

LEA Application Part II

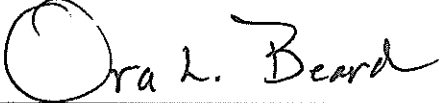
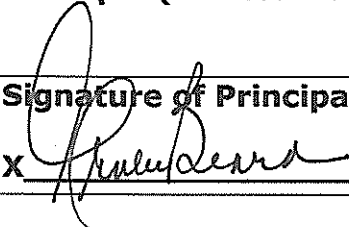
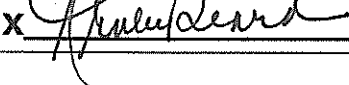
ATTACHMENT III

Lessenger/Dixon

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 to the thought process. Please submit this form with the application.

School Name and code Lessenger/Dixon #02167	District Name and Code Detroit Public Schools #462
Model for change to be implemented: Turnaround	
School Mailing Address: 8401 Trinity Detroit, Mi 48228-2867	
Contact for the School Improvement Grant: Name: Ora L. Beard Position: Principal Contact's Mailing Address: 8401 Trinity, Detroit, MI 48228-2867 Telephone: 313-945-1330 Fax: 313-945-1557 Email Address: ora.beard@detroitk12.org 	
Principal (Printed Name):	Telephone:
	(313) 945-1330
Signature of Principal:	Date:
X 	8/13/2010
The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.	

SECTION I: NEED

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

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

Over a three-year period, males performed consistently lower than females in meeting state proficiency standards. Last year, females scored 21% higher than males in reading and 5% higher than males in math. Both groups are performing below state averages. Males have a higher rate of absenteeism, due to suspensions and home issues. Lessenger/Dixon also has a number of students with incarcerated parents. The school also has a population of students with disabilities performing way below average. Only 11% of these students were proficient in reading last year. Proficiency in math was only 24%. Students have also fallen through the cracks due to teacher/administrator error in failing to diagnose learning difficulties. Students who have not had pre-school or kindergarten immediately fall behind.

In Lessenger/Dixon, many students have not had pre-school or kindergarten preparation for the elementary grades. These students immediately fall behind at school. A more profound focus must be attached to these youngsters, with an extra focus on reading and mathematics. Lessenger/Dixon also has a number of students with incarcerated parents. This means that extra focus must also be on parental support, with social workers, counselors and academic assistance available at school. Overall, teachers must be trained in more effective ways of reaching at-risk students through the use of differentiated instruction, data analysis, small group instruction, and individual learning plans.

(See Attached Data Profile) Subgroup Academic Data Analysis

Percent of Subgroup Meeting State Proficiency Standards

Group	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	41	47	42	13	12	51
Race/Ethnicity (African American)	42	48	45	12	12	51

Students with Disabilities	9	17	11	5	N/A	24
Limited English Proficient (LEP)						
Homeless						
Neglected & Delinquent						
Migrant						
Gender						
Male	33	40	49	41	52	50
Female	51	56	70	44	50	55
Aggregate Scores						
State						

Subgroup Non-Academic Analysis

Year: 2009-2010

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES									
Race/Ethnicity					368		11		
Disabilities									
LEP									
Homeless									
Migrant									
Gender									
Male									
Female									
Totals	408	196	162		368		11		

Year: 2009-2010

Group	# of Students	# of Retentions	# of Dropouts	# Promoted to next grade	Mobility	
					Entering	Leaving
SES						
Race/Ethnicity						
Disabilities						
LEP						
Homeless						
Migrant						
Gender						
Male						
Female						
Totals	357	36		321	229	86

Enrollment and Graduation Data – All Students

Year: 2009-2010

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropouts	# Promoted to next grade
K	28						28
1	27				12		15
2	32						32
3	32				3		29
4	22						22
5	22				5		17
6	46				4		42
7	68						68
8	80				12		68
9							
10							
11							
12							

Number of Students Enrolled in Extended Learning Opportunities

Year: 2009-2010

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

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

Lessenger/Dixon has school-wide Title I funds as well as 31A funds. However, this year the 31A money was not allocated to the school. The school also received a Skillman grant that was used solely for staff development.

School Resource Profile

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

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

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

SECTION II: COMMITMENT

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

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

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

Under the Turnaround Model, Dixon Elementary School will merge with Lessenger Elementary School. The principal of Dixon, Ora Beard, will become the principal of Lessenger/Dixon. Dixon is a successful school that has met Adequate Yearly Progress (AYP). Lessenger has been re-constituted twice and has not met AYP. Many of Dixon's staff will transfer to Lessenger/Dixon. At least 50% of Lessenger's staff will be released.

A meeting of the Lessenger and Dixon staff was held on July 29 to begin the ongoing process of building a collaborative and achievement-focused culture for the newly merged school. Staff from both schools agreed that changing the existing cultures to a unified culture required a commitment to developing a climate and culture focused on collaboration and to doing all that is needed to protect and increase instructional time and to dramatically, visibly and measurably raise student achievement. To ensure this, the Lessenger/Dixon staff have committed to a series of change strategies by signing a one-year contract to signal their commitment to work with school leaders to develop a collaborative and achievement-focused school culture. Change strategies to enable this improved school climate include:

- Providing an extended school day to increase learning time in order to support the academic growth of all students
- Improving instruction through ongoing and job-embedded professional learning that is focused on the implementation of research-based instructional strategies proven to impact student learning
- Using data as an integral part of instructional reform, both to inform instructional decisions and to guide instructional practices
- Monitoring and measuring changes in professional practice through the continuous use of technology-enabled classroom walkthroughs, reflective faculty discussions and development of data-informed action plans
- Engaging parents as meaningful partners in their children's learning by providing Saturday workshops focused on supporting student achievement, as well as a

parent academic room open during each school day to provide parents with extra support

- Further increasing learning time by agreeing to commit to 100% daily attendance for all faculty, excluding emergencies, and to improving excessive absences among the Lessenger/Dixon students through deep analysis of attendance patterns and trends, and the development of data-informed interventions to increase attendance

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

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

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

The administration and staff of Lessenger/Dixon have already committed to implementing a range of processes and strategies that improve the school's culture and promote systemic change in teaching and learning. With the support of the District and Teachscape, the school's turnaround partner, Lessenger/Dixon has the ability to make significant and sustained changes in teaching and learning.

There is a strong belief within the school community that all students can succeed. The number one role of the Turnaround principal, therefore, is to promote, support and sustain dramatic, visible and measurable improvements in teaching and learning. To be successful, this must be rooted in expectations of excellence and a refusal to accept anything less, a firm believe that all children can succeed, and the knowledge and skills to use data to drive achievement-focused teaching, develop cultures that support effective teaching and learning and build the capacity of the school's instructional

leadership team to mount and sustain the improvements. Starting with the interviewing process for the turnaround school's staff, the principal is building capacity for collaboration. The hired staff accepts the challenge of increasing student achievement through a shared culture of collaboration. They have been told that this collaboration includes some Saturday work in community building. They have also been told that we are partnering with Teachscape to create a job-embedded culture of professional development. These educators are prepared to apply research to decision-making, using strategies appropriate to the intended goal. There are already volunteers among the newly hired staff who are ready to take on leadership positions. The turnaround principal, Ora Beard, has already built a successful school, guiding continuous instructional improvement at Dixon, providing that staff with the knowledge and skills to collaborate.

Against this backdrop of high expectations and enhanced capacity, Lessenger/Dixon will build on existing effective structures and processes to support systemic change focused on ensuring effective instruction, promoting parent engagement, addressing the social/emotional needs of children, and providing job-embedded, data-informed professional learning that focuses on the use of data to inform change efforts, monitor implementation and assess impact. Structures are already in place, or in the planning process, to enable the school to support the systemic changes required.

- **Ensuring Effective Instruction for All Students**

Achievement-focused instruction will be supported through the strategic deployment of four instructional specialists – two assigned to K-5 (one math, one reading) and two assigned to 6-8 (one math, one reading) to support the middle school. The specialists will demonstrate the ability to use research-based strategies to improve reading and math instruction and raise student achievement. Teachscape, our turnaround partner, will make use of its extensive library of research-based and effective instructional practices videos, coaching support and data collection/analysis tools to guide and support the work of the instructional leaders and specialists. Sufficient time for achievement-focused instruction will be supported through instructional 'blocks:' a solid 90-minute block of math instruction and a 120-minute block of reading instruction. The math block will include a focus on pre-algebra for seventh grade students. The structure for these blocks is already partially in place.

To ensure that improved instruction is effective for all students, an aide will be assigned to each classroom to help facilitate small group learning and differentiated instruction. Teachscape online resources, coaching and tools will support the small group and differentiated approaches. Students with special abilities will receive the help of an aide and a special education specialist in reading and mathematics to help with instruction and intervention, ensuring these youngsters are educated in the least restrictive environment. Instructional

specialists and administrators will review lesson plans weekly and lend support for improving instructional effectiveness where needed. Weekly staff meetings will be held to discuss both progress and setbacks. Structures for these approaches are also partially in place.

Two teachers have agreed to collaboratively teach first grade, one an expert in math, the other an expert in reading. By collaborating relative to their interest and expertise, the teamed teachers will help ensure effective instruction in these core areas. Their instructional approaches will be supported through Teachscape's library of effective literacy and mathematics practices, activities and research for the early childhood grades.

- **Promoting Relevant Parent Engagement**

As a part of the Comprehensive Needs Assessment, Lessenger/Dixon has pointed to the number of families hurting in the area because of job losses. Students are not exempt from family stress. Dixon instituted a Second Cup of Coffee program to help parents cope with stressors. Parents come in for coffee and snacks to discuss both student and parenting issues. This successful program will be continued at Lessenger/Dixon. There will also be an in-house member of the Family Independent Agency to assist with issues facing our parents. The existing capacity will be strengthened through Teachscape's work around achievement-focused parent engagement.

- **Addressing Social and Emotional Needs**

In addition to scaling existing after school tutorials, focused on providing extra academic help in reading and math, a range of extra-curricular activities will be provided to help students handle their emotions by using their energy in a positive and productive atmosphere. Built on an existing suite of offerings, these will include a drill team, golf, scuba diving (taught by an expert), dance, drama, art, academic games, science clubs, and others.

Causes for student absences vary. To address this issue, Lessenger/Dixon will have an attendance officer and school nurse on staff. Many parents have no health insurance. The school nurse provides care and comfort, allowing many students to remain in class, rather than being sent home for slight illnesses. The attendance officer works with both students and parents to increase attendance for at risk children.

Research has shown that by grade two, a number of at-risk males begin to act out and by grade three many are labeled special education. An all-male third-grade classroom will be implemented to transition these boys into a nurturing, learning environment. Research has shown that if we can turn this behavior around in grade three, the boys have much greater success, both behaviorally and

academically.

Field trips will enhance students' experiences, offering resources that are simply not available in the classroom, including hands-on experiences, real artifacts and original sources. Field trips will help low-income students make connections between community and their family and culture, leading to higher involvement in the classroom. Field trips will provide students with out of body experiences, enhancing science, mathematics, and reading. These trips will include the following: Trout Farm, Calder Dairy Farm, Space Center (Atlanta, GA) NASA, Imagination Station, Toledo Zoo, Universal Soul Circus.

Structures for these are in place, and will be strengthened to support the systemic changes.

- **Providing Data-Informed and Job-Embedded Professional Learning**

While professional development will continue to be available at the District level, significant job-embedded opportunities, built upon existing structures, will also be provided. To support school-based learning, teachers in specific grade bands will have two common prep periods each week to support collaboration in grade level teams. During these provided periods, student work will be examined, and instructional successes, failures and best practices will be shared and analyzed. Structures provided through Teachscape, including panoramic video, lesson study and alignment relative to standards, will support the teachers' work. Session notes and attendance will be taken at each meeting and saved in a binder in the office, by grade level. The school will function as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

Lessenger/Dixon's infrastructure does need updating. A tour of the building revealed many classrooms without a chalkboard. Science classrooms are lacking equipment. Two computer labs are available for students, but the computers are old. The District will not repair any computers over five years old. Technology must be upgraded to include computers in classrooms as well. Some Smart Boards are available. More are needed. AirLiner wireless slates allow students to interact with information from their seats. Teachers gain mobility, along with the ability to pull up saved lessons if re-teaching a concept is necessary. This technology fits well with our differentiated-learning approach, engaging students in all subject areas. Some educators are well versed in using Smart Boards. The rest will be trained in the technology. Smart tables in our preschool would allow an exciting, hands-on, collaborative learning approach in all subject areas. The school does have several mobile labs, which will be shared among the staff.

Together, these structures provide the base from which Lessenger/Dixon can mount and sustain the systemic changes needed to drive dramatic and measurable improvement.

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).

Grade	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 3 (MEAP)	100	63	62	100	58	69
Grade 4 (MEAP)	84	61	62	78	58	62
Grade 5 (MEAP)	81	50	58	78	77	38
Grade 6 (MEAP)	43	45	59	35	66	61
Grade 7 (MEAP)	40	43	59	31	40	59
Grade 8 (MEAP)	44	38	58	24	36	36

Although there is a drop in reading scores between 2007-08 and 2009-10 in the MEAP assessments, the majority of reading scores have improved over the past two years, in alignment with city and state scores. The challenge area for all grade levels continues to be mathematics, particularly the number and operation strand. In ELA, comprehension and word study continue to be specific challenges. Overall, students tend to do better on formative assessments than on the summative MEAP assessments.

Forty-eight (48) students with disabilities were enrolled at Lessenger/Dixon last year. Thirty-eight (38) students participated in the MEAP/MME test. Ten (10) took the Mi-Access test. In general, students who received content instruction in general education settings with special education support performed better on the MEAP test. Students with disabilities were challenged to keep pace with their general education peers. Of the ten students who took the Mi-Access test last year, 80% surpassed the performance standard in ELA and 60% surpassed the performance standard in math.

Some of the causes in the gaps mentioned include high transient rates, teacher absences, a drop in male attendance rates after third grade and GLCE’s not being aligned with the Detroit Public Schools’ pacing charts, as well as some GLCE’s being left unaddressed. Each of these causes can and will be addressed as part of the turnaround efforts. The need for a highly committed, 100% highly-qualified staff is readily apparent. Continuity of instruction remains an issue in transient areas. Only 18% of

transient students were proficient in ELA last year. The number of students proficient in math was 11%.

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

The Lessenger/Dixon leaders are experienced in and committed to using data to guide tiered instruction for all students. Teachscape, Lessenger/Dixon's school improvement partner, brings more than ten years experience in using multiple forms of data, research-based improvement processes and technology-mediated tools to inform, support and improve teaching practice and student-achievement outcomes.

Lessenger/Dixon has a wide range of summative and formative data sources available to them, including DiBELS, Burst, MEAP, quarterly district assessments in reading and math, Accelerated Reading and Math, teacher-made tests, and end-of-chapter assessments. Combined with the assessment data offered through class work, homework, discussions, projects and running records, Lessenger/Dixon teachers and leaders can develop a robust and reasonably authentic portrait of student achievement and learning needs. This, however, is only half the picture. The missing half is the instructional data that shaped the student outcomes. This gap will be addressed by providing the Teachscape Classroom Walkthrough (CWT) tool and process that supports the instructional leaders in collecting, analyzing and discussing instructional data in order to frame data-informed instructional improvement and monitor and document changes in practice.

Lessenger/Dixon is committed to addressing student learning challenges -- before the students fail -- by working with the Teachscape partners to design, develop, and implement a three-tiered data-based Response To Intervention (RTI) model to improve teaching practice, student achievement and student behavior. To ensure effective development and implementation of the tiered instruction, the partners will develop and provide specific professional learning that focuses on: full implementation of the scientifically-based and aligned curriculum; understanding and applying a range of differentiation techniques; ongoing progress monitoring; instructional grouping strategies; use of benchmark, diagnostic and formative assessments to inform instruction and monitor student learning; and specific instructional strategies to support teachers and aides in working effectively with small learning groups.

Tier I

The RTI process begins by screening all students and identifying those at risk of not meeting proficiency. School staff will conduct the screenings, using an instrument

selected by the school and vetted by the district. While the progress of all students will be monitored through the RTI process, special attention will be paid to the identified students.

- **Collecting and Analyzing Schoolwide Data**

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

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

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

- **Implementation of Scientifically-Based Curricula**

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

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

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

To ensure the selected curricula is aligned vertically as well as to standards, Teachscape partners will provide access to their Curriculum tool, which will align the curricula, and will offer professional learning workshops to help teachers and leaders unpack the standards, identify gaps and duplications across grades, and identify

effective strategies for implementing the curricula to address the learning needs of every student.

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

- **Assessments and Progress Monitoring**

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

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

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

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

Tier II

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

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

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

Tier III

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

Building the Essential Foundation

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

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

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

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

Working with Instructional Leaders: CWT

Teachscape offers professional learning for the Lessenger/Dixon 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 problem of practice; (2) collecting common data in a common way, using a PDA; (3) analyzing the data to explore dominant instructional practices, differences between grade bands, changes over time, and multiple other areas of concern; (4) reflecting on and discussing the data, in faculty meetings, PLC sessions, ILT meetings, etc.; (5) using the analyzed data to collaboratively develop an



Action Plan to address areas of concern; (6) implementing the Plan; and, (7) using the PDA to monitor the implementation of the plan, measure its impact and determine the focus of new walks.

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

Working with Instructional Leaders: REFLECT

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

Independently, with peers or as part of a practice-focused PLC, teachers will have the opportunity to analyze actual lessons, reflect on their observations and use the data to help inform their understanding of their teaching strengths and areas for improvement. The Teachscape/Lessenger/Dixon 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. This job-embedded professional development emphasizing effective teaching through the use of best practices has the end result of increasing student learning time. Differentiated instruction, with individual learning plans, focuses both teacher and student to achieve more during the school day. As stated, after school tutoring in math and reading will be offered for those students who require still more instruction in order to achieve.

The success of RTI and the entire school improvement effort rests on the capacity of teachers to integrate assessments, curriculum and instruction in coherent and differentiated ways to meet the learning needs of each student. It also rests on the

capacity of leaders to promote, support and sustain effective practices. The interventions proposed are designed to build the critical capacity needed.

The following table offers a view of the commitments the Lessenger/Dixon staff has already made to understanding the use of data and to applying data to inform teaching and learning.

Meeting	Timeline	Persons Responsible	Participants
Success line "Looking At Data"	Fall 2010 (3 hours)	Instructional Specialists and Teachscape	Administrators, Teaching Staff
School Improvement Team	On-going	Administrators, Teaching/Support Staff, Parents	Administrators, Teaching/Support Staff, Parents
Item Analysis (MEAP & quarterly district tests in reading and math)	Quarterly	Administrators, Teaching Staff, Instructional Specialists and Teachscape	Administrators, Teaching Staff and Teachscape
Wednesday Staff Meeting	Weekly	Administrators, Teaching Staff and Teachscape	Administrators, Teaching/Support Staff and Teachscape
Parent-Teacher Conferences	Weekly	Administrators, Teaching/Support Staff, Parents	Administrators, Teaching/Support Staff, Parents, Community Partners
Meeting	Timeline	Persons Responsible	Participants
L.S.C.O. Meetings	Monthly	Administrators, Teaching/Support Staff, Parents, Teachscape	Administrators, Teaching/Support Staff, Parents, Teachscape
Classroom Reading Assessments	On-going	Teaching Staff, Reading Specialist	Teachers, Students, Reading Specialist
Accelerated Reading Assessments	On-going	Teaching Staff	Teachers & Students
MIBLISI (DiBELS & Burst)	Quarterly	Teaching Staff, Reading Specialist	Administrators, Students & Teaching Staff

Examine Student Work/Grade level teams	Twice weekly	Administrators, Teaching Staff and Teachscape	Teaching Staff and Teachscape
MEAP Review	September, October 2010	Administrators, Teaching Staff and Teachscape	Parents, Students, Teaching Staff and Teachscape
Classroom Math Assessments	On-going	Teaching Staff, Math Specialist	Teachers, Students
Grade Level Content Expectations	Each Fall	Administrators, Teachscape & Teaching Staff	Teaching Staff

Workshops

Lessenger/Dixon has scheduled a number of professional learning activities relative to tiered instruction for the 2010-2011 school year. More will be added as existing and emerging needs are identified.

Activity	Timeline	Involvement
Planning for Outcomes	Fall 2010	Teachscape, Administrators, All Staff
Penn Literacy Network	Summer 2010	Administrators, Teaching Staff
Grade Level Content Expectations	Fall 2010 Staff Meeting	Administrators, Teaching Staff, Teachscape
Using Data to Improve Student Achievement	Fall 2010 3 hour Meeting	D. Wahlstrom, Administrators, Staff (Staff Academy)
Power of a Teacher Through High Expectations	To Be Determined	Larry Bell, Administrators, Teaching Staff
Emotional Literacy	To Be Determined	Administrators, Teachers, Support Staff
Raising a Young Black Male	To Be Determined	Dr. J. Jackson, Administrators, All Staff, Parents, Teachscape
Writing Made Easy	To Be Determined	Erik Cork, Students, Teachers, Specialists
M.A.D.E. Parent Workshops	Monthly	Parents, Community

2 nd Cup of Coffee	Monthly	Parents, Counselor, Social Worker, Support Staff
Gender Differences	To Be Determined	Bill McBride, Teaching Staff
Early Childhood Workshop	To Be Determined	United Way, Parents, All Staff

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

Creating a collaborative culture is critical from the very first week of school. The plan is to use various forms of collaborative forums including face-to-face and online opportunities.

- Some planned face-to-face ongoing activities include weekly staff meetings to discuss both progress and setbacks. Grade level meetings supply feedback from experienced teaching staff. Norms for these meetings always include 'no blame'.

- Each Wednesday and Friday offers the opportunity for shared planning time. During this time, student work will be examined and instructional successes and failures will be discussed. Best practices will be shared. Notes and attendance will be taken at each meeting, saved in a binder in the office, by grade level.
- Excellent teaching is recognized during an end-of-the-year celebration. "Above and Beyond" awards will be given to teachers and support staff who contribute in meaningful ways to the success of students. Administrators also give verbal praise to the staff during the school year. Classroom and school successes are recorded in the student newspaper and parent newsletter. During count week, all classes with perfect attendance are listed on a large poster hung in the school. Just as students need praise for a job well done, staff members also do better and achieve more when hard work is acknowledged. Lessenger/Dixon will strive to be an educational system of choice for all stakeholders.

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 work will be supplemented by ILT meetings at the school to share leadership and promote achievement-focused collaboration within the school. Representatives of the school's ILT will meet monthly with representatives of other ILTs supported by Teachscape to collaborate around common problems of practice and share successes.

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

Engaging parents, community and external experts in promoting effective teaching and learning is not just a part of our mission statement – it is a principle to which we are deeply committed.

Because we believe that parents are key in promoting achievement, we have established comprehensive outreach and communication efforts to keep the parents informed and engaged.

- We assure parents that their children are safe and secure by providing them with information about the positive, nurturing and productive school environment we are developing. Rules and consequences are explained and parents are introduced to the school's positive behavior model (MIBLIS), and encouraged to discuss and use some of the strategies at home.
- The school is committed to active two-way communication. Parents are kept informed about the school through various communications, including weekly

notes home, monthly newsletter from the principal, automatic calling system, parent teacher conferences, L.S.C. O monthly meetings, Second Cup of Coffee, Email, and parent volunteers. They are encouraged to communicate with school staff, particularly relative to success and challenges their children are experiencing in school.

- School staff is also committed to promoting achievement-focused parent engagement. We believe we are all partners in helping every child succeed and encourage the participation of parents in this critical work.

Community input and support comes through our external partners, including United Way, Skillman Foundation (Dixon School received the Good School grant for the past five years), Blue Cross Blue Shield serving healthy families), Family Independent Agency, Big Brothers Big Sisters, and Communities in Schools.

Because we believe children need strong role models to succeed in the global community, we are committed to our existing mentoring partnerships with Communities in Schools and two churches. Members of these organizations give quality time to students in need of extra academic and emotional support. Students are identified and recommended by teaching staff and our social worker. Mentors work with children after school.

The Sixth Precinct has also partnered with us in areas such as mentoring, drug awareness, sports, pizza parties and our community picnic. Collaboration with Coats for Kids, Gleaners Food Bank and the Family Independent Agency provides assistance to our economically disadvantaged students. No child should be allowed to stay home from school because he/she has no coat. We believe that no child should be prevented from learning because of hunger. Therefore, we offer a free breakfast program.

Students also share in efforts that benefit the community. Students have planted flowers, trees and a garden at the school, through materials donated by Home Depot and the Arbor Day Foundation. The food grown was given to a food bank. Our students raised two thousand dollars to help victims of Haiti. The value of helping others was not lost on the students. All serve to remind our students that we all have a role in the global community and we should all strive to be the best that we can be.

The following table offers an overview of some of the Parent and Community programs and activities to which we are committed.

Parent/Community Programs and Activities	Type
Family Math	Family math enrichment nights
Family Reading	Family reading enrichment nights
Scholastic Book Fair	Literacy
Mother/Son Dance	Family Togetherness
Father/Daughter Dance	Family Togetherness
Community Picnic	Celebrate the end of the school year
L.S.C.O. Meetings (Monthly)	Discuss school issues monthly
Title I Meetings (each semester)	Discuss school issues each semester
Second Cup of Coffee Program	Discuss student/parent issues monthly
Nutritional Wellness Program	Promoting healthy eating and exercise
Storytelling Program	Literacy
Saturday Enrichment	Varied Topics
Parent Room	Academic Support

Community Partnerships/ Programs	Type
Adopt a School	Mentoring
Little Bear	Abuse Prevention
First Step	Abuse Prevention
Communities in Schools	Variety
DAPCEP	Pre-engineering
Career Day (Community Members)	Career Awareness
United Way	Early Childhood
Sixth Precinct	Mentoring
Goodfellows	Economically disadvantaged
Coats for Kids	Economically disadvantaged
Westside Business Alliance	Community Support
Home Depot	Garden Supplies
Family Independent Agency	Support Services
Lens Crafter	Free eyeglasses
Gleaners Food Bank	Nutrition
University of Michigan	Literacy
Teach Peace	Mentoring
Skillman Foundation	After school arts
21 st Century	After School Tutoring/Projects
MiBLiSi	Behavior and Literacy Support
Arbor Day Foundation	Tree Planting
Reading is Fundamental	Books for Students
Play Works	Recess
Organ Wise Guys	Healthy Eating
Gentlemen's Club	At Risk Middle School Boys
Project Seed	Math Lessons

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, Lessenger/Dixon and Teachscape are fully committed to the rapid, transparent, dramatic, and measurable transformation of student achievement at the newly created Lessenger/Dixon School. The proposed activities to drive, support and sustain this goal are embedded in three overarching levers of change:

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

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

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

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

Turnaround Leadership

There is no longer any doubt that school leaders are the key ingredient in shaping school success (Bryk et al., 2010; U.S. 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 designed to build the capacity of effective turnaround leaders follow.

- **Provide ongoing and job-embedded professional learning.** In collaboration with school leaders, Teachscape staff will use needs assessment data, instructional data, student achievement data and operational data to develop a unique professional learning program for instructional leaders at Lessenger/Dixon. The data-informed professional learning will be guided by Teachscape's rich library of research-based and practice-focused multimedia modules that are Internet-based and available on demand and feature:
 - *Video resources:* (1) *best-practice videos* to show the research-based practices in action in the classroom; (2) *commentaries* by noted researchers that are designed to provide a research-based perspective on the practices illustrated; and (3) *teacher reflections* to promote better understanding of the featured teacher's instructional decisions
 - *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 the 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 Lessenger/Dixon 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 ILT strategies to share site-based leadership and drive the instructional improvement efforts, exploring research pertinent to turnarounds, scaling effective practices across schools, sharing successes, discussing challenges and planning together to solve common problems of practice. Teachscape technology-mediated resources and a body of professional literature will guide and inform the cohort meetings.

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

- **Promote and lead data-informed professional development.** As instructional leaders, the principal and ILT members are charged with identifying and addressing the general and specific professional learning needs of the faculty. As a partner, Teachscape will provide participants with a data-mediated tool, the Classroom Walkthrough (CWT) tool, and a comprehensive process for identifying the instructional practices that shape Lessenger/Dixon's student outcomes. The process includes setting a purpose for classroom walkthroughs, collecting and analyzing the walk data, and convening reflective meetings with faculty to review the data and to develop action plans based on the data-informed needs. The tool will then be used to measure changes in the professional practices identified.

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

- **Monitor and measure the impact of the professional development on practice.** As PD leaders, the principals will use the Classroom Walkthrough tool and process to monitor the implementation of the data-informed PD and assess its impact on student achievement. It is expected that some of the proposed intervention strategies will be more effective than others in changing instructional practices and student outcomes. These will be identified as part of the overarching improvement process (Plan – Do – Study – Act) and care will be taken to ensure that the instructional leaders identify and spend their time and efforts focusing on what works, not on what doesn't.

- **Partner with parents and others to develop a safe and orderly climate that meets students' social, emotional and health needs and a culture that supports improvement goals.** Principals need to develop safe and orderly achievement-focused environments. Lessenger/Dixon and Teachscape will work closely to develop the collaborative, achievement-focused culture envisioned by:
 - Developing professional learning focused on shaping and sustaining a culture of high expectations that includes a core of common classroom-based routines and practices and the shared belief that students can learn to high standards. Professional readings, video analysis and reflective discussions will be used to inform this activity.
 - Supporting the development of shared leadership teams (ILTs) to promote and support a culture that is built on collaboration around effective teaching and learning and developing an overarching achievement-focused school culture. The Lessenger/Dixon 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 Lessenger/Dixon student behavior approaches. To ensure as much parent participation as possible, Lessenger/Dixon will offer multiple parent workshops focused on the plans for safe and orderly environments, as well as enlisting community partners to help spread the word through their organizations.
 - Enlisting community partners to address the social, emotional and health needs of the Lessenger/Dixon 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 and support and learn from each other, such as the common prep periods and Saturday sessions defined by Lessenger/Dixon. 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. Lessenger/Dixon, 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.** Lessenger/Dixon has plans in place to promote increased and improved parent and community engagement. Teachscape will work closely with the school’s ILT 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.

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

- **Extending or restructuring the school day to add time for building, improving and/or sustaining relationships among student, faculty and other school staff.** Lessenger/Dixon is both extending and restructuring the school day and 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 Lessenger/Dixon and Teachscape partners to collaborate more

strategically. The options are vast, and 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 and the intentional use of research-based instructional strategies proven to raise student achievement (Bryk, 2010; U.S. Department of Education, 2010). The partnership between Lessenger/Dixon and Teachscape will reflect these indicators, among others.

- **Use data to identify and implement a research-based instructional program that is aligned both vertically and with the state standards.** Materials for instructional programs will be vetted through *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 reteaching 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 Lessenger/Dixon and Teachscape 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 Lessenger/Dixon 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. Lessenger/Dixon 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.

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

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

To ensure effective development and implementation of the tiered instruction, the partners will develop and provide specific professional learning that focuses on: full implementation of the aligned curriculum; understanding and applying a range of differentiation techniques; ongoing progress monitoring; instructional grouping strategies; use of benchmark, diagnostic and formative assessments to inform instruction and monitor student learning; and specific instructional strategies to support teachers and aides in working effectively with small learning groups.

- **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 (both student-student and student-adult discussions), teacher-made tests, end-of-chapter/unit tests and others identified by the teachers.

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

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

Because there is as much diversity within this labeled group as across groups, Teachscape will work closely with the school leadership to identify specific concerns relative to 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.** Lessenger/Dixon S/R is using a range of student-facing technology-based interventions, including Accelerated Reader and Accelerated Math to improve student learning outcomes. These interventions have proven to be effective in engaging students and improving achievement. Based on this, the ILT will convene a group to review other possible interventions, such as Read 180 for the middle school students, and make recommendations for their adoption. As the interventions are adopted, their use will be incorporated into the pacing guide to ensure they are supported coherently.
- **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 recognitions of these benefits, Lessenger/Dixon has already structured a longer school day to increase learning time and improve academic outcomes.

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

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

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

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an Action Portfolio that will guide and inform the school's Continuous School Improvement Planning Process. The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools. The one identified subgroup in our school is special education students and special attention is taken to ensure our student IEPs are aligned with data trends and our School Improvement Plan goals and objectives so that all students can succeed.

The Action Portfolio begins with the Michigan School Improvement Framework (MSIF). The Framework was designed to:

1. Provide schools and districts with a comprehensive framework that describes the elements of effective schools, including providing a common way of describing the processes and protocols of practice
2. Give direction to, support, and enhance the school improvement planning process
3. Use the School Improvement Framework Rubrics to assess the framework at the benchmark level and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The Comprehensive Needs Assessment (CNA) is another tool that has been developed as a part of the Action Portfolio. This process examines building demographics, system processes and protocols of practice, instructional programs, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?

- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that our systems are aligned with the elements of effective schools to support our instructional program goals and objectives is the first step to establishing the continuous school improvement process.

The School Improvement Plan (SIP) Template has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

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.

Our school has a data-driven curriculum that focuses on the analyses of assessment data to drive instruction. For example, we use the data from the 2009 MEAP as well as student performance data from math, reading and science GLCE's that shows that reteaching of key concepts is needed for student success. The Detroit Public School's Zango data system is a frequent data tool used by our school for clarifying and exhibiting the school data in an understandable fashion for all stakeholders. Additionally, MEAP student and parent reports are shared with students in the classroom and with parents at various parent meetings and finally mailed home to parents for their own personal viewing.

To provide another mechanism for family and community engagement, standardized testing reports (MEAP) are reviewed with parents at parent meetings and parent-teacher conferences. Frequent academic progress reports are shared at parent teacher conferences and mailed home to parents. Report cards are issued quarterly and again explained to students

and to parents who attend school meetings and conferences. The language on both the progress reports and report cards is considered "user friendly."

All of the stakeholders are able to analyze the 2009 MEAP data in the areas of reading, math and science, along with the 2009 SIP goals and objectives and the CNA responses for the current school year. Other staff members and support staff, along with parents, are allowed to give their input from other school data (report cards, attendance records, and Zango, the DPS data bank). These collaborative efforts give the stakeholders the information they need for planning, designing, monitoring and evaluating the school improvement plan.

In order to integrate technology-based interventions to improve communication and efficiency, staff members are using the Detroit Public Schools' email system to communicate with parents and one another on various school issues. Students in grades 6-8 are given an opportunity to take a computer literacy course that accesses their prior knowledge in the area of technology and then teaches them new computer languages and programs. Many students have home computers, and therefore are required to turn in assigned reports using the Internet for references and must use various software programs to format their reports in an acceptable presentation. In math, the students are exposed to graphing calculators and other computerized math challenge exercises. We are keenly aware, however, that we need more computers in each classroom if we are to compete with other students in other school districts across the state and across the country.

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.

Schools that are struggling often fail to use data in an effective way to drive instructional decisions. How to leverage technology to collect and collate data quickly, how to analyze that data, how to share that data with staff and stakeholders, and how to use it then to develop action plans around targeted improvement are key elements of the work we plan to do during this grant cycle. We believe that the ability to use data more effectively, and at a much more granular level, to meaningfully drive decisions will ultimately lead to an increase in student achievement.

In an effort to institute a system for measuring changes in instructional practices that result from professional development efforts, the use of Classroom Walkthrough, a tool and process developed by our partner, Teachscape, to assess on a routine basis what is happening in the classroom will be implemented. It allows for the collection of classroom data showing patterns of instruction happening around the school and can generate reports that are then shared with staff filtered by grade levels, subject matters, and other parameters to study strengths and weaknesses in the instruction occurring in the classrooms. Based on this progress monitoring and the data results, schools can have a detailed map of how to adjust their instruction for continued improvement.

With the goal of ensuring that the curriculum is implemented with fidelity and is impacting student achievement, Teachscape's web-based Curriculum Suite will be used to provide the structure for an articulated curriculum framework. In a user-friendly view, teachers and administrators will see what skills and concepts are aligned to standards, which skills are tested, what standards (and their corresponding skills and concepts) are essential, and when certain skills and concepts are expected to be covered. The system will house a scope and sequence of unpacked standards based on courses that are automatically tied to the state standards and to state and district testing requirements. This will ensure that all classrooms are operating from a common set of expectations that logically and seamlessly transition students from one level to the next. The over-arching goal here is to promote continuous use of student data to inform instruction and to meet the individual needs of students.

In professional development sessions, teachers will identify what will be taught in their grade level or course, and what the prerequisite and advanced skills are for their level to ensure appropriate scaffolding and development of understanding. They will also identify what skills or concepts are re-taught in subsequent grade levels to recalibrate expectations across grade levels. Existing pacing guides can be refined or new pacing guides created to ensure alignment to the instructional time needed to achieve mastery of the standards.

The data sources used to identify the achievement gap at our school are MEAP, District Quarterly Tests, pacing charts, and GLCE's. The tools used to support the effective use of data are such things as our MEAP item analysis,

spacing charts, curriculum guides, bi-monthly integrated tests, and staff assessments. We will spend time and money on ensuring that all staff are steeped in data around the students they teach so that they understand what their students know, errors they are making that impede progress, and what they need to know to promote to the next grade level. By studying this data and knowing where each child excels and struggles, they will be able to provide differentiated instruction to help bump those students forward in their math and literacy proficiency.

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.

In order to ensure that we use data to identify and implement an instructional program that is research based and aligned from one grade to another as well as with state standards, we must have a plan in place that clearly outlines needed professional development aligned to NSDC's Standards of Staff Development. There is a clear focus on content, process and context standards, including focused goals, a measurable objective statement to support each goal, a list of strategies to use to achieve the goal, a list of activities planned to achieve the goal, staff used to assist with this, and timelines defined to achieve the goals. Collaboration drives achievement. This includes a Leadership Team and the formation of instructional teams – all meeting to develop curriculum-aligned strategies as well as monitoring student progress. The plan is standards based, results driven and includes job-embedded professional development. The plan outlines details and assistance, including:

1. Continued technical assistance support from Wayne RESA content and leadership coaches
2. Field trip opportunities to businesses and institutions that expose students to careers in mathematics and science
3. Funding for math challenge games and activities that makes learning math fun for students
4. Funding for additional high interest supplies and materials that promote reading and writing skill growth

5. Frequent staff development on differentiated instruction in math and reading and on building professional learning communities in collaboration with our partner, Teachscape.
6. Staff development in the area of inclusion for students with disabilities

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 and the staff responsible for coordinating these services are detailed below.

Required Technical Assistance for Data Collection and Analysis

Teachscape specialists will work closely with the instructional leaders of Lessenger/Dixon School to ensure that they develop the depth of knowledge and skills required to collect, analyze and apply data to inform decisions, then monitor the

implementation of their decisions, measure their impact and revise/refine as needed to ensure continuous improvement.

- Provide training and support in using a technology-mediated tool and process to collect common instructional information in a common way and analyze the data to inform action plans.

Responsibility: Ed Greene and Melissa Marshall, Teachscape

- Develop and implement professional learning relative to using multiple sources of data to inform decisions, monitor their implementation, measure their impact and refine as indicated.

Responsibility: Teachscape Data Specialist (TBD); Ora Beard, School Principal

- Lead TA sessions to help school staff assess the implementation and impact of their data-informed action plans and revise these as part of a continuous improvement process focused squarely on raising student achievement.

Responsibility: Teachscape Data Specialist (TBD); ILT member, identified by School Principal

- Provide support to teachers in using data to inform instructional decisions, such as grouping, level of differentiation, etc. The assistance will include multiple supports, including modeling, co-planning, co-teaching, coaching instructional coaches and focused professional learning for the teachers.

Responsibility: Teachscape Data Specialist (TBD); ILT member, identified by School Principal

- Develop and implement parent workshops to help families focused on academic improvements. Since parent engagement has been an issue at Lessenger/Dixon School, it is clear that “business as usual” must change and that new strategies need to be defined and embraced.

Responsibility: Teachscape Data Specialist (TBD); Ora Beard, 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); ILT member, identified by School Principal

Required Technical Assistance for Building Leadership Capacity

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

- Develop and support achievement-focused Instructional Leadership Teams to build site-based capacity to drive and support the overall change efforts. This will include assistance with informing membership on the ILT, co-planning agendas, co-facilitating/modeling facilitation of ILT meetings, and developing the instructional leadership capacity of ILT members.

Responsibility: Ora Beard, Principal; Melissa Marshall, Teachscope

- 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: Ora Beard, Principal; Instructional Specialist (TBD), Teachscope

- 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: Ora Beard, Principal; Leadership Specialist (TBD), Teachscope

- Ensure the curriculum is aligned with state standards, paced appropriately and that teachers are implementing the aligned curriculum with fidelity. This includes using the Teachscope Curriculum tool to align and pace the curriculum and the walkthrough tool to ensure the aligned curriculum is presented with fidelity.

Responsibility: School Coach (TBD); Instructional Specialist (TBD), Teachscope

- 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: Ora Beard, Principal and 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: Teachscape staff (TBD)

Required Technical Assistance for Promoting and Supporting Effective Instruction

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

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

Responsibility: Ora Beard, Principal; Melissa Marshall, Teachscape

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

Responsibility: Ora Beard, Principal; Instructional Specialist (TBD), Teachscape

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

Responsibility: Ora Beard, Principal; Instructional Specialist (TBD), Teachscape

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

Responsibility: Ora Beard, 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 Lessenger/Dixon School successful. Ora Beard, the school principal, ILT members and Teachscape partners will be responsible for the ongoing collection and analysis of data to inform the turnaround work.

Section IV: Fiscal Information

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

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

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years (until September 30, 2013).

USES OF FUNDS

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

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

Intensive monitoring of grant implementation and evaluation will be required.

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

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

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

LEA Application Part III

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

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

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

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

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