



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



JENNIFER M. GRANHOLM  
GOVERNOR

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SUPERINTENDENT OF  
PUBLIC INSTRUCTION

December 14, 2010

Mr. Robert Bobb  
Detroit City School District  
3011 West Grand Blvd. 14th Floor  
Detroit, MI 48202-3096

Dear Mr. Bobb:

The redesign plans submitted by your team have been received and reviewed by the State School Reform/Redesign Office. This letter fulfills the requirement of MCL 380.1280c, section 3, for the State School Reform/Redesign Officer to "issue an order" approving, disapproving or requiring changes of redesign plans.

The following Redesign Plans have been **approved**:

A.L. Holmes Elementary	King High School
Beckham Academy	Law Elementary
Bethune-Fitzgerald Elementary	Mumford High School
Brenda Scott Middle School	Murphy Elementary
Burns Elementary	Northwestern High School
Cody College Preparatory School	Osborn Upper School of Global Comm.
Denby High School	Parker Elementary
Duffield Elementary	Pershing High School
Earhart Middle School	Schulze Elementary
Finney High School	Southeastern High School
Ford High School	Stewart Elementary
Hutchinson Elementary	Trix Elementary
Jemison School of Choice	Vetal Elementary
Kettering High School	Western International High School

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The redesign plans for the following schools were incomplete and **require changes** before they can be approved:

Central High School

Crockett High School

**Deadline:** Friday, January 21, 2011 by 5:00 p.m.

Reviewer comments have been provided to assist with the revision of the redesign plans for these two schools. The review document is also posted on the Michigan Electronic Grants System (MEGS) website.

Please upload the revised redesign plans in MEGS with a cover page for each that identifies the pages on which changes were made. A letter approving or disapproving final redesign plans will be sent via email by February 21, 2011.

Thank you for sending confirmation that the School Improvement Grant (SIG) plans for schools that received SIG grants are also the state-required redesign plans for those schools. The following SIG schools are **approved**:

Farwell Middle School

Lessenger Elementary Middle School

Nolan Elementary School

Phoenix Elementary School

Southwestern High School

White Elementary School

If the district would like to apply for a federal School Improvement Grant (SIG) to support and enhance implementation of redesign plans in schools that do not have SIG grants, please watch for email notification in January of the grant application availability and technical assistance.

**Next Steps:**

- Competitive application for federal School Improvement Grant funds (optional)
  - Competition is expected to begin in January 2011
  - Details will be provided to the person you have named as contact
  - Your approved redesign plan will be the base of the School Improvement Grant application
- Preparation for full implementation of redesign plans
- Implementation may begin immediately, but must begin no later than the start of the 2011-12 school year
- Submission of monitoring reports as requested on a quarterly basis

The district and schools will be notified of monitoring requirements, student growth expectations, and professional learning opportunities over the next several weeks.

December 10, 2010  
Page 2

Please extend my thanks to your team for the hard work they did to develop the many redesign plans. I look forward to evidence of steady improvements in student learning and achievement in your schools.

Sincerely,

MaryAlice Galloway  
Interim State School Reform/Redesign Officer

cc: Principal  
Board President

### Turnaround Model Required Activities

	<b>No</b>	<b>Yes</b>	<b>Additional Comments</b>
<b>Requirement 1</b>  Replace the principal	<input type="checkbox"/> Continuing with existing principal who does not meet the 2 year rule. <input type="checkbox"/>	<input type="checkbox"/> Continuing with existing principal who meets the 2 year rule. <input checked="" type="checkbox"/> New principal identified and put into place. <input type="checkbox"/> New principal not yet identified, but interview process in place. <input type="checkbox"/> New principal identified, but not put into place. <input type="checkbox"/> New principal not yet identified. Plan to identify new principal in place. <input type="checkbox"/>	
Grant principal sufficient operational flexibility to implement a comprehensive approach to substantially improve student achievement outcomes and increase graduation rates.	<input type="checkbox"/> Plan does not include any operational flexibility. <input type="checkbox"/> A plan is described for granting operational flexibility, but it does not appear to be sufficient <input type="checkbox"/>	<input checked="" type="checkbox"/> Plan details how operational flexibility will be provided. <input type="checkbox"/>	
<b>Requirement 2</b>  Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.	<input type="checkbox"/> The plan does not indicate how competencies will be adopted or how staff will be measured. <input type="checkbox"/>	<input checked="" type="checkbox"/> The plan details how the competencies used to measure the ability of staff to work with students were adopted and how they will be used. <input type="checkbox"/>	
<b>Requirement 3</b>  Screen all existing staff and rehire no more than 50 percent.	<input type="checkbox"/> The plan does not describe the process for screening existing staff and rehiring not more than 50 percent of them. <input type="checkbox"/>	<input checked="" type="checkbox"/> The plan describes a detailed process for screening existing staff and rehiring not more than 50 percent of them. <input type="checkbox"/>	
<b>Requirement 4</b>  Implement strategies to select new staff and retain them.	<input type="checkbox"/> The plan does not describe how the LEA will use strategies such as financial incentives, etc. to recruit, place, and retain staff with the skills to work with students in the turnaround schools.	<input checked="" type="checkbox"/> The plan describes how the LEA will use strategies such as financial incentives, etc. to recruit, place, and retain staff with the skills to work with students in the turnaround schools.	
<b>Requirement 5</b>  Provide staff with ongoing, high quality, job embedded professional	<input type="checkbox"/> There is no professional development plan indicated. <input type="checkbox"/> A plan for professional development is indicated, but it	<input checked="" type="checkbox"/> Professional development is well defined and occurs on a regular basis with follow up and support aligned with	

<p>development aligned with the school's comprehensive instructional program and designed with school staff</p>	<p>is not job embedded, focused, or missing a timeline.  <input type="checkbox"/> Professional development consists of a series of workshop activities that are not directly connected to student outcomes  <input type="checkbox"/></p>	<p>instructional needs.  <input type="checkbox"/> Plan differentiates for the needs of school personnel.  <input type="checkbox"/> A timeline is included detailing when and how job embedded professional development will occur (weekly, bi-weekly, monthly).  <input type="checkbox"/> The plan indicates that school staff was an integral part of designing the professional development to be offered  <input type="checkbox"/></p>	
<p><b>Requirement 6</b>  Adopt a new governance structure, (may include turnaround office/turnaround leader who reports to the Superintendent or CAO).</p>	<p><input type="checkbox"/> The plan does not indicate how a new governance structure will be put in place and who will be responsible for implementing and monitoring the plan.  <input type="checkbox"/></p>	<p><input checked="" type="checkbox"/> The plan indicates that the LEA will put in place a new governance structure to ensure the success of the turnaround effort. Details of the new governance structure are provided.  <input type="checkbox"/></p>	
<p><b>Requirement 7</b>  Use data to identify and implement an instructional research based program that is vertically aligned from one grade to the next, as well as aligned to state standards.</p>	<p><input type="checkbox"/> The program described does not align with state standards.  <input type="checkbox"/> The plan describes an instructional program with only a moderate basis in data, research and alignment.  <input type="checkbox"/> There is no program described.  <input type="checkbox"/></p>	<p><input checked="" type="checkbox"/> Plan describes an instructional program that is researched based, vertically aligned and aligned with the state standards.  <input type="checkbox"/></p>	
<p><b>Requirement 8</b>  Promote the continuous use of individual student data (formative, interim, and summative) to inform and differentiate instruction to meet individual student needs.</p>	<p><input type="checkbox"/> There is no evidence that there is a plan to review student data on an ongoing basis for the purpose of adjusting instruction  <input type="checkbox"/> There is evidence that some data is reviewed; no information is given about how it will be used to modify instruction  <input type="checkbox"/></p>	<p><input checked="" type="checkbox"/> The plan indicates how staff will use multiple sources of data to differentiate instruction to meet individual student needs.  <input type="checkbox"/></p>	
<p><b>Requirement 9</b>  Establish schedules and implement strategies that provide increased learning time.</p>	<p><input type="checkbox"/> The plan does not address expanding the learning time for students.  <input type="checkbox"/> Additional learning time is addressed, yet it does not focus on core academic content  <input type="checkbox"/> Additional learning time is addressed, but it does not focus on all students.  <input type="checkbox"/></p>	<p><input checked="" type="checkbox"/> There is evidence of increased learning time for all students in core academic content.  <input type="checkbox"/></p>	
<p><b>Requirement 10</b>  Provide appropriate social-emotional and community oriented services and supports for students</p>	<p><input type="checkbox"/> The plan does not reflect how supports for students will be provided.  <input type="checkbox"/></p>	<p><input checked="" type="checkbox"/> The plan details multiple strategies, services and supports for students and how they will be provided.  <input type="checkbox"/></p>	

<b>Permissible Turnaround Activities</b>			
Turnaround models may also implement other strategies such as: Any of the required and permissible activities under the transformation model; or a new school model such as themed, dual language academy, etc.			
<b>If any of the required indicators above received a NO, this application WILL be rated incomplete.</b>	<b>Incomplete</b>  <input type="checkbox"/>	<b>Complete</b>  <input checked="" type="checkbox"/>	

**Additional Feedback: This redesign plan is approved.**

**The requirement for a redesign plan is a state requirement. If SIG funding cannot be secured for all PLA schools, the plan may need to be modified to reflect what is do-able within available funding.**

**Are benchmarks (p. 17) going to be developed at the building level w/K12 Solutions?**

**What are implications for district-wide data?**

**Page 18 – Pearson is going to provide support for interoperability of existing technology systems – at bldg level instead of district level.**

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**LEA Application Part II**  
**Beckham Turnaround Plan**

**District Name**  
**School Name**  
**Reviewer Number**

Detroit Public Schools  
Beckham Academy

<b>Turnaround Model</b>	<b>Page Numbers</b>	<b>Reviewer Comments</b>
Replace principal* --and grant the new principal operational flexibility over staffing, calendar/time and budgeting to implement comprehensive approach*	p. 13, 15	
Screen all existing staff and rehire no more than 50% of staff* --use locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet student needs*	p. 14	
Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions* --use to recruit, place and retain skilled staff	p. 14	
Provide ongoing high-quality job-embedded Professional Development (PD); --aligned with instructional program and designed with staff input	p. 5-7; 20; 21; 22; 27-29; 30; 32-33; 39; 62; 69; 71-72	
Adopt a new governance structure* -examples: report to turnaround office, hire turnaround leader, flexibility agreement in exchange for accountability	p. 15, 72	

**Required Activities**

	Use data to identify and implement instruction program that is research-based and vertically aligned from one grade to the next as well as with State academic standards	pl 20-21; 38; 57-58; 61; 62-63; 68	
	Use data to inform and differentiate instruction; --formative, interim, summative	p. 22; 38; 60; 63	
	Increase learning time* --using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for core academic subjects, other subjects, enrichment activities, teacher collaboration or PD	p. 38-39; 56-57; 63	
	Provide social-emotional and community services and supports	pl 13; 17; 18-19; 34; 43; 44-45	
<b>Permissible Activities</b>	Implement any activity in the Transformation model	pl 18; 43; 41-42	
	Establish a themed school		

**General Comments**

**ATTACHMENT III**

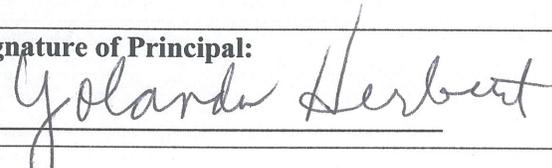
William Beckham Academy

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

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

<b>School Name and code</b> William Beckham Academy F136	<b>District Name and Code:</b> Detroit Public Schools 82010
<b>Model for change to be implemented:</b> Turnaround	

<b>School Mailing Address:</b> 9860 Park Dr. Detroit, Michigan 48213	
<b>Contact for the School Improvement Grant:</b>  Name: Yolanda Herbert Position: Principal Contact's Mailing Address: 9860 Park Dr. Telephone: 313-852-8500 Fax: 313-852-8511 Email address: yolanda.herbert@detroitk12.org	
<b>Principal (Printed Name):</b> Yolanda Herbert	<b>Telephone:</b> 313-85-8500
<b>Signature of Principal:</b> X 	<b>Date:</b> November 15, 2010
<b>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.</b>	

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## **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).

As evidenced by the existing school data, William Beckham is challenged both economically and academically. As a chronically underperforming school, all subgroup performance falls far below state expectations.

Nevertheless, teaching and learning must be the immediate and ongoing focus of school reform efforts. Beckham's targets for improvement will be driven by a comprehensive diagnostic review and theory of action conducted by Pearson K-12 Solutions. The information compiled during this comprehensive school diagnostic will include a five-year longitudinal analysis of all available and pertinent school data. In addition, data collected during the school diagnostics will include, but is not limited to:

- Student Achievement and School AYP
- Instruction and Learning
- Interoperability & Quality of Technology Systems
- Quality and use of Core Curriculum
- Effective Use of Data to Inform & Plan
- Leadership Effectiveness
- Aspirations & Engagement Culture
- Quality of Community Engagement Plan

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The tables below provide a view of the sub group academic performance and further evidence of the need for comprehensive school reform at Beckham Academy. The following is an analysis of the most compelling sub group data:

**Fifth Grade -**

- Approximately 38% of Economically Disadvantaged and African American Fifth Graders met State Proficiency Standards in Math.
- Nearly 55% of the same groups met the State Proficiency Standards in Reading.
- Approximately 35 % of the same sub groups met State Proficiency Standards in ELA and an alarming 18% in Writing.
- Students with disabilities fared the worse with only 12.4% in mathematics, 14.3 % in reading and 9.1% in ELA meeting the State Proficiency Standards.

**Fourth Grade -**

- Approximately 58% of Economically Disadvantaged and African American Fourth Graders met State Proficiency Standards in Math.
- Nearly 37% of the Economically Disadvantaged and African American students met the State Proficiency Standards in Reading.
- Approximately 46% of the same sub groups met State Proficiency Standards in ELA and an alarming 15% and 18% respectively in Writing.
- Students with disabilities had the highest mathematics meeting rate for the grade at 67%, but were far below peers with passing rates of 20% in reading and 23% in ELA.

**Third Grade –**

- Approximately 82% of Economically Disadvantaged and African American Fifth Graders met State Proficiency Standards in Math.
- Slightly over 68% of the same groups met the State Proficiency Standards in Reading.
- Approximately 50% of the same sub groups met State Proficiency Standards in ELA and 28% in Writing.

- Students with disabilities had a passing rate of 80% in mathematics and 50% in reading.

This analysis of the achievement data clearly indicates the need for an emphasis on quality first instruction, tiered intervention and extended learning opportunities. The following table provides causes of poor academic performance and proposed solutions, as well as the STEP Model components that support the solutions.

### Cause of Poor Academic Performance and Proposed Solutions

<b>Cause of Poor Academic Performance</b>	<b>Proposed Solutions</b>	<b>K -12 Solutions Step Model Component</b>
Some staff members lack qualifications, knowledge and skills to support student learning.	Staff participates monthly in differentiated professional development to develop content knowledge and skills.	Systematically Plan for School Improvement  Develop Instructional Leadership  Embed Achievement Support  Optimize Conditions for Teaching & Learning  Evaluate for Continuous Improvement
Professional development is not aligned strategically with the school improvement plan, as well as all state and district initiatives and frameworks.	Professional development opportunities provided by Pearson and other outside consultants. School improvement plan is aligned to teaching and learning goals that require professional development for all staff. PD is job embedded and observable in daily instruction.	Systematically Plan for School Improvement  Develop Instructional Leadership  Embed Achievement Support  Evaluate for Continuous Improvement  Align Curriculum  Optimize Conditions for Teaching & Learning
Teachers do not fully utilize the data resources available.	Teachers are provided with professional development, support and time to take advantage of all available data to inform planning and differentiated instruction.	Systematically Plan for School Improvement  Develop Instructional Leadership  Embed Achievement Support

<b>Cause of Poor Academic Performance</b>	<b>Proposed Solutions</b>	<b>K -12 Solutions Step Model Component</b>
		Align Curriculum Optimize Conditions for Teaching & Learning Foster Knowledge Driven Decision-making Evaluate for Continuous Improvement
Lack of quality first instruction and tiered interventions to ensure mastery learning for all students, including special education students.	Implementation of professional development and elbow coaching to increase teacher strategies and skills about quality first instruction, tiered instruction and the incorporation of the mastery learning model into daily practice. Provide extended learning time for target interventions.	Systematically Plan for School Improvement Develop Instructional Leadership Embed Achievement Support Optimize Conditions for Teaching & Learning Foster Knowledge Driven Decision-making Evaluate for Continuous Improvement
Teachers lack knowledge and skills to differentiate instruction to meet the needs of all students.	Provide professional development, collaboration time and elbow coaching to fully implement differentiated instruction to meet the needs of all students.	Systematically Plan for School Improvement Develop Instructional Leadership Embed Achievement Support Optimize Conditions for Teaching & Learning Evaluate for Continuous Improvement
All grade levels are not consistently providing students with opportunities to learn and use a writing process.	Implement a consistent method of teaching writing across grade levels and subjects. Teacher work together to identify writing rubrics and review student work together.	Systematically Plan for School Improvement Embed Achievement Support Optimize Conditions for Teaching & Learning Evaluate for Continuous Improvement
Technology is not optimized	Professional development in	Utilize Technology for

<b>Cause of Poor Academic Performance</b>	<b>Proposed Solutions</b>	<b>K -12 Solutions Step Model Component</b>
to engage and support student learning.	the use of technology <i>for</i> learning.	Learning  Optimize Conditions for Teaching & Learning  Evaluate for Continuous Improvement
The school lacks a comprehensive school-wide student management system.	Provide professional development and supports to implement MiBLISI school-wide.	Systematically Plan for School Improvement  Create Collaborative Education Partnerships  Emphasize School Culture  Optimize Conditions for Teaching & Learning  Evaluate for Continuous Improvement
Low attendance rate of 85%	Establish programs and practices to increase student attendance; Attendance Officer and Paraprofessional	Systematically Plan for School Improvement  Create Collaborative Education Partnerships  Emphasize School Culture  Evaluate for Continuous Improvement
The community is largely uninvolved with the school.	Reach out to community organizations and agencies and ensure they play a key role in the school.	Systematically Plan for School Improvement  Create Collaborative Education Partnerships  Emphasize School Culture  Evaluate for Continuous Improvement
Lack of parental involvement and support.	The School Leadership Team and administration develop a parental involvement program that helps all parents feel comfortable in the school and feel school ownership.	Systematically Plan for School Improvement  Create Collaborative Education Partnerships  Emphasize School Culture

## Beckham, William J. Academy (K - 5, PK, SpecEd)

School Data		Student Connection/School Climate		
Which intervention was selected?		Number of disciplinary incidents:		
Number of minutes in the school year?		Number of students involved in disciplinary incident:		
Student Data	Percentage Rate	Number of truant students:		
Dropout rate:		<b>Teacher Data</b>		
Student attendance rate:	85.6%			
Advanced Coursework	Number	Percent	Distribution of teachers by performance level on LEA's	
Advanced placement:				
International Baccalaureate:				
Early College/College Credit:				
Dual Enrollment:				
Number and percentage enrolled in college from most recent graduating class:				

### Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Grade 03	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	98.1%	61.6%	81.8%	95.4%	51.7%	68.7%	95.4%	28.6%	92.7%	47.6%
American Indian/Alaskan Native		100.0%			100.0%					
Asian/Pacific Islander										
Black/African American	98.3%	60.8%	82.2%	95.7%	53.4%	68.3%	95.7%	28.0%	93.1%	52.0%
Hispanic										
White	100.0%	100.0%		100.0%	100.0%		100.0%		100.0%	
Students with Disabilities	100.0%	28.6%	80.0%	66.7%	14.3%	50.0%	66.7%		50.0%	
Limited English Proficient										
Migrant Student										
Male	98.2%	60.0%	80.0%	96.4%	48.2%	62.2%	96.4%	20.8%	91.1%	45.3%
Female	98.3%	63.3%	83.9%	95.1%	61.2%	73.2%	95.1%	34.7%	95.1%	57.1%
Aggregate Scores	98.3%	61.5%	82.2%	95.7%	54.3%	68.3%	95.7%	27.5%	93.2%	51.0%

Grade 04	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	72.0%	51.8%	59.3%	83.1%	56.6%	37.5%	83.1%	14.5%	72.9%	45.8%
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	73.2%	53.6%	58.0%	82.9%	58.8%	36.3%	82.9%	17.5%	73.2%	46.4%
Hispanic					100.0%			100.0%		100.0%
White			100.0%		100.0%	100.0%				100.0%
Students with Disabilities	62.5%	23.1%	66.7%	37.5%	38.5%	20.0%	37.5%		25.0%	23.1%
Limited English Proficient										
Migrant Student										
Male	75.0%	52.3%	52.9%	76.6%	54.5%	26.5%	76.6%	13.6%	68.8%	40.9%
Female	71.2%	52.7%	60.8%	89.8%	63.6%	41.2%	89.8%	21.8%	78.0%	52.7%
Aggregate Scores	73.2%	52.5%	57.6%	82.9%	59.6%	35.3%	82.9%	18.2%	73.2%	47.5%

## Beckham, William J. Academy (K - 5, PK, SpecEd)

### Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Grade 05	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	71.4%	22.5%	37.9%	81.9%	43.0%	54.1%	81.9%	17.7%	77.1%	35.9%
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	69.7%	24.0%	37.4%	81.7%	42.1%	55.1%	81.7%	18.9%	77.1%	34.0%
Hispanic	100.0%			100.0%			100.0%		100.0%	
White	100.0%		100.0%	100.0%			100.0%		100.0%	
Students with Disabilities	41.2%	9.1%	12.5%	35.3%	9.1%	14.3%	35.3%		29.4%	9.1%
Limited English Proficient										
Migrant Student										
Male	67.9%	19.0%	29.5%	77.4%	38.1%	41.9%	77.4%	11.6%	71.7%	33.3%
Female	72.9%	27.8%	45.8%	86.4%	45.3%	66.0%	86.4%	25.0%	83.1%	34.6%
Aggregate Scores	70.5%	24.0%	38.0%	82.1%	42.1%	54.4%	82.1%	18.9%	77.7%	34.0%

### Sub Group Non-Academic Data Analysis

All Students	# Students			# Students with Absenses						# Students with Suspensions					
	07-08	08-09	09-10	2007-08		2008-09		2009-10		2007-08		2008-09		2009-10	
				>10	<10	>10	<10	>10	<10	In*	Out*	In*	Out*	In*	Out*
Economically Disadvantaged	695	613	577	594	100	541	72	447	127						
American Indian/Alaskan Native	6	1	3	6	0	1	0	3	0						
Asian/Pacific Islander															
Black/African American	749	639	672	633	115	561	78	517	152						
Hispanic	4			3	1										
White	2	3	4	1	1	2	1	4	0						
Students with Disabilities	59	64	94	56	3	59	5	79	15						
Limited English Proficient	2	1		1	1	1	0								
Migrant Student															
Male	374	320	338	313	61	283	37	270	67						
Female	387	323	341	330	56	281	42	254	85						
Aggregate Scores	761	643	679	643	117	564	79	524	152						





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

**School Resource Profile**

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

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

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

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## **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.
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Support for the proposed change efforts begin with the DPS School Board. The Detroit Public Schools' board is charged with the responsibility to establish and maintain a basic organizational structure for the local school system, develop curriculum, meet federal and state mandates for public schools, appoint a superintendent and key members of the central office staff, adopt an annual budget, and create a climate that promotes educational excellence. The DPS School Board also provides leadership for the local school system, adopts a unifying vision and mission, soliciting and balancing the participation and input of members of the community, and advocating on behalf of the educational needs of children at the local, state, and national levels. Together with Central Office Administration, they provide a framework for setting goals; and develop strategic plans for the accomplishment of those goals.

DPS clearly understands the importance of engaging all stakeholders in supporting the school and staff in the turnaround process. Teachers are more likely to get behind the hard work of turning around a school if they feel supported by the parents and community. To this end, Beckham Academy will invite members of the community to become involved in many aspects of the school. Community Members will be recruited to sit on the STEP Advisory Committee, which examines implementation of the different school initiatives, including the STEP Implementation Plan. In general, communication and engagement strategies will be reviewed, revised and expanded as needed. During Phase I of the Pearson STEP, all available data regarding parents and community engagement and

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involvement will be analyzed and recommendations for improvement made. The following are current programs that exist with the community and will be continued:

- Pastor Knox, Impact Church – holds different events in the community that support Beckham Academy students and parents.
- Mr. Carter, 4<sup>th</sup> Grade Teacher – Sponsors a Boy Scout Troup
- Girl Scouts beginning this year
- PNC Bank – Sponsors the Pre-School “Grow Up Great” program.

Beckham Academy must ensure that planning and teaching is aligned to the district curriculum and that the curriculum is taught effectively using best practices and research based strategies. A variety of formal and informal assessments, aligned to the curriculum, must guide instructional decisions and monitor learning to measure mastery of content objectives. Teacher commitment to using data to inform and plan is crucial to effective school turnaround. Teachers must be provided with the training and accountability to become fluent users of data. William Beckham Academy has analyzed data from multiple sources to create documents such as the Comprehensive Needs Assessment, School Improvement Plan, Ed Yes, etc to articulate and demonstrated their support for systematic positive change and are determined and willing to be the change agents. They are committed to providing world-class educational standards, and a curriculum that fosters critical thinking, problem solving, and the innovative use of knowledge to prepare students for high school, college, and the world of work.

The staff at William Beckham Academy, through their employment with Detroit Public Schools and their affiliation with Detroit Federation of Teachers Union (DFT), has established an agreement focused on the formation of Priority Schools. Priority Schools intend to offer a rigorous educational program that includes extended day learning and measurable expectations to drive school reform.

To implement the Priority Schools’ reform, an agreement was established between the District, individual school (principal) and the Union, with provisions to accommodate the necessary and unusual requirements to implement the needed change for reform:

- creative teaching methods
- acceleration of improved student achievement as measured by MDE standards

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- creative scheduling
  - dedicated staff assigned to each school
  - extended school day/extended year
  - parental and community involvement

Staffing at Priority Schools is on an application basis. A district Selection Committee has determined criteria for the selection of school staff. Interested Detroit Federation of Teachers members must apply for assignment to a Priority School and be selected via an interview by the Selection Committee. This process allows qualified candidates to seek a position to serve within a targeted Priority School. Beckham Academy will closely monitor this process and cooperate fully to ensure highly qualified and effective teachers are in every classroom.

As a Priority School, our teachers will be presented with the option of remaining at the school and supporting the turnaround, or becoming automatically eligible to interview for jobs at up to two other Priority Schools. Following the priority school guidelines and the Turnaround model, no more than 50% will be rehired. To determine the effectiveness of staff interested in working within the turnaround environment, the principal will conduct walkthroughs and teacher observations. Ongoing data will be collected to measure the degree of teacher effectiveness, including student growth data. Those teachers who are not interested in working at William Beckham Academy, or who are unable to support the processes described in this school improvement application, will be placed in an eligibility pool for non-Priority Schools. Teachers who accept a position at Beckham Academy will be required to commit publically by signing a document agreeing to all expectations set forth in this application.

In order to retain and recruit skilled staff, various strategies will be implemented. For example:

- **Financial incentives**, such as additional pay for afterschool, Saturday and summer work, and a performance pay incentive stipend
- **Shared decision making** to provide increased opportunities for promotion and career growth and to have a voice in guiding the school in new directions

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- **Flexible working conditions** to include, but not limited to, release time within the school day for collaborative planning and professional development opportunities
  - Extended day and year opportunities
  - High quality and **job-embedded professional development** opportunities
  - **Selective hiring and retention process** so that teachers are surrounded by like-minded teaching professionals with high expectations for themselves and all students

With assistance from K-12 Solutions, a new governance structure will be adopted that will include the formation of an Instructional Leadership Team (ILT). The K-12 Solutions Achievement Advisor will provide support for the turnaround model and the principal is committed and willing to support the proposed efforts to effect change as described in this plan.

Through a thorough and collaborative planning process, William Beckham Academy will be in compliance with all the requirements of the Turnaround model by:

- Having in place a principal new to the school.
- Developing teacher and school leader effectiveness through support from our external partner, Pearson K-12 Solutions.
- Implementing comprehensive instructional reform strategies.
- Extending learning time and creating a community-oriented school utilizing district initiated supports of summer school, extended learning, district level literacy coaches, and reading recovery.
- Maintaining principal oversight to maintain operational flexibility and sustained support with issues of overstaffing, calendar-time, and budgeting to implement the comprehensive approach as provided in the collective bargaining agreement initiatives from DFT and Detroit Public Schools.
- Implementing strategies to motivate and retain staff.

High impact school leaders are one of the most influential levers in improving student achievement. High impact school leaders possess a sophisticated level of knowledge and skill required to successfully improve the work around teaching and learning. They must also possess additional core competencies required to effectively address unique

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issues that are characteristic of persistently failing schools. The current principal, new to the school this year, possesses the qualities and expertise necessary for this work. DPS conducted an individual performance review to:

- Determine her performance relative to expected outcomes
- Analyze how effectively she allocated resources to improve teaching and learning
- Determine professional growth needs and required district support
- Provide insight relative to critical organizational and contextual factors that impact improvements in teaching and learning
- Promote personal self-reflection and professional learning
- Determine if she met the core requirements of a turnaround leader

The principal must have the skills to transform Beckham from a culture of compliance to one of commitment. This will include defining and refining a language of instruction to communicate the commitment to increasing performance expectations within the context of a positive and caring learning environment.

With an effective principal and a committed staff, we are confident that, together with the Pearson K-12 Solutions team, we can implement responsive and proactive school improvement initiatives that specifically address the significant needs identified in our MDE Comprehensive Needs Assessment (CNA), the Pearson Comprehensive Diagnostic Review and other data sources. We have selected the Pearson K-12 Solutions STEP (School Transformation/Turnaround Education Partnership) Model because it is comprehensive and research based, because of its alignment to the DPS Academic Plan, and because it provides strong implementation support to the Beckham Academy Improvement Plan. In addition, Pearson is an approved provider of the Michigan Department of Education. The K-12 Solutions STEP Model provides comprehensive support for building capacity for sustained school improvement and transformation.

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The Pearson STEP model integrates 10 research supported core elements:

**Systematically Plan for School Improvement.**

Using a thorough diagnostic assessment, K-12 Solutions builds on the MDE CNA by visiting our school and collecting additional data through the following action steps:

- Perform a comprehensive diagnostic review including classroom observations, student and teacher focus groups, interviews with administrators, surveys of teachers, parents and students and an analysis of lesson plans, teacher observations, walk-throughs, etc.
- Conduct a review of the Interoperability of technology systems to identify and remove technology roadblocks that may exist
- Assess the quality of the community engagement plan to ensure the involvement of important partners and stakeholders in the school improvement process as it begins.
- Facilitate the creation and commitment to a mission and vision to focus all school improvement efforts.
- Through collaboration with our school stakeholders, the K-12 Solutions team will customize the STEP model and create a customized Theory of Action, a 3-day process involving 6-8 of our teachers as well as other school improvement team members, and parents that will direct the development of our Implementation Plan that specifically addresses our needs.
- Create an Evaluation Plan, which will monitor, manage, and report outcomes throughout the development and implementation of our school improvement initiative.
- Use of Data driven decision making to inform best practices that is research based and aligned with state's standards and school goals.
- Cross Reference the Pearson Classroom Analysis Tool, and other Pearson Diagnostic documents, to ensure all elements of the Michigan School Improvement Framework are included.

**Develop Instructional Leadership.**

Strong leadership is a necessary component to successful school turnaround programs (Berends et al., 2001; Duke, 2004ii). Without effective leadership, schools are less likely

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to address practices that impact student achievement in a coherent and meaningful way (Marzano et al., 2005iii). The following action steps will be included in this component:

- To prepare our principal to be an instructional leader and effective manager, the STEP model develops leadership skills via a five day Leadership Training Institute.
- The Pearson Achievement Advisor will provide ongoing mentoring and assistance to the principal on issues that are most important to developing instructional capacity in teachers and in removing roadblocks to teaching and learning.
- The Instructional Leadership Team (ILT) will be formed to guide the work of job-alike teams in year one that will transition to Learning Teams (LT) in year two.
- An Instructional Leadership Team (ILT) will be formed to facilitate school based decision-making and monitor school improvement efforts and initiatives.
- The school leadership team will attend a Leadership Conference for Blue Ribbon schools, for training in processes and protocols for becoming a Blue Ribbon school.
- The STEP model will provide our principal and teachers with the knowledge and management skills for effective instruction that leads to student and teacher success and sustained improvement.

### **Create Collaborative Education Partnerships.**

School reform initiatives have a greater chance of being enacted and sustained when the community is actively engaged as an empowered change agent (Arriaza, 2004iv). To make school partnerships a reality, we will:

- To demonstrate our commitment to fostering parental involvement, we will identify a Parent/Community Engagement Specialist who will coordinate all activities related to parent and community involvement.
- To make school improvement a success, we will bring faculty, staff, parents, business, and community leaders together with administrators to form an effective education partnership.
- Key community representatives will be invited to meet quarterly with representatives of our faculty, staff, parents, and principal as the STEP Advisory Committee. This committee will participate in planning and problem solving. This

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leads to accountability, buy-in, rigorous implementation, and the sustainability to deliver the expected outcomes.

### **Emphasize School Culture.**

For students, positive school culture is linked to a strong sense of school membership, which in turn is linked to academic and behavioral outcomes, such as fewer incidents of disciplinary referrals and victimization (DeWit et al., 2003v; Christle, Jolivette, & Nelson, 2007vi). Evidence suggests that the best intended efforts to turn around schools and enhance student learning and achievement do not succeed if school culture is ignored.

The following action steps will place an emphasis on school culture:

- Gather data about student, teacher and parent aspirations for the students at William Beckham Academy
- Identify gaps in perception that may exist among the groups and identify root causes of any problems that surface.
- Hire a Parent/Community Engagement Specialist who will:
  - Monitor home/school connection and increasing parent engagement
  - Seek community resources to support students/families
  - Coordinate volunteer activities – seeking and securing volunteers to address school needs including student learning
  - Coordinate and facilitate parent activities at the school with the LSCO Chair to design Family Math, Science, & Reading nights for all parents.
  - Seek community involvement to support identified gaps such as mentoring programs, tutoring, parents to accompany child on fieldtrips.
  - Coordinate outreach and school-based connections for grandparents of students (i.e. breakfast meetings, home-work help).
  - Identify and support parenting and community education classes, working with the administrative team and faculty to schedule and provide classes to parents to support their student success
  - Build community support by providing an outreach vehicle to seek and secure young males for student mentoring program and volunteer to help fill voids identified within school
  - Connect the community to the technology available (how to access student information online and utilize resources that are available) through computer classes, etc

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- Collaboratively create solutions to the following issues:
    - Attendance
    - Expulsions, suspensions and alternatives
    - Truancies
    - Academic failure and retention
    - Parental engagement

We are committed to building a culture of high expectations and aspiration at our school.

### **Embed Achievement Support.**

Our teachers and principal will receive direct, onsite guidance from the K–12 Solutions team. The STEP model includes a dedicated achievement support team of local, onsite Achievement Advisor and DPS Instructional Coaches to serve as models, mentors, and oversee the implementation Plan.

- The Achievement Advisor will act as coach for the principal and link to the Instructional Coaches.
- Instructional Coaches will provide on-going “at elbow” support for our teachers ensuring that professional development activities become embedded in classroom practice; and ensuring teachers’ input is considered in deciding how best to support them; and ensuring that the support is aligned with the instructional program and state standards. This includes a **Math Coach** to support math content and pedagogy within classrooms; support math lessons; work with grade level teams in the planning of mathematics instruction; identify and conduct math interventions.

### **Align Curriculum.**

In a well-functioning school, curriculum, assessment, and instruction are closely aligned so that what is written is taught, and what is taught is effective. When even one of the components is out of alignment, instruction is less than effective. To ensure alignment of the curriculum:

- During the diagnostic phase, the curriculum will be audited to determine alignment and quality.
- If misalignment is evident, the K-12 Solutions team will work with Beckham Academy to effectively align our school’s curriculum with Michigan standards to

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build an aligned, supportive pipeline that verifies students are prepared to transition successfully from grade to grade.

- Pearson will complete a comprehensive review of the core curriculum materials in use, other district curriculum documents, pacing calendars and teacher unit and lesson plans to determine depth of vertical and horizontal alignment to the Michigan State Standards.
- Specific learning targets will be taught to mastery with the support needed to make sure every student is able to meet the expectations.

### **Optimize Conditions for Teaching and Learning.**

We will begin the process by:

- Observing teacher performance, delivering targeted professional development accompanied by coaching
- Creating opportunities for collaborating for improving instruction and providing tools teachers need to examine the effectiveness of their teaching and to personalize instruction.
- Through classroom observations, the ability of teachers to effectively manage classrooms will be determined.
- School-wide management support systems will be identified. Gaps will be addressed to ensure classroom environments that provide the conditions in which teachers can teach and students can learn. Students will be provided with Student Planners for Years 1- 3 to help them organize and manage their learning targets, thereby assisting teachers and giving students responsibility for their own learning.

### **Foster Knowledge Driven Decision-Making.**

Collecting, analyzing, and using a variety of data types effectively are important components of accountability and school improvement. To support this process we will:

- Provide teachers with professional development to become informed, collaborative data users
- Create benchmark assessments with assistance from the K-12 Solutions team using the current DPS Interim Assessment System, Learning Village, to create formative assessments.
- Facilitate the use of data tools for understanding and improving our practice.

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We are certain this will lead to improved student achievement.

### **Utilize Technology for Learning.**

We need easily accessible, accurate, reliable, and timely assessment data so we can become knowledge driven decision makers who can personalize instruction to insure that all students are learning. We will provide teachers with:

- Training to retrieve information from data systems fluently
- Support for the interoperability of existing technology systems
- Professional development to examine how technology is used to enhance instruction and extend learning opportunities for students
- Technological support so we can adequately meet our needs to become data users and our students' needs for personalized learning.

Additionally, Teachers and students will have access to technology for accessing data. The data will be used to determine how instruction can be modified for differentiation, interventions, enrichment, and acceleration of the curriculum. In addition, curriculum resources include ancillary technology components that support teaching and learning.

Samples of our use of technology for learning will include:

- SMART boards – Teachers will be trained on the effective use of SMART boards.
- Document cameras -- will be used to vary the delivery of instruction and to provide an easy method to model learning targets for students through the display of exemplars.

### **Evaluate for Continuous Improvement.**

Our Evaluation Plan is aligned with our customized Theory of Action and Implementation Plan, and is created as part of the planning process described in STEP 1. Building in evaluation during the planning process will save valuable time and resources by identifying the information needed for monitoring implementation. This will include:

- Providing feedback to stakeholders regarding progress
- Identifying the need for a change of course in a timely manner
- Documenting short-, mid-, and long-term outcomes

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## **Phases of School Improvement with our external partner, Pearson K-12 Solutions**

To implement STEP, we use a phased approach that is customized to address the priorities identified from Phase I-Diagnostic Evaluation for Beckham Academy to implement school improvement plans.

### **Phase I—Diagnostic Evaluation, Planning, and Start of Implementation**

Pearson's comprehensive STEP model includes two components specifically designed to create a comprehensive view of the set of potential metrics for success; collaborate on the creation of a custom implementation and evaluation plan; and, then use those plans to evaluate and demonstrate success. We start by Systematically Planning for School Improvement through a process where we seek to understand the unique needs of Beckham Academy. This process includes a needs analysis that we call a comprehensive school diagnostic evaluation.

Borman et al. (2003) note the strong relationship between the quality of comprehensive school reform implementation and positive effects on education outcomes. The systematic approach to STEP planning and implementation we use has many benefits. It requires methodical thinking and planning, which highlights areas of strength and weakness and therefore allows schools to think through possible scenarios to identify potential barriers and support to successful implementation.

### **Pre-Visit Diagnostics**

Before going on-site, we collect a variety of documents for analysis. These include, but are not limited to the following:

- Curriculum documents
- Demographics
- History of improvement interventions and initiatives
- Prior school audits
- School calendar and schedules
- Parent/Student/Faculty School Handbooks
- Longitudinal student data

### **On-Site Diagnostics**

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Pearson's K–12 Solutions members perform extensive observations, interviews, and surveys to develop a baseline of current conditions while visiting the partnering school site and analyze current and historical documents that the school provides before the onsite visit. Surveys are used to better understand student, parent, and staff perceptions and aspirations.

During the diagnostic school evaluation, an extensive review is conducted within the following areas:

- Consistency and quality of classroom practices, routines, and teaching strategies
- Effectiveness in the use of data to inform instruction, personalize learning, and allocate resources, plus linkage of data to the budgeting process
- School organization and collaboration effectiveness—including processes for peer development and priority setting, school calendar, and scheduling
- Quality of facility and infrastructure—including interoperability of technology, capacity, and use of systems
- Quality and fidelity of curriculum implementation—including identification of gaps in curriculum, teacher plans, and the alignment of teacher work to state standards
- Community communication and engagement strategy—including an understanding of the goals and aspirations of the students and the community, and beliefs in college as an option

Part of the planning process is to determine the schools' readiness alongside the Pearson K-12 developmental continuum (see diagram below). This allows us to do the following:

- Agree on the school's current position along that continuum
- Provide a view of what it will take to move along that continuum
- Establish a framework for priority setting
- Establish a mechanism to appropriately pace the introduction of innovative new school design elements Developmental Continuum

Instruction & Learning					
Quality & Interoperability of Systems					
Aspiration & Engagement Culture					
Organizational Effectiveness					
Effective Use of Data to Inform & Plan					
Quality of Community Engagement Plan					
Quality & Use of Core Curriculum					
	Nascent	Evolving	Effective	High Achieving	Global Role Model

Our K–12 Solutions team measures a school’s current conditions using this rubric:

### **Developing Clear Implementation and Evaluation Plans**

As Maddux and Cummings (2004) note, absent an explicit statement and a clear understanding of how a given initiative is expected to produce changes in student learning, the implementation of educational innovations “can be based only on intuition, trial and error, superstition, popularity, or random means unlikely to be quickly productive in any way.” The K–12 Solutions team will work with Beckham School and district personnel to collaboratively develop a customized Theory of Action to guide our school improvement work through the STEP process. Furthermore, a clear Implementation Plan is needed to guide the hard work of school improvement. From the Theory of Action, the Pearson K–12 Solutions team develops an Implementation Plan in collaboration with identified stakeholders. The process will take 3 days and involve 6- 8 teachers, along with other school improvement stakeholders. The purpose of the Implementation Plan is to provide a roadmap for school improvement by identifying:

- Required action steps
- Timelines
- Benchmarks by which to evaluate progress
- Performance indicators by which to measure success
- Roles and responsibilities for each action item, including the data collection and reporting of program monitoring and performance results

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The last step is the development of an Evaluation Plan that encompasses all key elements of the Implementation Plan. The Evaluation Plan documents the outcomes, the plans for measuring those outcomes, and a plan for monitoring the implementation itself. Using a participatory evaluation model in which the client is a key contributor to the design and implementation of the evaluation, a collaborative plan for both formative and summative evaluation is launched. Timelines, benchmarks, assessments, and outcomes are addressed as well as the data collection and analysis plan for sharing results.

### **Monitoring the Plans' Progress**

Collaborating with school administrators, the Pearson K–12 Solutions team will build a schedule for regular reviews over the course of the year to assess the progress against the plan's goals and priorities. The K-12 Solutions Program Manager records and monitors the planning, implementation, and execution of the program through weekly phone conferences designed to communicate the planning, implementation, and execution of the program among the entire K–12 Solutions team.

A series of meetings are also scheduled to share the Theory of Action, Implementation Plan, and Evaluation Plan with all stakeholders. We schedule an annual event in which we share evaluation results with all stakeholders to inform them of the progress of the school improvement efforts, where challenges exist, and to celebrate successes. The participatory evaluation model dictates that stakeholders contribute to the interpretation of evaluation findings in order to make them meaningful and useable to enhance success of the work.

### **Phase II—Leadership and Teacher Development**

Pearson K-12 Solutions team will lead a Principal Leadership Institute for key administrators to gain leadership skills necessary to lead the STEP model and sustain continued school improvement growth.

Also during Phase II, the STEP model provides extensive and intensive professional development customized for each school, differentiated for each teacher and targeted to meet the goals of the implementation plan. Our professional development programs focus on building instructional capacity to accomplish the following:

- Unwrapping the standards to clarify content, learning skills, and performance expectations for mastery learning and developing aligned curriculum guides that explicitly direct teaching
- Developing a Language of Instruction to create a school-wide vision of effective learning routines and instructional practices consistently executed to accomplish grade level student learning.
- Implementing elements of effective instruction (including blended instruction) and instructional strategies that correlates highly to student learning and engagement
- Improving the academic achievement of diverse student populations through evidence-based professional development programs in mathematics, literacy, response to intervention (RTI), and for English language learners (ELLs)
- Using data to inform instruction and personalize student learning

**Job-embedded** professional development refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers’ content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009).

<b>Job-Embedded Professional Development Formats and Research Findings</b>	<b>Pearson’s STEP model</b>
<p><b>Action Research.</b> Teachers select an aspect of their teaching to systematically investigate focused on student learning needs. They record data and consider theories from the research literature, drawing conclusions about how teaching is influencing learning and vice versa, and informing future instructional decisions. The primary intent of action research is to improve the teachers’ immediate classroom teaching; secondarily, if applicable, the intent is to generalize it across other contexts in the school or beyond</p> <p>(Cochran-Smith &amp; Lytle, 1990)</p>	<p>The Instructional Leadership team (ILT) is trained to facilitate teacher workgroup action research. Each month the facilitator meets with the STEP model Achievement Advisor (AA) to create an agenda for the teacher workgroup focused on a student learning need. Using the Learning Teams (LT) protocol, each teacher workgroup determines instructional strategies they will use to address the student learning (research-based); determine what data they will collect to analyze the effect; collect student data; analyze the results; reflect on learning to inform and improve future instructional decisions.</p>
<p><b>Case Discussions.</b> Case discussions allow teachers to have a more critical analysis of</p>	<p>As part of STEP, teachers receive weekly professional development (PD) that oftentimes</p>

<b>Job-Embedded Professional Development Formats and Research Findings</b>	<b>Pearson's STEP model</b>
<p>teaching because they are not in the act itself (LeFevre, 2004). Formats vary from written to video to multimedia, with varying controls over content to match the purpose of the case study—for example, an exemplar of teaching decisions—or to reveal student thinking or missed opportunity. One strength of video case discussions, in particular, is the opportunity to analyze student thinking at a deep level (Sherin &amp; Han, 2004; van Es &amp; Sherin, 2008). Case discussions are particularly effective when they take place among a school's faculty and are situated in actual practice.</p>	<p>is supported by actual classroom video footage to prompt critical analysis from multiple perspectives. In addition, the Instructional Coach (IC) observes and analyzes the teacher in the classroom using Teacher Compass, which provides links to appropriate PD resources. For example, <b>MyEducationLab</b> is a digital solution that provides authentic in-class video footage; interactive skill-building exercises; and connections to national standards. The IC may group teachers with common PD needs to promote case discussions and collaborative learning.</p>
<p><b>Coaching.</b> Coaching differs from mentoring in its focus on the technical aspects of instruction, rather than the larger personal and nonacademic features of teaching (Rowley, 2005). An instructional coach provides ongoing consistent follow-up by way of demonstrations, observations, and conversations with teachers as they implement new strategies and knowledge. Typically, instructional coaches have expertise in the applicable subject area and related teaching strategies.</p>	<p>STEP provides coaches for the teachers, the principal, and the coaches themselves. The AA is coach to the principal while teachers receive coaching from the IC. The IC looks to the AA as coach while the AA's coach is the Achievement Director. The AA and IC work onsite and develop a regular presence in order to provide "at elbow" support through modeling and reflective conversations. Learning Walks are opportunities for individual coaching and reflective conversation focusing on school-wide improvement initiatives as they permit authentic examination of classroom practices.</p>
<p><b>Critical Friends Groups.</b> Teachers meet and analyze each other's work, including artifacts such as student work, a lesson plan, or assessment. They also may discuss challenges they are facing with presenting the subject matter or with meeting a particular student's needs.</p>	<p>All teachers participate in small job alike teacher workgroups, or LT, facilitated by a teacher leader who is a member of the ILT. Collaborative instructional decision-making focuses on and addresses common student needs using a seven-step process.</p>
<p><b>Data Teams/Assessment Development.</b> Teachers meet together and analyze results from standardized tests or teacher-created assessments. Together, they formulate what the evidence from the data tells them about student learning and discuss teaching approaches to improve student achievement. Teachers also may work on refining assessments to gather more useful student</p>	<p>Knowledge Driven Decision Making (KDDM) is taught, modeled, and supported throughout STEP. The ILT and LT continually use formative data to monitor student progress which is the catalyst for change or celebration as all stakeholders know shared outcomes and expectations through STEP 1: Strategically Plan for School Improvement.</p>

Job-Embedded Professional Development Formats and Research Findings	Pearson's STEP model
data.	
<p><b>Examining Student Work/Tuning Protocol.</b> Examining student work enables teachers to develop a common understanding of good work, identify student misconceptions, and evaluate their teaching methods. Through the tuning protocol, teachers share student work (or their assignments and rubrics), describing the context in which the work is used; other teachers ask questions and then provide feedback on how the work may be fine-tuned to improve student learning.</p>	<p>During Step 6 of the seven-step process for LT, teachers analyze student work to (a) see if the objective is being met, (b) better understand the need, and (c) evaluate instruction.</p>

Embedded achievement support is provided by key K-12 Solutions team members. Pearson's onsite support team consists of an Achievement Advisor and Instructional Advisors to oversee the implementation plan and verify that the customized STEP goals are realized. These on-site Pearson staff will be based at our Detroit school clusters and become familiar faces to teachers, administrators, and students. These important members of the Pearson K–12 Solutions team will be visible as they work at the school site supporting the components of the STEP as well as closely monitoring and evaluating implementation. The Achievement Advisor serves as the principal's coach and provides onsite leadership development and support. The Achievement Advisor also provides professional development for teachers and mentors the principal to effectively lead the Instructional Leadership Team. Instructional Advisors provide "at elbow" support for site-based coaches and teachers as they apply new instructional strategies, employ new technology for instructional, and collaborate to provide differentiated learning that meets the needs of all students.

**Following the grant funding cycle, the activities described in this phase will be supported and funded through school, district, state and Title I Funding.**

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### **Phase III—Continued Leadership Development and Collaborative Teacher Learning**

While all elements within the STEP model are addressed within the implementation plan and supported by the embedded achievement team, Phase III solidifies and builds the Learning Teams (LT) environment. LT provides a collaborative instruction model that brings together teachers to learn from each other, refine their skills to improve student performance, and self assess their progress. Based on 15 years of research conducted in public schools, LT helps establish an infrastructure of leadership and ongoing professional development that encourages teacher input, engages teachers to refine their teaching and produce better student results. Learning Teams not only improves student achievement and school culture, but also builds within schools the capacity to continuously improve teaching and student learning and sustain a challenging, collegial, and productive work environment that promotes teacher development and retention.

In the second year, our STEP model continues to build instructional capacity to improve student learning and school effectiveness, we have found that training needs to be extensive to produce highly functioning teacher workgroups that actually improve teaching and student achievement. A five-year, 15-school quasi-experimental design study (Saunders, et. al., 2009) demonstrated that statistically significant gains in student achievement (gains over and above that of our comparison group and state averages) emerged only when site-level training and assistance were provided. This reinforces the value of strong leadership training in affecting change.

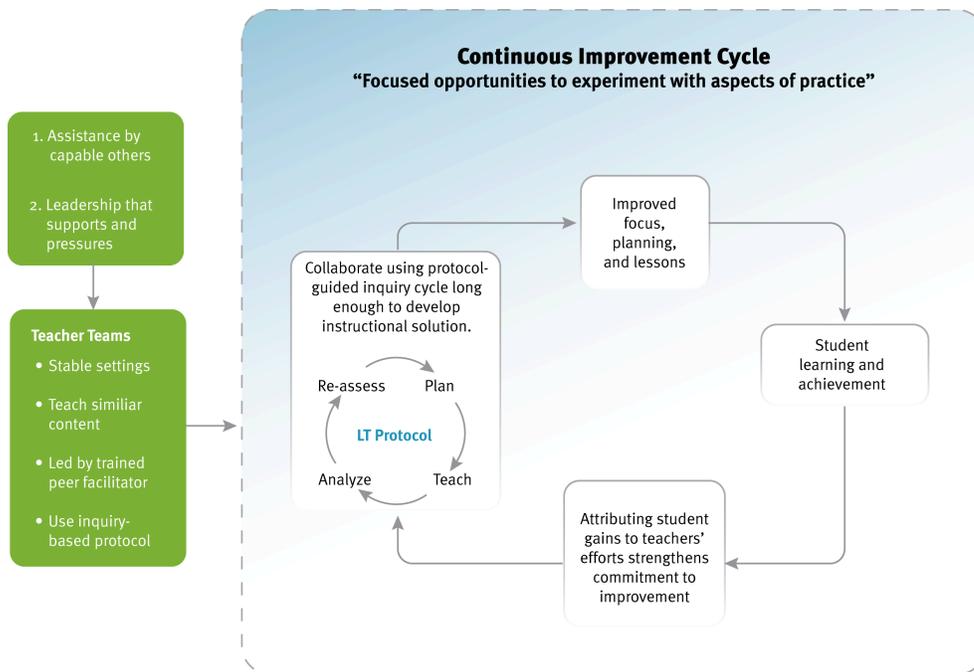
From this research, we developed our Learning Teams Leadership Training and Assistance program, which is designed to develop strong instructional leaders. The program is composed of the following components:

- Instructional Leadership Institutes and follow-up Institutes (e.g., the Winter Institute)
- Monthly regional meetings throughout the school year
- Monthly services throughout the year delivered directly the school
- District-level settings and services
- Ongoing evaluation of Learning Team implementation

Following the grant funding cycle, the activities described in this phase will be supported and funded through school, district, state and Title I Funding.

#### Phase IV: Building Internal Capacity for Sustained and Continuous Improvement

Our goal in the first two years of the project is to build sufficient foundations of achievement and capacity to allow for continued and sustainable progress and to set the stage for our eventual step down process. During each phase, we use an integrated program evaluation process to carefully monitor progress and to serve as the basis for ongoing adjustments and improvements to the customized STEP for a given school site or district. Pearson’s STEP provides MI schools with the data they need to monitor progress and improve instruction.



We believe this comprehensive solution will result in school improvement and increased student achievement and are committed to support all aspects of this plan.

Following the grant funding cycle, the activities described in this phase will be supported and funded through school, district, state and Title I Funding.

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

Our plan recognizes that systemic change necessitates an assessment of the strengths and challenges experience by our staff so we can leverage our collective expertise to implement the goal of dramatic, sustainable and positive change. Pearson K-12 Solutions will provide ongoing, high quality job-embedded staff development aligned with our instructional program, so that teacher learning becomes embedded with classroom practices. Our school diagnostics will determine the strengths and areas of concern around content pedagogy and set the course for the delivery of professional development to affect the change required in all content areas.

Beckham Academy is prepared to partner with Pearson K-12 Solutions and begin a collaborative process, customized to the needs of our students and our school, and supported through resources that will optimize conditions of teaching and learning. We will collaboratively develop a customized Implementation Plan that is informed by a comprehensive process that begins by describing our present reality and defining what we want to achieve. We are confident that the scientifically and evidence based strategies will be effective for reaching the widely shared outcomes; therefore, we support a partnership with K-12 Solutions to implement the STEP model to build capacity and ensure continuous growth and progress for all of our students.

We believe that our transformation plan will allow us to build capacity for sustaining continuous improvement utilizing and building the following elements:

- Developing instructional leadership as a crucial component of effective and sustained turnaround. Our comprehensive Leadership Institute will provide research-based strategies and support for a strong launch and preparation of a leadership action plan. Leadership knowledge building will continue throughout the year through weekly meetings with the Achievement Advisor and monthly STEP principal cohort conversations and trainings.
- The K-12 Solution team will train, mentor and support Detroit educators to become effective Instructional Literacy and Math Coaches (IC). This training

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includes a Coaching Boot Camp, ongoing “at elbow” support from our Instructional Advisors who “coach the coaches” to build capacity and effectiveness within their instructional support, and with bi-monthly daylong training.

- The Instructional Coaches will continually model effective instructional practice for our teachers so that they acquire the skills and knowledge necessary to support the continuous improvement of our instructional program throughout the school. We will develop an effective Instructional Leadership Team (ILT) so that practices and protocols will be embedded within our work culture, thereby distributing leadership to enable each teacher to become a knowledge driven decision maker.
- Improved committee structures and practices will enable us to effectively link home, school, and the community in supporting student achievement.
- A positive school culture will communicate and support high aspirations and expectations for all by establishing organization structures, commitments and daily practices that align with learning focused environment.
- Our teachers will collaborate in small learning communities employing the Learning Team (LT) model. LT will effectively mentor and model new teachers that join our faculty and support their becoming focused on meeting the needs of each student.
- In Years 2 and 3, K-12 Solutions will mentor and support teachers leaders to assume the role of Learning Team advisor providing for the seamless transition once the external provider has stepped away.
- **Following this grant cycle, DPS will continue to develop school and teacher leaders.**
- **Following this grant cycle, DPS will continue to support school level coaching.**

**Supporting Systemic Change by building a positive and productive learning environment.** We work with the whole school community to build a civic culture that strengthens relationships and supports the social and emotional well being of students and staff. Urban schools face different challenges with common themes and quick fixes

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do not exist. School must be a safe, respectful, and caring place to foster effective teaching and learning conditions, and parents and other community stakeholders play an integral role in creating a positive school culture. Involving key stakeholder groups that include parents and community leaders to address issues and consider solutions empowers these leaders to advocate for solutions beyond the capabilities of the school alone.

When the K–12 Solutions team begins working in a school, they evaluate the current learning environment. Included in this evaluation are surveys that gather perception data from students, parents, and staff to monitor and address changes in expectations and aspirations for all students. Student aspirations have been linked to achievement and student's beliefs about the relevance of school to their future goals. Conditions critical in fostering and maintaining student aspirations include: 1) belonging; 2) heroes; 3) sense of accomplishment; 4) fun and excitement; 5) curiosity and creativity; 6) spirit of adventure; 7) leadership and responsibility; and 8) confidence to take action. Districts targeting these eight conditions report higher attendance and decreased dropout rates (QISA, 2009a). The school diagnostic report will identify the current strengths and needs of the each school's learning environment and will become a basis of analysis during the Theory of Action to identify any problems (along with root causes) causing barriers to an optimal learning environment. This process will identify the necessary strategies (programs, resources, services) that are needed to close existing gaps. The strategies will become embedded into the STEP implementation plan and will be appropriately supported by our embedded team (through professional development, facilitation activities) to ensure successful outcomes.

To further meet the social-emotional needs of students, community oriented services will be offered through Beckham Academy. The Local School Community Organization (LSCO) will be encouraged to provide opportunities and training to increase parent participation in LSCO sponsored events. Boy Scouts, Girls Scouts and the Boys to Men mentoring programs will be supported and welcomed by the school and staff.

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

The past three years of data represents erratic performance. The root cause of this requires an in-depth analysis of both teaching and learning. Due to the school closures within Detroit Public Schools, Beckham Academy expects to have an influx of students from other schools. As a result, it will be critical to conduct a comprehensive diagnostic review to identify root causes of poor student achievement. This data will provide baseline information representing the current conditions of Beckham and will be utilized to create a detailed implementation plan for school turnaround. The diagnostic report is described in greater detail later within this application.

Once our baseline diagnostic is completed, Pearson K-12 Solutions will create a formal evaluation plan to monitor and inform our implementation work, and the mid & year-end evaluation report will help us to make course corrections for on-track performance. Traditionally, data are collected and rarely analyzed or used to inform instructional adjustments in the classroom, not for self-assessment, problem solving, reflection or discovery, but our evaluation plan will identify the key data sources and benchmarks that are essential for this process. We believe school improvement requires that the cultural working conditions shift so that teachers and principals become skilled, informed, collaborative data users.

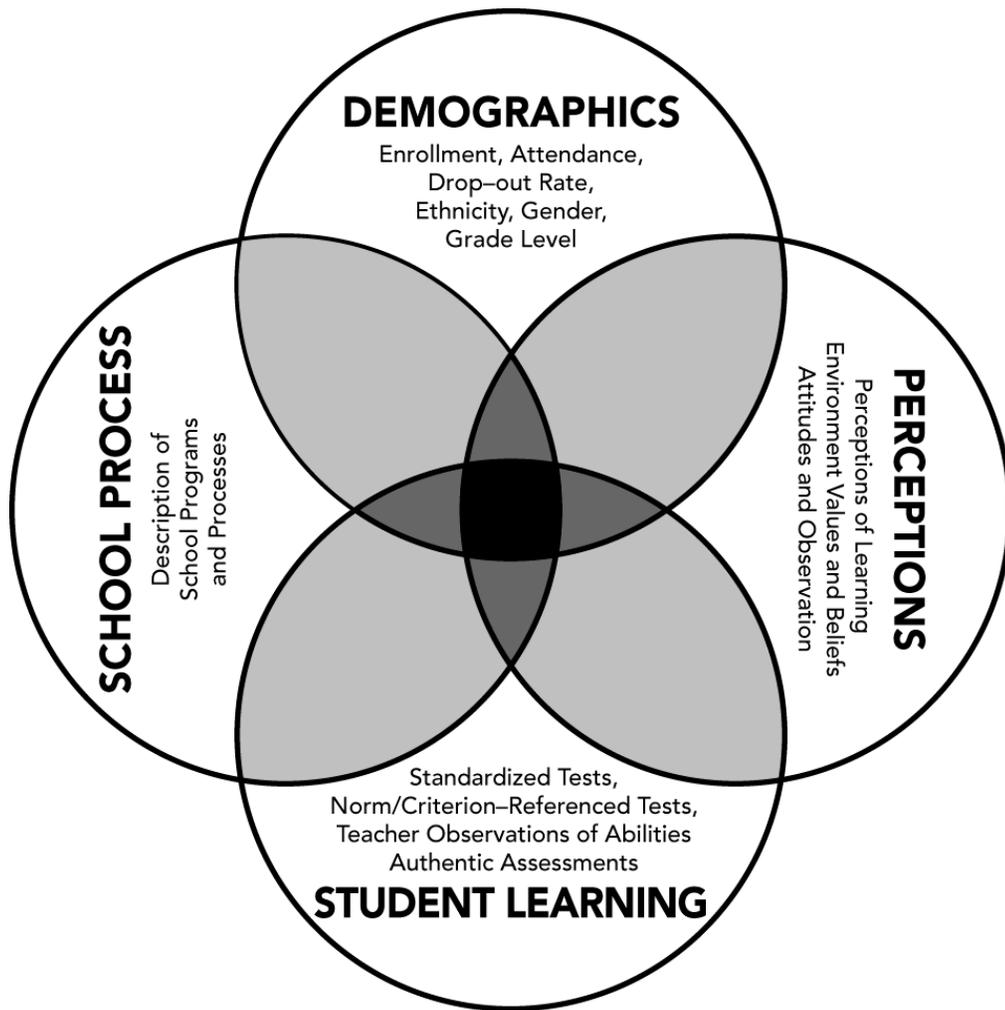
GRADE	READING			MATH		
	2007-2008	2008-2009	2009-2010	2007-2008	2008-2009	2009-2010
<b>3 Not Met</b>	4.3	45.7	31.7	1.7	38.5	17.8
<b>Met or Exceeded</b>	95.7	54.3	68.3	98.3	61.5	82.2
<b>4 Not Met</b>	17.1	39.8	64.7	26.8	48.0	42.4
<b>Met or Exceeded</b>	82.9	60.2	35.3	73.2	52.0	57.6
<b>5 Not Met</b>	17.9	57.9	45.6	29.5	76.0	62.0
<b>Met or Exceeded</b>	82.1	42.1	54.4	70.5	24.0	38.0

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

William Beckham Academy is committed to using data and scientifically based research to guide tiered instruction for all students to master the curriculum. We will maximize our use of formative assessments such as district-wide formative benchmarks (Learning Village), Accelerated Math, Accelerated Reading, DIBELS, short-cycle formative assessments, chapter tests, and Storytown. Our staff will use data to promote continuous improvement and to differentiate instruction to meet the student needs. After analyzing our reading scores and identifying the root causes, we will include “Reading to Learn” strategies across all content areas.

As our staff becomes more skilled at using assessments to plan and deliver effective instruction, we will engage in continuous monitoring and reflective practices. Specifically, we will concentrate on four areas for data collection in the illustration below. By triangulating these data points, we will have a clearer picture of both root and secondary causes that explain the gap between current performance and desired performance.



## MULTIPLE MEASURES OF DATA

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The above four sections will provide information and guiding questions that will be crucial for our school to use when designing our blueprint for collecting the four different types of data. We recognize that Achievement data is only one type of data that we must collect. That other data must be gathered to ascertain a complete or full picture of our students' profile.

### **Continuous Data Analysis**

With the guidance of our Pearson partners, the Beckham Academy staff will use all available data to inform and plan tiered instruction for all students. In addition, because we will be reflecting on our professional practices, we will be constantly adjusting these cause variables

Learning Teams will provide the structure for team meetings and will focus on data driven decision-making and the teaching and learning cycle. An Instructional Leadership Team (ILT) will be put in place to serve as a link between each school team and administration to review data, provide resources, guidance, and support.

We will utilize staff and specialist to help each teacher implement differentiated instruction to meet student needs according to student data. The data will be used by teachers to group students in the classroom for differentiated instruction and to supply extra support for at risk students. It will also be posted inside the classroom so students and parents can monitor progress. Learning Village will be used by staff, parents and students to access and use data for increase test scores.

<p>5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.</p>
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Our master school schedule provides time for one-hour meetings on three Wednesdays each month. As a school, we have the potential to 'bank' this time to create one three-hour session for more in-depth professional learning. We will use our common prep time and grade level planning meetings for teacher collaboration and professional learning. In addition to our weekly grade level meetings, we will provide additional common

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instructional planning for our 6<sup>th</sup> and 7<sup>th</sup> grade math teachers. Because of the added rigor we provided in our math curriculum by adding Algebra as our required 7<sup>th</sup> grade course, our elective teachers will attend the 6<sup>th</sup> and 7<sup>th</sup> grade math common planning meetings so that they can support math instruction, using monthly learning targets as their cross-curricular focus.

This planning will be protected time for teacher professional development and collaboration. Together we will maximize the calendar, establish meeting and collaboration times, and then demonstrate the importance of these times by considering them of the highest importance. We will identify time for collaborative planning within the school day by building a schedule that supports common planning time for job-alike teachers while students are involved in music, physical education, media, and computer classes. In addition, teachers recognize that professional development and collaboration are a priority and will often occur before the students arrive or after they leave.

Pearson's STEP model provides extensive job-embedded professional development targeted to meet the needs identified through the comprehensive diagnostic review. The instructional coaches focus their work in support of the school's limited number of initiatives contained in their implementation plan. The impact of professional development and instructional coaching will be carefully monitored and its effectiveness will be determined by the extent to which teacher's instructional practices have positively impacted student achievement. We will support the transformation of **small learning communities to become fully functioning, collaborative Pearson Learning Teams (LT)**. This well researched, teacher collaboration model engages educators in the systematic study of student instructional needs. Our STEP model budget includes the training and facilitation (from a Learning Teams Advisor), along with summer and winter institutes to build site capacity for fidelity to the research-based model.

Our school will identify teacher leaders representing every grade level to become our Instructional Leadership Team (ILT) who facilitate teacher work groups that will become Learning Teams. These teacher-leaders will meet each month as the Instructional Leadership Team (ILT) to analyze assessment results, monitor the progress of school improvement, debrief teacher workgroup meetings, and plan for upcoming LT meetings. The ILT will meet each month after the school day.

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Recent studies show that establishing and sustaining teacher-learning teams in Title I schools can significantly increase student achievement (Gallimore et al., 2009<sup>j</sup>). In addition, results from a five-year study of Pearson's collaborative LT model indicate that LT provides more focus in grade-level and ILT meetings on student academics, systematic instructional improvement and increase in retention as teachers become empowered with greater instructional decision-making.

Research shows that LT schools have greater gains in student achievement and better overall school functioning, including:

- Tighter links between teachers and administrators by focusing on academic goals
- Increased administrator participation in meetings focused on improving instruction
- More tightly coupled meetings that were less frequently cancelled or re-purposed
- Better teacher understanding and more positive expectations of assessment data
- Improvement for collecting, analyzing, and using data over time
- Attributions for student achievement more focused on teachers' planning and instruction, rather than teacher and student traits, and other non-instructional explanations (McDougall, Saunders, & Goldenberg, 2007<sup>ii</sup>).

Effective implementation of the LT program involves maximizing the time available with the school year to improve teaching and student learning. Delays and wasted time compromise the effort. As we collaboratively develop our Implementation and Evaluation Plan, we will create a yearlong calendar for professional development and collaboration, which protect those meeting times. Cancellations do little to build teachers' trust and their sense that these meetings are to be taken seriously.

In our weekly grade level meetings we discuss the curriculum for the upcoming week and reflect on how their lessons are going or how they've gone for the week. There is a common prep time once a week that is allotted for teachers throughout the building to meet and collaborate. This time will be used to for grade level meetings and also teachers from other grade levels will meet with each other. This will allow teachers to

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dialogue about what their students should be learning for the next grade level. Teachers will be prepared to share minutes at one of our general meetings. Third Wednesday will be Subject-alike meeting. Minutes and notes will be shared at General staff meeting. Fourth Wednesday, will be used for committee meetings and or grade level meetings. Our elective teachers will be assigned a grade level to work with so that there is input from all staff. During these meetings teachers will discuss what training is needed and we will receive training through professional development opportunities. Teachers who teach the same grade levels will continue to have the same lunch period, which will provide time for collaboration.

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

STEP brings faculty, staff, parents, and community leaders together with district and school administrators to form an effective education partnership to build a climate of high expectations focused on student learning and achievement. During the school review, we assess the current school conditions to identify strengths and existing problems (along with root causes) to develop targeted strategies within an action plan for improving student learning and achievement. This may include improving school safety (through policies and practices), strengthening parent engagement (by increasing outreach efforts and practices to elevate parent involvement), improving adult-to-adult, adult-to-student, or student-to-student relationships in the building (by defining and refining daily practices that demonstrate commitment to a positive, productive and caring environment), along with increasing performance expectations which demonstrates that everyone is in it for success. The actual strategies we identify and/or develop will depend on the areas of need. Ultimately, the goal is to help Beckham School create a culture that is family-friendly and safe, where all students and families are respected, where students feel connected to their learning and their school, and where expectations of all students are high.

In order to encourage parental involvement, STEP activities include:

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- Promoting parental capacity to support student engagement, motivation, and learning within school, at home and in the community
  - Securing community support to garner staff needed for reform
  - Communicating with parents on a weekly basis through multiple media to inform them of programs and activities which enhance and support student learning
  - Promoting active parent participation on the Advisory Committee to seek district-wide support for STEP
  - Encouraging parents to volunteer for both regular and extracurricular programs
  - Establishing programs that promote contact between teachers and parents
  - Interacting personally to promote the school to important community groups
  - Developing systems that parents can use to work with their children at home on the academic skills being stressed in the school program

We look forward to involving parents more deeply in their children's learning as we are aware that there is strong research that parental involvement improves student achievement and positively affects student behavior, values, and character (McNeal, 1999<sup>iii</sup>). While our Title I budget reflects our commitment to parent involvement through parenting classes to build parent's capacity in supporting their child's learning in core academic subjects, we believe that our outreach does not maximize our opportunity to reach and engage parents. We know that research indicates that family involvement positively affects outcomes for students (e.g., Catsambis, 2001<sup>iv</sup>). We want the same kind of outcomes that are supported by this research, including:

- **Higher achievement:** We need dramatic changes in achievement and are committed to partnering with parents and community members to create a shared vision and high expectations for all students to achieve.
- **Better attendance:** Increased student attendance is important for our school. If students are not in school, they miss significant opportunities for learning. We will use specific strategies to mobilize the entire school community to increase student attendance.

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- **More responsible preparation for class:** We believe that parents want what is best for their child and that if they realize how important it is to check their child's homework, their child will benefit. We will use learning contracts to better communicate expectations with parents.

Other studies note that when schools communicate effectively and involve family and community members in activities, there is a decline in the need for student disciplinary actions (Sheldon & Epstein, 2002<sup>v</sup>). Our K-12 Solutions team will examine our current systems of communication and together we will upgrade and implement more effective methods for linking home and school.

To demonstrate our commitment to fostering parental involvement, we will identify a ***Parent Involvement Specialist***, who will coordinate all activities related to parent and community involvement. The Parent Involvement Specialist will be responsible for the following:

- Monitoring home/school connection and increasing parent engagement
- Seeking community resources to support students/families
- Coordinating volunteer activities – seeking and securing volunteers to address school needs including student lea
- Coordinating and facilitating parent activities at the school with the LSCO Chair to design Family Math, Science, & Reading nights for all parents.
- Seeking community involvement to support identified gaps such as mentoring programs, tutoring, parents to accompany child on fieldtrips.
- Coordinating outreach and school-based connections for grandparents of students (i.e. breakfast meetings, home-work help)
- Identifying and supporting parenting and community education classes, working with the administrative team and faculty to schedule and provide classes to parents to support their student success.
- Build community support by providing an outreach vehicle to seek and secure young males for student mentoring program and volunteer to help fill voids identified within school.

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- Connecting the community to the technology available (how to access student information online and utilize resources that are available) through computer classes, etc.

### **Community Engagement (Quarterly Meetings)**

We are committed to building a shared vision for school improvement with parents and community members through a STEP Advisory Committee that will be composed of key stakeholders representing parents, community members, education organizations, teachers, administrators, and staff members. By involving these stakeholders in oversight and decision-making, we will foster buy-in and support from groups that typically have power in presenting or removing barriers to effective school initiatives.

The primary purpose for the committee is to support our school improvement. Members must have a clear understanding of the scope of the needs uncovered in the Diagnostic Phase, have a clear grasp of the Implementation Plan, and become watchdogs of the Evaluation Plan. Each member serves as an advocate, sharing information within his or her stakeholder groups. Equally critical is their involvement in identifying potential barriers to the effective implementation of initiatives and important decision-making regarding removal of those barriers.

Additionally, community members, as our partners in learning, will be invited to participate in extracurricular activities for students, our thematic theatre presentations, and our mentoring program.

Other community resources, currently in place, will continue to provide services, opportunities and resources to the students and staff at Beckham Academy. These include:

- The Children's Hospital of Detroit provides 2<sup>nd</sup> Step Training to staff and students to mitigate violence in the school setting.
- The University of Michigan provides musical mentors to work with band and orchestra students at Beckham Academy.

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- Wayne-RESA provides resources and coaching in mathematics, literacy and leadership.
  - Boys Scouts, Girl Scouts, 4-H Club, Men's Club, Mother's Club, Parent University, Community Block Clubs

William Beckham will partner with the community in a variety of ways to promote a positive environment for students. With all of these factors working together the Beckham Academy community will become a model for inner city schools.

### **Outside Experts**

**Experience Turning Around Schools.** Our STEP model includes a combination of core elements that have helped improve low-performing schools for nearly 20 years. For instance, Pearson's Learning Teams (LT) model has consistently demonstrated gains in student achievement as well as improvements in school culture and distributed leadership. In one study, in workgroups rated as high-implementing, statistically significant student gains were seen after one year of using LT. More than 220 schools in 22 school districts, in six states, representing 20 cities and rural towns, have adopted the LT model—involving more than 1,100 teacher teams, and 5,000 teachers.

The K-12 Solution Team includes experts who have successfully led school turnarounds and are distinguished in the field of education. To find highly qualified individuals, we conduct national recruiting to secure highly experienced certified educational professionals who have demonstrated capacity as master teachers (with coaching experience and pedagogical content expertise), and highly successful master leaders (as former principals and school leaders) with experience in successful school reform. We have a strong network of educators from which to seek referrals and utilize a rigorous recruiting and screening process, which includes a fingerprint, background clearance. Candidates who pass the screening are interviewed in a multi-step process that results in a profile of both skills and dispositions that can be used to assess fit with particular positions. Wherever possible, we recruit locally to access local knowledge that is important to success.

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Our K–12 Solutions team also includes 14 diagnosticians, 80 professional development experts, and over 160 educational consultants who have years of experience in a variety of educational settings.

**Scott Drossos, President, K–12 Solutions**

Scott is responsible for developing and implementing comprehensive solutions that focus on district and school improvement. Under Scott’s leadership, K–12 Solutions developed its School Turnaround Education Partnership (STEP); a research-based model that draws on the team’s school improvement background and Pearson’s proven products. Before joining Pearson, Scott worked with Edison Learning and experienced unprecedented growth in the number of district partnerships, school sites, sales revenue, and product development under his leadership. Earlier in his career, Scott held senior executive roles in two prominent education software companies. He has a BA in International Relations from the University of British Columbia and a Business Administration degree from Pace University.

**Jan Vesely, EdD, Senior Vice-President, K–12 Solutions**

Dr. Jan Vesely is responsible for the planning and implementation of high-quality achievement partnerships for states, districts, and schools. Jan’s extensive experience and leadership working with teachers and administrators to improve instruction and personalize learning enable her to lead the team that is responsible for integrating Pearson capabilities and delivering a coherent program of services. She came to Pearson from Sunnyside Unified School District in Tucson, AZ, where she served as Deputy Superintendent of Instruction and Curriculum. Prior to Sunnyside, Jan worked at Edison Learning as Vice President of the Achievement Services team responsible for school turnaround and improving student achievement in school districts and charter schools. Dr. Vesely was recognized as a school turnaround principal and her school was honored by the Center for the Future of Arizona as a “Beat the Odds” high-poverty, high-performing school. Her experience also includes work as a secondary teacher, elementary principal, and assistant superintendent. She earned her EdD in Educational Leadership from Northern Arizona University.

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### **Roseanne DeCesari, Solutions Specialist**

Ms. Roseanne DeCesari, Solutions Specialist, travels to schools and collects data onsite with our diagnosticians. She also works with other team members to synthesize results into a Diagnostic Report and to report results and recommendations to each school. In addition, Ms. DeCesari meets with schools to help identify the appropriate Intervention Model. Ms. DeCesari will bring more than 20 years of experience as an educator. Before joining Pearson, she served as a teacher and curriculum specialist in high-poverty and high-minority schools and, most recently, a principal of an Excelling school in the richly diverse Tucson Unified School District in Arizona. Ms. DeCesari co-facilitated an academy for prospective administrators and also served as a Principal Mentor in Title I Schools for the Beat the Odds Foundation. She has an MA in Education Administration from the University of Phoenix and a BA in Education from the University of Toledo.

### **Donna Anderson-Davis, Solutions Specialist**

Ms. Donna M. Anderson-Davis, Solutions Specialist, is part of our development team. She has been instrumental in designing the Leadership Institute and will also assist schools in the comprehensive diagnostic process and the creation of the implementation plan. Ms. Anderson-Davis brings more than 25 years of experience as an educator. Before joining Pearson, she served as Senior Director of Professional Learning for a national consulting firm where she trained and supervised a large consulting cadre. In addition, she has worked with hundreds of principals on their school improvement efforts across the United States. As a high school principal in north Denver, her school received special recognition for the dramatic gains in student achievement. She has completed her doctoral course work in Educational Leadership at Regent University and is completing her dissertation on the relationship between the leadership attributes and student achievement.

In addition, the K-12 Solution Team will provide access and support from the many Pearson partners to provide professional development, instructional tools, and technology that specifically fits our needs.

### **Katherine McKnight, PhD, Director of Evaluation**

Katherine is responsible for designing and implementing evaluations of Pearson programs and products to improve K–12 teaching. Katherine’s background in education reform includes tenure at the University of Arizona and California Teachers Association. Her

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Tucson gap analysis contributed to the development of an American Indian Social and Cultural Center. Katherine earned her PhD in Clinical Psychology, minoring in Program Evaluation and Research Methodology from the University of Arizona.

**Lou Delzompo, Senior Vice President, Solutions Development**

Lou verifies that Pearson’s solution offerings meet customer needs. As CEO and co-founder of Connected Information Systems, Inc., Lou built a product designed to harness social networking and Web 2.0 technology to enhance collaborative learning and improve communications within schools. Prior to launching Connected Information Systems, Lou was senior director of core engineering for the School Systems group of Pearson. Lou has an MBA from Worcester Polytechnic Institute and a BS from the University of San Francisco.

**Beth Wray, President, Learning Teams/Senior Vice-President, K–12 Solutions**

Beth taught at the elementary and college levels in special education for 10 years before entering the educational publishing industry. She has held various positions within the education industry and currently supports the implementation of Learning Teams as part of our STEP model. Beth has an MS in Learning Disabilities from Purdue University and a BS in Elementary Education from Northwestern University.

**Ivory Benton, Vice President, Business Development**

Ivory works with school districts to customize school improvement solutions. Before joining Pearson, Ivory worked to implement education products and services in large school districts. His experience also includes five years as a teacher in Boston Public Schools. Ivory earned an MS in Elementary Education from Wheelock College and a BA from the University of Massachusetts.

**SECTION III: PROPOSED ACTIVITIES**

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| <ol style="list-style-type: none"><li>1. Describe the proposed activities that address the required US Department of Education (USDOE) school intervention that the school will use as a focus for its School Improvement Grant.</li></ol> |
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The K-12 Solutions STEP model deeply aligns with the Transformation and Turnaround models as outlined by the US Department of Education and is consistent with School Improvement Grants (SIG). The K–12 Solutions STEP framework meets the required elements of the SIG Turnaround Model in the following ways:

**Develop and increase teacher and school leader effectiveness:**

K–12 Solutions will provide professional development (PD) for our principal and teachers that includes:

- A five-day Principal Leadership Institute, monthly principal cohort trainings, and coaching from the K–12 Solutions Achievement Advisor (AA).
- Pearson’s Achievement Advisors will mentor principals and facilitate side-by-side classroom walkthroughs. Documentation will be kept looking for evidence that effective instructional practices are being implemented.
- The K-12 Solution team will train, mentor and support Detroit educators to become effective Instructional Coaches (IC). Pearson will provide a ten-day coaching boot camp for Instructional Coaches. IC’s will be provided ongoing training and support throughout the school year to ensure they are being effective and are targeting the right work.
- Ongoing, job-embedded staff development will focus on the areas of greatest need as identified through the comprehensive diagnostic review conducted by the Pearson Diagnostic Team as well as any other available data sources. Professional development will be designed primarily by Pearson, but in collaboration with the school and DPS Staff. Any current and/or existing commitments to PD initiatives will be analyzed as to their support of the Turnaround model and the identified needs of teachers. The Achievement Advisors and Instructional Coaches will assist the school in creating the professional development plan and align coaching and mentoring in support of the plan.
- The IC’s observe and model effective instructional practices in classrooms. The observations and modeling will align with Professional Development so that

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teachers will have the necessary support to apply acquired skills and knowledge, ensuring the continuous improvement of our instructional program throughout the school. Coaches will use Coaching Logs to document and capture changes in instructional practices. The observations and coaching logs, along with student achievement data will measure changes in instructional practices that result from professional development.

- Protected settings for ongoing professional development will be established and supported to permit collaboration and knowledge driven decision-making.

Feedback and evaluative data will be collected on all professional development activities and programs using a variety of data collection tools. The data will be used to further customize and improve future professional development activities. Learning Teams implementation develops distributed leadership, improves the quality of instruction and instructional leadership, and increases retention and morale:

- We will develop an effective Instructional Leadership Team (ILT), which includes administrators and teachers, so that practices and protocols will be embedded within our work culture thereby distributing leadership.
- Each member of the ILT will also facilitate a teacher collaborative work group. This connection between the ILT and collaborative work group will enhance communication in support of the school improvement process.

During Year 1, our teachers will collaborate in small learning communities employing structured protocols and agendas based on the LT Model. A teacher from the ILT will facilitate the collaborative team. The focus of these teams is to analyze data and to improve instructional practice.

**During the summer before year two, representative teachers and staff members will attend a three-day leadership training (ILT).** In Years 2 and 3, K-12 Solutions will mentor and support teacher leaders to assume the role of Learning Team advisors providing for the seamless transition when the external provider steps away.

**Implement comprehensive instructional reform strategies.** STEP focuses on research-based approaches to teacher development that have proven to increase teacher effectiveness and student achievement. The professional development process

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provides for collaboration, initiation, implementation, institutionalization, and renewal to build instructional capacity.

Activities to support instructional reform strategies include:

- School-based AA and IC provide targeted professional development, follow up, and on-the-job application support to improve instruction.
  - Literacy Coaches – Literacy Coaches will be provided by Detroit Public Schools and additional coaches will be funded through SIG funding. School level activities will include, but are not limited to:
    - Modeling best practice literacy lessons
    - Facilitating and participating in teacher workshops, study groups, and grade level/department meetings
    - Providing staff development related to the translation and interpretation of literacy assessments to assist in the design of targeted instruction
    - Assisting teachers with the identification and implementation of student interventions
    - Observing (non-evaluative) in classrooms to guide next steps in planning support for teachers; in-services, acquisition of resources, design of learning centers, etc.
  - Mathematics Coach – Funding for a Math Coaches is included in the SIG budget. The school levels activities will include, but are not limited to:
    - Modeling best practice mathematics lessons
    - Facilitating and participating in teacher workshops, study groups, and grade level/department meetings
    - Providing staff development related to the translation and interpretation of mathematic assessments to assist in the design of targeted instruction

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- Assisting teachers with the identification and implementation of student interventions
  - Observing (non-evaluative) in classrooms to guide next steps in planning support for teachers; in-services, acquisition of resources, design of learning centers, etc.
- The IC's observe and model effective instructional practices in classrooms. The observations and modeling will align with Professional Development so that teachers will have the necessary support to apply acquired skills and knowledge, ensuring the continuous improvement of our instructional program throughout the school. Coaches will use Coaching Logs to document and capture changes in instructional practices. The observations and coaching logs, along with student achievement data will measure changes in instructional practices that result from professional development.
- **Academic Engagement Coach**
    - Working with students to ensure academics are progressing along a successful pathway
    - Meeting with parents of struggling students to communicate ways in which they can support their child's learning
    - Monitors all student achievement and targets struggling students and their teachers to ensure academic success
    - Assists teachers in developing intervention strategies for students not meeting grade level expectations
    - Facilitates parent meetings to communicate school academic goals and targets
    - Monitoring students' readiness for high school
    - Career Exploration
    - Assisting students in writing their Educational Development Plan
    - Identifying and monitoring at risk students using the PREVENT Early Warning System data and other relevant data.

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- **School Service Assistant**
    - Prek-5th to provide additional assistance to the teacher in dealing with at risk students in reading and math.
  
  - **Turnaround Manager**
    - Works collaboratively with the external lead partner (Pearson K-12 Solutions), and DPS to ensure full implementation of the programs, procedures and steps outlined in this application.
  
  - **Attendance Coordinator**
    - The attendance rate at Beckham is below state and district acceptable levels. Beginning with the 2011 – 2012, SIG funds will support an **Attendance Officer** who will assist in getting students to school daily, on time and ready to learn. Strategies to increase student attendance include, but are not limited to the following:
      - ZANGLE, an on-line attendance reporting system, will be implemented beginning with the 2010 – 2011 school year. A report of absences will be provided to the Attendance Officer daily. The Attendance Officer will contact the parents/guardians of students absent. The call will be made by the end of the same school day. Home visits will be made as needed.
      - **A paraprofessional will be hired to assist the Attendance Officer for the first two hours of the day.**
      - Monitors student attendance looking for trends and patterns
      - Works with staff to identify at risk students based on attendance
      - Coordinates efforts of students, administration, teachers and parents
      - Oversees positive attendance campaigns and incentives
      - Creates procedures, routines and protocols to sustain program after the life of the grant.
  
  - **Student Management Coach**
    - Works with entire staff to create a positive environment for student learning and teaching.

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- Assists the school in the development of a school-wide student management plan
  - Works with teachers and students to make sure the student management plan is consistently enforced
  - Helps teachers to develop appropriate and positive interactions with students
  - Works with students who chronically misbehave and organizes alternatives to suspension
  - Works with outside agencies to provide needed mental health services to students and families as needed.
  - Creates procedures, routines and protocols to sustain program after the life of the grant.

**Technology for Learning** will be emphasized so that students and teachers will have access to technology for interventions, enrichment and an accelerated curriculum. In addition, curriculum resources have ancillary technology components that support teaching and learning and the use of tiered instruction. Our use of technology for learning will include, but is not limited to:

- SMART Boards – The goal will be to provide SMART Board technology in every classroom by school year 2013 – 14. Teachers will be required to attend training and demonstrate a beginning level of proficiency to be assigned a SMART Board. Interactive whiteboards support a variety of instructional methodologies, the most significant of which is differentiated learning. Critical to this methodology is grouping and regrouping students based on subject, student readiness, talents and prior knowledge. During the course of the day, many groups will be formed, disbanded and reformed, and group work is often shared. Teachers can use interactive whiteboards to shift easily between different

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groups, access digital learning materials and assessment. Student participation is also easily encouraged. (10 Boards)

- SMART Board Professional Development - Teachers will be trained in the effective use of interactive whiteboards by technology integration specialists who provide professional development that models effective teaching strategies.
- Document Cameras with Digital Projectors- This piece of technology can be used to actively engage students in the learning process and address different learning styles. For example, visual learners will benefit from the use of a classroom document camera by seeing small items, text, and demonstrations in a much bigger way. Hands-on learners can also benefit from the use of a document camera by allowing them to be the ones placing objects or items under the document camera and explaining what they are showing. (10 first year)
- Mac Book Portable Learning Labs with printers will be purchased through SIG to support multiple opportunities for students and teachers to access information as well as create new learning opportunities for students. The potable labs can be rolled into classrooms enabling the computers to come to the student rather than the students having to go to the computers. (Two Lap Top Carts plus four five packs)

### **Establishment of a Theme Based School Emphasizing the Integration of the Arts**

Beckham Academy will become a school using the integration of the arts to increase student achievement. The research is clear that integrating the arts can have a significant impact on learning.

Beckham students will have the opportunity to take classes in music, art, dance, and the performing arts. To assist teachers in integration of the arts into the core curriculum areas, an Arts Integration Specialist (AIS) will be added to the staff. The AIS will work with students and teachers to include the arts in to teaching and learning activities in the following ways:

- Additional opportunities to differentiate the curriculum
- Address differing learning styles

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- Supports the socio-emotional growth in student
  - Provides creative outlets for students
  - Encourages students to become more engaged in learning
  - Builds positive school culture, reducing behavior issues
  - Helps the brain make connections to learning
  - Encourages parent participation
  - Provides teachers opportunities to collaborate with performing arts teachers to enrich their lessons

**Increase learning time and create community-oriented schools.** Time and the school calendar play an important role in student learning outcomes and in creating community-oriented schools. STEP seeks to provide opportunities that support the needs of all learners, maximize the use of school facilities, and extend and enrich learning experiences beyond the traditional school day, school calendar or school building. STEP will help our school define and optimize opportunities for increasing learning time and building community-oriented schools. We will maximize the use of technology supported instructional tools so that learning that is not limited by the school calendar or the walls of the school. In addition, the Beckham plan specifically identifies provisions for extended day instruction to enhance the current Detroit Public Schools offering. It is the intent of Beckham Academy to extend after school programming to Tier II students who may need corrective instruction and even Tier I students who would excel with enrichment opportunities. This programming will be supported by an Extended Learning Coordinator who will register students, monitor attendance, seek and secure parent involvement/participation in the extended day programming, conduct student interest surveys, support the collection of student diagnostic data to inform instruction and monitor student progress. The Beckham Academy extended day will provide opportunities for both intensive intervention as well as fine arts programming to provide the needed academic support along with a high interest and motivating component to encourage and sustain participation. These programs will be coordinated with extended day opportunities already in place:

- Extended Day programs are supported by the 21<sup>st</sup> Century Grant. This program provides tutoring for grades 3, 4, and 5. The tutoring, limited to 45 students, works on reading, writing and math. Two periods are programmed for extended day; one is academic and the other is for enrichment.
- K-5 Tutoring program by Salome – External Provider
- Extended Year – Summer School
- Block Scheduling – 90 minutes for math, 120 for English Language Arts

**Provide operational flexibility and sustained support.** The STEP model is flexible and customized to the unique needs of each school through the systematic planning process. The K–12 Solutions STEP model is designed to build capacity and distributed leadership within the school. Gradual release strategies are built into the model from the start for a smooth transition to help internal staff sustain the school’s transformation.

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.

During the Diagnostic Review, K–12 Solutions team members will assess current capabilities, programs, and school capacity. They will observe classrooms, collect surveys from students, parents, and staff about their perceptions of our school, and hold focus groups for faculty, parents, and staff. The team collects data and analyzes the following key factors:

1. **Consistency and quality of classroom** practices, routines, and teaching strategies
2. **Effectiveness in the use of data** to inform instruction, personalize learning, and allocate resources, plus linkage of data to the budgeting process

3. **School organization and collaboration effectiveness**, including processes for peer development and priority setting, school calendar, and scheduling
4. **Quality of technology infrastructure**, including interoperability of technology, capacity, and use of systems
5. **Quality and fidelity of curriculum implementation**, including identification of gaps in curriculum, teacher plans, and the alignment of teacher work to state standards
6. **Community engagement and communication strategy**, including an understanding of the goals and aspirations of the students and the community, and beliefs in college as an option

A summary of their findings will be compiled in a Diagnostic Report and shared with the school community (administration, teachers, staff, students, parents and community members). Utilizing the data from this report, a smaller sub-set of the school community (administration, teachers, parents, community members) will conduct an intensive 3-day Theory of Action to identify the significant problems are preventing the school from reaching optimum levels of student performance and create a detailed implementation plan which defines the school turnaround work.

### **Theory of Action**

From the comprehensive diagnostic school review, a report with the aggregated data findings and recommendation will become the foundation of the ensuing Theory of Action. The Diagnostic Report will be shared with the school and district in conjunction with the beginning of work on the Theory of Action. The report might be considered a “state of the school” address where facts are supported by data and patterns are pointed out to key stakeholders.

At this point our key stakeholders “dive into the data” as we identify root causes that have hampered achievement in the past. We will identify well-respected and visionary teachers, parents, and community members to participate in three days of collaborative discourse so that together we can develop a customized Theory of Action that will lead to our Implementation Plan.

The central focus of a systematic approach to initiative planning and implementation is the Theory of Action. With a Theory of Action, educators find, understand, and communicate

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the connections between school improvement strategies and what we know or suspect about how students learn. The Theory of Action specifies action steps that the school improvement team believes are required to bring about the outcomes of focus for our school. The Theory of Action is unique and personalized for our school and helps to map out programs to affect the intended change.

Developing a Theory of Action involves a number of steps that work iteratively. These steps broadly include:

- Define the problems that exist between current conditions and preferred reality.
- Define the root causes
- Identifying the **strategies and actions steps to address and close the gaps so that the schools goals are met.**
- Develop and align the implementation plan by which the strategies are expected to produce their intended outcomes

### **Implementation Plan**

Based on the developed Theory of Action, our stakeholders and the K–12 Solutions team collaboratively develop a clear Implementation Plan to guide the hard work of school improvement, to verify everyone is doing their part, and to demonstrate how and when it needs to be done.

Our Professional Development Plan is developed and driven by the problems identified within the Diagnostic Report with strategies/action steps identified to solve those problems. The professional development becomes a strategy written into the Theory of Action and the Implementation Plan.

### **Evaluation Plan**

Senior members of the K–12 Solutions team, together with our school teams, collaboratively develop an Evaluation Plan that encompasses all key elements of the Implementation Plan. The Evaluation Plan documents the outcomes, how they will be measured, and a plan for monitoring the implementation itself. Timelines, benchmarks,

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assessments, and outcomes are addressed as well as the data collection and analysis plan and the plan for sharing results.

Data collected during the Diagnostic Visit establishes a baseline that determines direction for our school's improvement plan. Ongoing data, disaggregated by sub group when appropriate, will monitor the effectiveness of our improvement efforts and allow us to refine our improvement initiatives in a timely manner.

Teachers and students will have access to technology for accessing data and for academic interventions. Teachers will be provided training to retrieve information from data systems fluently. They will also be provided with technological support to meet the students' needs for personalized learning.

The data will be used to determine how instruction can be modified for differentiations, interventions, enrichment, and accelerations in the curriculum. During the common planning periods, data will be continuously disaggregated to ensure that all subgroup needs are carefully monitored and addressed. Special education teachers and other staff members will be identified as responsible agents for monitoring the delivery of services to subgroups. The agents will keep the subgroup data at the forefront for applying interventions and any additional services needed. They will report the successes quarterly to the STEP Advisory Committee and the parents. This act of accountability will ensure that the subgroups remain an integral part of the academic discussions.

- 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.

We will use a variety of mediums and platforms to communicate our continued progress with our constituents. These will include parent newsletters, data walls, parent portals, monthly calendars, monthly parent meetings, teacher and student celebrations and recognitions by principal, daily attendance graphs posted in prominent location and other

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strategies identified by the staff.

A series of meetings is scheduled to present the Theory of Action, Implementation Plan, and Evaluation Plan to all the stakeholders including the STEP Advisory Committee, district leaders, and our school community. A schedule for regular reviews of our progress is formally established and shared with these groups.

After the first semester, an Interim Evaluation Report is prepared by K-12 Solutions that specifically shares our progress on each of the identified outcomes and shared in the same manner.

### **Learning Village Interim Assessment System (IAS)**

To ensure that teachers/administrators are able to access and monitor each student's progress and mastery of essential learning, we will utilize the Detroit Learning Village Interim assessment system. The assessment system will provide rich and timely data for LT and ILT analysis, and allow for the close monitoring of our school improvement. We will utilize the Learning Village IAS that will provide our teachers the tools and content required to create and monitor student progress through ongoing district formative and teacher created short-cycle assessments. Additional diagnostic data from reading and math assessments will enable teachers to triangulate data to have the most accurate view of student progress to inform needed instructional adjustments.

The AA and our principal will closely monitor IAS data to ensure all students are learning and improvement initiatives are working. The AA and IC will participate in weekly teleconferences with remote K-12 Solutions Team members to inform them of our progress and elicit additional support as needed.

### **Instructional Leadership Team**

The primary responsibility of the Instructional Leadership Team will be to analyze data to inform the work of their professional learning teams. The data from ongoing assessments will be available to all teachers and the principal so that through disaggregation of that data, specific learning needs can be identified, understood, and supported through appropriate instruction.

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## **Classroom Instruction Data**

Classroom observations will be supported by a web-based application (included in the STEP model budget), **Teacher Compass** to provide **Beckham** teachers and principal with classroom observation performance data. This tool can be used to disaggregate results rapidly and generate easy-to-read reports and graphs related to various performance indicators. In addition, the web-based application includes prescriptive resources to support ongoing feedback related to classroom observation data.

Ongoing classroom observational data is collected for a number of indicators linked to our Theory of Action, providing the teacher with dashboards to monitor their continuous improvement related to their instructional practice.

All of the classroom observation data is aggregated for our principal to use in formal feedback and evaluation processes, along with recommendations for improvement, with prescriptive support.

Frequent assessment (Accelerated Reader, Accelerated Math, DIBELS, BURSTS, Storytime, Open Court) will be analyzed in our weekly teacher workgroups (grade level meetings) to plan instruction. Instructional coaches will review improved teacher performance data from classroom visits and plan subsequent PD. Academic coach and instructional coaches will review individual student data and grades regularly (weekly, bimonthly, etc) Particular attention will be paid to the progress of our mainstreamed special education students to ensure continued academic progress as stated in their IEPs.

## **Learning Village Interim Assessment System**

We will utilize DSP Learning Village to support knowledge driven decision-making, so our teachers and administrators may keep a watchful eye on student learning. Our principal

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and our teachers will learn to analyze data based on curricular benchmarks and Michigan state standards.

The effective use of assessment for learning, relying on both summative and formative assessments will enable the principal to monitor the continuous progress of the instruction cycle.

The staff at Beckham Academy will promote continuous use of student data to inform and differentiate instruction to meet the students' needs.

The technology training provided to teachers will empower them to access necessary formative data. The K-12 Solutions Team will assist teachers with using DPS Interim Assessment System and Learning Village. They will use their common preparatory periods to analyze the data. The Pearson K-12 Solutions Team will provide professional development on how to use data to improve instruction for all students. For example, after analyzing our reading scores and identifying the root causes, we will include 'reading to learn' strategies across all content areas. The Pearson K-12 Solutions Team will also facilitate the common prep discussions to maximize their effectiveness. Beckham staff will use formative assessments such as district-wide formative benchmarks, Accelerated Math, DIBELS, short-cycle assessments, chapter tests, and Storytown assessments. The results of all the assessments will be available for the immediate use of all teachers during the common prep meetings.

Additional data, i.e. annual and quarterly achievement data, demographic data, program data, and perception data will be collected by the Leadership Team and will be reviewed periodically. They will also be used to provide more insight into achievement data when necessary.

Our successes will be shared to external stakeholders at the quarterly STEP Advisory Committee meetings and at an annual event, which will also celebrate successes. These meetings will also be data driven. The Parent/Community Engagement Specialist will keep the parents informed through newsletters. Parents will also use the skills they acquire from the technology trainings to connect with the school via technology to remain informed.

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- 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.

Quarterly assessments will be administered and analyzed to project trends in student performance, identifying opportunities for midcourse corrections. DIBELS will be administered to our 5<sup>th</sup> graders to monitor continuous reading improvement, teacher instructional delivery, and opportunities for additional literacy coaching strategies.

We will offer an extended learning program to be used both for enrichment as well as instructional support. The extended learning program will support the whole child and provide academic as well as high interest offerings. The school's performing arts focus will be infused within the extended learning program. Ongoing data analysis will include subgroup performance to identify program adjustments for the following year.

Continuous improvement reflects the ongoing use of data from a variety of sources that are used to make just in time, midcourse, and end of course adjustments. We recognize our need for an implementation that is effective and reliable. We will implement the following initiatives to meet our goal:

- Professional development for our teachers that is scientifically research based will support mastery learning, gradual release, tiered instruction, and differentiated learning.
- Coaching will provided to support the principal as instructional leader and the teacher as reflective professional
- Informal and formal teacher observations will monitor whether the PD is being consistently applied in the classroom.
- Materials that engage and support the diverse needs of students will be implemented and monitored.
- Formative benchmark and short cycle assessment will be created, implemented, and analyzed in core areas that are linked to Michigan state standards at all grade levels.

- Teachers will function in LT to analyze data from formative assessments and collaboratively develop lessons that support differentiated instruction.
- Students identified as not meeting the standards on benchmark assessments will receive supplemental instruction, including one-on-one teaching, re-teaching and re-modeling.

Because of these initiatives we expect our students to show achievement gains on the benchmark and formative assessments created by our teachers and implemented by the beginning of the second quarter (November 4, 2010) and all assessments given in 2011-12 as we recognize the process of implementing these initiatives will need to be completed before significant impact is observed on the following high stakes tests:

<b>TIMELINE</b>	<b>TEST</b>	<b>GRADE-SUBJECT AREA</b>
October	Michigan Educational Assessment Program (MEAP)	3-8 Math & Reading 4, 7 Writing 5, 8 Science 6 Social Studies
October	MEAP-ACCESS (Students w/IEP)	3-8 Reading/Writing & Math
Oct. -Nov.	MI-ACCESS (Students whose IEP indicates MEAP and MEAP-ACCESS are not appropriate)	3-8 English Language Arts 3-8 Math 5, 8 Science
November - December	Brigance Diagnostic Comprehensive Inventory (Special Ed. Students as determined by IEP)	1-2 Reading, Math
Dec.	Michigan Educational Technology Standards (METS)	8 Technology Literacy
Jan. -March	NAEP (Selected Schools)	4, 8 Reading, Math, Science
March -April	English Language Proficiency Assessment (ELPA) (Students eligible for bilingual services)	1-8 Listening, Writing, Reading, Speaking
TBD by DPS	Quarterly Benchmark Assessments Q1, Q2, Q3, Q4- Q5 & Q6-pre and post assessments for summer school programming	Reading and Mathematics Grades 1-12

Beckham staff will use formative assessments such as district-wide formative benchmarks, Accelerated Math, DIBELS, short-cycle assessments, chapter tests, and Story-town assessments to regularly monitor the progress of the students. District initiated teacher evaluation standards, and Pearson's leadership evaluation tools will also be utilized during formal and informal evaluations by principal, administrators, coaches, and peers. In addition, other data will be utilized as needed to provide further insight into achievement data, i.e. demographical, perception, and school process data.

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During weekly common preps, teachers will gather according to content and grade level to discuss the results of assessments and classroom observations. With guidance from the Instructional Leadership Team, teachers will compare classroom practice and other data to achievement data. “At elbow” support will be provided to assist teachers with making pedagogical changes. Teachers will also determine appropriate interventions to assist the students who are having difficulties. Differentiation of teaching, technological interventions, small group tutoring, individualized learning, and extended learning opportunities will be considered for intervention. Teachers will support each other by observing each other’s classrooms to further discuss the impact of classroom practices on student achievement.

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

Our Professional Development Plan will be aligned with our Implementation Plan as described earlier. The Implementation Plan will identify strategies that need to be supported by professional development. Professional development will be provided by our K-12 Solutions team and is deeply aligned with the National Staff Development Council Standards for Staff Development and the MDE requirement for school improvement plans that focus on context, process, and content standards. Our professional development plan will be completed by October 2010, which will allow it to reflect the comprehensive diagnostics obtained through the Diagnostic Review while ensuring that it is in place to support timely implementation.

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## **NSDC CONTEXT STANDARDS**

### **Developing an Integrated Network of Professional Learning Communities**

We will bring faculty, staff, parents, and business and community leaders together to form a diverse learning community and an effective education partnership through our **STEP Advisory Committee**. Key stakeholders meet quarterly with administrators and K–12 Solution team members and participate in planning and problem solving to provide accountability, buy-in, rigorous implementation, and sustainability to deliver the expected outcomes. We provide a structured agenda and focused expectations, which creates an atmosphere of purpose and importance in the meetings as members consider their school’s progress and decide future implementation issues.

Our principal will attend a five-day **Principal Leadership Institute** to develop a common Language of Leadership and Learning. Our principal receives ongoing coaching from the AA. The principal participates in an ongoing professional learning community through monthly **clustered principal workshops**.

Our principal and teacher-leaders representing every grade level/content area become the **Instructional Learning Team (ILT)**. Formation of this team, along with support and training from the embedded K–12 Solutions team, builds distributed leaders who facilitate teacher workgroups in the adoption and implementation of improvement strategies.

**Learning Teams (LT)** bring teachers together to learn from each other, refine their skills to improve student performance, and self-assess their progress. Based on 19 years of research conducted in public schools, LT helps establish an infrastructure of leadership and ongoing professional development that engages teachers to refine their teaching and produce better student results. LT not only improves student achievement and school culture, but also builds within schools sustainable capacity to continuously improve teaching and student learning.

### **Developing Leaders Who Guide Continuous Instructional Improvements**

Operating within the professional learning communities described above, our principal will demonstrate support and understanding by committing to continually develop as an

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instructional leader and provide resources necessary to enable teachers to become leaders through the ILT and improve their own instruction through the LT model.

Our principal will receive one-on-one coaching by the AA as well as guidance and support for distributed leadership and collaborative decision-making through our LT model. The K-12 Solutions team also facilitates monthly clustered principal workshops that provide skills training and support for leading change efforts.

### **Identify and Access Appropriate Resources**

STEP will help us build an implementation plan that addresses the needs identified by this process and assists us to identify and access appropriate resources. The LT teacher collaboration model provides a comprehensive protocol to identify a student need and act on it to produce improvements in student achievement. Dedicated school-site settings for teachers and administrators enable educators to engage in this work, with targeted assistance from LT advisors throughout the year.

The STEP model includes the use of technology to monitor the implementation plan. An IAS is developed as part of the school's interoperable technology strategy to capture result data and generate evaluation reports. This resource, accompanied by training in data analysis and application, will create capacity within the school staff to carry out this evaluation using appropriate tools.

## **NSDC PROCESS STANDARDS**

### **Supporting Knowledge Driven Decision Making**

To make instructional decisions informed by data, teachers need access to current, disaggregated achievement data so they may use these data to inform teaching and differentiate learning for their students. Once in place, our teachers will receive training from the AA on effective analysis of student data provided by our new IAS and guidance from the IC to use these data as they plan instruction that meets the needs of all students.

### **Ongoing Evaluation**

A variety of metrics will be put in place to ensure that our school improvement plan is on track. One important measure will be ongoing teacher observations that will be supported by ***Teacher Compass***, a web-based application that will provide teacher performance

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data that will direct a personalized plan for professional development. This customizable tool can be used to disaggregate results rapidly, and generate easy-to-read reports and graphs related to various performance indicators.

Along with customizable evaluation and observation forms, *Teacher Compass* covers eight dimensions and includes a scoring system for the following:

- Planning and Preparation
- Knowledge
- Process of Instruction
- Assessment and Activities
- Classroom Climate
- Classroom Management
- Interpersonal Skills
- Professional Expectations

Providing trend data and reports, *Teacher Compass* can guide teachers to appropriate professional development based on their personalized data.

### **Applying Research Based Solutions**

The AA will provide professional development so that our teachers build instructional competencies using a variety of inputs, including professional development focused on content and research-based pedagogy to foster the implementation of effective learning strategies. Our teachers will learn how to support mastery learning through tiered instruction.

### **Designing Effective Instruction**

Curriculum, assessment, and instruction must align closely, so that what is written is taught, and what is taught is effective. The AA will work with teachers to effectively align our school's core curriculum with state standards. Guided by research-based curriculum standards, our teachers will develop a rigorous, relevant, and deeply aligned curriculum, which is revisited annually for revisions as needed (Frase, English, and Poston, 2000<sup>vi</sup>). It specifies mastery learning goals, defining proficiency requirements, as well as instructional pacing. Deeply aligned curriculum will give our teachers more time to focus on lessons and provide more relevant content to increase student engagement.

### **Informing and Equipping the Adult Learner**

While initial professional development will address our entire staff to develop a common Language of Learning and the creation of structures to support school-wide expectations,

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ongoing and regular professional develop will be personalized to reflect the identified needs of our principal and teachers. On site AA and IC will help our teachers and principal implement improvement plans through ongoing research-based training and one-on-one support. We emphasize coaching because it provides job-embedded learning, which allows our principal and teachers to learn by doing, reflecting on their experiences.

### **Collaborating for School Improvement**

The ILT and LT will provide effective teacher and administrator inquiry-based collaboration settings to identify student learning needs and instructional strategies, monitor effectiveness, and revise where necessary. LT allow teachers and administrators to assess instruction as it relates to student needs and helps reinforce knowledge learned through targeted professional development (Darling-Hammond et al., 2009<sup>vii</sup>; Goldenberg, 2004<sup>viii</sup>).

## **NSDC CONTENT STANDARDS**

### **Emphasizing School Culture**

We will create a family-friendly and safe culture, where all students and families are respected, where educators feel respected and valued, and where students feel connected to their learning and their school. We will evaluate and adjust our practices to facilitate students' healthy social-emotional development without shortchanging academic development. Improving management structures, policies and practices, and home-school relationships can significantly improve school climate and produce greater cohesion among staff.

Based on findings from our Diagnostic Review, strategies will be developed to target the identified needs, through the collaborative Theory of Action and implementation planning processes. Our K-12 Solutions Team will provide strategies, as needed, to address a number of school culture areas. For example, Pearson works with the Quaglia Institute for Student Aspirations (QISA), whose researchers have identified eight conditions as critical in fostering and maintaining student aspirations. Student aspirations have been linked to student achievement. Districts that have targeted these eight conditions report higher attendance and decreased dropout rates (QISA, 2009<sup>ix</sup>).

Additionally, Pearson's K-12 Solutions team will assist us to develop our own strategies, to encourage ownership and engagement in the process. Recommendations for improving

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school culture to improve student outcomes include interventions focused on student aspirations, a positive physical learning environment, and promoting high academic expectations.

### **Providing Professional Development that Supports Content and Pedagogy**

Weekly professional development sessions offer research-based instructional practices to address areas of need identified during the Diagnostic Review that are specified in our Theory of Action. The IC will provide one-to-one coaching for teachers so the new techniques and strategies become part of daily classroom practice.

Pearson has a wide variety of services and products to support teachers to optimize their teaching and learning including online, print, and professional development modules. Our customized Implementation Plan will guide the crafting and selection of services and materials to meet the unique needs of our school and the adult learning needs of our principal and teachers.

The IC provides site-based support focusing on instructional delivery and content pedagogy. Research indicates that embedded coaching has a positive effect on enhancing instruction and on student achievement (Matsumara et al., 2008<sup>x</sup>). The IC models and supports lessons, conducts lesson studies, and works in classrooms to improve instruction and support teacher efficacy.

Coaches are trained to conduct reflective conversations with teachers as part of their ongoing coaching and mentoring. Coaches develop a working rapport with teachers that enables them to reflect on their own teaching practice and to critically analyze their own teaching behaviors in order to determine areas of growth in pedagogy or delivery of the aligned curriculum.

The leadership team of Beckham School is working on the professional development plan.

To date, professional development will focus on:

1. Analysis of data
2. Using technology to retrieve data
3. Using technological interventions to target specific student needs

4. Using common preparatory periods for reflection, collaboration, analysis of data, improving pedagogy
5. Building leadership capacity
6. Unwrapping state standards and identifying clear learning targets aligned to the standards and student needs
7. School wide management systems

The success of professional development will be monitored using student achievement data, classroom observations, and surveys. All staff will be accountable for demonstrating the results of the professional developments by infusing the principals in their daily practice. Additional “at elbow” support and encouragement will be provided to teachers.

The Evaluation Plan will include the effectiveness of professional development. Indicators of the successful implementation of professional development will be identified and monitored throughout the academic year.

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. In addition, a school level Turnaround Manager will support the principal and staff.

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

TECHNICAL ASSISTANCE	DESCRIPTION	EVALUATION MEASURES	PERSONNEL RESPONSIBLE
<p><b>SYSTEMATICALLY PLAN FOR SCHOOL IMPROVEMENT</b></p> <p><b>Diagnostic Review</b></p> <p><b>Diagnostic Report</b></p> <p><b>Theory of Action</b></p> <p><b>Implementation Plan</b></p> <p><b>Evaluation Plan</b></p>	<p>Comprehensive collection and analysis of historical and current data</p> <p>Summary of findings leading to Theory of Action</p> <p>Collaboratively agreed upon ToF A</p> <p>Collaboratively developed IP</p> <p>Collaboratively agreed upon EP</p>	<p>-Comprehensive Needs Assessment</p> <p>-Perception Data from parents, students, teachers, staff (surveys, interviews, focus groups)</p> <p>-Classroom observation data</p> <p>-Leadership effectiveness surveys</p> <p>-Achievement data over time</p> <p>--Report delivered, shared/edited with key stakeholders:</p> <ul style="list-style-type: none"> <li>• Customized T of A</li> <li>• Customized IP</li> <li>• Customized EP</li> </ul>	<p><b>K-12 Diagnosticians</b> collect data from diverse stakeholders</p> <p><b>Senior K-12 Team Member</b></p> <p><b>Senior K-12 Team Member</b></p> <p><b>Senior K-12 Team Member</b></p> <p><b>K-12 Director of Evaluation</b></p> <p><b>Parents and Community Members</b></p>
<p><b>DEVELOP INSTRUCTIONAL LEADERSHIP</b></p> <p><b>Principal Leadership Institute</b></p> <p><b>Principal Cluster Workshops</b></p> <p><b>One-on-One Training</b></p> <p><b>LT Readiness</b></p> <p><b>LT Launch Institute</b></p>	<p>5-day workshop (instructional leadership &amp; management skills)</p> <p>Monthly meetings to report progress and receive add'l training</p> <p>Weekly coaching</p> <p>2 half-day leadership training for admin</p> <p>2 day workshop for ILT &amp; principal</p>	<p>-Workshop Evaluation</p> <p>-Results from VAL-ED Leadership Effectiveness Survey</p> <p>-Workshop Engagement Instrument</p> <p>-Calendar and agendas</p> <p>-Leaning Walk data</p> <p>-Institute materials and evaluation</p>	<p><b>Senior K-12 Team Member assisted by AA</b></p> <p><b>K-12 Achievement Advisor (AA)</b></p> <p><b>K-12 AA</b></p> <p><b>K-12 Assoc. Dir. of LT</b></p>

TECHNICAL ASSISTANCE	DESCRIPTION	EVALUATION MEASURES	PERSONNEL RESPONSIBLE
		-Institute materials and evaluation	<b>K-12 Assoc. Dir. of LT</b>
<b>CREATE COLLABORATIVE EDUCATION PARTNERSHIPS</b>  <b>STEP Advisory Committee</b>	Stakeholder reps: -Parents -Community members -Educational Organizations -Teachers -Staff -Principal	Meet quarterly to -Oversee the IP -Provide solutions beyond the school's reach -Monitor progress -Identify potential obstacles -Brainstorm and develop solutions -Champion the initiative -Celebrate successes	<b>K-12 Achievement Director</b> facilitates these meeting Principal guides selection of members  Parents, Community Member
<b>EMBED ACHIEVEMENT SUPPORT</b>  <b>Coaches Boot Camp</b>  <b>Ongoing Coaching</b>  <b>Ongoing Training</b>	10 day training for AA & DPS coaches  On site coaches to support PD and leadership training  Monthly training to support PD	-CBC Agenda and Evaluation  -Weekly one-on-one leadership training for principal  -Weekly teacher PD  -Teacher mentoring & classroom observe  -Monthly agendas	<b>Sr. K-12 Team Member</b>  <b>K-12 AA</b> <b>DPS IC</b> <b>DPS IC</b> <b>K-12 Achievement Dir.</b>
<b>ALIGN CURRICULUM</b>  <b>Audit Curriculum</b>  <b>Revise Curriculum</b>	Examine current curriculum  Refine curriculum to meet standards	-Curriculum Rubric -Curriculum template  -Curriculum pacing documents	<b>K-12 Diagnostician</b>  <b>K-12 AA</b> <b>K-12 Instructional Advisors</b>
<b>OPTIMIZE CONDITIONS OF TEACHING &amp; LEARNING</b>  <b>Teacher PD</b>  <b>Ongoing Coaching</b>	Weekly Teacher PD  One-on-one support  Collaborative teacher learning communities	-Calendar & Agenda  -Teacher observation reports	<b>K-12 AA</b>  <b>K-12 Instructional Advisors</b>



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## 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>

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