Arthur Hill High School is a comprehensive instructional program serving grades 9 -12 located on the west end of Saginaw, MI. All students receive free lunch due to the high poverty index associated with our families low income levels. Approximately 73% of our students are African-American, 13 % are Caucasian, and 14 % Hispanic. Two years ago, we had to reevaluate our organizational structure/culture to address transitional concerns with incoming 9th graders. We were fortunate to be awarded a three year School Improvement Grant from the Michigan Department of Education in the 2010-2011 school year. This has led to the development of two smaller learning communities that have a unique instructional focus (STEM and Innovation Academy). Design teams meet to discuss what anchors need to be present to drive the curriculum within both prototypes. Staff visited models that gave us some indication of how our curriculum could be developed and implemented to give each model the necessary focus. More efficient monitoring of teaching strategies and seeking out appropriate academic interventions has led to Arthur Hill High School making adequate yearly progress for the last four consecutive years. Trend data over the past four years indicates that our writing, math, reading, and science scores on the MME/ACT have shown significant improvement. Monies that we have received through School Improvement Grant (SIG) funds have allowed us to add instructional coaches that provide targeted assistance in key roles that allow us to enhance the overall quality of our instructional program. We have also increased our instructional day by 30 minutes to give our students more time within their core content areas.

We have had multiple professional development opportunities concerning what constitutes true rigor as it relates to planning for instruction and the quality of students' work. We have used the Rigor/Relevance Framework as a basis for identifying effective planning for instruction within the following four quadrants: acquisition, application, assimilation, and adaptation. In order to accurately monitor and evaluate the effectiveness of teaching strategies, the administrative staff recognized that we needed to spend more time actually observing instruction to get an accurate read on students' levels of engagement within content. We set out to log more hours of walkthrough interactions that would allow us to provide direct feedback to instructors regarding the quality of instruction. Moreover, we reviewed with staff the elements of Bell work and daily lesson planning that we considered to be essential to instruction. This information was captured in our documentation form that we use for walkthroughs. Also, through the assistance of our EdWorks coach, we met with staff to establish protocols for reviewing students' work, introduced the Backwards Design Model, formed 9th grade seminars within our smaller learning communities, and trained administrators and SIG personnel in cognitive coaching techniques, etc.

The expertise of members of our SIG Team has added a layer of professionalism and accountability that add credibility to our instructional staff. For example, our Professional Development Coordinator works with individual instructors or departments to assist teachers with opportunities to enhance pedagogical practices that promote their professional growth. Our Positive Behavior Support Specialist assists teachers with behavior problems so that they are able to isolate patterns of disruption that take away valuable instructional time. Our Technology Support Specialist assist teachers with developing engaging lesson plans through multimedia presentations. Our College and Career Access Coordinator helps teachers network with neighboring universities and career and technical education programs to develop lessons that help students see the importance of being college and career ready. Most importantly, we have literacy coaches in math and ELA who can effectively model teaching strategies that improve the delivery of instruction. This work has culminated in the development of a reading and math intervention program that uses data to provide prescriptive academic interventions in math and reading for struggling students.