

VIRGINIA DEPARTMENT OF EDUCATION
P. O. Box 2120
Richmond, Virginia 23218-2120

**HIGH SCHOOL PROGRAM INNOVATION
PLANNING GRANT**

PROPOSAL COVER PAGE

Name: Lead School Division and Superintendent	Williamsburg-James City County Public Schools; Steven M. Constantino, Ed.D., Superintendent
Name: Consortium School Division(s)* (if applicable)	
Name: Participating High School(s)	Warhill High School, Dr. Jeffrey Carroll, Principal
Name: Division Contact Person - Planning Grant Director	Dr. Tina Manglicmot
Title:	Supervisor of Instructional Technology and Innovation
Mailing Address:	Williamsburg-James City County School District Central Office, P.O. Box 8783,
City/Zip	Williamsburg/23187
Telephone:	(757) 603-6485
E-mail:	tina.manglicmot@wjccschools.org
Project Title:	High School by Design at Warhill
Innovations:	(1) University partnership with the College of William & Mary; (2) "Design Your Life" – personalized learning pathways; (3) Design Thinking approach; (4) Schedule redesign -24/7 learning; (5) Teacher preparation redesign; (6) New governance model/Board of Directors; and (7) Courses using inquiry and project-based learning, internships & fieldwork.
Total of HSPI funds requested:	\$ 50,000

CERTIFICATION BY AUTHORIZED OFFICIAL

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this School Division and that the applicant will comply with the attached Statement of Assurances.

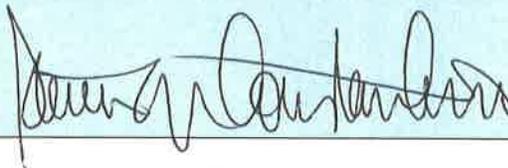
STEVEN M. CONSTANTINO

Typed or Printed Name of Authorized Official

Title:

SUPERINTENDENT

Signature of Authorized Official



Date

6/1/15

HIGH SCHOOL PROGRAM INNOVATION PLANNING GRANT

STATEMENT OF ASSURANCES

Should an award of funds from the High School Program Innovation planning grant be made to the applicant(s)* in support of the activities proposed in this application, the authorized signatures below certify to the Virginia Department of Education that the authorized school division officials will:

1. Upon request, provide the Virginia Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Conduct educational activities funded by this project in compliance with the following federal laws:
 - a. Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001;
 - b. Title VI of the Civil Rights Act of 1964;
 - c. Title IX of the Education Amendments of 1972;
 - d. Section 504 of the Rehabilitation Act of 1973;
 - e. Age Discrimination Act of 1975; and
 - f. Americans with Disabilities Act of 1990.
3. Use grant funds to supplement and not supplant funds from nonfederal sources;
4. Take into account during the development of programming, the need for greater access to and participation by students from historically underrepresented and underserved groups;
5. Submit, in accordance with stated guidelines and deadlines, all program and evaluation reports required by the Virginia Department of Education;
6. Ensure that at least 75 percent of the professional staff at each high school participating in this proposal is in agreement with implementing the innovations as a threshold requirement of pursuing this grant;
7. Ensure that the majority of the local school board is fully supportive of the multi-year effort for innovation; and
8. Upon review of and approval by the local school board and negotiation of acceptable and pertinent waiver requests, if any, made to the Virginia Board of Education, pursue implementation of the developed plan resulting from this High School Program Innovation planning grant for the 2016-2017 and 2017-2018 school years.

By signing and submitting this Statement of Assurances, the applicant school division assures that its participating high school(s) will adhere to state and federal laws and regulations governing public schools in the Commonwealth of Virginia, with the exception of any waivers that may be approved by the Virginia Board of Education at a future date. The applicant school division further certifies, to the best of its knowledge, that the submitted proposal has addressed all required elements of the High School Program Innovation planning grant RFP and the applicant understands and will comply with the assurances.

Dr. Steven Constantino	James Kelly
Typed Name of Division Superintendent	Typed Name of Division School Board President
	
Signature of Division Superintendent	Signature of Division School Board President
Date June 1, 2015	Date June 1, 2015

*A Statement of Assurances page is required for each participating school division. The signed Statement of Assurances page for the lead school division will follow the Proposal Cover Page in the submitted proposal packet. Other participating school divisions' Statement of Assurances pages, if any, must be included as Appendix D of the proposal.

**HIGH SCHOOL PROGRAM INNOVATION
PLANNING GRANT
ABSTRACT PAGE**

The nature of high school education revolves around the ability *to engage* students *in* their learning such that they are producers rather than consumers of knowledge and information. *MySchool@WHS* will promote engaging, relevant, learner-centered education, in which students are self-directed and want to learn. Educators, with the direct help and engagement of community and business partners, will empower students by facilitating opportunities for them to discover, explore, and master their interests and their passions. *MySchool@WHS* will offer an equitable, innovative, and research-based approach that is committed to preparing students for their lives beyond school.

A distinguishing feature of our planning proposal for the *MySchool@WHS* is that the concept of Design Thinking is used not only to create the project, but will also be used in creating curricular and structural innovations. A central component of Design Thinking is developing empathy for the user, in this case, the high school student. Thus, we have conducted focus groups with students to better understand what they want out of their high school experience.

The *MySchool* approach will center on student choice and offer the opportunity for 24-7 learning, self-directed learning projects, responsive curriculum, flexible pacing, choice of learning options, resources and materials, evaluation and demonstration of learning and fostering student autonomy,

Students will collaboratively develop a Personalized Learning Pathways (PLP) that will map out their course of study throughout their high school experience. All PLP's will empower the student through the development of a career and college readiness plan that emphasizes problem solving, critical thinking, and authentic learning experiences through individualized learning projects. By using personalized learning plans, portfolios, rubrics, online learning management and support tools, team-based learning, and other strategies, teachers will help students manage their own educational experience. These projects will be designed by each student, working within a long-term relationship with a faculty advisor who guides their work. Since these projects will be created and developed by each student, they are personally meaningful and relevant. Learning projects foster intellectual growth while simultaneously assisting students as they navigate the transition to adulthood.

Work Plan Design for Innovation (85 points)

1. Rationale for Change

1.a. Analysis of student and teacher data, needs assessment, staff/community surveys, etc.

A review of the WJCC High School data reveals a strong need for a different approach to high school for many of our students.

Achievement Gaps

As measured by SOL scores, End of Course math and reading academic achievement gaps exist for four subgroups (Blacks, Hispanics, Students with Disabilities, Economically Disadvantaged) and specifically at all three high schools (Jamestown, Lafayette, Warhill). These gaps continue to persist despite division interventions and efforts. In Reading, the gap has increased by 15% since 2010. In Algebra I, the gap has grown from 14% to 50%. Some gaps, such as students with disabilities in geometry, have recently increased. (see Data Charts 1 - 4, Appendix D).

These four subgroups, additionally, are also underrepresented in both honors and AP classes and the gifted program across the division.

College Readiness

On measures of college readiness, gaps exist for Blacks and Hispanics. There are gaps between Whites, Blacks and Hispanics both for participation and achievement on the ACT, SAT, PSAT, & AP tests with the largest gaps existing for black students. (see Data Charts 5, Appendix D).

Diplomas-Graduation-Dropout Gaps

On measures of high school achievement, trend data points to gaps persisting between white students and identified subgroups. The data also indicates a grave concern between our LEP population and dropout rates. (see Data Charts 6 – 9, Appendix D).

Currently, we are not reaching 10% of the student population. Historically, Warhill High School has not had good results with African American students. However, we have started to see uphill trends with interventions we have put in place such as after-school tutoring with incentives to attend, in-school tutoring, informal mentoring from staff members, and strategic scheduling. We have also worked with online credit recovery. Approximately 20 students recovered credit last year through online courses. The online course recovery system allows students to master the standards they need to complete a course. These interventions have been successful on a small scale, which indicates that the Personalized Learning Plan will help our students in the lower achieving subgroups make significant gains in student achievement.

1.b. Evidence school staff and community are in support of the innovation

WJCC is the first school district in the United States to be adopted by the Association for Manufacturing Excellence. This is a result of significant community interest in ensuring our students and their families are exposed to careers in the field of manufacturing. Additionally, the school system maintains significant representation on the Greater Williamsburg Area Chamber and Tourism Alliance,

Committee on Education. This organization represents a large number of businesses and industries located in Williamsburg meet regularly with the school division to promote workforce readiness and

development. This is an example of the keen interest of the business community, and community at large, to support innovations in the school division that promote workforce readiness within the local community.

We have worked hard to educate families in the school district with regard to student preparation for post-high school success. In 2014, the division launched a series of parent academies of which the most popular focused on careers and college in the 21st century. Parents heard from college officials and business leaders about the kind of education their child would need in order to be successful in the global economy. Additionally, each year the school system recognizes both engineering and manufacturing as career pathways and engages numerous families in visits to local businesses and industries. Lastly, students enrolled in the computer integrated manufacturing course went to one of the local small manufacturing businesses. Based on their conversations with the business, they were able to generate a solution for the business and presented their work in Washington DC.

The principal understands that the nucleus of high school improvement is student engagement. Toward that end, he has dedicated himself to assembling an administrative team and teaching staff who are committed to engaging students through personalized learning and creative approaches to teaching. As a result, 51% of the teaching staff are new to the building. These staff members are eager to immerse themselves in innovative practices and design that will further the goals outlined in the proposal.

In a recent focus group with the division's Student Advisory Committee, students were posed the following questions: 1) If you were to consider the most challenging course(s) you have taken in school, what method of delivery or strategies would have made the course easier? 2) If you were to consider the easiest course(s) taken, what would have made the course more engaging? When students were posed with these two questions, responses mirror expectations of what the division imagines to be the future of education in Williamsburg, Virginia. Students spoke to flexibility of scheduling and pacing, personalization of the curriculum and relationships with teachers. The responses to the first question included one-on-one assistance from the teacher when needed, more time to work through difficult content and information, fewer worksheets and more application of material, and allowing student mastery of content to drive instruction over SOL timelines and pacing guides. Responses to the second question included pre-testing students and crafting instruction based on pre-test information, eliminating content already mastered, allowing online learning options for students to allow self-pacing through content, and competency-based learning approaches. Students of today's generation want to engage in learning in a very different way than in the past. It is the obligation of the school division to meet the needs of all students. *MySchool@WHS* is the division's response to the voices of our student population.

1.c. Relationship between identified needs and proposal's goals and objectives

The goals of *MySchool@WHS* speak directly to the needs to the division along with the needs of the students. Currently, we struggle to fulfill the educational requirements for all students. Gaps exist between subgroup categories and in order to equal the playing field change must occur. Reading and math scores are low for certain subgroups and by offering various pathways for student learning, this provides students the opportunities to work at a slower pace while also filling in learning gaps that exist and prevent students from mastering more difficult concepts. Problem-based learning also provides students ways to apply knowledge and skills in ways traditional lecture and practice never will. Also, by providing students who excel with alternative pathways to learn virtually, teacher time can be

devoted to providing more personalized instruction for students who struggle with the content. We also hope to engage struggling learners and increase graduation rates by providing students more relevance with material through applied learning programs, internships and career-centric classes. Engaging our learner, personalizing the learning and providing relevant real-world experiences is the cornerstone of what *MySchool@WHS* aims to accomplish.

1.d. See HS Information Form (Appendix A)

2. Impediments to Implementation

Impediments to Innovation

Successful innovation has, at its roots, a commitment to analysis and creative thinking as well as the need for organizations to un-learn processes and procedures for student learning in order to re-learn innovative approaches. Tantamount to successful innovation is the need for feedback and analysis of results and desired outcomes. The proposed grant incorporates these ideas into the planning and implementation of High School by Design.

The High School by Design innovation process ensures that the effectiveness of the program's goals are clearly articulated and understood by the students participating in the program, their families, and the educators who will reimagine teaching and learning. To be effective, the innovation must alter the culture of the school such that the change is permanent and not short-lived. Change without process rarely results in lasting results. The change implemented must be actual and grand as opposed to nominal, otherwise, there is little hope the outcomes will be realized.

Reforming high schools to accommodate better student outcomes and more relevant preparation for the global society is not a new concept. For many years, researchers and practitioners have devoted significant attention to necessary changes that would produce different high schools. Reforms in scheduling, length of the school day, year-round schooling, course sequencing, enhanced rigor, and standardized testing have all played a role in high school reform.

While there has been some success in improving high school experiences and outcomes for youngsters, the reforms implemented and mentioned above have "tinkered with the edges" of what truly needs to be accomplished in order to transform the high school experience for students in the 21st Century. The High School by Design Grant has at its core a complete re-design of the traditional experiences now afforded to high school students. To truly create a school that is student-centered, self-paced and self-directed, available to students 24-7 and with real-world connections (internships, etc.), the trappings of traditional regulatory processes must be altered.

Virginia Code and Standards of Quality impediments to the High School by Design implementation are but may not be limited to the following:

- a. General compliance with Standards of Quality (22.1-253.13.8) Two essential ideas: "anytime, anywhere learning" and "move on when ready" are at the core of our efforts to make High School by Design accessible to students 24/7. In order to accomplish this, we will look for waivers or deviations from practice which allow students to accelerate or bypass courses by demonstrating proficiency through an exam and will ask for more options for SOL testing

windows to accommodate our vision. Some funding alternatives may come from the redistribution of what are now SOQ required courses.

- b. Length of the School year; starting time for school year (22.1-79.1) A waiver may be sought to alter the school year per “King's Dominion Law.” The nature of High School by Design will warrant a different configuration of learning blocks, modules, semesters, inter-sessions, etc., and as such there may be a need to start school prior to Labor Day.
- c. Requirements for course length (seat time) for high school credit (22.1-253.13:1) To allow students the flexibility in their own learning and to demonstrate true mastery of content and standards completion, we will request a waiver from which dictates the number of seat hours for the acquisition of credit.
- d. Graduation Requirements (22.1-253.13.4) At a minimum, we will require our students to participate in a Design Thinking course (Design Your Life) that forms the foundation for the experience at High School by Design. We will seek to amend graduation requirements to include this module.
- e. Instructional Certifications (22.1-253.13:2) Creating real-world connections, relevant course work to prepare student for post high school learning and work, and the need to reorganize traditional curriculum will require differentiated uses of teachers and other personnel. We will request waivers from licensure requirements for specific courses.
- f. Instructional Time (22.1-98) The general redistribution of instructional time will be warranted in the proposed redesign. Standard definitions will/may be altered to accommodate the processes in place.

3.Goals and Objectives

Overarching Goal: To create an innovative high school experience where students are engaged in the design of their own learning.

Objectives:

- Provide students with personalized learning opportunities through personalized learning pathways developed in collaboration with families, career counselors, and faculty advisors
- Engage students in inquiry- and project-based learning to ensure every student will be college and workforce ready
- Create a relevant and student-centered approach to learning by enabling students to learn in their own style preference and at their own pace through demonstration of proficiencies
- Develop community workforce readiness through applied learning programs, internships, and relevant, real-world experiences

4.Targeted Program Innovations

a) *Student-centered learning with progress based on student demonstrated proficiency*

1. *MySchool@WHS* is a unique experience anchored in the collaborative design of each student’s Personalized Learning Pathway (PLP), developed by the student in collaboration with their faculty advisor, career counselor and family. Prior to developing their PLP, students will engage in a Design Thinking experience – “Designing Your Life” – that will help to inspire them to consider a variety of career options. Not only will this experience help to prepare students to develop their

PLPs, it will also be their first experience engaging in Design Thinking, a creative problem solving process that will be incorporated throughout the *MySchool* curriculum. Design thinking has been shown to help students develop creativity through the iterative process of finding, and developing a problem, and developing multiple drafts, products, or prototypes that pose potential designs or solutions for an external audience (Halverson & Sheridan, 2014). These constructivist opportunities have been shown to increase student motivation for exploration, and increase their openness to new ideas (Noweski, 2012). *MySchool* will combine content knowledge with the design thinking process while fostering a sense of autonomy and purpose.

As part of their PLP, students can devise their own program of study that may include courses and competency studies organized in a variety of formats ranging from traditional face-to-face or blended courses utilizing inquiry- and project-based learning, to fully online and self-paced studies, to internships and field work. All learning opportunities provided by students will be measured by learning competencies to track students' development of proficiency in the field study. PLPs will be based on career and college readiness standards as well as specific skills such as collaboration, problem solving, and critical thinking. Student-centered learning actively leverages direct instruction, skill development, and field-based learning experiences on a just-in-time basis.

As a signature component of *MySchool*, students will plan and undertake individual learning projects each semester. These projects will be anchored in specified but broad areas (e.g., logical inquiry, career exploration, and practical skills). These projects are designed by each student, working within a long-term relationship with a faculty advisor who guides their work. Because these projects arise and are developed by each student, they are personally meaningful and relevant. Learning projects foster intellectual growth while simultaneously assisting students as they navigate the transition to adulthood.

Each year of study will culminate in the presentation of student-centered individualized learning projects in which students tie academic work to career exploration activities. Students' presentations throughout their high school careers will be tracked utilizing an online portfolio which can then be used later for college entrance or as a work portfolio.

Since *MySchool* will facilitate student ownership of their own learner pathways through the implementation of PLPs, outcomes expected included increased student engagement, increased attendance, decreased tardies, decrease in discipline infractions, increase in student achievement on state standardized tests and an increase in school graduation rates.

2. Differentiation at *MySchool* focuses not only on ability, but also providing students with choice based on both student interest and content. When students develop their PLPs, they will not only be provided with a variety of ways to interact with curriculum (e.g., traditional, blended, fully online), but will also have the opportunity to select pathways based on interests. Students at *MySchool* will be able to demonstrate proficiency in an area of study by “testing out”, creating a portfolio of their work, or moving through an organized competency study to receive credit for the course. If they demonstrate partial proficiency, they may independently work through modularized curriculum that

will help to fill in any gaps. Depending on the course, students will demonstrate proficiency through a portfolio of their work. Portfolios will be developed through an inquiry or project-based approach to learning where students must show mastery through application of standards. Many projects will be developed in partnerships with community businesses and colleges with a focus on applying standards to the workplace. This application of knowledge will fully engage students while also providing a more in-depth understanding of how school work is relevant and applicable to the real world.

3. *MySchool* will develop a performance-based learning system by creating, implementing and fine-tuning thematic units, tools, assessments and instructional approaches. Instruction ranges from skill-based to real-life applications. Progress is based upon students' demonstration of mastery on informal assessments and not on seat time or age/grade level of the student. This learner-centered approach leads to each student mastering learning in a personalized manner to ensure students gain the academic and lifelong learning skills they need to be successful in today's higher educational institutes or the workplace. Students in this model become leaders of their learning process, teachers become facilitators and activators of knowledge, and the pathway from level to level is non-transparent to everyone but the students, their academic advisor, parents and administrators.
4. Adaptive technologies, performance-based assessment rubrics, and formative classroom assessments will all be utilized to objectively measure student learning. Use of adaptive technologies for virtual and blended course instruction, early college opportunities, and inquiry/project-based learning will transition students away from traditional seat time and provide a structure that creates flexibility while allowing students to progress as they demonstrate mastery of academic content, regardless of time, place or pace of learning. In order for students to move at different pacing through the curriculum, there needs to be more accurate and frequent measures of mastery. Each student will also have an electronic folder which follows them throughout their time at *MySchool@WHS* with a performance snapshot of where they are and where they need to be. The electronic folder will be housed in the cloud so students, parents and teachers are able to monitor the students' progress toward competency-based outcomes. Academic advisors will meet regularly with their students to discuss their goals and monitor their overall performance. Students who fall behind in their goals will receive additional assistance from mentors from both the school and community.
5. Flexibility and personalization are at the heart of *MySchool's* instructional model. The competency-based approach to learning allows students to advance based on their ability to master a skill or competency at their own pace regardless of environment. *MySchool* will strengthen real-world connections through coursework designed to utilize inquiry- and project-based learning, internships, shadowing, career exploration and field work. Although all opportunities will not be available in the first year of implementation, the goal is to provide a multitude of opportunities for students as community and business partnerships expand. It is important to note that Warhill High School is already a Project Lead the Way Affiliate School. They have the Engineering Suite, and will add

Computer Science the beginning of the 2015-16 school year.

These types of learning experiences will make the education more relevant and authentic for students and provide them with opportunities to apply their knowledge. Students will have access to all levels of coursework at *MySchool*. Students have a right to challenge themselves and the school has the obligation to support them in doing so, advising them of the benefits and challenges of engaging in rigorous, college-level work. Students will have the opportunity to earn college credits at a significantly reduced cost, while getting the kind of exposure to challenging coursework that gives them a strong foundation that prepares students for higher education. This method is tailored to meet the different learning abilities and can lead to more efficient student outcomes. Flexibility and personalization of the curriculum provides opportunity to expand upon curriculum and explore a wide variety of educational options and expands learning outside the four walls of the building.

6. *MySchool* is 100% focused on students' needs and interests. The personalized learning approach puts students at the heart of the curriculum. Students will begin designing their *MySchool* experience before the first day of school. During the summer prior to attending *MySchool*, students and parents will attend a "Design Your Life" summer orientation. This event, facilitated by faculty from The College of William & Mary, will engage rising 9th grade students and their parents in design thinking activities to help them begin to develop their *MySchool* Personalized Learning Pathway, and help them better understand their options for college and careers. Personalization, relationship building, and flexibility are cornerstones of *MySchool* and have great potential to change the learning experience of all students by tapping learner engagement, and promoting students ownership for learning. By connecting these capacities to flexible progressions and clear goals anchored in challenging, relevant competencies, the personalized approach to learning delivers a promise of student achievement for all students.

b) *Real-world connections that promote alignment with community work force needs and emphasize transition*

- The Hampton Roads and the Virginia economy need a workforce that has the skills to meet the challenges of both today and tomorrow. Area companies depend on a well-prepared workforce to gain, and keep, a competitive edge in our global economy. With this in mind, the Williamsburg-James City Public Schools have partnered with the College of William & Mary to create a Board of Directors composed of community leaders to help engage the local business community in helping *MySchool@WHS* students envision the career possibilities that exist for them post-graduation.
- All 9th grade students will take a Design Thinking course. The course is designed for students to develop a solid understanding of the fundamental concepts of Design Thinking and students will learn how to implement the design thinking process into their work as students. The culminating project of the class will be to work in conjunction with volunteers from the community to develop a practical and innovative solution to a proposed problem.
- My school will pair business volunteers with first year students to create a school-to-work connection larger than the Design Thinking course. Students will work in conjunction with career coaches from the local community college to analyze responses to job inventory surveys. Survey responses will assist in the development of personalized modular projects for students to

integrate into their curriculum. All projects will be stored in the students' culminating electronic project portfolio.

- *MySchool* will strengthen real-world connections by building on initiatives already underway through *Project Lead the Way*, and through further development of coursework designed to utilize inquiry and project-based learning, internships, and field work. Currently, Warhill High School has been an affiliate with *Project Lead the Way* for the past two years and offers courses in Engineering and Computer Science. *Project Lead the Way* gives students a chance to lead their own learning and apply cross-disciplinary knowledge to solve real life challenges. In addition to expanding *Project Lead the Way* courses, the curriculum will be expanded to meet the demands of the 21st century workplace and will include, Design Thinking, Entrepreneurial Exploration, Global Logistics, Leadership, Cross Cultural Connections, and Peace and Conflict Study. Coursework will be developed in partnership with The College of William & Mary.

c) *Varying models for educator supports and staffing*

1. The Williamsburg-James City Public Schools have partnered with the College of William & Mary to create a Board of Directors composed of community leaders to help engage the local business community in helping *MySchool@WHS* students envision the career possibilities that exist for them post-graduation. Instead of a traditional School Improvement Councils, we will create a Board of Directors who are invested in the program to oversee progress, goals, and operational details.

The planning process will begin by assembling a Design Team made up of William & Mary School of Education faculty, WJCC teachers, and staff, and other stakeholders (e.g., students, community members, parents). This Design Team will then engage in a design thinking process to develop the curricular and structural frameworks for *MySchool@WHS*.

Staff at *MySchool* will be accountable for all students within the school and not just those students who have a seat in their class. All members of the staff will sit on advisory teams and will have students they may or may not teach. Advisory teams will work in coordination with teachers and mentors to provide additional supports to struggling learners. Advisory teams will be responsible for monitoring students' development, will create action plans to address any gaps in student learning, and will provide the data to teachers, parents and building administration.

Across the school, staff members will meet every Monday for 90 minutes to collaborate on curriculum, instruction, and assessment practice. This structure will allow school staff members to receive job-embedded professional development related to both their content and their instructional practices to support the needs of individual students. Common assessments and performance-based assessments for student learning and understanding will be created, implemented and analyzed in teams.

MySchool will strive to increase teacher capacity through ongoing professional learning opportunities. Division leadership and The College of William & Mary School of Education faculty will work in collaboration to help teachers design classroom-based learning structures that bring relevance, meaning, and real world connectivity to academic learning through professional learning

supports and one-on-one coaching. The professional learning opportunities will focus on design thinking, blended learning, and project-based learning.

2. The design of the school will allow teachers and staff to flex time and will also offer different contract opportunities to support learning outside the traditional school day. Teachers will be provided opportunities to receive supplemental pay for working as a teacher leader and handling responsibilities for a variety of operational tasks not normally required of classroom teachers.
3. It is difficult for the modern-day principal to be both the instructional and operational leader of the school. This is because of the complexities of the students, the school size, budget reductions, increased expectations, time constraints, and federal and state mandates. Instead of splitting a person between instruction and operations, *MySchool* will have a Board of Directors who will help create a vision for what students need to know and be able to do to be successful in their postsecondary careers. In addition, the Board of Directors will help guide the effective implementation and evaluation of the program and its components.

Preparing students for an increasingly-complex and rapidly-changing economy is a complex task. Helping a diverse student body develop deep understanding and high academic achievement requires skillful teaching and on-going professional development for teachers (Darling-Hammond & Bransford, 2006). In order for teachers to develop and plan inquiry-based, and project-based learning, the teachers, themselves, must first engage in these kinds of practices. Research shows that teachers learn best through, collaborating with other teachers, by looking closely at students, and their work, and then reflecting on what they see (Ball and Cohen, 1999).

As part of the William & Mary School of Education and WJCC partnership, we plan to eventually develop *MySchool@WHS* into a Professional Development School, and are currently seeking an Institute of Education Sciences grant from the US Department of Education to support this initiative. A Professional Development School would provide rich, clinical field experiences for preservice teachers at William & Mary, while also providing faculty development for WJCC teachers. The Professional Development School model provides opportunities for preservice teachers, in-service teachers, and SOE faculty to engage in shared inquiry directed at the improvement of teaching and learning for all students.

William & Mary School of Education faculty will work collaboratively with the WJCC leadership team to create a multi-phased professional development system to support teachers in operationalizing the *MySchool* model. This process will begin with the identification and recruitment of highly effective teachers who are committed to student-centered, personalized learning and will be designed according to research-based principles that are most frequently associated with changes in teacher practice. These principles include 1) focus on content and pedagogical knowledge, 2) relevance of activities to teacher needs, 3) opportunities for play and active learning, 4) extensive duration, and 5) building networks and communities of practice

(Borko, 2004; Grossman, Wineburg, & Woolworth, 2001; Guskey, 2002; Kopcha, 2010; Mouza, 2006).

5.Coordination of Innovations

The proposed system of innovations being planned will work together and will bring about:

5.a.rigorous learning opportunities for all students

Students learn best when they are interested and engaged in what they are studying. Contemporary schooling has been widely criticized for its lack of relevance and quality learning outcomes (e.g., Newmann, Wehlage, & Lamborn, 1992; Powell, Farrar, & Cohen, 1985; Ravitch 2010). Three decades of research in learning and cognition investigating how deep understanding is developed provides a vision of teaching practice that differs substantially from the traditional emphasis on the routine use of facts and procedures. What is required to change the learning experience for students and improve their learning outcomes is more authentic pedagogical approaches--ones that allow students a fair degree of autonomy, opportunities to develop their competence in these self-selected activities, and the opportunity to do work that matters to them (Brophy, 1999; Ryan & Deci, 2000). Decades of studies show that when students are afforded opportunities to develop their mastery in activities that are meaningful to them in ways that they are able to choose, their engagement with those activities improves and their engagement with school improves. This type of authentic student engagement is at the very heart of the problems that we see both in WJCC as well as public schooling in general. Such approaches to authentic inquiry can include but are not limited to design thinking, inquiry-based learning, and project-based learning. In a study of all core subjects in four high schools, researchers found that authentic pedagogy benefited diverse groups of students and that students with disabilities who experienced higher levels of authentic pedagogy performed as well or better on authentic tasks as non-disabled students whose classes featured lower levels of authentic instruction (King, Schroeder & Chawszczewski, 2001). Finally, investigations in social studies (Saye, et. al, 2013; Parker et al., 2013) and other disciplines (Lee, Smith, and Croninger, 1995; 1997; Newmann, Bryk, and Nagaoka, 2001) suggest that students experiencing authentic pedagogy perform as well or better on lower order content knowledge tests as students in more traditional classrooms emphasizing basic knowledge and skills.

5.b. higher achievement for all students

In *Celebrating School Improvement*, Parsons, McRae, Taylor (2006) report that students in K-12 schools used technology to gather, analyze and share information (pp 110-111). The positive outcomes included higher achievement and improved quality of work. The integration of technology significantly increased student motivations and time spent on task (p. 112). At *MySchool*, students will be engaged in technology through online and blended opportunities, while also using technology to solve real-world problems posed through project- and inquiry-based learning courses. Students will fully engage in the technology as they shift their roles as consumers of information to producers. As students engage in solving problems, they become creators and innovators which is the ultimate goal in today's business market.

5.c. significant reduction in the learning gaps associated with socioeconomic factors

The project's focus on creating an innovative high school experience where students design their own learning pathways is an innovative approach to whole school reform. Because personalized learning environments in schools is a new model that has not been widely studied, there is not a large research base to draw from. However, a two-year comparative study of 23 schools using personalized learning plans for students showed that the students in schools with personalized learning plans made

greater gains on math and reading scores, and relative growth rates were higher for students with lower starting achievement (RAND, 2014).

Identifying and recruiting highly effective teachers who are committed to student-centered, personalized learning, building a collaborative learning culture for staff, with strong teacher leadership focused on job-embedded professional development is critical to the success of *MySchool*. Professional development provided does not provide a top down form of PD, but instead creates small professional learning communities, a structure that has been shown to be effective in enhancing teachers' effectiveness, increasing teachers' satisfaction and morale, contributing to greater likelihood of systemic change, and ultimately having an impact on student achievement (Birney & Reed, 2009). The project's focus on interdisciplinary teams is a method which helps schools to sustain improved teaching practice beyond the life of the PD services. This project also engages a cadre of instructional experts through the partnership of the College of William & Mary School of Education, drawing on the talents of creative professionals who are at the cutting edge of innovation in their fields. Teachers and collegiate professionals will work side-by-side to support students' learning, which includes collaborative planning, coaching, and observations.

Working with students to develop participatory agency involves students becoming knowledge creators as they produce work for wider audiences and through alternative venues of expression. Participatory learning engages the learner in authentic experiences they learn will serve them elsewhere and is easily transferable to other contexts. Engaging students in these forms of learning is at the heart of effective educational practice.

5.d. stronger preparation for postsecondary education and training.

The innovation proposed in this project is likely to have a positive impact on improving student achievement and significantly reducing learning gaps, based on research findings of similar program designs (Williams, Friesen, & Milton, 2009; Brown, 2000; Hay, 2000; Oblinger & Oblinger, 2005; Barnes et al., 2007).

Dunleavy & Milton (2009) asked students what their ideal school would look like and what learning environment increases engagement. Students listed three criteria that correlate to the concept of interaction and engagement: (1) Learn from and with each other and people in their community, (2) Connect with experts and expertise, and (3) Have more opportunities for dialogue and conversation (p. 10). By providing students opportunities to work with business and community leaders through coursework, internships, mentorships and field work, we fulfill the criteria students are seeking in order to fully interact and engage in their learning.

Planning Grant Timeline

The planning process for *MySchool* occurs in three major strands. The planning grant timeline is guided by the three strands which include I) developing the curricular and structural model of the school, II) student recruitment and planning and III) professional development and implementation. Timelines are set up according to a monthly schedule beginning in July 2015 and ending in August 2016.

Month	Strand	Planning Activities
July 2015	I	Form Planning and Implementation Design Team Recruit and hire/reassign staff (administrators, teachers, guidance)
	III	Plan site visits - Innovations HS (Salt Lake City) and Henry County
August – September 2015	I	Begin revising Program of Studies to reflect multiple delivery models and new courses Course Development Planning

		<ul style="list-style-type: none"> • Curriculum team (staff and W&M partners) • Course timeline
	II	Develop student recruitment plan and materials
October – November 2015	I	School Site visits Course development progress check Develop a communication plan for community, students, and parents Prepare budget for 2016-2017 FY Business partnership meeting Solicit stakeholder feedback
	II	Develop Personalized Learning Pathway template
	III	Create and develop Professional Development Modules for teachers and guidance Staff meeting (create shared vision)
December 2015	I	Design Team will present Curricular and Structural Model to School Board
	III	Communicate professional development dates to teachers and guidance (save the dates)
January 2016	I	Communicate plan to community, students and parents Conduct site analysis to determine building and infrastructure capabilities and needs
	III	Staff professional development
February 2016	II	Student application and selection process
	III	Staff professional development
March 2016	I	Presentation of redesign (curriculum, calendar, teacher contracts, graduation requirements etc.) for approval by local school board
	II	Develop the "Design Your Life Experience" for summer student induction program
	III	Staff professional development
April 2016	I	Formal Presentation to Virginia Board of Education VDOE consideration of requested waivers, April 2016
	III	Staff professional development
May 2016	I	Alterations to plan based on waiver approvals/denials Resubmission to local school board for approval
	III	Staff professional development
	II	Student Induction Program –Designing your Life Students engage with academic advisor, career counselor, and family members to develop Personalized Learning Pathways Student surveys
	III	Professional Development Institute Teacher surveys
September 2016	I	Implementation of <i>MySchool@WHS</i> Curricular and Structural model.

In addition to the planning timeline for 2015-16, the project has outlined a scale up plan. In each successive year, *MySchool* will expand to all four grade levels at Warhill High School. Additionally,

MySchool will be phased into the other two division high schools in a similar phased approach beginning in Fall 2018.

	2016-2017	2017-2018	2018-2019	2019-2020
Warhill HS	9th grade	9th & 10th grade	9th-11th grade	9th-12th grade
Lafayette HS			9th grade	9th & 10th grade
Jamestown HS			9th grade	9th & 10th grade

7. Resources for Implementation (adequacy of school division and partner resources to sustain the program and implement with fidelity)

Williamsburg-James City County Schools has an established commitment to high student achievement for 21st century learning. We are currently finishing our third year of a five-year Strategic Plan in which there is a clear focus on personalized learning, student goal setting, experiential learning opportunities, flexible learning and workplace readiness. The following represent WJCC's commitment to high school innovation.

- WJCC's participation in WHRO's consortium currently enables our students' access to online courses. This, in conjunction with courses that have been developed within the school division, affords students flexibility to take courses in a variety of modalities; fully online, blended model and traditional face-to-face. Students that wish to accelerate core requirements are able to do so which enables them to focus on areas of specific interest and enrichment opportunities.
- Warhill High School's Project Lead the Way program includes an emphasis on engineering and will be expanding this year to include computer science. PLTW gives students an opportunity to apply science, technology and engineering content to solve complex, open-ended problems in a real-world context.
- Warhill's close proximity to Thomas Nelson Community College has allowed us to offer increased opportunities for students to take college level course through Dual Enrollment and Early College. Rising seniors are currently enrolling in WJCC's first Early College cohort which will enable them to have an on campus college experience during the spring of their senior year of high schools.
- *MySchool* students will have the opportunity to take advantage of career pathways such as EMT certification, workplace readiness certification that are currently being offered at Warhill High School and career and technical offerings at the New Horizons Center.
- In addition to programmatic resources, WJCC schools has a variety of local partnerships that will foster a long-term commitment to innovation in high school programming. The College of William & Mary's School of Education will continue to work with WJCC schools to provide professional learning opportunities to faculty for instructional best practices, student engagement and curriculum and assessment development. The Association for Manufacturing Excellence has partnered with WJCC schools to expose students to career pathways during its annual Manufacturing Day activities. The naming of WJCC as the first school division in North America to join their "Adopt-a-school" initiative shows a clear commitment to exposing students to the technical knowledge needed for future economic development.

Following the planning grant, *MySchool*, will be adopted as a deliverable in the WJCC strategic plan to ensure implementation with fidelity and sustainability.

8. Partnerships

Below are WJCC partners committed to expanding opportunities and full engagement of students in learning and preparing them for real world experiences. A brief description of the role of each partner is provided:

1. The College of William & Mary:
 - a. Faculty from the School of Education (SOE) have partnered with WJCC to develop the vision and planning process for *MySchool*.
 - b. SOE faculty, in concert with WJCC curriculum coordinators, will develop a comprehensive and sustained professional development model, which will include the *MySchool* Professional Development Institute for teachers who will be recruited to form the founding faculty.
 - c. SOE and School of Business faculty will design and lead the Design Your Life experience for rising 9th graders just prior to their *MySchool* experience.
 - d. SOE faculty and students will work in collaboration with *MySchool* teachers to design curriculum and learning materials that emphasize project-, and inquiry-based learning activities and design thinking experiences across the core curriculum.
 - e. SOE faculty will partner with WJCC to develop a proposal for IES funding to support a rigorous research and evaluation model to measure the effectiveness of the *MySchool* planning and design process as well as implementation efforts and impact on student growth and development.
 - f. SOE faculty will collaborate with WJCC on developing a teacher training lab environment to practice and develop expertise with innovative teaching strategies central to the *MySchool* model.
2. Community College:
 - a. Provide insight into academic readiness for postsecondary education, workforce development
 - b. Offer acceleration/enrichment opportunities for students
 - c. Involvement in Business & Community Advisory Board
3. Superintendent's Business & Community Advisory Board:
 - a. Support the school division regarding guidance and assistance related to business, career development, workforce development or economic development.
 - b. Provides guidance and avenues for mentorships, career exploration, career counseling and internships through members' businesses and connections with local and regional business associations

Budget Narrative

The *MySchool* project will begin in stages. The initial stage is the planning of the transforming teachers and community mindsets about what the future of secondary education looks like. The following narrative explains the rationale for spending in the initial stage of the project.

Personnel: The total personnel cost is \$15,000.

The school district will pay 20% of Supervisor for Instructional Technology and Innovation salary for time spent on the project in the 2015-16 school year. Virginia Department of Education grant funds will cover none of the expense.

- $20\% \times 75,000 = \$15,000$

Fringe Benefits: The total fringe benefit cost is \$3,088.69.

The fringe benefit rate for personnel is 7.65%. The school district will pay for the fringe benefits of the Supervisor of Instructional Technology and Innovation, valued at \$1,147.50. Teacher stipends for paid summer professional development and curriculum development, valued at \$1,290.94. Substitute teachers paid for teacher coverage for professional development throughout the school year, valued at \$459. The Virginia Department of Education grant funds will cover all teacher fringe benefits, valued at \$1,749.94.

- $\$15,000 \text{ personnel salary} \times 7.65\% = \$1,147.50$
- $\$16,875 \text{ personnel stipends} \times 7.65\% = \$1,482.19$
- $\$6,000 \text{ substitute pay} \times 7.65\% = \459.00

Purchased/Contractual Services: The total contractual service cost is \$23,260.

The school division will cover \$10,760 of the total cost. The Virginia Department of Education will cover \$12,500 of the total cost.

Site Design Analysis (\$2,500): The district will contract with a local design company (TBD) to conduct an analysis of the *MySchool@WHS* site to determine building and infrastructure needs and capabilities. The intent of our site design is to choose a contractor that currently has an established relationship with WJCC. Once a firm name is selected the grant will be updated to reflect name and title of firm.

- One site analysis = \$2,500

Content Curriculum Development (\$10,000): The College of William & Mary School of Education faculty consultants will work to consult Williamsburg James City County teachers and administrators in the development of content (e.g., Design Thinking, Entrepreneurial Exploration). Consultation fee will be based on \$2,000 per course.

- $\$2,000 \times 5 \text{ courses} = \$10,000$

Summer Professional Development Institute (\$5,000): The College of William & Mary School of Education faculty consultants will work to plan and develop a 5 day Summer Professional Development Institute for teachers in the Summer of 2016 focusing on flexible and personalized learning.

- Summer Institute = \$5,000

WJCC Design Team Faculty Consultants (\$5,760): The College of William & Mary School of Education will provide two faculty consultants to sit on the WJCC Innovation Planning and Innovation Design Team to help in the development of the curricular and structural model of *MySchool@WHS*.

- $5 \text{ faculty consultants} \times 20 \text{ hours/consultant} = \$5,760$

Other Charges: The total cost in category of other charges is \$38,875.00

The school division will contribute \$9,000. The Virginia Department of Education grant funds will contribute \$29,875.00.

Program Coordination (\$2,500) – This supplemental pay positions will place two lead teacher in charge of coordinating all teacher professional development throughout the year and the curriculum design process. The will be in charge of making needed copies, scheduling meetings, and communication. Program Coordinator I will lead professional development and receive a supplemental stipend of \$1,500. Program Coordinator II will lead the curriculum design process and receive a supplemental stipend of \$1000.

- Program Coordinator I – Professional Development = \$1,500
- Program Coordinator II – Curriculum Design = \$1,000

Substitute Teachers (\$6,000) – Substitutes will be provided for teachers who attend professional development throughout the school year. The division will cover 50% of the cost and the VDOE grant fund will cover 50%.

- 5 days x 15 teachers x \$80/day = \$6,000

Teacher Stipends (\$9,375) – This includes additional pay for teachers' time over the summer for the Summer Professional Development Institute in Summer 2016.

- 5 days x \$125/day x 15 teachers = \$9,375

Teacher Curriculum Writing Stipends (\$10,000) – This includes additional pay for teachers who work in coordination with The College of William & Mary School of Education faculty to develop new curriculum for 5 additional courses (e.g., Design Thinking, Entrepreneurial Exploration).

- 5 courses x \$2,000 = \$10,000

Travel (\$11,000) – The total travel cost is \$11,000. The division will cover \$6,000 of the total cost. Virginia Department of Education will cover \$5,000 of total cost. Costs will include site visits to school who have innovated in their high schools and include conference attendance to support implementation of blended/online learning and competency-based learning.

- 2 site visits x 3 team members = \$5,000
- Annual conference attendance x 3 team members = \$6,000

Materials and Supplies (\$5,500) – The total material and supplies cost is \$5,500.

Communication and Outreach Supplies (\$2,500) – This includes outreach and communication materials from the division to community, parents, students and teachers. Supplies will include posters, flyers, multimedia tools, and educational materials.

- Total cost of supplies = \$2,500

Professional Development Supplies (\$3,000) – This includes materials and supplies for all professional development and curriculum writing. Materials include books, print materials for monthly meetings, professional learning materials, audio/visual equipment, markers, and chart paper.

- Total cost of supplies = \$3,000

Evaluation Plan

The planning process for *MySchool* occurs in three major strands. The evaluation plan for the planning process is guided by the three strands and the focus of planning for each strand. In addition, the evaluation plan focuses on assessing the effectiveness of the processes employed through the planning process, the structure, effectiveness, and needed adjustments to the initial work plan based on expert review, and input from staff and the community on the planning process with review and feedback being integrated into the work plan.

Strand I - Development of Curricular and Structural Model of *MySchool*

This strand focuses on the development process for the curricular and structural model of *MySchool*. Critical processes in this strand include recruiting staff, developing the curricular and structural model, soliciting stakeholder feedback on the model, outside expert review of the model, adjustments to the model based on stakeholder feedback and expert review, and presentation of the model to the Williamsburg-James City County School Board. This strand of the planning process will occur from July 2015 to December 2015.

Evaluation for Strand 1: We will report to the Virginia Department of Education on recruitment of staff, development of the curricular and structural model, data from stakeholder feedback and outside expert review, description of changes made to the model based on feedback, presentation materials for board presentation, outcome of board meeting. Date: December 17, 2015

Strand II - Student Recruitment and Planning

The second strand of the planning process focuses on student recruitment and planning. Critical processes in this strand include the development of recruitment materials, recruitment of students, student participation in "Design Your Life" experience and the development of the Personalized Learning Pathway (PLP). After the "Design Your Life" and meetings for the development of the PLP, involved stakeholders (i.e., students, family members, staff) will be surveyed regarding their experiences and perceptions of the process. Finally, the survey data and overview of the student induction process will be presented to the Williamsburg-James City County School Board. This strand of the planning phase will occur between September 2015 and August 2016.

Evaluation for Strand II: We will report to the Virginia Department of Education on recruitment materials, feedback on design your life experience, feedback on development of the PLP, review of PLPs developed for alignment to the curricular and structural model, presentation materials for board presentation, and the outcome of board meeting. Date: August 26, 2016

Strand III - Professional Development and Implementation

The third strand focuses on professional development for staff and implementation of *MySchool*. Critical processes in this strand include development of professional development modules for staff, surveys of staff on design of the professional development, a professional development institute, student induction program, and family communication meetings/school visits. This strand will occur between November 2015 and August 2016.

Evaluation for Strand III (Part A): We will report to VDOE on professional development modules created, data from staff feedback, and description of changes made to professional development based on feedback. Date: February 28, 2016

Evaluation for Strand III (Part B): We will report to the VDOE on professional development implementation, student induction program, and communication meetings/schools visits with survey data from respective stakeholders. Date: September 30, 2016

The table below provides an overview of the plan for evaluating the planning process of *MySchool* and a timeline for reporting on progress to the Virginia Department of Education.

Evaluation and Reporting Focus	Timeline
Strand I – Development of Curricular and Structural Model	December 17, 2015
Strand III – Professional Development and Implementation	February 28, 2016
Strand II – Student Recruitment and Planning	August 26, 2016
Strand III – Professional Development and Implementation	September 30, 2016

References

- Ball, D. L., & Cohen, D. K. (1999). Developing practice, developing practitioners: Towards a practice-based theory of professional education. In L. Darling-Hammond & G. Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice* (pp. 3–32). San Francisco: Jossey-Bass
- Halverson, E. R., & Sheridan, K.M. (2014). Arts education and the learning sciences. In K. Sawyer (Ed.), *Cambridge handbook of the learning sciences* (pp. 626-648). New York, NY: Cambridge University Press.
- Darling-Hammond, L., & Bransford, J. (2006). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco: Jossey-Bass.
- Newmann, F. M., Wehlage, G. G., & Lamborn, S. D. (1992). The significance and sources of student engagement. In F. M. Newmann (Ed.), *Student engagement and achievement in American secondary schools* (pp. 11–30). New York, NY: Teachers College Press.
- Noweski, C., Scheer, A., Büttner, N., Thienen, J. von, Erdmann, J., & Meinel, C. (2012). Towards a Paradigm Shift in Education Practice: Developing Twenty-First Century Skills with Design Thinking. In H. Plattner, C. Meinel, & L. Leifer (Eds.), *Design Thinking Research* (pp. 71–94). Springer Berlin Heidelberg. Retrieved from http://link.springer.com/chapter/10.1007/978-3-642-31991-4_5
- RAND Corporation (2014). *Early progress: An interim research on personalized learning*. Santa Monica, CA: RAND Corporation. http://www.rand.org/pubs/working_papers/WR1061
- Saye, J., & Social Studies Inquiry Research Collaborative *(SSIRC). (2013). Authentic pedagogy: Its presence in social studies classrooms and relationship to student performance on state-mandated tests. *Theory & Research in Social Education*, 41(1), 89-132.

VIRGINIA DEPARTMENT OF EDUCATION
P. O. Box 2120
Richmond, Virginia 23218-2120

HIGH SCHOOL PROGRAM INNOVATION
PLANNING GRANT

HIGH SCHOOL INFORMATION

High school name:	Warhill High School		
Mailing address:	4615 Opportunity Way, Williamsburg, VA 23188		
School division:	Williamsburg-James City County Schools		
Principal's name:	Dr. Jeffrey Carroll		
E-mail:	Jeffrey.Carroll@wjccschools.org		
School telephone:	(757) 565-4615		
Student enrollment:	Grade 9 322	Grade 10 312	Grade 11 253 Grade 12 256
Student race/ethnicity distribution:	White: 742 African American: 228 Hispanic: 83 Pacific Islander/Asian: 24 Native American: 6 Other: 60		
Students eligible for free or reduced lunch:	310	Number of students with IEP or 504 plans:	
State accreditation status:	Accredited		
On-time graduation rate:	90.29%	Grade 9 retention rate: 12.73%	
Subgroups or proficiency gap groups not meeting ESEA Annual Measurable Objective in reading and mathematics:	All Met		
Number of teachers:	65	Number of teachers teaching one or more classes outside their endorsement areas:	0

The High School Information form(s) for each participating high school should be attached as **Appendix A** to the school division's submitted proposal.

HIGH SCHOOL PROGRAM INNOVATION PLANNING GRANT

INNOVATION PARTNER IDENTIFICATION

Include an **Innovation Partner Identification Form** for any business, higher education, community organization, agency, or other partnering group that is anticipated to have a key or embedded role in the implementation of the high school innovations developed in this application.

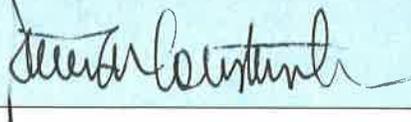
Innovation Partner:	School of Education at the College of William and Mary
Type of Organization:	Higher Education
Name of Primary Contact: (Signature Below)	Dr. Spencer G. Niles
Title:	Dean and Professor of the School of Education
Address:	301 Monticello Avenue
City/Zip Code:	Williamsburg/23185
Telephone:	(757) 221-2317
E-mail:	sgniles@wm.edu
Potential Innovation Project Role/Responsibility:	Work collaboratively with the WJCC School Division leadership team to create a multi-phased professional development systems to support teachers in operationalizing the <i>MySchool</i> model.

Please attach a letter of support, printed on letterhead and signed by individual(s) authorized to enter into contractual obligations on behalf of the above-named organization. Attach Innovation Partner Identification forms and letters of support, if any, as **Appendix B**.

By my signature, I certify that the above named group is planning to be a key partner with the school division, or consortium of school divisions, in the development and implementation of this High School Program Innovation planning grant.

Date: June 1,
2015

Signature:



Title: Superintendent of Schools



William & Mary School of Education

May 18, 2015

John W. Haun, Ed.D.
Chief Academic Officer, Division of Instruction
Virginia Department of Education
101 North 14th Street
Richmond, VA 23219

Dear Dr. Haun:

On behalf of the School of Education at the College of William and Mary, I enthusiastically submit this letter supporting the Williamsburg-James City County (WJCC) School Division's High School Program Innovation Planning Grant through the Virginia Department of Education. Virginia has long been a leader in innovation in education, and this proposal accelerates the state's progress forward on the path to improved student achievement and postsecondary readiness.

The proposal's goal of creating a school, *MySchool@WHS*, that emphasizes problem solving, critical thinking, and authentic learning experiences through individualized learning projects is fully in line with the mission and goals of the School of Education and is reinforced by current research in teaching and learning. We support the vision of *MySchool@WHS*, in which students work together with their parents, academic advisors, and community members to develop Individualized Student Pathways. We believe that this model shows promise in increasing family and community engagement in K-12 education, a particular strength within the leadership of the WJCC School Division.

The School of Education faculty members are fully committed to working collaboratively with the WJCC School Division leadership team to create a multi-phased professional development system to support teachers in operationalizing the *MySchool* model. Indeed, several faculty members have already had multiple in-depth meetings with school leaders to collaboratively craft the current proposal. We are eager to support this effort with our resources, expertise, and personnel. We look forward to continued collaboration to ensure that all students who attend WJCC schools are well prepared for college and careers upon graduation.

We strongly support the WJCC School Division's application and appreciate your consideration of our efforts.

Sincerely,

A handwritten signature in blue ink, appearing to read "Spencer Niles".

Spencer G. Niles
Dean and Professor

HIGH SCHOOL PROGRAM INNOVATION PLANNING GRANT

INNOVATION PARTNER IDENTIFICATION

Include an **Innovation Partner Identification Form** for any business, higher education, community organization, agency, or other partnering group that is anticipated to have a key or embedded role in the implementation of the high school innovations developed in this application.

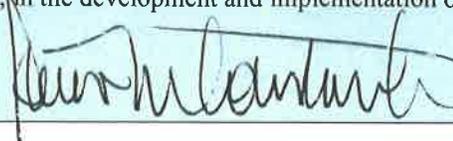
Innovation Partner:	Superintendent's Business and Community Advisory Council
Type of Organization:	Group of business and community organization leaders
Name of Primary Contact: (Signature Below)	Dustin DeVore
Title:	Chair
Address:	4801 Courthouse St, Suite 300
City/Zip Code:	Williamsburg/23188
Telephone:	(757) 259-3808
E-mail:	dhdevore@kaufcan.com
Potential Innovation Project Role/Responsibility:	Provide guidance and assistance related to business, career development, work force development and economic development through mentorships, career exploration, career counseling and internships.

Please attach a letter of support, printed on letterhead and signed by individual(s) authorized to enter into contractual obligations on behalf of the above-named organization. Attach Innovation Partner Identification forms and letters of support, if any, as **Appendix B**.

By my signature, I certify that the above named group is planning to be a key partner with the school division, or consortium of school divisions, in the development and implementation of this High School Program Innovation planning grant.

**Date: June 1,
2015**

Signature:



Title: Superintendent of Schools



Williamsburg-James City County Public Schools

School Board & Central Office at James Blair

P.O. Box 8783 | Williamsburg, VA 23187

Phone: (757) 603-6400 | www.wjccschools.org

WJCC School Board

Jim Kelly

Chair

Jamesstown District

Heather Cordasco

Vice Chair

Roberts District

James P. Nickols

Parliamentarian

Stonehouse District

Kyra Cook

City of Williamsburg

Elise Emanuel

City of Williamsburg

Joe Fuentes

Powhatan District

Ruth Larson

Berkeley District

Superintendent

Steven M. Constantino, Ed.D.

29 May 2015

To Whom it May Concern:

The Superintendent's Business and Community Advisory Council is a group of business and community organization leaders who are passionate about public education and work to support our schools. We are both pleased and excited to support the High School Program Planning Innovation Grant. We applaud the efforts of the School Board and division leadership for taking on the task of reimagining WJCC high schools to provide better experiences for students.

Our committee is extremely interested and focused on work-force development and providing relevant experiences to our high school students to help prepare them for post-high school life. We already support the division's efforts to bring STEM education into our schools, and we make a significant monetary contribution each year to support teacher recognition programs.

We stand ready to support the school division regarding guidance and assistance related to business, career development, work-force development and economic development. The need for mentorships, career exploration, career counseling and internships are all facets of the grant that we will support through our own businesses and our connections with local and regional business associations.

Thank you for making this grant possible. We will work very hard to assist the school division in securing one of the planning grants and will then work with them to become one of the premier high school innovators in the Commonwealth.

Sincerely,

Dustin DeVore, Chair

WJCC Superintendents Business &

Community Advisory Committee



HIGH SCHOOL PROGRAM INNOVATION PLANNING GRANT

INNOVATION PARTNER IDENTIFICATION

Include an **Innovation Partner Identification Form** for any business, higher education, community organization, agency, or other partnering group that is anticipated to have a key or embedded role in the implementation of the high school innovations developed in this application.

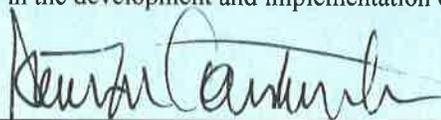
Innovation Partner:	Williamsburg-James City County Public Schools School Board
Type of Organization:	Division School Board
Name of Primary Contact: (Signature Below)	James L. Kelly
Title:	Chair
Address:	P.O. Box 8783
City/Zip Code:	Williamsburg/23187
Telephone:	(757) 603-6400
E-mail:	James.Kelly@wjccschools.org
Potential Innovation Project Role/Responsibility:	Stand ready to support the administration in the project endeavor through support of alternative budget allocations, policy waivers, or deviations from standard instructional and employment practices.

Please attach a letter of support, printed on letterhead and signed by individual(s) authorized to enter into contractual obligations on behalf of the above-named organization. Attach Innovation Partner Identification forms and letters of support, if any, as **Appendix B**.

By my signature, I certify that the above named group is planning to be a key partner with the school division, or consortium of school divisions, in the development and implementation of this High School Program Innovation planning grant.

**Date: June 1,
2015**

Signature:



Title: Superintendent of Schools



Williamsburg-James City County Public Schools

School Board & Central Office at James Blair

P.O. Box 8783 | Williamsburg, VA 23187

Phone: (757) 603-6400 | www.wjccschools.org

WJCC School Board

Jim Kelly
Chair
Jamestown District

Heather Cordasco
Vice Chair
Roberts District

James P. Nickols
Parliamentarian
Stonehouse District

Kyra Cook
City of Williamsburg

Elise Emanuel
City of Williamsburg

Joe Fuentes
Powhatan District

Ruth Larson
Berkeley District

Superintendent
Steven M. Constantino, Ed.D.

27 May 2015

To Whom it May Concern:

The School Board of Williamsburg-James City County is both pleased and excited to support the High School Program Planning Innovation Grant. We applaud the efforts of our administration, teachers and community members for taking on the task of reimagining our high schools to provide better experiences for our students.

In 2012, the School Board launched an aggressive strategic plan which had at its core the notion of innovation in teaching and learning. We have led and supported many initiatives in our division to that end. More specifically, we are committed to creating personalized learning pathways for our students in order to champion success for all.

We stand ready to support the administration in this endeavor. We understand that our support of alternative budget allocations, policy waivers or deviations from standard instructional and employment practices could all be incorporated into the High School Innovation pilot. We encouraged the administration to apply for this grant and stand ready to assist with changes necessary to allow real innovation to occur.

Thank you for making this grant possible. Our efforts to secure one of the planning grants are focused on becoming one of the premier high school innovators in the Commonwealth.

Sincerely,

James L. Kelly, Chair

WJCC School Board



HIGH SCHOOL PROGRAM INNOVATION PLANNING GRANT

INNOVATION PARTNER IDENTIFICATION

Include an **Innovation Partner Identification Form** for any business, higher education, community organization, agency, or other partnering group that is anticipated to have a key or embedded role in the implementation of the high school innovations developed in this application.

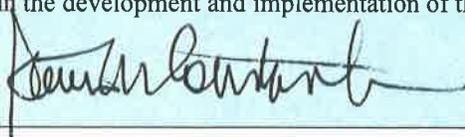
Innovation Partner:	Thomas Nelson Community College
Type of Organization:	Community College
Name of Primary Contact: (Signature Below)	Dr. Dan Lufkin
Title:	Vice President for Student Affairs
Address:	4601 Opportunity Way
City/Zip Code:	Williamsburg/23188
Telephone:	(757) 825-3886
E-mail:	lufkind@tncc.edu
Potential Innovation Project Role/Responsibility:	Provide guidance and assistance related to post-secondary education, career development, and work-force development. The need for mentorships, career exploration, career counseling and internships are all facets of the grant that we will support through our connections with local and regional business associations.

Please attach a letter of support, printed on letterhead and signed by individual(s) authorized to enter into contractual obligations on behalf of the above-named organization. Attach Innovation Partner Identification forms and letters of support, if any, as **Appendix B**.

By my signature, I certify that the above named group is planning to be a key partner with the school division, or consortium of school divisions, in the development and implementation of this High School Program Innovation planning grant.

**Date: June 1,
2015**

Signature:



Title: Superintendent of Schools

**HIGH SCHOOL PROGRAM INNOVATION
PLANNING GRANT
PROJECT BUDGET**

Grant funds requested may not exceed \$50,000.

Period of Award: July 1, 2015 - June 30, 2016		Williamsburg-James City County Schools							
Applying School Division:		Description					Source of Funds		
Personal Services 1000							HSPI	In-Kind	Total Cost
Job titles of individuals whose salary will be charged to this project	Project Role	% FTE Administrative	Salary	Total charged to grant for this individual					
Supervisor of Instructional Technology and Innovation	Lead	20%		\$0			\$15,000	\$15,000	
				\$0				\$0	
				\$0				\$0	
				\$0				\$0	
				\$0				\$0	
				\$0				\$0	
				\$0				\$0	
				\$0				\$0	
				\$0				\$0	
				\$0				\$0	
				\$0				\$0	
Total Personal Services 1000					\$0			\$15,000	

Purchased/Contractual Services 3000			
Description (Please provide detailed cost calculations.)	Source of Funds		Total Cost
	HSPI	In-Kind	
Site design analysis	\$2,500		\$2,500
William & Mary School of Education Content Curriculum Development	\$7,500	\$2,500	\$10,000
<ul style="list-style-type: none"> • 5 courses • \$2,000/course 			
William & Mary School of Education 5 day Professional Development Institute (Design & Delivery)	\$2,500	\$2,500	\$5,000
William & Mary School of Education Faculty participation in WJCC Design Team	0	\$5,760	\$5,760
<ul style="list-style-type: none"> • 5 faculty consultants • 20 hours per faculty 			
			\$0
			\$0
			\$0
			\$0
			\$0
Total Purchased Contractual Services 3000	\$12,500	\$10,760	\$23,260

Internal Services 4000			
Description (Please provide detailed cost calculations.)	Source of Funds		Total Cost
	HSPI	In-Kind	
			\$0
			\$0
			\$0
			\$0
Total Internal Services 4000	\$0	\$0	\$0

Other Charges 5000		Source of Funds		Total Cost
Description (Please provide detailed cost calculations.)				
		HSPI	In-Kind	
Program Coordinator I – Professional Development		\$1500		\$0
Program Coordinator II – Curriculum Design		\$1000		\$0
Substitute Teachers				
<ul style="list-style-type: none"> • 5 days of professional development covered for 15 teachers • Cost per day for substitute is \$80 		\$3,000	\$3,000	\$0
Teacher stipends				
<ul style="list-style-type: none"> • 5 day summer institute • \$125/day • 15 teachers 		\$9,375		\$0
Curriculum writer stipends				
<ul style="list-style-type: none"> • 5 courses • \$2000/course 		\$10,000		\$0
Travel Expenses – Site Visits				
<ul style="list-style-type: none"> • Salt Lake Innovations High School, NV <ul style="list-style-type: none"> ○ Team of 3 ○ Airfare \$500/3 tickets = \$1500 ○ Hotel \$150/2 nights = \$900 ○ Rental Car = \$100 • Henry County Schools, GA <ul style="list-style-type: none"> ○ Team of 3 ○ Airfare \$500/3 tickets = \$1500 ○ Hotel \$150/2nights = \$900 ○ Rental Car = \$100 • Conference Attendance 		\$5,000	\$6,000	\$0
				\$0
				\$0
Total Other Charges 5000		\$29,875	\$9,000	\$38,875

Materials and Supplies 6000			
Description (Please provide detailed cost calculations.)	Source of Funds		Total Cost
	HSPI	In-Kind	
Professional Development Supplies			
<ul style="list-style-type: none"> • Books • Print Materials Monthly Meetings • Professional Learning Materials • Audio/Visual Materials • Markers • Chart Paper 	\$3,000		\$3,000
Communication and Outreach Supplies	\$2,500		\$2,500
			\$0
			\$0
			\$0
Total Materials and Supplies 6000	\$5,500	\$0	\$5,500

Total Project Budget for HSPI Planning Grant			
	Source of Funds		
	HSPI	In-Kind	Total Budget
Personal Services (1000)	\$0	\$15,000	\$15,000
Employee Benefits (2000)	\$1,941.19	\$1,147.50	\$3,088.69
Purchased/Contractual Services (3000)	\$12,500	\$10,760	\$23,260

Appendix C

Internal Services (4000)	\$0	\$0	\$0	\$0
Other Charges (5000)	\$29,875	\$9,000	\$38,875	
Material and Supplies (6000)	\$5,500	\$0	\$5,500	
Total Project Budget	\$49,816.19	\$35,907.50	\$85,723.69	

Data Charts

SOL Data

Chart 1.

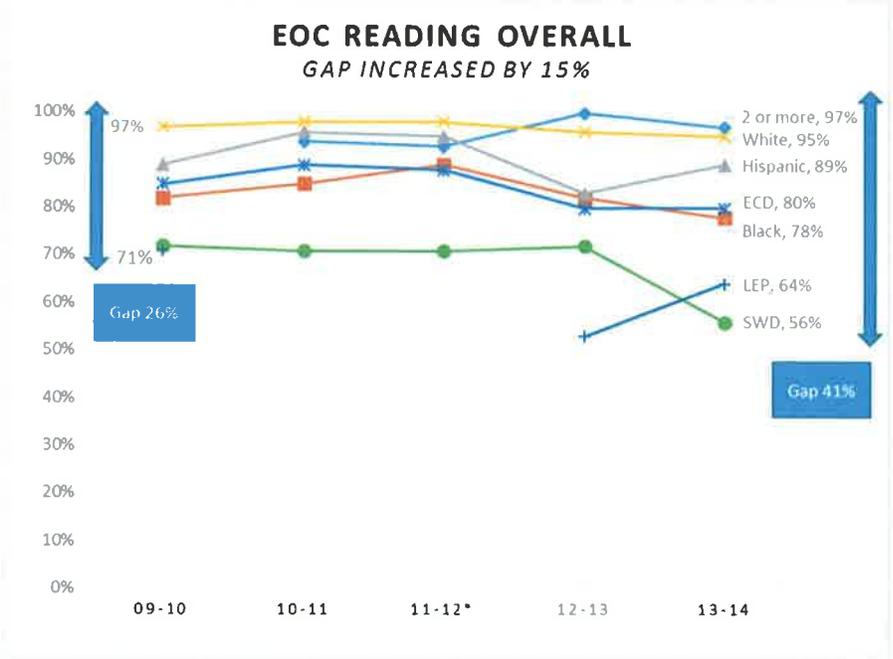


Chart 2.

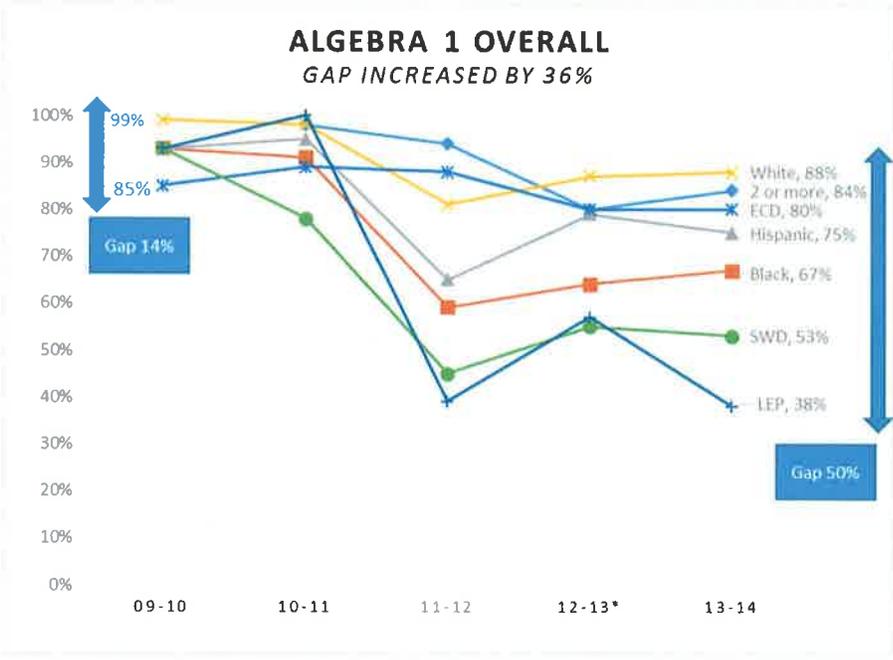


Chart 3.

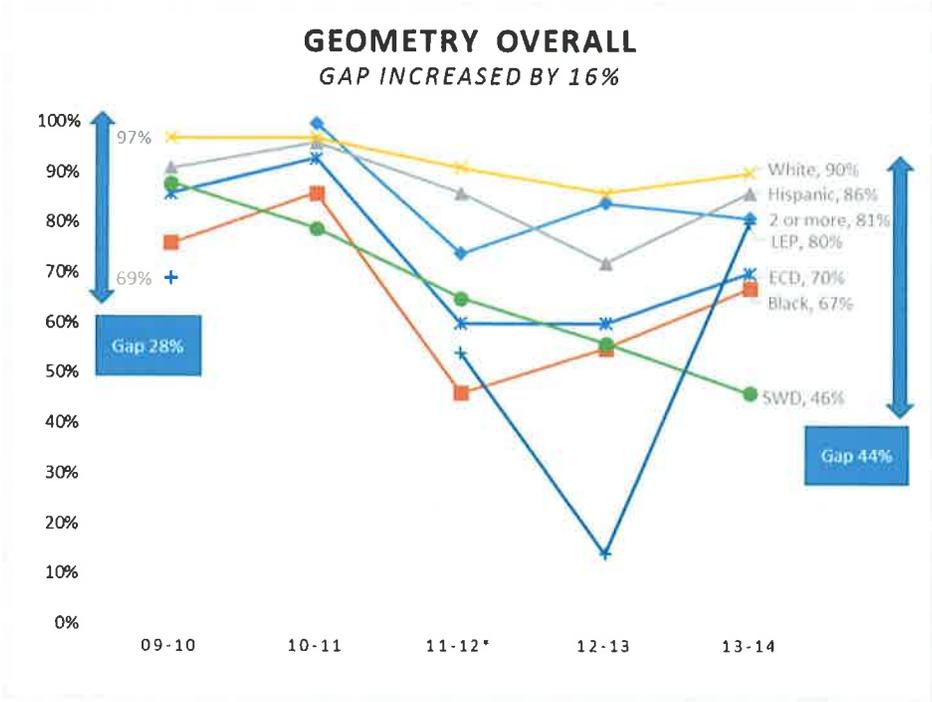
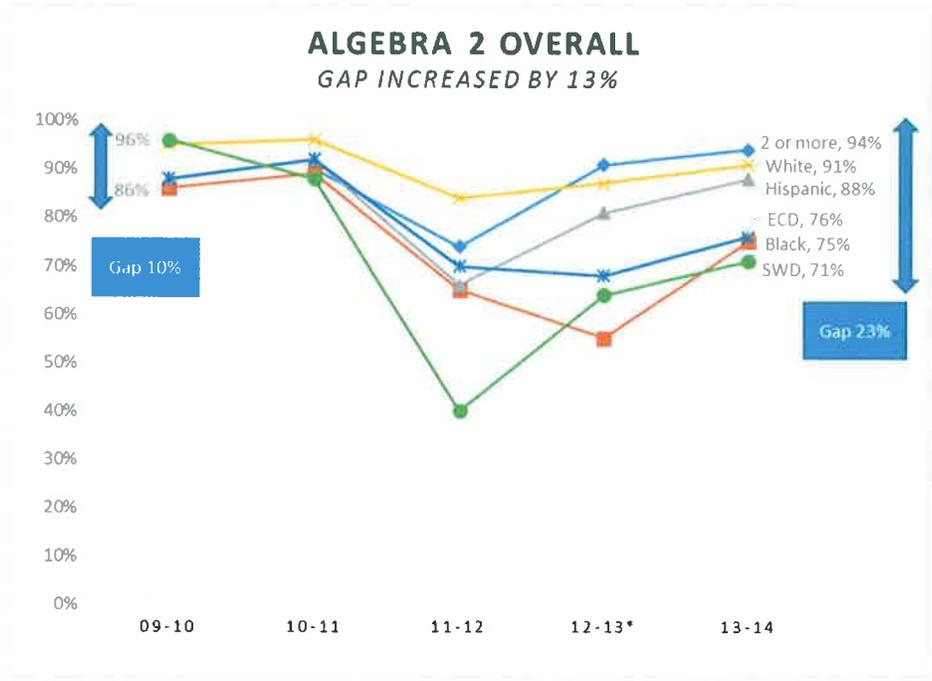
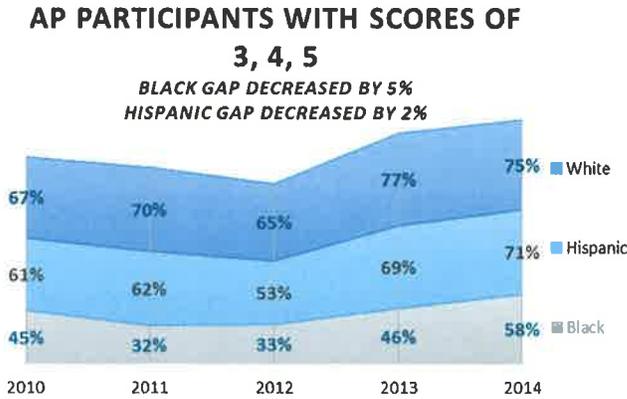
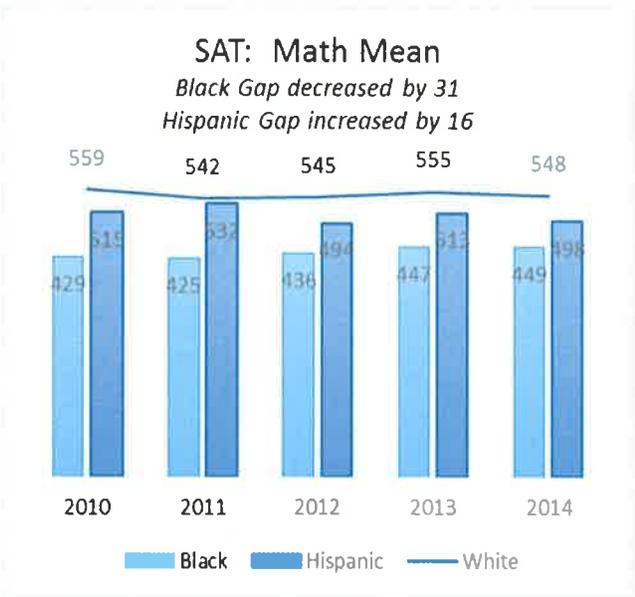
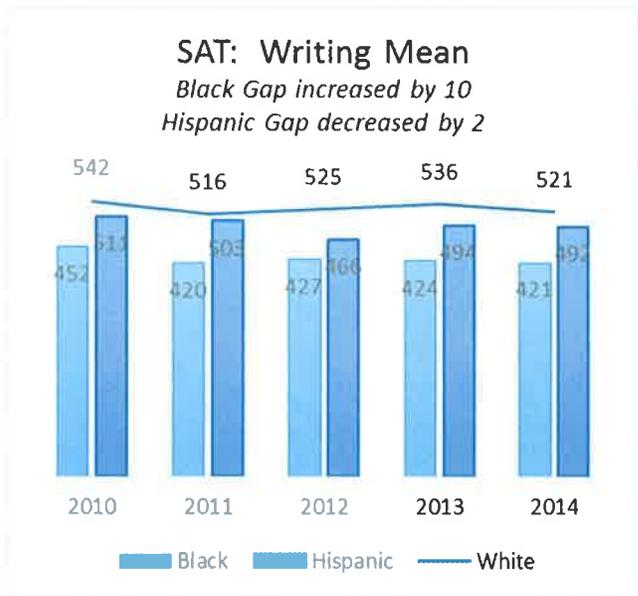
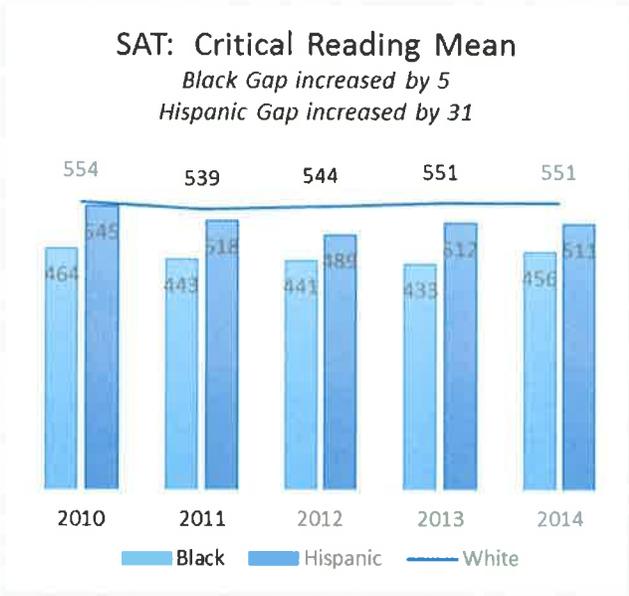


Chart 4.



College Readiness

Chart 5.



Graduation/Dropout Rates

Chart 6.

**Dropout Rates by Race/Ethnicity
(compared to White)**

*Black Gap decreased by 9%
Hispanic Gap decreased by 5%
Two or More Gap increased by 9%*

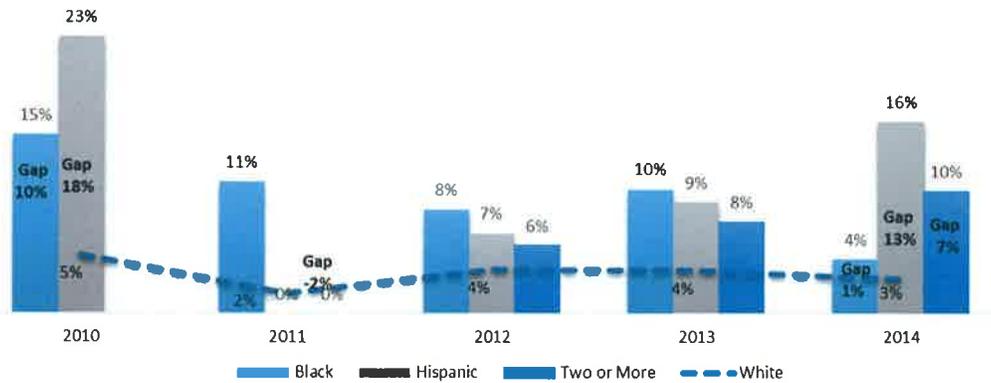


Chart 7.

**Dropout Rates by Subgroups
(compared to All)**

*SWD Gap increased to 3%
ECD Gap decreased by 5%
LEP Gap increased 10%*

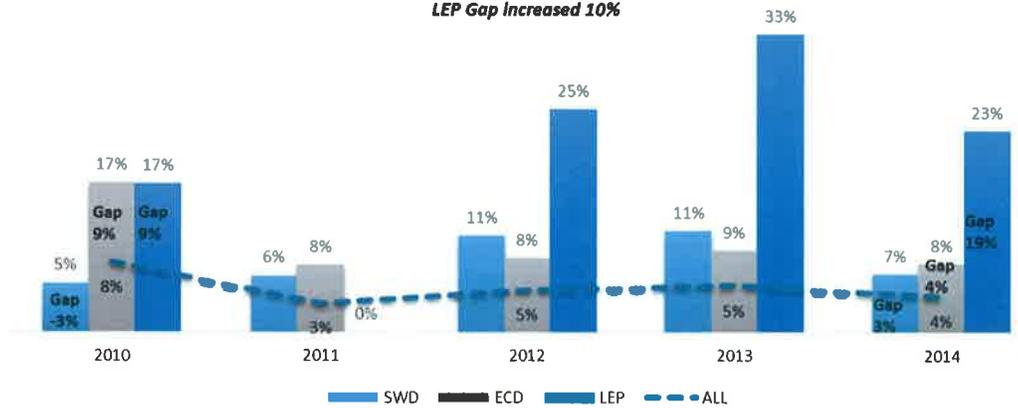


Chart 8.

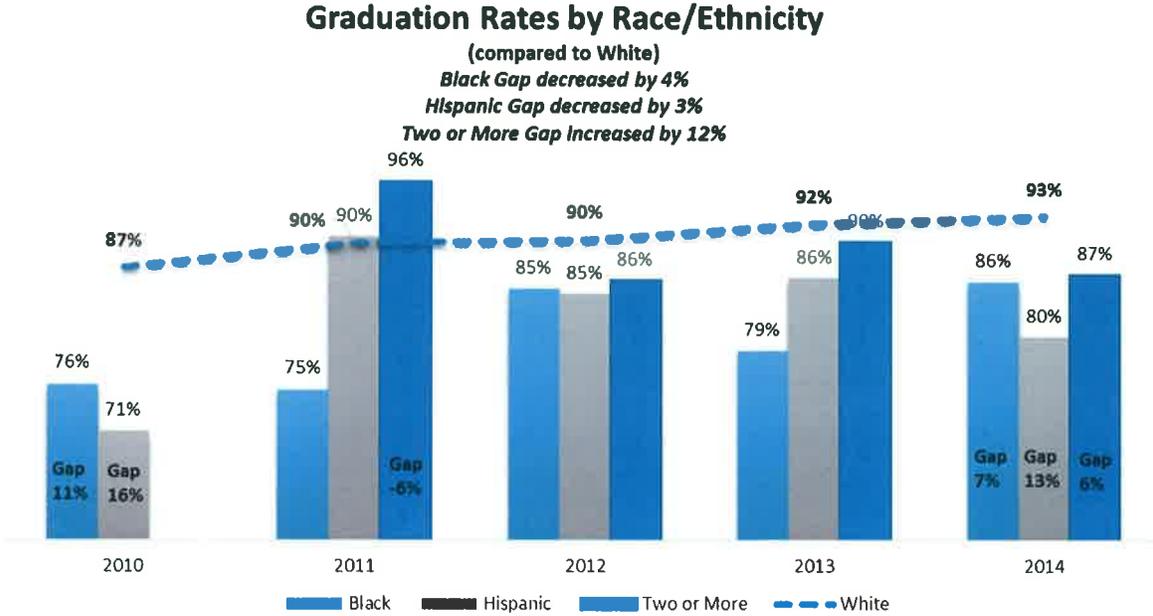


Chart 9.

