

LEA Application Part II

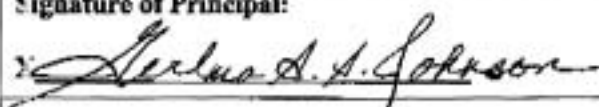
ATTACHMENT III

Earhart School

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and code Earhart Middle School 432	District Name and Code Detroit Public Schools
Model for change to be implemented:	
School Mailing Address: 6921 W. Fort St. – Nordstrum Wing Detroit, Michigan 48209	
Contact for the School Improvement Grant: Name: Gerlma A. S. Johnson Position: Principal Contact's Mailing Address: 6921 W. Fort St. – Nordstrum Wing Detroit, Michigan 48209 Telephone: 313-849-3945 (S) 313-310-6757 (C) Fax: 313-849-4746 Email address: gerlma.johnson@detroitk12.org	
Principal (Printed Name): Gerlma A. S. Johnson	Telephone: 313-310-6757 (C)
Signature of Principal: 	Date: 12 August 2010
The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.	

SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school’s ability to leverage the resources currently available to the district. Refer to the school’s Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

Male subgroups are performing below State proficiency standards due to high absenteeism and other outside distractions. Another low performing subgroup is students with disabilities. Failure to correctly diagnose learning difficulties or address individual learning styles has caused many students to fall behind and/or be retained.

More intense concentration on math and reading skills will help bring these subgroups to a higher performance level. High levels of students are living with guardians or relatives instead of with parents, and some have two or more families residing in a single dwelling. We also must account for barriers of language with a predominately a Spanish speaking community and a high migrant population. We must offer support to the *family* in the form of social workers, counselor, and academic assistance. Teachers must be trained to successfully reach at risk students through differentiated instruction, data analysis, small group instruction and Individual Learning Plans.

**(See Attached Data Profile)
Subgroup Academic Data Analysis**

Percent of Subgroup meeting State Proficiency Standards

Group	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	62	60	59	47	53	54
Race/Ethnicity		65				
Students with Disabilities		20			20	
Limited English Proficient (LEP)				51	53	56
Homeless	N/A	N/A	N/A	N/A	N/A	N/A
Neglected & Delinquent	N/A	N/A	N/A	N/A	N/A	N/A

Migrant	40	40	40	>10	>10	>10
Gender						
Male	58	58	58	51	54	55
Female	66	61	60	46	52	54
Aggregate Scores				49	53	54.5
State				67	73	79

Subgroup Non-Academic Analysis

Year: 2009-2010

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES									
Race/Ethnicity									
Disabilities									
LEP									
Homeless									
Migrant									
Gender									
Male									
Female									
Totals	567	89	483	0	30		0		

Year: 2009-2010

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES						
Race/Ethnicity						
Disabilities						
LEP						
Homeless						
Migrant						
Gender						
Male						
Female						
Totals	567	15	0	552	778	211

Enrollment and Graduation Data – All Students

Year: 2009-2010

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropouts	# Promoted to next grade
K							
1							
2							
3							
4							
5							
6	173	N/A		N/A	5	N/A	168
7	201	N/A		N/A	7	N/A	194
8	193	N/A		N/A	3	N/A	190
9							
10							
11							
12							

Number of Students Enrolled in Extended Learning Opportunities

Year: 2009-2010

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	#of Students who have approved/reviewed EDP on file
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9					
10					
11					
12					

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.

Earhart has school wide Title I funds and 31a funds to support the implementation of the model.

School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

<input checked="" type="checkbox"/> General Funds <input type="checkbox"/> Title I Part A <input checked="" type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input checked="" type="checkbox"/> Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input checked="" type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input type="checkbox"/> Special Education
<p>Other: Examples include: Smaller Learning Communities and Magnet Schools. A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.</p>			

SECTION II: COMMITMENT

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.

The entire Earhart Middle School faculty and staff support the school improvement application. By indication of acceptance and willingness to extend beyond traditional educational standards using research-based best practices, staff became eligible to interview for a position at Earhart.

This level of commitment and collaboration at every level is key to the success of these change strategies and is a core tenet of the Earhart Vision Statement:

The vision of Amelia Earhart Middle School is to foster a collaborative environment of highly skilled and effective teachers who provide opportunities for students to develop and demonstrate academic, technological, artistic, athletic, and societal competencies.

The faculty and staff realize that signaling agreement and commitment is just the beginning. There is a full understanding that the systemic change required will be implemented to the highest capacity with the goal of student achievement at the forefront. Earhart leaders and partners will enable this by providing ongoing opportunities for faculty to work together to enhance their understanding of the knowledge and skills necessary to become effective practitioners who actually raise student achievement.

Key Earhart Staff, including the Principal, teachers, and school support staff met on August 5th and 14th to decide how best to implement various ideas learned in Professional Development sessions into the proposed model. The entire Professional Learning Community agrees that understanding and embracing the culture of the community is key to reaching students. Change strategies to support the goal of substantial, sustained student academic improvement include:

- Providing an extended school day to increase learning time in order to support the academic growth of all students

- Improving instruction through ongoing and job-embedded professional learning that is focused on the implementation of research-based instructional strategies proven to impact student learning
- Using data as an integral part of instructional reform, both to inform instructional decisions and to guide instructional practices
- Monitoring and measuring changes in professional practice through the continuous use of technology-enabled classroom walkthroughs, reflective faculty discussions and development of data-informed action plans
- Engaging parents as meaningful partners in their children’s learning by providing Saturday workshops focused on supporting student achievement, as well as a parent academic room open during each school day to provide parents with extra support
- Further increasing learning time by agreeing to commit to 100% daily attendance for all faculty, excluding emergencies, and to improving excessive absences among the Earhart students through deep analysis of attendance patterns and trends, and the development of data-informed interventions to increase attendance

Because instructional time is often lost due to student suspensions and transience, as well as absences, the staff from both schools agreed to commit to a set of practices that protect instructional time, regardless of the external threats, by:

- Setting clear expectations for student behaviors from day one, including supporting a clearly-defined, fully implemented and well-supported student behavior model that helps minimize disruptions to instructional time
- Developing in-house suspensions so that suspended students are in school and engaged in completing class work provided by their teachers to prevent any significant loss of instructional time
- Ensuring teachers follow district-pacing charts in each academic area so that high mobility students do not lose valuable time as they transition between and among schools
- Monitoring paced instruction through observations, peer review and study groups and providing immediate feedback, both to correct instructional techniques where necessary and to point out positive results, with ongoing adjustments
- A long term substitute teacher will be available to allow teachers to participate in Professional Development opportunities.

2. Explain the school’s ability to support systemic change required by the model selected.

Using the model selected, and described in detail in the pages following, Earhart Middle School will have the ability to support systemic change. With Highly Qualified staff

standards according to the No Child Left Behind Act, commitment to rigorous and relevant professional development, and focused implementation of instructional practices based on research of pedagogy and analysis of data in an ongoing manner.

Elements of the capacity to lead the turnaround are in the early stages and will be enhanced through work with Earhart’s turnaround partner. This collaborative work will focus on developing/strengthening shared instructional leadership (Instructional Leadership Teams), building the capacity of the faculty to understand and apply research-based instructional strategies proven to raise student achievement and the ongoing use of multiple forms of data to support and advance the work.

Strategic teaching methods will be enhanced by the use of instructional specialists and a partnership with Teachscape to provide extensive support in instructional methods that significantly impact students.

Extended blocks of instructional time in math and reading will supply sufficient academic gains for students.

SSAs in the classroom, offering two different teaching and problem solving strategies and one-on-one support to students will ensure systematic change.

The use of Parent workshops will promote parental involvement by offering resources such as use of a computer for job searches, finding needed family resources; offering instructional time for parents needing assistance in helping their child with homework, assistance with money management or understanding a budget, and various other resources to relieve household stress.

Earhart is committed to servicing the emotional needs of students in the form of school-wide fieldtrips, and team sports, offer students a sense of unity and group pride. Also, offering an opportunity to use peer mediation skills and a feeling of self-worth.

3. Describe the school’s academic progress in reading and mathematics for the past three years as determined by the state’s assessments (MEAP/ MME/Mi-Access).

Grade	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
6	65.6	56.1	71.2	54	49.4	54.1
7	60.4	59.6	68.4	58.3	67.3	52.3
8	64	62.2	79.2	45.8	47.8	46.9

The students in grades 6-8 at Earhart who participated in the MEAP and Mi-Access assessments have shown significant improvement in reading on the MEAP Fall 2009 test versus the MEAP Fall 2008 test. Following a slight dip in scores from 2007, there was an average increase of 22.4% in students showing proficiency in reading on the MEAP from 2008 -2009.

In math, while the percentage of students proficient at sixth grade increased by almost 10% between 2008 and 2009, the percentage of students proficient in seventh grade declined by 28% during the same time (though this followed a 15% increase from 2007) and the percentage of students proficient at eighth grade stayed virtually constant. This suggests that while there is still room for improvement in reading at Earhart, there is relatively greater urgency to increase math performance, especially as students at Earhart prepare for the increasing complexity of the college track math sequence that awaits them in high school.

4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

Earhart is committed to addressing student learning challenges -- before the students fail -- by employing data analysis from sources which include but are not limited to: MEAP Accelerated Reading and Math, teacher-made tests, district quarterly and formative assessments, and other formal and informal methods of student evaluation. In addition, Earhart will be working with the Teachscape partners to design, develop, and implement a three-tiered data-based Response To Intervention (RTI) model to improve teaching practice, student achievement and student behavior. To ensure effective development and implementation of the tiered instruction, the partners will develop and provide specific professional learning that focuses on: full implementation of the scientifically-based and aligned curriculum; understanding and applying a range of differentiation techniques; ongoing progress monitoring; instructional grouping strategies; use of benchmark, diagnostic and formative assessments to inform instruction and monitor student learning; and specific instructional strategies to support teachers and aides in working effectively with small learning groups.

Tier I

The RTI process begins by screening all students and identifying those at risk of not meeting proficiency. School staff will conduct the screenings, using an instrument selected by the school and vetted by the district. While the progress of all students will be monitored through the RTI process, special attention will be paid to the identified students.

- **Collecting and Analyzing Schoolwide Data**

In addition to screening, school leaders and Teachscape partners will conduct a comprehensive and in-depth analysis of the school's data – student achievement data, instructional practice data and trend data. This analysis will provide a baseline understanding of teaching and learning strengths and needs, and inform questions about practice that frame walkthroughs to provide common instructional data that is collected in consistent ways.

To ensure data is collected and analyzed frequently to inform instruction and interventions in meaningful ways, the partners will create data walls to publicly monitor student progress and portfolios for identified students to monitor the efficacy and impact of the interventions provided.

Once the data systems are developed, the instructional leaders and partners need to identify and align research-based curriculum for the core academic areas.

- **Implementation of Scientifically-Based Curricula**

The school has committed to implement the findings of the National Reading Panel (2002) in selecting and implementing reading curriculum for Tier I that includes the five key components (phonemic awareness, phonics, fluency, vocabulary development and comprehension) and that also include explicit and systematic instruction, and organizational and instructional routines that are consistent across grade levels (Hughes and Dexter, 2007). Core mathematics curricula will have a clear research base, and also offer explicit instructional strategies and clear organizational and instructional routines that are consistent across grades.

Teachscape staff will support the school staff in using these materials with fidelity by helping school staff unpack the MDE and Common Core standards, align the curricula – horizontally and vertically – with the standards, pace the curriculum relative to district guidelines and also provide opportunities for extra practice and for enrichment, and develop lesson studies focused on the aligned curricula.

Faculty have committed to using the selected curricula as part of the core (Tier I) instruction for all students, differentiating and supplementing (Tiers II and III) as appropriate.

To ensure the selected curricula is aligned vertically as well as to standards, Teachscape partners will provide access to their Curriculum tool, which will align the curricula, and will offer professional learning workshops to help teachers and leaders unpack the standards, identify gaps and duplications across grades, and identify effective strategies for implementing the curricula to address the learning needs of every student.

Leaders, with support from the Teachscape partners, will use the CWT tool to monitor implementation and ensure the curricula are implemented with fidelity.

- **Assessments and Progress Monitoring**

Effective, achievement-focused instruction is based on ongoing assessments and progress monitoring to monitor the implementation of the selected interventions and measure their impact on teaching and learning. Detroit Public Schools provide a wide range of data that include state assessments (MEAP), quarterly benchmark testing and assessments such as DiBELS, Burst, Start Reading and others.

The Earhart staff have committed to using ongoing formative assessments to monitor student progress relative to goal, inform instructional practices, such as grouping, and using a 'backward design' (Wiggins and McTighe, 1998) to help drive the expected outcomes. Teachscape partners will support this through focused sessions on Data Literacy and technical assistance in unpacking and analyzing the data – not to label students, but to inform teaching and learning. The end result will be assessment-focused classrooms in which the expectations are transparent as well as high, and the assessments are integrated with the curriculum and instruction. As incentive to recognize the efforts resulting in measurable student academic improvement, performance bonuses will be given based on an overall increase in MEAP scores of 10% or better from the 2009 results in all areas.

- **Differentiated Instruction**

Tier I instruction is designed as highly effective instruction for all students. Implementing this well rests on effective approaches to differentiation.

The Earhart faculty are committed to addressing student needs by differentiating instruction relative to deliver, time, content, process, product, and/or learning environment (Tomlinson, 2001). As a key component of Tiered instruction, faculty and Teachscape staff will work collaboratively to identify the differentiated learning needs of the students, provide differentiation as defined in Tomlinson's body of work and monitor the progress of the student carefully to ensure they are on track to meeting their learning goals.

Differentiation will place the students at the center of the teaching/learning dyad and will include: differentiated instructional practices, such as peer tutoring, shared reading, instructional groupings, etc.; differentiating the time for identified students to complete the learning activities; differentiating the work (products) students will submit as evidence of their learning; and/or differentiating the content. Making this happen, however, depends on the degree to which teachers are prepared to implement differentiated instruction. Teachscape will support this development by offering professional learning that is informed by data and provided through both workshops/seminars, professional learning communities, job-embedded professional learning, and at elbow coaching for teachers and leaders. In addition:

- The partners have committed to facilitating self-analysis of teaching practice by engaging volunteer teachers in analyzing videos of their own practice and in framing strategies to improve their practice.
- Teachscape partners will model effective coaching, co-planning and co-teaching for the school's leadership, building on their capacity to provide data-informed and achievement-focused professional learning.
- The Instructional Leadership Team will work with Teachscape partners to enhance their capacity to promote, support and sustain effective teaching practices and improved student achievement.
- School leaders will meet monthly as part of an achievement-focused Leadership PLC to discuss and share successful practices, identify and address common problems of practice and build their own skills as instructional leaders.

Tier II

Tier II, which is small group instruction, will be provided for those students for whom effective core classroom instruction is simply not sufficient. Students in Tier II will participate in additional instruction daily, both in small groups during the regular school day and in extended time instruction, to which the Earhart faculty has already committed.

Students participating in Tier II instruction will receive an additional 25-30 minutes of explicit instruction in addition to the Tier I literacy and math blocks. School aides will be trained by the partners and assigned to support Tier II efforts with very small groups (1-5) of youngsters with homogeneous learning needs.

Tier II efforts are designed to supplement and enhance, not replace, Tier I core teaching. Weekly progress monitoring will help ensure the fine-tuning necessary to keep the struggling students on track relative to meeting their learning goals. The data-informed approach will be implemented through trained staff using research-based supplemental learning materials and resources.

Tier III

Tier III instruction will be provided for that small group of students who are still struggling after Tier II instruction is provided. As with Tier II, additional time (50-60 minutes) will be provided for intensive instruction on a daily basis. Aides will work with even smaller groups of children (1-3), supporting learning activities developed by a specialist, in collaboration with the classroom teacher. These youngsters will continue to participate in the Tier I core teaching. Tier II is intensive supplemental intervention that is guided by data and implemented through research-based instructional materials.

Building the Essential Foundation

A common practice among high performing schools is the use of data to drive and support continuous instructional improvement (Tomlinson, 2003; Datnow, Park and Wolhsetter, 2007). Another is to link student data with teaching data to inform both teaching practice and drive measurable and dramatic changes in student achievement (Berry, Fuller and Reeves, 2007). The Earhart staff and their Teachscape partners are committed to building the essential foundation of data-informed approaches to teaching and learning proven effective in raising student achievement.

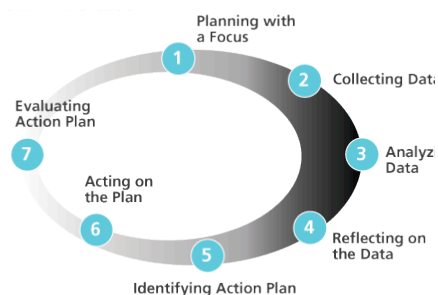
As partners in building a pervasive data culture, Teachscape will support and coach the work of both the instructional leaders and classroom teachers on using data to inform effective instructional decisions and measurable changes in practice. Teachscape specialists will support their ongoing coaching with two technology-mediated tools to ensure the efforts are sustained beyond the three-year period. These tools include:

- the Teachscape Classroom Walkthrough Tool (CWT)
- REFLECT, to facilitate video capture of teacher practice for teachers to work independently or with peers to self-analyze their practice relative to frameworks, engage in lesson study and identify areas of teaching strengths and their professional learning needs.

Both tools will be used to support the work of the instructional leaders and Teachscape specialists.

Working with Instructional Leaders: CWT

Teachscape offers professional learning for the Earhart Instructional Leadership Team that is focused on a seven-step walkthrough process proven to support measurable changes in practice. The seven steps include: (1) setting a clear purpose for the walk, based on student data that indicates a problem of practice; (2) collecting common data in a common way, using a PDA; (3) analyzing the data to explore dominant instructional practices, differences between grade bands, changes over time, and multiple other areas of concern; (4) reflecting on and discussing the data, in faculty meetings, PLC sessions, ILT meetings, etc.; (5) using the analyzed data to collaboratively develop an Action Plan to address areas of concern; (6) implementing the Plan; and, (7) using the



PDA to monitor the implementation of the plan, measure its impact and determine the focus of new walks.

This iterative process reflects the Plan-Do-Study-Act continuous improvement cycle that guides, supports and sustains changes in practice. It is supported through Teachscape's CWT software that syncs the data and uploads it seamlessly to a private, password-protected database for manipulation and analysis. To ensure the greatest possible flexibility, the set of walkthrough indicators ('look fors') can be completely customized by the school to represent their specific interests and needs.

Working with Instructional Leaders: REFLECT

Teachscape will help the leaders introduce REFLECT, a panoramic digital video camera that allows teachers to film a lesson, analyze it alone or with peers, assess their own practice relative to a framework, engage in lesson studies, annotate and tag the video. Teachers can also upload their lesson plans and examples of student work from the lesson to get the clearest possible understanding of their strengths and their professional learning needs.

Independently, with peers or as part of a practice-focused PLC, teachers will have the opportunity to analyze actual lessons, reflect on their observations and use the data to help inform their understanding of their teaching strengths and areas for improvement. The Teachscape/Earhart partners will work with the teachers to identify data-informed professional learning.

Working with Instructional Leaders: Effective Teaching Strategies

As the instructional leaders begin to shape clear pictures of the instructional practices that shape student outcomes, Teachscape specialists will work with the school leaders to use the data to guide the development of a common core of practice that focuses on the development and application of research-based instructional strategies proven effective in improving teaching and learning. These will include:

- Using Teachscape's library of multimedia learning modules as part of a focused study to help leaders deepen their understanding of Marzano's nine categories of high yield strategies, which will help develop a school-wide focus and frame a common core of practice;
- Providing at-elbow coaching to support the leaders in promoting, leading and supporting data-informed instructional groupings and differentiated approaches to teaching and learning in every classroom;
- Applying the Teachscape online library and video captures of school-based teaching (with the permission of the teachers) to develop a common vision of effective teaching practices and a language to support the visions; and

- Using the CWT tool to monitor implementation of the strategies and measure their impact on improved instruction.

Although the bulk of Teachscape’s work focuses on the capacity of instructional leaders (ILTs), Teachscape will work directly with teachers – explaining, modeling, co-planning and co-teaching to build deep teacher understanding of research-based instructional practices and proven ways to integrate these effectively with classroom practice.

Working with Teachers: Promoting Reflection and Self Analysis

Teachscape partners, at the request of the instructional leaders, will provide support and guidance to the teachers in using video capture to reflect on their teaching practice, promote self-analysis of teaching strengths and professional learning needs, and identify professional learning opportunities offered through the district, the school or through Teachscape tools and resources. The intent of this direct intervention with teachers is to model the change practices for instructional leaders, then support the leaders as they work directly with the teachers.

The REFLECT camera, online reflection activities, peer discussions and self-analysis will frame the described activities.

Working with Teachers: Applying Effective Instructional Strategies

Teachscape specialists will help teachers understand how to apply appropriate instructional strategies to their teaching practice in focus areas. The specialists will offer seminars as part of after-school professional learning time, during grade meetings or as part of faculty meetings, and will follow this up with observations, using the CWT tool to monitor implementation and measure the impact of the professional learning, and with at-elbow coaching to ensure the practices are implemented effectively.

Instructional leaders will observe the work of the Teachscape specialists and develop plans to implement the work on their own.

The success of RTI and the entire school improvement effort rests on the capacity of teachers to integrate assessments, curriculum and instruction in coherent and differentiated ways to meet the learning needs of each student. It also rests on the capacity of leaders to promote, support and sustain effective practices. The interventions proposed are designed to build the critical capacity needed.

Data Analysis

The following table is indicative of the commitment the Earhart Professional Learning Community has to the cyclical, reflective review of data with the goal of its analysis and application driving instruction.

Meeting	Timeline	Persons Responsible	Participants
Goal Setting "Looking At Data"	Early Fall 2010 (3 hours)	Instructional Specialists and Teachscape	Administrators, Teaching Staff
School Improvement Team	On-going	Administrators, Teaching/Support Staff, Parents	Administrators, Teaching/Support Staff, Parents
Item Analysis (MEAP & quarterly district tests in reading and math)	Quarterly	Administrators, Teaching Staff, Instructional Specialists and Teachscape	Administrators, Teaching Staff and Teachscape
Wednesday Staff Meeting	Weekly	Administrators, Teaching Staff and Teachscape	Administrators, Teaching/Support Staff and Teachscape
Parent-Teacher Conferences	Weekly	Administrators, Teaching/Support Staff, Parents	Administrators, Teaching/Support Staff, Parents, Community Partners
L.S.C.O. Meetings	Monthly	Administrators, Teaching/Support Staff, Parents, Teachscape	Administrators, Teaching/Support Staff, Parents, Teachscape
Classroom Reading Assessments	On-going	Teaching Staff, Reading Specialist	Teachers, Students, Reading Specialist
Accelerated Reading Assessments	On-going	Teaching Staff	Teachers & Students
Examine Student Work/Grade level teams	Twice weekly	Administrators, Teaching Staff and Teachscape	Teaching Staff and Teachscape
MEAP Review	September, October 2010	Administrators, Teaching Staff and Teachscape	Parents, Students, Teaching Staff and Teachscape

Classroom Math Assessments	On-going	Teaching Staff, Math Specialist	Teachers, Students
Grade Level Content Expectations	Each Fall	Administrators, Teachscape & Teaching Staff	Teaching Staff

Professional Development

The following table is indicative of the commitment the Earhart Professional Learning Community has to relevant, rigorous professional development with the goal of continuous, measurable student academic improvement. The list is subject to be changed and added on, determined by evaluation of student need:

Professional Development	Timeline	Participants
Planning for Outcomes	Fall 2010	Teachscape, Administrators, All Staff
Grade Level Content Expectations	Fall 2010 Staff Meeting	Administrators, Teaching Staff, Teachscape
Using Data to Improve Student Achievement	Fall 2010 3 hour Meeting	D. Wahlstrom, Administrators, Staff (Staff Academy)
Technology Instruction for All	Fall 2010	DPR Educational Services, Administrators, Staff, Parents, Community
Power of a Teacher Through High Expectations	To Be Determined	Larry Bell, Administrators, Teaching Staff
Response to Intervention	To Be Determined	Administrators, Teachers, Support Staff
Differentiated Instruction	Fall 2010	Exam Experts, Administrators, Teachers, Staff
Preparation for High School and Beyond	To Be Determined	DPR Educational Services, Parents, Community
Writing Made Easy	To Be Determined	Erik Cork, Students, Teachers, Specialists
Parent Workshops	Monthly	Exam Experts, Parents,

		Community
Doughnuts with Dad / Muffins with Mom	Quarterly	Parents, Counselor, Social Worker, Support Staff

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Tomlinson, C. A. (2003). Differentiating instruction for academic diversity. *Classroom teaching skills, 7th Ed*, J.M. Cooper (Ed), 149-180. Boston: Houghton Mifflin.

Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed Ability Classrooms*. Alexandria, VA: Association for Supervision & Curriculum Development.

US Department of Education. (2009). *Using Student Data to Support Instructional Decision-Making*. Washington, DC: Institute of Education Sciences.

Wiggins, Grant and Jay McTighe. (1998). *Understanding by Design*. Alexandria, V: Association for Supervision & Curriculum Development.

5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

A vibrant professional learning community is critical to student achievement because professional learning community members break down the traditional isolation of teachers, open up their teaching into a public practice, and ensure that each student is learning. The key is to ensure that collaborative groups focus on things that will have a positive impact on students’ learning/achievement and have adequate time to engage in the work.

Earhart's principal has a positive reputation for growing a school culture without cliques or factions as she empowers faculty members with meaningful work and leadership responsibilities. Having a "committee of the whole" meeting allows for each adult at the school to know what is going throughout the school even as smaller teams (e.g. grade level and content area) engage in specific work to support the mission of the school.

Collaboration requires time and this requirement will be met with a schedule that allows for common preps and team teaching to support the instructional core. Faculty meetings are weekly, grade level meetings occur as needed (at least monthly), subject area teams meet as needed (at least monthly), off-campus meetings occur at least twice a year, and individual coaching sessions occur as needed. Faculty are expected to "pull out all the stops" to support student learning at the school, including working extended days to meet, problem-solve, assess, and refine policies and practices that impact student learning. School leadership and partner coaches will monitor teams for member attendance, norms, focus on learning, and ensure they have resources they need, collect products/artifacts of their work, and learn from one another. Furthermore, teachers will share a common set of students (e.g., a 6th grade group of students rotates through a set of teachers together as a block rather than scheduling students individually by class period), facilitating their discussion about individual students' needs as well as needs of the entire group.

Earhart is committed to having well-structured collaboration that fosters accountability. With support from Teachscape, we will develop and maintain strong results-oriented collaborative teams with established norms/expectations, a common vision of quality instruction and authentic work that we document with agendas, protocols and action plans. Collaborative meetings will allow faculty and staff to assess and identify needs, develop strategies, and plan for meeting students' needs to increase achievement levels in the core content areas. Part of the work will be to design and critique lessons, analyze student work, and plan for specific interventions appropriate for students who require them to be successful. Teams will document their work with agendas, protocols, summarizing memos/action items with timelines, and responsible parties.

Teachers will also collaborate daily in grade level common prep teams to review and analyze student data as well as ancillary concerns, decide which strategies will yield the most positive impact, and implement those that improve and enhance student performance. The partnership will promote a data-informed approach to developing meaningful professional learning. School instructional leaders and Teachscape consultants will review the data together and make any necessary adaptations to reflect the district and/or school priorities, faculty interest and needs, student learning gaps, local context and culture, and emerging trends. Teacher expectations and student achievement will increase as we collaborate to assess, examine student work, and research best teaching practices.

Communication is important for strong collaboration – everyone needs to be on the same page and clear about the mission and vision; everyone needs to know about colleagues' good work in public forums (recognitions every faculty meeting, public-facing newsletters); tone of communication is always positive and professional, even when the conversations are "courageous"/challenging.

6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

Earhart students (grade 6-8) will be bused to Southwestern High School where they will share the building with students from the High School. Students will attend school at this location for the 2010-2011 year and/or until their new school building is complete and they will merge with another school to make the school a K-8 in 2011-2012. This poses a unique challenge for the school in ensuring safety, engaging parents, community, and external experts, but our commitment is strong and our school leaders and faculty have a positive track record.

Parents and students must feel safe before the learning environment can be positive, nurturing, and productive, and understand that safety comes in part when everyone knows and respects one another. School leadership and the entire faculty communicate a commitment to the students and create a "family" that includes all the students, faculty, parents, and stakeholders in the school. Furthermore, key stakeholders (students, staff, and parents), sign a compact – "A Declaration of Excellence" – as part of their commitment to ensure the mission of Earhart is realized. Additional support is provided to ensure no children are ever unsupervised on the campus and that children get home safely at the end of the school day.

Earhart's **entire** staff will engage in staff meetings to ensure that every adult on campus is connected to the core goals and work to realize them. The entire staff and key community members will also receive frequent list serve updates about students and school issues, thereby keeping everyone up-to-date through a consistent communication network.

The Earhart leadership and faculty know that the school's learning environment must be motivational and welcoming for all who enter the building and they will ensure students are immersed in positive culture of high expectations. Reinforcing positive behavior, along with rules and consequences to uphold expected norms of behavior, will support this effort. This will be with full implementation of Detroit Public School's Student Code of Conduct policies and procedures.

We will also make concerted efforts to increase collaboration through school-based events that promote engagement, involvement, and enrichment. These include: parent

participant activities, LSCO meetings, workshops, academic nights, and community-building gatherings.

Parent Programs and Activities	Type
Family Nights	Family enrichment nights for math and reading
Scholastic Book Fair	Literacy
Community Picnic	Celebrate the end of the school year
L.S.C.O. Meetings (Monthly)	Discuss school issues monthly
Title I Meetings (each semester)	Discuss school issues each semester
Parent Seminars/Conferences	To address parent needs
Parent Luncheon	Parent appreciation
Parent ESL Classes	English as a Second Language development
Money Smart: Finance Classes for Parents and Students	Financial education
Parent-Teacher Community Organization (PTCO)	Supporting parent-school communication and collaboration
Parent newsletters	School/home communication
Promotion Ceremony	8 th grade promotion
Honor Roll Assemblies/Activities	Supporting exemplary student achievement and improvement
Data Analysis	Explain results and meaning of testing data

Community Partnerships/ Programs	Type
Southwest Solutions	Counseling and Social Work Services
Afterschool Tutoring for Bilingual Instruction	Tutoring
Spelling Bee	Annual event
Science & Math Fair	Annual event
Social Studies Bowl	Annual event
Tutorial Enrichment Program	Tutoring
Open House	Annual event
DAPCEP	Pre-engineering
Academic Games	Numeracy, Literacy, and Social Studies Enrichment
Career Day (Community Members)	Career Awareness
LETus: Science Initiative through the University of Michigan	Science education
Reading Tutors	Literacy/reading
ATLAS Communities Grant	Community Support
21 st Century	After School Tutoring/Projects
Neighborhood City Hall	Community Support
MGM Grand Casino	Community Support
LaSed	Community Support
Southwest Solutions	Community Support
Communities in Schools	Community Support
Mayor's Faith-Based Taskforce	Community Support

Ms. Johnson is highly skilled at engaging community resources to support the school and has turned previously adversarial relationships between school and community into positive ones. She shares the school's vision and mission with community members and communicates to all stakeholders the importance of students' needing to take responsibility for their education. We will continue to engage community groups that affirm the cultural and social capital of the school community and will support students with social, emotional and academic needs (see table above for specifics). Experts and advocates in the community are treasured resources for the school.

Ensuring frequent and positive one-way and two-way communication with parents and community members and demonstrating unrelenting commitment to bettering the lives of the children is another way to involve the greater community. As parents and community members see and trust the commitment school staff make to students' development and learning, the children gain confidence, more adults in the community contribute to individual students and to the overall success of the school. Parents previously disengaged from supporting the school ask how they can help their children succeed, ensuring the culture moves from a potential "us/them" to a "we" culture focused on helping students thrive. To achieve this, parents must be kept informed

about the school and their child's experience at the school through various communications, including weekly notes home, a monthly newsletter from the principal; automatic calling system for emergency, attendance, and general information; parent teacher conferences; and parent volunteers.

Our partner, Teachscape, is one example of an outside provider that provides a rich array resources and expertise for us. In this collaboration, Teachscape will provide a 3-year comprehensive improvement plan designed to develop critical aspects of three overarching areas: (1) **strengthening instructional leadership** to mount, support and sustain a continuous improvement process that informs rigorous, achievement-focused instruction, as well as the school climate and culture needed to support teaching and learning that is truly effective; (2) **instituting a pervasive data culture**; and (3) **building the capacity of classroom teachers** to design, develop and deliver rigorous, standards-focused, and engaging instruction.

Some of the online tools available to improve collaboration include a library of professional learning resources featuring video resources, text resources, models, tools, and virtual collaboration forums. These professional learning resources will serve to inform and focus the professional learning activities for both instructional leaders and teachers. They will lay the foundation for a common set of reference experiences and vocabulary to enrich professional conversation about the work of teaching. Learning activities, which will take place within practice-focused professional learning communities, include:

- Analyzing and discussing best-practice videos
- Reading and applying pertinent research
- Studying and discussing professional literature
- Applying and analyzing the results of the featured practices
- Assessing the impact and outcomes of the practices
- Engaging in ongoing professional discussions
- Providing ongoing review and refinement of the professional learning

SECTION III: PROPOSED ACTIVITIES

1. Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.

Individually and as partners, Earhart and Teachscape are fully committed to the urgent transformation of student achievement at Earhart School – rapidly, transparently, dramatically, and measurably. The proposed activities to drive, support, and sustain this goal are embedded in three overarching levers of change:

1. **Transformation Leadership** – building the capacity of the leadership as successful transformed leaders who effectively mount, support, and sustain research-based change strategies and practices
2. **Effective Teaching** – promoting and supporting the use of research-based instructional strategies to ensure effective instruction in every classroom
3. **A Pervasive Data Culture** – collecting, analyzing and applying a range of achievement, instructional, operational, and trend data to identify needs, inform interventions, guide instruction, monitor implementation of the interventions, and measure their impact

Implementing activities associated with each of these three levers of change is based on five general operating principles:

- Incremental change confuses progress with success
- Keep doing what works, but stop doing what isn't working
- Collaboration is key
- Sustainability begins on Day One
- The task is urgent

The following pages describe the school-based turnaround efforts that will be mounted by the Earhart and Teachscape partners. The activities are categorized as those focused on turnaround leadership and those focused on effective teaching. Since the intentional use of data is integral to both turnaround leadership and effective teaching, data-focused proposed activities are integrated with these.

Turnaround Leadership

There is no longer any doubt that school leaders are the key ingredient in shaping school success (Bryk, et al., 2010; US Department of Education, 2010; Waters, Marzano, and McNulty, 2003). There is also no doubt that the tasks with which school leaders are charged are both comprehensive and complex, far too much for any one person to handle successfully. In view of this, we are define "leadership" broadly to include principals, assistant principals and the members of the Instructional Leadership Team

(ILT). Proposed activities designed to build the capacity of effective turnaround leaders follow.

- **Provide ongoing and job-embedded professional learning.** In collaboration with school leaders, Teachscape staff will use needs assessment data, instructional data, student achievement data and operational data to develop a unique professional learning program for instructional leaders at Earhart. The data-informed professional learning will be guided by Teachscape's rich library of research-based and practice-focused multimedia modules that are Internet-based and available on demand and feature:
 - *Video resources:* (1) *best-practice videos* to show the research-based practices in action in the classroom; (2) *commentaries* by noted researchers that are designed to provide a research-based perspective on the practices illustrated; (3) *teacher reflections* to promote better understanding of the featured teacher's instructional decisions; and (4) *student commentary* on the featured classroom processes and their experience of the instruction.
 - *Text resources* designed to deepen content understanding: (1) *background material* focused on building academic background knowledge and the featured pedagogy; (2) *research summaries* that support the featured practice and help teachers understand why and how the practice works; (3) *classroom resources*, including lesson plans, sample student work products from the featured lesson, assessments (including rubrics) for assessing the student work, and suggestions for addressing the diverse learning needs of students; (4) *professional books*; and (5) *activities* to build knowledge.
 - *Graphical models* that enable participants to manipulate and engage with the content in order to: (1) *deepen content knowledge* for teaching; (2) *promote greater understanding* of complex topics; and (3) *illustrate key ideas*.
 - *Communication and collaboration tools* designed to: (1) *support ongoing communication* among professional learning community members; and (2) *provide a virtual forum* for participants to collaborate on their work, reflect on their practice, assess student work products, share action research, and provide on-demand communication and collaboration.

These professional learning resources will serve to inform and focus the professional learning activities for both instructional leaders and teachers. They will lay the foundation for a common set of reference experiences and vocabulary to enrich professional conversation about the work of teaching. Learning activities, which will take place within practice-focused professional learning communities, include:

- Analyzing and discussing best-practice videos
- Reading and applying pertinent research
- Studying and discussing professional literature

- Applying and analyzing the results of the featured practices
- Assessing the impact and outcomes of the practices
- Engaging in ongoing professional discussions
- Providing ongoing review and refinement of the professional learning

In addition, Teachscape will support the school leadership by modeling and co-developing effective approaches to strategic planning, data analysis, and developing data-informed professional development for teachers. Progress monitoring instruments will be used to assess the progress of the instructional leaders relative to goal.

Also, Earhart’s leadership will engage in relevant professional development by attendance at workshops and conferences, and the employ of external professional development consultants for staff development.

- **Develop leadership-focused PLCs to share best practices and solve common problems of practice.** To overcome the traditional isolation of leaders, Teachscape will convene monthly cohort meetings of the Earhart principal and principals of the other partnership schools. This will be in concert with Principal Johnson’s ongoing philosophy of operating “a committee of the whole” to ensure the thorough and effective dissemination of information.

Each monthly cohort meeting will be scheduled for a full day and will focus on using data to support and sustain the improvement efforts, discussions of effective ILT strategies to share site-based leadership and drive the instructional improvement efforts, explore research pertinent to turnarounds, scaling effective practices across schools, sharing successes, discussing challenges and planning together to solve common problems of practice. Teachscape technology-mediated resources and a body of professional literature will guide and inform the cohort meetings.

Additionally, the partners will schedule a two-day Turnaround Leadership Academy to study turnaround topics in depth.

The Earhart Middle School leadership team will also engage in an offsite retreat twice yearly to fully analyze and conduct thorough review of current practices toward continuous improvement.

- **Promote and lead data-informed professional development.** As instructional leaders, the principal and ILT members are charged with identifying and addressing the general and specific professional learning needs of the faculty. As a partner, Teachscape will provide participants with a data-mediated tool, the Classroom Walkthrough (CWT) tool, and a comprehensive process for identifying the instructional practices that shape Earhart’s student outcomes. The process includes setting a purpose for the walks, collecting and analyzing the walk data, convening

reflective meetings with faculty to review the data, and to develop action plans based on the data-informed needs. The tool will then be used to measure changes in the professional practices identified.

This tool and process is critical for identifying areas for instructional improvement, for developing consensus-driven action plans to address the areas of concern, and for measuring the impact of the interventions relative to changes in practice. With the Internet-based professional learning resources, CWT helps shape a robust system for implementing and sustaining professional growth.

- **Monitor and measure the impact of the professional development on practice.** As PD leaders, the principals will use the Classroom Walkthrough tool and process to monitor the implementation of the data-informed PD and assess its impact on student achievement. It is expected that some of the proposed intervention strategies will be more effective than others in changing instructional practices and student outcomes. These will be identified as part of the overarching improvement process (Plan – Do – Study – Act) and care will be taken to ensure that the instructional leaders identify and spend their time and efforts focusing on what works, not on what doesn't.
- **Partner with parents and others to develop a safe and orderly climate that meets students' social, emotional and health needs and a culture that supports improvement goals.** Principals need to develop safe and orderly achievement-focused environments. Earhart, Teachscape, parents, and community partners will work closely to develop the collaborative, achievement-focused culture envisioned by:
 - Developing professional learning focused on shaping and sustaining a culture of high expectations that includes a core of common classroom-based routines and practices and the shared belief that students can learn to high standards. Professional readings, video analysis, and reflective discussions will be used to inform this activity.
 - Supporting the development of shared leadership teams (ILTs) to promote and support a culture that is built on collaboration around effective teaching and learning and developing an overarching achievement-focused school culture. The Earhart Instructional Leadership Teams will serve as the structure to define, promote, support and sustain instructional improvement.
 - Ensuring parent engagement with and support of the plans to develop a safe and orderly school environment by disseminating and promoting the positive discipline plan and by providing parent workshops and conferences to help them align their efforts with the Earhart student behavior approaches. To

ensure as much parent participation as possible, Earhart will offer multiple parent workshops focused on the plans for safe and orderly environments, as well as enlisting community partners to help spread the word through their organizations.

- Enlisting community partners to address the social, emotional and health needs of the Earhart students through school-based interventions and recommendations for off-site follow-up. A number of these partnerships have been forged already. The efficacy of each will be assessed, and either provide recommendations for improving the outcomes of the partnerships or identify more effective partners to support the holistic needs of the students.
- Providing meaningful ways for the adults to collaborate with, support and learn from each other, such as the common prep periods and Saturday sessions defined by Earhart. Since collaboration does not 'just happen,' Teachscape partners will work with the instructional leaders to frame collaborative activities and problem solving that will bring the adults together in the most authentic way possible – around the work that they do to drive improved student outcomes.
- Decreasing the risk of negative impacts on student learning and staff morale by developing strategies for improving attendance of both students and teachers. Teachscape will work with school leaders to analyze attendance trends and patterns and use this to frame data-informed intervention programs.
- **Provide ongoing mechanisms for parent and community engagement.** Earhart has plans in place to promote increased and improved parent and community engagement. Parents and community representatives will be interviewed and, based on the outcomes, a range of opportunities will be developed to engage parents and communities in promoting and supporting high achievement for all students through strategies such as monitoring academic progress of their children; volunteering to work with struggling students; mentoring; linking with community organizations to provide social, emotional, and health interventions; donations; etc.

Each of the identified programs will include an evaluation component to determine which are working best. Again, leaders will then spend their time on what is working, not on what isn't.

- **Extending or restructuring the school day to add time for building, improving and/or sustaining relationships among student, faculty and other school staff.** Earhart is both extending and restructuring the school day. The impact of this is to create a significant opportunity for teachers to enhance professional relationships by collaborating around their work, to provide professional learning in a

conducive environment, for students to develop deeper relationships with caring adults, to schedule student social and emotional support services from community partners, to meet with parents and engage them meaningfully in their children's academic growth, and for the Earhart partners to collaborate more strategically.

Effective Teaching

Although the works of Sanders and Rivers (1996) made the impact of effective and ineffective teaching clear, there has been less clarity and less agreement about what constitutes effective teaching. Consensus is developing, however, around factors that help support effective teaching. These include providing a rigorous, aligned, viable, and visible standards-based curriculum as well as the intentional use of research-based instructional strategies proven to raise student achievement (Bryk, 2010; US Department of Education, 2010; Lezotte, 1991). The partnership between Earhart and Teachscape will reflect these indicators, among others.

- **Use data to identify and implement a research-based instructional program that is aligned both vertically and with the state standards.** Materials for instructional programs will be vetted through the *What Works Clearinghouse* as well as through research reports on the efficacy of the materials. Once the curriculum is implemented, the Teachscape partners will provide access to a technology based curriculum tool that will align the curriculum horizontally and vertically, and ensure it aligns with the MDE and Common Core Standards.

In addition to the aligned curriculum, the tool will also generate supplemental pacing guides, with accommodations for re-teaching and enrichment. The curriculum tool also supports collaborative lesson studies that support teacher teams in identifying effective instructional strategies and practices and in supporting data-informed instruction

- **Conduct reviews to ensure the curriculum is implemented with fidelity and is impacting student achievement.** Recognizing that even the best and most aligned curriculum is not effective if it is not implemented with fidelity, the partners will use part of the common prep periods each week to determine the degree to which teachers are implementing the curriculum with fidelity. The Teachscape and Earhart partners will customize the CWT tool to gather weekly data about the degree of fidelity with which each teacher is implementing the curriculum and enhance the observational data with evidence collected through the review of lesson plans and student work products.

Based on the evidence gathered through walkthroughs and analysis of documents, teachers will be categorized relative to high, medium, and low degrees of fidelity. Specific professional development, identified by both partners and implemented by identified practitioners, will be provided for teachers with medium to low degrees of

fidelity to the curriculum. The professional development will include inter-visitations, video analysis, coaching, and deep analysis of the scope and sequence of the curriculum studied.

- **Promote and support the continuous use of student data to inform instruction and meet student learning needs.** With a panoply of benchmark assessments, progress monitoring assessments, diagnostic assessments and formative assessments, student data can quickly become overwhelming. Detroit Public Schools, Teachscape, and Earhart partners will work collaboratively to develop an organizational structure for integrating the various data reports and analyze the data to identify student learning needs and inform instructional groupings. Earhart has developed a number of approaches, including use of Data Director, data notebooks for each teacher, data review sessions and posting student progress on data walls. Additionally, the partners will collaboratively develop data literacy workshops using text and video learning materials, provide guided and self-guided studies of data analysis techniques, and offer small group coaching for teachers in need of additional support.

Turnarounds must focus on driving high achievement by continuously using data to inform instruction. The data analysis component is critical to the success of the initiative. The efficacy and efficiency of the proposed approaches will be studied as part of the ongoing continuous improvement process and data-informed modifications will be made to improve the process.

- **Implement a school-wide Response to Intervention plan.** Earhart and the Teachscape partners will design, develop, and implement a three-tiered approach to instruction that reflects RTI components and research. As noted previously, the initial thrust will be on supporting the effective implementation of the core curriculum, with appropriate differentiation to ensure all students learn.

To ensure effective development and implementation of the tiered instruction, the partners will develop and provide specific professional learning that focuses on full implementation of the aligned curriculum; understanding and applying a range of differentiation techniques; ongoing progress monitoring; instructional grouping strategies; use of benchmark, diagnostic, and formative assessments to inform instruction and monitor student learning; and specific instructional strategies to support teachers and aides in working effectively with small learning groups. This will include using proven resources such as DPR Educational Services, Exam Experts, Success for All, Rosetta Stone, as well as implementation of additional instructional aides such as School Service Assistants.

- **Promote and support the use of various forms of formative assessments to inform teaching practice.** All effective instruction, including tiered instruction, is guided and informed by ongoing formative assessments. Teachscape will offer

professional development for teachers to identify multiple forms of formative assessments and use data from the analysis of these to inform their instruction. Formative assessments to be featured will include: classwork, homework, projects, discussions (student–students and student–adult), teacher-made tests, end-of-chapter/unit tests and others identified by the teachers.

As teachers become adept in identifying, implementing, and analyzing data from appropriate formative assessments, professional learning will focus on developing an authentic understanding of the academic strengths and needs of each student to guide instructional grouping and differentiation.

- **Provide PD on strategies to support students with special education needs and English language learners in the least restrictive environment.** Classroom environments have never been more diverse relative to student learning needs and capabilities, and teachers are often challenged to find effective ways to meet the learning needs of all their students.

Because there is as much diversity within this labeled group as across groups, Teachscape will work closely with the school leadership to identify specific concerns relative to student with IEPs, 504s or other identified needs in specific classrooms. As these are identified, the partners will work collaboratively to develop a PD program to build the capacity of classroom teachers to support the students in the least restrictive environment. Services will include WRESA, Exam Experts, Rosetta Stone, and conferences addressing such issues as Response to Intervention (RTI) and Differentiated Instruction. Ongoing progress monitoring will be an integral part of the differentiated approach for the students.

- **Use and integrate technology-based interventions.** Earhart S/R is using a range of student-facing technology-based interventions, including Learning Village and Accelerated Reader and Accelerated Math to improve student learning outcomes. These interventions have proven to be effective in engaging students and improving achievement. Based on this, the ILT will convene a group to review other possible interventions, such as Read 180 for the middle school students, and make recommendations for their adoption. As the interventions are adopted, their use will be incorporated into the pacing guide to ensure there is a coherence supporting the student learning.
- **Provide increased learning time.** Increasing the time available for learning provides schools with opportunities to offer children the time they need to learn challenging content and integrate content with prior learning. It also provides classroom teachers the time they need to offer children individual support. In recognition of these benefits, Earhart has already structured a longer school day to increase learning time and improve academic outcomes.

To ensure this extra time is used as effectively as possible, Teachscape will work closely with school leaders to help teachers learn and apply research-based strategies to improve their instruction and increase student learning. Close monitoring will help ensure the strategies are implemented and that the youngsters are progressing relative to their learning goals.

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2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.

i. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.

Earhart will establish and monitor progress toward meeting goals through the continuous review and improvement process. This includes analysis of the Action Portfolio from the Michigan School Improvement Framework. In doing so, we will regularly collect data from multiple sources to create a snapshot of teaching and learning.

In year one of our partnership with Teachscape, we will use specified forms of student data to inform and monitor continuous improvement of targeted instructional and operational practices as outlined in our school improvement plan. These include SIP Goals 1, 2, 3 and 4: Reading, writing, math, science and social studies improvement on the MEAP. The SIP details specified data needed to assess student improvement throughout the year on standards. Each of the achievement goals refer to specific gaps among groups of students. Students with disabilities did not meet ELA proficiency goals and seven sub-groups failed to reach the 90% attendance target.

For any of the subgroups, there are research-based strategies educators can apply to accelerate students' learning. Careful analysis of student achievement through multiple measures can provide useful insights into the learning issues students face.

Additionally, we will use the Classroom Walkthrough Process to collect and analyze data on teaching and learning in every classroom. The data will be used to inform action planning relative to changes in practice and professional learning needs. As steps in the process are implemented, the data will be used to monitor progress, assess impact, and inform adjustments in instruction as needed to ensure that students are on the appropriate path of learning and mastery for their grade levels. Thus, school leaders can establish how frequently teachers ground their lessons in standards-based learning objectives that students can understand and articulate. If curriculum is not appropriately aligned to standards, students will have little chance of demonstrating proficiency of the standard.

In years two and three, the data collection on the part of instructional leaders will be complemented with self-reflection on the part of teachers. Using Teachscape Reflect, a technology-supported process, classroom teachers will be afforded the opportunity to self-assess their teaching through the use of panoramic video

uploads. To compliment the reflective process, leaders will engage in instructional rounds to continue a data-informed process of monitoring progress.

ii. Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.

Using data to drive instruction, Earhart Middle School will collect, analyze, and share data with its internal and external stakeholders through various methods and with technological support. To do this internally, we will collect and house data in a central repository (such as Zangle or Data Director) that allows teachers and administrators to access student-level data at any time. With data readily available, teachers can monitor student progress vis a vis specific learning objectives.

Data Director is a web-based system that allows teachers to scan, upload, and create reports of the results of benchmark assessments. Teachers can run student performance reports at the class and individual level, and disaggregate those reports to target subgroup performance or to focus on particular learning Grade Level Content Expectations (GLCEs). They can also run longitudinal reports to show progress over time. Administrators can run reports at the district, school, grade-level, class, and individual level. All teachers and administrators will have usernames and passwords that enable them to securely log on to the system anywhere they have internet access. Reports from the system can also be generated and shared with external stakeholders.

Benchmark assessment results can describe how well individual and groups of students are performing at any point in time. This is data that can be used to keep internal and external Earhart stakeholders apprised of overall student progress. Staff at Earhart can also generate summative reports on individual students for use in parent conferences, or grade-level or school wide reports to share with larger groups concerned with overall school progress.

The entire faculty and staff will engage in an ongoing process of reviewing student achievement data and classroom instruction data to: (1) identify school-wide professional development needs at regular intervals (e.g., every quarter), (2) determine how well implemented an intervention or strategy might be, and (3) evaluate the effectiveness of the intervention/strategy.

Smaller groups of educators will analyze student achievement data (e.g., formative assessments, end of unit assessments) along with instructional data

(e.g., classroom observations, CWT data) on more frequent cycles (e.g., every two weeks) during collaborative meeting times built into the schedule/calendar. If appropriate and effective instructional strategies are employed to address specified learning needs, faculty can anticipate improvements in student achievement. The CWT data can inform the school community about implementation while the student data can confirm the impact of the implementation of strategies known to have a positive impact on student achievement.

Students will be taught to track and monitor their own progress toward specific learning goals. Research suggests that doing so may positively impact their progress. Parents are also key stakeholders and can expect regular updates about their child's progress. As parents begin to have reliable access their child's achievement data, they may be more likely to engage in tracking their child's progress and more able to support their child's efforts to improve. Parents, like students, will need to be informed about how to access and interpret their child's progress. Opportunities for parent data workshops may occur during the monthly parent education meetings.

Other external stakeholders invested in the overall success of the school may include governmental agencies; people who own businesses; attend local churches; those who work in community organizations, law enforcement, social services, politics, museums or athletic programs. By engaging these external stakeholders with the process and outcomes of a data-driven improvement cycle, Earhart faculty may reap benefits in partnerships that more closely connect with the instructional core. Making the school's work more transparent to others may help the school leaders gain critical community support.

Other important indicator data includes behavior and attendance statistics, the latter of which has proven to be a major factor contributing to DPS schools' inability to make AYP. And as many have noted, there is an iterative correlation between academic achievement and attendance and behavior—the more engaged students are in the learning process, the more likely they are to attend school and the less likely they are to engage in disruptive behavior (and the more they attend school the more likely they are to be engaged in the learning process). When the leaders of Earhart are able to quickly and reliably use this data, they may be able to marshal additional support. At a past school, for example, Principal Johnson was able to share attendance data with local businesses and broker an agreement that they would not sell merchandise or food to students during hours when they ought to be in school or on their way to school. That agreement supported a substantial improvement in student attendance and their cooperation earned them goodwill in the community.

The technical infrastructure required to support the data engine also demands resources to ensure users are comfortable with the technology and know how to use it optimally. Not an end in itself, the data is only as good as it can be used to inform decisions that will ultimately benefit the students.

iii. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.

The process of adjusting instruction based on progress monitoring begins with a strong commitment and culture around improvement. Earhart's leadership will communicate this commitment by establishing a clear process that includes calendared steps and adequate time to ensure the steps are done well. Teachers will collaborate at each step, starting with agreeing to the standards and assessments for all students in a specific grade level and content area. Once they have collected the data they can analyze the results, identifying specific skills and concepts individual, class, and grade-level groups of students are demonstrating mastery of, and which skills and/or concepts students are struggling to master. Next they can unpack the learning issues. Teachers ask, "What were the students' misunderstandings?" Answering this question for individual students or for groups of students will help the teacher make decisions about what to do next in the classroom. The teachers can figure out what needs to be retaught – either to an entire group of students, small groups of students, or even to individual students.

In middle school at Earhart, the assessment data includes Burst, STAR Reading and Math, Success for All, and other curriculum-embedded formative assessments, as well as the results of the yearly MEAP.

Making correlations between summative and formative assessment results and the instructional strategies employed by teachers enables decisions to be made about which strategies were effective, which were less successful, and how to best revise and improve those strategies to better meet the learning needs of all students. This is a demanding analytic process that is greatly enhanced by the Teachscape Classroom Walkthrough Process that enables efficient and effective collection and reporting of empirical instructional data. CWT reports reveal trends in instructional strategies, and when analyzed in conjunction with achievement data, reveal significant insight into not only why achievement patterns are occurring, but what teachers can do to most effectively revise and improve their core instructional strategies and practices.

CWT data can also reveal the degree to which staff are in fact implementing a particular research-based strategy that may have been the focus of a recent professional development. This is critical, for research has indicated the difficulty teachers tend to have in effectively incorporating any new strategy into their existing repertoire.

Teachscape support providers will assist Earhart staff with implementing the key phases of the CWT process: understanding the look fors, calibrating perceptions of those look fors, conducting classroom walkthroughs, generating reports, analyzing CWT data reports to identify trends in instruction, correlating those CWT reports with student achievement results, and, most importantly, identifying ways to most effectively revise and improve instruction.

iv. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsd.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.

The professional development plan for Earhart will be constructed to align with the specific professional learning needs relative to the goals in the school improvement plan and as indicated in collected classroom data on instruction and learning (using the Classroom Walkthrough Process). We will target development opportunities for each high priority goal area (literacy, mathematics, RTI, Differentiated Instruction and data-based decision making) in accordance with the NSDC Standards for Staff Development.

The NSDC standards will guide the professional development planning at Earhart, which has already articulated beliefs that professional development is a collaborative staff activity (SIP plan) that requires thoughtful reflection. The professional development plan at Earhart will be grounded in the work of NSDC, and will attend to the **context**, **process**, and **content** standards articulated by NSDC. Ignoring any one dimension decreases the likelihood that intended results will be achieved.

- **Context** standards address the culture of the organization and describe critical structures that must be present for effective professional development to occur and to be sustained
- **Process** standards address the “how” of professional development and describe the learning processes used in the acquisition of new knowledge and skills

- **Content** standards address the “what” of professional development; content decisions are based on careful review of multiple data sets including student and teacher data

The professional development plan will cross all three domains in the recommended standards.

3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

The District will establish the Office of Priority Schools which will include an Assistant Superintendent of Priority Schools, Priority School Coaches, and a Priority School Budget Implementation/Compliance Officer. Collectively, this office will be responsible for monitoring and supporting each school with the implementation of the selected model. Each school will be assigned a Priority School Coach, who will be responsible for making direct contact with assigned schools weekly. Each Priority School Coach will be assigned no more than seven SIG schools. At the school level, the principal will be the primary point of contact responsible for ensuring the required components of the plan are fully implemented.

4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

Successful implementation of the proposed improvement activities requires careful coordination to ensure coherence and data analysis to evaluate the impact of the activities and ensure continuous improvement to keep the efforts focused on one clear goal – dramatic and measurable changes in student achievement. The technical assistance and coaching provided by our improvement partner, Teachscape, is a critical factor in driving a successful change initiative.

The specific technical assistance and coaching support to launch, manage, and sustain the change efforts are detailed below along with the staff responsible for coordinating these services.

Required Technical Assistance for Data Collection and Analysis

Teachscape specialists will work closely with the instructional leaders of Earhart School to ensure that they develop the depth of knowledge and skills required to collect, analyze, and apply data to inform decisions, then monitor the implementation of their decisions, measure their impact and revise/refine as needed to ensure continuous improvement.

- Provide training and support in using a technology-mediated tool and process to collect common instructional information in a common way and analyze the data to inform action plans.
Responsibility: Ed Greene and Melissa Marshall, Teachscape
- Develop and implement professional learning relative to using multiple sources of data to inform decisions, monitor their implementation, measure their impact and refine as indicated.
Responsibility: Teachscape Data Specialist (TBD); Gerlma Johnson, School Principal
- Lead TA sessions to help school staff assess the implementation and impact of their data-informed action plans and revise these as part of a continuous improvement process focused squarely on raising student achievement.
Responsibility: Teachscape Data Specialist (TBD); ILT member, identified by School Principal
- Provide support to teachers in using data to inform instructional decisions, such as grouping, level of differentiation, etc. The assistance will include multiple supports, including modeling, co-planning, co-teaching, coaching instructional coaches and focused professional learning for the teachers.
Responsibility: Teachscape Data Specialist (TBD); ILT member, identified by School Principal; External consultants (TBD)
- Develop and implement parent workshops to help families focused on academic improvements. Since parent engagement has been an issue at Earhart School, it is clear that 'business as usual' must change and that new strategies need to be defined and embraced.
Responsibility: Teachscape Data Specialist (TBD); Gerlma Johnson, School Principal; External consultants (TBD)
- Support the development of strategies for students to track their academic progress relative to goal and help shape action plans to address gaps.
Responsibility: Teachscape Data Specialist (TBD); ILT member, identified by School Principal; External consultants (TBD)

Required Technical Assistance for Building Leadership Capacity

Teachscape specialists will also offer technical assistance and support to the instructional leaders at Earhart School to help them build their capacity as turnaround leaders, focused on dramatically and measurably improving achievement.

- Develop and support achievement-focused Instructional Leadership Teams to build site-based capacity to drive and support the overall change efforts. This will

include assistance with informing membership on the ILT, co-planning agendas, co-facilitating/modeling facilitation of ILT meetings, and developing the instructional leadership capacity of ILT members.

Responsibility: Gerlma Johnson, Principal; Melissa Marshall, Teachscape

- Enhance the capacity of instructional leaders to understand effective practice and support them in promoting, leading and sustaining effective practice in every classroom. This includes identifying and understanding research-based practices to promote and lead their implementation, strategies to support teachers as they implement the strategies and help with identifying the degree to which they are applied and the impact of these on student achievement.
Responsibility: Gerlma Johnson, Principal; Instructional Specialist (TBD), Teachscape; External consultants (TBD)
- Provide support in using data to create safe and orderly environments and a climate and culture positioned to support achievement. This includes proving TA in reaching out to multiple stakeholders to understand their views of the school climate and using data to identify concerns.
Responsibility: Gerlma Johnson, Principal; Leadership Specialist (TBD), Teachscape; External consultants (TBD)
- Ensure the curriculum is aligned with state standards, paced appropriately and that teachers are implementing the aligned curriculum with fidelity. This includes using the Teachscape Curriculum tool to align and pace the curriculum and the walkthrough tool to ensure the aligned curriculum is presented with fidelity.
Responsibility: School Coach, identified by School Principal; Instructional Specialist (TBD), Teachscape
- Support the development of programs and strategies to engage parents in understanding academic expectations and goals and in supporting the academic achievement of their children
Responsibility: Gerlma Johnson, Principal; Parent/Community Engagement Specialist (TBD), Teachscape; External Consultants (TBD)
- Providing support and information on successful interventions for common problems of practice by convening all partnership principals monthly to share their efforts, deepen their understanding of research-based and proven practice and help overcome the isolation of school leaders.
Responsibility: Teachscape staff, (TBD); External consultants (TBD)

Required Technical Assistance for Promoting and Supporting Effective Instruction

Because there is no doubt that effective teaching improves student achievement, Teachscape instructional specialists will support the development of effective teaching through a range of technical assistance activities and tools proven effective in helping each teacher become a highly capable professional.

- Provide direct assistance to teachers in understanding, applying, assessing and revising research-based strategies in their ongoing teaching practice. This will include providing professional learning focused on effective instructional practices, modeling these for the teachers, helping the teacher integrate these with their planned practice, co-teaching and working as a 'critical friend' to help the teachers understand how to improve their practice.

Responsibility: Gerlma Johnson, Principal; Melissa Marshall, Teachscape; External consultants (TBD)

- Work with teachers to develop and implement a continuous instructional improvement process that is based on using data to inform and guide instructional practices based on student learning needs in a tiered instruction approach.

Responsibility: Gerlma Johnson, Principal; Instructional Specialist (TBD), Teachscape

- Develop and implement effective strategies to improve attendance – faculty attendance and student attendance – because achievement suffers when there is a high rate of absences. Teachscape will support this effort by using data to understand attendance patterns and trends, and to ensure the school staff understands proven strategies and programs to address the identified patterns and trends.

Responsibility: Gerlma Johnson, Principal; Instructional Specialist (TBD), Teachscape

- Provide technical assistance to promote a collaborative, reflective culture to support effective teaching and improve student learning. Teachscape will provide support by working with teachers to self-assess their practice relative to frameworks identified by the District, facilitate practice-focused reflective discussions, support inter-visitations and help support the development of a common core of practice at Earhart School.

Responsibility: Gerlma Johnson, Principal; Instructional Specialist (TBD), Teachscape

Evaluation plays a central role in the pervasive data culture necessary to support and sustain the level of change needed to make every student at Earhart School successful. Gerlma Johnson, the school principal, ILT members, and Teachscape partners will be

responsible for the ongoing collection and analysis of data to inform the turnaround work.

Section IV: Fiscal Information

Individual grant awards will range from not less than \$50,000 to not more than \$2,000,000 per school, with grants averaging around \$500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. <http://www2.ed.gov/programs/sif/applicant.html>

LEA Application Part III

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements.

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

Polices/ Practices	In Place	Under Consideration	Not Needed
• Leadership councils Composition		X	
• Principal Authority/responsibility	X		
• Duties – teacher	X		
• Duties - principal	X		
• Tenure	X		
• Flexibility regarding professional development activities	X		
• Flexibility regarding our school schedule (day and year)	X		
• Waivers from district policies to try new approaches	X		
• Flexibility regarding staffing decisions	X		
• Flexibility on school funding		X	
Job-Embedded Professional Development			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content	X		
Polices/ Practices	In Place	Under Consideration	Not Needed

• Schedule	X		
• Length	X		
• Financing	X		
• Instructors		X	
• Evaluation	X		
• Mentoring	X		
Budgeting			
School funding allocations to major spending categories • School staff input on allocation	X		
• Approval of allocation	X		
• Change of allocation midyear	X		
Major contracts for goods and services • Approval process streamlined		X	
• Restrictions (e.g., amounts, vendors)		X	
• Legal clarifications		X	
• Process		X	
• Stipulations (e.g., targeted vs. unrestricted spending)		X	
• Timeline	X		
• Points of contact	X		
Auditing of school financial practices Process	X		
• Consequences	X		

*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998