

## **LEA Application Part II**

**ATTACHMENT III**

**SCHOOL APPLICATION**

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 Schulze Academy For Technology & the Arts	District Name and Code Detroit Public Schools D328
Model for change to be implemented:	

School Mailing Address: 10700 Santa Maria Detroit, MI 48221	
--	--

<b>Contact for the School Improvement Grant:</b>  Name: Dr. Brenda D. Lyons  Position: Principal  Contact's Mailing Address: 10700 Santa Maria Detroit, MI 48221 Telephone: 313-244-5411 Fax: 313-340-4401 Email address: Brenda.lyons@detroitk12.org
--

Principal (Printed Name): Dr. Brenda D. Lyons	Telephone: 313-340-4400 ext. 121
--	-------------------------------------

Signature of Principal: 	Date: 8-13-10
---	------------------

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).**

All of the subgroups at Schulze School show increased numbers of students meeting or exceeding state standards on the reading portion of the MEAP during the Fall 2009 administration of the test versus Fall of 2008. For example, the third grade male students in the Fall 2008 administration of the MEAP had 76% of the students who met State Proficiency Standards for reading, while during the fall 2009 MEAP test 84% of the male students showed proficiency in reading. These results show an increase of 8%. On the other hand, there is variance on the percent of students who meet or exceed the state expectations within the subgroups. The largest gap can be seen in the subgroup "Students with Disabilities."

When the MEAP scores are broken down into subgroups within the school, it is evident that the Students with Disabilities subgroup is having the greatest difficulty. Although the students in grades 3,4 and 5 have shown a steady increase in their MEAP scores overall in both reading and math. These students are scoring significantly lower than their peers, both within the school and across the state, indicating a need to target this subgroup for improvement. For example, during the 2007 MEAP math test the subgroup had 50% score in the proficient range and continued to increase through the Fall 2009 administration of the MEAP math test to 62% of the students scoring in the proficient range. However, their regular education counterparts show 69% of the students in the proficient range during the 2007 MEAP math test and improving to 77% of the students in the proficient range during the 2009 MEAP math test. This shows that the Students with Disabilities are performing at a lower percentage of proficiency when compared to their peers who are not categorized as a student with a disability.

### **(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
All Students						

<b>Social Economic Status (SES)</b>	<b>Not Available</b>	<b>Not Available</b>	<b>74.6</b>	<b>Not Available</b>	<b>Not Available</b>	<b>64.5</b>
<b>Race/Ethnicity</b>						
<b>Black</b>	<b>Not Available</b>	<b>Not Available</b>	<b>75.5</b>	<b>Not Available</b>	<b>Not Available</b>	<b>64.5</b>
<b>White</b>	<b>Less than 10 students in subgroup- no data available</b>					
<b>Students with Disabilities</b>	<b>Not Available</b>	<b>Not Available</b>	<b>47.6</b>	<b>Not Available</b>	<b>Not Available</b>	<b>47.6</b>
<b>Limited English Proficient (LEP)</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Homeless</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Neglected &amp; Delinquent</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Migrant</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Gender</b>						
<b>Male</b>	<b>Not Available</b>	<b>Not Available</b>	<b>73.9</b>	<b>Not Available</b>	<b>Not Available</b>	<b>67.3</b>
<b>Female</b>	<b>Not Available</b>	<b>Not Available</b>	<b>77.8</b>	<b>Not Available</b>	<b>Not Available</b>	<b>62.1</b>
<b>Aggregate Scores</b>						
<b>State</b>	<b>86</b>	<b>83</b>		<b>90</b>	<b>91</b>	

<b>Group: Grade 3</b>	<b>Reading</b>			<b>Math</b>		
	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
<b>Social Economic Status (SES)</b>	<b>84</b>	<b>76</b>	<b>92</b>	<b>88</b>	<b>81</b>	<b>87</b>
<b>Race/Ethnicity</b>						
<b>Black</b>	<b>85</b>	<b>72</b>	<b>92</b>	<b>87</b>	<b>79</b>	<b>92</b>
<b>White</b>	<b>Less than 10 students in subgroup - no data available</b>					
<b>Students with Disabilities</b>	<b>45</b>	<b>50</b>	<b>58</b>	<b>55</b>	<b>63</b>	<b>58</b>
<b>Limited English Proficient (LEP)</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Homeless</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Neglected &amp; Delinquent</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Migrant</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Gender</b>						
<b>Male</b>	<b>83</b>	<b>76</b>	<b>84</b>	<b>83</b>	<b>91</b>	<b>86</b>

<b>Female</b>	<b>86</b>	<b>69</b>	<b>100</b>	<b>92</b>	<b>67</b>	<b>87</b>
<b>Aggregate Scores</b>						
<b>State</b>	<b>86</b>	<b>83</b>	<b>89.8</b>	<b>90</b>	<b>91</b>	<b>94.8</b>

**Percent of Subgroup meeting State Proficiency Standards**

Group: Grade 4	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Social Economic Status (SES)</b>	71	70	75	71	85	77
<b>Race/Ethnicity</b>						
<b>Black</b>	76	73	77	69	86	77
<b>White</b>	Less than 10 students in subgroup- no data available					
<b>Students with Disabilities</b>	29	46	54	50	46	62
<b>Limited English Proficient (LEP)</b>	NA	NA	NA	NA	NA	NA
<b>Homeless</b>	NA	NA	NA	NA	NA	NA
<b>Neglected &amp; Delinquent</b>	NA	NA	NA	NA	NA	NA
<b>Migrant</b>	NA	NA	NA	NA	NA	NA
<b>Gender</b>						
<b>Male</b>	73	69	78	65	88	79
<b>Female</b>	79	79	77	73	85	74
<b>Aggregate Scores</b>						
<b>State</b>	85	83	84.1	86	88	92.3

Group: Grade 5	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Social Economic Status (SES)</b>	28	49	71	28	57	54
<b>Race/Ethnicity</b>						
<b>Black</b>	52	56	70	37	55	53
<b>White</b>	Less than 10 students in subgroup - no data available					
<b>Students with Disabilities</b>	12	23	35	0	17	24
<b>Limited English Proficient (LEP)</b>	NA	NA	NA	NA	NA	NA
<b>Homeless</b>	NA	NA	NA	NA	NA	NA
<b>Neglected &amp; Delinquent</b>	NA	NA	NA	NA	NA	NA
<b>Migrant</b>	NA	NA	NA	NA	NA	NA

<b>Gender</b>						
<b>Male</b>	<b>47</b>	<b>53</b>	<b>66</b>	<b>45</b>	<b>50</b>	<b>55</b>
<b>Female</b>	<b>58</b>	<b>58</b>	<b>78</b>	<b>40</b>	<b>59</b>	<b>53</b>
<b>Aggregate Scores</b>						
<b>State</b>	<b>85</b>	<b>83</b>	<b>85.2</b>	<b>74</b>	<b>77</b>	<b>79.5</b>

<b>Group: Grade 6</b>	<b>Reading</b>			<b>Math</b>		
	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
<b>Social Economic Status (SES)</b>	<b>64</b>	<b>43</b>	<b>65</b>	<b>34</b>	<b>48</b>	<b>49</b>
<b>Race/Ethnicity</b>						
<b>Black</b>	<b>71</b>	<b>42</b>	<b>69</b>	<b>36</b>	<b>32</b>	<b>51</b>
<b>White</b>	<b>Less than 10 students in subgroup- no data available</b>					
<b>Students with Disabilities</b>	<b>33</b>	<b>8</b>	<b>*</b>	<b>14</b>	<b>31</b>	<b>*</b>
<b>Limited English Proficient (LEP)</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Homeless</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Neglected &amp; Delinquent</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Migrant</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Gender</b>						
<b>Male</b>	<b>67</b>	<b>38</b>	<b>74</b>	<b>29</b>	<b>58</b>	<b>58</b>
<b>Female</b>	<b>74</b>	<b>48</b>	<b>65</b>	<b>41</b>	<b>36</b>	<b>46</b>
<b>Aggregate Scores</b>						
<b>State</b>	<b>82</b>	<b>81</b>	<b>87.7</b>	<b>73</b>	<b>80</b>	<b>82.0</b>

<b>Group: Grade 7</b>	<b>Reading</b>			<b>Math</b>		
	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
<b>Social Economic Status (SES)</b>	<b>NA</b>	<b>NA</b>	<b>60</b>	<b>NA</b>	<b>NA</b>	<b>37</b>
<b>Race/Ethnicity</b>						
<b>Black</b>	<b>NA</b>	<b>NA</b>	<b>58</b>	<b>NA</b>	<b>NA</b>	<b>36</b>
<b>White</b>	<b>Less than 10 students in subgroup - no data available</b>					

<b>Students with Disabilities</b>	<b>NA</b>	<b>NA</b>	<b>*</b>	<b>NA</b>	<b>NA</b>	<b>*</b>
<b>Limited English Proficient (LEP)</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Homeless</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Neglected &amp; Delinquent</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Migrant</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Gender</b>						
<b>Male</b>	<b>NA</b>	<b>NA</b>	<b>61</b>	<b>NA</b>	<b>NA</b>	<b>39</b>
<b>Female</b>	<b>NA</b>	<b>NA</b>	<b>56</b>	<b>NA</b>	<b>NA</b>	<b>33</b>
<b>Aggregate Scores</b>	<b>NA</b>	<b>NA</b>		<b>NA</b>	<b>NA</b>	
<b>State</b>	<b>NA</b>	<b>NA</b>	<b>82</b>	<b>NA</b>	<b>NA</b>	<b>82.2</b>

### Sub Group Non-Academic Analysis

**Year: 2009-2010**

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
<b>ALL STUDENTS</b>	<b>713</b>	<b>147</b>	<b>210</b>	Not Available	<b>66</b>	Not Available	<b>0</b>	Not Available	Not Available
<b>SES</b>	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	<b>0</b>	Not Available	Not Available
<b>Race/Ethnicity</b>									
<b>Black</b>	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	<b>0</b>	Not Available	Not Available
<b>White</b>	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	<b>0</b>	Not Available	Not Available
<b>Disabilities</b>	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	<b>0</b>	Not Available	Not Available
<b>LEP</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Homeless</b>	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	<b>0</b>	Not Available	Not Available
<b>Migrant</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Gender</b>									
<b>Male</b>	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	<b>0</b>	Not Available	Not Available
<b>Female</b>	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	<b>0</b>	Not Available	Not Available
<b>Totals</b>	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	<b>0</b>	Not Available	Not Available



**Year: 2009-2010**

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
<b>Total Students</b>	<b>699</b>	<b>16</b>	<i>Not Applicable</i>	<b>634</b>	<b>313</b>	<b>155</b>
<b>SES</b>	Not Available	Not Available	<i>Not Applicable</i>	Not Available	Not Available	Not Available
<b>Race/Ethnicity</b>	Not Available	Not Available	<i>Not Applicable</i>	Not Available	Not Available	Not Available
<b>Disabilities</b>	Not Available	Not Available	<i>Not Applicable</i>	Not Available	Not Available	Not Available
<b>LEP</b>	Not Available	Not Available	<i>Not Applicable</i>	Not Available	Not Available	Not Available
<b>Homeless</b>	Not Available	Not Available	<i>Not Applicable</i>	Not Available	Not Available	Not Available
<b>Migrant</b>	Not Available	Not Available	<i>Not Applicable</i>	Not Available	Not Available	Not Available
<b>Gender</b>						
<b>Male</b>	Not Available	Not Available	<i>Not Applicable</i>	Not Available	Not Available	Not Available
<b>Female</b>	Not Available	Not Available	<i>Not Applicable</i>	Not Available	Not Available	Not Available
<b>Totals</b>	Not Available	Not Available	<i>Not Applicable</i>	Not Available	Not Available	Not Available

## Enrollment and Graduation Data

Year: 2009-2010

**\*\* THE NUMBER OF RETENTIONS AND PROMOTIONS ARE BASED ON THE STUDENTS WHO REMAINED AT SCHULZE FOR THE 2009-2010 SCHOOL YEAR\*\***

<b>Grade</b>	<b># of Students 2008-09 SCHOOL YEAR</b>	<b># Students enrolled in a Young 5's program</b>	<b># Students in course/grade acceleration</b>	<b>Early HS graduation</b>	<b># of Retentions **</b>	<b># of Dropout</b>	<b># promoted to next grade **</b>
<b>PREK</b>	<b>NA</b>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<b>NA</b>	<i>Not Applicable</i>	<b>NA</b>
<b>K</b>	<b>74</b>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<b>5</b>	<i>Not Applicable</i>	<b>79</b>
<b>1</b>	<b>99</b>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<b>3</b>	<i>Not Applicable</i>	<b>77</b>
<b>2</b>	<b>96</b>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<b>4</b>	<i>Not Applicable</i>	<b>99</b>
<b>3</b>	<b>98</b>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<b>2</b>	<i>Not Applicable</i>	<b>75</b>
<b>4</b>	<b>85</b>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<b>1</b>	<i>Not Applicable</i>	<b>91</b>
<b>5</b>	<b>82</b>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<b>1</b>	<i>Not Applicable</i>	<b>96</b>
<b>6</b>	<b>91</b>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<b>0</b>	<i>Not Applicable</i>	<b>81</b>
<b>7</b>	<b>NA</b>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<b>0</b>	<i>Not Applicable</i>	<b>36</b>
<b>SPED</b>	<b>17</b>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<b>17</b>	<i>Not Applicable</i>	<b>17</b>

## 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	Number of Students who have approved/reviewed EDP on file
6	NA	NA	NA	NA	NA
7	NA	NA	NA	NA	NA
8	NA	NA	NA	NA	NA
9	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA

### 2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected 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](http://www.mi.gov/schoolimprovement).

<p><b>X General Funds</b></p> <p><input type="checkbox"/> Title I Part A</p> <p><b>X Title I Schoolwide</b></p> <p><input type="checkbox"/> Title I Part C</p> <p><input type="checkbox"/> Title I Part D</p>	<p><input type="checkbox"/> Title I School Improvement (ISI)</p>	<p><input type="checkbox"/> Title II Part A</p> <p><input type="checkbox"/> Title II Part D</p> <p><input type="checkbox"/> USAC Technology</p>	<p><input type="checkbox"/> Title III</p> <p style="text-align: center;">-</p>
---	--	---	--

<input type="checkbox"/> Title IV Part A  <input type="checkbox"/> Title V Parts A-C	<input 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><b>Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at <a href="http://www.michigan.gov/schoolimprovement">www.michigan.gov/schoolimprovement</a>.)</b></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.**

To change a school takes the dedication and commitment of all stakeholders. Teachers can maintain islands of excellence within their classrooms, but to truly reform a school must work together as a community of learners. The Schulze staff is committed to developing a community of learners by implementing data based decision making using Teachscape's Classroom Walkthrough Tool (CWT), implementing an instructional leadership team, utilizing effective teaching enhanced by professional development, restructuring the governance of the school (i.e. implementing an Instructional Leadership Team) and a data culture. In addition, the district and Detroit Federation of Teachers have worked together to outline the parameters of a high priority school which may include, but is not limited to: hiring new staff members to the building, extending the school day for staff and/ or students, extended school year, re-interviewing current staff to ensure commitment to a high priority school and additional professional development.

Schulze's staff has agreed to the expectations as described by the Detroit Federation of Teachers and the district (for example, an extended school day) to provide a high quality education to their students based on data, professional development, and using a variety of assessments (including district and state standardized assessments) to ensure improved outcome for all of the students. All certified staff in the school are accepting that they are being held accountable for student success. As a whole, we will participate in ongoing, high-quality, job-embedded professional development, continue to make data driven decisions, and communicate our progression and needs to all stakeholders.

Schulze staff will participate in Teacher Study Groups. Many of the Teacher Study Groups will be formed from within the Professional Learning Communities. For example, a Professional Learning Community focused on Reading may break into smaller groups (Teacher Study Groups) to collect, analyze and make formative decisions on areas that need to have immediate attention. The study groups will then report their findings to the Professional Learning Community that they are associated with and from their

reports and analysis will be shared with the pertinent staff and implemented. In addition, there will be job embedded professional development to enhance the workings and information that the Teacher Study Groups will need in order to be an effective agent of change within the school.

Teacher Study Groups will provide an outlet for teachers to collaborate within professional learning communities (PLCs). This collaboration will allow teachers to organize, document, and evaluate change. The study groups will be self-selected, multi-content, and/or grade-level teacher teams engaged in self-determined project-based learning of how to teach struggling students, differentiate instruction, design an extensive assessment system, and/or implement problem-based initiatives throughout the school.

## **2. Explain the school's ability to support systemic change required by the model selected.**

Schulze will support systematic change that is required by the Transformation Model through various methods. There will be changes in staffing within the building, extended school days, thus allowing additional professional development and collaboration among staff and a partnership with Teachscape. Furthermore, Schulze is a technology-based school thus allowing for the capability of laser-like data results from the district's Data Director, Learning Village, and SIS Programs. Teachscape will provide additional professional development focusing on data collection and how to analyze the data to receive the greatest benefits for both staff and students. Students use technology to enhance their learning through the use of document cameras, clicker systems, smart and promethean boards (including accessories associated with the boards), apple lab cart, computers in every classroom, teacher computers, a computer lab, and media center.

Schulze has established many community partners, including faith-based groups, universities/colleges, recreation centers, credit unions, and career professionals as stakeholders who join us in our commitment to increasing student achievement. Through the selected Transformation Model, the staff will be able to improve teaching and learning opportunities through professional development, forming study groups, creating individual learning plans, funding parent involvement and improving school climate and discipline.

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

The students at Schulze who participated in the MEAP and Mi-Access assessments have shown improvement in reading on the MEAP Fall 2009 test versus the MEAP Fall 2008 test. In grades 3-6, there was an average increase of 16.5% in students showing proficiency on the MEAP. In addition, the scores showed an average increase of 7% from the MEAP Fall of 2007 test.

In math, the students have shown an increase in the number of students who were proficient on the MEAP Fall 2009 versus the students who took the assessment in the Fall of 2007. Although the students in a majority of the grades had more difficulty on the math portion on the MEAP Fall 2009, the students in the third and sixth grades showed an increase in number of students who are proficient by at least 3%.

The 2009-2010 school year was the first year that Schulze had a seventh grade, so no previous data was available.

Grade	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
3	84	72	92	87	79	87
4	76	74	78	69	86	77
5	52	56	71	36	55	54
6	70	42	69	35	48	51
7	NA	NA	58	NA	NA	36

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

In order to build a data-informed culture of continuous improvement, the school has partnered with Teachscape, an educational consulting firm focused on raising student achievement by improving teaching practice. As a national organization, Teachscape has over ten years of experience working collaboratively with schools to drive, rapid, dramatic, measurable and sustainable improvements in teaching and learning in classrooms, schools and districts in New York City, Baltimore, Boston, Virginia, North Carolina and others. In Year One of the partnership, these specialists will provide professional learning opportunities that include workshop sessions and at-elbow modeling and coaching for the instructional leaders and classroom teachers to enable these professionals to use both instructional practices data and student achievement data to guide, monitor and measure the impact of the improvement strategies.

#### **Improving Instruction to Improve Achievement**

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).

In Year One of the three-year grant, the partners will focus on collecting and analyzing instructional and achievement data, and using this to guide and inform instructional decisions. In Years Two and Three, Schulze will expand this to a full Response to Intervention (RTI) approach in which assessment data, instructional data and classroom instruction are intentionally integrated to promote improved instruction. The tiered RTI approach is built upon a base of high quality core instruction (Tier 1), and, for students who are not successful with this approach, additional support, focused on research-based instruction and instructional materials, will be provided to address the students' learning challenges. For the small group of students not successful with quality core instruction or the increased intensity of Tier 2 additional support, the school will offer intensive, individualized interventions.

All three tiers will be guided by fidelity to the intervention, a deep understanding of student learning strengths and needs, and cultural responsiveness and sensitivity.

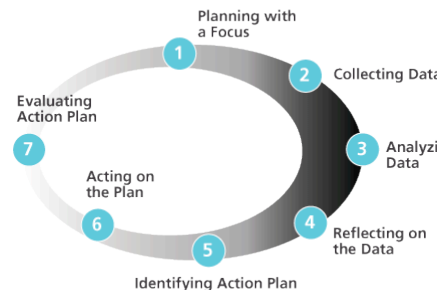


## Year One – Building the Data Culture

As partners in building a pervasive data culture, Teachscope 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. Teachscope specialists will support their ongoing coaching with two technology-mediated tools to ensure the efforts are sustained beyond the three-year period: (1) the Teachscope Classroom Walkthrough Tool (CWT) and (2) 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.

### Working with Instructional Leaders: CWT

Teachscope offers professional learning for the Schulze 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 Teachscope'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/Schulze 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.

### **Years Two and Three – RTI**

Beginning in Year Two, Schulze and Teachscape will design, develop, and implement a three-tiered data-based Response To Intervention (RTI) approach 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 Schulze 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.

- **Differentiated Instruction**

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

The Schulze faculty are committed to addressing student needs by differentiating instruction relative to delivery, 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 Schulze 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.

The Schulze staff and their Teachscape partners are committed to providing a tiered instructional approach that is rooted in ongoing and comprehensive assessment and progress monitoring, aligned to standards, informed by research-based curricula that is implemented with fidelity and paced intelligently, and offered by staff who engage in collaborative efforts to mount, analyze, refine and sustain the quick improvement efforts.

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

The instructional leaders at Schulze will provide collaboration opportunities to ensure that teachers and administrators have sufficient time in which to share their collective wisdom in key activities around data analysis and planning, lesson study, and reflective practice.

All faculty and staff will participate in collaborative meetings within and across grade levels to assess and identify needs, develop strategies, and plan for meeting students' needs to increase achievement levels in the core content areas. Teachscape will work with the Schulze staff to develop protocols for focused collaboration around data analysis and lesson study to strengthen the ability to drive higher achievement for every student.

Teamwork and collaboration are known to improve the overall culture of the school. With a strong desire to increase collaboration and enhance the climate and culture, the stakeholders at Schulze will shape and sustain a culture of high expectations and a real belief that all students can be successful. Shared leadership will play an important role in ensuring this.

In addition to the time already scheduled for collaboration, monthly cohort meetings with other schools partnering with Teachscape will support leaders in developing collaborative efforts around shared problems of practice across schools. This will be supplemented by Instructional Leadership Team meetings at the school to share leadership and promote achievement-focused collaboration within the school. Representatives of the school's Instructional Leadership Team will meet monthly with representatives of other Instructional Leadership Teams supported by Teachscape to collaborate around common problems of practice and share successes. Meeting with Instructional Leaders from the



Teachscape partnership schools will enhance the capacity to institute, support and sustain essential instructional leadership structures and processes. The achievement focused Instructional Leadership Teams will set and work short term goals focused on reading and mathematics instruction.

Action plans and indicators of progress will be shared with staff as the ILT analyzes qualitative and quantitative data collected through the shared leadership processes and the Classroom Walkthrough data cycles. The ILT will analyze the data and implement reflective dialogue with the PLCs to determine next action steps for instructional effectiveness.

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

Collaboration on all levels is critical to the overall success of our students at Schulze. The faculty and staff will work to increase collaboration efforts among teachers, between home and school, and in the community at large.

**Collaboration with Parents**

Schulze plans to establish a Parent University, and, with the collaboration of faculty, parents, community groups, and transformation partners, will have all the needed ingredients for success. Funding for this initiative would provide ongoing mechanisms for family and community engagement. To begin, the staff will commit to communicating with parents and ensure that parent involvement moves beyond traditional fund-raising and focuses on engagement. Communication will be greatly enhanced by the purchase of an electronic school sign to display important school messages to our parents and community. The real work of Parent University, however, is helping the parents promote and support the academic achievement of their children.

To enable this, the Schulze staff will educate our parents so they understand what the school and their children need. Our Parent University will teach parents how to help their children with literacy, learning skills, and appropriate school behavior. A committee will be formed to write a parent handbook. This handbook will consist of hands-on activities for parents to participate in on Saturdays or during evening hours. Through our Parent University, parents will be visible in the school and their support will be verifiable through increased attendance at parent-teacher conferences, open houses, school programs, and as volunteers. Through our collaboration with parents, an attendance policy will be developed in order to maintain a 90% attendance rate for our students.

Schulze will also host multiple opportunities for parents to experience school-based events that promote engagement, involvement, and enrichment. Such events include:

- Monthly parent participation activities
- Communities in Schools meetings
- LSCO meetings
- Parent workshops
- Monthly written communication

We recognize that collaboration with parents is essential in the life of any school. However, we also understand that establishing a collaborative relationship with the community has a positive and lasting impact. We believe we can do more to create an outreach-centered approach to community involvement. In turn, we believe that we can and will benefit from our community partners as much as we will contribute to them. Our partnership with Teachscape, our professional service provider, exemplifies one relationship with an entity of experts that is able to bring knowledge and expertise to us. In this collaboration, Teachscape will provide a three-year comprehensive improvement plan designed to develop the 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, and the school climate and culture needed to support teaching and learning that is truly effective
2. **Instituting a pervasive data culture** to inform multiple, integrated processes that guide, support, and sustain continuous improvement to include the identification of short-term instructional and operational goals, using the CWT data collection tools to identify use of effective strategies and inform instructional action and monitor progress in a continuous improvement cycle
3. **Building the capacity of classroom teachers** to design, develop and deliver rigorous, standards-focused and engaging instruction

These three areas will also serve as levers of change, guiding the processes and outcomes of the partnership as a whole.

We will rely on our partnership with the community, parents, and improvement partners to support our efforts to get our children to school and to keep them in school. Our aim is to provide the necessary resources to students and their families that help to ensure that school attendance is a priority and one that can be met by unblocking the impediments that keep our children from getting to us each day.

## References

Bernhardt, Victoria L. (2003). No Schools Left Behind. *Educational Leadership*, 60(5), 26–30.

Berry, B., Fuller, E., and Reeves, C. (2007). *Linking Teacher and Student Data to Improve Teacher and Teaching Quality*. Washington, DC: Data Quality Campaign.

Datnow, A., Park, V., & Wohlstetter, P. (2007). *Achieving with data: How high-performing school systems use data to improve instruction for elementary students*. Los

Angeles, CA: University of Southern California, Center on Educational Governance.

Hughes, C. and Dexter, D. (2007). *Selecting a Scientifically-Based Core Curriculum for Tier I*. Washington, DC: RTI Action Network.

Tomlinson, C. A. (2003). Differentiating instruction for academic diversity. *Classroom teaching skills, 7<sup>th</sup> 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.

## **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, the Schulze staff and Teachscape are fully committed to the urgent transformation of student achievement at Schulze 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 transformation efforts that will be mounted by the Schulze and Teachscape partners. The activities are categorized as those focused on transformed leadership and those focused on effective teaching. Since the intentional use of data is integral to both transformation leadership and effective teaching, data-focused proposed activities are integrated within these categories.

### **Transformation 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 defining 'leadership' broadly to include principals, assistant principals, and the members of the Instructional Leadership Team. Proposed activities will include the use of instructional video resources, text resources

designed to deepen content understanding, graphical models that enable participants to manipulate and engage the content, and communication and collaboration tools. These unique professional development tools are described in detail below.

- **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 Schulze. 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 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.

- **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 Schulze principal and principals of the other partnership schools.

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 Instructional Leadership Team strategies to share site-based leadership and drive the instructional improvement efforts, exploring research pertinent to transformations, 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 Transformation Leadership Academy to study transformation topics in depth.

- **Promote and lead data-informed professional development.** As instructional leaders, the principal and Instructional Leadership Team 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, Classroom Walkthrough (CWT) tool, and a comprehensive process for identifying the instructional practices that shape Schulze's student outcomes. The process includes setting a purpose for classroom walkthroughs, 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 CWT 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. The work of the Parent University will help support this. Additionally, the school and Teachscape 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 (Instructional Leadership Teams) to promote and support a culture that is built on ILT on collaboration around effective teaching and learning and developing an overarching achievement-focused school culture. The Schulze 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 to help them align their efforts with the Schulze student behavior approaches. To ensure as much parent participation as possible, Schulze 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 Schulze students through school-based interventions and recommendations for off-site follow-up. A number of these partnerships have been forged already.

Teachscape will help the school assess the efficacy of each, 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 Schulze. 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.

It is important to note that relying on cultural shifts alone to drive improvements is a slow process. Schulze, like all low-performing schools, needs to promote speedy and focused interventions that yield visible results, such as improving the school’s appearance, decreasing behavioral ‘incidents,’ ensuring each students has sufficient books and supplies, etc.

- **Provide ongoing mechanisms for parent and community engagement.**

Schulze has plans in place to promote increased and improved parent and community engagement.

Teachscape will work closely with the school’s Instructional Leadership Team to interview parents and community representatives and, based on the outcomes, develop a range of opportunities 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.

In addition, Schulze currently implements the Michigan Integrated Behavior and Learning Support Initiative (Miblsi) model. This model currently assists behavior management efforts by increasing positive student behavior. It is our intention to increase the awareness of this model throughout the school, to our parents, and to the greater community. Providing the staff with on-going professional development in order to improve the school climate and discipline will be necessary. Partnering with parents and other organizations to create a safe school environment that meet students’ social, emotional, and health needs will require extended planning time for the Miblsi team members. Additional funding to support Miblsi would include student



rewards, teacher rewards for successful implementation of the model, as well as parent incentives for supporting the model.

Each of the identified programs will include an evaluation component to determine which are working best. In accordance with the Transformational Model for schools a Dean of Students position will be added to the staff of Schulze School. This will assist in providing ongoing mechanisms for family and community engagement. The Dean of Students will also implement and integrate the aforementioned strategies into the current MiBlisi school plan in order to support and increase attendance and positive behavior while taking the necessary steps to eliminate bullying, student harassment, belligerent and disrespectful behavior to name a few. In addition, the Dean of Students will work with the Instructional Leadership Team, and administration to help set a positive and effective learning environment for the school through ensuring that the entire staff is well- informed and given the necessary support to provide the positive culture, safe environment, and healthy climate that is integral to student achievement.

- **Extending or restructuring the school day to add time for building, improving, and/or sustaining relationships among student, faculty, and other school staff.** Schulze is both extending and restructuring the school day. The impact of this is to create a significant opportunity for teachers to build professional relationships by collaborating around their work, to provide professional learning in a relaxed 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 Schulze/Teachscape partners to collaborate more strategically. The options are vast, the potential returns are great, but the risk of not exploiting this ‘gift’ of extra time is large.

## **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 Schulze and Teachscape will reflect these indicators, among others.

- **Use data to identify and implement a research-based instructional program that is both vertically aligned and aligned 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 designed, 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 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 Schulze 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, designed by both partners, 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. Teachscape and Schulze 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. Schulze has developed a number of approaches, including 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.

**Focus on Math Improvement.** As demonstrated through the Math MEAP score, there is a clear need to focus improvement efforts on mathematics. Schulze will

support the math improvement efforts through the active leadership of a Math Lead Teacher to promote and support effective mathematics teaching and learning. The math lead teacher will be responsible for conducting reviews to identify a research-based mathematics program that is aligned from one grade to the next as well as with state standards, ensure that the math curriculum is implemented with fidelity and is focused on student achievement. Because building the capacity of teachers is so critical to sustained achievement, the Math Lead Teacher will provide professional development to teachers weekly, focusing on strategies to support students in achieving benchmarks and assisting teachers in identifying struggling students and developing individual learning plans for those students. To ensure the professional learning is translated to practice, the math lead teacher will co-plan and co-teach lessons on topics identified as areas of weakness, as well as provide direct instruction to small groups.

- **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: class work, 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 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 the youngsters 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. Ongoing progress monitoring will be an integral part of the differentiated approach for the students.

- **Use and integrate technology-based interventions.** Schulze is using a range of student-facing technology-based interventions, including Renaissance Place: Math Facts in a Flash, 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 Instructional Leadership Team will convene a group to review other possible interventions, such as Corrective Reading for grades 3-8. Schulze staff will identify at-risk students in grades 3-8 and provide remediation, enrichment, and support through a Corrective Reading Clinic. The goal is to have all students reading at or above grade level by the end of the school year. The Corrective Reading Clinic will be operated by trained School Service Assistants under the direction of our Title I staff. The publishers provide approximately seven hours of professional development that focuses on how to deliver direct instruction and the use of the materials, in addition to developing individual learning plans. This program will promote reading accuracy, fluency, and comprehension skills of students in third grade and higher who are reading below their grade level. District established warning systems (Burst and DIBELS testing) will be implemented to identify students who may be at risk of failure. These identified students will be included in the Corrective Reading Clinic and participate in the already established technology-based intervention Fast ForWord program at Schulze.

**Study Island** will be another means in which Schulze will utilize technology to deliver the curriculum in a variety of methods, which encompass the core academic subjects to meet the needs of students with different educational abilities and learning styles. The desired goal of implementing Study Island is to increase student achievement and raise test scores in math and reading. This program will promote continuous use of student data to inform teachers of individual needs of students. Study Island Michigan is specifically designed to help students master the content specified in the Content Expectations of Michigan. Teachers and administrators will have access to private pages where they are able to view student, class, grade-level, and/or school-wide usage and results. Effectively utilizing the data will allow for teachers to develop prompt responses with the appropriate interventions and/or remediation for the students and their identified needs. Study Island has professional development embedded in the program.

**Mobile Learning Environment (MLE)** will also enhance student learning and provide opportunity for advanced coursework and instruction using technology. MLE has been specifically designed to support 21st century learning in K-12. MLE enable students and teachers to carry out add-on, supplemental activities to the curriculum. MLE enables teachers to create alternative versions of a lesson that address the differing needs of learners.

Our plan includes the purchase of additional technology (hardware and tools for faculty and student use) to support and enhance student learning with these and other programs. The Instructional Leadership Team will review and make recommendations for the adoption of these and other potential interventions. As the interventions are adopted, their use will be incorporated into the curriculum 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, Schulze has already structured a longer school day to increase learning time and improve academic outcomes, with the help of Supplemental Educational Services (SES), which allows students to attend a structured academic after school program for up to 2 hours.

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 students are progressing relative to their learning goals.

The proposed Transformations 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.

## References

- Bryk, A.S., Sebring, P.B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2010). *Organizing schools for improvement: Lessons from Chicago*. Chicago: University of Chicago Press
- Conzemius, A. (2000). Framework. *Journal of Staff Development*. 21 (1): 38-41.
- Edmonds, R. (1979). Effective Schools for the Urban Poor. *Educational Leadership*, 37(1), 15-18, 20-24
- Elmore, R. F. (2000). *Building a New Structure for School Leadership*. Washington, D.C., Albert Shanker Institute.
- Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., and Darwin, M. (2008).

*Turning around chronically low-performing schools: A practice guide.* NCEE #2008-4020.

Lezotte, L. (1991). *Correlates of Effective Schools: The First and Second Generation.* Okemos, MI: Effective Schools Products Ltd.

Johnson, J.F., and Asera, R., Eds. (1999). *Hope for urban education: A study of nine high-performing, high-poverty, urban elementary schools.* Washington, DC: Policy Studies Associates and The University of Texas at Austin, The Charles A. Dana Center.

Public Impact (2008). *School turnaround leaders: Competencies for success.* Report funded by the Chicago Educational Fund.

Sanders, W. and Rivers, J. (1996). *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement.* Knoxville, TN: University of Tennessee Value-Added Research and Assessment Center

Spillane, J. P. (2006). *Distributed Leadership.* San Francisco: Jossey-Bass.

U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service. (2010). *Achieving dramatic school improvement: An exploratory study.* Washington, DC. Retrieved August 8, 2010 from <http://www2.ed.gov/about/offices/list/opepd/ppss/reports.html#csr>.

Waters, Tim, Robert J. Marzano, and Brian McNulty. (2003). *Balanced Leadership: What 30 Years of Research Tells Us About the Effect of Leadership on Student Achievement.* Aurora, CO: Mid-Continent Research for Education and Learning.

## **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.**

The faculty and staff at Schulze will use data to develop and refine its improvement plan and goals through the continuous review and improvement process. In doing so, we will regularly collect data from multiple sources to create a snapshot of teaching and learning.

In the coming year of our three-year 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 goals that focus on reading (literacy) and mathematics.

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 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.

In subsequent years, 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 and other assistive technology. To compliment the reflective process, leaders will engage in instructional rounds to continue a data-informed process of monitoring progress.

Through all of these processes, careful analysis of the progress toward the goals will be monitored and reviewed. Along the way, data-driven adjustments will be made.

**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.**

The faculty at Schulze 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 our central repository (Data Director) that allows for teacher access at any time. With the data readily available, teachers will be able to engage in ongoing monitoring of student progress. We recognize that teachers will require support in the form of time, training, and technology to effectively sustain a data-infused culture of this magnitude.

Parents and students are also stakeholders and will be regularly informed about progress through access to data. Parents will be engaged in using data to track their child's progress and improve their academic achievement. Opportunities for parent data workshops may occur during the monthly parent education meetings. Students will be taught to track and monitor their own progress toward specific learning goals over time. Research shows that having students review their results and visibly track their progress yields greater gains in student achievement.

Supportive technology will play a key role in ensuring that all administrators and teachers will be able to access and monitor each student's progress. This will require training in the use of the hardware and software related to the online data

warehouse. Teachers will also receive training in analyzing and applying data to develop strategies for targeting identified areas of need.

**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.**

A common practice among high performing schools is the use of data to drive instruction and support continuous improvement. Used effectively, data provides the schools with the evidence needed to understand the school's strengths, identify existing and emerging challenges and concerns, inform instruction, enable differentiation, document progress, ensure accountability, support evidence-based decision making, and to monitor and measure the impact of improvement initiatives.

To make these potential benefits a reality, we need to initiate, support, and sustain a data culture by building the capacity of all members of our school community to systematically analyze and apply data that is:

- *Comprehensive*, including student achievement data, attendance data, data on instructional practices, data reflecting aspects of the school's climate and culture, and management data
- *Timely*, to ensure that the data used to inform strategic decisions is current
- *Transparent*, to inform and engage all stakeholders in understanding progress and support the ongoing improvement efforts
- *Useful*, to inform effective decision-making, differentiated instruction, and support a culture of continuous improvement

To truly inform effective decision-making, we will need two types of data:

- *Operational data*, which includes, but is not limited to attendance data, incidence data, fiscal data, and mobility data
- *Instructional data*, which includes, but is not limited to formative assessment data, benchmark data, progress monitoring data, and annual MEAP data.

While DPS is responsible for providing the MEAP data to us, our Instructional Leadership Team is responsible for the ongoing collection of operational data, formative assessment data, benchmark data, and progress monitoring data. This is a huge task that includes using the goals to identify the data collected, determining data sources, collecting and analyzing the identified data, and developing the expectations and norms for using the data to inform decisions.



Through our monthly coaching and technical assistance provided by Teachscape, the capacity of our Instructional Leadership Team to monitor progress will be enhanced.

- 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 Schulze will be constructed to align with the specific professional learning needs relative to the goals in the school improvement plan and according to the needs 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, and data-based decision making) in accordance with the NSDC Standards for Staff Development.

Without standards, professional development is “open to interpretation” by those planning, presenting, and participating. Interpretations may vary greatly and it is likely that differences in goals, purposes, and expected learning outcomes as well as differences in the expectations for follow up, implementation, and continued learning will emerge. It is also very likely that there will be differences in defining what is considered high-quality professional development. The professional development plan for Schulze will be grounded in the work of NSDC and its standards for quality professional learning.

According to NSDC – and based on the work of Georgea M. Sparks (1983) – **context, process, and content** standards are all critical to ensure that professional development improves student learning. Ignoring 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. Teachscape will play an important role in supporting this effort by co-planning and facilitating data-informed professional development for our faculty and staff in the following areas:

- Building content knowledge in literacy and/or mathematics
- Developing pedagogical knowledge with highly effective, research-based instructional strategies
- Data-based professional learning to enable teachers to develop the critical data capacity they need to engage in the cycle of continuous improvement

**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**

Teachscope specialists will work closely with the instructional leaders of **Transformation Schools** 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, Teachscope**
- 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: Teachscope Data Specialist (TBD); Brenda Lyons, 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: Teachscope Data Specialist (TBD); Instructional Leadership Team 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. Coaching support will be provided by school based literacy and math coaches, Wayne RESA coaches and Teachscope specialists.  
**Responsibility: Teachscope Data Specialist (TBD); Instructional Leadership Team member, identified by School Principal; Wayne RESA**
- Develop and implement parent workshops to help families focused on academic improvements. Since parent engagement has been an issue at Schulze School, it is clear that “business as usual” must change and that new strategies need to be defined and embraced.  
**Responsibility: Teachscope Data Specialist (TBD); Brenda Lyons, School Principal**

- 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); Instructional Leadership Team member, identified by School Principal**

### **Required Technical Assistance for Building Leadership Capacity**

Teachscape specialists will also offer technical assistance and support to the instructional leaders at Schulze School to help them build their capacity as transformation 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 overall change efforts. This will include assistance with informing membership on the Instructional Leadership Team, co-planning agendas, co-facilitating/modeling facilitation of Instructional Leadership Team meetings, and developing the instructional leadership capacity of Instructional Leadership Team members.

**Responsibility: Brenda Lyons, 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: Brenda Lyons, Principal; Instructional Specialist (TBD), Teachscape**

- Provide support in using data to create safe and orderly environments and a climate and culture positioned to support achievement. This includes providing TA in reaching out to multiple stakeholders to understand their views of the school climate and using data to identify concerns.

**Responsibility: Brenda Lyons, Principal; Leadership Specialist (TBD), Teachscape**

- 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: Brenda Lyons, Principal; Parent/Community Engagement Specialist (TBD), Teachscope**
- 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: Teachscope staff (TBD)**

### **Required Technical Assistance for Promoting and Supporting Effective Instruction**

Because there is no doubt that effective teaching improves student achievement, Teachscope 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: Brenda Lyons, Principal; Melissa Marshall, Teachscope**
- Work with teachers to develop and implement a continuous instructional improvement process using data to inform and guide instructional practices based on student learning needs in a tiered instruction approach.  
**Responsibility: Brenda Lyons, Principal; Instructional Specialist (TBD), Teachscope**
- Develop and implement effective strategies to improve attendance – faculty and student – because achievement suffers when there is a high rate of absences. Teachscope 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: Brenda Lyons, Principal; Instructional Specialist (TBD), Teachscope**
- Provide technical assistance to promote a collaborative, reflective culture to support effective teaching and improve student learning. Teachscope 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 Schulze School.

**Responsibility: Brenda Lyons, 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 Schulze School successful. Brenda Lyons, the school principal, Instructional Leadership Team members, and Teachscape partners will be responsible for the ongoing collection and analysis of data to inform the transformation work.

---

Sparks, G. (1983). Synthesis of research on staff development for effective teaching. *Educational Leadership*, 41(3), 6-72.

## **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.

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

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

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