specific social skills will be taught and reinforced based on a behavioral assessment for students who are high risk for failure. A function-based approach will focus on teaching behaviors and attention will be on the environmental context of a teacher's classroom. Coaches will support teachers in their responsiveness to interventions and work collaboratively with staff to improve a team-based, strategic, action planning implementation process. (See Appendix Q – Prescriptive Coaching Plan).

Informed decision making will be based on data that is used to identify status, need for change and intervention effectiveness. ENI Coaches will support staff to identify academic and behavior targets that are endorsed and emphasized by student, families, and educators.

Implementation efforts to implement a behavioral management system will be responsive to a variety of organizational factors such as resource availability, new initiatives or needs, fluctuations in data outcomes, accuracy of implementation, and personnel change. In an effort to improve student behavior, staff will continue to discuss, with the ENI Coaches, the need to implement the evidence-based practices with fidelity and integrity.

The ENI Transformation Specialist, in collaboration with the ENI Coaches and district/building administration, will establish a visible, effective, efficient, and functional leadership team. The team will review existing behavior information/data and analyze, describe,

and prioritize issues. Measurable outcomes will be specified that are directly related to the issues and evidence-based practices will be identified and implemented. Administration, Coaches, and the Transformation Specialist will provide supports for accurate sustained adoption and implementation of practice. Furthermore, Administration will monitor implementation and progress and modify practice implementation based on the analysis of progress data. Student behaviors will be integral in the school's improvement plan and receive the support of ENI staff and district/building staff to ensure efficient and effective implementation of monitoring, student screening, and prevention and early interventions.

The 9th grade Entrance Survey and Senior Exit Survey perception data, in addition to student data, from ENI's Comprehensive Needs Assessment will continue to be used to determine goals, strategies, and activities to support increased motivation and engagement and positive behavior supports for students. Student behavior infractions will be reviewed monthly, quarterly and annually. Data relating to rule violating behavior (i.e., office discipline referrals), disciplinary consequences (i.e., in - out of school suspensions), attendance and tardiness, low academic performance, etc. will be reviewed by the school leadership team, behavior specialist, and individual classroom teachers to determine percent of students whose behaviors are responsive to the their interventions. Students whose behaviors are not responsive will be considered for alternate interventions and supports.

iv) Describe how the applicant will address student transitions throughout the P-20 continuum. Discuss how intervention models in elementary and middle schools will be integrated with high school interventions, and vice versa. For high schools, discuss the partnerships that will be formed with community colleges, districts, and colleges and universities to address barriers to postsecondary access. <New question>.

ENI's Transformation Specialist will support a P-20 model for each SIG high school through collaborative meetings and expert consultation. ENI will also assist in development, administration, and analysis of surveys to guide transition improvements.

ENI will facilitate monthly partnership meetings that include the school's leadership team and interested members of the parent and business community. ENI will work with the school to extend invitations for these monthly meetings to leaders of the feeder schools, especially middle schools, associated with each SIG high school. Also, invitations will go to the local community colleges and universities where students most frequently enroll following high school.

During these monthly meetings, the high school leadership team will make plans for further collaboration with the representatives of the middle schools, community colleges, and universities. As needs and opportunities are defined, working teams composed of representative from each institution will be created. They will work on the identified needs for helping students make smooth transitions from middle to high school and from high school to higher education. Working teams will report back at the monthly meetings.

ENI's Transformation Specialist will provide SIG high schools with recommendations on how to establish programs to support student transitions. This might include, as an example, 9th grade academies that are run for a week during the summer before students enter high school or during afternoons and weekends after school starts. Similar programs may be recommended for college-bound students to prepare them for their matriculation to college. No direct funds are allocated in this grant for these initiatives, but ENI will advise the school on using Title I and other funding sources to create these transition programs. Every plan for supporting transitions will include input from the sending schools, the colleges and universities, and local parent and business groups.

Representatives from these stakeholder groups will receive an invitation to attend all schedule parent/community meetings and work sessions as proposed in the work plan in order

to offer their expertise and support in reducing barriers to successful transitions from one year to the next and to post-secondary access:

- **Years 1 – 3 Parent/Community Partnership Forum – High Impact Partnership Strategies** – The ENI Transformation Specialist will facilitate with school and district representatives and parent and community stakeholders a Parent/Community Partnership Forum to administer parent survey, discuss parent/community needs, open lines of communication, share transformation plan, and promote high community engagement through proposing high impact partnership strategies.
- **Year 1 – 3 Delivery of Comprehensive Needs Assessment Report to District and Debriefing Work Sessions** – The ENI Transformation Specialist delivers the building's Comprehensive Needs Assessment Report to building and district administrators and debriefs with staff in 3 work sessions to revisit all details and priorities in the school's Transformation and Turnaround Plan. The report will include results from the surveys, observations, and interviews to assist in increasing the fidelity of program implementation and increase student and staff success. The community will be invited to attend the debriefings.
- **Year 1 – 3 Parent/Community Partnership Work Sessions to Create District and Building Parent Policies/Plans to Support Transformation and Turnaround School Efforts** – The ENI Transformation Specialist will work with representative of the District's Parent/Community Partnership group and other Leadership Team school members to develop/redesign district and building parent engagement plans to support transformation and turnaround efforts at the school level.
- **Years 1 – 3 Parent/Community Partnership Seminars Co-Facilitated by ENI and District/Building Staff** – ENI Transformation Specialist will facilitate in collaboration with district/building staff Parent/Community Partnership Seminars beginning in August to

discuss reform goals and partnership opportunities with business, community, and state and local officials; prepare for presentations to school board, parent advisory council, and other key leadership groups; design communication initiatives regarding the school's transformation plan and progress; receive updates of school's progress and promising practices; and celebrate and publicize to stakeholder groups the success of teachers and success and/or discuss challenges and propose solutions.

A related area of consultation will be in the area of early-college high schools and dual enrollment courses. ENI's team will advise SIG high schools on plans to obtain early college credits for students through these methods. This, and similar initiatives, will give students an incentive to pursue their higher education.

ENI recommends the administration of entry surveys to 9th graders and exit surveys to high school graduates. ENI will collaborate with the school in the creation of effective survey instruments. Then ENI will help the district to analyze results and to make plans for better supporting students through the 9th grade and high school graduation transitions annually.

Though the Senior Project[®] occurs during a student's senior year, once a high school develops a rigorous Senior Project[®] capstone, parents in the middle schools and the high schools become more interested, involved and engaged in seeking information about the program. Newspapers highlight the program, spotlight student success, and create additional interest in the process. The Senior Project[®] is formally introduced in each high school grade level during the course of the year and introduced during Open House. Evening parent meetings explaining the Senior Project[®] are held for the parents of juniors and seniors. Because of parental involvement, interest and engagement, it is not unusual for Senior Project[®] districts to create a Senior Project[®] parent handbook. When the senior is deciding upon his/ her topic, parents often participate in the discussion, ask many questions and encourage their son/ daughter's selection process. Of course, many community groups also get involved in Senior Projects. These groups include but are not limited to the Rotary, Kiwanis, Moose, Chamber of

Commerce, church groups, food banks etc. This type of involvement and shared knowledge generates further support and community engagement in the schools.

Seniors who attend a Senior Project® high school are models in a collaborative school learning environment that reaches far beyond the classrooms. The Senior Project® program creates a network of business and community groups who through the engagement with seniors completing their Senior Projects, but provide their support not only to the schools, but often provide funding for scholarships and community based Senior Projects.

This type of involvement and shared knowledge generates further support and community engagement in the schools. Senior Project® high schools are models of a collaborative school learning environment that reaches far beyond the classrooms and confines of the school walls.

The Senior Project® Tracker™ a web-based management tool further supports and helps sustain this type of interactive learning environment. The Tracker™ is specifically designed to simplify the management, assessment, coaching and communication needs of all stakeholders (students, parents, community mentors, school advisors and teachers) as a student works through the Senior Project® process. This secure, interactive platform, allows only the appropriate parties access to an individual student's Senior Project work. It not only allows the adults to track individual student process and progress, it facilitates communication among the stakeholders. Importantly, the Tracker creates a place online where students, mentors, parents and teachers can view, comment on and communicate collaboratively about related student work.

D. Staffing

- i) Describe the applicant's plan to design and implement a rigorous, transparent, and equitable performance evaluation system for teachers and principals that takes into account data on student growth as a significant factor.*

In helping schools design evaluation systems, ENI takes care to make sure that the system links evaluation to school goals, that multiple sources of data on teacher performance are included, that effective feedback mechanisms are developed, and that teachers are meaningfully involved in the evaluation process. It also is very important that schools be clear about the purpose of evaluation: to improve practice (formative evaluation) or to make decisions about retention, advancement, and dismissal (summative evaluation), or both. The evaluation system will need to be aligned with the purpose of the evaluation. Lastly, the system will include plans for rewarding effective performance and addressing ineffective performance.

An assessment technique that ENI has helped schools use very effectively over the years has been the walk through. This technique can produce more useful and valid data on teacher performance because walk-throughs sample classroom behavior more reliably over time and are less intrusive on ongoing instruction. These direct classroom observations can be used in conjunction with lesson plans, samples of student work, assessment results, and portfolios, as part of a comprehensive evaluation system. (See End of Phase II Report Walk Through in Appendix R).

Danielson's Framework for Teaching (2009) offers an excellent starting point for teacher evaluations. Each of the four domains described in Table 2 consists of research-based components (total of 22), and smaller "elements" within each of these 22 components. Performance levels are attached to each component and element to provide a continuum for teaching (unsatisfactory to distinguished) that can be used in multiple ways to improve instruction and change teaching behavior.

ENI helps teachers in using the performance levels in lesson development, in delivering deeper and more engaging instruction that is student-centered, and in self-reflection for continuous professional improvement. While ENI coaches use rubrics to gauge teacher performance, they do not evaluate teachers. Coaches meet with the principal or designee after each teacher coaching session to discuss goals and progress. The final evaluation is up to the

principal. ENI will, however, work with the principal and teachers to develop or revise the school's personnel evaluation process to reflect Danielson's Framework for Teaching and to be a comprehensive, fair, and effective approach.

- ii) Explain the applicant's plan to determine the effectiveness of the existing principal and whether the principal can serve as the instructional leader for the intervention.*

The school system is a complex organizational structure comprised of related entities – schools and classrooms – that receive inputs, add value to them, and produce outputs to achieve the system's purpose. Each entity is subject to interaction, interdependency, and sub-optimization. To further complicate this viewpoint, there is a natural variation in every system.

It takes great leadership to develop, implement, monitor, and celebrate meeting the needs of the different sub-systems within a school. True leadership is a process that is best when shared across an organization and also embodied in classroom teachers. A shared understanding among the staff of the school and its goals becomes the basis of organizational purpose and enables the school community to find their own identity.

ENI's unique approach to building leadership capacity marries evidence-based best practices in school transformation with proven principles of continuous improvement principles, processes and tools from the world of business. This integration provides the basis for the work of meaningful district and school improvement.

Today we have much research of effective school leadership. The 1996 Interstate School Leaders Licensure Consortium (ISLLC) Standards were updated in 2008 as the *Educational Leadership Policy Standards: ISLLC 2008*. The State Consortium on Education Leadership at the Council of Chief State School Officers (CCSSO) drafted a companion document, *Performance Standards and Indicators for Education Leaders: ISLLC-Based Models for Education Leadership*, which is based on the policy standards. As a business partner of CCSSO, ENI participates fully in their sessions, contributing to and learning from the discussions around educational best practices.

Frederick M. Hess, resident scholar and director of education policy studies at the American Enterprise Institute for Public Policy Research (AEI) is the author of *Education Unbound*, which introduces the concept of “greenfield schooling” and its potential to free up schools to be more responsive to communities and children. Dr. Hess writes that there is no silver bullet or one best solution for school improvement. His philosophy, embraced by HI DOE, ENI and P4DL, is to develop an infrastructure that encourages talented and motivated individuals to find paths to better teaching and learning. Rick Hess believes we need equal doses of humility and courage, an understanding of mistakes made, and that we can enable entrepreneurialism and innovation to drive truly dynamic school reform.

Everyone owns the school's successes and its challenges. Our inclusive approach requires new thinking, knowledge, and skills *throughout the organization*.

Leadership is a process. To be effective school leaders must have an understanding of and appreciation for all stakeholders within the system. They must understand how the work of different sub-systems interact and contribute to the whole.

ENI incorporates transformational learning theory and the aspects of deep learning as applied to adult learners, based on the research of Lyle Yorks and Victoria J. Marsick (Columbia University) reported in “Organizational Learning and Transformation,” in Jack Mezirow and Associates’ *Learning as Transformation: Critical Perspectives on a Theory in Progress*. Generally, a three to five year process of capacity building prepares the school community to be able to continue to develop, grow, and respond to their own needs and to sustain the advancements made. The Transformational impact is achieved through continued self-evaluation and reflective discussions as team members continue to coach themselves for greater success.

ENI Leadership Development is designed in two parts. Part One is designed to facilitate the implementation of the TargetTeach® process in the school. Part Two is designed to align the school's functions, structures, and processes. Both involve the school principal and the

instructional leadership team. Parts One and Two include job-embedded coaching and mentoring, work sessions, and situational and historical data analyses. Together, this results-driven Leadership Development will be goal focused and will strengthen as needed:

- Determining Goals and Identifying Root Causes for both poor and outstanding performance
 - i. Curriculum
 - ii. Assessment
 - iii. Leadership
 - iv. Instruction
 - v. Systems
 - vi. Personnel
 - vii. School Culture
- Inventory of existing functions, structures, and processes to avoid duplication and determine areas of need
- Calendar and daily schedule development to support interventions
- Parent and community involvement
- Student management plan
- Formative assessment system
- Comprehensive data study and data-enhanced decision making using both quantitative and qualitative information
- Comprehensive action planning to eliminate the gaps between the desired goal and the current status
- School achievement planning and coaching of an operational / organizational model for highly successful schools

Development of an ongoing process for monitoring the implementation and transformational process, such as establishing or solidifying shared leadership roles and responsibilities.

iii) Provide information about the applicant's plans for recruiting, hiring, and developing leaders (i.e., principals, other administrators, and teachers) for all schools in which the intervention model will be implemented.

ENI believes that teachers have the largest single effect on student performance. In helping schools design evaluation systems, ENI takes care to make sure that the system links evaluation to school goals, that multiple sources of data on teacher performance are included, that effective feedback mechanisms are developed, and that teachers are meaningfully involved in the evaluation process. It also is very important that schools be clear about the purpose of evaluation: to improve practice (formative evaluation) or to make decisions about retention, advancement, and dismissal (summative evaluation), or both. The evaluation system will need to be aligned with the purpose of the evaluation. Lastly, the system will include plans for rewarding effective performance and addressing ineffective performance.

Prior to the start of the school year in Year 1 ENI's Transformation Specialist will meet with District administration, including the Human Resources administrator, in a work session for five days to discuss and design a rigorous, transparent, and equitable performance evaluation system for teachers and principals that into account data on student growth as a significant factor. Discussion will include the design of a collaboratively plan that measures professional practice, locally adopted competencies, screening, observation, and evaluation protocols and potential changes needed in policy and bargaining contracts as required by PERA in order to provide teachers and administrators timely professional development that is carefully and thoughtfully aligned to observed strengths and weaknesses and drive continuous improvement in educators' practice and support the development of a more effective accountability system.

An assessment technique that ENI has helped schools use very effectively over the years has been the walk through. This technique can produce more useful and valid data on

teacher performance because walk-throughs sample classroom behavior more reliably over time and are less intrusive on ongoing instruction. These direct classroom observations can be used in conjunction with lesson plans, samples of student work, assessment results, and portfolios, as part of a comprehensive evaluation system.

Danielson's *Framework for Teaching* (2009) offers an excellent starting point for teacher evaluations. Each of the four domains described consists of research-based components (total of 22), and smaller "elements" within each of these 22 components. Performance levels are attached to each component and element to provide a continuum for teaching (unsatisfactory to distinguished) that can be used in multiple ways to improve instruction and change teaching behavior. ENI believes this system is research-based and provides a professionally meaningful system of teacher appraisal.

In Charlotte Danielson's book *Enhancing Professional Practice: A Framework for Teaching*, she outlines measures relating to quality teaching organized into four domains, each with several components. These measures are:

- **Planning and Preparation** which includes comprehensive understanding of the content to be taught, knowledge of the students' backgrounds, and designing instruction and assessments;
- The **Classroom Environment** is concerned with the teacher's skill in establishing an environment conducive to learning, including both the physical and interpersonal aspects of the environment;
- **Instruction** is concerned with the teacher's skill in engaging students in learning the content, and includes the wide range of instructional strategies that enable students to learn; and
- **Professional Responsibilities** includes a teacher's additional professional responsibilities, including self-assessment and reflection, communication with parents, participation in on-going professional development, and contributing to the school and district environment.

In collaboration with the district, ENI proposes to design a system where student achievement growth serves as an indicator for the professional growth needs of teachers. Danielson outlines measures relating to quality teaching organized into four domains, each with several components. Below are observation prompt examples that a district could use during a classroom walk-through:

Evidence of teacher's evolving knowledge of Planning and Preparation:

How does teacher demonstrate his/her knowledge of content, pedagogy, students, instructional goals, and the design of coherent instruction?

Examples might include:

- Teacher's translation of instructional goals into meaningful learning experiences (i.e., adapting standards and benchmarks to their teaching, organizing and sequencing activities to engage students in learning and reflecting)
- Adjustment of instructional goals to accommodate the diversity represented by their students (i.e., knowledge of resources, varied approaches to learning, student interests and abilities)
- Use of assessment to inform the instructional process and plans for next steps (i.e., student feedback, reflecting on learning)
- Professional development in curriculum or in general teaching techniques

B. Evidence of teacher's ability to establish a Classroom Environment:

How does the nominee build a respectful learning community where there is respect, safety, and high expectations for all students?

Examples might include:

- Existence of relationships grounded in respect, dignity, safety, and caring
- Strong culture of learning where everyone is engaged in pursuits of value on high-quality work
- Student pride in work

- Procedures for smooth operation of the classroom and the efficient use of time (i.e., management of classroom procedures, standards of conduct)
- Enhancement of the physical environment and use as a resource for learning

Evidence of the teacher's evolving knowledge of Instruction:

How does the nominee promote student engagement in learning the content and which instructional strategies are used?

Examples might include:

- Communication skills (i.e., vivid and expressive language, quality of oral and written communication)
- The use of questioning and discussion techniques (i.e., elicits student reflection, framing questions of high cognitive challenge, use of questions to extend learning)
- Active construction of learning (i.e., intellectual involvement with the content, participation, problem-solving activities, student choice and initiative, use of higher-order thinking skills, learning designed to be relevant, diverse grouping strategies, use of instructional materials and resources, lesson structure and pacing)
- Provision of high quality feedback
- Demonstration of flexibility and responsiveness (i.e., sense of efficacy, commitment to the learning of all students)

Evidence of the teacher's evolving knowledge of Professional Responsibilities:

How does the nominee reflect on his/her teaching and foster relationships with colleagues, parents, and agencies in the larger community?

Examples might include:

- Reflection (i.e., sensitivity to the engagement of students, accurate assessment of a lesson's effectiveness, use of reflections in practice)
- Maintaining accurate records (i.e., records of competencies, portfolios)
- Communicating with families

- Contributing to the school and district (i.e., collegiality, leadership, volunteering)
- Growing and developing professionally (i.e., professional organizations, conferences, local and state educational agencies, conducting research, supervising teachers, mentoring teachers)
- Showing professionalism (i.e., professional standards, advocacy)

Rubrics are used to better gauge the level of expertise in each of the domains. A possible district sample is provided below:

Instruction

Adopted from Charlotte Danielson's Framework for Teaching

	Unsatisfactory (0 - 9 points)	Basic (10 - 14 points)	Proficient (15 - 19 points)	Distinguished (20 - 25 points)
1	Directions and procedures are confusing to students	Directions and procedures are clarified after initial student confusion	Directions, procedures, oral and written language are clear to students	Directions, procedures, oral and written language enrich the lesson
2	Poor quality questions	Combination of low and high quality questions are asked with some invitation to respond	Most of the questions asked are high quality and adequate time for responses is given	Asks high quality questions, gives adequate response time , and students often formulate questions
3	Interaction is predominantly recitation style and only a few students participate in discussion	Makes an attempt to engage students in discussion with limited success	Allows for true discussion that successfully engages all students	Student-initiated topics and discussion with the students themselves ensure voices are heard in the discussion
4	Unclear and inappropriate representation of content and students are not engaged	Content is represented inconsistently in quality, some skillfully; other parts are difficult to follow with some engagement in activities	Content is represented appropriately and most activities are engaging	Content is represented well and students are engaged in activities and exploration
5	Feedback is not provided or of uniformly poor quality and not provided in a timely manner	Feedback is inconsistent in quality and timeliness is inconsistent	Feedback is consistently high quality and timely	Feedback is consistently high quality , provided in a timely manner , and provision is made to use feedback in students' learning
6	Adheres rigidly to an	Attempts to adjust	Makes minor	Makes adjustments to

	instructional plan, ignores students' questions and interests , and blames student or environment for lack of success	lessons with mixed results , attempts to accommodate students' questions or interests with a limited repertoire of instructional strategies to use	adjustments to lessons, successfully accommodates students' questions/interests, and persists in seeking effective approaches and strategies for students who need help (moderate repertoire of strategies)	lessons, seizes opportunities to enhance learning , and is responsive by seeking effective approaches and strategies for students who need help (extensive repertoire of strategies)
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ENI also helps teachers in using the performance levels in lesson development, in delivering deeper and more engaging instruction that is student-centered, and in self-reflection for continuous professional improvement. While ENI coaches use rubrics to gauge teacher performance, they do not evaluate teachers. Coaches meet with the principal or designee after each teacher coaching session to discuss goals and progress. The final evaluation is up to the principal. ENI will, however, work with the principal and teachers to develop or revise the school's personnel evaluation/observation process to reflect Danielson's Framework for Teaching and to be a comprehensive, fair, and effective approach.

- ii. Explain the applicant's plan to determine the effectiveness of the existing principal and whether the principal can serve as the instructional leader for the intervention.

The school system is a complex organizational structure comprised of related entities – schools and classrooms – that receive inputs, add value to them, and produce outputs to achieve the system's purpose. Each entity is subject to interaction, interdependency, and sub-optimization. To further complicate this viewpoint, there is a natural variation in every system.

It takes great leadership to develop, implement, monitor, and celebrate meeting the needs of the different sub-systems within a school. True leadership is a process that is best when shared across an organization and also embodied in classroom teachers. A shared understanding among the staff of the school and its goals becomes the basis of organizational purpose and enables the school community to find their own identity.

ENI's unique approach to building leadership capacity marries evidence-based best practices in school transformation with proven principles of continuous improvement principles, processes and tools from the world of business. This integration provides the basis for the work of meaningful district and school improvement.

Today we have much research of effective school leadership. The 1996 Interstate School Leaders Licensure Consortium (ISLLC) Standards were updated in 2008 as the *Educational Leadership Policy Standards: ISLLC 2008*. The State Consortium on Education Leadership at the Council of Chief State School Officers (CCSSO) drafted a companion document, *Performance Standards and Indicators for Education Leaders: ISLLC-Based Models for Education Leadership*, which is based on the policy standards. As a business partner of CCSSO, ENI participates fully in their sessions, contributing to and learning from the discussions around educational best practices.

Frederick M. Hess, resident scholar and director of education policy studies at the American Enterprise Institute for Public Policy Research (AEI) is the author of *Education Unbound*, which introduces the concept of "greenfield schooling" and its potential to free up schools to be more responsive to communities and children. Dr. Hess writes that there is no silver bullet or one best solution for school improvement. His philosophy, embraced by HI DOE, ENI and P4DL, is to develop an infrastructure that encourages talented and motivated individuals to find paths to better teaching and learning. Rick Hess believes we need equal doses of humility and courage, an understanding of mistakes made, and that we can enable entrepreneurialism and innovation to drive truly dynamic school reform.

Everyone owns the school's successes and its challenges. Our inclusive approach requires new thinking, knowledge, and skills *throughout the organization*.

Leadership is a process. To be effective school leaders must have an understanding of and appreciation for all stakeholders within the system. They must understand how the work of different sub-systems interact and contribute to the whole.

ENI incorporates transformational learning theory and the aspects of deep learning as applied to adult learners, based on the research of Lyle Yorks and Victoria J. Marsick (Columbia University) reported in "Organizational Learning and Transformation," in Jack Mezirow and Associates' *Learning as Transformation: Critical Perspectives on a Theory in Progress*. Generally, a three to five year process of capacity building prepares the school community to be able to continue to develop, grow, and respond to their own needs and to sustain the advancements made. The Transformational impact is achieved through continued self-evaluation and reflective discussions as team members continue to coach themselves for greater success.

ENI Leadership Development is designed in two parts. Part One is designed to facilitate the implementation of the TargetTeach® process in the school. Part Two is designed to align the school's functions, structures, and processes. Both involve the school principal and the instructional leadership team. Parts One and Two include job-embedded coaching and mentoring, work sessions, and situational and historical data analyses. Together, this results-driven Leadership Development will be goal focused and will strengthen as needed:

- Determining Goals and Identifying Root Causes for both poor and outstanding performance
 - i. Curriculum
 - ii. Assessment
 - iii. Leadership
 - iv. Instruction
 - v. Systems
 - vi. Personnel
 - vii. School Culture
- Inventory of existing functions, structures, and processes to avoid duplication and determine areas of need

- Calendar and daily schedule development to support interventions
- Parent and community involvement
- Student management plan
- Formative assessment system
- Comprehensive data study and data-enhanced decision making using both quantitative and qualitative information
- Comprehensive action planning to eliminate the gaps between the desired goal and the current status
- School achievement planning and coaching of an operational / organizational model for highly successful schools

Development of an ongoing process for monitoring the implementation and transformational process, such as establishing or solidifying shared leadership roles and responsibilities

iii. Provide information about the applicant's plans for recruiting, hiring, and developing leaders (i.e., principals, other administrators, and teachers) for all schools in which the intervention model will be implemented.

In support of the Illinois State Department of Education Performance Evaluation process, ENI has senior consultants who have superintendent certification, who are experienced in the principal and teacher screening and evaluation processes, and who can either provide direct services and/or train a highly select team.

ENI's screening and interview process is predicated on the research of Spencer and Spencer, (1993) turnaround research-based competencies of highly successful school leaders:

1. Driving for Results: Sets high goals, takes initiative, and is relentlessly persistent.
Makes decisions even when they are unpopular or different.
2. Solving Problems: Gathers and uses data, thinks through problems, and follows up with targeted action.

3. Showing Confidence: Exhibits confidence that the organization's goals can be reached. Challenges are used as starting points for problem solving to meet common goals.
4. Influencing Others: Focuses on using influence to foster immediate action toward the organization's short-term needs.
5. Teamwork and Cooperation: Solicits others' input and involves them in matters that affect them.
6. Analytical Thinking: Thinks logically about influence strategies, the short and long-term consequences of various situations, likely obstacles, and the steps needed to achieve a goal.
7. Communicating a Compelling Vision: Communicates the organization's future goals and plan so that staff find adapting in response appealing, feasible and lead staff to commit their energy to the change.

The screening process is very systematic, standardized, and cost-effective. Candidates are interviewed using standard questions and are profiled on the research-based competencies, identifying the individual's areas of strength. This profile is used to identify top candidates for face-to-face interviews.

Used as a strengths-model, the profile serves as a guide for mentoring and supporting new hires within the context of district and school expectations and serves as the basis for setting individual performance goals and as a framework for evaluating principal and teacher performance.

Such a process was used in a large urban mid-west district of 50,000 students and 3,000 employees, where increasing student achievement was paramount and where the very best principals and teachers were needed, in the wake of a bond issue. The district identified, trained, and certified key individuals in the interview process. A very methodical record-keeping

system was designed to ensure that the district met the standards and requirements of district and state policies. With this, the district was able to recruit candidates from across the nation in a very efficient and effective manner. New hires, then used their profile to develop their performance goals, which tied back to the district strategic plan for improving student achievement and increasing teacher capacity.

iv. Describe how the applicant will work with the LEA, the teachers' union, and, as applicable, other organizations to design and implement a fair and consistent method to evaluate staff members' ability to effectively participate in the intervention model.

Open and honest communication is the key to transformation. ENI's Transformation Specialist in collaboration with the Superintendent and Central Office staff will meet regularly with the teacher's union, and other organizations to discuss the Transformation and Turnaround model, focusing on the needs of students, staff, parents and community members. Early in the conversation, ENI will share with the different stakeholder groups where there will be an increased focus in order to turnaround the school and improve student outcomes. Discussion topics will include:

1. Improving management oversight procedures at all high schools;
2. Improving governance and leadership at all high schools;
3. Implementing appropriate intensive and strategic intervention strategies for all at-risk students;
4. Revising and implementing effective building policies and operating procedures;
5. Improving building climate, safety, culture, and morale;
6. Implementing strategies for improved staff and student attendance;
7. Improving and aligning the curriculum to the Illinois State Standards integrated with the Common Core State Standards;

8. Improving instruction and instructional practices, particularly in the areas of mathematics and English language arts for all student groups, with special emphasis on the needs of specific subgroups;
9. Strengthening and improving parental involvement and support;
10. Improving customer service, communication, and trust;
11. Significantly improving professional development of all staff and parents;
12. Improving systems and processes to monitor student achievement and progress;
13. Providing other requisite building support and instructional materials, including textbooks for all students and adequate financial allocations to sustain effective reform initiatives; and
14. Improving and continuing to involve and enhance effective dialogue and communication with all stakeholders, including the highly motivated and engaged staffs at all high schools and unions.

A second important discussion will be on the topic of district administration understanding that effective and courageous instructional leadership at the district and building level is the number one priority of a restructuring initiative. Administration has to commit to concentrating on the necessary strategic changes in the way decisions are made and how the building reform plans are monitored and evaluated. District and building staff will have to ensure the implementation of practices proven to work with previously low-performing students as identified by research and as determined by individual student needs.

Building administrators will need to lead with professionalism and support, commit to communicating a positive vision and mission of future school achievement, behavior, attendance, and graduation improvement. The administrative staff will need to commit to collecting and analyzing school and student performance, demographic, and perceptual data

and report progress frequently and publicly in order to create an equitable quality learning experience for every student. As a result, a data-driven action plan, supported by the entire building staff and based on a comprehensive needs assessment, will be fully implemented and monitored frequently.

Central administration and building principals will need to help staff personally invest in the reform initiatives and strive to strengthen relationships that are necessary to ensure the community that failure is not an option in the district. The superintendent, the Board of Education, and the central administration will need to support building administrative teams so the following can occur:

- Student performance and behavior progress will be shared frequently and publicly;
- Staff, students, and parents will meet often and participate in decision making to problem solve and implement research-based solutions;
- Appropriate resources will support student achievement;
- Ineffective teaching will be discontinued and alternatives will be offered through **professional development**, voluntary displacement, and evaluation;
- Staff and students will be required to improve their levels of performance;
- Ineffective staff will engage in professional development and administration will hold staff accountable by providing data to support classroom instructional decisions; and
- Instructional leaders will facilitate the change process and collaborate with staff and parents using shared decision making strategies.

Teachers generally want to know what will be expected of them and also want to believe that the evaluation process and tools are research-based and represent effective teaching practices. ENI understands, is willing to assist and provide its services, and has research to show that the TargetTeach® 5-Step Transformation and Turnaround process works. Our hope

is that in partnership with a district/school to build the communities' trust, the trust of the staff, but most importantly, the trust of the students.

E. Professional Development

- i) Explain how the applicant will assess and plan for the training and professional development needs of the staff. Include information about standard components of the professional development design and the areas that will be customized to fit the school and district.*

ENI offers a wide range of high-quality, job-embedded professional development offerings to ensure that all teachers are able to teach to rigorous standards and able to differentiate instruction to meet the needs of diverse learners. Coaching is at the core of ENI's job-embedded professional development.

Through empirical research (Joyce and Showers, 2002) as well as extensive anecdotal evidence, educators have come to realize that coaching for teachers and administrators is a key element of successful school transformation and turnaround. When coaching is added to professional development, up to 95% of participants transfer the skill into classroom practice. ENI's coaching model is based on the work of Costa and Garmston (1994) and Danielson (2009). Costa and Garmston's cognitive coaching involves guided self-reflection. Teachers involved in cognitive coaching learn the value of taking the time to reflect on practice and, in the process, are more likely to make decisions about "next steps" that are informed by what they learned through reflection. Coaches serve as a mentor or mediator who uses cognitive coaching tools and maps to lead the teacher being coached through a self-discovery process that enables self modification. ENI coaching staff typically observes a teacher 8 to 10 times over the course of a school year, using non-judgmental feedback and reflective questioning techniques to guide teachers in areas such as classroom management, standards-based instruction, using data to drive instruction, and differentiating instruction. Coaching provided by ENI, however, should not be viewed solely as the ENI coach and the teacher working alone in a

single teacher's classroom. The ENI coaching process is also designed to support groups of teachers during planning sessions. For example, a coach might work with a vertical team of high school math teachers on one day while a different coach might work with a horizontal team of high school English teachers that same day. This is how ENI helps to build a school's collaborative culture. It is as important for teachers as learners to learn from each others as it is for them to learn from experts such as the ENI coach. ENI coaches focus on guidelines from the National Board for Professional Teaching Standards while mentoring teachers and modeling instructional strategies. Coaching also builds on the teaching framework of Danielson (Table 2), which encompasses four major "domains" of preparation and planning, classroom environment, instruction, and professional development.

ENI's approach to professional development underscores the importance of reflection, collaboration, and conversation. ENI's goal is to develop a community of learners in a school that regularly focus on the critical questions of *What* each student must learn, *What* is the evidence that the student has learned it, and *How* can teachers and administrators respond when a student experiences difficulty learning. ENI's professional learning communities are characterized by shared leadership, a common vision focused toward student learning, regular interaction among teachers and administrators, collaborative work by way of reflective dialogue, and shared learning. Teachers who feel themselves part of a professional learning community report fewer feelings of isolation, are more likely to see themselves as "professionally renewed," view their work as more satisfying, and are more likely to undertake fundamental systemic change (Hord, 1997).

Collaboration is a core value of ENI's approach to school transformation and turnaround. Teachers at schools that ENI works with meet regularly in formal and informal horizontal and vertical teams, and in cross-disciplinary teams to engage in conversation on how to improve instructional practice after reflection on student testing data and other student work. ENI also supports schools in developing communities of practice that encourage collaborative learning

and sustainability of improvement efforts. Communities of practice are valuable to teachers because they provide access to expertise, support in resolving challenges, and engagement in meaningful work. Over time, individuals involved in communities of practice begin to develop a professional identity and a supportive network of professionals. Schools benefit from communities of practice because knowledge is shared across departments and resources are better leveraged. To extend communities of practice beyond a school site, ENI offers TargetPLC™, a robust online professional learning community where teachers, coaches, and the Instructional Leadership Teams can interact with ENI's coaches and with coaches nationwide. Support materials include online videos, articles, job aids, and more, with resources to address the range of K-12 pedagogy and classroom management skill. *TargetPLC™* is the backbone for collaboration and professional development. Blogs, discussion boards, chat rooms, wikis, threads, calendars, e-notes and unlimited multimedia galleries will provide a forum with anytime access.

The power of ENI's approach is exemplified by its work with Tulsa Public Schools. ENI provided the district with highly-aligned instructional materials for all students and direct classroom coaching. Over the last three years, teachers, coaches, and administrators have worked collaboratively to make sure that there is a lesson for every standard that is tested for grades 1-10. They also meet regularly to discuss student data and make plans for re-teaching and remediation. Evidence of standards based instruction is present in classrooms, and non-instructional time has been minimized. The initial two cohorts had 23 elementary schools on School Improvement. Currently all 23 elementary schools are off School Improvement altogether as a result of their success. One of the initial schools in Tulsa was Eugene Fields Elementary school. It was the lowest performing school in the state of Oklahoma. The students come from three housing projects, with 100% eligible for free and reduced lunch. In 2005 the school scored at 460 out of 1500 on the state API scale and had a population of 175 students. As of 2008, the school performed at 1375 out of 1500 with 350 students.

- ii) Describe how the applicant will evaluate the fidelity of implementation, quality, relevance, and utility of the professional development.*

In addition to continual increases in student proficiency levels on the PSAE to show high degrees of implementation and utility of professional development in a school, ENI uses rubrics connected to these components to help teachers reflect on how they can improve their instruction and teaching behavior (see Appendix S – Implementation Self Assessment Rubric). The Implementation Self Assessment Rubric helps staff to measure their level of implementation in: 1.) Change Process; 2.) Partnership Leadership; 3.) Professional Development; 4.) Assessment, Curriculum, Instruction; 5.) Implementation Action Plan (Implementation Goals and Program Design + Implementation Time Line); 6.) Family, School, and Community Engagement; and 7.) Evaluation. Results show whether a staff feels they have the level of information, knowledge, understanding, and consistent application/fidelity by all staff members to ensure a successful implementation of the Transformation and Turnaround model in their building.

Self Assessment Implementation Rubric activities encourage a school to examine their present practices and processes if they want to improve student achievement. Schools must strategically plan for continuous improvement. The process of self-examination includes all of the major area critical for turnaround/transformation. This type of activity is provides an opportunity for a new administrator or a veteran administrator to work toward consensus in moving forward in improving student achievement. Leadership should make it clear that there are no right or wrong responses as we move through the process.

Before undertaking this type of assessment, ground rules must be established that requires every staff member to participate. A level of trust and respect must be present for the staff to feel a part of the process. All staff is expected to participate. This atmosphere should be one that encourages leadership to evolve among the staff. As a staff moves through the assessment, conversations are vital for understanding and true assessment of current status in

relationship to student achievement. A designated note taker or recorder must ensure that all comments are kept for reflection throughout the year. Processes and practice should be thoroughly examined to determine that everyone understands what it necessary to meet expectations on the rubric. The conversations generated from the activity will provide an opportunity for staff to come to consensus on what truly demonstrated increased student achievement versus what we have accepted as the standard of the past.

Incorporated into the rubric activity will be checklists to determine if teachers and coaches are moving toward meeting the standard as reflected on the rubric. Brainstorming is necessary to determine what other types of items will lend themselves to demonstrating the school is demonstrating continuous improvement. Recommendations for using the Self Assessment include introductions, goals of PLC sessions, staff review of the Transformation process, introduction of the Rubric and the rational for self assessment, establishing the process for conducting the self assessment, consensus on levels for the Rubric and Fidelity Checklists. The following questions are often considered during Implementation Self Assessment activities:

1. What does research tell us about improving schools?
2. How will we know we are making progress?
3. How and when will the staff measure progress?
4. How often will we come together as a staff to review progress?
5. What artifacts are critical in determine progress?
6. How can we use the checklist with the entire staff?

Teachers are also encouraged to participate in a 5-Step TargetTeach® Fidelity Snapshot Survey online (see Appendix T –Sample Elementary 5-Step Fidelity Snapshot #2 Report). Teachers are asked to reflect on critical components of the Transformation and Turnaround model and answer essential questions on setting measuring goals, instructional alignment, filling the gaps, pacing and formative assessment, and monitoring student progress. Results are generated and provided to staff to use in determining program fidelity of implementation, quality,

relevance, and utility of professional development. These results are examined during Professional Learning time and during leadership team meetings to continue problem solving solutions to improve student outcomes.

Teacher coaching is a way to customize, deepen, and extend learning that occurs in ENI's professional development workshops focus on aligning teaching to standards and assessments, differentiating instruction, and using data to determine individual student needs and modify instruction to support students. Leadership training and practicums support teachers in their applications of skills and depth of content expertise in the classroom when building administrators conduct learning walks looking for elements of standards based classrooms, use of TargetTeach® teacher and student materials, use of appropriate curriculum pacing, and timely administration of formative assessments.

In helping schools design evaluation systems, ENI takes care to make sure that the system links evaluation to school goals, that multiple sources of data on teacher performance are included, that effective feedback mechanisms are developed, and that teachers are meaningfully involved in the evaluation process. It also is very important that schools be clear about the purpose of evaluation: to improve practice (formative evaluation) or to make decisions about retention, advancement, and dismissal (summative evaluation), or both. The evaluation system will need to be aligned with the purpose of the evaluation. Lastly, the system will include plans for rewarding effective performance and addressing ineffective performance.

An assessment technique that ENI has helped schools use very effectively over the years has been the walk through. This technique can produce more useful and valid data on teacher performance because walk-throughs sample classroom behavior more reliably over time and are less intrusive on ongoing instruction. These direct classroom observations can be used in conjunction with lesson plans, samples of student work, assessment results, and portfolios, as part of a comprehensive evaluation system.

F. Organizational Capacity

- i) Describe the applicant's organizational structures, financial stability, and organizational capacity. Please include the type and number of schools that the applicant can serve.*

Evans Newton, Inc. (ENI) is in a strong position to assist schools in planning, implementing, and evaluating school improvement efforts. ENI has over 35 years of experience in helping schools and districts align their curriculum to state standards, reduce curricular overlaps, close curricular gaps, articulate the curriculum across grade levels, and engage in a process of continuous improvement through periodic benchmark assessments to refine the curriculum. The process that ENI uses is highly collaborative, drawing on the strengths of educational leadership and staff, and builds capacity so that improvement strategies are sustainable.

ENI supports schools in organizing themselves so that maximum use is made of resources to support high student achievement and to support instructional and curricular equity. Through the needs assessment and the initial curriculum alignment analysis, ENI helps schools to see what resources are needed to promote student learning and to make curricular, instructional, and fiscal decisions. Through the Fill the Gaps process and through resources like TargetStrategies® and TargetFundamentals®, schools are able to give all students access to the curriculum and to help them meet standards. By developing curriculum maps and lessons tied to standards and best practice, ENI also helps schools make use of instructional time to maximize student learning.

ENI has a strong leadership team and a very experienced and educated team of 80 employees and a team of approximately 40 Independent Education Consultants and Curriculum and Assessment Specialists to meet the unique needs of each district. Each year, ENI has demonstrated over the course of 37 years the capacity and capability to support many districts and schools in their achievement of their school improvement goals and increasing student achievement. ENI has supported districts in the achievement of their improvement goals of all

sizes from 120 schools in a district to single schools in a district. During the 2009-2010 school year for example, ENI supported a wide range of districts in the achievement of their goals, a selection is identified below;

- Rockford School District 205 implemented ENI's transformation model for 10 focused schools including Elementary and High School and TargetCoach2Coach for all of their 52 schools.
- Caddo Parish School Board implementation included 27 schools
- Richland County School District One implementation with 46 schools, 16 focused schools this year
- La Joya Independent School District- have implemented with district-wide (35 schools) in past school years, 10 focus schools this year
- Little Rock School District have implemented district-wide in prior years, 3 focused schools this year
- Dorchester School District Two implementing with 7 Middle Schools and 11 Elementary Schools
- Proviso Township High School District #209 implementing with 3 high schools
- Many smaller districts in Illinois with implementations at single and multiple schools; West Harvey Dixmoor, Hazel Crest, Calumet Park, Country Club Hills, Danville, Bellwood
- Many other districts across the states, for example Lafayette Academy Charter School, Assumption Parish, Green Dot Public Schools, Lake Forest Charter School,

ii) Describe the non-negotiable commitments and decision-making authority the applicant requires to successfully manage the school turnaround model (i.e. autonomy over staffing, budgets, calendar etc.).

ENI does not propose any non-negotiable commitments.

iii) Provide a summary of the qualifications of the staff that would be involved in the project and list their specific experience and success with school intervention efforts. Describe to what degree these staff will be involved in the day-to-day work with the district and school(s). In an appendix include one-page résumés for all individuals involved with the turnaround efforts.

Qualifications of Staff:

Experience and Professional Qualifications:

Evans Newton Executive and Management Team

Julie Lemond

Executive Director of Implementation

Julie Lemond brings nearly three decades of experience to her role as Executive Director of Implementation (EDI). As EDI, Julie manages ENI's implementation team. Working in education since 1991, Ms Lemond has held many roles in several Michigan school districts including Chief Academic Officer, Intermediate School District School Improvement Consultant, Curriculum Consultant, State and Federal Grants Consultant and teacher.

In June 2007, she became Chief Academic Office (CAO) for Lansing School District. As CAO, Ms. Lemond was instrumental in the restructuring initiatives for Lansing's three urban comprehensive high schools that had not making Adequate Yearly Progress for six years. During this restructuring, she worked extensively with ENI to achieve outstanding results using ENI products and services.

Ms. Lemond has assisted the education community in numerous other roles. She has served on the Michigan Department of Education's High School Reform Advisory Committee and as adjunct professor at Saginaw Valley State and Oakland University focusing on curriculum and leadership. As a national Reading Apprenticeship trainer, she targeted strategic literacy instruction for teachers of adolescents. Ms. Lemond has served on several boards including the

Warren Consolidated School Board (MASB certified) and the Michigan Association of State and Federal Program Specialists Executive Board, MAS/FPS. She provided leadership, program development, and policy and implementation strategies for board members, community/business members, administrators, educators, students, and parents.

Ms. Lemond has been featured as a conference speaker and facilitator at district, county and state levels.

Susan Jurkunas

Project Implementation Manager

Susan Jurkunas has over twenty eight years experience in education, as teacher, administrator, college instructor, and educational consultant. Her expertise includes working with at-risk populations, particularly second language learners.

As a central office administrator, Ms. Jurkunas coordinated district grants and programs for minority populations and provided workshops and professional development to parents, teachers, and administrators. Her experience as a building principal spans all grade levels in a variety of settings. She was the principal for one of the few schools in the nation for homeless students. She opened an alternative high school; was an elementary school principal; and a middle school principal. All of her administrative experience has been in high minority, low socio-economic communities.

As a classroom teacher, she taught Spanish and reading to middle and high school students in both rural and inner city alternative school settings. She taught bilingual core curriculum classes in fourth, seventh, and eighth grades in a large urban school district. She has also taught classes in teacher education programs at the collegiate level.

Her specialized training includes Working With Children of Poverty, 6+1 Writing Traits, Reading Recovery, The National Writing Project, Carolyn Downey's Model for Classroom Walk-Throughs, Cognitive Coaching, Kagan's Cooperative Learning, creating a balanced literacy program, and curriculum design using Grant Wiggins' Backward Design model. She

participated in field studies for the development of performance based writing assessment for English-language learners and in interfacing bilingual and special education program models in an urban school setting.

Ms. Jurkunas received her Master of Arts in Education from Arizona State University and a Bachelor of Science in Elementary Education and Spanish from Clarion University of Pennsylvania.

Susie Meyer

Director of Implementation Planning and Support

Susie Meyer launched her academic career as a teaching/graduate assistant at Michigan State University where she successfully taught business algebra, pre-calculus, calculus, and undergraduate math classes for elementary education majors. Ms. Meyer then served as an accomplished mathematics instructor for eleven years at both the high school and college levels. Her expertise includes all levels of mathematics from pre-algebra to integral calculus.

As a former high-school teacher, she excelled in the areas of classroom instruction and high-stakes test preparation. Ms. Meyer advanced her career further as an instructor at the collegiate level. Since joining ENI, she has been an integral part of the company's success through her creation of incremental assessments, curriculum instructional strategies, parent involvement practices, and standards-based professional development techniques.

Ms. Meyer received her Master of Science in Educational Leadership from Northern Arizona University and a Bachelor of Science in Mathematics from Michigan State University.

Dr. Richard Tracey

Manager of Quality Assurance and Publishing Standards

Richard Tracey is an experienced curriculum expert and product director having developed a variety of instructional software products, supplementary educational materials, and item banks in English Language Arts (ELA). Dr. Tracey has created and delivered professional

development and train-the-trainers professional development on ELA and the cognition of learning in North America, Europe, and Asia.

Dr. Tracey has brought to Evans Newton Incorporated over 20 years of managerial and consulting experiences with Jostens Learning, Measured Progress, Motorola, Simon & Schuster, and others. Besides co-writing a California Charter School's charter and contributing to federal Jobs Corps, Tennessee school-to-work and California welfare-to-work projects, he has co-authored software, workbooks and teacher guides that teach fundamental ELA, Mathematics and Social Studies concepts while accounting for all students' learning styles and thinking skills. His bibliography includes 92 articles in professional, trade, and consumer publications; and 79 trainings and presentations for professional and academic associations, K-12 schools, colleges and universities, government agencies, corporations and nonprofits.

He is a long-time member of the International Reading Association and the National Council of Teachers of English. For IRA state associations, he has been a conference presenter; for NCTE, he has served on national committees and presented at national conferences. He is also a member of the Society of Professional Journalists, into whose honor society he was inducted as an undergraduate, and he was granted a National Endowment for the Humanities fellowship to study the effect of early word processing technologies on commercial writers. A former educator, Dr. Tracey taught English for 11 years at the high school and college levels. He is a published journalist and blogger.

Dr. Tracey earned a Bachelor of Arts in Communications and English, a Master of Arts in English from UCLA and a Ph.D. in English from the University of Washington, Seattle.

Bernice Stafford

Vice President Implementation and Education Partnerships

Bernice Stafford's career spans four decades in the public and private sectors with experience in the United States and the Kingdom of Saudi Arabia that range from teaching to administration at the early childhood, elementary and college levels. Ms. Stafford is a frequent presenter at

education conferences on topics ranging from how to close the minority achievement gap to the use of state-of-the-art learning technology in the teaching and learning environment.

Ms. Stafford is the Chairman of the Government Relations Committee for the Association of Educational Publishers. She also serves on the boards of Agency for Instructional Technology (AIT), Partnership for Dynamic Learning (P4DL), WestEd Regional Educational Laboratory Board, and the Center for Interactive Learning and Collaboration (CILC). She is a member of the California Comprehensive Center (CC) Advisory Board and California Public Schools Accountability Act (PSAA) Advisory Committee serving on the Alternative Accountability Subcommittee (ASAM), where she was reappointed to a third two-year term by the State Superintendent of Public Instruction. She is a past chair of the Knowledge Alliance, formerly National Education Knowledge Industry Association (NEKIA), distinguishing herself by being the first person from the private sector to serve in that capacity. Ms. Stafford is also a past board member of what was then the Software Publishers Association (SPA), now Software and Information Industry Association (SIIA); she was also the co-chair of that organization's Textbook Adoption Committee.

Ms. Stafford co-authored "A Science-based Development and Implementation Model for Online and CD-ROM Curriculum Programs," which was included in the *Second Edition of the International Handbook on Literacy and Technology*, published by Lawrence Erlbaum Associates.

Ms. Stafford received a Bachelor of Arts in Sociology and a Master of Arts in Early Childhood Development from the University of California at Berkeley.

ENI strives to find the best educators, those with experience as master teachers, specialists, and school administrators, to join our team. Currently, we have 94 employees and 32 independent contractors working to support student achievement gains in schools across the country. Our hiring process requires applicants to have had successful experience in schools, take a content knowledge examination, participate in training, shadow others and then be

shadowed prior to working in schools. Once hired, our educational consultants and project managers become a part of an ENI internal professional learning community, where keeping abreast of best practices and sharing the knowledge of what is working, or not working, in schools contributes to their ability to support classrooms, schools and districts. Our experts have experience in reaching diverse K-12 students, and they provide support to regular, accelerated, and special needs students. They are masters in their specific content areas, understand and promote differentiated instruction, sheltered instruction, flexible grouping, standards-based education, curriculum instruction, learning theory, multiple intelligences, English language acquisition, classroom organization and management, student behavior, cultural understanding, student assessment, school leadership development, and educator self assessment.

ENI understands the importance of job-embedded professional development and has the capacity to provide it in island schools. The number of our educational professionals who live locally may be determined by the number of schools who choose us as educational partners in the school improvement process. ENI and P4DL partner with schools across America and we are committed to your success. In our history, we have been asked by schools in remote or rural areas of the country if they will be getting out “A Team.” We understand the concern, and therefore we have strict hiring, training, and retention protocol to ensure that every school in which we work gets the A Team. You can be reassured that we don’t accept less.

Throughout my career in education, I have encountered relatively few organizations that fully support my passion for excellence. Since leaving my position as Executive Director of the American Association of School Administrators, I have done a complete review of educational companies looking for those that offer what I believe is needed in American education today. I am truly impressed by the passion and intelligence that ENI brings to their work of transforming schools. They are committed to being a full partner in creating lasting, systemic change that builds teacher and administrator capacity and results in

rapid, sustainable growth in student achievement. They have shown this in district after district for over 35 years. They believe, and repeatedly demonstrate, that you can do well by doing good.

Dr. Paul D. Houston, Executive Director Emeritus, AASA

A sample of key staff available to Illinois:

Darlene Margaret Bassett

M.S. Ed., Literacy

Education Consultant

Career Highlights:

- **Staff development on differentiated instruction in literacy and ELL students**
- **Expertise in literacy across the curriculum**
- **Served as state, national, and international consultant**

Darlene Bassett's career in education spans three decades in the public and private sectors with experience in the United States, Canada, Holland, Portugal and Indonesia. Her experience ranges from teaching to consulting at the elementary, middle school, high school, and university level. She has served as a distinguished educator for the Maine Department of Education; literacy facilitator for Loudon County, VA; Reading Recovery Teacher Leader; visiting educator at the University of Auckland, New Zealand; International Reading Association delegate to China; and literacy coordinator for the Western Maine Educational Collaborative for grades 3-12.

Darlene has also coordinated and implemented a number of Title II grants investigating the link between thinking strategies utilized in literacy and technology, emphasizing guided inquiry. Her professional development focuses on effective instruction, assessment, and the collaboration necessary for successful literacy across all content areas. In addition, Darlene provides staff development on differentiated instruction in literacy, ELL students and literacy, 6 + 1 traits in the content areas, coaching, and guided inquiry in the content areas. Darlene received her Master of

Science in Elementary Education in Literacy and her Bachelor of Science in Education at the University of Maine.

Kimberly Grasso

M.S. Ed., Special Education

Educational Consultant

Career Highlights:

- **Arizona State Turnaround Coach - Department of Education's Intervention Team**
- **Recognized as a trainer of trainers for reading coaches and for DIBELS**
- **Certified Wilson Reading Program Instructor**

Ms. Grasso began her career as an educator working as a New York State Certified Special Education Teacher. Her employment included teaching at a school designated as a "School to Watch," which was recognized for excellent special education accomplishments and practices. She participated in the implementation of inclusionary instruction models for the 6th, 7th and 8th grades. While practicing in New York, Ms. Grasso was nominated for a Disney Teacher of the Year award.

In Arizona, Ms. Grasso was a Special Education Lead Teacher for the Fowler Elementary School District. In 2008, she was asked to join the Arizona Department of Education's Intervention Team as an Arizona State Turnaround Coach. Ms. Grasso's primary responsibility was supporting administrators and faculty in an effort to improve school systems and teaching at institutions designated as a "Failing School." Her varied duties included professional development with a focus on effective instruction, classroom management, data analysis, and the design/implementation of special education inclusion programs.

In 2010, Ms. Grasso was recognized as one of Arizona's first Master Instructional Coaches, designated through the Arizona K-12 Center. She has partnered with Arizona State University as a speaker for their College of Teacher Education and Leadership, and with the Board of

Cooperative Education Services (New York) as a speaker for special education inclusion in math classes.

Ms. Grasso holds a Bachelor of Arts from SUNY Geneseo; a Master of Education from the College of St. Joseph; and a school administration certificate from Northern Arizona University.

Mara Metzgar

Education Consultant

Career Highlights:

- **Accomplished math and science teacher**
- **Proven success in improving academic performance levels of students**
- **Dynamic leadership abilities concerning classrooms and students**

Mara Metzgar joined ENI writing science and math supplemental curriculum materials. Her role has since expanded to coaching high school math. Mara's professional education experience prior to joining ENI includes teaching math and sciences at RCB Charter High School and Tempe Accelerated Charter Schools, and the University of Advanced Technology (UAT). In addition, she has experience as a Faculty Trainer where she was responsible for increasing student achievement through improving teacher performance.

Mara holds a Bachelor of Science in Chemical Engineering from Arizona State University and her EDU Certification. She is the co-founder of Shelter to Shelter, a charity for abused women that was acknowledged by the Arizona State University President for excellence in charity work. She received the best teacher award multiple times at the University of Advanced Technology.

Louis A. Manzella

Ph.D., Education

Education Consultant

Career Highlights:

- **Twenty-five years of experience in K-12 education**
- **Ten years of service in the private sector**

- **Fifteen years served as adjunct professor**

Dr. Louis A. Manzella has been working in the field of education for more than twenty-five years. He has taught at every level in K-12 education and has extensive experience working in special education. Dr. Manzella's experience includes teaching at an elementary and middle school in New York; an alternative high school; a juvenile detention center; a county jail in Florida; and middle school for special education in Georgia. Dr. Manzella has served as principal of an elementary school and a middle school, and has been a special education administrator for a high school. Most recently, Dr. Manzella was the director of a 6th-12th grade private school for special needs students.

In addition to his K-12 experience, Dr. Manzella taught history and English at DeVry University and has been an adjunct professor in Central Michigan University's Off-Campus program teaching curriculum development and strategies and techniques for the classroom to graduate students. In the private sector, Dr. Manzella served as a corporate trainer and recruiter in Newark, New Jersey and ran a small business in Orlando, Florida. Dr. Manzella served on a Juvenile Detention Curriculum Task Force for the State of Florida and was a contributing author of "Curriculum Guidebook for Educational Services in Juvenile Justice Programs: The Integration of Delivery Models and Practices." His paper "Improving Basic Literacy Skills of Juvenile Delinquents through Relevant Experience" can be found on the Educational Resources Information Center (ERIC).

Dr. Manzella has a Bachelor of Arts in History from St. Bonaventure University in Olean, New York; a Master of Science in Education, Secondary Social Studies Education from Canisius College in Buffalo, New York; and a Doctorate in Education in Child and Youth Studies from Nova Southeastern University in Fort Lauderdale, Florida.

Kimala Purcell

M.S. Education

Education Consultant

Career Highlights:

- **Over 20 years as an educator**
- **Curriculum and Instruction**
- **North Central Association Accreditation Team**

Kimala Purcell has worked as an educator for more than two decades. Ms. Purcell has worked as an independent consultant and professional development trainer since retiring from the Department of Defense Schools. She has worked in many locations across the US, as well as several international locations. In the public sector, Ms. Purcell began her career in education as an elementary school teacher. Since retiring from DoDEA, she has worked in the field of professional development as an independent consultant, and for McGraw-Hill Education, Voyager Extended Learning and Evans Newton, Inc. – providing training in core curricular areas in Pre-Kindergarten to grade 12, with special interest in literacy, mathematics, science instruction. In addition to training in the use of instructional materials, Ms. Purcell provides consulting and coaching services with both classroom teachers and administrators.

Ms. Purcell holds a Master of Science in Education Administration and a Bachelor of Science Degree in Education. She has worked in the Pacific and in Europe at all levels of public education -- classroom teacher, district and area superintendent's level curriculum, instruction, and assessment coordinator.

David Hedges**M.A., Educational Technology****Education Consultant****Career Highlights:**

- **Mathematics Specialist**
- **Well-versed in leadership training**
- **Expertise in public speaking**

After serving honorably for nine years in the US Navy, David Hedges earned his Bachelor of

Science, Mathematics, at the University of South Carolina and continued his education earning his Master of Arts in Educational Technology at San Diego State University. David's varied experiences as a professional in education include teacher, site program coordinator, district technology staff developer, vice principal, district and county coordinator, university guest lecturer, and national AVID presenter. As an accomplished leader, David is focused on his passion for organizational behaviors including effective communications, process improvement and leadership.

Juanita Douglas**M.S. Education, Mathematics****Education Consultant****Career Highlights:**

- **Three decades in education**
- **Well-versed in grades K-12**
- **Expertise in professional development**

Juanita taught for twenty eight years in Houston Independent School District. During that time, she taught every age group from kindergarten through eighth grade.

During her tenure at HISD, Juanita held several positions. She was Grade Level Chairperson, Math Department Chairperson, Middle School Math Coordinator, Project GRAD Facilitator, mentor teacher, Summer School Bridge Teacher and Teacher of the Year. She enjoyed her tenure with HISD as the teacher on the "After School Math Show", a live TV show broadcasted twice weekly to help students prepare for state testing and with their homework.

Upon leaving HISD, Juanita joined Project GRAD USA, a non-profit organization with a goal of helping students graduate from high school and successfully complete college. Her main role with this organization was to support the mathematics efforts. Juanita provided on-site support to twelve cities throughout the U.S. in mathematics. This support included coaching teachers and local math consultants, writing curriculum, analyzing testing data, creating assessment

items, teacher demonstration lessons, providing professional development to teachers and administrators, along with other support as needed. Juanita worked for Project GRAD USA as a fulltime national mathematics consultant for five years.

Juanita attended the University of Houston where she received a Bachelor of Science in Elementary Education. She also received a Master of Science in Mathematics Education from Prairie View A & M University.

Patricia Bowie**M.S. Education, Mathematics****Education Consultant****Career Highlights:**

- **Over 15 years in education**
- **Expertise in mathematics and assessment**
- **AP[®] Forum Presenter**

Patricia Bowie has been involved in education for more than 15 years, working as a classroom mathematics teacher, department chair, and student teacher supervisor. During her tenure, she helped establish both an AP[®] and dual credit program. She was actively involved in writing curriculum for middle school and high school mathematics programs as well as in designing academic enrichment programs for area feeder schools. She has also taught dual credit mathematics classes at local community colleges.

She began her teaching career in Texas, working primarily with inner-city, underserved populations. She served as a workshop leader, panelist, and presenter at national and regional conferences for College Board. Her presentations include topics such as "A Big AP Program on a Shoestring Budget", "Crossing the Trinity: Academic Equity and Access", and "Bridging the Gap: Access to All". She was twice honored as Teacher of the Year and is a Disney Teacher of the Year nominee and finalist.

She received her Bachelor in Science in Elementary Education, Mathematics at East Texas State University in Commerce, Texas, and her Master of Science in Secondary and Higher Education, Mathematics at Texas A&M, Commerce, Texas. Her post-graduate studies include Educational Research at the University of North Texas in Denton, Texas.

Donald Whittaker**Education Consultant****Career Highlights:**

- **Specialized in ELL populations**
- **Differentiated Instruction**
- **Holds an ESL endorsement**

Donald taught intermediate grade mathematics at Cartwright School District in Phoenix, Arizona. His excellence in teaching resulted in his appointment as a mathematics coach to other teachers. His teaching experience focused on low socio-economic students in a dominant ELL population and holds certification in English as a Second Language from the state of Arizona.

While serving at Cartwright, he was as a member of the district's math leadership team which gave him assignments to mentor both beginning and experienced teachers. He also created original instructional content and assessments to fill gaps in the district's curriculum. He was also an active participant in developing his school's improvement plans. As a result of working with a diverse range of learners at Cartwright, he developed significant expertise in differentiating instruction to the needs of each student.

He entered education following a successful career in the automotive industry where he worked his way up through sales and finance positions; ultimately becoming general manager of a successful automotive retail group. During this first career, he obtained a B.S. degree in Commerce and Finance from Wilkes University, where he was also named to Omicron Delta Epsilon, the International Honor Society in Economics.

He has completed a Post-Baccalaureate Program in Education through University of Phoenix (becoming a highly-qualified teacher) and an ESL endorsement through Ottawa University. He has completed post-graduate studies in mathematics education through Michigan State University (Connected Math Program) and Salem State College.

James Pruitt**M.A. Educational Leadership****Assessment and Curriculum Specialist****Career Highlights:**

- **Over twenty-five years in education**
- **Well-versed with large districts**
- **Expertise in writing curriculum**

James Pruitt has taught middle and high school students for nearly three decades in public education. He has served on numerous professional committees in a school district with sixty thousand students, including textbook adoptions, curriculum revision, and judging poetry in the district writing contest. He was a member of the team that represented the district in the development of the ASAP tests (Arizona Student Assessment Program), the forerunner of the present AIMS (Arizona Instrument to Measure Standards). He was an early participant in the Greater Phoenix Area Writing Project and was selected a delegate to the Motorola Teacher Ambassador Program. For three years, Jim and a team of fellow teachers wrote, filmed, and edited videos to help their school reach reading and writing across the curricula goals. He directed two summer reading programs. He has also taught online with Rio Salado College and has published articles online.

James holds a Bachelor of Arts in Education with a specialization in English from Arizona State University. He received a Master of Arts in Educational Leadership from Northern Arizona University.

Dr. Claudia McNeeley

D.Ed., Educational Leadership

Educational Consultant

Career Highlights:

- **30 years in education**
- **Curriculum and Instruction**
- **Professional Development**

Dr. Claudia McNeeley is a 30 year veteran in public school education with professional development and coaching experience at the school, district and state level.

Dr. McNeeley has presented at statewide conferences ranging in topics from leadership, curriculum, instruction and intervention, Arizona RTI, school improvement, assessment and data analysis. She has experience providing technical assistance and professional development for the Arizona Department of Education (ADE) School Effectiveness Division. In addition, she facilitated and presented statewide training for the DIBELS Leadership Institute. Her teaching experience includes directly working with principals, instructional coaches and teachers to improve instruction and refine curriculum.

She has a Bachelor of Science in Elementary Education, a Master of Arts in Elementary Education and a Master of Education in Educational Leadership. Recently, she earned a Doctorate degree in Educational Leadership from Northern Arizona University.

Stephanie Bernander

M.A. Educational Leadership

Education Consultant

Career Highlights:

- **More than 20 years experience**
- **Curriculum and Instruction**
- **Emphasis in the STEM fields**

Stephanie has more than 20 years of experience in education beginning her career as a high school math teacher with a passion for helping others understand, appreciate, and enjoy mathematics. She then moved into administration serving as a high school principal and later as a Director of Curriculum and Instruction for Nicolet School District. Stephanie also has experience at the collegiate level working with teacher candidates in their field experience and student teaching. She has done extensive consulting in schools, in the metro-Milwaukee area, in all aspects of teaching such as classroom management, differentiated instruction, mathematics pedagogy, Engineering is Elementary, curriculum development and implementation, leadership coaching and development, and school reform.

Stephanie has a Bachelor of Science in Secondary Education, Mathematics and a Master of Arts in Educational Leadership.

Dr. Deborah Cotton

D.Ed., Educational Leadership

Education Consultant

Career Highlights:

- **Elementary School Principal**
- **Presented on Education at local and National Conferences**
- **Ten years as a Professional Development Leader**

Dr. Cotton has served as an elementary school principal, education consultant, department of education specialist, human resource manager, and a classroom teacher.

Deborah has been a professional development leader for more than 10 years. Her education background has strengthened her skills in the areas of school improvement, federal programs, multicultural education, fiscal management, teacher recruitment, teacher training/staff development, grievances/problem solving, and classroom teacher assessment. Her depth of experience also includes conducting needs assessments of school and district training

programs, developing and facilitating training for management teams on effective leadership, and staff development to motivate classroom teachers.

She holds a Doctorate in Education Leadership from NOVA Southeastern University, a Master of Arts in Education Administration, and a Bachelor of Arts in Elementary Education from Ottawa University.

One-page staff resumes are included in Appendix U of this RFP.

G. Subcontractors

- i) Identify the subcontractors and partnership organizations that the applicant will use in the implementation of its program. Information on each proposed subcontractor must be provided in accordance with #5 of the Contractual Terms and Provisions (Appendix A) of this RFP.*

ENI has identified Senior Project® as a subcontractor that will be used in the implementation of its program. Information for Senior Project® is provided in accordance with #5 of the Contractual Terms and Provisions (Appendix A) of this RFP.

- ii) If the applicant proposes subcontractors, provide evidence that the applicant has carefully vetted the providers and programs and obtained reasonable assurance of their efficacy.*

ENI completed a rigorous process of examination and evaluation of potential partners and their success in districts for its application for the Illinois' Lead Partners to support District and School Improvement Efforts School Improvement grant. ENI determined that Senior Project®, a national recognized company in business over 20 years, was the best candidate to provide support to school districts in partnership with ENI. This company's usefulness in supporting the Transformation and Turnaround process as proposed by ENI for high schools struggling to increase student proficiency levels on the PSAT and their transition to the Common Core State Standards will greatly enhance ENI's ability to transform high schools. The Senior Project® model is a research-based structure to implement project-based learning.

Senior Project® is a challenging, student-driven, performance-based, and teacher-guided culminating program that incorporates traditional and performance based teaching and curricula strategies and merges strong, basic knowledge and skills with real world applications. This company involves multiple assessments including not only basic literacy and numeracy skills, but it also addresses 21st century skills such as project design, initiative and self direction, time management, social and cross-cultural skills, flexibility and adaptability, productivity and accountability, technology, leadership, and responsibility. Many states are requiring Senior Project® as a graduation requirement.

H. Sustained Improvement

- i) Identify how the applicant intends to phase out the need for its services so that full management of the school can be returned to the school district after the three-year grant period with adequate capacity to sustain the improvements and growth made over the course of the intervention.*

ENI follows a three stage approach to build capacity for school improvement:

- Stage I – Planning for Change: ENI begins its work with schools that are underachieving and focuses on specific schools, grades, and/or subject areas.
- Stage II – Implementing Change: During this stage the project expands to a secondary set of schools and/or includes additional grades and subjects. Stage II includes transferring the initial training of the *TargetTeach*® process to the agency's staff development trainers. This is the first step in building an education agency's capacity to sustain the *TargetTeach*® process.
- Stage III – Sustaining Change: During this stage of the project, the district or school takes responsibility for all training and coaching with ENI continuing to provide contracted services for alignment with newly adopted text series, updating of benchmark assessments, and providing staff development as needed.

Our success in transforming underperforming schools and districts has been verified by independent research. ENI's 9 elements of transformation and turnaround, including our TargetTeach® process and supported by job-embedded professional development, is geared toward sustainability when implemented in true partnership and with fidelity. P4DL's implementations and related benchmarks are designed to be, and have proven to be, effectively self-sustaining after several years. In fact, nationwide, it is not unusual to find districts who have maintained rigorous programs and related benchmarking activities for ten or more years.

This proposal includes an overview and pricing for a three-year implementation, as most implementations have a graduated plan for sustainability over three to five years. However, because the RFP will result in one-year contracts, participating schools and complexes will have a solid foundation from which to build success after the first year of implementation.

I. Outcomes-Based Measurement Plan

- i) Define the realistic and attainable outcomes that will be achieved at the end of a three-year grant period as the result of an intervention.*

ENI will work with districts, schools, and lead partners to conduct an outcome evaluation of human capital development strategies. The specific outcomes and targets will be jointly created by ENI and the primary stakeholders of the project. ENI intends to engage in a participatory evaluation process so that there is ownership and buy in for the evaluation. In addition, through a participatory approach ENI can help build evaluation capacity at the school level. A *sample* evaluation plan appears in Table 3. Short-term outcomes are designed to serve as "wins" that can help motivate staff, students, and families during the change process.

Turnaround Plan Evaluation

ENI will work with schools and districts to conduct an outcomes-based evaluation of the transformation and turnaround process jointly defining specific outcomes and targets. The design will encompass both quantitative and qualitative data and information. Students will be administered formative assessments at least four (4) times during the school year to measure

progress. ENI Coaches will regularly facilitate measurement of teacher effectiveness through use of rubrics and reflection tools. At least twice yearly these additional self-assessment tools will be incorporated into the overall Program Review cycle. At least four (4) Program Review cycles using the 4-level ENI Turnaround and Transformation Implementation Rubric will be conducted. Each Program Review will assess the following components:

- Change Process
- Leadership Development
- Implementation Action Plan (Goals, Program Design, Implementation Timeline)
- Professional Development and Coaching
- Assessment, Curriculum, Instruction
- School-Home Involvement
- Implementation Evaluation

Identification of short-term “wins” will be a feature of the evaluation plan. This is important for motivating stakeholders during the early stages of the change process. But it’s the long-term “wins” that inevitably lead to a sustainable and scalable transformation and the primary focus of the evaluation.

Listed below are formative and summative (minimum yearly) evaluation procedures that will be utilized to evaluate the effectiveness of the district or school turnaround plan.

Formative/Summative Evaluation:

Targeted goals, collaboratively decided by ENI and district/school stakeholders, will be based on identified need and potential impact.

Four (4) Program Review cycles using a 4-level rubric will be conducted and analyzed. Following each Program Review cycle, ENI’s Transformation Specialist will meet with the Principal, School Leadership Team, and District Administration to discuss the analysis and jointly develop the next phase of the improvement plan. Students will be administered formative

assessments at least four (4) times during the school year to measure academic progress. A summative assessment will be recommended 3 to 4 weeks prior to the administration of the State Assessment. Self-assessment rubrics will be used by the ENI Coach to assist teachers in reflecting on their own practice and to assist in recognizing the growth of their own instructional capacity. After each formative assessment cycle, the ENI Transformation Specialist and Education Consultants/Coaches will work with the Principal, School Leadership Team, District Administration, and classroom teachers to understand and use the most recent assessment data to effectively drive instructional improvements to those areas of greatest need until the next scheduled Program Review. This iterative cycle of Program Reviews, including student data from formative assessments, define the formative and summative evaluation plan.

ENI's Transformation Specialist will work with the School Leadership Team to better understand conditions such as teacher and student mobility factors, student attendance and discipline information. The Education Consultant will work with teachers to assemble portfolios of student work as performance examples. Whenever and where applicable, such things as graduation rates, student participation and performance in AP and IB courses will be taken into consideration along with data on staff, family and student satisfaction. This information will be used to help further document the status of the implementation.

Quarterly, ENI will organize into a summative report, the formative information collected during the school year and provide a comprehensive report to the Illinois Department of Education, District Leadership Team, School Leadership Team, Teachers, Community Leaders, and Parents.

Evaluation measures will have both program and performance measures for the schools and districts regarding teacher and leadership effectiveness, instructional quality and academic achievement.

The principle tool used to evaluate the effectiveness of the ENI Turnaround and Transformation Model will be the ENI Turnaround and Transformation Implementation Rubric.

This 4-level tool will be administered and analyzed four (4) times during the school year for the purpose of Program Review. Standards-based, formative assessments will be used to measure academic performance. District and school reports providing information such as teacher and student mobility factors, student attendance data and discipline information will also be included. And, where applicable and available, information such as graduation rates, student performance in AP and IB courses, staff, parent, and student satisfaction will also be used to help document progress.

Teacher/Leadership Effectiveness:

Using appropriate sections of the ENI Turnaround and Transformation Implementation Rubric to measure teacher/leadership effectiveness, ENI's Transformation Specialist and Education Consultant will assess and report on progress being made at least 4 times during the school year. Special attention will be paid to the use of an aligned, standards-based curriculum, and student data from formative assessments. The Transformation Specialist will work with the School Leadership Team and the ENI Education Consultant will work with classroom teachers to facilitate their understanding of how to fill the gaps in a misaligned curriculum, and use of formative, student assessment data to effectively drive instructional improvements in areas of greatest need and where impact could be significant.

Instructional Quality:

Using appropriate sections of the ENI Turnaround and Transformation Implementation Rubric to measure instructional quality, the ENI Transformation Specialist and Education Consultant will assess and report on progress being made at least 4 times during the school year. ENI believes the key to instructional quality is a standards-based, aligned curriculum. Therefore this will be a major focus of the school improvement effort. Self-assessment tools such as rubrics will be used by the ENI Coach to assist teachers in reflecting on their own practice as they demonstrate increased capacity in developing and implementing an aligned, standards-based, differentiated instructional program in their classrooms.

Academic Achievement:

Each ENI implementation will start with an analysis of historical student achievement data. Academic achievement targets will be set after review and discussion of this baseline data with district/school leadership. Students will be administered formative assessments at least four (4) times during the school year to measure progress along the way. Three to four weeks before the State Test, ENI recommends the administration of a standards-based comprehensive exam for the purpose of understanding those areas where re-teaching and review will be essential to student success.

Customer Satisfaction/Service Delivery/Compliance:

In addition to the Program Review process described above, ENI will also put in place a series of standalone surveys to be administered periodically to principals and teachers to assess service effectiveness. After each In-service and training, participants are asked to complete and return an evaluation indicating the extent to which their needs were met by the materials and the presenter. ENI management reviews a random sampling of these evaluations to maintain service quality.

Monthly Reports

After each occasion of service delivery in an account, the Transformation Specialist or Education Consultant providing that service generates a report describing the work that was performed, highlights based on participant feedback, recommendations, and next steps. This written report on implementation status will be sent to district and school leadership as well as to an ENI internal distribution.

Internal Executive Program Review

ENI has in place a quarterly internal implementation review process where the Transformation Specialist convenes the company's senior management team, including the CEO, President, and Executive V.P. for review purposes. These status review meetings are designed to communicate across the company both successes as well as problem-solve

challenge areas. The outcome of an Internal Executive Program Review Meeting could mean an immediate request for a Programmatic Site and District Visit by one of the positions below assigned to meet with key district and school administrators.

Programmatic Site & District Visits

ENI already has in place a system by which key company executives and managers meet four (4) times a year with district and school leadership teams to discuss implementation progress. The positions at ENI leading one each of these special high level Program Review meetings, in addition to the four (4) Program Reviews led by the Transformation Specialist will be: President, V.P. of Implementation, Transformation Specialist jointly with the Sales Executive, and, the Lead Education Consultant for the project who typically would be joined by a Specialist Education Consultant such as Data Analyst.

Evaluation Services Timeline:

Within 45 Days of the start of the implementation, the first of four (4) Program Review cycles, using the 4-level ENI Turnaround and Transformation Implementation Rubric, will be conducted. This tool will measure the following components of the implementation: (1) change process; (2) leadership development; (3) implementation action plan (goals, program design, implementation timeline); (4) professional development and coaching; (5) assessment, curriculum, instruction; (6) school-home involvement; and, (6) implementation evaluation. Historical student assessment data will be used during this initial Program Review to establish an academic achievement baseline from which to work.

Within 90 Days – The process above will be repeated but formative assessment data will be used to measure academic progress and drive student learning,

Within 125 Days – The process above will be repeated but formative assessment data will be used to measure academic progress and drive student learning,

3 to 4 Weeks Prior to End-of-Year – The process above will be repeated. However, for this end-of-year Program Review, two sets of data will be analyzed: (1) Historical State Test

results compared against the recommended ENI Comprehensive Assessment to secure an understanding of pretest to post-test progress, and predict student performance on the end-of-year State Assessment; and, (2) ENI formative assessment final increment to secure an understanding of student progress along the continuum of the year, identify continued areas of weakness in curriculum and instruction, and make recommendations for the following year.

Communications Plan to District and the Illinois Department of Education:

ENI's Transformation Specialist will meet with the Principal and School Leadership Team, and District Leadership Team, during four (4) scheduled Program Review meetings. A written preliminary report will be presented at this time to the district and school. After reviewing the status of the implementation and incorporating district and school feedback, a final report will replace the preliminary report. It is this final report that will be forwarded to the Illinois Department of Education Office four times annually.

- ii) Describe the measurable indicators of progress that will be used against those outcomes. Applicants are advised to refer to the Scope of Work section of this RFSP for a list of required accountability indicators.*

The following chart reflects both ENI's internal measures of successful implementation as well as the measures of success specified by ISBE and ED. Baseline data for many categories will vary depending on the grant recipient, so no baseline data appears on this chart. However, upon grant award, the chart will be updated with actual baseline data for each participating school.

Performance Measures	End of School SY 2011- 2012 Implementation Year 1	End of School SY 2012- 2013 Implementation Year 2	End of School SY 2013- 2014 Implementation Year 3	End of School SY 2014- 2015 Self-Sustaining Year 1
ENI Measures				
Measurable project goals established	100% within first three months of project	100% with annual adjustments within first three months of SY	100% with annual adjustments within first three months of SY	100% with annual adjustments within first three months of SY
Curriculum fully aligned to CCSS and IL standards for English I, II, and III, Algebra I, II, and Geometry	100% within first three months of project	100% with annual adjustments before the start of SY	100% with annual adjustments before the start of SY	100% with annual adjustments before the start of SY
Teachers fully trained in standards-based instructional materials	100% within first three months of project	100% with annual adjustments before the start of SY	100% with annual adjustments before the start of SY	100% with annual adjustments before the start of SY
Teachers fully trained in analyzing benchmark data and adjusting instruction	100% within first three months of project	100% with annual adjustments before the start of SY	100% with annual adjustments before the start of SY	100% with annual adjustments before the start of SY
Principal and leadership team fully trained in observation rubrics and leadership guidelines	100% within first three months of project	100% with annual adjustments before the start of SY	100% with annual adjustments before the start of SY	100% with annual adjustments before the start of SY
Principals completing effective observations at regular intervals	70% within first three months of SY	85% entire SY	100% entire SY	100% entire SY
Principal and teachers trained in Senior Project process	100% within first three months of project	100% with annual adjustments before the start of SY	100% with annual adjustments before the start of SY	100% with annual adjustments before the start of SY
Teachers implementing Senior Project activities with students	70% within first SY	85% entire SY	100% entire SY	100% entire SY

School or District coaches trained in ENI coaching methodologies	100% within first SY	100% before the start of SY	100% before the start of SY	100% before the start of SY
ISBE and ED Measurements				
Number of minutes within the school year	TBD (increase from 2010 – 2011)	TBD	TBD	TBD
Student participation rate on ISAT or PSAE in reading/language arts and in mathematics, by student subgroup	95% or higher	95% or higher	95% or higher	95% or higher
Dropout rate	Decrease gap by 3% from previous year	Decrease gap by 3% from previous year	Decrease gap by 3% from previous year	Decrease gap by 3% from previous year
Student attendance rate	Increase 2% or higher from previous year	Increase 2% or higher from previous year	Increase 2% or higher from previous year	Increase 2% or higher from previous year
Number and percentage of students completing advanced coursework (e.g., Advanced Placement (AP), International Baccalaureate (IB), early-college high schools, or dual enrollment classes)	Maintain or increase previous year by 2%	Increase by 2% of student base	Increase by 2% of student base	Increase by 2% of student base
Discipline incidents	Reduce by 5% over previous year	Reduce by 5% over previous year	Reduce by 5% over previous year	Reduce by 5% over previous year
Truants				
Distribution of teachers by performance level on the LEA's teacher evaluation system	Increase % of teachers in satisfactory or higher levels from the previous year	Increase % of teachers in satisfactory or higher levels from the previous year	Increase % of teachers in satisfactory or higher levels from the previous year	Increase % of teachers in satisfactory or higher levels from the previous year
Teacher attendance rate	Increase 2% or higher from previous year	Increase 2% or higher from previous year	Increase 2% or higher from previous year	Increase 2% or higher from previous year

School climate and culture	Increase % of satisfied stakeholders from previous year	Increase % of satisfied stakeholders from previous year	Increase % of satisfied stakeholders from previous year	Increase % of satisfied stakeholders from previous year
Teacher and principal effectiveness	Decrease students that not proficient by 10% in reading and math from the previous year	Decrease students that not proficient by 10% in reading and math from the previous year	Decrease students that not proficient by 10% in reading and math from the previous year	Decrease students that not proficient by 10% in reading and math from the previous year

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