



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

MICHAEL P. FLANAGAN
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

District__DPS_____

School__Hutchinson_____

Review Team__C_____

Transformation Model Required Activities

	No	Yes	Additional Comments
<p>Develop & Increase School Leader & Teacher Effectiveness</p> <p>Requirement 1</p> <p>Replace the principal</p>	<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 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 checked="" type="checkbox"/> New principal not yet identified. Plan to identify new principal in place. <input type="checkbox"/>	Principal will be replaced with operational flexibility to implement the plan.
<p>Requirement 2</p> <p>Use of evaluation systems that take into significant account data on student growth as well as other factors</p>	<input type="checkbox"/> There is no indication that a plan for teacher and leader evaluations reflective of student growth is in place. <input type="checkbox"/> Conversations are underway related to the use of student growth in teacher and leader evaluations; nothing is in place at this time. <input type="checkbox"/>	<input checked="" type="checkbox"/> A plan is in place that incorporates student growth in teacher and leader evaluations. <input type="checkbox"/>	Will utilize DPS evaluation process as a designated priority school.
<p>Requirement 3</p> <p>Evaluation systems are designed with teacher and principal involvement.</p>	<input type="checkbox"/> There is no evidence that staff was involved in designing the evaluation system <input type="checkbox"/>	<input type="checkbox"/> There is evidence that the staff collaborated in the design of the new evaluation system. <input checked="" type="checkbox"/>	Indicates that no Hutchinson staff members were directly involved in developing the design process however, district representatives were involved.
<p>Requirement 4</p> <p>Identify and reward school leaders, teachers, and other staff who have increased student achievement and remove leaders and staff who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.</p>	<input type="checkbox"/> There is no plan indicated to identify and reward leaders and/or staff that have increased student achievement <input type="checkbox"/> There is no plan indicated to identify and remove leaders and/or staff that have not increased student achievement <input type="checkbox"/>	<input checked="" type="checkbox"/> The plan indicates that staff has multiple opportunities to improve instructional practices with follow ups and timelines. <input type="checkbox"/> There is a detailed plan to identify and replace leaders and staff not increasing student achievement. <input checked="" type="checkbox"/> The plan indicates how school leaders, teachers, and	Plan uses a tiered system for 3 years and will offer multiply incentives to those teachers who advance student achievement.

		other staff who have increased student achievement will be rewarded. <input type="checkbox"/>	
Requirement 5 Provide staff with ongoing, high quality, job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Professional development is aligned and designed to insure that staff can facilitate effective teaching and learning and have the capacity of successfully implementing school reform strategies	<input type="checkbox"/> There is no professional development plan indicated. <input type="checkbox"/> A plan for professional development is indicated, yet it is not job embedded, focused, or lacking a timeline. <input type="checkbox"/> Professional development consists of a series of workshop activities that are not directly connected to the student outcomes indicated in the plan. <input type="checkbox"/>	<input checked="" type="checkbox"/> Professional development is well defined and occurs on a regular basis with follow up and support aligned with 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. <input type="checkbox"/>	Working with their partner Teachscape, the school has developed a comprehensive professional development structure that is data informed and job embedded, and serves to build capacity within the staff.
Requirement 6 Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students in a transformational school.	<input type="checkbox"/> The plan does not indicate if any of these strategies will be available to staff. <input type="checkbox"/>	<input checked="" type="checkbox"/> The plan indicates that one or more of the activities will be available to staff. <input type="checkbox"/>	Teachers will be offered elbow to elbow coaching and through the use of Reflect, will focus on self analysis and reflection to improve teaching abilities.
Comprehensive Instructional Reform Strategies Requirement 1 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.	<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"/>	<input checked="" type="checkbox"/> Plan describes an instructional program that is researched based, vertically aligned and aligned with the state standards. <input type="checkbox"/>	Staff has made explicit commitments to use data to inform all areas of teaching and learning. (Pages 18-19). They have committed to RTI.
Requirement 2 Promote the continuous use of individual student data (formative, interim, and summative) to inform and differentiate instruction to meet individual student needs.	<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"/>	<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"/>	Pg 15-There will be 3 years of tiered instruction to identify and implement differentiated instruction. The use of RTI is explicit to the building of a data culture.
Increasing Learning Time and Mechanisms for Community-Oriented Schools Requirement 1	<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 checked="" type="checkbox"/> There is evidence of increased learning time for all students in core academic content. <input type="checkbox"/>	Pg 26-Extended school day with focus on core subjects

Establish schedules and strategies that provide increased time for all students to learn core academic content by expanding the school day, week or year. Provide increased instructional time for core subjects during the school day.	<input type="checkbox"/> Additional learning time is addressed, but it does not focus on all students. <input type="checkbox"/>		
Requirement 2 Provide ongoing mechanisms for family and community engagement.	<input type="checkbox"/> The plan does not reflect how ongoing mechanisms for family and community engagement will be provided. <input type="checkbox"/>	<input checked="" type="checkbox"/> The plan details multiple strategies and additional resources to integrate family and community partners into school improvement efforts. <input type="checkbox"/> Data is collected to show effectiveness. <input type="checkbox"/>	A detailed plan to include parents and community members to support engagement- pg 20
Providing Operational Flexibility and Sustained Support Requirement 1 Provide the school operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rates.	<input type="checkbox"/> Plan does not include any operational flexibility. <input type="checkbox"/> Describes a plan to grant additional flexibility, but does not demonstrate capacity to do so. <input type="checkbox"/>	<input type="checkbox"/> Plan details how operational flexibility will be provided. <input checked="" type="checkbox"/> Flexibility is a theme throughout with options for implementation	Principal and faculty that are hired will be given flexibility over staffing time and budgeting to implement the plan. Operational flexibility is indicated in components of the entire plan. Responsibilities are indicated.
Requirement 2 Ensure that the school receives ongoing, intensive Technical Assistance and related support for LEA, SEA or other designated external partner or organization.	<input type="checkbox"/> There is no indication of how support will be provided to the school by the LEA or other organizations. <input type="checkbox"/> There is no indication that a rigorous process for recruiting external providers will follow a rigorous process for selection. <input type="checkbox"/>	<input checked="" type="checkbox"/> Plan reflects how support will be provided to the school by the LEA and other organizations.. <input checked="" type="checkbox"/> The plan details the process for selecting, contracting and monitoring the external provider. <input type="checkbox"/>	There is a clear connection between documents and tools offered by MDE, ie. CNA, ISP. Also a clear connection to the DPS overall plan. Teachscape is an approved external provider.
If any of the indicators above received a NO, this application WILL be rated incomplete.	Incomplete <input type="checkbox"/>	Complete <input checked="" type="checkbox"/>	

Additional feedback: This redesign plan is approved.

LEA Application Part II

District Name _____ Detroit Public Schools
School Name _____ Hutchinson Elementary
Reviewer Number _____

Transformation Model		Page numbers	Reveiwer Comments
Develop and increase school leader effectiveness			
Required Activities	Replace principal*	pg. 8	
	Use rigorous, transparent evaluation systems for teachers and principal* --Student academic achievement/growth data is included as a significant factor in evaluation; - -Multiple observation-based assessments of performance; -- Designed and developed with teacher and principal involvement	pg. 9	
	Reward school leaders, teachers, staff who have increased student achievement/growth and graduation rates and remove leaders and staff who have not increased student achievement*	pg. 10-11	
	Provide ongoing, high-quality, job-embedded Professional Development (PD) to ensure that teachers are equipped to facilitate teaching and learning*	pg. 4, 12+, 17	
	Implement financial incentives, opportunities for career growth, and more flexible work conditions*	pg. 10-11	
Permissible Activities	Provide additional compensation to attract and retain staff*	pg. 10-11	
	Institute system for measuring changes in instructional practices resulting from PD	pg. 16	
	Ensure the school is not required to accept a teacher without consent of teacher and principal regardless of seniority*		
	Include in the planning teachers and principals from other buildings in the LEA		

Required Activities	Use data to identify and implement instructional program	Pg.12, 18	
	Continuous use of student data (formative, interim, summative) to inform and differentiate instruction	Pg. 12, 18	
Permissible Activities	Conduct reviews to ensure curriculum is implemented with fidelity and is impacting student achievement		
	Implement school-wide Response to Intervention (RtI) model		
	Provide PD to implement strategies to support students with disabilities and English language learners	N/A	
	Use and integrate technology-based interventions	Pg. 11, 12	
	(in high schools) Increase rigor (AP, IB, STEM, and others)	N/A	Not a high school
	Improve student transition from middle to high school		
	(in high schools) Increase graduation rates through credit recovery and other strategies	N/A	Not a high school
	Establish early-warning systems to identify students at risk of failure or dropping out		
	Increasing learning time and creating community-oriented schools		
Required Activities	Establish schedules to provide increased 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	pg. 10, 30	
	Provide ongoing mechanisms for family and community engagement	Pg. 11-12, 22	

Permissible Activities	Partnering with parents and community organizations to create safe school environments that meet students' needs	Pg. 12, 13	
	Extend or restructure school day to add time for advisory periods to build relationships between students and staff*	Pg. 14, 15	
	Improvement of school climate and discipline, for example, positive behavioral supports, anti-bullying	pg. 23-25	
	Offer full-day kindergarten or pre-kindergarten		
Providing operational flexibility and sustained support			
Required Activities	Give the school sufficient operational flexibility (staffing, calendars/time, budgeting) to implement comprehensive approach*	Pg.8-10, 11, 21-23	
	Ensure the school receives ongoing intensive Technical Assistance from LEA, SEA, or turnaround organization	pg. 18-22	
Permissible Activities	Allow the school to run under new governance in LEA or SEA*	pg. 17	
	Implement weighted per-pupil school-based budget formula based on student needs	N/A	

General Comments

cm

ATTACHMENT III

Hutchinson Elementary School

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

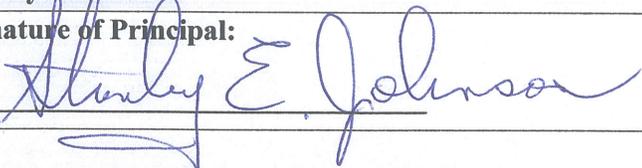
The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and code Hutchinson Elementary School/#1803	District Name and Code Detroit Public Schools/#82010
Model for change to be implemented: Transformation	

School Mailing Address: 5221 Montclair Detroit, MI 48213	
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Contact for the School Improvement Grant: Name: Stanley Johnson Position: Principal Contact's Mailing Address: 5221 Montclair, Detroit, MI 48213 Telephone: 313-852-9900 Fax: 313-852-9911 Cell: (313) 903-6998 Email address: stanley.johnson@detroitk12.org

Principal (Printed Name): Stanley Johnson	Telephone: 313-852-9900
--	----------------------------

Signature of Principal: X 	Date: November 15, 2010
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The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.

SECTION I: NEED

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

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

Over a three-year period, males performed consistently lower than females in meeting state proficiency standards. Last year, females scored 8% higher than males in reading and 5% higher than males in math. Both groups are performing below state averages. Major contributors to this gap are attendance, suspensions, excessive tardies and other home issues. However, there is an insignificant gap in attendance between the males and females. We also have a population of students with disabilities performing below state average. Only 20% of these students were proficient in reading last year. Proficiency in math was only 31%.

Our school is centrally located in an area of vast impoverishment (91.7%) exacerbating educational standards. Most of the constituents of this community are experiencing limited health care, joblessness, high school drop out, limited math and reading skills, reliance on state subsidized incomes, with a higher than average incarceration, and diminished social and cultural exposure which have an overwhelming affect on our students and our efforts.

Overall, teachers must be trained in more effective ways of reaching at-risk students. This can be achieved through the use of differentiated instruction, data analysis, small group instruction, and individual learning plans.

Hutchinson Elementary School (K - 8, PK)

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:		Teacher Data	
Student attendance rate:	89.5%	Distribution of teachers by performance level on LEA's	
Advanced Coursework	Number	Percent	
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	45.0%	69.0%	72.1%	48.7%	59.5%	79.1%	48.7%	23.8%	38.5%	54.8%
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	55.6%	63.3%	72.7%	59.7%	57.1%	79.5%	59.7%	22.4%	46.8%	51.0%
Hispanic										
White										
Students with Disabilities	40.0%	25.0%	80.0%	40.0%	25.0%	60.0%	40.0%		40.0%	
Limited English Proficient										
Migrant Student										
Male	57.6%	60.0%	73.7%	56.3%	53.3%	68.4%	56.3%	23.3%	40.6%	50.0%
Female	53.3%	68.4%	72.0%	63.3%	63.2%	88.0%	63.3%	21.1%	53.3%	52.6%
Aggregate Scores	55.6%	63.3%	72.7%	59.7%	57.1%	79.5%	59.7%	22.4%	46.8%	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	38.5%	76.2%	60.0%	55.3%	40.5%	48.9%	55.3%	16.7%	42.1%	33.3%
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	38.6%	78.0%	60.9%	55.4%	46.0%	50.0%	55.4%	18.0%	39.3%	38.0%
Hispanic										
White										
Students with Disabilities		37.5%	66.7%		25.0%	16.7%				12.5%
Limited English Proficient										
Migrant Student										
Male	48.0%	76.9%	60.9%	41.7%	42.3%	43.5%	41.7%	19.2%	29.2%	34.6%
Female	31.3%	79.2%	60.9%	65.6%	50.0%	56.5%	65.6%	16.7%	46.9%	41.7%
Aggregate Scores	38.6%	78.0%	60.9%	55.4%	46.0%	50.0%	55.4%	18.0%	39.3%	38.0%

Hutchinson Elementary School (K - 8, PK)

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	38.2%	45.2%	60.5%	44.1%	51.2%	52.6%	44.1%	38.1%	35.3%	46.3%
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	40.4%	41.3%	61.5%	51.1%	51.1%	53.8%	51.1%	37.0%	40.4%	46.7%
Hispanic										
White										
Students with Disabilities		20.0%	25.0%	16.7%	20.0%		16.7%			20.0%
Limited English Proficient										
Migrant Student										
Male	48.1%	54.5%	63.2%	55.6%	38.1%	36.8%	55.6%	36.4%	44.4%	38.1%
Female	30.0%	29.2%	60.0%	45.0%	62.5%	70.0%	45.0%	37.5%	35.0%	54.2%
Aggregate Scores	40.4%	41.3%	61.5%	51.1%	51.1%	53.8%	51.1%	37.0%	40.4%	46.7%

Grade 06	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	30.3%	80.8%	68.4%	66.7%	61.5%	89.5%	66.7%	52.0%	72.7%	56.0%
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	37.0%	71.9%	69.2%	69.6%	59.4%	89.7%	69.6%	46.7%	73.9%	53.3%
Hispanic										
White										
Students with Disabilities		50.0%	50.0%			100.0%				
Limited English Proficient										
Migrant Student										
Male	44.4%	75.0%	82.4%	61.1%	62.5%	94.1%	61.1%	35.7%	77.8%	50.0%
Female	32.1%	68.8%	59.1%	75.0%	56.3%	86.4%	75.0%	56.3%	71.4%	56.3%
Aggregate Scores	37.0%	71.9%	69.2%	69.6%	59.4%	89.7%	69.6%	46.7%	73.9%	53.3%

Grade 07	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			40.0%			45.8%				
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American			38.5%			44.0%				
Hispanic										
White										
Students with Disabilities										
Limited English Proficient										
Migrant Student										
Male			35.7%			38.5%				
Female			41.7%			50.0%				
Aggregate Scores			38.5%			44.0%				

Hutchinson Elementary School (K - 8, PK)

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Grade 08	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										
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American										
Hispanic										
White										
Students with Disabilities										
Limited English Proficient										
Migrant Student										
Male										
Female										
Aggregate Scores										

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	310	364	384	203	102	216	145	238	142						
American Indian/Alaskan Native															
Asian/Pacific Islander															
Black/African American	430	388	415	269	152	228	156	256	153						
Hispanic															
White	1	1	2	0	1	1	0	1	1						
Students with Disabilities	66	57	59	45	20	36	20	38	20						
Limited English Proficient															
Migrant Student															
Male	229	208	226	144	81	123	83	135	86						
Female	202	181	191	125	72	106	73	122	68						
Aggregate Scores	431	389	417	269	153	229	156	257	154						

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

Hutchinson receives funds to help support the implementation of the model from the following sources: Title 1, 31A, ARRA, General Board Funds, and donations from partners.

School Resource Profile

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

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

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

SECTION II: COMMITMENT

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected transformation 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.

Hutchinson Elementary will utilize the Transformation School Model. The principal will be replaced and given operational flexibility over staffing, time, and budgeting to implement the plan. To implement this intervention model, Hutchinson will screen all existing staff. This allows the principal flexibility to implement the comprehensive reform initiative to substantially improve student achievement. In collaboration with the Detroit Federation of Teachers, the District negotiated new contractual language under "Priority Schools", which includes Hutchinson School K-8, that allows for flexibility regarding seniority rules and enables Priority Schools to hire and retain those individuals who will best meet the needs of the Priority School's student population. Hutchinson will follow the district's plan for recruiting and retaining highly qualified, dedicated and committed staff in carrying out our Transformation School Plan. This will be based upon a continuous improvement model comprised of the following key elements:

- Domain I. Planning and Executing Effective Instruction
- Domain II. Creating and Managing a Learning Environment
- Domain III. Maintaining a Professional Learning Community Through Teacher Leadership

Hutchinson staff agreed that changing the existing culture to a unified culture requires a commitment to developing a climate and culture focused on collaboration and to doing all that is needed to protect and increase instructional time and to dramatically, visibly and measurably raise student achievement. To ensure this, Hutchinson staff has committed to a series of change strategies to work with school leaders to develop a collaborative and achievement focused school climate. Change strategies to enable our improved school climate include:

- Providing an extended school day to increase learning time in order to support the academic growth of all students.
- Improving instruction through on-going and job-embedded professional learning that is focused on the implementation of research based instructional strategies proven to impact student learning.

- Using data as an integral part of instructional reform, both to inform instructional decisions and to guide instructional practices.
- Monitoring and measuring changes in professional practice through the continuous use of technology, classroom walkthroughs, reflective faculty discussions and development of data-informed action plans.
- Hutchinson will utilize the District's evaluation process for teachers and principal's that is also mentioned in the LEA.
- Engaging parents as meaningful partners in their children's learning by providing workshops focused on supporting student achievement, as well as a parent academic room open during each school day to provide parents with extra support.
- Developing strategies for improving student absences through deep analysis of attendance patterns and trends, and the development of data-informed interventions to increase attendance.
- Providing incentives for perfect attendance of our students by opening a token gift store.
- An automated machine that will notify parents of absences or tardy which will be purchased.

Because instructional time is often lost due to suspension and transience, as well as absences, the staff agrees to commit to a set of practices that protect instructional time, regardless of the external threats, by:

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

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

Hutchinson principal, leadership team and staff have already committed to implementing a range of processes and strategies that improve the school's culture and promote systemic change in teaching and learning. With the support of the District and Teachscape, our school's

transformation partner, Hutchinson has the ability to make significant and sustained changes in teaching and learning. The District in collaboration with the Detroit Federation of Teachers negotiated a shared decision-making process as part of the collective bargaining agreement. Shared decision making allows the school leadership team to determine the work rules and working conditions that are required for the school in order to fully and successfully implement the components of the school's reform model.

As part of the transformation model, Hutchinson staff was required to interview with the selection committee. Criteria for selection shall be determined by the Selection Committee. Interested candidates applied for assignment to Hutchinson and were selected via an interview by the Selection Committee. The Selection Committee included the Chief Academic Officer (or designee), School Principal, Union President (or designee), and the DFT Labor Relations Administrator who represented Hutchinson. Candidates agreed to professional development, an extended school day and extended school year. The principal has the authority to remove any staff member who does not adhere to the agreed upon standards and/or whose performance does not foster student growth.

To reward staff members who advance their students' academic achievements, we will offer a monetary incentive or gift, extra preparation periods and flexible schedules. High achieving teachers will be given the opportunity to teach after school/extended day programs, summer school/extended year programs and chair special committees.

No Hutchinson staff members were directly involved in creating the district evaluation plan, however, there were district representatives who were part of the plan design process for the teacher and principal evaluation.

Additionally, to further the connection between academic achievement and school performance, a school based performance will be offered. Criteria and benchmarks for school-base performance pay will include measurable improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average, attaining and/or maintaining Adequate Yearly Progress and provisions identified by the No Child Left Behind.

There is a strong belief within the school community that all students can succeed. The number one role of the Transformation principal, therefore, is to promote, support and sustain dramatic, visible and measurable improvements in teaching and learning. To be successful, this must be rooted in expectations of excellence and a refusal to accept anything less. A leadership team consisting of all grade levels will use data to drive achievement-focused teaching, develop cultures that support effective teaching and learning, and sustain the improvements. Starting with the interviewing process for the transformation school's staff, the principal will build capacity for collaboration. In a collaborative effort, we will partnership with Teachscape to create a job-embedded culture of professional development. Hutchinson's staff will be prepared to apply research to decision-making, using strategies appropriate to the intended goal.

Based upon our high expectations and enhanced capacity, Hutchinson will build on existing effective structures and processes to support systemic change focused on ensuring effective instruction, promoting parent engagement, addressing the social/emotional needs of children, and providing job-embedded, data-informed professional learning that focuses on the use of data to

inform change efforts, monitor implementation and assess impact. Structures are already in place, or in the planning process, to enable the school to support the systemic changes required.

- **Ensuring Effective Instruction for all Students**

Teachscape, our transformation partner, will make use of its extensive library of research-based and effective instructional practices videos, coaching support and data collection/analysis tools to guide and support the work of the instructional leaders and specialists. Sufficient time for achievement-focused instruction will be supported through instructional “blocks”, as mandated by the district: a solid 90 minute block of math instruction and a 120 minute block of language arts instructions. This reflects an increase of 30 minutes in math and 30 minutes of language arts instruction time each day. Data from state and district assessments determined the need for additional instructional time in these subjects. In addition to our regular schedule, we will provide an extended day program for strengthening and increasing academic achievement.

To ensure that improved instruction is effective for all students, an aide will be assigned to each classroom to help facilitate small group learning and differentiated instruction. Teachscape online resources, coaching and tools will support the small group and differentiated approaches. Students with special needs will receive the help of an aide and a special education specialist in reading and mathematics to help with instruction and intervention; ensuring these youngsters are educated in the least restrictive environment. Instructional specialists and the administrator will review lesson plans weekly and lend support for improving instructional effectiveness where needed. Weekly staff meetings will be held to discuss both progress and setbacks. Structures for these approaches are also partially in place.

Teachers in lower grades will work collaboratively to increase student academic skills in core areas. By collaborating relative to their interest and expertise, the teamed teachers will help ensure effective instruction in these core areas. Their instructional approaches will be supported through Teachscape library of effective literacy and mathematics practices, activities and research for the early childhood grades.

- **Promoting Relevant Parent Engagement**

As a part of the Comprehensive Needs Assessment, Hutchinson recognizes the number of families hurting in the area because of job losses. Students are not exempt from family stress. Our in house social worker is a viable member of our school. She also assists with issues our parents are dealing with on a daily basis. The existing capacity will be strengthened through Teachscape’s work around achievement focused on parental engagement.

- **Addressing Social and Emotional Needs**

In addition to scaling existing after school tutorials, focused on providing extra-curricular activities will be provided to help students handle their emotions by using their energy in a positive and productive atmosphere. Built on an existing suite of offerings, these will

include: drama, art, Boy Scouts, Girl Scouts, choir, band, sports, library night, game night, family computer night, Parent University, technology class, LSCO, and open house.

The causes for our students' absences vary. To address this issue, Hutchinson will have an attendance officer in place. The attendance officer will work with both students and parents to increase attendance for at-risk children. We will also have in place, an automated machine that will call parents when their children are late or absent.

Field trips will enhance students' experiences, offering resources that are simply not available in the classroom, including hands-on-experiences, real artifacts and original sources. Field trips will help low income students make connections between community and their family and culture, leading to higher involvement in the classroom. Field trips will provide students with hands on experiences, enhancing science, mathematics, and reading. These trips will include but not limited to the following: Henry Ford Museum, Green Field Village, Imax Theatre, Detroit Zoo, Walled Lake Outdoor Education Center, Star Base, etc.

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

The District has developed a new evaluation process for teachers and leaders that is based on the following:

1. a set of professional standards that define effective teaching and leadership
2. student achievement outcomes
3. continuous improvement and accountability

The evaluation processes reflect the symbolic relationship between evaluation, professional development, and accountability.

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

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

Society professional development. These workshops were chosen based on MEAP science results and our staff's desire to infuse our instruction with new ideas in order to improve our students' scores. Workshops are also scheduled for training in the use technology such as Smart Boards, Zangle Data Management System, and Learning Village. These trainings have been scheduled because it was determined that the increased use of technology is essential to greater efficiency and will translate into better student achievement. Workshops are also being planned that will support technology, mathematic instruction, language arts reinforcement, science and social studies instructional techniques, differentiated instruction, and data interpretation. This professional development schedule was designed using our data to determine which areas needed the most bolstering and are in alignment will our School Improvement Plan. Additional professional development that is scheduled for our staff addresses the implementation of more efficient classroom management techniques, a series of seminars to improve communication and instructional delivery and workshops on how to better communicate with parents. These educational opportunities are being offered online, by the Detroit School District, by the State of Michigan, and nationally. We intentionally designed our Professional Development plan to include resources from around the country in an effort to gain a national perspective and more readily meet our diverse needs.

In efforts to provide innovative changes in learning, the staff must address challenges that currently exist. It is our goal to secure adequate funding to provide our students with up to date learning environments with the appropriate technology for full implementation. Technology must be updated to include computers in classrooms as well. Hutchinson is in need of all technology such as smart boards, laptops, etc. This technology fits well with our differentiated and tiered learning approach, engaging students in all subject areas. Once technology has been provided, the staff will be trained on how to use them effectively. With all these things in place, Hutchinson Elementary will mount and sustain the systemic changes needed to drive dramatic and measurable improvement.

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

Grade	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 3 (MEAP)	60%	57%	80%	56%	63%	73%
Grade 4 (MEAP)	55%	46%	50%	39%	78%	61%
Grade 5 (MEAP)	51%	51%	54%	40%	41%	62%

Grade 6 (MEAP)	60%	59%	90%	37%	72%	69%
Grade 7 (MEAP)			44%			38%
Grade 8 (MEAP)						

Our data reflects an increase in the reading scores for all grade levels except grade 4 between 2007-08 and 2009-10 on the MEAP assessment. The challenge area for all grade levels is mathematics, particularly the number and operation strand. In ELA, comprehension and word study continue to be specific challenges. Overall, students tend to do better on formative assessments than on the summative MEAP assessment. Approximately 20% of our students enrolled are children with disabilities, all but about 2% took the MI-Access test. In general, students who received content instruction in general education settings with special education support performed better on the MEAP test. Students with disabilities were challenged to keep pace with their general education peers. Of the 2% who took the MI-Access test, all surpassed the performance standard in ELA and math.

Some of the causes in the gaps mentioned include high transient rates, a drop in attendance, and Grade Level Content Expectations not being aligned with the Detroit Public Schools pacing charts, as well as some Grade Level Content Expectations being left unaddressed. Each of the causes can and will be addressed as part of the transformation efforts. Continuity of instruction remains an issue when teaching high rates of transient students.

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

The Hutchinson leaders are experienced in and committed to using data to guide tiered instruction for all students. Teachscape, Hutchinson’s school improvement partner, brings more than ten years experience in using multiple forms of data, research-based improvement processes and technology, mediated tools to inform, support and improve teaching practice and student achievement outcomes. Hutchinson will also implement and train instructional staff on the implementation of the RTI Model.

Hutchinson has a wide range of summative and formative data sources available including DIBELS, Burst, MEAP, quarterly district assessment in reading and math, Accelerated reading and math, teacher made tests, and end of chapter assessments. Combined with the assessment data offered through class work, homework, discussions, projects and running records, Hutchinson teachers and leaders can develop a robust and reasonably authentic portrait of student achievement and learning needs. This, however, is only half the picture. The missing half is the instructional data that shapes student outcomes. This gap will be addressed by providing the Teachscape Classroom Walkthrough (CWT) tool and process that supports the instructional leaders in collecting, analyzing and discussing instructional data.

Improving Instruction to Improve Achievement

A common practice among high performing schools is the use of data to drive and support continuous instructional improvement (Tomlinson, 2003; Datnow, Park and Wolhsetter, 2007). Another is to link student data with teaching data to inform both teaching practice and drive measurable and dramatic changes in student achievement (Berry, Fuller and Reeves, 2007).

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

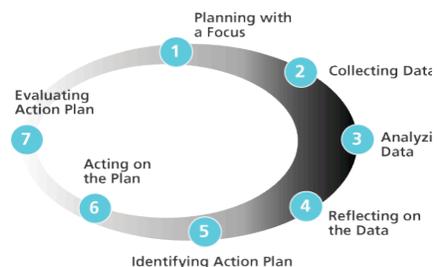
All three tiers will be guided by fidelity to the intervention, a deep understanding of student learning strengths and needs, and cultural responsiveness and sensitivity.

Year One – Building the Data Culture

As partners in building a pervasive data culture, Teachscape will support and coach the work of both the instructional leaders and classroom teachers on using data to inform effective instructional decisions and measurable changes in practice. Teachscape specialists will support their ongoing coaching with two technology-mediated tools to ensure the efforts are sustained beyond the three-year period: (1) the Teachscape Classroom Walkthrough Tool (CWT) and (2) REFLECT, to facilitate video capture of teacher practice for teachers to work independently or with peers to self-analyze their practice relative to frameworks, engage in lesson study and identify areas of teaching strengths and their professional learning needs.

Working with Instructional Leaders: CWT

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



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

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

Working with Instructional Leaders: REFLECT

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

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

Working with Instructional Leaders: Effective Teaching Strategies

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

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

Although the bulk of Teachscape's work focuses on the capacity of instructional leaders (ILTs), Teachscape will work directly with teachers explaining, modeling, co-planning and co-teaching.

This will build deep teacher understanding of research-based instructional practices and proven ways to integrate these effectively with classroom practice.

Working with Teachers: Promoting Reflection and Self Analysis

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

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

Hutchinson is committed to addressing student learning challenges before the student fails by first referring them to Resource Coordinating Team (RCT) for intervention, then to our extended day program and to our school social workers for behavioral intervention. In our partnership with Teachscape, we will design, develop and implement a three tiered data based Response to Intervention (RTI) model to improve teaching practice, student achievement, and student behavior. The partnership will develop and provide specific professional learning that focuses on: full implementation of the scientifically based and aligned curriculum; understanding and applying a range of differentiation techniques; ongoing progress monitoring; instructional grouping strategies; use of benchmark, diagnostic and formative assessments to inform instruction and monitor student learning; and specific instructional strategies to support teachers and aides in working effectively with at-risk students.

Working with Teachers: Applying Effective Instructional Strategies

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

Years Two and Three – RTI

Beginning in Year Two, Hutchinson and Teachscape will design, develop, and implement a three-tiered data-based Response To Intervention (RTI) approach to improve teaching practice, student achievement and student behavior. To ensure effective development and implementation of the tiered instruction, the partners will develop and provide specific professional learning that focuses on: full implementation of the scientifically-based and aligned curriculum; understanding and applying a range of differentiation techniques; ongoing progress monitoring; instructional grouping

strategies; use of benchmark, diagnostic and formative assessments to inform instruction and monitor student learning; and specific instructional strategies to support teachers and aides in working effectively with small learning groups.

Tier I

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

- **Collecting and Analyzing School wide Data**

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

To ensure data is collected and analyzed frequently to inform instruction and interventions in meaningful ways, the partners will create data walls to publicly monitor student progress and portfolios for identified students to monitor the efficacy and impact of the interventions provided. Specific data sources will include classroom assessments in language arts, mathematics, social studies, and science. Additional data will be derived from teacher observation journals, progress reports, report cards, parent conferences, and samples of student work. Data will be analyzed and an action plan will be created based on the assessed needs. After a two week period we will reevaluate and identify our areas of progress and make further adjustments in areas of need. This will be an on-going process throughout the year.

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

- **Implementation of Scientifically-Based Curricula**

Core mathematics curricula will have a clear research base, and also offer explicit instructional strategies and clear organizational and instructional routines that are consistent across grades.

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

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

To ensure the selected curricula are aligned vertically as well as to standards, Teachscape partners will provide access to their curriculum tool, which will align the curricula. Professional learning workshops will be offered to help teachers and leaders unpack the standards, identify gaps and duplications across grades, and identify effective strategies for implementing the curricula to address the learning needs of every student. Leaders, with support from the Teachscape partners, will use the CWT tool to monitor implementation and ensure the curricula are implemented with fidelity. Based on the assessment tools mentioned in our plan, we will implement strategies such as grouping, re-teaching, co-teaching, professional development, and peer coaching for students and teachers. These strategies will advance our students' achievement.

- **Assessments and Progress Monitoring**

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

Teachscape will consult and inform Hutchinson staff about using ongoing formative assessments to monitor student progress relative to goal, inform instructional practices, such as grouping, and using a 'backward design' (Wiggins and McTighe, 1998) to help drive the expected outcomes. Teachscape partners will support this through focused sessions on Data Literacy and technical assistance in unpacking and analyzing the data – not to label students, but to inform teaching and learning. The end result will be assessment-focused classrooms in which the expectations are transparent as well as high, and the assessments are integrated with the curriculum and instruction.

- **Differentiated Instruction**

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

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

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

provided through both workshops/seminars, professional learning communities, job-embedded professional learning, and at elbow coaching for teachers and leaders. In addition:

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

Tier II

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

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

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

Tier III

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

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

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

The instructional leaders at Hutchinson will provide collaboration opportunities to ensure that teachers and the administrator have sufficient time in which to share their collective wisdom. The key activities are centered on data analysis and planning, lesson study, and reflective practice.

All faculty and staff will participate in collaborative meetings within and across grade levels to assess and identify needs, develop strategies, and plan for meeting students' needs to increase achievement levels in the core content areas. Teachscape will work with the Hutchinson staff to develop protocols for focused collaboration around data analysis and lesson study to strengthen the ability to drive higher achievement for every student. This will be achieved through bi-weekly data conferences among staff and in collaboration with Teachscape. Data will be analyzed and an action plan will be created based on the assessed needs. After a two week period we will reevaluate and identify our areas of progress and make further adjustments in areas of need. This will be an on-going process throughout the year. These collaborative conferences are a necessary device to drive our instructional model.

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

In addition to the time already scheduled for collaboration, monthly cohort meetings with other schools partnering with Teachscape will support leaders in developing collaborative efforts around shared problems of practice across schools. This will be supplemented by Instructional Leadership Team meetings at the school to share leadership and promote achievement-focused collaboration within the school. Representatives of the school's Instructional Leadership Team will meet monthly with representatives of other Instructional Leadership Teams supported by Teachscape to collaborate around common problems of practice and share successes. Meeting with Instructional Leaders from the Teachscape partnership schools will enhance the capacity to institute, support and sustain essential instructional leadership structures and processes. The achievement focused Instructional Leadership Teams will set and work short term goals focused on reading and mathematics instruction.

Action plans and indicators of progress will be shared with staff as the ILT analyzes qualitative and quantitative data collected through the shared leadership processes and the Classroom

Walkthrough data cycles. The ILT will analyze the data and implement reflective dialogue with the PLCs to determine next action steps for instructional effectiveness.

The following table offers a view of the commitments the Hutchinson staff has made to understand the use of data and to apply data to inform teaching and learning.

Meeting	Timeline	Persons Responsible	Participants
Success line "Looking at Data"	September, 2010 On-going	Instructional Specialists and Teachscape	Administrator, Teaching Staff
School Improvement Team	On-going	Administrator, Teachers, Support Staff, Parents	Administrator, Teachers, Support Staff, Parents
Item analysis (MEAP & Quarterly Assessment)	Quarterly	Administrator, Teachers, Instructional Specialists, Teachscape	Administrator, Teachers, Instructional Specialists, Teachscape
Wednesday Staff Meeting	Weekly	Administrator, Teachers, Teachscape	Administrator, Teachers, Teachscape
Parent-Teacher meetings/ Conferences	Quarterly	Administrator, Teachers, Support Staff, Parents	Administrators, Teachers, Support Staff, Parents
LSCO Meetings	Monthly	Administrator, Parents, Teachers, Teachscape	Administrator, Parents, Teachers, Teachscape
Grade Level	Every 4 th Wednesday and Friday	Grade Level Team Leadership Team	Grade Level Team Leadership Team
Accelerated Reading & Math Assessments	On-going	Teaching Staff	Teachers, Students
MIBLISI (DiBels & Burst)	Quarterly	Teaching Staff, Reading Specialist	Administrator, Students & Teaching Staff
Grade Level Teams(Looking at Student Work)	Twice Weekly	Administrator, Teachers	Teachers

MEAP Review	September, October 2011 On-going	Administrator, Teachers, and Teachscape	Parents, Students, Teachers, and Teachscape
Classroom Math Assessments	On-going	Teachers, Math Specialists	Teachers & Students
Grade Level Content Expectations	Fall and Spring	Administrator, Teachers	Teachers
Planning and developing Outcomes	September, 2010 On-going	Teachers, Staff, Administrator, Teachscape	Teachers, Staff, Administrator, Teachscape
Professional Development	September, 2010 On-going	Teachers and Specialist	Administrator and Teachers
Video Resources to promote effective teachers/Self Reflection	January, 2011 On-going	Administrator and Teachscape	Teachers and Administrator
Extended Day Tutoring	September, 2010 On-going	Teachers and Administrator	Teachers and Administrator
Extended School Day	September, 2011	Administrator, Teachers, Staff	Administrator, Teachers, Staff, Students
Evaluation of each Implementation Item	On-going after each activity	Leadership Team	Teachers and Teachscape

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

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

Collaboration with Parents

Hutchinson plans to continue establishing focused parent activities, and, with the collaboration of faculty, parents, community groups, and turnaround partners, will have all the needed ingredients for success. Funding for this would provide ongoing mechanisms for family and community engagement. To begin, the staff will commit to communicating with parents and ensure that parent involvement moves beyond traditional fund-raising and focuses on engagement. The important outcome from increased parent activity is helping the parents promote and support the academic achievement of their children.

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

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

- Monthly parent participation activities
- Communities in Schools meetings
- Parent workshops (Neighborhood Legal Services and Project Seed)
- Monthly written communication
- Weekly parent participation
- LSCO
- Meetings with the Faith Community
- Quarterly Parent Surveys/Conferences

We recognize that collaboration with parents is essential in the life of any school. However, we also understand that establishing a collaborative relationship with the community has a positive and lasting impact. We believe we can do more to create an outreach-centered approach to community involvement. In turn, we believe that we can and will benefit from our community partners as much as we will contribute to them.

Our partnership with Teachscape, our professional service provider, exemplifies one relationship with an entity of experts that is able to bring knowledge and expertise to us. In this collaboration, Teachscape will provide a three-year comprehensive improvement plan designed to develop the critical aspects of three overarching areas:

1. **Strengthening instructional leadership** to mount, support, and sustain a continuous improvement process that informs rigorous, achievement-focused instruction, and the school climate and culture needed to support teaching and learning that is truly effective
2. **Instituting a pervasive data culture** to inform multiple, integrated processes that guide, support, and sustain continuous improvement to include the identification of short-term

instructional and operational goals, using the CWT data collection tools to identify use of effective strategies and inform instructional action and monitor progress in a continuous improvement cycle

3. ***Building the capacity of classroom teachers*** to design, develop and deliver rigorous, standards-focused and engaging instruction

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

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

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SECTION III: PROPOSED ACTIVITIES

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

Hutchinson Elementary will utilize the Transformation School Model. Hutchinson will provide students with a rigorous learning experience. The proposed levers of change are identified as:

- A. **Development of Leadership Capacity**-building the effectiveness of leadership that will transform, support, and sustain systematic reform and strategies that increase student achievement
- B. **Implementation of Effective Instructional Strategies**-promoting the use of research based staff development strategies, and analyzing data to drive instruction
- C. **Optimizing Learning Opportunities**-creating an environment that utilizes traditional, experimental, and progressive strategies to optimize learning

Our activities are based upon the following principles:

- Education is a collaborative effort
- Success is dependent upon evaluation and reevaluation
- All stakeholders are essential to the process

The following describe the school based turnaround efforts that will be executed by Hutchinson and Teachscape as partners in rebuilding a high achieving center of education.

Development of Leadership Capacity

Leadership should be seen not as the sole responsibility of the administrators, but with the combined efforts of administration and the designated instructional team. Effective leadership is a key factor in the success of the school. The tasks that they are charged with are comprehensive, involving the shaping of the school culture, engineering and supporting staff development, and being a visible presence.

- **Provide ongoing professional learning.** Teachscape will utilize all school data to develop a program that is unique to the needs of Hutchinson School. The professional learning will be guided by the varied and rich tools that are research based and practiced focused. These tools include but are not restricted to the following:
- **Video resources**-*best practice videos to show the research-based practices in action in the classroom/teacher reflections to promote a fact based understanding of the featured teacher's instructional decisions.*

- **Text resources to deepen content knowledge**-background material focused on building background knowledge and the featured pedagogy/supportive research that develops understanding of the practice/classroom resources that support differentiation of instruction, assessment of student work, and activities to build understanding.
- **Graphic Model**- to illustrate key ideas and deepen content knowledge for teaching.
- **Communication and collaboration tools**- to provide a forum for educators to collaborate on practices, how to implement staff development programs, share research based strategies, and analyze data for instruction.

These professional learning resources will serve to inform and focus the professional learning activities for instructional leaders and teachers. The learning resources will lay the foundation for a common dialogue, knowledge base and research strategies that create an environment that fuels student achievement. Learning activities will include:

- A. Analyzing and discussing best-practice videos
- B. Applying research and models to appropriate learning situations
- C. Studying and discussing professional literature
- D. Analyzing and applying featured practices
- E. Developing strategies that are based on best-practices
- F. Providing on-going review and evaluation of practices

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

- **Develop leadership-focused PLCs to share best practices and solve common problems of practice.** To overcome the perceived isolation of leadership, Teachscape will convene monthly cohort meetings. This will include the Hutchinson principal and principals of the other partnership schools.

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

- **Promote professional development based on data.** A component of a strong instructional body is the ability of the leadership team to identify and address the professional needs of the faculty. As a partner, Teachscape will provide participants with a data-mediated tool, the Classroom Walkthrough (CWT) tool, and a comprehensive process for identifying the instructional practices that determine Hutchinson's student outcomes. The process includes setting a purpose for classroom walkthrough, collecting and analyzing

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

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

- **Measure the impact of professional development.** The administrators and instructional leadership team will use the process of Classroom Walkthroughs to measure and determine the effectiveness and implementation of professional development on student achievement. The walkthrough will be used to evaluate and analyze the practices and strengthen classroom productivity.
- **Developing partnerships with instructional staff that supports student achievement.** Administration need to develop an environment that is achievement focused. Hutchinson and Teachscape will work to develop a collaborative, achievement-focused culture.

Develop professional learning that is focused on shaping and sustaining a culture of high expectations. Hutchinson will develop common classroom-based routines and practices that have at its base the shared belief that students can learn when provided with the tools, materials, and skills that are founded on proven strategies.

Support the development of shared leadership teams to promote an environment that is built on collaboration. This team will define, promote, support and sustain instructional improvement.

Parent workshops will be designed to engage parents in the process of developing a school environment that promotes a safe and orderly school. The leadership team will enlist community partners to address the social, emotional and health needs of the Hutchinson community, including both students and parents. These partners include Target Field Trip Grant, Fresh Fruit and Vegetables Grant, General Motors, Ernest and Young, H&R Block, McDonalds, Better Made, Masco, Detroit Historical Society, Detroit Science Center, Detroit Historical Society, Detroit Science Center, Detroit Zoological Society, Kensington Metro Parks, Junior Achievement, Wayne County RESA, Wendy's, Kids in Need.

Teachscape will assist Hutchinson in assessing the efficacy of the partnerships and identify additional partners to support the needs of the students.

The leadership team will provide opportunities for the teaching staff to collaborate and analyze teaching practices. This may include common preps and workshop retreats. Teachscape will work with the instructional leaders to frame activities that create authentic opportunities to drive improved student outcomes.

Attendance is a critical factor in student achievement. It is a determining factor in the ability of a school to make Adequate Yearly Progress. Leadership has the task of improving attendance for both students and teachers. Teachscape will work with school leaders to analyze attendance trends and patterns and use this data to implement intervention programs.

Effective Instructional Strategies

The teacher is the key person in student achievement, with the current trend being to evaluate the effectiveness of the teacher. The consensus is to support effective teaching; include providing a rigorous, aligned, standard-based curriculum with researched based strategies. The partnership between Hutchinson and Teachscape will reflect these indicators.

- **Use data to identify and implement research-based curriculum.** Materials for instructional programs will be vetted through *What Works Clearinghouse* as well as through research reports on the efficacy of the materials. The Teachscape partners will provide access to a technology-based curriculum tool that will align the curriculum horizontally and vertically and ensure it aligns with the MDE and Common Core Standards. The tool will also generate pacing guides. Those individuals involved in direct instruction at Hutchinson are concerned about the development of pacing guides that reflect a realistic representation of the students' needs and students' directed instruction.
- **Conduct reviews to ensure curriculum implementation.** The partners will use classroom walkthroughs, common prep periods and weekly teacher meetings to determine the degree to which teachers are implementing the curriculum and staff development programs. The CWT will be customized to gather data through observation of teacher implementation. The evidence gathered through CWT will be used to not only determine usage of curriculum but how the instructors utilize time in instruction (direct instruction, hands on activities, etc.)
- **Promote the use of data to drive instruction.** Teachscape and Hutchinson will work collaboratively to develop a structure for integrating the various data reports. The assessment of data will be used to analyze the data to identify student learning needs and inform instructional groups. The collection of data is currently collected through standard state assessments (MEAP), DiBels, benchmark assessments, and teacher created assessment tools. Hutchinson currently utilizes content and grade level meetings to assess data, and Learning Village to analyze and interpret the data in determining teaching strategies and focus. The use of data is critical to the success of a high achieving school. Our focus is no longer determined with learned opinions but with facts based on the data.
- **Promote the use of formative assessments to inform teaching practice.** Teachscape will offer professional development for teachers to identify multiple forms of formative assessments and use data from the analysis of these to inform their instruction. Formative assessments to be featured will include: class work, homework, projects, discussion, and teacher-made tests.
- **Provide Professional Development to Differentiated Learning.** With the new drive toward inclusion, teaching strategies must include those activities that develop the skills of learners at every level. Teachscape will work closely with the school leadership to identify specific concerns relative to the students with IEP's, 504s or students identified with concerns that effect their achievement.
- Use technology based interventions. Hutchinson utilizes a range of interventions that include Accelerated Reader and Accelerated Math to improve student learning outcomes.

The Instructional Leadership Team with assistance from Teachscope will review other possible interventions to improve student achievement.

Optimizing Learning Opportunities

The traditional opportunities to increase learning have been instituted with extended day learning. Hutchinson has consistently provided remedial classes in math, literacy, and science to continually improve the skills set of our students. In order to facilitate this extended learning the staff has fully participated in those professional development workshops that expand our ability to transfer knowledge to our students. This has included workshops in DIBELS, Pre-Algebra, Co-Teaching, Building Literacy, and math skills and behavior strategies.

Creating opportunities to learn extend beyond the classroom and in the extended day. Our students require the development of internal and external experiences that are created with the use of data on reform that is proven effective. Hutchinson in consolidation with Teachscope will research and develop systems and programs that increase learning time that may include outside tutors, reorganization of task time, cooperative grouping, and professional learning communities.

Hutchinson will extend and restructure the school day to create a significant opportunity for teachers and students to continue to forge a relationship. This will allow teachers additional time to target the skills that are needed for individual growth in our students. This also translates into developing a class that utilizes a wide variety of strategies. We accept the principle that all students can learn, and must now put in place classroom strategies that empower all students and give them opportunities to learn in the way that fits the individual.

With the extension of the school day, teachers will be able to focus more intensely on strategies to improve identified deficit areas.

To ensure the effectiveness of restructuring, Teachscope will assist Hutchinson in learning and applying the research-based strategies to improve instruction. Close monitoring through Classroom Walkthroughs, consistent interpretation of data, and developing a system of self-evaluation for all staff.

Additionally, to further the connection between academic achievement and school performance, a school-base performance bonus will be offered. Criteria and benchmarks for school-base performance pay will include measurably improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall grade point average, attaining and/or maintaining Adequate Yearly Progress and other provisions identified by the No Child Left Behind Act.

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

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

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an Action Portfolio that will guide and inform the school's continuous School Improvement Planning Process. The School Improvement Framework,

Rubrics, “CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective school. The identified subgroups in our school are the special education students and gender based classroom. Each sub group will be further researched on the practices that command the highest yield of performance.

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

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

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

- Who we serve
- Where are we now
- How do we move forward
- What and where are the gaps
- How do we evaluate our progress

The CNA will help a school align these system challenges with the student achievement goals the school will establish. To ensure that our systems are aligned with the elements of effective schools to support our instructional program goals and objectives, Hutchinson School will determine the strengths and challenges of our school through our CNA data to support our student academic achievement goals.

The School Improvement Plan has been designed to provide schools and districts with a common template that addresses student learning and needs that are identified through the Comprehensive Needs Assessment. It also addresses any federal, state, and local elements that must be included.

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.

Hutchinson school recognizes the need to utilize data in the determination of planning and implementing instruction for optimum achievement. The MEAP data from 2006 to the present is analyzed to make a deliberate decision on focus of instruction. Data is also collected through student daily performance, DIBELS, Zangle data system, Accelerated Reading and Math, and the

Quarterly assessments. This information is shared with parents during our parent meetings or mailed directly. Our current Student Information System through WAYNE RESA is a valuable tool in tracking students in their current level of achievement.

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.

As we recognize the importance of data in driving instruction and decision making for improved student achievement, it is critical that we are innovative in our approach to adjust our instruction to meet the needs of our students. In partnership with Teachscape professional development and Classroom Walkthroughs will be a factor in our efforts in students driven education. What is occurring in the classroom will be analyzed on a routine basis to determine the effectiveness of the practices. The strengths and weaknesses of instruction are studied as a whole without the identification of individuals. This creates an atmosphere where the emphasis is on the practice and not the teacher.

To ensure implementation and fidelity Teachscape's web-based Curriculum Suite will be used to provide the structure for a curriculum framework. Teachers and administrators will see what skills and concepts are aligned to standards, which skills are tested, what standards are essential, and when certain skills and concepts are expected to be covered. The system will house a scope and sequence of standards based on courses that are automatically tied to the state standards and to state and district testing requirements. This will ensure that all classrooms are operating from a common set of expectations that transition students to the next level. The goal is to use data to inform instruction and to meet the needs of students.

In adjusting curriculum to meet student needs and are derived from the data, the instructional staff of Hutchinson will develop a pacing guide that reflects the needs of all students. This development will be born of research-based information that allows the teacher to meet state standards while developing strategies that sees the student as diverse learners. The standard is not minimized but complemented with instruction that sustains learning. The instructional staff is also cognizant of the varied reading abilities of our students. Again, as we use data to analyze the reading levels of our students, it is our attention to provide the opportunities to develop the necessary skills. This may occur in small groups or ability level groupings across grade levels.

In developing data driven instruction, our staff will develop the skills through professional development to increase their knowledge of data, understanding the performance of student and provide instruction that improves all 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.

Professional Development as outlined by the National Staff Development Council (NSDC) Standards for Staff Development has a defined focus on Context, Process, and Content

Standards. The Standards has an emphasis on Learning Communities, Data-Driven Instruction, Research-based instruction, Parental Involvement, and Quality Teaching. The basis for each standard is that the professional development improves the learning of all students. The focus on Content, Process, and Context directs us to use specific goals, measurable objectives, and a list of strategies and activities to achieve the goal. The procedure for developing a plan requires the collaboration of the Administration, Instructional Leadership Team, and Teachscape. This team will use data, research, Classroom Walkthroughs, and teacher input to develop a Professional Development Plan that aligns with the curriculum with student driven outcomes. The Plan will focus on:

- Analyzing data to determine strategies for improvement
- Research and utilization of learning strategies that promote learning
- Deepening knowledge and skills of educators
- Development of resources of guide learning

The Professional Development Planning Team will convene on a monthly basis to review the progress of the Turnaround Plan and provide professional development as indicated. Ongoing professional development will be assisted by the availability and need as provided by the Detroit Public Schools and Wayne RESA.

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 Reform/Redesign Model schools. At the school level, the principal will be the primary point of contact responsible for ensuring the required components of the plan are fully implemented.

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

To achieve success in our Transformation Model it requires a coordination of efforts to analyze the data to determine the effectiveness of the plan. Teachscape is a key partner in assisting us in technical assistance. Their expertise is the transformation model will guide us in managing and sustaining the technical component. The specific services with the responsible provider are as follows:

Data Collection and Analysis

Teachscape will work with instructional leaders of Hutchinson School to ensure the development of knowledge and skills to analyze data to inform decision making for student improvement. Provide training and support using a technology-mediated tool and process to collect instructional information and analyze data to direct action plans. **Responsibility: Teachscape**

Provide support to teachers to analyze data to drive instruction. The assistance includes modeling, co-planning, co-teaching, and instructional coaches.

Responsibility: Instructional Specialist, Teachscape

Provide in school workshops to teachers to discuss and analyze data to evaluate instructional decisions.

Responsibility: Teachscape,

Instructional Specialist

Develop and implement professional learning in the use of multiple sources of data to inform decision, monitor implementation, and measure impact

Responsibility: Principal,

Teachscape

Develop and implement parent workshops to assist families in the comprehension of data and its implications to learning and focus of instruction. **Responsibility: Teachscape, Principal**

Technical Assistance for Building Leadership Capacity

Teachscape specialists will offer technical assistance and support to the instructional leaders at Hutchinson School to help build capacity as turnaround leaders focused on improving achievement

Develop and support Instructional leadership teams to build capacity and support change efforts. This will include co-planning, modeling, and facilitating instructional leadership meetings.

Responsibility: Principal, Teachscape

Enhance the capacity of instructional leaders to understand effective practice and support them in promoting, leading and sustaining effective practice in every classroom. This includes identifying and understanding research-based practices to promote and lead their implementation, and strategies to support teachers in implementation.

Responsibility: Instructional Data Specialist, Teachscape, Principal

Ensure the curriculum is aligned with state standards, paced appropriately, and implemented with fidelity. This will include using the Teachscape Curriculum tool to align and pace the curriculum and the walkthrough tool to ensure the aligned curriculum is presented with fidelity.

Responsibility: Instructional Specialist, Teachscape, Literacy Coach

Provide support and information on successful intervention to all partnership principals. Monthly meetings will be held to share efforts, deepen their understanding of research-based practices, and provide feedback for the development of strategies to improve student achievement.

Responsibility: Teachscape

Technical Assistance to support Effective Instruction

The instructional staff and their effectiveness is the key factor in student achievement. Teachscape instructional specialists will support the development of teacher effectiveness through the use of technical assistance activities.

As attendance is tied to student achievement, Teachscape will support the effort to improve staff and student attendance using data to understand attendance patterns and its effect on student achievement. Strategies to reduce this issue will be researched and shared to change the dynamics of the relationship. **Responsibility: Principal, Instructional specialist, Teachscape**

Provide direct assistance to teachers in understanding, applying, assessing, and revising research-based strategies in driving instruction. This will include modeling, co-teaching, providing data on proven practices, being available for consultations and assisting in analyzing data. Work with teachers to develop and implement a process that is based on data to inform and guide instruction. **Responsibility: Principal, Teachscape**

Provide technical assistance to direct instructors to assess their instructional decisions as it pertains to state and district guidelines. Facilitate data based and practice based workshops to help support the development of practices that promoted student improvement. **Responsibility: Principal, Instructional Specialist, Teachscape**

Section IV: Fiscal Information

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

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

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

USES OF FUNDS

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

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

Intensive monitoring of grant implementation and evaluation will be required.

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

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

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

LEA Application Part III

1. Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.
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.
 - 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.
 - 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.
 - 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.
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.
4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

Section IV: Fiscal Information

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

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

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

USES OF FUNDS

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

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

Intensive monitoring of grant implementation and evaluation will be required.

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

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

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

LEA Application Part III

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

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

Respond by indicating yes or no. Provide

Polices/ Practices	In Place	Under Consideration	Not Needed
<ul style="list-style-type: none"> • Leadership councils Composition • Principal Authority/responsibility • Duties – teacher • Duties - principal • Tenure • Flexibility regarding professional development activities • Flexibility regarding our school schedule (day and year) • Waivers from district policies to try new approaches • Flexibility regarding staffing decisions • Flexibility on school funding 			
Job-Embedded Professional Development			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content			
• Schedule			
• Length			
• Financing			
• Instructors			
• Evaluation			
• Mentoring			

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

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

Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)?	Transformation
Number of minutes in the school year?	?
Student Data	
Dropout rate	NA
Student attendance rate	88.7%
For high schools: Number and percentage of students completing advanced coursework for each category below	NA
Advanced Placement	NA
International Baccalaureate	NA
Early college/college credit	NA
Dual enrollment	NA
Number and percentage enrolled in college from most recent graduating class	NA
Student Connection/School Climate	
Number of disciplinary incidents	56
Number of students involved in disciplinary incidents	38
Number of truant students	0
Teacher Data	

Number of teachers at each performance level category below	
Highly effective	100%
Effective	
Moderately effective	
Ineffective	
Teacher attendance rate	96%

Section IV: Fiscal Information

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

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

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

USES OF FUNDS

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

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

Intensive monitoring of grant implementation and evaluation will be required.

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

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

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

School Improvement Plan

This is a model for planning purposes to be kept at the LEA. Do not submit with School Improvement Grant application. The following pages describe the school improvement planning process and outcomes.

School Improvement Plan Template

(This is a working document. You must complete the School Improvement Plan online.)

The following are the step-by-step instructions for completing and submitting the **School Improvement Plan**.

1. Review your institution information.
2. Complete the Vision, Mission, and Belief Statements for your institution.
3. Review your institution's current goals. If necessary, click on "Manage Goals" to update the goals.
4. Review the profile of resource usage associated with this plan.
5. Enter the list of Stakeholders who contributed to this SIP report and answer some related follow-up questions.
6. Review the Statement of Non-Discrimination and provide associated contact information.
7. Respond to each of the report Conclusion questions.
8. Enter any desired Report Comments. Note that while the Report Comments will be viewable by the District reviewers of the report, they are NOT displayed in the final SIP report.
9. Submit the report.

Introduction

The Michigan Department of Education, Office of Educational Improvement and Innovation has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

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

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

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

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

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

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

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

Institution Information

Please review your institution's information below. This information is imported from the Educational Entity Master annually prior to the reporting period. Please access the Educational Entity Master to update your institution information if necessary (<http://cepi.state.mi.us/eem/>).

School Name:	
District:	
Public	
Grades:	
School Code Number:	
Country:	
State/Province:	
City:	

Vision

Please provide your institution's Vision, Mission, and Belief statements below.

Vision Statement

A statement that describes what the institution hopes to be doing in the future. A vision statement is a clear description of the components and characteristics of the system that will be needed to deliver the mission of the organization.

Mission Statement

A statement developed in concert with all stakeholders that creates a clear and focused statement of purpose and function. The mission statement identifies the priorities and educational beliefs of the institution with regard to what is to be developed within its students. The mission statement provides direction for the staff and the parameters for decision-making.

Beliefs Statement

Beliefs are core values or guiding principles that drive an institution's every day actions. They are powerful determinants of the quality of an institution. State fundamental bedrock convictions, values of the institution, guide the fundamental decision-making.

Goals

Below is the list of all current goals for your institution. To view or manage the details of the goals for your institution, please click on **Manage Goals**.

The Goals section of the District Improvement Plan can only be approved when the Objective, Strategy and Activity screens are complete and all locked strategies are unlocked.

Once all of the above steps are completed in Manage Goals, click the "Approved" button at the bottom of the Goals screen. This will move the goal and all related objectives, strategies, and activities into the DIP as approved.

Please note that only Approved goals will be shown in the final District Improvement Plan.

****Use Manage Goals Template to complete this section offline****

Resource Profile

The table below is a summary report that lists the fiscal resources needed to support the goals included in this plan. This information comes from the fiscal resource information you provided in the Activity section of Manage Goals.

As you construct your activities to support strategies, you will be asked what resources will be needed, including the funding source and amount.

Funding Source	Planned Amount	Actual Amount

Stakeholders

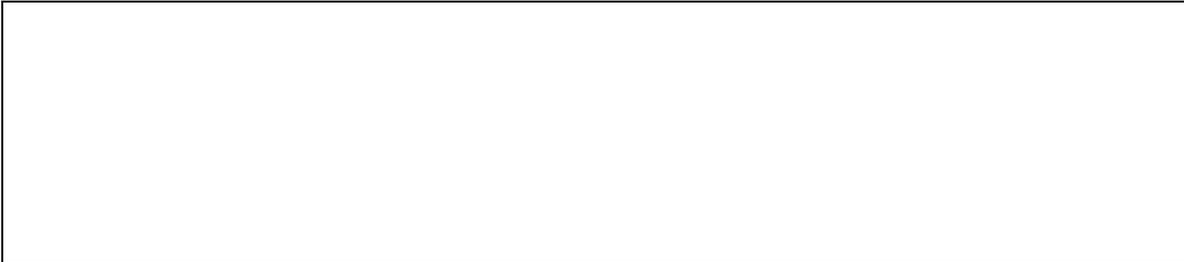
List the names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

	Stakeholder Info	Stakeholder Info	Stakeholder Info
Title:			
First Name:			
Last Name:			
Position:			
E-mail:			

1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.

2. Describe how decisions about curriculum, instruction and assessment are made at this institution, and how all stakeholders are involved in the process.

3. Describe how institution and student information and progress will be shared with all stakeholders in a language that they can understand.



Non-Discrimination

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Institutions are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Position of Contact:	
Address:	
Telephone Number:	

References

- Title VI of the Civil Rights Act of 1964
- Section 504 of the Rehabilitation Act of 1973
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Conclusion

Please provide responses to each of the questions below. Click the **Edit** button to enable each field for entry.

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

2. How has the institution integrated its available fiscal resources to support this school improvement plan?

3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?

ATTACHMENT II.B.3 District Improvement Plan

STRAND I: TEACHING FOR LEARNING

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

STANDARD 3: ASSESSMENT

Schools/districts systematically gather and use multiple sources of evidence to monitor student achievement.

Benchmark: A - Aligned to Curriculum & Instruction/Indicator 5: Use of Multiple Measures to Support School-wide Decision-making:

SCOPE OF PRACTICE

GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<ul style="list-style-type: none"> ➤ The district gathers and reports achievement data required by the state and federal government. It is left up to the individual school to analyze this data. 	<ul style="list-style-type: none"> ➤ In addition to the data the district is required to collect, schools collect and analyze their own data. The district provides support with professional development as requested in the form of on-site training. ➤ The district annually reviews policies and procedures to determine whether any revisions are required. 	<ul style="list-style-type: none"> ➤ Each year, the district provides the school an analysis of multiple measures of data. ➤ School teams meet to review their school's longitudinal data patterns and these analyses are shared across the district to set the direction of instruction. ➤ An annual data-based evaluation of the district's performance is conducted, with an emphasis on district internal operations. Changes are made based upon the results. 	<ul style="list-style-type: none"> ➤ The district has in place a system-wide framework for using disaggregated data from multiple measures to inform the schools' efforts in closing achievement gaps. ➤ Data is gathered annually and longitudinally to assess student achievement and program effectiveness targets. The district systematically reviews success on the achievement of the targets to provide feedback to the schools for instructional decision-making and to monitor student learning. ➤ District leaders, with input from major stakeholders, annually conduct a comprehensive, internal, data-based evaluation of the district's performance and make changes based upon the results.

SUGGESTED DATA SOURCES

<u>SOURCE</u>	<u>DESCRIPTION</u>
<input type="checkbox"/> School Improvement Framework	I 3A3 Multiple Measures; I 3B2 Informs Curriculum and Instruction; I 3B3 Meets Student Needs
<input type="checkbox"/> District Data System	Evidence of disaggregation of data through multiple sources; documentation of longitudinal data-gathering
<input type="checkbox"/> District Improvement Plan	Documentation of data informing progress on achieving district targets

The district is committed to the use of multiple measures to inform decisions at both the school and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.

GUIDING QUESTIONS

1. How does the district monitor the effectiveness and usefulness to the schools of data gathered at the district level: To inform progress in student achievement? To analyze and reform instructional practice?
2. What types of data is gathered to evaluate the internal operations at the district level? What changes have occurred as a result of this analysis?

ATTACHMENT II.B.4

Policies and Practices Change Analysis to Implement the SIG Final Requirements

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

Polices/ Practices	In Place	Under Consideration	Not Needed
<ul style="list-style-type: none"> • Leadership councils Composition • Principal Authority/responsibility • Duties – teacher • Duties - principal • Tenure • Flexibility regarding professional development activities • Flexibility regarding our school schedule (day and year) • Waivers from district policies to try new approaches • Flexibility regarding staffing decisions • Flexibility on school funding 			
Job-Embedded Professional Development			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content			
• Schedule			
• Length			
• Financing			
• Instructors			
• Evaluation			
• Mentoring			
Budgeting			

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

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

ATTACHMENT II.B.5

Sample Rubric and Information for Principal Selection

Competencies of a Turnaround Leader

- **Driving for Results**
 - The turnaround leader's strong desire to achieve outstanding results and the task-oriented actions required for success.
- **Influencing for Results**
 - Motivating others and influencing their thinking and behavior to obtain results.
 - Turnaround leaders cannot accomplish change alone, but instead must rely on the work of others.
- **Problem Solving**
 - Including analysis of data to inform decisions.
 - Making clear, logical plans that people can follow
 - Ensuring a strong connection between school learning goals and classroom activity.
- **Showing Confidence to Lead**
 - Staying visibly focused, committed.
 - Self-assured despite the barrage of personal and professional attacks common during turnarounds.

Source: Public Impact (2008). *School Turnaround Leaders: Competencies for Success*. The full list of turnaround leader competencies and information about selection is available at <http://www.publicimpact.com/turnaroundcompetencies.php>

Leader Actions in a Turnaround Model

- **Focus on a Few Early Wins.**
 - Successful turnaround leaders choose a few high priority goals with visible payoffs and use early success to gain momentum,
 - Motivate staff and dis-empower naysayers. These wins relate to high-priority, not peripheral, elements of organization performance.
 - **Examples** might include achieving very high attendance and low disciplinary rates in the first two months of the school year; or huge leaps in learning progress in a targeted academic area, such as aiming by the end of the first semester to have 90 percent of fifth graders on track to make grade level by year's end.
- **Break Organization Norm**
 - In a failing organization, existing practices contribute to failure.
 - Successful turnaround leaders break rules and norms. Deviating to achieve early wins shows that new action gets new results.
- **Push Rapid -Fire Experimentation.**
 - Turnaround leaders press a fast cycle of trying new tactics, discarding failed tactics, and investing more in what works. They resist touting mere progress as ultimate success.
- **Get the Right Staff, Right the Remainder.**

- Successful turnaround leaders typically do not replace all or even most staff at the start, but they often replace some key leaders who help organize and drive change. For remaining staff, change is mandatory, not optional.
- **Drive Decisions With Open-Air Data.**
 - Successful turnaround leaders are focused,
 - Fearless data hounds. They choose their initial goals based on rigorous analysis. They report key staff results visibly and often.
 - They require all staff who participates in decision making to share periodic results in open-air sessions, shifting discussions from excuse making and blaming to problem solving.
- **Lead a Turnaround Campaign.**
 - Leaders use a consistent combination of motivating and maneuvering tactics that include communicating a positive vision of success;
 - Helping staff personally feel the problems customers feel; working through key influencers; and silencing critics with speedy success.

Source: Hassel, E. A., & Hassel, B. C. (2009). The big u-turn: How to bring schools from the brink of failure to stellar success. *Education Next*, 9(1), 21–27.