

STATE OF ILLINOIS
OFFER

**Illinois Request for Sealed Proposals (RFSP): Lead Partner to Support
District and School Improvement Efforts for the 1003(g) School
Improvement Grant #22031496**

Southern Regional Education Board
High Schools That Work
David S Spence, President
www.sreb.org

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FEIN: 58-0566141

Geographic Regions to Serve: All
Grade Spans: Grades 9 – 12 (*High Schools*)
Type of Organization: Non-Profit

Section I

B. Project Title / Reference # Lead Partners to Support District and School Improvement Efforts for the 1003(g) School Improvement Grant #22031496

The undersigned authorized representative of the identified Offeror hereby submits this Offer to perform in full compliance with the subject solicitation. By completing and signing this Form, the Offeror makes an Offer to the State of Illinois that the State may accept.

Offeror should use this Form as a final check to ensure that all required documents are completed and included with the Offer. Offeror must mark each blank below as appropriate; mark N/A when a section is not applicable to this solicitation. Offeror understands that failure to meet all requirements is cause for disqualification.

- B.1. SOLICITATION AND CONTRACT REVIEW:** Offeror reviewed the Request for Sealed Proposal, including all referenced documents and instructions, completed all blanks, provided all required information, and demonstrated how it will meet the requirements of the State of Illinois.

XX Yes ☒ No

- B.2. ADDENDA:** Offeror acknowledges receipt of any and all addendums to the solicitation and has taken those into account in making this Offer.

XX Yes ☒ No ☐ N/A

- B.3. OFFEROR CONFERENCE:** If attendance was mandatory, Offeror attended the Offeror Conference.

☐ Yes ☐ No XX N/A

- B.4. OFFER SUBMISSION:** Offeror is submitting the correct number of copies, in a properly labeled container(s), to the correct location, and by the due date and time.

XX Yes ☒ No

- B.5. BOND:** If applicable, Offeror is submitting its Bid Bond or Performance Bond.

☐ Yes ☐ No XX N/A

- B.6. SMALL BUSINESS SET-ASIDE:** Offeror is a qualified small business in the Small Business Set-Aside Program at the time Offers are due.

☐ Yes XX No ☒ N/A

B.7. PACKET 1: ☐ Yes ☐ No

- | | | |
|------|---------------------------------------------------------------|-----------------------------------------------------------------|
| 7.1. | Offeror's Proposed Solution to Meet the Agency's Requirements | XX Yes <input type="checkbox"/> No |
| 7.2. | Milestones and Deliverables | XX Yes <input type="checkbox"/> No |
| 7.3. | Offeror/Staff Specifications | XX Yes <input type="checkbox"/> No |
| 7.4. | Transportation and Delivery Terms | <input type="checkbox"/> Yes <input type="checkbox"/> No XX N/A |
| 7.5. | Subcontracting Disclosed | <input type="checkbox"/> Yes <input type="checkbox"/> No XX N/A |
| 7.6. | Where Services Are to Be Performed | <input type="checkbox"/> Yes <input type="checkbox"/> No XX N/A |

B.8. PACKET 2 – PRICING:

XX Yes ☐ No

B.9. PACKET 3: XX Yes ☐ No

- | | | |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| 9.1. | Offer | XX Yes <input type="checkbox"/> No |
| 9.2. | Authorized to Do Business in Illinois Documentation, if checking option D in certification #31 in Standard Certifications – Attachment GG | XX Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 9.3. | Illinois Department of Human Rights Public Contracts Number | XX Yes <input type="checkbox"/> No |
| 9.4. | Supplemental Terms and Conditions | XX Yes <input type="checkbox"/> No |
| 9.5. | Subcontractor Disclosure | XX Yes <input type="checkbox"/> No |
| 9.6. | Standard Certifications | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 9.7. | Financial Disclosures and Conflicts of Interest | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 9.8. | Disclosure of Business Operations in Iran | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 9.9. | Business Directory Information | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 9.10. | References | XX Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |

- 9.11. Offeror Provided Additional Material, Confidential Documents and Exceptions ☐ Yes XX No
- 9.12. Taxpayer Identification Number XX Yes ☐ No
- 9.13. Redacted Copy of Offer with confidential information deleted ☐ Yes XX No

B.10. PACKET 4 – MINORITIES, FEMALES, AND PERSONS WITH DISABILITIES PARTICIPATION AND UTILIZATION PLAN WITH YES AND NO BOXES

B.11. PREFERENCES

The Illinois Procurement Code provides various preferences to promote business opportunities in Illinois.

Does Offeror make any claims for preferences? If so, please mark the applicable preference(s) and include a listing of the items that qualify for the preference at the end of this section and a description of why the preference applies. Agency reserves the right to determine whether the preference indicated applies to Offeror.

- ☐ Resident Bidder (30 ILCS 500/45-10).
- ☐ Soybean Oil-Based Ink (30 ILCS 500/45-15).
- ☐ Recycled Materials (30 ILCS 500/45-20).
- ☐ Recycled Paper (30 ILCS 500/45-25).
- ☐ Environmentally Preferable Supplies (30 ILCS 500/45-26).
- ☐ Correctional Industries (30 ILCS 500/45-30).
- ☐ Sheltered Workshops for the Severely Handicapped (30 ILCS 500/45-35).
- ☐ Gas Mileage (30 ILCS 500/45-40).
- ☐ Small Businesses (30 ILCS 500/45-45).
- ☐ Illinois Agricultural Products (30 ILCS 500/45-50).
- ☐ Corn-Based Plastics (30 ILCS 500/45-55).
- ☐ Disabled Veterans (30 ILCS 500/45-57).
- ☐ Vehicles Powered by Agricultural Commodity-Based Fuel (30 ILCS 500/45-6)
- ☐ Biobased Products (30 ILCS 500/45-75).
- ☐ Historic Preference Area (30 ILCS 500/45-80).
- ☐ Procurement of Domestic Products (30 ILCS 517).
- ☐ Public Purchases in Other State (30 ILCS 520).
- ☐ Illinois Mined Coal Act (30 ILCS 555).

☐ Steel Products Procurement (30 ILCS 565).

☐ Business Enterprise for Minorities, Females, and Persons with Disabilities Act (30 ILCS 575).

☐ Veteran's Preference (330 ILCS 55).

Items that Qualify and Explanation: N/A

Signature of Authorized Representative: _____

Printed Name of Signatory: James E. Bottoms

Date: August 5, 2013

1.8. WHERE SERVICES ARE TO BE PERFORMED

1.8.1. Unless otherwise disclosed in this section, all services shall be performed in the United States. This information and the economic impact on Illinois and its residents may be considered in the evaluation. If the Offeror performs the services purchased hereunder in another country in violation of this provision, such action may be deemed by the State as a breach of the contract by Offeror.

1.8.2. Offeror shall disclose the locations where the services required shall be performed and the known or anticipated value of the services to be performed at each location. If the Offeror received additional consideration in the evaluation based on work being performed in the United States, it shall be a breach of contract if the Offeror shifts any such work outside the United States.

1.8.3. Location where services will be performed: **at schools that are awarded School Improvement 1003(g) grants**

1.8.4. Percentage of contract of services performed at this location: **100%**

Include Section 1 and any attachments in Packet 1

1.3.1. Executive Summary: Briefly describe the overall objectives and activities of the project. Summary limited to five (5) pages.

Executive Summary

This proposal is to provide support to School Improvement Grant (SIG) high schools in all regions of the state of Illinois. The proposal uses research from the Southern Regional Education Board (SREB) and other prominent organizations to create a system of support for teachers and leaders that builds the school's capacity to maintain the improvement efforts well after grant funding ends. This system of support has been effective in supporting schools from across the country in urban, suburban and rural settings receiving School Improvement Grants using Transformation, Turnaround and Restart models.

Student effort is the foundation of SREB's High Schools That Work (HSTW) framework. SREB's plan is based on the belief that when students put forth greater effort, they are more likely to graduate high school, college and career ready. Further, it is the adults within a building whose practices determine the amount of effort the students will make. For this reason, the Plan for Improvement is built on having teachers and leaders take ownership of both the problems and solutions, by developing plans to implement school and classroom practices that get students to put forth greater effort.

SREB has learned that a key aspect of school improvement is to move beyond just the "tested areas." The HSTW framework gives teachers and leaders strategies to improve both academic classrooms and career technical programs of study. SREB believes that all students, especially those in struggling schools, need to see a purpose in high school. Quality career programs not only develop purpose-driven students, but have a value-added for academic programs.

The High Schools That Work framework, developed in 1987, has 10 Key Practices that guide the improvement efforts in schools. The **HSTW Key Practices** include the following:

- Set high expectations.
- Require students to complete a challenging program of study.
- Increase access to rigorous academic studies.
- Increase access to challenging career/technical studies.
- Give students opportunities for school-based and work-based learning.
- Provide time for teachers to work together.
- Engage students in learning.
- Involve students and parents in a guidance and advisement system.
- Provide a structured system of extra help to meet high expectations.
- Use student assessment and program evaluation data for continuous improvement.

Each year, SREB analyzes the data on schools from across the network and national research to determine practices that are clearly impacting student success. The practices form the HSTW Priorities for improvement. SREB places an emphasis on supporting schools to address these priorities and these priorities are prevalent in this plan of support. In the past, priorities have focused on getting more students enrolled in rigorous academic courses,

developing advisement programs, and using data effectively. This year, the priorities for improvement focus on quality – Career Technical Education (CTE) programs, instruction, guidance, teachers working together and leadership.

The HSTW Priorities for 2013-2014 are:

1. *Implement Course Pathways that include college ready academics and a sequence of challenging CTE courses that prepare students for multiple options after high school -- work, advanced training, and college.*
2. *Provide Tools, Resources, and Supports to Help Teachers Implement CCSS/Rigorous State Standards While Effectively Teaching Content.*
3. *Implement Structures for Teacher Collaboration to Improve Teaching and Learning.*
4. *Develop a Career Guidance Program where students receive guidance & counseling based on interests, aptitudes; learn about career opportunities and levels of preparation required; and learn the habits of success for school, life and the workplace.*
5. *Develop school and teacher leaders with a keen knowledge of effective instruction and practices to support teachers to continuously improve teaching practice.*

This response uses these five priorities as the foundation for support. The plan uses multiple means of support in the areas of curriculum, instruction, student support and leadership development that results in the desired changes in school and classroom practices. A school leadership coach is assigned to each school to provide embedded support. Since SREB believes that schools must take ownership of the effort, the embedded leadership support is scheduled to gradually build sustainability by shifting focus from full-time on-site support to a blended format using on-site and electronic support. The goal is to create ownership and efficacy in year one and gradually release responsibility for sustainability of the effort to the school's principal and leadership team.

The initial activity involves the leadership coach and a team of educators and school community members conducting a needs assessment of the school leadership team and school/classroom practices to determine support needed and potential staffing recommendations. The Technical Assistance Visit (TAV) includes a survey of teachers and students to garner their perceptions of school practices. The process includes interviews, observations, data analysis, examination of classroom assignments and self-studies by the school. The needs assessment is followed by a two-day workshop to garner staff ownership of the findings from the visit.

SREB has learned that for improvement to occur in many struggling schools there must first be a culture of learning. For this reason, SREB incorporates a review of the school culture as a part of the needs assessment. This review may result in the school placing an emphasis in this area during the first year through professional development to create a positive learning culture where students are in classrooms, on-task and engaged in learning. If the needs assessment determines that a culture of learning exists, the focus will shift to the specific needs of the school and plans developed by faculty through the distributed leadership framework of faculty focus teams.

During the first year, the Plan of Support has a dual focus for improvement. One aspect

is to complete the detailed needs assessment and engage faculty in the process of developing plans for improvement based upon the needs assessment. This process moves teachers from becoming victims of the improvement effort to owners of change.

The second focus is to move the Common Core State Standards into Classrooms effectively. For this work, SREB uses the Bill and Melinda Gates Foundation's Literacy Design Collaborative (LDC) and Mathematics Design Collaborative (MDC) tools. Piloted and used in schools throughout the nation LDC and MDC provide teachers with a structure to embed the common core, without having to complete another curriculum alignment process. A unique aspect of the SREB support is that we are the only organization working with the Gates Foundation that actively involves career technical teachers in this process.

To support the implementation of the Common Core State Standards, SREB has adopted a new model for professional development. Recent research from multiple organizations, including SREB, has found that teachers need ongoing professional development in order to change their practices. Unfortunately, schools cannot provide the amount of time needed for all teachers to make these changes in one year. Hence, SREB has adopted a Lead Teacher Facilitator model for professional development. The model designates a team of carefully selected teachers across content areas to receive intensive (minimum of 40 hours) professional development training over the course of a year. These lead teachers are tasked with returning to their classrooms and implementing strategies learned. To support implementation, the SREB content specialist for the training conducts job-embedded coaching visits between professional development sessions to work with the early implementers in their classrooms. As early implementers become adept with the strategies, they begin to share with colleagues in their departments. This model not only changes practices as teachers are trained, but also ensures each school develops a cadre of content experts to sustain the effort in future years. The following pages provide an overview of the planned support activities.

Year One HSTW Support Plan:

1. Assign a full time **HSTW School Leadership Coach** to coordinate all services and provide support to leaders and teachers for deeper implementation of the design to improve teaching and learning. The *coach* achieves this goal through workshops to introduce the design (Orientation and Site Development Workshop) to the faculty and by:
 - Working with the principal to assign all faculty members to focus teams (professional learning communities) and assist them to adopt interventions their school needs and to develop an implementation plan that will produce the desired results.
 - Working with the principal and coaches to build capacity of school leaders, team leaders and teachers to sustain school improvement efforts.
 - Use a systematic process to ensure that professional development is purposeful; targets school needs; addresses the root cause of the needs; specifies strategies; is implemented with fidelity; and results are monitored for effectiveness.
 - Helping the school identify professional development, curriculum materials and products that will further their instructional efforts; the Specialist will attend all training with teachers and provide sustained follow up to ensure implementation.

- Providing coaching that continuously focuses on improving instruction and helping students complete quality work.
 - Lead the Technical Assistance Visit (TAV) to determine the school's strengths, challenges and to recommend actions and resources.
2. Assign a **HSTW Project Director** to work with the *HSTW* Specialist and school and district leaders monthly to monitor the school's progress and to further sustain and support the school's efforts.
 3. Identify a high ranking district leader **to be the District HSTW Liaison** to support the school in its improvement efforts and communicate regularly with district leaders about the school's efforts and needed support. Both the HSTW Specialist and HSTW Project Manager will work closely with the District Liaison.
 4. Schedule a literacy trainer to work with a core group of teachers representing all departments at the school in a week long summer **Literacy Facilitator Training** and support implementation of literacy efforts through an ongoing webinar series.
 5. Schedule a **mathematics specialist** to work with mathematics teachers to align mathematics curriculum **and instruction** to Illinois and Common Core Standards;
 6. Schedule a **Career Technical (CT) Specialist** to use the school's self-review to conduct an audit of the CT programs as part of the needs assessment, identify employment opportunities in the community, and identify accelerated learning and post-secondary opportunities available to students.
 7. Provide **leadership training** for a team that includes at minimum the principal, a teacher from each content area, a counselor, and the District HSTW Liaison. The training will include on-site training and on-line coursework.
 8. Work with the school to begin developing and implementing actions to create a High-performance Learning Culture. The needs assessment will determine the entry points for this work.
 9. Assess seniors with the NAEP-referenced HSTW Senior Assessment and HSTW Surveys.
 10. Accompany a team of leaders and teachers to the Annual Staff Development Conference and Common Core Networking Conference.

SREB has developed plans for years two and three based on the lessons learned from over twenty-five years of experience supporting schools. We will adapt these plans to the unique needs of each school to address plans developed by the teachers and leaders of the school. The second year improvement efforts typically involve improving the quality of career technical programs, striving to improve instruction in all content areas, and redesigning the ninth grade experience to increase the success of students as they transition to the demands of high school. Because of new assessments and the importance of the Common Core State Standards, SREB will continue to support implementation of the new Common Core State Standards using the LDC and MDC designs. All support also involves supporting leaders to use strategies that effectively embed new practices in classrooms.

Year two of the partnership will intensify efforts with the school focus teams to use data continuously to improve the quality of teaching and learning. The HSTW Leadership Coach will continue daily on-site/electronic support throughout the three-year period and the HSTW Project Director and District Liaison will continue their efforts to support the school. Effective instructional leadership practices of school leaders and teachers will be daily focus of the HSTW

School Leadership Coach and formal training will continue with two modules. School Focus Teams take ownership of the problems and solutions and professional development begins to focus on the problems of the school. Common Year Two activities include:

- Develop and implement activities to address the school's priorities and action plans as developed by the focus teams.
- Core instruction will be strengthened through targeted support that includes a minimum of 40 hours of job-embedded professional development based upon school developed plans.
- A Career Guidance and Advisement series of workshops will be conducted for a team of teachers and counselors who will work to implement processes that connect every student to a goal beyond high school, a Program of Study to achieve the goal and to an adult in the building to help ensure they achieve the goal.
- Career technical teachers and identified mathematics and science teachers will receive training in creating enhanced CT courses that embed college and career readiness standards in authentic project-based learning units of study.
- A team will attend the HSTW Annual Staff Development conference and 12 will be able to attend various HSTW National Conferences and Institutes.

The third year of support will focus on a continued drive to improve instruction in all classrooms and address improvement plans developed by the focus teams. Year three of the partnership will find continued daily support of the HSTW Leadership Coach with some support shifting to virtual efforts and monthly support from the HSTW Project Director. All efforts initiated in previous years will continue to be supported and extended by the HSTW Leadership Coach. Major support that is common for third year sites includes:

- Leadership training will be continued. Training will be a combination of onsite and online course work.
- Activities will be implemented to support the school developed plans to address problem areas.
- Full implementation of a system of support for struggling students including development of senior year transition courses in the areas of English and mathematics.
- Teachers will continue to have access to quality training in effective instructional strategies.
- Academic and Career Technical Teachers will continue to collaborate to embed college and career readiness standards in CT courses.
- The Guidance Program will implement strategies to involve parents in their child's education.
- Seniors will participate in the HSTW Senior Assessment and Survey. Results of the HSTW Assessment will be compared with the Results of the year one to determine changes in achievement and student perceptions.
- A team of teachers and leaders will participate in the Annual Staff Development Conference and in various National Workshops.

SREB's research provides strong evidence that district support is essential for the success and sustainability of whole school improvement efforts. In studies of principals and district staff, SREB found that more successful high-need schools are in districts that provide principals with the support they need to lead schools effectively. SREB has also learned that School

Improvement Grant sites are often overwhelmed with support. For these reasons, SREB expects a high level of collaboration with the Local Education Agency to support school improvement. SREB's Leadership Coach will work closely with the district's key point of contact for the school to ensure collaboration of efforts.

A unique aspect of the support is that schools who use SREB for lead partner support commit to becoming active members of the High Schools That Work network. Membership includes participating in our student and faculty surveys each year and in the annual Summer Staff Development Conference. This membership in the network provides a means of sustainability for schools. When grant support ends, the school will automatically remain a member of the Illinois HSTW State Network. This network helps ensure that improvement efforts do not end with the grant.

This comprehensive plan of support is research-based and results-oriented. It is specialized for students and faculty in challenged schools who are struggling to meet ever-increasing demands for success; yet it is personalized in its flexibility to meet the unique needs of each school and build on the talents faculty and leaders in each district and school.

1.3.2.1. 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.

SREB's first step in working with challenged schools is to **gain buy-in from district staff and school faculty of the high school** for implementing the changes needed, developing a transformation plan and beginning action. One task critical to informing faculty and gaining buy-in is the Technical Assistance Visit (TAV). The TAV is a three-day audit of school and classroom practices using the SREB reform framework as the lens. The intent is to answer a set of basic questions:

- Which current school and classroom practices appear to be successful and should be continued or expanded?
- What actions does the school plan to take to graduate more students prepared for a range of postsecondary studies and careers?
- What challenges must the school address to accelerate learning for students, and what specific actions should they take to address each challenge?

SREB has led over a 2000 of these visits during the past 27 years and the activity receives the highest rating for services from principals in HSTW sites. The TAV will be led by the School's Leadership Coach and involve a team of educators from other *HSTW* schools in the state/region including a school principal, a mathematics teacher, a science teacher, an English/language arts teacher, a career/technical teacher, and a guidance counselor. In addition, the team includes the following school community members: a representative from the district office, a representative from the primary feeder middle grades school or schools, a parent, a business leader and a representative from the postsecondary school receiving the largest number of graduates from the school.

For School Improvement Grant Schools, SREB has expanded this process to include five additional steps.

1. The school's Career Technical Department conducts a self-review using SREB's CT Evaluation Tool and provides evidence for its rating in each of the area on the tool. This occurs prior to the visit. Then a CTE Specialist conducts an external review using the tool and self-analysis as part of the needs assessment.
2. The Leadership Coach leads an analysis of the school's data by working with the school's and district's leadership team. The group reviews all school data and data from HSTW surveys that teachers and students have completed to determine their perceptions of school practices. The purpose is to disaggregate data by teacher for entire staff, analyze trends and review school-wide data.

3. Conduct an Instructional Review that involves the School Leadership Coach working with leadership to collect and review assignments and assessments from each classroom. The process is to determine the level of rigor of assignments and assessments in classrooms.
4. The Leadership Coach incorporates a review of Leadership Practices for use in staffing recommendations.
5. The SREB Project Director (or District Specialist) will audit district processes and policies in the areas of instruction, staffing, governance, and budget allocation and prepares a set of written recommendations to support the improvement effort. Based on the findings of the audit, the *HSTW* Project Director will assist the district to set up a set of procedures to effectively support the school for improvement.

The visiting team reviews all data from the school; observes academic and CT classrooms; and conducts interviews with students, teachers, school leaders, district leaders, guidance counselors, students, parents and community stakeholders.

The visiting team identifies early interventions the school should consider to foster students' motivation to stay in school and prepare for high school and/or postsecondary studies and a career. As a result of the visit, the team outlines a report that includes a list of priorities for the school with set major actions the school can take to address each priority. The HSTW School Leadership Coach presents a report of the team's findings to the school principal, the school leadership team and district leadership. A comprehensive written report to the school, district and state is prepared and provided to the school as a framework for improvement for the next three – six years.

The next step is to involve the faculty in reviewing the results of the Technical Assistance Visit in a two-day workshop. Faculty members form into teams and take ownership of specific challenges by using SREB's Six Step Problem Solving Process (See Graphic Below) to create a plan of action to address each challenge.



By using this process, SREB engages faculty and leadership in taking true ownership of the improvement effort. The SREB Leadership Coach works with leaders to develop a plan to prioritize the plans to address challenges. SREB adapts plans for professional development based upon the plans.

SREB then uses its *HSTW* Assessments and Surveys to annually monitor progress in implementing changes in school and classroom practices. The HSTW Assessment has been an integral tool in the school improvement efforts of High Schools That Work and participating states, districts and schools since its first administration in 1988. This assessment has provided comprehensive school-level data that disaggregates achievement by students' perceptions of school and classroom experiences. These results give schools, districts and states a unique opportunity to determine what is and is not working to increase student achievement. The HSTW Assessment consists of three subject tests (reading, mathematics and science) and a student and teacher survey. The content for each subject test is based on the 2009 NAEP Frameworks, which were modified to reflect the goals of HSTW. In addition to measuring continuous school improvement, the HSTW Assessment measures readiness for postsecondary education and the workplace. The assessment is coupled with the teacher and student perception surveys to provide individual school data on the achievement impact of specific practices.

During the second year of support, the SREB Leadership Coach and three content specialists will conduct a one day Instructional Snapshot to determine where the school is in addressing the recommendations from the initial Technical Assistance Visit.

Finally, SREB will conduct a follow-up Technical Review Visit at the end of the third year. This follow-up visit uses a smaller team and focuses on the progress in addressing the priorities for improvement in the initial report. Schools will then have a process to use the

information in the follow-up report to revise plans and continue work after grant funding ends. Thus, SREB creates sustainability of the improvement effort.

1.3.2.2. Community Involvement and Engagement: Describe how the applicant intends to develop and maintain meaningful partnerships with parents and the community; include any formal partnerships with community-based organizations. Indicate how the applicant plans to integrate parents, the business community, community organizations, state and local officials, and other stakeholders into the reform process. 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. Finally, describe system-wide strategies that will be employed to listen and communicate with parents and community members about expectations for student learning and goals for improvement.

SREB has learned that continuous school improvement is a social process drawing from the perspectives of and interactions between people inside the school and persons outside the school. A substantial number of practices driving continuous improvement come from sources outside the school. Such **outside-in perspectives** come from school reform providers and professional development trainers, parents, the community and policy-making groups. Parents, business and industry representatives, community members and postsecondary educators can help schools better understand whether graduates are leaving high school adequately prepared for postsecondary study and careers and what is needed to improve graduates' readiness for their next step.

Improvement efforts are most effective in a culture in which such endeavors are planned, intentionally supported, thoughtfully nurtured and carefully measured. By studying perspectives from parents and the community, schools and districts can draw upon the capabilities and engagement of all major stakeholders in developing a robust, collaborative methodology to lead continuous improvement. Such a methodology brings constancy of purpose and the development of a school culture embedded with permanent improvement practices. Specific strategies employed by SREB to involve parents and community include:

- **Parent and Community Representatives participate on the initial needs assessment.**
- **Parent Advisory Committee** (monthly meetings) to meet with the School Leadership Team to provide input on school practices and policies
- **Parent Focus Group sessions** (3 times per year) to gather parent perceptions on the school climate, practices and policies
- **Increased Parent Communication** through written communications including informational letters, newsletters and web site; oral communication through individual and school-wide informational phone calls; and through face-to-face meetings in large group, small group and individual formats.

An integral part of the HSTW framework is to engage parents in planning and monitoring their child's education progress through annual advisement meetings. SREB believes the key role for parents is to actively participate in their child's planning for postsecondary success. HSTW coaches assist schools to develop a Career Guidance and Advisement Program that matches students with the same teacher throughout high school for advisement. The teacher adviser meets annually with the parents to plan the program of study and to report progress toward graduation. The Adviser becomes the school's point of contact for the student and parent.

This individualized contact provides an entry point for increased parental involvement in all aspects of the school.

The Advisement Program also establishes connections to community-based organizations to support students and families. Through the relationship developed between the students and adviser, the identification of potential problems allows for quicker notification of community support agencies.

SREB also uses a specialist who has been trained to support schools and parents in creating a stronger partnership for improvement. The specialist works with teachers and parents to develop targeted plans using the Epstein's Framework of Six Types of Involvement: Parenting; Communicating; Volunteering; Learning at Home; Decision Making; and Collaborating with the Community. Specific initial support includes a focus on Parenting, Communication and Garnering Volunteers that includes:

- Parenting 101 - Work with parents to develop a no-fault relationship to foster communication and support of children as students.
 - Assist parents in developing strategies to support good study habits at home.
 - Provide families with support systems to assist in finding resources to ensure all needs are met; health, nutrition, educational opportunities, and family support services.
 - Ensure parents feel welcome and connected to the school.
- Communicating with Parents - Create effective means of communication from home-to-school, school-to-home and with the community regarding student progress, concerns, and programs available. Ensure communication focuses on things parents or community members can be successful in implementing.
 - Communicate positive news frequently and on a consistent schedule. When problems do arise remain positive or neutral and explain behaviors in specific ways, providing practical suggestions and solutions.
 - Establish safe and secure way in which to communicate via technology.
 - Keep families and community members up to date on policies, safety plans, and concerns.
- Garnering Volunteer Support - Recruit and organize help from parents and community members to foster support. Always make volunteer opportunities and experiences inviting and worthwhile.
 - Create opportunities that will benefit the entire community such as fund raisers, career fairs, chaperone opportunities, and community education classes.
 - Create parent/community committees to focus on safety, education, and community specific needs.
 - Learning at home-Communicate with parents and community members what they can do to support students outside of school.
 - Provide calendars with activities that families or community members can participate in.
 - Communicate expectations clearly for each grade level or course and involve families and the community in setting goals for students and schools.
 - Decision Making- Include parents and communities in school decisions, creating opportunities for parent leadership and representation.

- Encourage participation in PTA/PTO, advisory councils, and special committees.
- Encourage the creation of independent advocacy groups to lobby for school reform or improvements.
- Solicit the input of parents in creating interventions to help with those struggling academically and/or behaviorally.
- Collaborate with the community-Identify and integrate resources and services from the community to strengthen school programs, family practices, and student development.
- Create an environment that encourages parents and community members to come into the school. Use the school for social events, workshops, and community events.
- Provide information on community health, recreational, social support, and other programs/services and events.
- Create community schools that utilize the building in the evenings and on weekends to provide mental health services, health screenings, career fairs, neighborhood watch, and GED/higher education/mentoring programs.

SREB also involves the broader community in substantive ways. An essential aspect is the utilization of business and community members on Career Advisory committees for all Career Technology Education Programs. These committees move from simple sharing of information about what is happening in the school to using the expertise of the business community to plan for improvements in programs. SREB uses the examples of its network of over 1300 high schools across the country to provide schools with examples of effective Advisory Committee practices as models. School teams are encouraged to visit these sites to learn first hand how to transform advisory committees into tools for improvement.

With SREB's new focus on improving the quality of Career Technical Programs, an additional way in which community involvement is essential is through participation of Business and Industry representatives in redesigning career technical programs by participating in workshops and providing educators with expectations for graduates, real world scenarios and industry roles for project-based learning.

As mentioned in the previous section, SREB also engages community members in the needs assessment process and encourages schools to include community members in the distributed leadership model of focus teams. An integral part of this effort is the involvement of postsecondary partners in the process. This partnership typically creates new articulation agreements and expands opportunities for collaboration between the school and area postsecondary institutions.

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

1.3.2.3.1. Prior Experience

1.3.2.3.1.1. 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.

Background

The Board of Control for Southern Regional Education (d/b/a SREB) is America's oldest interstate compact for education. SREB was created in 1948 by the region's governors and state legislators as a 501(c)(3) nonprofit, nonpartisan compact to provide services for member states, to develop ways to share resources, and to enable states to achieve together educational programs and improvements that alone would be impossible or financially impractical. SREB's 16 member states are Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia.

SREB's central mission is to help leaders and educators improve pre-K-12 and higher education and to contribute to the region's overall economic and social progress. SREB's Board consists of the governor and four gubernatorial appointees (one of whom must be a legislator and one an educator) from each of the 16 member states.

The Senior Vice President, founder and director of High Schools That Work (HSTW), is James E. (Gene) Bottoms. Dr. Bottoms' distinguished career in education includes service as the Executive Director of the American Vocational Association and Director of Educational Improvement for the Georgia Department of Education. In 1995, he was appointed to the National Educational Research Policy and Priorities Board, and he received the Harold W. McGraw, Jr. Prize in Education. Dr. Bottoms maintains a strong commitment to improving high school for all youth.

Since 1987, SREB has supported more than 10,000 high schools across the nation and currently serves over 1,300 secondary schools in 30 states, including Illinois. SREB has created a unique relationship with these states where, within their State Department of Education, a *High Schools That Work* office exists to collaborate with SREB in supporting the high schools in the state. The Director of Career Technical Education in Illinois heads the *High Schools That Work* effort in the state. SREB has developed unique capacity and expertise in a variety of strategies to take redesign implementation to the next level. This expertise has been developed over time by support from numerous foundations and by direct contract work in many schools and districts. Funding sources that have assisted SREB in developing and expanding its expertise include the following:

The Office of Education Research and Improvement (OERI) of the U.S. Department of Education: OERI supported a five-year SREB project through which its leaders and consultants worked with clusters of middle grades and high schools in 13 states to smooth

the transition between the middle grades and high school and to increase the percentages of eighth- and 12th-graders who achieve at the proficient level on exams referenced to the National Assessment of Educational Progress.

The U.S. Department of Education (U.S.D.E.): SREB carried out a three-year project ending in March 2007 that focused on improving students' critical transitions from middle grades to high school and from high school to college and careers. The U.S.D.E. has also funded SREB's Learning-Centered Leadership Program in creating leadership academies in Tennessee and Florida. Memphis City Schools has contracted with SREB to provide training for its Executive Leadership Program, which has graduated 60 school leaders in the last three years, 40 of whom have been promoted.

The **New York City Department of Education (NYCDOE)** selected SREB to serve as an Educational Partner Organization for Turnaround schools in the city in 2012. SREB was selected by four of the seven high schools as the organization best qualified to support their improvement efforts. The NYCDOE approved two of the schools to work in collaboration with SREB.

In 2012, the **Alabama Department of Education** entered into partnership with SREB to conduct an evaluation and redesign of all the state shared-time career centers. SREB uses a self/external review process to evaluate the schools, working with each center to develop a plan of work for redesign.

Federal/State Support for Low-performing Schools: From 2000 – 2005, SREB provided support to more low-performing high schools through the Comprehensive School Reform grant program than any other school improvement framework. This support included working with low-performing schools in Illinois. More recently, over 100 schools that received School Improvement Grants have used SREB support for Turnaround, Transformation or Restart.

Supported by Research

The Consortium for Policy Research in Education of the University of Pennsylvania described SREB as having a system of support to advance reform efforts. A case study of five school reform models conducted by researchers from the center analyzed how three schools implemented the *HSTW* design. The consortium concluded that *HSTW* clearly effected changes in school structure and organization. "*HSTW*," they wrote, is "ultimately about empowering teachers to take full responsibility for the success of all students and giving them access to the resources they need to do so." They found that *HSTW* is adaptable by design and that school and district leadership in particular found the *HSTW* Technical Assistance Visit reports of great value. The study finally concluded that, for teachers and administrators who reach consensus about a vision for change for their schools and are willing to invest time and effort in realizing that vision, *HSTW* offers a participatory structure and a wealth of professional expertise that can significantly advance reform efforts. Data collected suggest that under the right conditions, the design can empower teachers, engender a deep commitment to reform, and facilitate improvements in instruction, professional collaboration, and teacher-student relationships.

High Schools That Work scores highest rating on training and materials to help schools improve. In October 2006, the Comprehensive School Reform Quality (CSRQ) Center of the American Institutes of Research (AIR) concluded that *HSTW* was built on a solid foundation that linked the model's design to a research base for the model's core components: organization and governance; professional development; technical assistance; curriculum; student assessment; data-based decision making; and parent, family, and community involvement. The report also found moderately strong evidence of services and support to enable schools to successfully implement the model. The report also recognized *High Schools That Work* for its formal processes of establishing an initial understanding of the model at its sites and the use of informal strategies to develop faculty buy-in, allocating school resources as materials and time, and using benchmarks for implementation.

U.S. Department of Education cited *High Schools That Work* as having evidence suggesting that broad-based comprehensive school management reforms can produce positive results. In its 2006 Request for Applications for education research grants, the department indicated that *High Schools That Work* has greater gains in achievement for students of high-implementation schools than at moderate- and low-implementation schools, implying that this design is an excellent candidate for a study using the more rigorous standards for research.

Further research has found that schools implementing *HSTW*'s six conditions for school improvement can improve college-readiness of career/technical students, who traditionally have not been a college-going group. More than 80 percent of students experiencing the six conditions meet college-readiness standards in reading and more than 70 percent do so in mathematics. (See http://publications.sreb.org/2009/09V20_Ready_for_Tomorrow.pdf.) Follow-up studies of graduates from *HSTW* sites reveal that 90 percent of students who complete at least two parts of the college-ready core and a concentration enroll and persist in postsecondary studies (see http://publications.sreb.org/2008/08V28_ResearchBrief_2006_followup.pdf).

Theory of Change

SREB's Theory of Change has developed from on over 25 years of experience working with challenged high schools and is based on the involvement of all key stakeholder groups in establishing an effort-based school culture, which greatly increase the chance of redesigning schools and sustaining progress; central ideas include:

- School leaders and teachers must take ownership of student achievement and completion rates and must be involved in planning and implementing solutions.
- School and classroom practices must be based on the belief that most students can reach grade-level and college- and career-readiness standards.
- Students must receive necessary support to meet standards, including extra time and alternative methods.
- Students will reach standards when they see a reason for learning, beyond simply passing an exam.
- Teachers must work together continuously to plan and implement real changes in school and classroom practices.
- State and districts leaders must be clear about the changes to be made.

Through its extensive work with high schools, SREB has learned that students are more likely to make the effort to succeed when district, school and teacher leaders take actions proven most effective in stimulating rapid change:

- Give all students access to an accelerated curriculum.
- Hold all students to high expectations and
- Create supportive relationships to help students meet grade-level and high school, college- and career-readiness standards.
- Work with parents and students to set career and educational goals.
- Support teachers with job-embedded professional development and opportunities to plan together.
- Create a grading and support system in that requires students to redo work and be re-taught until they meet or approach grade-level or course standards.
- Create career pathway programs of study for grades nine through 12 that join challenging academic and career/technical studies around broad career themes; are offered through a variety of school structures; and are aligned to advanced training, associate's or bachelor's degrees, or career programs.
- Implement a guidance and advisement program teaches students the habits of success.
- Develop transition programs that support students from middle school to high school and from high school to college and careers.

More recent work with challenged schools across the country has led SREB to identify a set of common characteristics that have led to the development of a set of Key Conditions to turn around these schools.

Common Facts about Challenged High Schools:

- Few graduates from these schools meet college- and career-readiness standards as measured by the ACT or SAT exam or placement exam used by community and technical colleges.
- The most severely challenged schools experience discipline issues and low attendance with many students arriving late for class.
- Graduation rates are in the low 40-60 percent range; and for male students, it is normally below 50 percent.
- These schools have a range of discipline problems that involves poor relationships among students, adults and others.

Reasons often given for low graduation rates and low percentages of graduates meeting college- and career-readiness standards include:

- A culture of high performance and college and career readiness does not exist.
- Classroom instruction is boring, and students fail to see a connection between education, their interests and a potential future goal.
- Current career/technical programs are out of date and do not lead to jobs, and students know it. Students do not have access to career/technical programs that lead to postsecondary studies or to industry certification.

- Most students are not taught those habits of mind and behavior that make for successful students, employees and adults.

Conditions Essential for High School Turn Around:

Schools and districts must:

- Must move teachers and leaders from being victims to owners of the problems, causes of the problems and the solutions.
- Provide a strong accountability system for the principal and teachers.
- Give principals discretion to use resources for quality extended-time learning and to select staff members who buy into the school design.
- Create a system where students see a purpose in high school by ensuring each student is connected to a goal beyond high school and a plan to achieve that goal.
- Create a structure in which every student has a personal mentor who assists him or her in setting and achieving goals.
- Design a mastery approach that allows students to earn credit in less time when possible or in more time when needed.
- Move beyond minimums and strive to have more students annually meet or approach college- and career-readiness standards and make statistically significant growth each year in achievement and completion rates.
- Create a system of ongoing, job-embedded professional development that provides continuous learning for teachers that becomes a part of the school over time and provides individualized attention to aid each teacher to successfully implement proven practices in the classroom.
- Have a signature feature of the school that creates a sense of pride in the school.
- Have teachers provide learning experiences that engage students intellectually, emotionally, socially and behaviorally.

Key Actions for Challenged High School:

The following paragraphs provide a thumbnail sketch of a design that leads to real change in these schools:

Have school leaders and teachers adopt a functional mission aimed at graduating students who enter the ninth grade and graduating them prepared for college, advanced training and careers. All faculty employed must own this mission — a mission on which data will be maintained on progress being made in getting more students to achieve. Decision-making will use the mission as a primary element.

Develop leadership teams — principal, assistant principals and teacher leaders to take ownership of the problems and develop plans to achieve the mission. It is impossible for a principal acting alone to turn around a high school. This requires assistant principals and teacher leaders who share a common vision and a common understanding of the design features to turn around the high school.

Redesign the ninth grade. Most students in challenged high schools enter the ninth grade under-prepared to do challenging high school studies. Our most successful effort in ninth grade is made up of the following components:

- Provide accelerated **learning opportunities** in reading, writing and mathematics for those students who are not ready for “real” Algebra I or for a challenging language arts curriculum. This requires using states’ eighth-grade exams and other information to determine which students are ready for challenging high school studies. We expect that at the end of the course a certain percentage of students would demonstrate sufficient mastery to be enrolled in language arts course and Algebra I in the second half of the ninth-grade year. Those who are not ready would continue until they met the readiness level required. For some students enrolled into college-preparatory English and Algebra I, this may require them to attend summer school to be fully prepared. SREB has an institute, training packages, materials and guides for working with teachers to design these catch-up courses.
- Enroll all ninth-grade students into a **student skills course** to help them acquire habits of mind and behavior that make for responsible students and ultimately adults. SREB has a detailed guide that can be used to help shape this course. The guide was developed from successful practices at schools in the *HSTW* network. An alternative to this approach would be a one- to two-week bridge program for eight hours per day, two weeks before school starts, to help students acquire those essential habits of mind and behavior for school success.
- Provide students with **authentic projects in an exploratory career-oriented course** in which they would do six to eight authentic projects selected from several career clusters. These projects will require them to use the reading and mathematics skills they are acquiring in the catch-up and regular English and mathematics courses. These courses should be designed to allow students to 1) explore their interests and aptitudes in broad career fields around authentic course projects to see if they really like that kind of work, 2) see a connection between their mathematics and literacy skills in completing authentic work, and 3) gain information about the educational requirements needed to enter different career fields.
- Have **science and social studies teachers use literacy strategies** that will engage students in reading textbooks and other resource documents and in doing mathematical applications.
- **Create policies, practices and procedures that ensure success for every student.** This includes using grading practices that encourage effort and hold students to meeting standards. Provide extra help and extra time for students needing more time to meet grade-level standards. Schedule either an after-school, 60-minute class for those students to receive the help they need to complete their work successfully in class, or schedule a Saturday morning four-hour session or some other option.

Create career-focused programs of study for each student that joins rigorous academics with intellectually demanding career/technical studies linked to postsecondary opportunities. There are several ways to configure career-focused pathway programs of study. These can be set up as career-focused theme-based pathways, career academies or small learning communities. The intent is to organize high schools around students’ interests, aspirations and career goals in a school organizational structure where academic and career/technical teachers can plan blended integrated learning experiences. Create opportunities that allow students to use their core

academic knowledge and skills in completing authentic projects. The career-focused courses will be organized around authentic projects — the kind of work that students would do in the real world. These courses would engage students both intellectually and emotionally in learning. Expand opportunities for students to participate in true work-based learning experiences as a part of the program of study.

Raise the quality of what is taught (Rigorous College and Career Readiness Standards) and how students are taught through ongoing, job-embedded professional development.

Teachers need to use what they are learning immediately in their classroom instruction. Teams of teachers should observe each other's classes and discuss the effects of professional development and planning activities on instructional practices and student learning. The intent is to focus professional development around what teachers will be teaching, to help them better plan their instruction and to use proven instructional strategies for getting students to master the content. Three phases of professional development would span all three years.

- **Use the Literacy Design Collaborative (LDC)** to assist English, social studies, science, related arts and career/technical teachers to embed the Common Core State Standards (CCSS) in classrooms by preparing reading and writing tasks and units of study that give students the skills needed to meet raised expectations (see Attachment B for templates of the tasks). Teachers embed reading and writing mini-task assignments in the ladder of learning activities to help students produce a paper that demonstrates mastery of the materials.
- **Use the Mathematics Design Collaborative (MDC) to embed the CCSS and improve math instruction.** In most low-performing schools, students are given a steady diet of drill sheets and procedural mathematics. MDC helps teachers increase the percentage of instructional time spent on developing students' understanding of why they do certain procedures and developing their reasoning and problem-solving skills to use mathematics tools to solve a range of problems.
- **Prepare all CTE teachers to use project- and problem-based learning to engage students.** Begin work with career/technical teachers to design their courses around authentic projects. Students would take a career-focused course each year in high school, built around projects that will function as a lab where they will use what they are learning in their academic classes to do authentic work. Part of the training will involve the core academic teachers so they can see how they can relate their instruction to what students will be doing in career-focused classes around these projects.

There will be other needs for school-specific professional development that emerge over the three years.

Create a school culture of success for each student. This may be an initial focus if the school has challenges with getting students in classroom and participating in learning. If this is the case, the initial work will use key elements of the Boys Town model for creating a culture of learning.

The second aspect of this work involves developing a grading system where students will have to redo their work until it meets or approaches college- and career-readiness standards. That means

tutoring or re-teaching students, and that most definitely means extended time — extended year, extended day or extended week. (SREB has published a report, available at www.sreb.org, on SREB's experiences with extended time.) Creating such a culture will involve training for special education teachers in mainstreamed classrooms and those in separate classrooms on what they can do to improve the effectiveness of getting students to meet standards.

Connect each student to an adult mentor/adviser in the school. To accomplish this, the school needs to implement a teacher-adviser career and educational advisement system. This could take one of two forms: Those teachers who will teach the habits of success course in grade nine for one-half credit could be counselors who would remain with the students they taught in the exploratory course through high school, or have every teacher work with a group of advisees all four years of high school. There would be a scheduled time — once a week, twice a week — with planned lessons for teacher-advisers to work with their assigned students around topics that are essential. The aim is to help schools adapt a system that would work for their particular school.

Design senior transition courses in reading, writing and mathematics for those students who, at the end of grade 11, fail to demonstrate college and career readiness in reading, writing and mathematics as measured by the ACT, SAT or some other exam. The intent is to select those students who can be helped to meet college-readiness standards during their senior year. SREB's website contains guidelines for such courses. We have a training process for developing units for these courses and are currently working with five states to design senior transitional courses. The course in reading will focus on language arts, science and social studies. Students often fail these courses in college because they simply cannot read the complex text. The mathematics transition course will focus on those 10 to 12 broad mathematics standards that are most essential for college algebra.

Support leadership development as the school turns around. SREB has been working for a decade on improving the preparation of school leaders for high schools. An upcoming publication, *Turnaround Leadership in High Schools: Principals Who Can Make a Difference*, contains ideas for selecting, preparing and supporting individuals to be effective leaders in challenged high schools.

- Districts must give principals tasked with turning around high schools support that gives them a fair chance to succeed.
- A two-week, intensive eight-hour per day training session is proposed for the principal, key teacher leaders and assistant principals centered around 12 practices that we have identified from the research literature and our own work in turnaround schools.
- Because there is a high turnover of individuals in leadership positions in turnaround high schools, we propose continuing leadership preparation programs for principals and aspiring leaders from those schools. In other words, long-term success of turnaround high schools will mean having somebody prepared to take the principal's place when he or she moves on.

SREB has developed web-based courses that can be taught face-to-face, online or in a hybrid approach. Each course will require the participants to not only go through the course in terms of acquiring the best practices related to the topic, but will require them to take the content of that

course and apply it to a problem in their school. They will also produce a report on how they have used the learning in the course to address and implement a solution to a problem in their school. This is getting school leaders to practice what we are asking them to do with students: That is, take what you are learning and apply it to a problem in the school and solve the problem.

SREB also assigns a seasoned school leadership coach to each school one to two days each week. The duties of the coach are to work with the principal and leadership team to focus on the practices that help principals succeed in challenged high schools. An additional part of the coach's work will be to help them coordinate and follow through in involving teams of teachers to implement practices learned through staff development. This will support them in implementing the design adopted for their school, to help them trouble shoot problems as they emerge and find additional assistance as needed. Particularly, both the ongoing training and the coach will assist the principal in things that principals must know and be able to do to turn around a school.

Adapt a flexible daily schedule that ensures extended learning times for students. SREB has consultants who are experts on block and other formats of scheduling who can assist a school in determining the schedule that best supports attainment of the mission. Turnaround schools will need a schedule that accommodates students who need extra support to meet or approach college- and career-readiness standards.

SREB's Design Concept for Turning Around Challenged High Schools

Functional Mission: Graduate All Students Who Enter Grade Nine in Four Years Prepared for College and/or Careers

HSTW Foundation: Implement Practices That Cause Students to Put Forth Effort To Learn Course Standards

Rigorous Curriculum	Relevant Instruction	Relationships and Support	Leadership Continuous Improvement
College-Ready Academic Core and a Concentration	Programs of Study	Hold Students to Standards	Faculty Ownership of Problems and Solutions
Embed Common Core State Standards in All Classrooms	Engaging Instruction; Problem/Project Based Learning	System of Student Support/ Credit Recovery	Support to Create Great Teachers
Intellectually Demanding Assignments	Reading and Writing for Learning Across Curriculum	Career Guidance and Advisement Mentors	Using Data to Improve Teaching and Learning

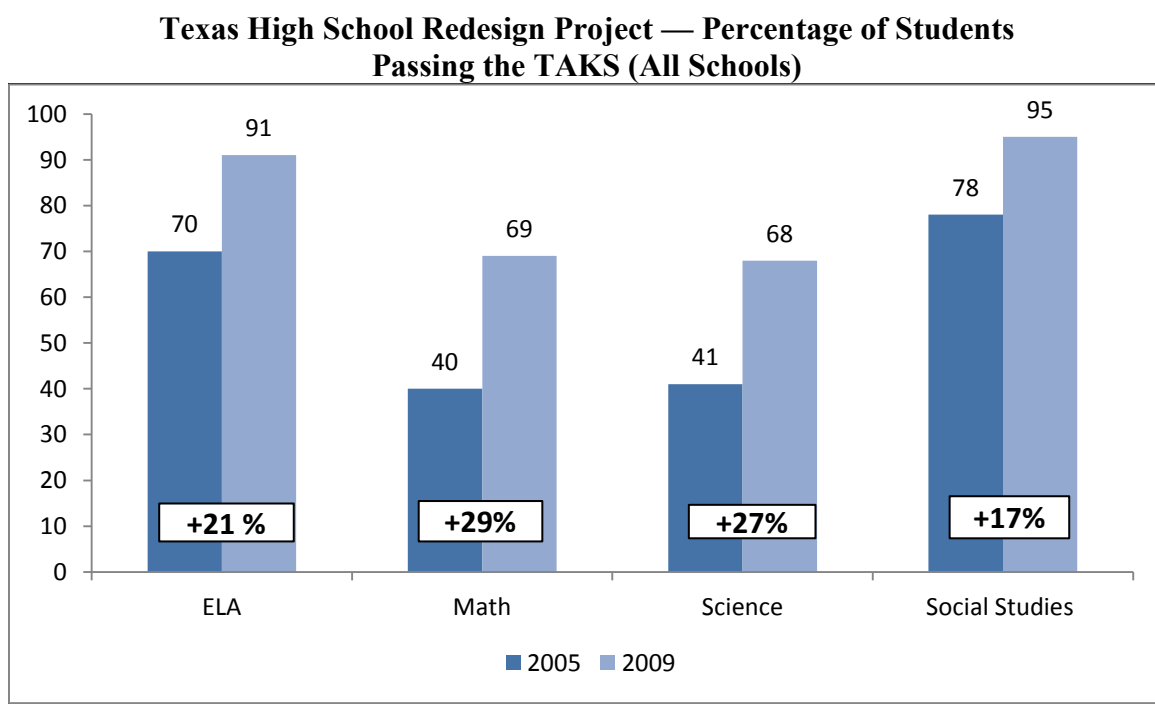
Teacher and Principal Accountability for Continuous Improvement

Student Outcomes Analyzed - Progress Towards Goals Determined

Fidelity of Implementation Assessed

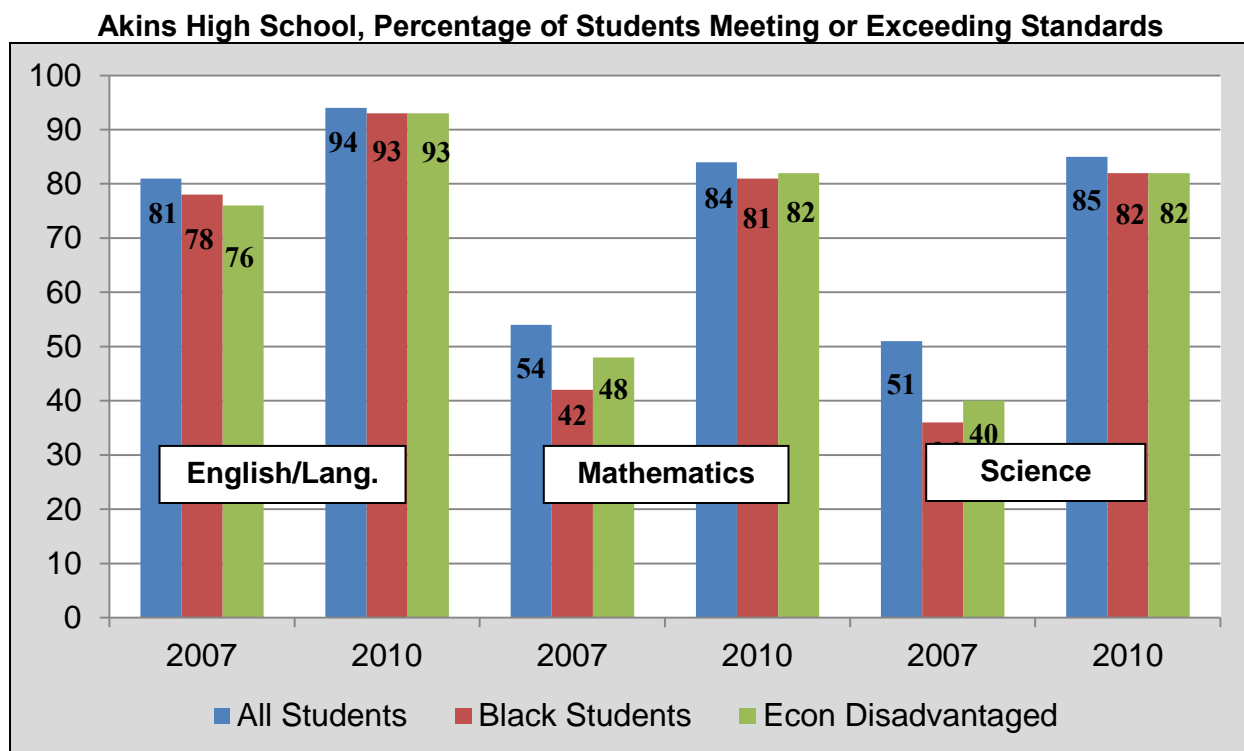
1.3.2.3.1.2. Provide specific examples, which can be substantiated with data, demonstrating successful and effective work with academically underperforming LEAs and schools and provide evidence of ability to implement rapid and dramatic improvement in schools. Include student achievement data if available. 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.).

SREB provides multiple levels of support from limited involvement to schools in state HSTW Networks to intensive support for struggling schools receiving School Improvement Grants. An example of the former is the limited support provided to a group of Texas high schools in a state-wide project. The support from SREB included limited school improvement consultant coaching and job-embedded professional development support throughout the project. As a result of these efforts, these schools significantly improved the percentages of students passing the Texas Assessment of Knowledge and Skills (TAKS) in all subjects tested. Increases more than doubled the state increases. See graph below.



Source: Texas Academic Excellence Indicator System

SREB's initial effort to provide **intensive support** began in 2006 for four large high schools supported by a Bill and Melinda Gates Foundation Grant to redesign into Career Academies. A look of progress made by Charles Akins High School, one of the Texas High School Redesign Schools, shows dramatic progress from 2007 – 2010 by all student groups while also closing of the achievement gap between groups. (See graph below.) A Case Study of this school and many others can be accessed at http://www.sreb.org/page/1151/HSTW_success_stories.html

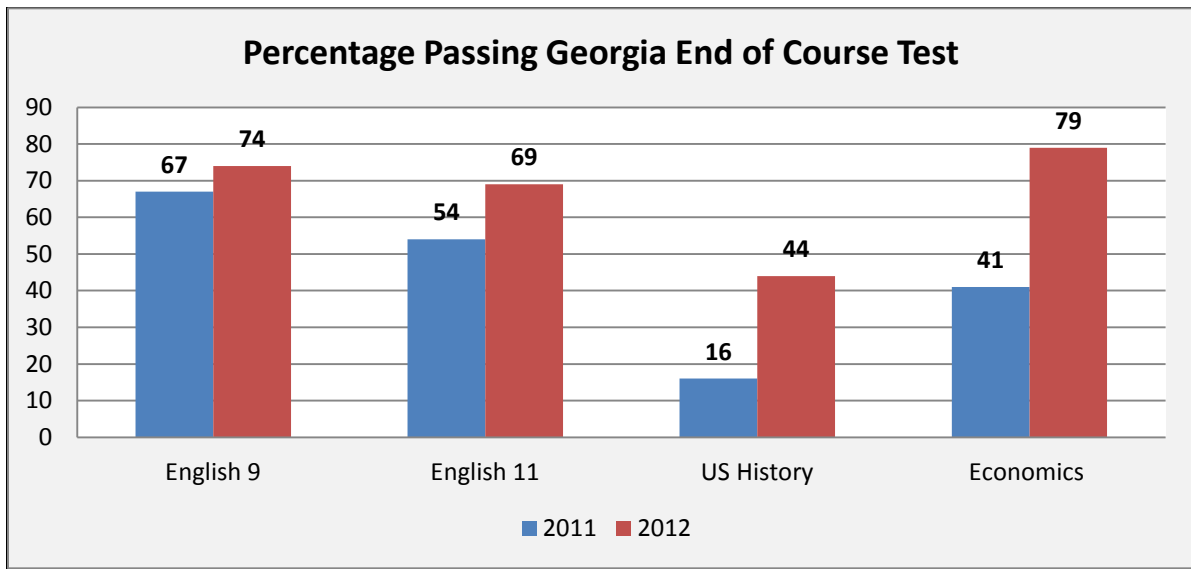


Source: Texas Academic Excellence Indicator System

Examples of Support for School Improvement Grant Schools:

Meriwether County, Greenville High School, Georgia: During the 2011-2012 school year, an SREB literacy trainer provided intensive onsite training and job embedded support to all teachers in the school. The trainer worked with the school to develop a school wide literacy plan, shared effective strategies, lesson plan assistance, engaging resources, models for effective use of strategies, and Literacy Design Collaborative writing prompts as a way to ratchet up expectations for reading and writing. A Social Studies Content Specialist provided additional coaching support to social studies teachers to use more effective strategies and resources that engaged students, and assisted with planning lessons. An SREB Leadership Coach attended the training and worked with school leadership to follow up on implementation.

As a result, the percentage of students passing Georgia End-of-Course tests increased with students passing English 9 increasing by 7 percentage points; passing English 11 increased by 15 percentage points; passing United States History increased by 28 percentage points; and students passing Economics improved by 38 percentage points. It should be noted that Meriwether County is one of only two high schools in the state receiving School Improvement Grants that improved in all content areas. See Graph below.



Mount Pleasant High School, Tennessee: SREB supported the principal in her first step toward improvement by establishing Focus Teams to encourage teacher involvement in the school improvement process. First order change, a complete change in the culture of a school, cannot be attained without staff involvement. Focus Teams meet monthly to discuss and monitor progress of the school goals established by their team. The monthly Leadership meeting includes input from the focus teams for consideration and/or implementation into school policy. MPHS used a laser-like focus to increased expectations for student achievement, improvement of instruction and multiple forms of academic support.

MPHS developed a campus-wide initiative providing tiered levels of student support including Before School, Tiger Time (between first and second period), and end of the day tutorials. To further foster a culture of college and career readiness MPHS established “college visits” for each grade level to different universities in Tennessee. Growth on benchmarks, grades, and other data sources has been phenomenal in creating this new school-wide system of high expectations. The intent of extra help is to prepare students to be ready for college and careers by creating responsible students who are held accountable to reach standards. This approach has united parents, teachers, and students to focus on how students approach school and their assignments in a more positive and effective way.

In addition, SREB began focusing in improving mathematics instruction utilizing Math Design Collaborative (MDC) in August 2012. SREB provided ongoing professional development support for six multi-day sessions with all MPHS math teachers on implementing engaging lessons at the appropriate levels of rigor. Teachers progressed to understanding and building standards-based units for each grade level of mathematics. Teachers received ongoing training and support on the MDC Formative Assessment Lessons throughout the school year. The math team of teachers worked together to identify the ideal placement of the MDC Lessons into their curriculum’s math units over the course of the year. High School math inclusion teachers were deliberately included in the training and successfully incorporated the CCAs into instruction with special needs students.

MPHS teachers were also introduced to Literacy Design Collaborative (LDC) during the 2012-13 school year. As a result of increased reading and writing in all content areas, not only did teachers in English classes see a rise in achievement scores, but also science and social studies teachers saw similar improvement gains.

These areas of focus have had immediate impacts on both state and ACT achievement and resulted in Mount Pleasant High School being recognized by the State of Tennessee as a model for Transformation.

**Mount Pleasant High School
All State Tested Subjects - Percent Passing**

Subject	2010-11	2011-12	2012-13
Algebra I	28%	40%	52.5%
Algebra II	16.6	23.61	50
Biology	36.5	42.8	57.9
English I	53.5	51.7	60.8
English II	41.8	46.0	44.4
English III	Not Tested	14.4	29
United States History	94	94.4	96.6

Tennessee State Assessment Report

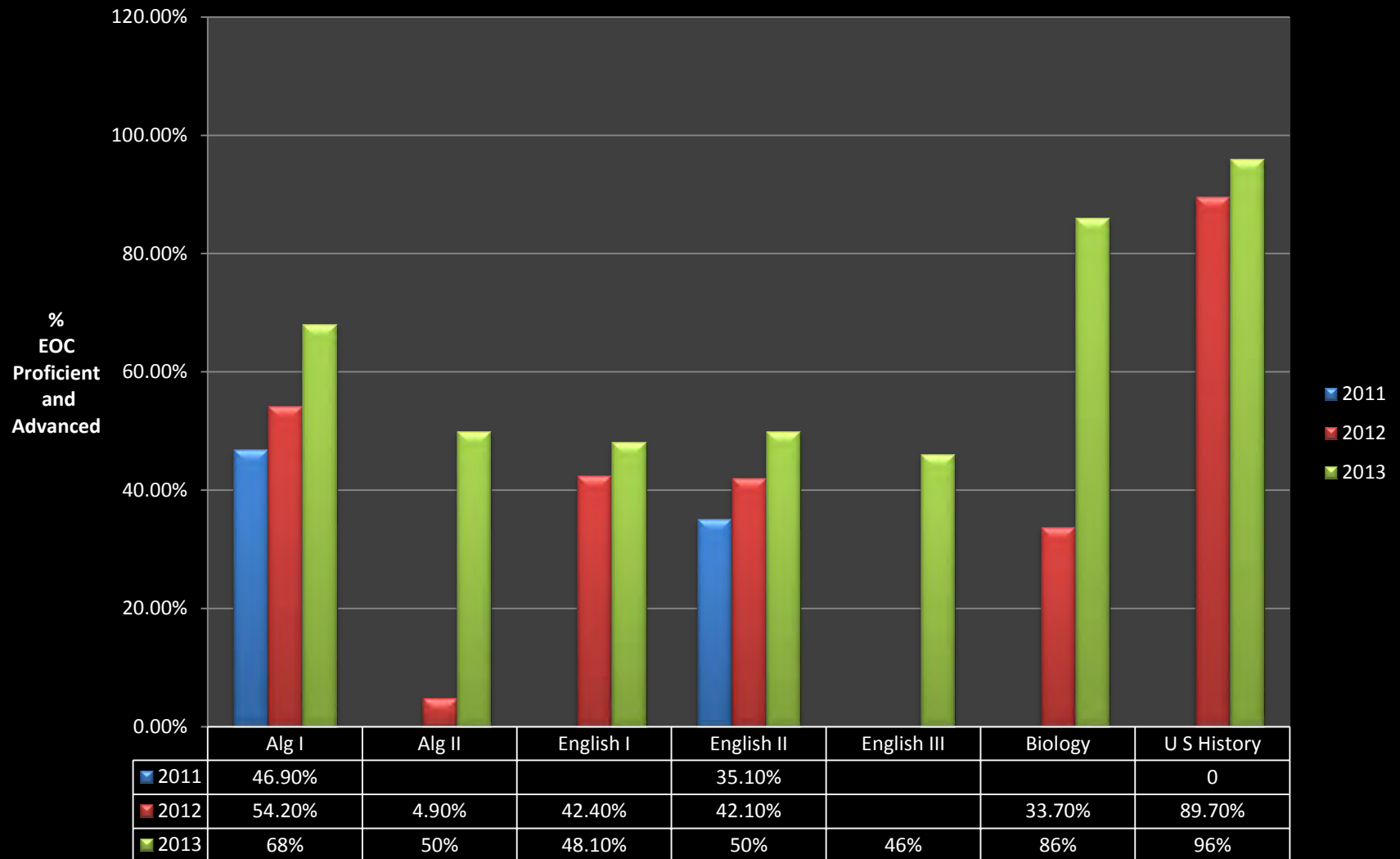
ACT Comparison of 2012 and 2013

ACT Area	ACT Benchmark	# Students Making Benchmark		Percent of Students Making Benchmark		School Average	
		2012	2013	2012	2013	2012	2013
English	18	17	41	24%	42.3%	14.7	16.3
Math	22	5	13	7	13.4	16.4	17.3
Reading	21	17	23	24	25.7	17.3	17.4
Science	24	5	11	7	11.3	16.8	17.7
Composite of 21	For Hope Scholarship	9	22	12.7	22.7	16.5	17.3
Math 19 or better		10	29	14	31.5		
English 19 or better		16	38	22.5	41.3		

School ACT Report Data

Booker T. Washington High School, Memphis: Booker T. Washington High School in Memphis embarked on a similar process and the urban high school had similar results. Using a foundation of an intensive focus on literacy and mathematics instruction and leadership development, the school saw achievement in all areas increase. The chart on the following page documents the progress that resulted in the school meeting performance goals in all areas.

Booker T Washington High School End of Course Data 2013



David Crockett High School, Austin, Texas: The urban school has used the HSTW framework to move from being one of the lowest performing schools in the district to earning accolades for the school (Improvement Award) and principal (Principal of the Year). The school focused on creating structures to support struggling students, literacy, mathematics instruction and expanding community partnerships to improve student achievement.

In four years Crockett has made a number of improvements but none as dramatic as this last year's increase in graduation rate. In 2008, the Crockett graduation rate was 72.7 percent. In 2013 the rate has risen to 86.8 percent. The graduation rate for Crockett's special populations has also risen even more dramatically, ELL students went from 41.9 percent in 2008 to 85.4 percent in 2013 and economically disadvantaged students went from 65.1 percent to 83.6 percent. As one might expect attendance has also increased at the school from 88.7 to 91.8 percent over the same time period. The principal attributes his school's success to teachers working together to focus on student needs and using the LDC and MDC tools to increase rigor in classrooms.

Queens Vocational Technical High School, New York City: Although the school initially use federal Small Learning Communities funds for improvement before receiving SIG funding, the school moved from its status as a low performing school to a model for improvement. The school used the HSTW framework as the central feature for improvement that resulted in the USDOE conducting a case study on the improvement efforts. In addition, SREB conducted a case study on the school that is available at http://publications.sreb.org/2011/11V09_HSTWProfile_Queens_SLCS_in_NYC.pdf.

Queens Vocational Technical High School Improvement Results

Criteria	2006-07	2007-08	2008-09	2009-2010	2010-2011	2011-2012
1. School Grade (Overall score)	43.2 of 100 D	49.3 of 100 C	67.1 of 100 B	72.8 of 100 A	65.8 of 100 B	67.0 of 100 B
Quality Review Rating	Proficient	Proficient	Proficient	Well-Developed	Well-Developed	Well-Developed
2. Graduation rate – 4 year	48%	51%	73%	73%	77%	75%
3. Attendance	78%	84%	84%		88%	90%
4. AYP	No – graduation rate	No – ELA – all students	No – graduation rate No – Black ELA	Yes – All areas and subgroups	Yes – All areas and subgroups	Yes – All areas and subgroups

Dawson Cooperative Educational Service Center: SREB provided a full time School Improvement Consultant to support 21 high schools in this mostly rural region of the state over a six year period. The consultant coordinated all services to the schools and provided leadership training and workshops to principals and teacher leaders as well as on-site support customized to fit the needs of each school. The consultant led a thorough Technical Assistance Visit to each

school and worked with each school to implement the recommended actions.

The region realized steady gains across the six-year project in the accountability areas designated by the state and far outpaced state gains and other regions in the state. The percentage proficient in Literacy increased 18 percentage points; the percentage proficient in Geometry increased 12 percentage points; Technical Skill Attainment increased 27 percentage points; and high school graduation improved to 95 Percent. See Table below.

**Dawson Educational Service Cooperative and High Schools That Work
Project Results**

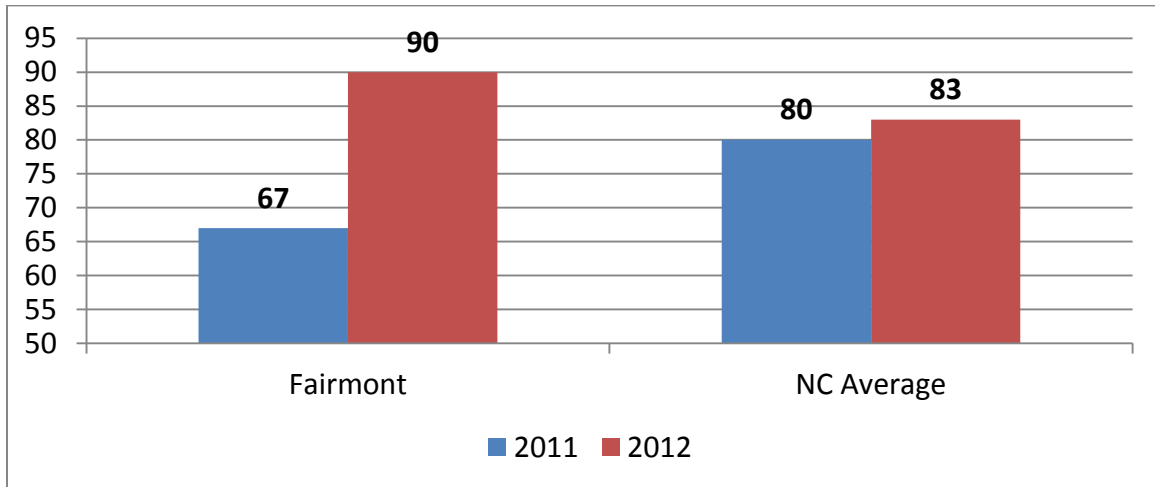
Accountability Area	2007- Percentage Proficient	2012- Percentage Proficient
Literacy	49%	67%
Geometry	62%	74%
Technical Skill Attainment	59%	86%
High School Graduation	91%	95%

Fairmont High School, Robeson County North Carolina

During the 2011-2012 school year, an SREB Literacy Specialist worked with an SREB School Improvement Consultant to develop a plan of support for Fairmont High School, a school struggling to make improvements in student achievement. SREB worked with the school leaders using a six-step process to analyze data by teacher. Teachers with the highest student achievement scores on North Carolina End of Course Exams were appointed to be the “Literacy Team” for the school. These teachers and the school administration met with the SREB consultants for training and planning monthly. The literacy specialist reviewed submitted lesson plan ideas and provided encouraging notes between sessions.

Data indicated that one teacher was noted to have significantly higher test results on the Biology EOC than other teachers in the school who also taught the course. All Biology was assigned to the “highest achieving” teacher who was also appointed to the Literacy Team. The increase in the use of effective literacy strategies and a highly effective teacher resulted in 90 percent of Fairmont students scoring at the proficient level on the North Carolina Biology EOC, an increase of 23 percentage points over 2011 and above the state average of 83 percent. See chart below.

**North Carolina Biology End of Course Assessments
Percentage Proficient**



Additional data on other HSTW schools is available on request with case studies on specific schools available at www.sreb.org.

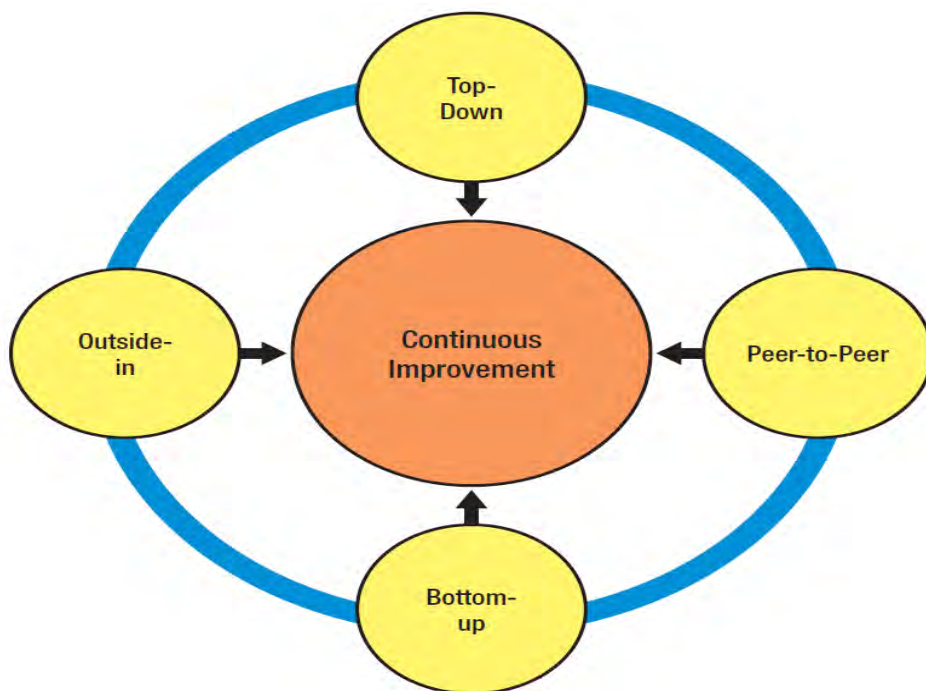
1.3.2.3.2. School Reform Model

1.3.2.3.2.1. Describe the organization's framework/model for turning around low-performing schools. Include information related to governance and management, instructional design, staffing (evaluation, hiring and retention), professional development, scheduling, assessment, curriculum, and family and community engagement. Explain the research base connected to this model and the conditions necessary to ensure the greatest likelihood of improving student outcomes.

The journey of turning a challenged school into a continually high-performing school begins by developing a culture of continuous improvement. This culture is built by integrating insights and capabilities from four perspectives — top down, bottom up, outside-in and peer-to-peer. This format of distributed leadership forms the foundation of the HSTW governance model for transforming schools. School leaders must shift from a management focus to one that engages all stakeholders in ownership of the problems and solutions.

Figure 1

Perspectives Important to Turning Around Schools
Through Continuous Improvement



- First, schools need the **top-down perspective**. Improving schools requires a state and district vision, state and district support, and principal leadership. Successful practices fostering continuous improvement stem from the intents, policies and communications from state, district and school leaders. These leaders define the need and the scope of the improvement effort, provide the resources and collaborative support needed to make it happen, and insist on monitoring and measuring its progress. Moreover, **they share a common vision of high expectations for all groups of students and have a strategic planning framework that enables school leaders and faculty to customize a set of goals and actions for their school.**
- Sustained reform depends on a **bottom-up** perspective in which principals and teachers have ownership of the improvement process. State and district leaders can set the stage for critical actions, but they cannot realize the implementation without the help of highly effective principals, teacher leaders and everyone else in the school. The dramatic improvements needed in the lowest-achieving schools cannot be accomplished through micromanagement. Lasting improvement will come only when strategies are put into place to build the school's capacity to change.

Focus teams of teachers and school leaders working together with outside support to identify problems and possible causes can be a powerful force in adopting research-based improvement practices and adapting them to them work in the context of the school.

However, school and teacher leaders need to be empowered to operate such teams and be assisted in acquiring the right tools and methods to accomplish full implementation of any improvement effort. This will require school organizational structures and schedules that provide teachers with opportunities to work together to improve instruction. Such efforts can add an entrepreneurial spirit to their work and build ownership of improvement efforts.

Student input also plays an important role in the bottom-up perspective and ownership of school improvement. Students' perceptions about their learning experiences can help principals and teachers determine whether current school and classroom practices are engaging and intellectually demanding and can highlight areas needing further improvement.

- A substantial number of practices driving continuous improvement come from sources outside the school. Such **outside-in perspectives** come from school reform providers and professional development trainers, parents, the community and policy-making groups. Educational service providers with a continuous evaluation process and a strong research base can offer invaluable insight into various improvement practices and their usefulness within local circumstances. Parents, business and industry representatives, community members and postsecondary educators can help schools better understand whether graduates are leaving high school adequately prepared for postsecondary study and careers and what is needed to improve graduates' readiness for their next step.
- **Peer-to-peer perspectives** are critical in shaping interventions needed for school improvement. These perspectives require partnerships between groups within the school to identify and solve problems, such as teacher learning teams with a trained facilitator to implement a specific intervention. For example, implementing initiatives to improve reading and writing across the curriculum requires teams of peers working together to figure out how to improve students' reading and writing abilities in all content areas in ways that also advance content achievement. The responsibility for improving reading and writing achievement does not reside with the English teacher alone. It requires a schoolwide effort of

teacher learning teams representing all content areas. These teams are led in learning from one another by teacher facilitators who are trained to implement literacy strategies and goals in each discipline area.

Peer-to-peer perspectives also include input from teams from different institutions.

Improving middle grades transitions requires a firm understanding of the issues of and strong collaboration between the sending and receiving schools. Development of high-quality high school programs of study aligned with postsecondary standards requires full understanding of both the secondary and postsecondary roles.

Improvement efforts are most effective in a culture in which such endeavors are planned, intentionally supported, thoughtfully nurtured and carefully measured. By studying these four perspectives, schools and districts can draw upon the capabilities and engagement of all major stakeholders in developing a robust, collaborative methodology to lead continuous improvement. Such a methodology brings constancy of purpose and the development of a school culture embedded with permanent improvement practices.

Improvement plans that draw from these four perspectives result in a shift from using a hit-and-miss approach with little change to using a reliable and replicable methodology built on the synergy of the interactions between these stakeholder groups to achieve desired outcomes. Guidance from state and district vision, along with outside experts who have extensive experience in turning around schools, leads to a structured, thoughtful and organized approach to managing continuous improvement — an approach that is based on proven frameworks and principles and provides the appropriate strategies, practices and tools to solve school problems. Schools having a complete methodology to guide implementation will make strong progress toward continuous improvement.

The four-perspectives framework forms the foundation for sustainability as schools use the framework to continue to address problems as they arise in the schools after the grant ends.

SREB's Reform Model

SREB's model is focused on development of staff, not removal and replacement. Although a key aspect of the leadership support is the effective evaluation of staff and the use of strategies to improve teaching, SREB has found that too great an emphasis on removal creates a culture of fear, not improvement. SREB works with school and district leaders to create protocols and processes to develop teacher skills through collaboration, effective use of professional development, effective follow-up and job-embedded coaching.

SREB also works with leaders in a unique way to develop guidelines for working with new teachers in ways to that help keep them in teaching. As schools take ownership of the improvement effort, The SREB Leadership Coach will work closely with school and district leadership to develop systems for recruitment and hiring of new teachers including using the vast HSTW network to recruit teachers. SREB's other initiatives including the Electronic Campus provides a resource for connecting schools and districts with colleges throughout the southern region of the country as an avenue for recruitment.

SREB believes that the following priority areas for improvement are common for

challenged schools, and the plan of support addresses these by working with teachers and leaders throughout the project.

Academic and Career Technical Curriculum:

The high school curriculum needs to prepare all students for college and careers.

For some students, graduation means completing a classic, college-preparatory course of study; for others, it means completing a program of study that joins solid academic studies with career technical courses. Both paths should enable students to acquire the knowledge and skills—in reading, writing and mathematics—and the habits required to succeed beyond high school.

HSTW is not a “program” that focuses on improving one curriculum area; nor is it a single instructional strategy that is appropriate for a defined population. The centerpiece is a rigorous curriculum for all students that focuses on raising academic and technical standards and expectations to prepare students for further education and the workplace. The framework is comprehensive and can be used in any high school to guide improvement and close achievement gaps. *HSTW* research from more than two decades of work indicates that the single most important factor in closing achievement gaps for all groups of students is a rigorous academic course of study taught to the proficient level, and providing experiences and student expectations that accelerate learning.

The practices and conditions upon which *HSTW* is based will improve student achievement when used to change what students are taught and the quality and level of learning they are expected to demonstrate. SREB recommends all students complete a challenging curriculum that combines a rigorous academic core with a concentration. See the section on curriculum for details of this expectation.

Support Students to Develop and Use a College and Career Plan

SREB works with school leaders and teachers to develop an effective guidance and advisement system that connects every student to an adult who is responsible for developing relationships with students and their parents. This adult serves as a mentor for the student and assists the student in determining a goal beyond high school and a plan of study to achieve that goal. The guidance system includes use of interest inventories and other data to help students make better choices regarding setting career and educational goals and aligning programs of study to achieve those goals.

These efforts create multiple practices that connect students to adults in the building, learn about careers through exploration, and develop meaningful plans of study for high school and post-secondary work. SREB will provide job-embedded support which includes working with a team of teachers to develop a college and career exploration program in each school and also working with post-secondary partners to facilitate quality post-secondary transitions.

Improve Transitions to Get More Students College and Career Ready

Another key to preparing more students for college and careers is an effective system to transition students into and out of high school. SREB has developed tools for schools to use as

they address each of these transitions.

Redesigning the Ninth Grade Experience

Redesign the ninth-grade experience to enable students to acquire the Habits for Success needed to meet college- and career-readiness standards, to set goals beyond high school and develop programs of study to achieve that goal.

Schools with low graduation rates need to develop a ninth-grade redesign to “catch up” under-prepared freshmen for challenging high school work. This redesign includes special supportive services to connect students to high school graduation pathways. Over the past decade SREB has supported implementation the key features of a ninth-grade redesign and, where those elements have been placed into operation with fidelity, ninth-grade failure rates declined substantially; more students entered the tenth grade on the graduation pathway; and significant increases occurred in graduation rates and percentages of college- and career-ready graduates.

SREB leadership coaches work with a focus team at a school to redesign the ninth-grade experience for incoming students. The focus team uses SREB’s Six Step Problem Solving Process to develop a plan around the five ninth-grade redesign elements. SREB has found that, too often, schools assume students enter high school having developed the skills for success. The leadership coach also works with ninth grade teachers to develop a process to ensure all students develop these habits needed for success. SREB uses its *Skills for a Lifetime* guide to assist teams in developing the special course and instructional units around six key habits:

1. Build and maintain productive relationships with peers and adults
2. Organize, manage time and develop study skills
3. Develop strong reading and writing skills
4. Develop strong mathematical skills
5. Set goals and make plans to address them
6. Access resources needed to achieve goals

Multiple formats for implementation of this course will be shared - intensive semester-long course (High School 101) for all ninth-grade students, Career Advisory Curriculum, and as a part of a mentoring program. In addition to the development of the curriculum materials, each school’s ninth-grade team would also determine ways of embedding the six habits into their regular courses.

Senior Transitions

Too many seniors do not use senior year to prepare for postsecondary studies or career training. Some students enter 12th grade struggling with their studies, disengaged and at risk of leaving even though it is their last year of high school. Some are looking for the easiest courses and electives. Some arrive on track for graduation but unprepared for college or career training. Others may be ready for college and want to earn college credits. An improved senior year allows more students to strengthen academic skills and earn employer certifications or college credits. The senior year does not have to be a lost year.

SREB uses the following resources to strengthen the senior year: *Getting Students Ready*

for College and Careers: Transitional Senior English and Getting Students Ready for College and Careers: Transitional Senior Mathematics to **develop senior year courses** schools can implement to strengthen preparation for the steps after high school.

Another HSTW strategy to strengthen the senior year is to work with area universities and colleges to give college-ready students an early start. The SREB Leadership Coach and Guidance Specialists often work with counselors and the transitions focus team to provide opportunities for students who show college readiness in grade 12 to earn at least nine semester hours of college credit during the senior year through dual-credit courses and joint-enrollment programs — or to graduate early and attend college full time.

SREB also often works with the school to help career-bound students become ready for work. We will work with counselors and data to identify students who do not plan to attend college and seek opportunities to use the senior year to prepare for work, using the resources of the local high school, shared-time technology centers, employers, and community and technical colleges. We will help these students work toward employer certification or continued preparation at a community or technical college.

The Leadership Coach will work with the school to develop **credit-recovery opportunities through web-based, online and traditional classroom instruction to help students who have failed a course to graduate on time.** Credit recovery allows students to retake a course during the year and complete it when they can demonstrate proficiency. This strategy can help more students stay on track toward graduation.

SREB will review current partnerships available with community colleges and universities to determine barriers to postsecondary access. Activities include reviewing these and other data:

- Trend data to determine how many students and where students are pursuing additional training and education after high school.
- Remediation data.
- Scholarships available and awarded.
- Number of students who graduate from postsecondary after four years.
- Number of AP/dual credit courses and articulation agreements available for students and how many take advantage of them.
- Interview if possible previous graduates to determine their high school preparation for postsecondary.

Plan for Developing Leaders

SREB will provide leaders at the school access to SREB Leadership Modules each year. Schools may use the face-to-face, on-line or hybrid model for delivery. Each module provides leaders with strategies to address specific needs of the school. SREB recommends that challenged schools begin with the “Building Instructional Leadership Teams” module to parallel other support during the first year. Information on some of the most commonly used modules is provided below.

School change rarely can be accomplished alone; it takes leaders empowering teams to

create high-performing learning systems for all students. The course ***Building Instructional Leadership Teams to Lead Change for Student Success*** focuses on forming instructional leadership teams, helping them define their purpose and goals, and working collaboratively with them to create a climate accepting of change based on their school's needs. Participants will learn about the various human and organizational factors that impact a school's ability to implement and sustain meaningful change. Teams will identify a vision of adaptive change — change deeply rooted in high expectations for all — and work on a framework for sustainable implementation of these concepts. The skills conveyed in this training are beneficial to the individual as well as teams of participants.

Rigor in the school curriculum is one of the top indicators of whether a student will graduate from high school ready to earn a college degree, and leaders must recognize and expect it. The course ***Assessing Academic Rigor in School and Classroom Practices*** — introduces principals and school leaders to alignment tools to determine whether levels of rigor and core habits of mind in their schools are at the level that garner high achievement from all groups of students. They will use these tools to evaluate the alignment of teaching, assessment and expected student learning to determine whether intellectually demanding works exists in lessons and assignments and whether rigor exists systemically in all of the school's courses.

Rigorous course work is the foundation for improving student achievement. Student success in such courses will increase only if school leaders and teachers understand how to design and deliver standards-based instruction. The leadership course ***Mapping the Curriculum to Grade-Level and College-Readiness Standards*** details the processes and steps that will enable teams of school leaders and content area teachers to use to engage others in aligning curriculum and instruction with the Illinois Learning Standards. School, district and teacher-leaders will work with teachers to evaluate standards, prioritize their value, and align them to the curriculum content. Aligning and mapping standards into the curriculum is essential to communicate to students and teachers the high level of work expected from all students. Curriculum mapping helps participants identify gaps between what is taught and what students are expected to learn by engaging teachers in formulating the essential questions that build knowledge and improve the achievement of all students.

In September 2010, SREB launched its first of several online leadership courses — ***Using Root Cause Analysis to Foster a Culture of Change***. In this course, principals and school leaders learn to engage individuals and teams to ask tough questions about which current school practices are limiting student learning and to mine a variety of data sources to articulate clearly the scope, cause and potential resolution of the problem. Using predictive student-level data is highlighted as one of the innovative components for improving student learning. This requires the creation of a culture open to change and innovation. High-performing school leadership expands this culture of higher expectations for all students to build a shared belief among school and community stakeholders. The shared beliefs about effort, relevance and relationship stimulate students' desire for achievement, efficacy and effort. Participants in this 40-hour course learn to work as a team to uncover underlying causes of underperformance and build a high-performance learning culture to tackle needed change at the building level. The course will be provided to school and focus team leaders and district support staff in year one of the partnership.

SREB's Committee to Improve Reading and Writing in Middle and High Schools concluded that developing students' reading comprehension skills should be the first priority for the middle grades and high schools. Moreover, research shows that poor reading and writing skills prevent many students from graduating from high school, completing college and contributing in the workplace. For instruction to be effective, leaders must spend time developing their faculty's understanding of literacy instruction and awareness of their students' cultures, backgrounds and experiences. The course ***Leading Schoolwide Literacy Initiatives*** makes the case that literacy is everyone's job. School and teachers from four different content areas learn the importance of providing instruction on how to read content-specific materials through strategies that help students get the most from written and spoken words. Participants explore a wide variety of research-driven strategies that help students become better learners of standards-based content texts and other support materials. They explore differentiation and the need to distinguish the literacy needs of each student. The development and implementation of a schoolwide literacy plan are central to the course. Approaches that promote literacy in all areas of instruction are modeled throughout, and participants reflect on how these strategies can be incorporated into their school and classroom practices in all courses.

In addition to the modules outlined above, SREB offers training for practicing administrators and school leadership teams to develop their leadership skills to take an active role in:

- Aligning all curriculum and instructional strategies with teachers.
- Using an instructional rubric to determine the level of assignments, assessments and student work.
- Monitoring and assessing the implemented curriculum, instructional effectiveness and student engagement with walkthrough training followed by side-by-side mentoring by an SREB coach.
- Organizing the school and creating master schedules that provide common planning time to allow teachers to develop ongoing, highly engaging units of instruction, and support increased instructional effectiveness.

Just as it is difficult for teachers to succeed in the absence of effective school principals, it is unlikely that principals and assistant principals will succeed if their district leadership lacks a vision of effective school and classroom practices and an understanding of the district's role in supporting principals. SREB will offer high-quality training and follow-up coaching to train members of district leadership teams to support school leaders in leading and turning around persistently low-achieving schools. Each team will engage a larger strategic planning team comprised of district, school and community representatives. With the assistance of an SREB consultant, this team will create a strategic plan with specific frameworks of best practices, policies and strategies that enable school principals and assistant principals to take ownership of problems and implement proven solutions.

SREB is also prepared to work with schools to support valid and reliable principal and teacher evaluation systems in compliance with Illinois' Performance Evaluation Reform Act of 2010 (Public Act 096-0861). The systems would incorporate multiple measures of data, including student growth. The **teacher evaluation system** will include measures of student learning, based on a variety of types of summative assessments, aligned to standards, and a growth model based on student progress. SREB will work collaboratively with the LEA to

incorporate into the evaluation system measures of teachers' instructional practices, professional responsibilities and contributions to building a positive culture of high expectations. Multiple measures of data to determine the extent to which students have mastered standards and made progress will include standardized achievement measures, including state assessments and ACT and school-based data, such as SREB-facilitated ongoing reviews of student work using rubrics.

In addition to the formal leadership module support, the SREB leadership coach will also mentor principals through regular onsite coaching in all aspects of the seven Illinois Performance Standards:

1. Living the Mission, Vision, Beliefs
2. Leading and managing System Change
3. Improving Teaching and Learning
4. Building and Maintaining Collaborative Relationships
5. Ethical and Professional Leadership
6. Managing School Operations
7. Leading for Results

For example, in the area of Illinois Standard 3, Improving Teaching and Learning, the consultant will work with the principal to analyze and use school classroom practices data effectively and to use a variety of walkthrough strategies and documents to assess and continually improve the quality of instruction and student learning. The SREB consultant, the principal and other school leaders would attend the training sessions teachers participate in so they can follow up to ensure implementation.

Research Basis:

The High Schools That Work design was developed by a collaborative of leaders from SREB's 16 states. The HSTW Consortium created a Deming Model for School Improvement where teachers and leaders work in collaboration to address the problems of the school. Consortium members held in common a set of core beliefs that have served to perpetuate HSTW for almost two decades. The first of these beliefs is the idea that students get smarter by working harder. Hence, HSTW is an effort-based high school reform centered on the conviction that almost all students can master higher-level academic content—historically taught to only the best students—if they are given the opportunity to learn that material and are taught in ways that engage them in making the effort to meet solid course standards. Second, we believed that, to have stability and staying power, HSTW would need to remain focused on a few valid practices that promise to improve the academic achievement of general and career technical students.

SREB is a highly accountable intermediary organization that brings consistency of effort and support to the reform process. It accomplishes its goals by persistently keeping the HSTW school improvement initiative alive and in the public eye despite changes in pedagogical fashion and the political context surrounding education. Third, we believe that employing a common assessment process is important because it provides an opportunity for SREB, the states, and the schools to compare outcomes and learn from their experiences. These three ideas underlie the practical goals we have tried to achieve, as well as the school conditions, professional development strategies, instructional practices, and assessment systems that we have defined.

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1.3.2.3.2.2. 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.

SREB’s research provides strong evidence that district support is essential for the success and sustainability of whole school improvement efforts. In studies of principals and district staff, SREB found that more successful high-need schools are in districts that provide principals with the support they need to lead schools effectively. These supportive conditions can be organized around seven strategies.

Seven Strategies for Effective District Support

1. Establish a clear focus and a strategic framework of core beliefs, effective practices and goals for improving student achievement.
2. Organize and engage the school board and district office in support of each school.
3. Provide instructional coherence and support.
4. Invest heavily in instruction-related professional learning for principals, assistant principals and other school leaders.
5. Provide high-quality data that link student achievement to school and classroom practices, and assist schools to use data effectively.
6. Optimize the use of resources to support learning improvement.
7. Use open, credible processes to involve progressive school, community and parent leaders in shaping a vision for improving schools.

To achieve the outcomes outlined in this proposal, district and school leadership need to honor the following conditions:

- **Maintain standardization with customization.** A district such must maintain certain standardizations to operate efficiently. **However, struggling schools must have special support to customize comprehensive school reform efforts that address their unique needs.** Principals and teachers must take ownership of the problems and the solutions for their schools. By developing a customized and continuous improvement framework, each school will need the autonomy and special support to address specific needs. SREB recommends engaging staff members in SREB’s six-step planning process to assess gaps in student achievement, to identify the causes of those gaps that reside in current school and classroom practices, and to take ownership of the problems.
- **To the extent possible the district will need to provide school leaders with flexibility in the use of resources, management of time and school-based staff development that improves school and classroom practices.** This will include, to the extent possible, employing and assigning school leaders who will incorporate and develop a signature feature unique to their school that addresses the unique needs of students in their school.
- **Advance leadership skills of existing school and teacher leaders** by having them participate in professional learning experiences aimed at implementing proven school and classroom practices.

- **Have school and teacher leaders commit to a functional mission** and have adult and student actions align to the mission.
- **Assign a district leader to work with the school.**
- **Have each school identify and develop lead teachers/facilitator in literacy for each content area** — English, science, social studies, and elective courses. Using the Early Implementer Model, they will lead faculty in the use of the Literacy Design Collaborative's appropriate literacy tools to embed reading/writing common core standards and strategies into each course in ways that advance student literacy achievement and their mastery and understanding of academic content.
- **Have each school identify and develop lead mathematics teachers in each grade** who will work with other math teachers, using the Early Implementer Model, to adopt the Mathematics Design Collaborative lessons that better align classroom instruction and assessments to standards and practice using Formative Assessment Lessons. The math lead teachers will also work with science and career/technical teachers to create opportunities for embedding mathematics standards into projects and lessons to advance students' understanding of mathematics concepts from the Common Core State Standards.

To help ensure these conditions are in place, SREB expects the School Leadership Coach to work collaboratively with the district office and asks that the district office identify a lead contact to work closely with the leadership coach. The SREB Director meets on at least a monthly basis with district and school leadership to determine steps to address challenges in the improvement effort and to share practices of other schools and districts. This close collaboration is not only essential for initial growth, but helps form a system of support to sustain the improvement effort after grant funding ends.

The ideal example of district and school collaboration is in Maury County, Tennessee. Mt. Pleasant High School received a School Improvement Grant and the results are detailed earlier in this proposal. The district identified the Director of High Schools as the primary contact for SREB's Leadership Coach and the Superintendent provided the new principal with flexibility to move the school in unique ways. An initial orientation to HSTW was attended by all five school board members and the message sent to parents through their involvement was clear – this school will improve. Throughout the initial two years, the district had participation at all professional development and eventually made the decision to involve all high schools in the district in implementing the HSTW design. The district named the Director of High Schools as the District High Schools That Work coordinator. When a review of the ninth grade in all schools found gaps, the district made the decision to involve all middle grades schools in the Making Middle Grades Work initiative. Despite limited funding for all the added schools, the district continues to use the framework to improve teaching and learning.

A second example involves SREB's collaboration with New York City schools and the New York City Board of Education. Initially, a partnership was developed through supporting schools to use the federal Small Learning Communities grants to reform into career academies. The close relationship developed during that time by the SREB Director and the School Leadership Coaches resulted in New York city requesting that SREB become a Lead Partner for a Restart effort in the city. Despite no experience with the Restart model, the positive relationship resulted in two schools using SREB to lead Restart efforts.

This type of close collaboration is essential for schools and districts to make the improvements needed and sustain the efforts.

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

The first six months of support will use a two pronged approach for improvement. One aspect will involve the needs assessment, orientation of faculty to the overall improvement effort, development of the continuous improvement framework to address the specific needs of the school and leadership development. The second aspect will be to begin the process of embedding the common core in classrooms. The plan of support during that time period will include:

- 1) **Provide ongoing embedded support from an experienced *HSTW* School Leadership Coach** to mentor school and teacher leaders, assist the school to develop and implement plans for improvement, analyze school data to identify practices, policies and training that need immediate attention and long range planning; weekly meetings with focus groups of teachers and leaders to develop plans to address challenges in the school. The leadership coach will work closely with teachers and leaders to develop protocols for increasing the rigor of assignments and assessments throughout the three years of support. The coach will also assist school leaders and teachers to prepare for and provide effective follow-up for other aspects of the plan.
- 2) **Conduct monthly meetings** with the *HSTW* Project Director, District Superintendent, Union Representative, district school liaison, district curriculum and staff development leaders, and other district leaders as necessary to discuss progress, needs, and plans to support the school. This includes an initial meeting prior to the start of any work to ensure all have a clear understanding of the improvement process.
- 3) **Conduct the Needs Assessment (Technical Assistance Visit)** through a comprehensive audit of school and classroom practices that includes classroom observations by a team of subject area and leadership experts, stakeholder interviews, document reviews and comprehensive data analysis; prepare a written report of the findings that includes recommended actions and resources. This will be scheduled as early as possible in the school year.

Conduct an Audit of Career Technical Programs as a part of the Needs

Assessment: the *HSTW* Career Technical Content Specialist and district Career Technical Leadership will lead a team of CT and academic teachers in a self-evaluation of the quality of CT courses offered by the school using a rubric such as SREB's CT program evaluation tool. Through that self-assessment process, the team can engage all CT teachers in using the rubric to determine a set of actions needed to make the CT courses more intellectually demanding and relevant.

Conduct *HSTW* Surveys: Assist the school to fully participate in *HSTW* Freshman Survey, *HSTW* Senior Survey, and *HSTW* Faculty Survey as a part of the initial needs assessment.

- 4) **Conduct a two-day Site Development Workshop** early in the school year to introduce all elements of the reform design to the faculty; form the faculty into school improvement focus groups to take ownership of school improvement planning and implementation; and establish an organizational and communication plan to ensure school-wide buy-in and commitment.
- 5) **Conduct one Leadership Module Training in either an on-site, virtual or blended model.** SREB recommends the initial module focus on building effective leadership teams throughout the school to develop a distributed leadership model.
- 6) **Provide professional development and job-embedded content coaching to move the literacy Common Core State Standards into classrooms using a new model for Professional Development:** The school will identify the Lead Teacher Facilitators from each area for literacy training in the summer prior to the beginning of school in year one. Facilitators will be trained to become literacy experts, who will then meet weekly in planning sessions with a core group of teachers from their discipline areas to help them plan how to embed literacy strategies into their weekly and daily instructional plans. The institute will emphasize the use of the Literacy Design Collaborative process to move the *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects* into all classrooms. The school principal and the school's instructional coaches (if applicable) will be expected to participate in this institute along with the literacy facilitators from each subject area and the *HSTW* School Improvement Specialist.
- 7) **Provide the Initial Mathematics Institute with Follow-up and Content Coaching:** The Lead (or all) mathematics teachers, a district mathematics leader, and the school instructional leader over mathematics will participate in an initial institute to focus on improving mathematics achievement in the school. An SREB mathematics specialist will assist with curriculum alignment to the *Common Core Standards for Mathematics* and the Illinois Learning Standards to ensure the written curriculum matches the required standards; then the trainer will use the Mathematics Design Collaborative materials to help teachers develop formative assessment lessons they can use to make mathematics more relevant, engaging and rigorous through effective instructional strategies. One focus will be on helping teachers develop instructional balance between procedural mathematics and mathematics reasoning and understanding with a goal of planning lessons for the first four weeks of school.
- 8) **Provide customized professional development and job-embedded content coaching based upon the needs assessment and initial school-developed plans for improvement:** Training and support services will include a combination of workshops and targeted coaching dependent on individual campus needs.

1.3.2.3.3. Educational Program

1.3.2.3.3.1. Describe the proposed curriculum and assessment program, detailing clear expectations for student learning. The 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).

HSTW is not a “program” that focuses on improving one curriculum area; nor is it a single instructional strategy that is appropriate for a defined population. The centerpiece is a rigorous curriculum for **all students** that focus on raising academic and technical standards and expectations to prepare students for further education and the workplace. The framework is comprehensive and can be used in any high school to guide improvement and close achievement gaps. *HSTW* research from more than two decades of work indicates that the single most important factor in closing achievement gaps for all groups of students is a rigorous academic course of study taught to the proficient level, and providing experiences and student expectations that accelerate learning.

The practices and conditions upon which *HSTW* is based will improve student achievement when used to change what students are taught and the quality and level of learning they are expected to demonstrate. To complete the recommended curriculum, each student takes:

- at least **four English courses**, with the content and performance standards of college-preparatory English, that emphasize reading, writing and presentation skills. Students should read the equivalent of eight books annually, write short papers weekly and write one or more research papers annually. Students revise work until it meets standards.
- at least **four credits in mathematics**, including Algebra I, geometry, Algebra II and a fourth higher-level mathematics course or a specially-developed mathematics course designed to prepare students for postsecondary studies so they can avoid remedial college mathematics.
 - Have students completing Algebra I in grade eight to complete four additional years of mathematics.
 - Have students take mathematics their senior year.
- at least **three college-preparatory science courses** — biology, chemistry, physics or applied physics, or anatomy/physiology. Students conduct lab experiments and investigative studies; read, critique and discuss three to five books or equivalent articles about scientists, scientific discoveries and how science is used in the real world; keep lab notebooks; make presentations; and complete research projects and written reports. Students design and conduct group or individual projects. *HSTW* recommends that schools using block schedules require four years of science.
- at least **three college-preparatory social studies courses** emphasizing reading and writing to learn. Students will read five to eight books or equivalent articles, write weekly, make presentations, complete research projects, and prepare at least one major research paper in each course.

- at least **one technology course or demonstrated proficiency in computer technology** beyond simple keyboarding (this course should be taken early in high school so that students will be able to use technical skills in other classes.)
- at least **four credits in an academic, career or blended concentration**. Each student will have a choice from among at least four career/technical concentrations and two academic concentrations, such as mathematics/science and humanities. Each academic concentration will include one or two Advanced Placement (AP), International Baccalaureate (IB) or dual credit courses. School leaders need to have students complete:
 - a **concentration in mathematics and science**, with a minimum of four credits each in college-preparatory/honors mathematics and science, including at least one at the AP level;
 - a **humanities concentration**, including four or more college-preparatory/honors English and in college-preparatory/honors social studies, with at least one credit at the AP level, and four additional courses in one or more of the humanities, such as foreign language, fine arts or additional literature and social studies courses; or
 - a **rigorous career/technical concentration**, consisting of at least four credits in a planned sequence of quality career/technical courses in a career cluster with students meeting standards on an external assessment.

An integral part of the curriculum work with most School Improvement Grant schools is to help teachers move the Common Core State Standards into classrooms. SREB anticipates this will be the case in Illinois. SREB uses two tools developed, piloted and shared by the Bill and Melinda Gates Foundation. The tools, Literacy Design Collaborative and Mathematics Design Collaborative provide mechanisms for teachers to embed new college and career readiness standards in all classrooms. A secondary aspect of the work is to ensure that the level of assignments and assessments meet the expectations for rigorous college and career readiness standards.

Literacy Design Collaborative (LDC)

The LDC establishes the literacy framework first and then allows teachers to add their content on a solid literacy foundation. Teachers merge literacy standards with important subject area standards while acknowledging distinctive literacy work in each discipline. The LDC framework is built around four structures:

- **Section 1: What task?** *What tasks set clear, rigorous goals for learning?* A quality teaching task is paced for two to three weeks focusing on one or more texts that involve students in addressing an interesting question, issue, or topic as they read and write. The task encourages students to engage in critical thinking and sharing ideas through discussion, speaking, and listening.
- **Section 2: What skills?** *What skills do students need to succeed on the teaching task?* Teachers must be clear on the reading, writing, and other literacy skills students develop. These skills are identified by “back-mapping” from the requirements of the teaching task. All LDC modules must involve some form of reading and writing skills within clusters.
- **Section 3: What instruction?** *How will you teach students to succeed on the teaching task?* Instruction is organized around teacher-ready “mini-tasks” or short classroom assignments that teach the skills necessary to complete the teaching task. These mini-tasks create a formative

assessment for monitoring what students are learning and provide opportunities for teachers to correct any misunderstandings or skill weaknesses students may have. All together, these features in the LDC system make up an “instructional ladder.”

- **Section 4: What results? How good is good enough?** Measuring student results is a hallmark of good instruction. It also provides a way for teachers to calibrate rigor levels so they have common understandings of expectations. The LDC framework provides rubrics for measuring student writing products — argumentative, informational/ explanatory and narrative writing. Two examples of tasks are provided below.

Sample LDC Tasks

- **English/Language Arts:** After researching speeches which use persuasive techniques, write a report that defines and explains its impact on an audience. Support your discussion with evidence from your readings.
- **Social Studies:** How did the political views of the signers of the Constitution impact the American political system? After reading *Founding Brothers: The Revolutionary Generation*, write a report that addresses the question and support your position with evidence from the text.
- **Science:** After researching technical and academic articles on the use of pesticides in agriculture, write a speech that argues your position on the use of pesticides in managing crop production. Support your position with evidence from your research. Be sure to acknowledge competing views.

Teachers learn to develop these types of tasks using LDC Design Templates. Using the templates, teachers align the assignments to college- and career-readiness state standards while addressing specific content needs. After developing tasks, teachers use the backward design planning format to create instructional modules (units) to prepare students to complete the tasks. Modules include instructional strategies that embed literacy in learning the course content. Simply stated, professional development with content coaching results in teachers’ development of units of study that incorporate specific tasks aligned to the Common Core State Standards or other rigorous state standards.

Mathematics Design Collaborative (MDC)

For the Mathematics Design Collaborative (MDC), the Shell Centre in England and the University of California at Berkeley were tasked with developing tools to help students reach new college- and career-readiness mathematics standards. MDC produced a series of Formative Assessment Lessons (FALs) for grades seven through ten, focused on advancing student mathematical understanding and problem-solving skills. The FALs are built around a set of rich tasks connected to college- and career-readiness standards and are intended to be embedded within a teacher’s current curriculum. FALs address typical misconceptions and strive to develop deep understanding of key mathematics content.

The FALs are designed to engage students in a *productive struggle* with their mathematics learning. The FALs structure is shown below.

Structure of Formative Assessment Lessons (FALs)

1. Students are given an easily-administered initial assessment task. This provides teachers with a qualitative sense of their students' grasp of the targeted mathematics.
2. Students are immersed in the mathematics of the initial assessment task through a set of collaborative activities. This part is designed as a guided inquiry. Students work in small groups, engage in discussion, take responsibility for their own learning and learn from each other, often by examining each other's work. Teachers provide feedback questions to move students' learning forward without giving them step-by-step procedures for solving the problem.
3. Students are engaged in a whole-class discussion. Discussion pulls the lesson together and strengthens students' understanding of mathematics concepts involved and allows teachers deeper insights into their students' mathematical learning gaps. Teachers can structure the discussion, provide feedback and allow students to learn from one another.
4. Students return to that initial task to improve their responses. Students get a look at what they have learned while providing teachers perspective on the effectiveness of their feedback and instruction. The strategy underlying the FALs is to make sure students both understand the mathematical concepts and are able to put the mathematics into practice. Application of mathematics is often lost when the focus is on the development of discrete procedural skills.

Towards mid-year, as teachers begin to see the value of this work and see how well students respond to the work, SREB will work with the principal and the Early Implementer Literacy and Math Teams to introduce the LDC and MDC concepts to other teachers at grades nine and 10. We would expect that every Early Implementer Team member would work with at least two "buddy teachers" to use LDC and MDC strategies in their classrooms.

Rigorous Assignments and Assessments

SREB's experiences with challenged schools have clearly shown that a written curriculum is not truly addressed unless the assignments match the level and rigor called for in the curriculum. Simply put, assignments matter. SREB supports teachers to use protocols to collaborate to increase the quality of assignments and focus on rigor.

Students are more likely to put forth the effort to learn rigorous material when they see the effort as relevant. SREB supports teachers to change their practices to ensure learning is relevant and engaging. Teachers participate in professional development and content coaching to make instruction engaging for students in four ways: intellectually, emotionally socially and behaviorally.

- By intellectually, we mean having more students complete assignments in the upper quadrants of Norman Webb's Depths of Knowledge – compare, analyze, synthesize, solve problems, make comparisons and predict outcomes.
- By emotionally, we mean connecting assignments to students' goals, aspirations and interests, so students see a link between what they study in school and their own personal interests. This is done by giving students greater choices in how they can meet course standards.
- By socially, we mean connecting students to each other, to the teacher, counselors, and adults outside the school, so they can find the support that they need to be successful in high school and to the next level.

- By behaviorally, we mean making special efforts to teach students those habits of behavior and mind that make for responsible students and adults.

SREB also prepares teachers to make greater use of formative assessment as an instructional tool in all classrooms is also a key element of *SREB*'s work with schools to create a college and career readiness culture. Formative assessment involves teachers in purposely designing challenging, intellectually demanding learning experiences for students to complete independently or in groups. The teacher then evaluates students' work not as a basis for grading, but to observe and analyze deficits in their understanding and gaps in assignments they have completed. They then prepare statements or questions that can serve as a guide for the student to redo the work. The intent is not to fix the students' work but to assist students in redoing the work and acquiring the knowledge and insights that will advance them as independent learners. Using formative assessment as an instructional tool allows teachers to teach students how to reason through and draw upon the information they know to complete the tasks before them.

SREB does not support the idea of continuous testing as a means of creating better test-takers. Our support of schools has found that teachers and leaders who insist on using a myriad of benchmark tests rather than focusing on improving instruction actually see achievement and student effort decrease.

Rigorous Instruction for Special Populations

SREB has found that too often, students in special populations are seldom required to do grade level work. Our belief is that students will never perform at grade level unless asked to do grade level work. Support includes working with teachers in continuous professional development to learn and use best practices that push students to perform at grade level with appropriate supports.

In our 25 years of supporting schools, SREB has learned lessons that impact the success of students. Here are a set of lessons learned regarding special needs (English Language Learners and Students with Disabilities).

- ELL students and families often feel marginalized geographically, politically and economically. In order to improve school relations, school leaders should make efforts to include them in daily operations and curricular decisions.
- In order to understand cultural perspectives as well as appropriate classroom practices, professional development training is a must for all faculty, not just the teachers of ELL students.
- ELL specialists should have time to collaborate with regular education teachers on a regular basis.
- To enhance learning through social and cultural contexts, teachers should build on the students' prior knowledge and promote a sense of social identity.
- School success measures academic English, skills that students acquire after basic communication skills are in place. ELL students' acquisition of native language skills is foundational to the acquisition of English speaking proficiency. Students need both skill sets to reach proficiency. (This is especially difficult for students who come to the U.S. with little or no formal schooling in their home country.)

- Once ELL students have mastered English speaking proficiency, there is still a transition to written English proficiency and academic English. (Many regular education teachers falsely assume that once students reach English speaking proficiency, they should be able to read academic texts and write on a high level without intervention.)
- Teachers should use formative as well as summative assessment to scaffold skills and inform the ELL students' instructional needs.
- Teachers should provide opportunities for written assignments, both formal and informal, as well as oral presentations and discussions in both languages to build proficiency and confidence.
- Teachers should emphasize metacognitive skills, rather than low-level skills, to promote critical thinking and deep comprehension for all special needs students (e.g., self-questioning, summarizing, paraphrasing, predicting).
- Effective grading practices are essential to supporting students with special needs.
- The use of literacy strategies such as graphic organizers is an effective instructional tool for all special needs students.
- Effective co-teaching requires intense training and support to positively impact student achievement.
- All students benefit from programs that connect them to a goal beyond high school and a plan to achieve that goal.

The cadre of SREB experts use these lessons learned to work directly with teachers to improve instruction of all special needs students and the leadership mentor will support leaders in development and implementation of a plan to ensure success of special needs students.

Rigorous Career Technical Programs of Study

The hallmark aspect of the HSTW Framework is a focus on both the Academic and Career Technical curriculum. School Improvement Grant schools adopt one or more of two potential actions to increase the rigor and quality of career technical programs in schools.

Option #1: Adopt one of the new Advanced Placement-like career technical programs of study in 21st century careers from SREB's Advanced Careers (AC) curricula, e.g. Clean Energy Technology, Energy and Power, Health Informatics, or Innovations in Science and Technology.

These curricula are appropriate for communities where energy, power, STEM-based companies, and health services make up a significant part of the economy. Each program of study consists of four (4) highly engaging, intellectually demanding courses with Advanced Placement (AP)-like features. Teachers are prepared for new ways of teaching by four two-week institutes, one per course. Briefings on the literacy, math, science and technical concepts necessary for the completion of each course's six (6) project-based learning units, end-of-project and end-of-course assessments prepare better facilitators of student learning resulting in more accurate determinations of student performance. The following provides brief program of study descriptions for each new program of study.

Program Description — Innovations in Science and Technology: The Innovations in Science and Technology program of study is designed to develop technological literacy and stimulate interest in

pursuing a career in science, technology, engineering or mathematics (STEM) by providing students with knowledge and hands-on experiences to be successful in the new global work force.

For each course's projects, students apply the engineering problem-solving approach to develop a work plan for the project's completion. Students learn to work in teams, think critically, identify problems, propose solutions, and to read and comprehend complex technical materials and communicate effectively in written, oral and electronic formats. They apply math and science concepts and use technology to solve real-world challenging problems. Through project-based learning, students explore the future of science and technology and learn to apply those habits of behavior unique to the field to become successful STEM students, workers and professionals.

Program Description — Health Informatics: Health Informatics (*HI*), the science underlying the fusion of health care, information technology, and business administration, is integrated into all aspects of the patient experience at the individual or population levels. *HI* creates the infrastructure that connects and enables the flow and analysis of critical information to and from each of the stakeholders in a patient's or population's care. (Adapted from University of Illinois at Chicago, 2009)

For each course's projects, students apply the engineering problem-solving approach to develop a work plan for the project's completion. Students learn to work in teams, think critically, identify problems, propose solutions, and to read and comprehend complex technical materials and communicate their understanding effectively in written, oral and electronic formats. They apply math and science concepts and use technology to effectively solve real-world health-care problems.

Program Description — Clean Energy Technology: The Clean Energy Technology (CET) program teaches fundamental science and operating principles of key components of "clean tech" systems including: motors and generators, photovoltaic systems, water and energy conservation systems, wind turbines, bio-fuel generation, bioreactors, water power, energy harvesting, fuel cells, and nuclear power. Individual projects explore specific areas of clean energy technology.

In a typical project, students begin with a realistic scenario requiring them to design, develop or create a solution. To identify solutions, students must conduct research, document findings via lab notebooks and formal writing assignments, and prepare working table-top scale systems. Industry standard data acquisition and analysis software, sensors, and actuators to control and collect data from student-built systems are used. Most projects address overarching national goals of decreasing dependence on fossil fuels, reducing waste and improving energy efficiency.

The CET program is software-intensive, introducing industry standard simulation and modeling software sourced from the U.S. Department of Energy and related national laboratories. Web-based applications, especially those with embedded graphical information systems (GIS) content, are used to relate geography, climate, and terrain with the availability and economics of wind and solar resources.

Finally, project-/problem-based learning helps students understand how consumer decisions and perceptions and those of manufacturers, technologists and regulators shape and affect the rate and scale of clean energy technology adoption. This knowledge is gained by learning the importance

of prices in energy markets and how prices communicate costs of clean tech systems. Projects focused on energy generation require the calculation of costs of electricity production for proposed solutions and comparisons to local grid-sourced electricity.

Program Description — Energy and Power: It is essential to understand the continual interplay of generation, distribution and use of energy. Students apply the engineering problem-solving approach to develop a work plan for completion of course projects. This program is designed to prepare students to understand the five types of energy — mechanical, heat, chemical, electromagnetic and nuclear — and how to measure and control energy systems.

By working with mechanical, fluid, and electrical systems, students learn about: a) various means of power generation and distribution including turbines and the means to drive them, motor/generator sets, renewable and non-renewable energy generation and electrochemical systems; b) single and multiple phase generation and distribution systems, transformers, and high voltage AC and DC systems; c) costs of power generation; and d) environmental issues. Attention is given to the integration of engineered systems and control systems needed to meet designed results.

Option #2: Redesign current Career Technical Education (CTE) programs using authentic, real-world project-based Learning (PBL) to engage students to learn academic and technical knowledge through a heads-on and hands-on approach.

This option uses the lessons SREB has learned from the *Advanced Careers* initiative to redesign instruction in **current career technical programs** to prepare students for high wage, high skill, high demand careers and an array of postsecondary options. The *PFT* courses use rigorous Project-based Learning (PBL) units of study as the primary instructional format. Option two uses the same processes for creating rigorous projects with **current district/state curriculum** in CTE programs of study. The aim is to make sure that redesigned programs carry most of the following signature features for rigorous CTE that are presently being built into *PFT* courses.

Signature Features for Rigorous CTE Programs of Study

- 1) Employers from the career field participate in identifying technical, academic and 21st-century skills needed for framing each authentic project around which instruction is planned.
- 2) Instruction is planned around authentic real-world projects with daily lesson plans that provide students with just- in-time learning opportunities.
- 3) Students apply rigorous college- and career-readiness academic skills — literacy, mathematics and science — and industry-identified technical knowledge and skills to complete assignments.
- 4) Students formulate problem statements, research options and prepare a written plan of action with justification for the approach to complete an assignment.
- 5) Students use appropriate technology, software and technical skills to complete assignments.
- 6) Students apply 21st-century skills — habits of behavior and mind — in completing assignments.
- 7) Students complete end-of-assignment and end-of-course exams demonstrating literacy, mathematics and technical skills required to complete the assignment and/or course.
- 8) Students complete an extended project that requires planning, developing a solution or product and presenting the results orally or in writing.
- 9) Students learn about careers and further education opportunities.

10) At least two courses in a program provide students with opportunities for dual credit options.

Project-based Learning (PBL) addresses each of these indicators by providing students with an integrated way of learning academic and technical knowledge through a heads-on, hands-on approach. By redesigning current CTE instruction around authentic, real-world projects, teacher teams from schools embed rigorous college- and career-readiness standards in literacy, mathematics and science to learn the technical content in CTE courses. PBL starts with a major assignment, requiring students to assume an authentic role, organize information, investigate options for completion, develop a plan of action, and complete steps to finish the assignment.

Teachers support students by planning engaging learning activities that provide just-in-time instruction for students to complete the assignment. Through this format for PBL, students read complex technical materials, develop technical writing pieces, apply mathematical knowledge and skills, learn and use appropriate technology and work both individually and with a team to complete the project. PBL provides an instructional framework for aligning technical content with academic standards to infuse CTE courses with relevant academic rigor leading to increased performance.

A Framework for Rigorous CTE Instruction

- Apply the scientific, engineering or other problem-solving process;
- Make inferences from information provided to develop a solution for a problem or project;
- Use math to solve “complex” problems related to the career/technical area;
- Apply academic knowledge and skills to the career/technical area;
- Apply technical knowledge and skills to new situations;
- Complete an extended project that requires planning, developing a solution or product and presenting the results orally and/or in writing;
- Learn and use current technology and software for the field to complete the assignment; and
- Reflect on learning to see connections between academic and technical studies and potential further study, a job and a career.

SREB has found that teachers often confuse activities and projects. Rigorous projects need to be large and complex enough to require several days to complete and provide opportunities for teachers to engage students with enabling learning activities (just-in-time instruction) throughout. The project should allow students to use metacognition to reflect on their learning and to see connections between academic and technical studies and potential further study, a job and a career. This provides the hook to get students involved in the project.

Students need to know up front how they are going to be assessed on the reading, math, science and technical concepts at the end of the project. They need to receive frequent formative feedback, so that they can make corrections in their work. Students need assessment on 21st century skills such as how well they work in teams, how responsible they are for carrying their part of the work, how resourceful they are as independent learners, and how well they seek out information and resources to complete the work. Rigorous CTE projects should:

- reflect authentic work and provide the context for applying the scientific, technical, problem-solving process;
- provide connected learning experiences involving academic and technical content;

- result in something tangible, e.g., a design for a new home, a new restaurant, a landscaping plan, or a business plan for starting a new business;
- include major and a number of smaller deliverables, e.g. the redesign of a toy may have a design brief., a report on testing new features;
- conclude with a written product having notations for math, science and technical content;
- clearly define how students will be assessed and the manner they will receive feedback.

The goal for each year will be to have the collaborative team develop four rigorous PBL units for a course in each of the selected career areas. The PBL units will be similar to the skeleton example below, but correlate to curriculum in current CTE programs of study in the district.

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

SREB does not see technology as an option in the 21st century classroom. Hence, technology is not talked about as a separate entity throughout the proposal. All aspects of support will include the effective use of technology support. Students in the 21st century require a learning environment in which they are creators and curators of knowledge, a difficult task in traditional classrooms that are designed primarily for students as consumers of knowledge. If students are to become the creators and curators, then schools must move to being student-centric model.

Technology plays a crucial role in this transformation, as the access to technology is required for students to become knowledge-creators. Schools must include technology integration as a part of the overall school improvement effort with support through ongoing, real-time, onsite coaching. Recognizing the importance of technology's role in school improvement, HSTW services include instructional technology professional development with job-embedded school coaching.

SREB can provide support for HSTW technology coaching and professional development plans aligned with each school's unique school improvement plan. School technology coaching is ongoing, focused on the classroom, job-embedded and occurs during the teacher's workday. A key is the concept of technology being parts of all improvement efforts and priority areas, not a separate aspect of the work. The HSTW technology coach works closely with administrators, teachers, and other HSTW coaches to support school improvement efforts while helping the school transition from a teacher-centered to a student-centered learning environment.

Technology Coach Roles

- Coach teachers in and model design and implementation of technology-enhanced learning experiences addressing content standards and student technology standards
- Coach teachers in and model design and implementation of technology-enhanced learning experiences using a variety of research-based, learner-centered instructional strategies and assessment tools to address the diverse needs and interests of all students
- Coach teachers in and model engagement of students in local and global interdisciplinary units in which technology helps students assume professional roles, research real-world problems, collaborate with others, and produce products that are meaningful and useful to a wide audience
- Coach teachers in and model design and implementation of technology-enhanced learning experiences emphasizing creativity, higher-order thinking skills and processes, and mental habits of mind (e.g., critical thinking, meta-cognition, and self-regulation)
- Coach teachers in and model design and implementation of technology-enhanced learning experiences using differentiation, including adjusting content, process, product, and learning environment based upon student readiness levels, learning styles, interests, and personal goals
- Coach teachers in and model incorporation of research-based best practices in instructional design when planning technology-enhanced learning experiences

- Coach teacher in and model effective use of technology tools and resources to continuously assess student learning and technology literacy by applying a rich variety of formative and summative assessments aligned with content and student technology standards

As technology resources and access vary from school to school, the HSTW coaching/training model can be adapted for any school's situation.

1.3.2.3.3.3. 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.

To address this area, SREB uses two distinct paths for support. One aspect is creating a culture for learning where students are in classrooms, attentive and engaged in learning. The second involves creating a high performance learning culture by holding students to standards and providing a system of support for them to meet those standards.

Because of collaboration over several years with Father Flanagan's Boys Town model, SREB has staff members fully certified as trainers and we use key tenants of the Boys Town model to develop a learning culture. Boys Town believes that teaching youth academic and social skills in a positive learning environment is the key to helping them become productive, successful adults. Education is a critically important element that cuts across all levels of the Boys Town Integrated Continuum of Care. Schools receive valuable training and resources to administrators and teachers grades K-12 across the country. Training occurs at each individual campus or district. The goals and objectives are as follows:

- **Establish consistent discipline processes and procedures across the school building, district and across every role.** The Boys Town Education Model starts by creating a predictable environment. Therefore, two-three common school rules are identified to establish and communicate core values. Procedures are then identified to create shared expectations for common tasks, such as hallway behavior, bathroom procedures, cafeteria expectations, etc. Once common expectations are identified, social skills are taught so that students can better meet the expectations set forth. Finally, a continuity of teaching is taught so that all adults in the building have the strategies needed to maintain common tolerances, along with a predictable set of consequences designed to teach students more appropriate replacement behaviors. Predictable expectations across environments, a relationship-focused approach, and the continuity of consequences tied to the teaching of appropriate replacement behaviors provides the catalyst that helps schools transform their school culture.
- **Set consistent and well-understood tolerances for student behavior;** During training staff will determine strategies to use in their classroom/building to create a positive learning environment where students can reach their full potential. Staff will engage in training that assists them in developing a consistent framework for teaching behavioral expectations and a system with clear expectations that will be implemented throughout the building. This consistency in expectations and tolerances will build stronger relationships among students, teachers and administrators.
- **Create and maintain a set of progressive consequences for misbehavior and an escalation process for routing challenged students into programs that provide deeper**

social / emotional supports; Boys Town’s trainers work with staff to develop a plan for incorporating the use of a continuum of correction for problem behaviors in the classroom/building and describe a plan for addressing escalated behaviors in emotionally intense situations. Staff will acquire various processes for correcting problem behavior along continuum of correction, teaching alternative behaviors, and using effective consequences. They will identify ways to manage the environment, oneself, and the students’ learning during emotionally intense situations, as well as recognize possible outcomes when attempting to de-escalate a student’s inappropriate behavior.

- **Provide differentiated and ongoing training for School & Central-Based Staff to learn how to respond to student behavior in an educational manner that builds students’ social skills so that their behavior improves;** This training and these resources originate in Boys Town’s Education Model, a school-based intervention strategy that focuses on managing behavior, building relationships and teaching social skills. It emphasizes preventive and proactive practices rather than reactive responses to deal with student behavior, and provides schools and school districts with the tools they need to create an environment where:
 1. Students and staff are safe.
 2. Teachers can devote more time to teaching academics and spend less time on dealing with disruptions caused by student misbehavior.
 3. Students are able to stay in the classroom and continue to learn because there is a uniform and consistent process for dealing with student misbehavior.
- **Provide ongoing, practical, and “on the ground” technical assistance to School & District-Based Staff as they seek to perfect their skills;** Studies have indicated that “content coaching” in the classroom increases the likelihood that teachers will use the skills they have been taught. The purpose of consultation is to provide the greatest likelihood that teachers are using what they learn and adapting those skills to meet their unique classroom needs. Content coaching for creating a culture of learning may include:
 - Data collection via
 - Class, lunch and hallway observations
 - Meetings with administrators and staff
 - Implementation surveys
 - Office referral reviews
 - Development of intervention strategies via
 - A review of implementation and evaluation efforts
 - Collaboration with administrators and staff
 - A written summary that includes
 - Data summary and analysis
 - Intervention strategies
 - Future directions and recommendations

- Train certain School & District Staff to become experts in the model to ensure that capacity is built at the school level for the sustainability; and
- Provide training programs focused on social skills development for use in advisory periods, parent meetings, and other settings.

High-performance Learning Culture

Once a culture of learning exists, schools must continue to move forward. To create a high-performance learning culture, HSTW schools create a system of support for struggling students. Support includes addressing grading practices in ways that promote effort. Such strategies include requiring students to redo work that does not meet standards and increasing the focus on using summative assessments for grading rather than a focus on homework grades are key elements of a high-performance learning culture. By embracing the ideal that the adults will not give up on students sends a message that garners parent support and increases student effort. As the school increases expectations and begins to hold students to standards, a system of support is needed. The support may include, but is not limited to:

1. Extra Help built into the school day (expanded day/reconfiguration of the school day)
2. Mandatory attendance for extra help
3. Expanded opportunities for credit recovery
4. Increased use of technology to support struggling students (on-line supports)
5. Regrouping of students throughout the year in specific courses for mastery
6. Frequent meetings of teachers with common students to identify struggling students and develop plans of support (Common for ninth grade)
7. Use of ABC (Attendance, Behavior and Course Grade) data to develop an Early Warning System for students and parents.

1.3.2.3.3.4. 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, colleges and universities to address barriers to postsecondary access.

SREB has long felt that the key to an effective high school initiative is to address the two transition points effectively. This is a key reason why SREB includes representatives from feeder middle grades schools and post-secondary partners on the needs assessment (TAV) teams. Their insight and understanding of the school is critical for growth.

Research is now clear that the high school dropout problem is rooted far earlier than high school. When students reach the *middle grades*, they begin to lose momentum and often reach the ninth grade unprepared. Too many students then begin to disengage from their studies and miss valuable opportunities to stay on the path to success in high school and beyond. Every step in students' educational journey from the middle grades into high school is critical. Without successful intervention strategies and programs in the middle grades, it is often too late for high school programs to make much difference in retaining struggling students and guiding them toward graduation. The tough reality is that many middle grades students say they are bored and disengaged in school, often losing interest and falling behind just as they should be preparing for the rigor of the high school curriculum. The result is that the ninth grade becomes a roadblock for these students — especially the ones who falter in reading or math, quit coming to school regularly or get into disciplinary trouble in the middle grades. These are the students who eventually drop out.

SREB will establish a transitions focus team that will work with the feeder middle schools to strengthen policies and practices that impact teaching and learning. The goal of the meetings will be to vertically align the curriculum to the Illinois and Common Core Standards and help middle grades teachers learn how to develop lessons based on the new standards and how to teach all students to meet the standards. SREB will use three SREB *HSTW* resources in this process:

- *Getting Students Ready for College-Preparatory/Honors English: What Middle Grades Students Need to Know and Be Able to Do*
- *Getting Students Ready for Algebra I: What Middle Grades Students Need to Know and Be Able to Do*
- *Getting Students Ready for College-Preparatory/Honors Science: What Middle Grades Students Need to Know and Be Able to Do*

The goals of this work will be to substantially increase the number of students entering high school ready for high school level work through:

- An increased focus on reading and writing in the middle grades in all courses;
- Providing an accelerated curriculum to all students not achieving on grade level as they enter the middle grades and provide extra time and extra help to get them to grade level
- Restructuring the middle grades math curriculum so that each grade level course is structured to prepare students for Algebra I by grade eight

- Creating a culture of success that requires students to understand that failure is not an option
- Identify eighth grade students not ready for ninth grade English and mathematics and enroll them in a rich summer school experience designed to get them ready.
- Work with students and families to educate them about which courses lead to greater achievement and success, and help students and their families develop a five-year educational plan

Too many students enter the ninth grade unprepared for high school, leading to high ninth-grade failure rates — and many students never recover. HSTW will use the report, *Redesigning the Ninth-Grade Experience: Reduce Failure, Improve Achievement and Increase High School Graduation Rates*, to help schools change the ninth grade. SREB will work with partner schools to redesign the ninth grade so that students who are behind can catch up, particularly in reading and math. Students' ninth-grade experiences can determine whether they will thrive in high school and prepare for college and careers. Strategies will include:

- Designing and implementing catch up courses for students who are behind in reading/language arts and those who are behind in mathematics
- Assigning experienced and effective teachers to grade nine and keep the student-teacher ratio at or below the ratio in other grades
- Using proven instructional strategies to engage students in learning
- Allowing flexible scheduling to provide the intensive support many students need to succeed
- Teaching study skills and other habits of success
- Expanding career exploration opportunities for all students
- Having ninth grade teachers work as a team to support students

The second transition point is the senior year. Incoming high school seniors arrive with varying levels of skills, and many do not use their senior year to prepare for postsecondary studies or career training. Some students enter the 12th grade struggling with their studies, disengaged and at risk of leaving high school. Some are looking for the easiest courses and electives. Some arrive on track for graduation but unprepared for college or career training. Others may be ready for college and want to earn college credits. An improved senior year will allow more students to strengthen their academic skills and to earn employer certifications or college credits. The senior year does not have to be a lost year.

SREB uses the following resources designed to strengthen the senior year: *Getting Students Ready for College and Careers: Transitional Senior English* and *Getting Students Ready for College and Careers: Transitional Senior Mathematics* to develop senior year courses schools can implement to strengthen preparation for the steps after high school. SREB is currently working with 5 states as a part of a Bill and Melinda Gates Foundation initiative to develop statewide Senior Transition Courses in English and Mathematics. In each case, university, technical college and secondary teachers are working in collaboration to develop the courses under SREB's leadership. Illinois SIG schools would have the opportunity to review and possibly adopt the courses for use in their classrooms.

Another HSTW strategy employed to strengthen the senior year is to work with schools to give college-ready students an early start. SREB works with counselors and the transitions focus team to provide opportunities for students who show college readiness in grade 12 opportunities to earn college credit during the senior year through dual-credit courses and joint-enrollment programs — or to graduate early and attend college full time. A recommended action is for schools to collaborate with an area college or university to administer its assessments to determine if students would need remedial courses to all juniors. The school uses this information to help determine students in need of one or more Senior Transition Courses and to get college access for those meeting the requirements.

SREB also works with the school to help career-bound students become ready for work. We will work with counselors to use data to identify students who do not plan to attend college and seek opportunities to use the senior year to prepare for work, using the resources of the local high school, shared-time technology centers, employers, and community and technical colleges. SREB works with staff to expand opportunities for students to work toward employer certification or continued preparation at a community or technical college.

SREB works with the school to develop credit-recovery opportunities through Web-based, online and traditional classroom instruction to help students who have failed a course to graduate on time. Credit recovery allows students to retake a course during the year and complete it when they can demonstrate proficiency. This strategy can help more students stay on track toward graduation.

SREB will review the current partnerships available with community colleges and universities to determine barriers to postsecondary access. Data included in the review will include, but is not limited to:

- Trend data to determine how many students and where students are pursuing additional training and education after high school
- Remediation data
- Scholarships available and awarded
- Number of students who graduate from postsecondary after four years
- Number of AP/dual credit courses and articulation agreements available for students and how many take advantage of them
- Interview if possible previous graduates to determine their high school preparation for postsecondary

After the review, SREB works with the school to determine what partnerships need to be formed to address barriers to postsecondary access.

1.3.2.3.4. Staffing

1.3.2.3.4.1. 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.

Because SREB has worked in so many district and states, we do not have a specific evaluation model for teachers. We have found it far more valuable to work with districts and states to more effectively support leaders to use the model adopted by the district and/or state. SREB Leadership Coaches have worked with schools to support the use of multiple models including the commonly used Charlotte Danielson model and continue to do so in a number of districts. Again, the focus of the SREB work is help school and district leaders to use the model as a tool for improving instruction.

SREB also recently trained staff to use technology to enhance the feedback using the Danielson model. Through the use of I-pad technology, both teachers and leaders have found the quality of the feedback greatly enhanced and leaders use data that is continuously tabulated to better target professional development on the needs of the teachers.

If a model is not developed, SREB is prepared to work with the LEA to develop valid and reliable principal and teacher evaluation systems in compliance with Illinois' Performance Evaluation Reform Act of 2010 (Public Act 096-0861).

SREB has been involved in the development and advancement of the Bill and Melinda Gates Foundation's efforts to Measure Effective Teaching (MET). SREB supports this multi-pronged approach to teacher evaluation that includes observations, student performance and student perceptions. Hence, any teacher evaluation system should include multiple measures of student learning, based on a variety of types of summative assessments, aligned to standards, and other aspects such as perceptions and observations. SREB will work collaboratively with the LEA to incorporate into the evaluation system measures of teachers' instructional practices, professional responsibilities and contributions to building a positive culture of high expectations. Multiple measures of data to determine the extent to which students have mastered standards and made progress will include standardized achievement measures, including state assessments and ACT and school-based data, such as SREB-facilitated ongoing reviews of student work using rubrics.

SREB will work with a district to develop such a system of teacher evaluation and/or support training of leaders to provide effective evaluations using a current system that the district has in place.

SREB would also facilitate the district's development of a principal evaluation system which has as its foundation the Illinois Performance Standards for School Leaders and their related Indicators and rubrics. SREB will work with the LEA to implement effectively the Illinois Principal Performance Review, based on the particular district and school needs and following statutory requirements. SREB consultants, working collaboratively with the principal, will develop a systematic, ongoing and job-embedded professional development plan, to build the principal's capacity to achieve school improvement goals and the principal/s specific evaluation plan goals.

1.3.2.3.4.2. 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.

As mentioned in the previous section, SREB does not have a specific evaluation model that it uses and focuses on improvement, not removal of staff. Hence, the effectiveness of the existing principal as an instructional leader and plans for improvement will be determined through a review of the district's current evaluation policy and evidence related to the seven Illinois Performance Standards.

SREB has identified 13 Critical Success Factors for successful school leaders, which crosswalk to the Illinois Performance Standards and will be used as a tool to help determine effectiveness of the principal and to plan professional growth opportunities (*Preparing a New Breed of School Principals: It's Time for Action*, www.sreb.org). The 13 Critical Success Factors include:

1. Create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.
2. Set high expectations for all students to learn higher-level content.
3. Recognize and encourage implementation of good instructional practices that motivate and increase student achievement.
4. Create a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.
5. Use data to initiate and continue improvement in school and classroom practices and student achievement.
6. Keep everyone informed and focused on student achievement.
7. Make parents partners in their student's education and create a structure for parent and educator collaboration.
8. Understand the change process and have the leadership and facilitation skills to manage it effectively.
9. Understand how adults learn and know how to advance meaningful change through quality sustained professional development that benefits students.
10. Use and organize time in innovative ways to meet the goals and objectives of school improvement.
11. Acquire and use resources wisely. Obtain support from the central office and from community and parent leaders for their school improvement agenda.
12. Obtain support from the central office and from community and parent leaders for their school improvement agenda.
13. Continuously learn and seek out colleagues who keep them abreast of new research and proven practices.

SREB incorporates results from the survey of the school's teachers that is a part of the Needs Assessment in a review of the current principal. The survey, which includes many themes that correspond to the Illinois Performance Standards, is based on themes from the *HSTW* framework for school improvement. The Teacher Survey provides information on teachers' views about the functional mission of their school, improving student achievement, their expectations of students, the extent to which they use instructional practices that improve student achievement and leaders' support for changing practices and continuous school improvement.

1.3.2.3.4.3. 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.

SREB uses a model for recruiting, developing and hiring leaders that is based on our work with cohorts of schools in Florida, Alabama and South Carolina. In those cohorts, SREB used a competitive, multi-step application process. A similar process would be used with a cohort in Illinois.

First, all candidates must already have met all requirements to become an Illinois school leader in order to be eligible, including previous completion of degree requirements. Potential leaders may be teachers, coaches, deans, or assistant principals who have not yet been promoted to principal.

In the first round of the selection process candidates will submit their resume; complete two brief (1-2 page); and complete the Haberman Star Urban Administrator Questionnaire/Pre-Screener (Haberman Foundation (2002)). Candidates who do well on the first round of the selection process will be considered finalists and will participate in a second round of selection, which will include a team interview; reference checks; and completion of the 5D Instructional Leadership Assessment as a measure of the candidate's ability to critically observe classroom teaching and articulate what he or she is seeing.

The interview team will include project staff and local leaders who have been trained to use the Haberman Interview Protocol. The interview will include authentic elements specifically designed to test applicants' ability to act as instructional leaders, and their flexibility, adaptability and perseverance. Interview committee members will use a rubric to rate candidates on their potential to become a highly effective principal.

Leadership Development

SREB's leadership development process has been proven through major training programs in Memphis, Tennessee, and statewide in Florida. It is comprised of five key features:

1. Online school leadership modules and webinars (Included)
2. Quarterly topical seminars (Optional)
3. One-on-one mentoring (Optional)
4. A year-long Practicum (Optional)
5. A semester-long internship during which participants will lead a 90-Day School Improvement Plan (Optional)

An aspect of the modules that is appealing to districts is that we encourage participation from all (or many) schools in the district in addition to the school team. SREB's online school leadership modules would be used to provide a comprehensive, research-based approach for developing the practical skills that aspiring leaders need to become effective principals. Each online module offers in-depth learning with assignments that require reading education literature, implementing learning in school settings, and reflecting on the learning with other participants

via an interactive discussion board. Each module requires participants to apply acquired skills and strategies to a real problem in their schools related to student performance.

The initial module, *Building Instructional Leadership Teams to Lead Change for Student Success*, focuses on forming instructional leadership teams, helping them define their purpose and goals, and working collaboratively with them to create a climate accepting of change based on their school's needs. Participants will learn about the various human and organizational factors that impact a school's ability to implement and sustain meaningful change. Teams will identify a vision of adaptive change — change that is deeply rooted in high expectations for all — and work on a framework for sustainable implementation of these concepts. The skills conveyed in this training are beneficial to the individual as well as teams of participants.

In addition to the course outlined above, SREB offers training for practicing administrators and school leadership teams to develop their leadership skills to take an active role in:

- aligning all curriculum and instructional strategies with teachers.
- using an instructional rubric to determine the level of assignments, assessments and student work.
- monitoring and assessing the implemented curriculum, instructional effectiveness and student engagement with walkthrough training followed by side-by-side mentoring by an SREB coach.
- organizing the school and creating master schedules that provide common planning time to allow teachers to develop ongoing, highly engaging units of instruction, and support increased instructional effectiveness.

Just as it is difficult for teachers to succeed in the absence of effective school principals, it is unlikely that principals and assistant principals will succeed if their district leadership lacks a vision of effective school and classroom practices and an understanding of the district's role in supporting principals. SREB will offer high-quality training and follow-up coaching to train members of district leadership teams to support school leaders in leading and turning around persistently low-achieving schools. Each team will engage a larger strategic planning team comprised of district, school and community representatives. With the assistance of an SREB consultant, this team will create a strategic plan with specific frameworks of best practices, policies and strategies that enable school principals and assistant principals to take ownership of problems and implement proven solutions.

If at all possible, effective sitting principals would mentor participants throughout the program. SREB sees mentoring as critical to the success of an aspiring or a new school leader (Gray, Fry, Bottoms and O'Neill, 2007) and has extensive experience in training mentors and in using mentors to develop future leaders. These mentors would use our *Mentoring School Leaders in Competence-Based Internship and Induction Experiences* training that has been used with hundreds of mentors across the nation over the past decade.

1.3.2.3.4.4. 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.

A key element in working effectively with the LEA, union and other organizations is open, frequent communication. This begins with the initial meeting between the Project Director, school and district leadership, union representative and other organizations as determined by the school and district. This meeting is to ensure all have a clear vision for the work, to establish protocols for communication and to plan meetings (at least quarterly) to discuss progress. This effort to form a collaborative network has been essential for eliminating future problems and/or resolving issues and was first used when SREB supported the three high schools in Thornton, Illinois through Comprehensive School Reform. Because of the preponderance of support provided to SIG schools, this often leads to a meeting with all the "support" partners to ensure that teachers and leaders get a consistent message.

The High Schools That Work school improvement framework has been endorsed by the American Federation of Teachers and we regularly present at their conferences. The foundations of the design for improvement involve teachers and leaders building a plan to address their school needs. This format aligns with both best practices and ideals of teachers' unions.

SREB does not attempt to create new policies, practices and procedures. Instead, SREB works within the framework of current LEA, school and Union processes to evaluate staff. SREB's experience has found that the problem in most challenged schools is not the need for new processes, but quality implementation of current processes for evaluating staff. Hence, SREB's work focuses on developing the skills of school and district leaders to more effectively use the tools already in place. In New York City, we work with school leaders to more effectively use the Danielson Model to evaluate staff. In Memphis, we use the district's evaluation model to work with leaders. This format of working within the framework of current policies and procedures has led SREB to have no problems whatsoever in working collaboratively with schools, district and unions to evaluate staff.

1.3.2.3.5. Professional Development

1.3.2.3.5.1. 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.

Professional Development in Year One will focus on two areas: moving the Common Core State Standards into Classrooms and addressing a specific priority need in the school. Future year professional development will involve a continuation of the work from Year One and support in areas based upon the improvement plans developed by the school. One lesson learned from working with SIG schools is that they are often overwhelmed with help. Hence, SREB professional development is ongoing, with job-embedded coaching follow-up and focuses on no more than three areas per year.

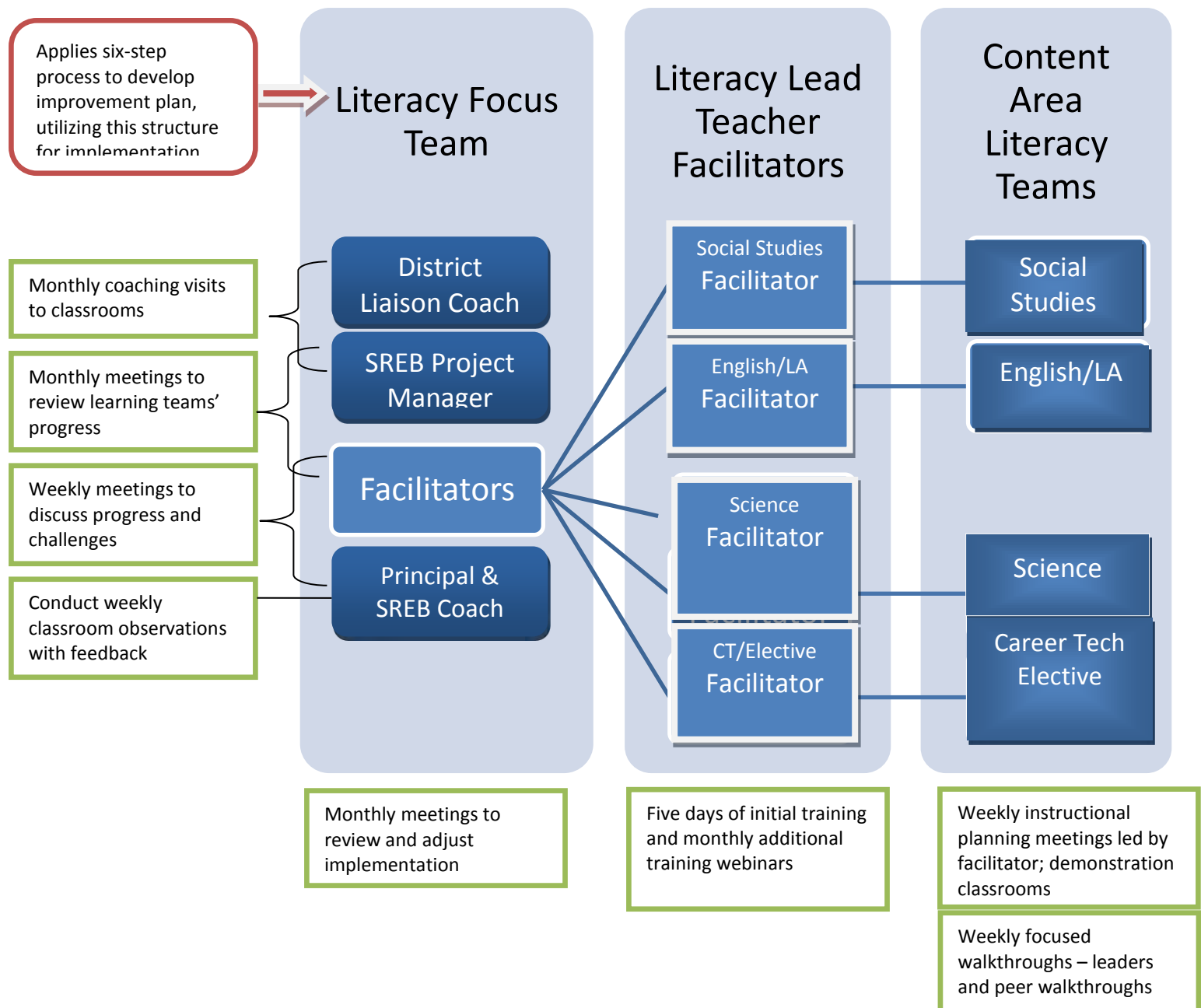
SREB uses a new model for professional development (See Figure on next page) that provides the level of in-depth support needed to change school and classroom practices and creates a system of sustainability on each school campus. The lead teacher facilitator model is based on the research of SREB, Linda Darling Hammond and others that show professional development must include a minimum of 40 hours of support to truly impact change in classrooms. This format, along with job-embedded content coaching, provides that level of support, yet does not negatively impact on school budgets or require complete revamping of yearly schedules or negotiated contracts.

The Lead Teacher-Facilitator model is a unique model used by SREB for changing school and classroom practices as schools implement the High Schools That Work framework. The model shifts professional development from being an event where all faculty members receive training in a single or few sessions and are asked to go back and implement strategies to one where a selected team of lead teachers receive intensive support over the course of a year. Lead Teacher Facilitators receive a minimum of 48 hours of professional development over the course of a year with additional job-embedded support to change classroom practices. Unlike a “train-the-trainer model, early implementers are not tasked with immediately bringing information back and sharing with other staff members. As the title describes, the lead teacher facilitators’ first role is to return from training and implement strategies in their classrooms.

Once lead teacher facilitators have mastered the tools, the principal establishes professional learning communities for each discipline, and the lead facilitator introduces other teachers in the department to the framework. The lead recruits buddy teachers from those most interested in bringing the strategies into their classrooms and works closely with them as they learn. SREB provides ongoing webinar support for principals and teacher teams. The process engages school principals throughout so they can support teachers in a schoolwide adoption. The buddy teacher in a school meet periodically in a Professional Learning Community with one goal in mind: to continuously seek and share information and strategies to enhance their teaching effectiveness so that students can achieve. Lead teacher-facilitators share the tools learned with members of their professional learning communities, recruit additional buddy teachers from those most interested, and then support them as they introduce the frameworks in their own classrooms. Eventually, with support of the school principal, lead and buddy teachers assist all teachers in adopting these tools to help students learn more deeply.

Creating a Structure for Continuous Professional Development

Example Topic: Literacy Throughout the School



Initial efforts by SREB to use this format for introduction of the Literacy Design Collaborative and Mathematics Design Collaborative in Arkansas and with individual schools across the nation have resulted in immediate impact on classroom practices. SREB has collected a set of vignettes from lead teacher facilitators in sites across the country that detail how the lead teacher facilitator model has changed instruction in schools.

How do schools/leaders select their lead teacher facilitators? Lead teacher facilitators should be teachers in the appropriate content areas (i.e. English, science, social studies and career technical/electives for LDC) who:

- Agree to come back and implement strategies in their classrooms;
- Have demonstrated a willingness to try new strategies and have evidence of positively impacting student achievement in their content area;
- Are respected by other teachers in their department and in the school; and
- Can lead discussions with faculty and eventually train other teachers at the school.

Lead teacher facilitators are not teachers in need of improvement. These are teacher leaders in the school. This group begins changing instructional practices in the school in ways that creates an interest from others. The school also has a cadre of content experts to share information with staff in future years to sustain the effort.

Job-embedded Content Coaching

In addition to the new format for professional development, teachers receive content support from a specialist. The support involves working with teachers in their classrooms, modeling lessons, critiquing instruction and working with teachers during planning periods to develop engaging lessons. Teachers indicate this ongoing, job-embedded support is the key to instructional improvement.

Professional Development by Year

(Does not include annual Leadership Development PD) Below is an example of the topics for professional development around three distinct areas each year with follow-up. In parenthesis you will find common areas that are priorities for challenged schools. This list is not exhaustive, but provides a framework for how support might look.

Year 1

- Moving the Literacy Common Core Standards into All Classrooms
- Moving the Math Common Core into Math Classrooms through Rigorous Instruction
- Priority Need Area determined by the Needs Assessment

Year 2

- Continuation of Year One Work
- Priority Need Area #2 (Often Creating Enhanced CT Programs of Study)
- Priority Need Area #3 (Often Career Guidance)

Year 3

- Continuation of Year Two Work
- Priority Need Area #4 (Often Transitions)

- Priority Need Area #5 (Often Culture of High Expectations – May be Priority #1 if Culture of Learning does not exist)

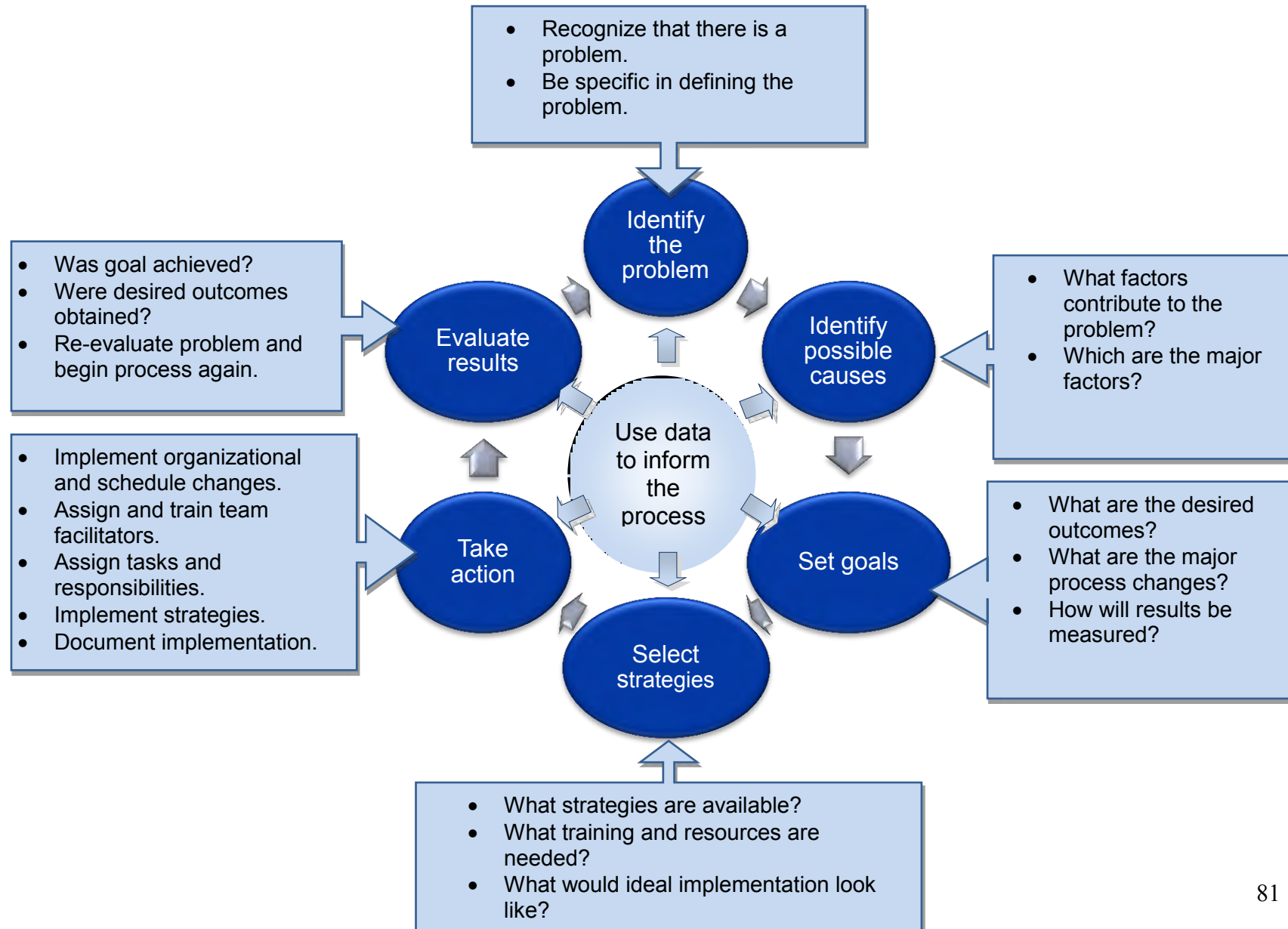
1.3.2.3.5.2. Describe how the applicant will evaluate the fidelity of implementation, quality, relevance, and utility of the professional development.

The SREB approach to evaluating the fidelity of implementation, quality, relevance and utility for professional development begins before the professional development is scheduled. Focus teams and school leaders will be trained to use a six step process to identify training correlated to school needs. The process is designed to strengthen professional learning to prevent a focus on “event” training sessions that fail to change school and classroom practices.

The process begins with data and uses data throughout the process to ensure that training is designed to meet school needs and is implemented with fidelity (See Figure on Next Page)

- **Step 1: Identify a problem in achievement.** The first step is to identify a school achievement problem or need based on data.
- **Step 2: Identify major and contributing factors** of the problem.
- **Step 3: Determine the desired outcomes** and major process changes that will occur as a result of the training. Determine how results will be measured.
- **Step 4: Select strategies** to achieve the goals; identify training and resources needed; define what ideal implementation looks like.
- **Step 5: Implement** any organizational changes needed; assign tasks and responsibilities; implement the strategy/training; and document implementation.
- **Step 6: Evaluate** data to determine if goals were met and outcomes realized; reevaluate and begin process again.

Six-Step Process for Addressing School Challenges



Tracking School-wide Fidelity of Implementation:

The biennial HSTW Assessment is an integral tool in the school improvement efforts of High Schools That Work (HSTW), Technology Centers That Work (TCTW) and participating states, districts and schools. The HSTW Assessment consists of three subject tests (reading, mathematics and science), a student survey and a teacher survey. The content for each subject test is based on the 2009 NAEP frameworks, which were modified to reflect the college- and career-readiness goals of HSTW. In addition to monitoring implementation of the models and measuring continuous school improvement, the HSTW Assessment measures student readiness for postsecondary education and the workplace.

Schools receive a comprehensive school-level report disaggregating student achievement by student perceptions of school and classroom practices. This report gives schools, districts and states a unique opportunity to determine what is and is not working to increase student achievement. Some areas of focus include course-taking patterns; student expectations; English/language arts, mathematics, science and career/technical experiences; extra help; guidance and advisement; transition to and from high school; and postsecondary plans. For School Improvement Grant schools, the results are used to document changes in school and classroom practices. A part of the initial needs assessment is the completion of the student and faculty surveys that are part of the assessment. This data provide a baseline for the current perceptions of classroom practices. The assessment results provide an ongoing data collection process for schools to use both during the grant period and continuing on after the grant ends as a member of the state HSTW network.

More than 1,500 high schools and technology centers have used assessment results to improve their school culture and student experiences, raise student expectations, and increase student achievement and graduation rates. Schools use the results to identify a need for improvement, gain support for improvement, engage the entire faculty in improvement and set priorities for improving school and classroom practices. Assessment results not only provide baseline data but also allow schools to document and measure progress over time. This is the largest, oldest and most comprehensive student assessment designed specifically for continuous school improvement.

SREB Coaches conduct an annual Snapshot Review of progress based upon the initial needs assessment and at the end of three years, a follow-up Technical review Visit is completed. The follow-up visit includes some of the same team members from the initial visit, but focuses on actions to address the recommendations from the initial needs assessment rather than a full school review. This review provides the school with data on progress and provides a roadmap for continued growth after the grant ends.

1.3.2.3.6 Organizational Capacity

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

SREB proposes to work with up to six high schools located in any region of the state.

SREB has developed unique capacity and expertise in a variety of strategies to assist schools to take redesign implementation to the next level. This expertise has been developed over time by support from numerous foundations and by direct contract work in many high schools and districts. Funding sources that have assisted SREB in developing and expanding its expertise include the following:

The Office of Education Research and Improvement (OERI) of the U.S. Department of Education: OERI supported a five-year SREB project through which its leaders and consultants worked with clusters of middle grades and high schools in 13 states to smooth the transition between the middle grades and high school and to increase the percentages of eighth- and 12th-graders who achieve at the Proficient level on exams referenced to the National Assessment of Educational Progress.

The U.S. Department of Education (U.S.D.E.): SREB carried out a three-year project ending in March 2007 for the U.S.D.E. that focused on improving students' critical transitions from the middle grades to high school and from high school to college and careers. The U.S.D.E. has also funded SREB's Learning-Centered Leadership Program in creating leadership academies in Tennessee and Florida. Memphis City Schools has contracted with SREB to provide training for its Executive Leadership Program, which has graduated 60 school leaders in the last three years, 40 of whom have been promoted.

SREB has demonstrated the capacity to grow as an organization to meet the needs of a diverse network of schools. SREB has over 150 full-time employees, 92 of whom are directly involved in school improvement services. SREB also has more than 100 part-time employees who serve as school coaches and a cadre of over 200 experienced trainers who are experts in adult learning strategies and have a demonstrated track record of providing targeted training in implementing needed interventions, including literacy, numeracy, guidance, transitions and other research-based best practices. SREB's Learning Centered Leadership Program utilizes over 50 certified trainers to provide school leaders and leadership teams training on using data, creating high-performance learning cultures, teaming, increasing rigor, assessment and 14 other modules. Our capacity to grow to support schools is amplified by drawing on the large group of experienced school principals, teacher leaders and central office leaders that comprise our network.

SREB has found that the best school leadership coaches and content specialists are teachers and leaders familiar with our framework for school improvement like the over 4,000 that attend our annual staff development conference. Combining sustained, quality training with follow-up coaching supports school leaders and teachers to implement with fidelity the interventions that will increase student achievement. We are able to differentiate the levels of intensity of coaching support based on the needs of each school. For SIG schools, a school leadership coach works with one or two schools to provide support.

SREB's leadership coaches are experts in helping address critical challenges leaders face

in improving student achievement and completion rates, building staff capacity through effective professional development and helping ensure implementation of training with fidelity. SREB Leadership Initiative also has the unique ability to tap the nation's largest network of schools engaged in continuous improvement using our proven framework of Key Practices, Goals and Conditions. We can help school leaders and teachers understand how schools with the same demographics have addressed their challenges and created a high-performance learning culture in which all students are expected to achieve grade-level standards.

Organizational Structure

The **Southern Regional Education Board (SREB)** is America's oldest interstate compact for education. SREB was created in 1948 by the region's governors and state legislators as a 501(c)(3) nonprofit, nonpartisan organization to provide services for member states, to develop ways to share resources, and to enable states to achieve together educational programs and improvements that alone would be impossible or financially impractical. SREB's 16 member states are Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia.

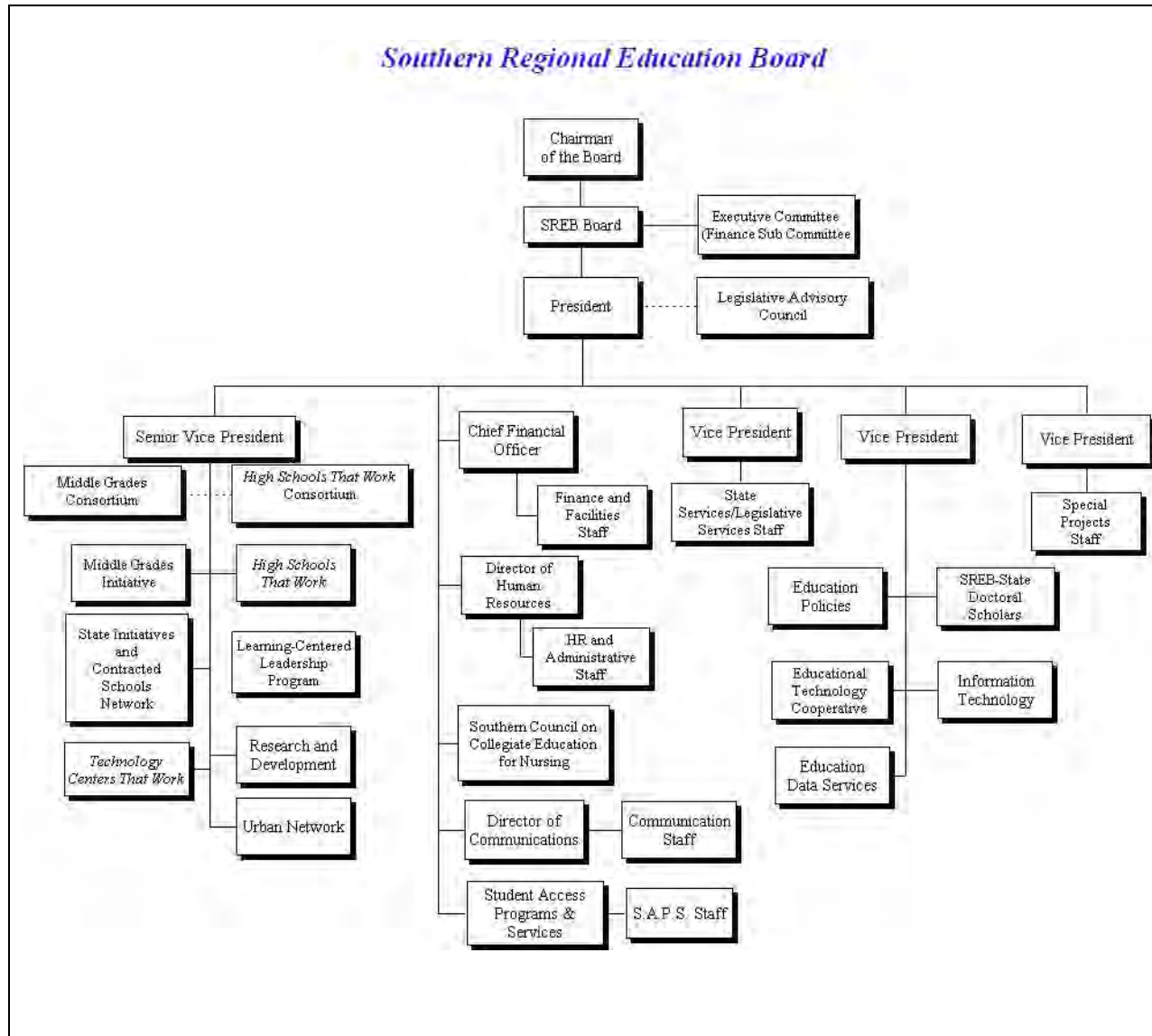
SREB's central mission is to help leaders and educators in states improve pre-K-12 and higher education and to contribute to the region's overall economic and social progress. SREB's Board consists of the governor and four gubernatorial appointees (one of whom must be a legislator and one an educator) from each of the 16 member states. **SREB is in excellent financial health; a copy of our most recent independent audit and documentation for our IRS non-profit designation are available upon request.**

A Senior Vice President leads the aspect of the organization that works directly with middle grades and high schools and our leadership initiative with three directors guiding the efforts to provide support for schools. Each director has a cadre of school improvement consultants who provide the direct support. An office of professional development coordinates all content specific support for schools based upon their unique needs. Professional development includes national, state, city and on-site workshops.

Schools receiving support are assigned a leadership coach based upon the unique characteristics of the school, principal and the leadership team. The coach provides continuous support to the school's principal and leadership team and is responsible for ensuring that all support, including assistance with budgetary and finance issues detailed in a plan of work developed by school leadership is completed. The consultant works with the project director, leadership and SREB's office of professional development to plan and ensure delivery of content specific professional development to meet the needs of the school.

A strong infrastructure supports SREB's programs, as described at www.sreb.org. Its technology department provides the web-based capacity to deliver webinars, electronic coaching, virtual communities of learners and web-based instruction; build repositories of electronic resources; and handle online registrations and surveys.

SREB/HSTW Organization Chart



1.3.2.3.6.2. 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.).

Schools and districts that select SREB as their Lead Partner for school improvement must be committed to deep implementation of the HSTW framework. Several key aspects will be part of the Memorandum of Understanding outlining responsibilities and commitments:

- 1) The district will assign a high level District *HSTW* Liaison to support school improvement efforts and work with the *HSTW* School Leadership Coach, Project Director and school principal to study problems, adopt interventions and implement improvement plans with fidelity.
- 2) The District Liaison and District Superintendent will attend monthly meetings with the *HSTW* Project Director, school principal and other district leaders to discuss progress and barrier and plan next steps for supporting the school;
- 3) A school leadership team will be identified that includes, at minimum, the school principal, the “instructional” administrator, an English teacher, a mathematics teacher, a science teacher, a social studies teacher, a career technical teacher, and a guidance counselor;
- 4) The school leadership team will participate fully in all HSTW Leadership Training;
- 5) All faculty will attend a two-day HSTW Site Development Workshop and form into Focus Teams to work on school improvement priorities;
- 6) The school will have flexibility to extend learning time for students through extended day/week/year and have flexibility with staffing and budgeting;
- 7) The school principal or designated school administrator, the district school liaison, and/or appropriate district leaders will attend all training (i.e. the district math supervisor will attend all training designated for mathematics teachers)
- 8) The school will provide common planning time for Literacy Teacher Facilitators;
- 9) Common Planning time will be provided for Mathematics Teacher Facilitators and for teachers of common courses (ex. Algebra I teachers);
- 10) A minimum of 100 (or all) seniors will participate in the HSTW Senior Assessment and Survey in years 1 and 3 of the project;
- 11) All teachers will participate in the Faculty survey annually;
- 12) Freshmen will participate in the Freshman Survey annually;
- 13) All school and district data will be made available to the HSTW School Coaches (NOTE: Data may have student names removed.)
- 14) The district must make a purposeful effort to **improve transition** into the high school by developing a collaborative plan among sending and receiving schools, which addresses the academic, social, organizational and motivational needs of students during the transition.

In addition, *High Schools That Work* sites agree to participate in the following activities to determine the extent to which the Key Practices are assisting high schools in raising achievement:

- **Complete an annual site progress report** each spring to document accomplishments and challenges in the effort to implement the *HSTW* Key Practices. The annual report is

intended for use as part of a reflection and planning process through which schools note the accomplishments from the previous school year and outline improvement efforts for the upcoming school year. Responses should be based upon discussion by faculty and staff.

- Conduct a **follow-up survey of graduates** to determine their status and their perceptions of high school one year after graduation. The follow-up survey will be conducted in odd calendar years.

1.3.2.3.6.3. Provide a summary of the qualifications of the staff who 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.

The following SREB Staff will provide the primary support to Illinois SIG schools with additional SREB staff providing support to address specific needs as they are determined at the school.

NAME	Position/Title
Dr. Gene Bottoms	Senior Vice President/Lead Researcher
Scott Warren	Project Director – (Primary Contact)
Jon Schmidt-Davis	Leadership Director
Dr. Gary Wrinkle	School Leadership Coach
William O’Neal	School Leadership Coach
Charles Boyd	School Leadership Coach
Wendy Gonzales	School Leadership Coach
Marty Sugerik	Content Coach - Math
Carol Ann Duke	Content Coach – Literacy
Gwen Bryant	Content Coach – Literacy
Mary Rainwater	Content Coach – Special Populations
Sharon Stone	Content Coach - CTE

The School Leadership Coaches will provide the preponderance of the support for SIG schools. Support will vary based upon the specific needs of the school, but may include up to 150 days of leadership coaching support. The support will involve all aspects of leadership. All leadership coaches have experience as school and/or district leaders and have multiple years of experience supporting struggling schools. All have worked in both urban and rural settings to provide support.

Content coaches are specialists who provide professional development and content coaching in their specific area of expertise. All content coaches have provided a minimum of 100 days of professional development and over 200 days of content coaching to support teachers in making the changes needed to increase student success. Each content coach provides a minimum of 15 days of on-site support each year to teachers and leaders. Additional content specialists are used to address unique needs of the schools.

The project director has over 15 years of experience leading school, district, state and national improvement efforts. He oversaw SREB’s support to more than 500 high schools through Comprehensive School Reform and led efforts to create small learning communities throughout the nation.

The Senior Vice President/Lead Researcher is a nationally recognized expert in high school reform and has served on national and international committees focused on improving high school education. He is the developer of the High Schools That Work framework and has published numerous articles and books on best practices in high school education.

ATTACHMENTS – Resumes for Key Personnel
James “Gene” Bottoms • Senior Vice President • gene.bottoms@sreb.org

WORK EXPERIENCE

- 1997-Present Senior Vice President, Southern Regional Education Board, Atlanta, GA
- 1996-1997 Vice Pres. for School & Work, Southern Regional Education Board, Atlanta, GA
- 1987-1996 Director of Consortium, Southern Regional Education Board, Atlanta, GA
- 1987-1993 Visiting Professor, Georgia State University, Atlanta, GA
- 1985-1987 Educational Consultant, Atlanta, GA

STATE DEPARTMENT OF EDUCATION EXPERIENCE

1972-1977 Director of Teacher Education, Staff and Program Development

EDUCATION

- Ed.D. University of Georgia, 1965, major area of study in Guidance and Counseling
- M.Ed. University of Georgia, 1962, major area of study in Guidance and Counseling
- B.S. University of Georgia, 1960, major area of study in Education, Social Studies

POSITIONS PREVIOUS TO 1972

- 1966-1972 Assistant State Director of Vocational Education
- 1964-1966 State Supervisor of Student Services
- 1962-1963 State Guidance Consultant

PUBLIC, POSTSECONDARY AND COLLEGE EXPERIENCE PREVIOUS TO 1972

- 1963-1964 Teaching Assistant: College of Education, University of Georgia
- 1961-1962 Dean of Student Services
- 1957-1961 Public School Teacher and Principal

PUBLICATIONS AND WRITINGS

- *Making High Schools Work*
- Series on *Getting Students Ready for College-Preparatory Courses*
- *Essential Competencies for Middle Grades Mathematics Teachers*
- *Ten Strategies for Raising Achievement and Improving High School Completion Rates*

MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS

- Phi Delta Kappa
- American Vocational Association (Life Member)
- Georgia Vocational Association (Life Member)
- American Education Research Association
- Association of Supervision and Curriculum Development

James Bottoms is a recipient of the prestigious Harold W. McGraw, Jr. Prize in Education, presented annually to individuals who have made significant contributions to the advancement of knowledge through education.

Scott Warren • Director of State Initiatives • scott.warren@sreb.org

Experience

3/2000 – Present Southern Regional Education Board Atlanta, GA Director of State Initiatives

- Managed a \$4 million dollar project
- Provided national staff development in Reading, Leading Change, and Instructional Leadership
- Served as School Improvement Consultant for 12 schools including three in Georgia who made significant improvements
- Published articles on Improving Student Achievement in High Schools

7/1998 – 3/2000 Kentucky Department of Education Frankfort, KY Highly Skilled Educator

- Provided assistance to Jessie Clark Middle School
- Participated in development of STAR Assistance Tools
- Assisted Menifee County High School in moving to Rewards Level by emphasizing curriculum development, improving instructional practices, and development of an inviting school community.

7/1994 – 6/1998 Franklin County High School Frankfort, KY Assistant Principal

- Evaluated math, science, business & social studies departments
- KTIP Evaluator
- Developed Master Schedule annually
- Served as administrative member of Curriculum Committee
- Led staff through self-study of Block Scheduling
- Developed school-wide incentive program
- Managed athletic budget for SY 1997-98

3/1994 – 6/1994 Owen County High School Owenton, KY Interim Principal

- Led staff in curriculum design process and evaluation of various Block Schedules
- Led SBDM Council in development of management policies
- Trained as an Principal Assessor for NASSP

8/1990 – 3/1994 Nuernberg American HS Nuernberg, GE School Improvement Specialist/Athletic Director

- Trained all staff in Outcomes Accreditation Process from N.C.A.
- Collected/analyzed data for school-wide profile of students
- Directed committee development of school's Mission and Equity statements
- Led faculty in selection of School Improvement Target Areas and Improvement plans
- Received U.S. Army Medal for Civilian Excellence

8/1989 – 7/1990 Owen County High School Owenton, KY Mathematics Teacher

- Taught Algebra, Business Math, Basic Math

8/1986 – 6/1989 Nuernberg American High School Nuernberg, GE Mathematics/Physical Education Teacher

- Taught all levels of math including AP Calculus
- Math Department Chair
- Coached varsity Women's Basketball, Men's Track, Women's Volleyball

8/1979 – 6/1986 Howe Military School Howe, IN Math/Physical Education Teacher

- Revised math curriculum for whole school system
- Athletic Director 1985 – 1986
- Member of School Administrative Council 1984 – 1986
- Coached varsity Men's Basketball and Tennis

Education

1980 – 1986 Indiana University Fort Wayne, Rank I (Administrative Endorsement) M.S. School Administration

1975 – 1979 Indiana University Bloomington, B.S. Major: Mathematics Education Minor: Physical Education

Charles “Chuck” Boyd • School Leadership Coach • chuck.boyd@sreb.org

Education

- Superintendent Certification from the University of Texas at Arlington
- Master’s Degree in Educational Administration from Texas Christian University, Fort Worth
- Bachelor’s Degree in Business Administration from Texas Christian University, Fort Worth

Professional Experience

- 2010 – Present: School Improvement Consultant, Southern Regional Education Board (*High Schools That Work*), Atlanta, Georgia.
- 2007 – 2010: Assistant Superintendent, Secondary School Leadership, Fort Worth Independent School District, Texas.
- 2006 – 2007: Director, High School Redesign, Fort Worth Independent School District, Texas.
- 2003 – 2006: Director, Secondary School Management, Fort Worth Independent School District, Texas.
- 1999 – 2003: Principal, Arlington Heights HS, Fort Worth Independent School District, Texas.
- 1998 – 1999: Principal, Monnig Middle School, Fort Worth Independent School District, Texas.
- 1997 – 1998: Assistant Principal, Monnig MS, Fort Worth Independent School District, Texas.
- 1993 – 1997: Special Education Teacher, McLean Middle School, Fort Worth Independent School District, Texas.

Certification

- Texas Superintendent
- Texas Principal
- Texas Teacher – Secondary Business Administration, Secondary Physical Education and Generic Special Education

Professional Organizations

- Texas Association of Secondary School Principals
- Association of Supervision & Curriculum Development

Wendy Gonzales • School Leadership Coach • awdmf@aol.com

EDUCATION:

- University of Phoenix, Phoenix, AZ; M.A.Ed. (Administration and Supervision) Master's Equivalency - MCPS-MSDE In-Service Program
- Fitchburg State College, Fitchburg, MA; OAT I and OAT II
- Catholic University of America, Washington, D.C.; Bachelor of Music Education

CERTIFICATION:

Advanced Professional Certificate, State of Maryland; Administrator I Certification

WORK HISTORY:

- 9/2011 – present School Improvement Consultant Lead, Southern Regional Education Board, *High Schools That Work*, Atlanta, Georgia
- 3/2010 – 9/2011 Director SLC High Schools, New York City Department of Education
- 12/2009-present Director, BPIE – Best Practices in Education-Educational Consultant
- 2005- 11/2009 Northeast Regional Manager/Organizational Facilitator, Talent Development High Schools, Johns Hopkins University, Baltimore, Maryland
- 2005 Montgomery County Public Schools, Rockville, Maryland
 - Level I Alternative Program Coordinator, Richard Montgomery High School
 - Academy Coordinator, Northwood High School (a start-up school)
 - 8th grade Assistant Principal
 - Interdisciplinary Resource, Staff Development and Interrelated ARTS Specialist
 - Choral Music Teacher/Department Chair

Professional Growth

- Extensive training in *Understanding by Design* with Jay McTighe and Grant Wiggins
- Training in conflict resolution strategies workshops and Educational Leadership
- Trained in RBT *The Skillful Leader* and *The Skillful Teacher*
- Baldrige in Education Initiative training – Improving School Culture, Foundation for School Improvement, Core Values, Best Practices
- Professional Learning Community training with Rick DuFour

Attended conferences including:

- ASCD, U.S. Department of Education Smaller Learning Communities, Coalition for Effective Schools, Bill and Melinda Gates Foundation Convenings
- Block Scheduling Training – Dr. Robert L. Canady; Mike Neubig

Leadership in the Political, Social, Legal, and Cultural Context

- Presenter at Johns Hopkins University/Talent Development High Schools National Conferences
- Presenter at *From Structure to Instruction* National Conference, EdNorthwest, Atlanta, Georgia
- Member of *Say Yes Foundation* Task Force Initiative in Syracuse, NY
- Created ARTS ALIVE! (In order to share the strength of the arts with the community).
- Presenter at Middle School Symposium, MCPS All Counselors Conference and the MSDE Counselors Conference, Maryland State Rigor, Relevance, and Relationship Workshop.
- Coordinator of University of Maryland partnership
- Member of Grading and Reporting Policy committee
- Organized and facilitated Community Advisory Partnerships

William “Bill” O’Neal • School Leadership Coach • w_neal@sbcglobal.net

EXPERIENCE

- 2009-Present - School Improvement Consultant, SREB, Atlanta, Georgia
- 2007/09 - Executive Principal, Texas HS Project - Houston Independent School District
- 2006/07 - The Director of Leadership Coaching New Leaders for New Schools, Chicago
- 2006/07 - Principal Leadership Development Consultant
- 2003 to 2006 - Leadership Coach, Chicago Program
- 1993 to 2003 - Principal, Thornton High School, Harvey, Illinois
- 1985 to 1993 - Principal, Bloomington High School, Illinois
- 1980 to 1985 - Assistant Principal, Bloomington Junior High School
- 1974 to 1980 - Dean of Students, Bloomington Junior High School
- 1972 to 1974 - Physical Education Teacher – Stevenson Elementary School

EDUCATION

- 1970 - Bachelor of Science, Health and PE, Grambling State University, Louisiana
- 1977 - Master of Science, Physical Education, Illinois State University, Normal
- 1979 - Master of Science, Administration and Supervision, General Administrative Endorsement K-12, Illinois State University, Normal
- 20 hours toward Doctorate in Education Administration, Illinois State University, Normal

PROFESSIONAL DEVELOPMENT

- Motorola Executive Leadership Institute
- External/Internal School Review Team
- Workshops Illinois Principal Association
- High Schools That Work – Comprehensive School Reform
- New Leaders for New Schools, Principal Preparation Foundations

CERTIFICATION: Illinois Type 09, K-12 and Illinois Type 75, General Administrative K-12

HONORS

- | | |
|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| • Pillar of the Community Award 2010, Houston, Texas | • Monarch Award Foundation, Xi NU Omega Chapter Alpha Kappa Alpha Sorority, Inc. |
| • Honorary Designation of Main Street as “William R. O’Neal Drive 2003, Harvey, Illinois | • Community Service Award 1995 |
| • Outstand Educator 2003, Village of Phoenix, Illinois | • South Suburban College Talent Search |
| • Exemplary Lifetime Leadership Award 2003 | • Award of Recognition (Principals) Those Who Excel 1991/92 |
| • South Suburban Illinois Association of Supervision and Curriculum Development | • Illinois State board of Education |
| • Dedicated Service to Education Award 2003 | • Distinguished Educator Award 1988 |
| • Thornton High School Feeder Elementary Schools | • Milken Family Foundation |
| • Telly Award Outstanding Educator 2000 “Communicating the Vision of the School” | • Citizen of the Year 1986 |
| • African American Male Educator of the Year 1997 | • Omega Psi Phi Fraternity, Chi Beta Graduate Chapter, Bloomington, Illinois |
| | • “Improving the Instructional Effectiveness of Your School “1986 |
| | • Certificate of Achievement, National Academy for School Executives |

AFFILIATIONS/PROFFESIONAL ASSOCIATION MEMBERSHIPS

- | | |
|----------------------------------------------------------|----------------------------------------------------------------------------|
| • Illinois Principals Association | • Illinois State University Alumni Association |
| • National Association of Secondary School Principals | • Grambling State University Alumni Association |
| • Association for Supervision and Curriculum Development | • Lifetime member of SICA – East, Illinois High School Athletic Conference |

Martin “Marty” Thomas Sugerik • Math Consultant • marty.sugerick@sreb.org

2004-Current University of North Carolina at Wilmington, *Part-Time Faculty/Staff*

- Project Manager for STAR Scholarship NSF Grant
- Instructional Coach for STEM teacher candidates
- Instructor for Secondary Mathematics Content and Pedagogy
- Instructor for EDN 402 Classroom Management
- Instructor for LIC 521 Seminar for Secondary Teachers
- Instructor for NC Teach, CT 3, NC Quest Grants
- Presenter for PT 3 Workshops, Graduate Classes, and Mentor Program
- Phi Delta Kappa Board Member

2007-2011 North Carolina Department of Public Instruction; Raleigh *Instructional Coach*

- Facilitate Professional Development for over 75 Schools and Districts
- Support and Collaborate with Agency Initiatives outside my Division
- Provide one-on-one, small groups, and large group training
- Presenter for University, Regional Conferences, and Workshops

2006-2007 Isaac Bear Early College; Wilmington, North Carolina *Mathematics Teacher*

- Instructor for Honors Mathematics Curriculum
- Summer School Instructor
- Certified New Schools Project Training
- Teacher of the Year Board Member
- Math Team Coordinator
- Science Olympiad Coordinator

2004-2006 Ashley High School, Wilmington, North Carolina, *Mathematics Teacher*

- Instructor for Advanced Placement Calculus and Statistics
- National Honor Society and Scholarship Committee
- Varsity Mathematics Team Director
- Teacher of the Year Board Member
- Science Olympiad Coordinator

2000-2004, E.A. Laney HS, Wilmington, North Carolina, *Mathematics Teacher*

1999-2000, Pender High School, Burgaw, North Carolina, *Mathematics Teacher*

1997-1999, New Hanover HS, Wilmington, North Carolina, *Mathematics Teacher*

1996-1997, Huron High School, Ohio, *Mathematics Teacher*

1988-1994, U.S. Nuclear Naval Program, Norfolk, Virginia, *Engineering Department Senior Technician and Training Coordinator*

PROFESSIONAL MEMBERSHIPS and ACTIVITIES

- Former North Carolina State Chapter Phi Delta Kappa, Foundation Representative
- Former UNCW Phi Delta Kappa President and Treasurer
- National Council of Teachers of Mathematics
- North Carolina Council of Teachers of Mathematics
- NC Teach and CTE Lateral Entry Instructor
- Cambridge Needs Assessment Evaluator
- Certified Critical Friends Coach

ACHIEVEMENTS

- 2007-2011 Superior Evaluations for NCDPI
- 2010-2011 Regional Roundtable Presenter
- 2011 NCCTM Presenter
- 2011 North Carolina Reading Association Presenter
- 2011 NSF Noyce Grant Presenter
- 2010 NC Falcon Design Committee
- 2010 Intel Inspiring Educator
- 2009 NCAE Keynote Speaker
- 2008 UNCW Teacher Cadet Keynote Speaker
- 2006 100% Proficient Algebra 1 Summer School
- 2005 and 2006 Ashley High School Best All Around Teacher
- 2002 New Hanover County Teacher of the Year
- 2002 Laney High School Teacher of the Year

Gary Wrinkle • School Leadership Coach • gary.wrinkle@sreb.org

EDUCATION:

- University of Houston, Texas, Doctor of Education in Administration and Supervision, 1996
- University of Houston – Clear Lake, Texas, Masters of Education in Educational Administration and Leadership, 1990
- Texas Tech University, Bachelor of Science in Physical Education, Minor in History, 1982

CERTIFICATIONS:

- Professional Superintendent and Mid-Management
- Provisional Teaching, History and Physical Education

Experience:

- 2005 – Present, Southern Regional Education Board, Lead School Improvement Consultant
- 2003 – 2005, Lake Travis ISD Assistant Superintendent, Administration and Educational Development
- 2002 – 2003, Lake Travis Independent School District, Executive Director of Curriculum and Instruction
- 2000 – 2002, Victoria Independent School District, Victoria Memorial High School Principal
- 1999 – 2001, University of Houston – Victoria, Adjunct Professor (part time)
- 1997 – 2000, Victoria Independent School District, Victoria High School, Principal
- 1994 – 1997, Friendswood Independent School District, Friendswood High School, Principal
- 1993 – 1994, Alvin Independent School District, Alvin High School, Assistant Principal
- 1990 – 1993, Galveston Independent School District, Galveston Ball High School, Assistant Principal
- 1989 – 1990, University of Houston – Clear Lake, Assistant for Academic Advising (Graduate Assistant)
- 1984 – 1989, Pasadena Independent School District, South Houston High School, World History Teacher and Athletic Coach
- 1982 – 1984, Rice Consolidated Independent School District, Rice Consolidated High School, World and American History Teacher and Athletic Coach

SCHOOL ACCOMPLISHMENTS IN EXTRA-CURRICULAR ACTIVITIES WHILE PRINCIPAL:

- Academic Decathlon State Champions - Friendswood
- Academic Octathlon State Champions - Friendswood
- U.I.L. Volleyball State Champions - Friendswood
- U.I.L. Current Events and Issues State Champions - Friendswood
- U.I.L. One-Act Play State Champions – Friendswood
- Numerous District, Bi-District, and Regional Championships in multiple sports and academic competitions – Friendswood, Victoria

COACHING ACCOMPLISHMENTS:

- Three District Championships in Football – Rice and South Houston
- Two District Championships in Basketball - Rice
- Numerous Meet Championships in Track – Rice and South Houston
- Two Individual State Champions in Track – Rice and South Houston

PERSONAL ACADEMIC ACCOMPLISHMENTS:

- Jesse H. Jones Memorial Scholarship
- 4.0 grade point average in 48 hour Master's degree program
- Phi Kappa Phi Honor Society at the University of Houston – Clear Lake
- Top ten percent of graduates in 1990 within the entire University
- Selected to Phi Delta Kappa Professional Fraternity
- Authored Doctoral Dissertation – “A Scholastic Assessment Test Class and Its Effect on Scholastic Assessment Test Scores”

OTHER PROFESSIONAL EXPERIENCES and ACCOMPLISHMENTS:

- Region III High School Principal of the Year - 2000
- TASSP Region III High School Principal of the Year – 2000
- Professional Consultant on Ninth Grade Transition, Teacher Motivation, and the Change Process

SHARON STONE • CTE CONTENT COACH • sharon.stone@sreb.org

PROFESSIONAL EXPERIENCE:

2009 – Present - SREB (*HSTW* Program), Atlanta, GA, School Improvement Consultant

- Counseled teachers and leadership in underperforming high schools in New York, Kentucky, Louisiana, Tennessee, and Virginia
 - ☐ Facilitated teacher-led focus teams which addressed rigor, guidance, literacy, quality programs of study and transitions
 - ☐ Assisted administrators and teachers in instituting data driven, standards-based instruction, proficiency based grading, and horizontal and vertical integration of curriculum
- Collaborated with state and national experts in developing / improving on new education concepts including the following:
 - ☐ Small learning communities
 - ☐ Defined career pathways and the critical Grade 9 transition
 - ☐ Student centered instruction
 - ☐ The critical relationship between proficiency-based grading and standards based instruction
 - ☐ Research strategies for program evaluation

2004 – 2007 - Harding High School, St. Paul, Minnesota, Family and Consumer Science Instructor

- Taught Family and Consumer Science courses to Grades 9-12
- Part of team which achieved Average Yearly Progress in all areas, except for Special Education, in 2005 and 2006 as part of a school-wide initiative
- Collaborated with Literacy and Math coach to ensure skills were fully embedded in daily lessons

Minnesota Business Academy, St. Paul, Minnesota

Academy Leader (Principal) 2001 – 2003

Special Education Facilitator 2000 – 2001

- Managed day-to-day operations at the Minnesota Business Academy as the academy leader
 - ☐ Led marketing plan development and student recruitment efforts
 - ☐ Managed parent and student issues; resolved student discipline issues
 - ☐ Improved process to identify students eligible for state-sponsored free/reduced price lunches, netting \$80,000 in compensatory funding
 - ☐ Coordinated special education programs
 - ☐ Managed Secondary School Act Grant and Perkins-Career and Technical Education Grant
 - ☐ Developed and implemented a truancy intervention process
 - ☐ Coordinated the work of community based organizations that supported student achievement and program operation
- Supervised 15 faculty members as academy leader, and 3 educational assistants as special education facilitator, emphasizing a collaborative model of leadership
 - ☐ Responsible for hiring, scheduling and performance evaluations
 - ☐ Led staff retreats and developed/lead in-service training sessions
 - ☐ Managed contract special education professionals (e.g., school psychologist and other health professionals)

1983 – 2000 - Lenawee Intermediate School District (LISD), Adrian, Michigan

EDUCATION

- Master's Degree, Special Education, April 1986, Eastern Michigan University, Ypsilanti
- Bachelor of Arts Degree, Marketing Education and Consumer Home Economics, Eastern Michigan University, Ypsilanti, December 1981

HONORS/AWARDS

- Teacher of the Year, 1999, Awarded by the Michigan Marketing Educators Association
- Innovation of the Year – Tecumseh Marketing Academy, 1993, Award received for leading the development of the Academy, an off-site work program; award presented by the Lenawee Intermediate School District, Adrian, Michigan

PROFESSIONAL MEMBERSHIPS

- National Marketing Education Association, 1995 - present
- Association of Career & Technical Educators, 1995 – present
- Minnesota Principals Association, 2001 – 2007

EDUCATIONAL BACKGROUND

- Madison University, Gulf Shores, MS: Ph.D. in Education Administration
- Texas A & M University, College Station, TX: M. Ed. in Health Education
- University of Arkansas, Little Rock: B.A. in Sociology/Social Work

PROFESSIONAL EXPERIENCE

Southern Regional Education Board, 2011-Present, Lead Literacy Consultant

Texarkana AR School District, 2002-2011

- *High Schools That Work/Technology Centers That Work* Director
- Curriculum and Instruction Supervisor for Career/Technical Courses
- Perkins Coordinator
- SAU Systems Liaison
- Business and Community Liaison
- Pathwise Mentor
- Career and Academic Planning

Southern Arkansas University, 2009-2012

- Adjunct Faculty, Graduate Programs
- University Supervisor, Student Teacher Programs

Southern Arkansas University Tech, 1999-2002

- Director of Institutional Development
- Adjunct Faculty 2000-Present

Nevada County School District, 1998-1999, Elementary Counselor and Career Academic Planning Coordinator

Taylor, AR School District, 1994-1998, K-12 Counselor and Career Academic Planning Coordinator

Hope, AR School District, 1992-1994, English I Teacher

PROFESSIONAL CONTRIBUTIONS

Southern Regional Education Board

- Presenter at National, State & Regional Conferences, 2003-present
- *High Schools That Work* site development facilitator
- *High Schools That Work* Assessment & Freshman Survey administrator
- *Technology Centers That Work* site development facilitator
- Whole Faculty Study Group facilitator
- Advisor/Advisee facilitator
- Freshman Academy facilitator

Total Instructional Alignment

- Administrative facilitator
- Academic alignment facilitator
- Career Technical alignment facilitator

AR Works/Navigator Career Program

- Database Management facilitator
- Curriculum Management facilitator
- Student database facilitator
- Train the trainer

PROFESSIONAL DEVELOPMENT

Association of Career and Technical Education, 2002-present

- National, State, and Regional conferences and workshops; attendee and presenter

Arkansas Department of Career Education

- Perkins & CTE Administrators Workshop, 2002-present
- Workshops via the Southwest Educational Co-operative
- Vocational Internship Program Endorsement Training

Arkansas Department of Education, 2002-present

- Workshops via the Southwest Educational Co-operative
- Beginning Administrators Training, 2005

National Career Academy Coalition, 2009

- Annual Conference

Solution Tree/Marzano and Associates, 2010

- Professional Learning Communities at Work Summit

Southern Regional Education Board, 2002-present
National, State, and Regional conferences

Gwendolyn Bryant • Literacy Coach • gbryantk@sbcglobal.net

Professional Goal

To commit my scholarship, experience and role as an educator to be a vehicle for change in order to enhance others to become lifelong learners; thus making their lives better by obtaining an education with distinction.

Education

1999 Masters in Education, Kent State University

1977 Bachelor of Science, Elementary Education, University of Akron

Educational Experiences

8/11 to present **Literacy Coach**, *Southern Regional Educational Board (SREB)*, Atlanta, Georgia, Provide and facilitate ongoing training while supporting secondary educators with incorporating literacy using the research-based approach of the Literacy Design Collaborative (LDC). LDC provides a common framework that facilitates teacher creativity and builds literacy skills across content areas.

6/11 to present **Staff Developer**, *Learning Sciences International's Marzano Center*, West Palm Beach, Florida, Specializing with training and facilitating ongoing support with implementation of continuous-teacher-growth systems that focuses on best practices to support teachers in improving their daily instruction.

8/05 – 6/11 **Middle School Literacy Coach**, *Akron Public Schools*, Akron, Ohio, Emphasize support to teachers for implementation of standards in reading, writing and math along with the integration of science and social studies. Promote literacy across content; model instructional practice for teachers, while supporting them in their instructional decision-making. Assist, gather, and interpret data to guide the process of school improvement planning. Plan and facilitate qualified professional development to support and improve student achievement.

2007-2010 **Educational Consultant**, *Marcus Garvey Academy* (K-8 grades), Cleveland, Ohio. Provided and facilitated ongoing instructional training and support on standards based instruction. Marcus Garvey, an inner city charter school, within three years successfully met 14 out of 15 state indicators.

8/99 – 6/05 **Lead Teacher**, *Akron Public Schools*, Akron, Ohio, Trainer, facilitator and provided support to principals, leadership teams and teachers of grades K-12 for continuous improvement planning, created individual school site based improvement plans, team building, incorporated effective teaching strategies, assisted middle and high schools in implementing the HSTW Framework and developed teacher leadership.

2003 **Part-time Professor**, *University of Akron*, Akron, Ohio, Instructor for a Master's degree cohort which engaged teachers in exploring both theoretical and practical aspects of standards based program for multicultural learners.

3/99 – **Present Adjunct Professor**, *Ashland University and Akron Public Schools* – Teaching and Learning Division, Instructor for Professional Development Workshops.

11/03 – 5/09 **Praxis 111 Assessor** for Beginning Teachers, *Ohio's Department of Education*, to identify and assess the knowledge and skills of beginning teachers' performances within 19 criteria of effective teaching.

8/1977 – 9/1999 **Teacher, Technology Site Support Teacher and Voyager Teacher in Science**, Akron Public Schools, Canton City Schools and Lawrence School instructed and facilitated curriculum i.e. math, language arts, science, social studies, technology, and social morale skills, etc. for kindergarten – adolescent and students with learning disabilities and attention deficits.

Honors and Awards

2010 Honoree for the Marilyn Parks Lifetime Educators Achievement Award

2008 Awarded Ohio's Master Teacher Certification

2005 Nominee for Disney Teachers' Awards by National Alliance of Black School Educators

2000 Honoree for Ohio Black Women Leadership Caucus Inc.

1995 & 1998 Nominee YMCA Black Women of Excellence Award in Education

1997, 2001, 2005, 2007, 2008 & 2009 Ambassador Award – Akron Public Schools

1990 Nominee PTA Outstanding Educator

Jon Schmidt-Davis • Director, SREB's Learning-Centered Leadership Program •
jon.schmidt-davis@sreb.org

WORK EXPERIENCE

- 2012-Present Director, SREB's Learning-Centered Leadership Program, Southern Regional Education Board, Atlanta, GA
- 2011 Assistant Director, Learning-Centered Leadership Program, Southern Regional Education Board, Atlanta, GA
- 2008-2011 Research and Evaluation Specialist for School and Leadership Improvement, Southern Regional Education Board, Atlanta, GA
- 2006-2008 Testing Operations Consultant, North Carolina Department of Public Instruction, Raleigh, NC
- 2001-2006 Research Associate/Curator, Center for Research in Education, RTI International, Research Triangle Park, NC
- 1997-2000 Graduate Teaching Assistant, University of North Carolina at Chapel Hill
- 1995-1996 Middle School Teacher, Greensboro Montessori School, Greensboro, NC
- 1994-1995 Special Education Teacher, Dudley High School, Greensboro, NC
- 1985-1989 United States Army

EDUCATION

- Ph.D. (enrolled) Georgia State University, 2012-Present; Social Foundations of Education
- M.A. University of North Carolina at Chapel Hill, 1999; American History
- B.A. Carleton College, 1993; History

PUBLICATIONS AND WRITINGS

- *Turnaround High School Principals: Recruit, Prepare and Empower Leaders of Change*
- *Who's Next? Let's Stop Gambling on School Performance and Plan for Principal Succession*
- *The Three Essentials: Improving Schools Requires District Vision, District and State Support, and Principal Leadership*
- *School Leadership Change Emerging in Alabama: Results of the Governor's Congress on School Leadership*
- *Preparing a New Breed of Principals in Tennessee: Instructional Leadership Redesign in Action*

PRESENTATIONS AND PROFESSIONAL SERVICE

- Invited by the National Governor's Association, the National Conference of State Legislatures to present on leadership issues.
- Member, Ron Clark Academy Data Team

MARY RAINWATER

3102 Old Canton Court, Marietta, Ga. 30068
maryrainwater@comcast.net Cell: 770-757-3383

PROFESSIONAL EXPERIENCE

Special Populations Consultant

I am currently working as an educational consultant across a wide cross section of the United States. Skills include: teacher mentoring; evaluating process and procedures of schools; advising on compliance issues; providing staff development to paraprofessionals and teachers and consulting on individual student problems. My principal client is *High Schools That Work*, a division of the Southern Regional Education Board (SREB) that provides services in a variety of states. I presented at the SREB national convention in New Orleans in July 2012 on strategies in the co-teaching environment. I am also consulting for *Metropolitan Research Educational Service Agency* in Atlanta.

Cobb County School System

A professional educator who has motivated, guided, and mentored students in her roles as a Special Education Supervisor, Educational Diagnostician, and Classroom Teacher. Creative techniques in helping students take ownership and become successful in designing their own learning. Helping students create a vision for their future and provide the support they need to achieve that vision.

- Successful work as a classroom inclusion teacher in the areas of Social Studies, English, Math and Science
- Worked with student assessments in alternative settings
- Communication with principals, teachers, and parents throughout the Cobb County System
- Supervision of lead teachers, teachers and other support staff
- Experience with culturally and socio-economically diverse populations
- Responsible for compliance issues in every aspect of the IEP process (Individual Educational Plan)
- Involved in community projects and school related meetings and activities
- Skilled in speaking, writing, organizing, and problem solving
- Familiar with reading transcripts and evaluating paperwork for graduation requirements
- Planning staff development for special education and regular education teachers

WORK HISTORY

Metropolitan Research Educational Service Agency, 2012-present
Consultant for Southern Regional Education Board, 2011-present
Special Education Supervisor, Cobb County School System, 2007 – 2010
Educational Diagnostician, Cobb County School System, 1999 – 2007 and 2010-2011
Classroom Teacher, Cobb County School System, 1987 - 1999

EDUCATION

College of St. Scholastica
Duluth, MN
B.A. Home Economics Education

University of New Orleans
New Orleans, LA
M.Ed. Learning Disabilities

University of West Georgia
Carrollton, GA
Director of Special Education Certification

1.3.2.3.7. Subcontractors

1.3.2.3.7.1. 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 #4 of the Contractual Terms and Provisions (Attachment DD) of this RFSP .

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

SREB does not plan to subcontract for any aspect of the support.

1.3.2.3.8 Sustained Improvement

1.3.2.3.8.1. 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.

This area is an absolute strength of SREB and the High Schools That Work framework. HSTW is the only improvement design with a state network within Illinois. Schools that complete their grant support from SREB automatically become a member of the Illinois State High Schools That Work network. Through this network, they can receive continued support from the state, participate in state workshop and continue to be active in the national network of schools. Schools may also continue to receive direct support from SREB (almost all SIG schools do) at a reduced level based upon the needs of the school and funding opportunities.

In addition, SREB attempts to tailor support in a way that builds sustainability. SREB will carefully frame services over the three years to build leadership capacity of school and district leaders and teachers. Leadership development over the three-year period will focus on the essential skills leaders need to lead schools to continually improve. All training will include projects that current and aspiring leaders will be required to complete that require them to use the skills and processes included in the courses. Debrief and follow-up support will support participants to broaden application of the training to fit various situations.

Teacher buy-in and commitment to the school and to continuous improvement will be developed through participation in active Focus Groups, SREB's approach to distributed leadership. The HSTW School Improvement Specialist will gradually move from leading and directing initial Focus Group meetings to facilitating ongoing school improvement planning and implementation by these groups. Teachers will be encouraged to rotate leadership opportunities and provided ever-increasing opportunities to lead various schoolwide improvement initiatives.

By the end of year three, the school and district will have enough expertise to continue using the design to continuously improve teaching and learning through on-going participation in the Illinois State Network, participation in the HSTW Annual Staff Development Conference and National Workshops, Biennial HSTW Senior Assessment, Annual Site Report, and other services provided in the Illinois State Network. Leadership coaching support shifts from an on-site focus in the first two years to increased virtual support in the third year. Leadership coaching includes up to 150 days of on-site support in year one down to as few as 60 days of on-site support in year three (dependent on the schools progress).

Professional development (see PD section) is planned in such a way as to develop Lead Teacher Facilitators who will be the experts on campus for new teacher training and to continue support of other teachers. Lead Teacher Facilitators can continue to hone their skills after the grant ends by participating in HSTW National and State workshops.

The overall HSTW framework of School Focus Teams to address the problems of the school is a format for improvement that over 1000 schools across the country use without receiving direct support from SREB. At the end of grant funding it is an objective of SREB for the school to have these focus teams ingrained into the school culture and continue their use long after grant funding ends. Hence, the key aspect of the design is easily sustainable.

1.3.2.3.9. Outcomes-Based Measurement Plan

1.3.2.3.9.1. 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.

1.3.2.3.9.2. 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.

SREB will develop a Memorandum of Agreement with each partner school outlining the outcomes to be expected by the end of year three of the partnership based on the schools' standing at the beginning of the partnership. The table below displays the minimum outcomes and measurable indicator of progress for each.

Indicator	Measure of Progress by the end of Year three
Number of minutes within the school year.	The school will provide at least the minimum amount of time specified by Illinois state law for all students; students with academic deficits will receive additional daily time up to 60 minutes; extended weekly time up to 200 minutes; extended year summer course of 200 minutes/day for six weeks
Student participation rate on PSAT in reading/language arts and mathematics by subgroup	School participation rate for each subgroup will equal or exceed the average for the subgroup in the state
Dropout rate	The dropout rate for the school will equal or better the average dropout rate for the state or region (whichever is lower)
Student Attendance Rate	The student attendance rate for the school will equal or better the average attendance rate for the state, region or district (for multiple high schools) high schools (whichever is higher)
Number and percentage of students completing advanced coursework	The number and percentage of students completing advanced coursework will increase by 100 percent
Discipline Incidents	Discipline incidents will be reduced by 50 percent
Truants	Truancy rate will be reduced by 50 percent
Distribution of teachers by performance level on the LEA's teacher evaluation system	Teachers' performance on the LEA teacher evaluation system will improve by 25 percent in the two highest levels on the system's evaluation system
Teacher Attendance Rate	Teacher attendance rate will improve by 5 percent
School Climate and Culture	Teacher, student and parent perception surveys will show a 25 percent improvement in positive perceptions of school and classroom practices
Teacher and principal effectiveness	Student achievement on PSAT will increase to exceed the state or region (whichever is higher) average for each content area.

1.3.2.3.10. Staff Requirements

1.3.2.3.10.1. Identify highly qualified staff who will be involved in the project and their specific experience and success with school intervention efforts.

1.3.2.3.10.2. Describe to what degree selected staff will be involved in the day-to-day work at the districts and schools. In an appendix, please include resumes representing the leadership team members that highlight those portions of their professional backgrounds relevant to school turnaround.

SREB's staff members are highly qualified and experienced practitioners of school reform initiatives throughout the nation. A cadre of school improvement consultants for SREB will coordinate major activities throughout the duration of the project, and its leadership will provide guidance and oversight for the management process.

The Illinois schools that identify HSTW as their lead partner will have the following SREB staff (at a minimum):

- 1) **HSTW School Leadership Coach:** Each partner school will be assigned a coach with successful experience in leading a high school and in turning around low performing schools; most of the specialists come from leading a HSTW school or are identified and selected based on a rigorous interview and vetting process. The HSTW School Improvement Specialist will provide daily support to the school and frequent communication and contact with the district.
- 2) **HSTW Project Director:** This HSTW Director will monitor the progress of the site, hold weekly conversations with the HSTW School Leadership Coach to discuss progress and challenges, and conduct monthly onsite visits to the school and district to debrief successes and challenges and plan further actions.
- 3) **HSTW Content Specialists:** Specialists in content curriculum and instruction will work with teachers through professional development and job-embedded content coaching to strengthen curriculum and instruction. All specialists will be highly regarded trainers with advanced degrees, successful classroom instructors and have field experience working with faculty from challenged schools.
- 4) **SREB Support Staff:** Clerical and management support staff will support the HSTW School Leadership Coach, HSTW Project Director and Content Specialists to provide materials and other functions to support the school's efforts to implement the design.