

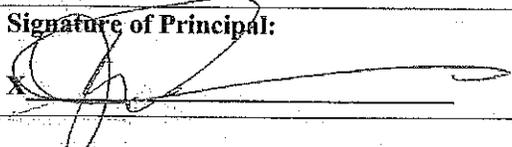
ATTACHMENT III

Law Academy

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

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

| | |
|--|---|
| School Name and Code Law Academy - 02377 | District Name and Code Detroit 82010 |
| Model for change to be implemented: Turnaround Model | |
| School Mailing Address: 19411 Cliff Detroit, MI 48234 | |
| Contact for the School Improvement Grant: Name: Jeffery Nelson Position: Principal Contact's Mailing Address: Telephone: (313) 866-3400 Fax: (313) 866-6200 Cell: (313) 408-0679 Email Address: jeffery.nelson@detroitk12.org | |
| Principal (Printed Name): Jeffery Nelson | Telephone: (313)866-3400 |
| Signature of Principal:  | Date: November 15, 2010 |
| The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application. | |

SECTION I: NEED

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

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

Law Academy and its surrounding area are challenged daily by economic and academic hardship. We are and have been performing below state and district expectations, in many areas. In order to improve our current standing with the state and district expectations we are targeted for improvement with the Turnaround Model for reform. Promoting regular school attendance is a key component both state and district wide in raising educational standards. Law Academy has suffered academically due to the poor attendance of both students and staff. Our special needs population has increased greatly and they are struggling with academics. Our reform model is allowing us to correct this concern.

Using the Turnaround Model for school reform will give the Law school community the opportunity to make sure that each and every child who attends Law Academy receives high quality daily instruction that meets and exceeds district and state wide standards. We are in the process of improving attendance and best practices to ensure quality education for our students. The parents, students, staff, administration, and our current community support groups are all on the same accord as it relates to the students and their academic needs. By accepting employment at Law Academy after the selection interviews, the team as a whole accepts this responsibility to get the job done. With the proper training, professional development, and team work, our reform model will allow Law Academy to successfully achieve attendance and academic goals. We have started by receiving a new principal, Mr. Jeffery Nelson, hired in January of 2009. Mr. Nelson is dedicated and very receptive to the Turnaround Model for school reform. Under the Turnaround Model for reform, Mr. Nelson will have greater flexibility to hire and replace staff outside of the traditional union policies. Mr. Nelson will take advantage of the agreement made with the district and Detroit Federation of Teachers to evaluate instructional staff at the end of the school year to determine if they have met the criteria of satisfactory performance for a priority school which will include: quarterly benchmark assessments, creative teaching methods, intensive professional development, participation in shared decision-making groups, and attendance. He will further ensure that there is accelerated growth in student achievement as measured by the MDE

standards, use creative scheduling, embed an on-going after-school tutorial program, and promote parental and community engagement.

The scoring presented below show, as they relate to testing and attendance, significant decreases in the performance of each sub-group except for grade seven, which shows increases in both reading and mathematics, and grade six increased in mathematics. Collectively all grade levels show a significant decrease in reading. The largest gap can be seen in students with disabilities in the area of mathematics. Reading is consistent in decrease within a ten percent range in students with disabilities. Other than grades five and eight the reading was also less than ten percent across the board. The attendance documentation is being reviewed at the present time. All areas are targeted for improvement.

Subgroup Academic Data Analysis

Percent of Subgroup Meeting State Proficiency Standards

| Group (GRADE 3) | Reading | | | Math | | |
|----------------------------------|---------|---------|---------|---------|---------|---------|
| | 2009-10 | 2008-09 | 2007-08 | 2009-10 | 2008-09 | 2007-08 |
| Social Economic Status (SES) | 74 | 69 | 70 | 83 | 58 | 58 |
| Race/Ethnicity | 75 | 71 | N/A | 83 | 52 | N/A |
| Students with Disabilities | 65 | 73 | N/A | 71 | 43 | N/A |
| Limited English Proficient (LEP) | <10 | <10 | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A | N/A |
| Neglected & Delinquent | N/A | N/A | N/A | N/A | N/A | N/A |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A |
| Gender | N/A | N/A | N/A | N/A | N/A | N/A |
| Male | 71 | 71 | N/A | 85 | 52 | N/A |
| Female | 79 | 72 | N/A | 81 | 69 | N/A |
| Aggregate Scores | N/A | N/A | N/A | 83 | 61 | 52 |
| State | 59 | 59 | 59 | 59 | 59 | 59 |

| Group (GRADE 4) | Reading | | | Math | | |
|-----------------|---------|---------|---------|---------|---------|---------|
| | 2009-10 | 2008-09 | 2007-08 | 2009-10 | 2008-09 | 2007-08 |

| | | | | | | |
|---|-----|-----|-----|-----|-----|-----|
| Social Economic Status (SES) | 55 | 47 | N/A | 79 | 44 | N/A |
| Race/Ethnicity | 55 | 48 | N/A | 80 | 45 | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A | N/A |
| Limited English Proficient (LEP) | N/A | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A | N/A |
| Neglected & Delinquent | N/A | N/A | N/A | N/A | N/A | N/A |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A |
| Gender | N/A | N/A | N/A | N/A | N/A | N/A |
| Male | 49 | 47 | N/A | 74 | 50 | N/A |
| Female | 62 | 47 | N/A | 85 | 46 | N/A |
| Aggregate Scores | N/A | N/A | N/A | N/A | N/A | N/A |
| State | 59 | 59 | 59 | 59 | 59 | 59 |

| Group (GRADE 5) | Reading | | | Math | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|
| | 2009-10 | 2008-09 | 2007-08 | 2009-10 | 2008-09 | 2007-08 |
| Social Economic Status (SES) | 60 | 32 | N/A | 40 | 30 | N/A |
| Race/Ethnicity | 57 | 38 | N/A | 40 | 37 | N/A |
| Students with Disabilities | 32 | 10 | N/A | 16 | 18 | N/A |
| Limited English Proficient (LEP) | N/A | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A | N/A |
| Neglected & Delinquent | N/A | N/A | N/A | N/A | N/A | N/A |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A |
| Gender | N/A | N/A | N/A | N/A | N/A | N/A |
| Male | 57 | 92 | N/A | 41 | 40 | N/A |
| Female | 55 | 39 | N/A | 39 | 33 | N/A |
| Aggregate Scores | N/A | N/A | N/A | 40 | 37 | N/A |
| State | 59 | 59 | 59 | 65 | 65 | N/A |

| Group (GRADE 6) | Reading | | | Math | | |
|------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | 2009-10 | 2008-09 | 2007-08 | 2009-10 | 2008-09 | 2007-08 |

| | | | | | | |
|---|-----|-----|-----|-----|-----|-----|
| Social Economic Status (SES) | 56 | 42 | N/A | 30 | 65 | N/A |
| Race/Ethnicity | 58 | 46 | N/A | 31 | 57 | N/A |
| Students with Disabilities | 44 | N/A | N/A | 12 | N/A | N/A |
| Limited English Proficient (LEP) | N/A | N/A | N/A | N/A | N/A | N/A |
| Homeless | <10 | N/A | N/A | N/A | N/A | N/A |
| Neglected & Delinquent | N/A | N/A | N/A | N/A | N/A | N/A |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A |
| Gender | N/A | N/A | N/A | N/A | N/A | N/A |
| Male | 58 | 49 | N/A | 33 | 54 | N/A |
| Female | 58 | 44 | N/A | 27 | 59 | N/A |
| Aggregate Scores | N/A | N/A | N/A | 31 | 57 | N/A |
| State | 54 | 54 | N/A | 54 | 54 | N/A |

| Group (GRADE 7) | Reading | | | Math | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|
| | 2009-10 | 2008-09 | 2007-08 | 2009-10 | 2008-09 | 2007-08 |
| Social Economic Status (SES) | 53 | 56 | N/A | 31 | 32 | N/A |
| Race/Ethnicity | 51 | 59 | N/A | 32 | 34 | N/A |
| Students with Disabilities | 44 | N/A | N/A | 72 | 0 | N/A |
| Limited English Proficient (LEP) | N/A | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A | N/A |
| Neglected & Delinquent | N/A | N/A | N/A | N/A | N/A | N/A |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A |
| Gender | N/A | N/A | N/A | N/A | N/A | N/A |
| Male | 41 | 53 | N/A | 20 | 39 | N/A |
| Female | 56 | 66 | N/A | 37 | 27 | N/A |
| Aggregate Scores | N/A | N/A | N/A | 32 | 34 | 37 |
| State | 54 | 54 | N/A | 54 | 54 | N/A |

| Group (GRADE 8) | Reading | | | Math | | |
|------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | 2009-10 | 2008-09 | 2007-08 | 2009-10 | 2008-09 | 2007-08 |

| | | | | | | |
|---|-----|-----|-----|-----|-----|-----|
| Social Economic Status (SES) | 77 | 39 | N/A | 34 | 29 | N/A |
| Race/Ethnicity | 76 | 74 | N/A | 33 | 31 | N/A |
| Students with Disabilities | <10 | N/A | N/A | N/A | N/A | 43 |
| Limited English Proficient (LEP) | N/A | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A | N/A |
| Neglected & Delinquent | N/A | N/A | N/A | N/A | N/A | N/A |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A |
| Gender | N/A | N/A | N/A | N/A | N/A | N/A |
| Male | 69 | 40 | N/A | 49 | 27 | N/A |
| Female | 83 | 45 | N/A | 18 | 35 | N/A |
| Aggregate Scores | N/A | N/A | N/A | 33 | 31 | N/A |
| State | 54 | 54 | N/A | 54 | 54 | N/A |

Subgroup Non-Academic Analysis

Year: 2009-2010

| Group | # Students | # of Absences | | # of Suspensions | | # of Truancies | # of Expulsions | Unduplicated Counts | |
|-----------------------|------------|---------------|-----|------------------|------|----------------|-----------------|---------------------|------|
| | | >10 | <10 | In* | Out* | | | In* | Out* |
| ALL STUDENTS | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| SES | 788 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Race/Ethnicity | 917 | N/A | N/A | N/A | 13 | N/A | N/A | N/A | 13 |
| Disabilities | 123 | N/A | N/A | N/A | 4 | N/A | N/A | N/A | 10 |
| LEP | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Gender | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Male | 493 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Female | 457 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Totals | 950 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Year: 2009-2010

| Group | # of Students | # of Retentions | # of Dropouts | # promoted to next grade | Mobility | |
|----------------|---------------|-----------------|---------------|--------------------------|----------|---------|
| | | | | | Entering | Leaving |
| Total Students | N/A | N/A | N/A | N/A | N/A | N/A |
| SES | N/A | N/A | N/A | N/A | N/A | N/A |
| Race/Ethnicity | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabilities | N/A | N/A | N/A | N/A | N/A | N/A |
| LEP | N/A | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A | N/A |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A |
| Gender | N/A | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A | N/A |
| Totals | N/A | N/A | N/A | N/A | N/A | N/A |

Enrollment and Graduation Data – All Students

Year: 2009-2010

| Grade | # of Students | # Students enrolled in a Young 5's program | # Students in course/grade acceleration | Early HS graduation | # of Retentions | # of Dropouts | # promoted to next grade |
|-------|---------------|--|---|---------------------|-----------------|---------------|--------------------------|
| K | 100 | N/A | N/A | N/A | N/A | N/A | NOT AVAILABLE |
| 1 | 92 | N/A | N/A | N/A | N/A | N/A | NOT AVAILABLE |
| 2 | 92 | N/A | N/A | N/A | N/A | N/A | NOT AVAILABLE |
| 3 | 93 | N/A | N/A | N/A | N/A | N/A | NOT AVAILABLE |
| 4 | 111 | N/A | N/A | N/A | N/A | N/A | NOT AVAILABLE |

| | | | | | | | |
|----|-----|-----|-----|-----|-----|-----|---------------|
| 5 | 112 | N/A | N/A | N/A | N/A | N/A | NOT AVAILABLE |
| 6 | 94 | N/A | N/A | N/A | N/A | N/A | NOT AVAILABLE |
| 7 | 86 | N/A | N/A | N/A | N/A | N/A | NOT AVAILABLE |
| 8 | 82 | N/A | N/A | N/A | N/A | N/A | NOT AVAILABLE |
| 9 | N/A |
| 10 | N/A |
| 11 | N/A |
| 12 | N/A |

Number of Students Enrolled in Extended Learning Opportunities

Year: 2009-2010

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

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

School Resource Profile

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

to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

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

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

SECTION II: COMMITMENT

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

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

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

As a Priority School our staff supports the school improvement application and their proposed efforts to effectively change the school using the Turnaround Intervention Model. The turnaround intervention model will provide our principal and teachers with the knowledge and management skills for effective instruction that leads to student and teacher success and sustained achievement. Detroit Public Schools and the Detroit Federation of Teachers (DFT) have established an agreement focused on enhancing student achievement through Instructional, Economic and Operational Reforms in the establishment of Priority Schools. Priority Schools intend to offer a rigorous educational program which includes extended day learning and measurable expectations from school reform. Together we are committed to working collaboratively to strengthen academics and team building in all areas to support the improvement application as well as the current AYP status that is approved in this plan.

The principal is committed and willing to support the proposed efforts to effect change as described in this plan. All staff was interviewed and awaited a selection process. Every staff member that is currently employed at the school was selected by the school based selection committee and each staff member had the opportunity to accept or decline the positions that he/she is currently working in. Outside agencies that are a part of the community, to date, have joined in to support our school.

We are confident that, together with Teachscape our turn around method approach, will implement responsive and proactive school improvement initiatives that specifically address the significant needs identified in our MDE Comprehensive Needs Assessment (CNA). We have collaboratively researched best practices, professional development opportunities, and innovative educational technology to improve the instruction of all teachers and administration. By teaming with all teachers, alignment between curriculum, instruction, materials, and assessment will be ensured. The staff has agreed to providing intervention for all students at Law Academy. As a team we will provide the direct and indirect support of all students through differentiated instruction. All individual needs will be attended to with the support of an on staff literacy coach. We all agree that this change initiative is supported, even mandated, at both the National and State levels. This helps us to know that change for improvement will be continuous and sustained beyond the expected three year period.

Teachers will be provided with the necessary staff development, on how to modify instruction to meet the needs of every student. They will also be in serviced on how to monitor and implement a new attendance monitoring system. The learning team will conduct co-teaching, differentiated instruction, supplementary aids and services, and peer mentoring. Our special education teacher(s) will partner with the general education teachers to work both directly and indirectly to support the students who merge out (inclusion) with the general education students. This will ensure that the students with disabilities have access to a full array of all intervention programs. The school community will use the resource coordinating team (RCT) meetings to develop

interventions. The administration will arrange any additional interventions needed for staff to support this process. The turnaround model will provide our principal and teachers with the knowledge and management skills for effective instruction that leads to student and teacher success and sustained achievement.

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

Law Academy's ability to support the systemic change required by the model selected will focus on the "turnaround" model of school reform. Law Academy is aligned with the school district to support the turnaround model. We have changed the staffing by sixty percent for accountability and to provide continuous effective teaching. Those who were not interested in working at Law Academy, or who were unable to support the processes described in this Priority Schools Initiative have been placed in an eligibility pool for non-priority schools. We are incorporating extended school days, thus allowing additional professional development and collaboration among staff and a partnership with Teachscape, a district approved provider. We have centered on the vision that the students of Law Academy are successful learners with successful outcomes. We have moved towards a shared vision of all stakeholders to make dramatic improvements in curriculum development, awareness of students' individual needs, professional development, and organizational development through the teacher evaluation process. The teacher evaluation process will prove and provide core competencies that define effective teaching. The principal will evaluate effective staff to support systemic change by repeated walkthroughs, teacher record keeping and documentation, lesson planning reviews that support differentiated instructional practices, grade level meetings, and one-on-one meetings with each teacher to share any and all academic concerns.

Teachscape will assist the principals' evaluations by using a program that is data driven to document each teacher's performance in the classroom. We are now an outcome driven, evidence-based school. We will operate solely on concrete evidence that is produced by our schools data as it relates to teachers, administrators, and outside community partners. We will assess and measure teacher and administrator effectiveness, in all required domains, as a team effort. We will not be an arbitrary decision making school. Law Academy will operate under a new governance structure made up of a body of stakeholders. Law Academy will promote the continuous use of student data to inform and differentiate instruction and develop continuous assessment. Stakeholders will visit places that are trying new approaches to instruction and organization in similar public educational institutions, preferably using the turnaround model.

The staff will attend the Differentiated Instruction (DI) annual conference each year for the next three years. The staff will also partner with local universities to fulfill our commitment to increasing student achievement. This thrust in exploration will build

networking and teaming among all stakeholders. The staff of Law Academy will continue using the turnaround model to ensure that the academic challenges are continuously met above and beyond the three-year expectation period. The Law Academy staff will ensure that our diverse stakeholders as well as our union (Detroit Federation of Teachers) are knowledgeable of our vision and strategic plan for moving forward for systemic change as it relates to our instructional reform as outlined in the settlement proposal between the district and the teachers union. Law Academy will be committed to developing alternative evaluation methods beyond the standard assessments. The assessments will provide a differentiated approach to teaching and learning. Not every child will be given the exact same test to prove their knowledge academically.

The Turnaround team at Law Academy has a strong commitment to exploring social, emotional, and community-oriented services and support for students. The staff is willing to implement this selected model for rapid improvement in our students' achievement levels. The turn around team is dedicated to supporting the entire school and its community to provide outreach through No Color Lines Global, Rocket Learning, Educational Empowerment, Neighborhood Legal Services, local police departments, community churches, universities and colleges, financial institutions, career professionals, and local recreation centers. We are developing a relationship among all groups involved to provide effective evaluations that will hold all staff accountable to their individual duties, responsibilities and expectations that are required to change Law Academy. The entire team will be a part of defining what is appropriate teaching and learning and what is not. Every one will be on the same accord. The staff will form social groups that include but are not limited to all of the above mentioned.

Teachscape will provide additional professional development focusing on data collection and how to analyze the data to receive the greatest benefits for both students and staff. Teachscape will also support the team in monitoring the change through the operational process in all areas mentioned. This will ensure proper observation evaluation of this entire process. The staff along with Teachscape will utilize the data from Zangle to design a variety of differentiated assignments, project based instruction and intervention strategies to ensure academic improvement for all students. We recognize that professional development and collaboration are priorities; we are using bi-weekly common preparation time and allotted teacher meetings to support team building and enhancement for intervention to be developed and implemented.

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

Over the past nine years, Law Academy has had a change in administration almost every other school year. The last three school years exhibited a mass exodus of staff members due to low morale, school mergers and closings, and layoffs. Many of these changes

took place during the middle of the school year and as a result students were subjected to lapses in instruction and multiple instructors.

Law is a school-wide Title I school, and many of our students fall into the low socio-economic status and have poor attendance. They are also forced to move throughout the school year. The 2009-10 school year showed a mark improvement in assessments in the 3rd and 4th grades, and we are confident that this can be a baseline for improvement. This is a result of consistency among the third and fourth grade teachers who worked with the children during this time. The staff worked closely to ensure that the children were working on the same things in each class by grade level. When a select group fell short, one of the teachers took the weaker group to work at catching up with the rest of the children by grade level. In the end, all lessons were covered and mastered.

While our students' reading scores have leveled or increased, their math scores remain a concern for us (particularly in grades 5 through 8). We know that these trends have been impacted by a larger than ever special education population and the largest number of tested students (2009-2010). Under our new initiative and revised organization structure, we are exploring equitable solutions for all core academic subject areas. Our new structure will put the teachers in the position to communicate by grade level to ensure consistency with moving on to the next curriculum based expectation. Teachers will communicate below and above the grade levels that they teach so that they are aware of all strengths and weaknesses that need to be improved. The teaching staff will work closely with Teachscape to ensure that this effort is met.

| Grade | Reading | | | Math | | |
|-------|---------|---------|---------|---------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| 3 | 71 | 72 | 75 | 57 | 61 | 83 |
| 4 | 59 | 47 | 55 | 52 | 46 | 80 |
| 5 | 57 | 38 | 56 | 38 | 37 | 40 |
| 6 | 40 | 46 | 58 | 35 | 57 | 31 |
| 7 | 28 | 59 | 51 | 37 | 34 | 32 |
| 8 | 38 | 43 | 76 | 40 | 31 | 33 |

Grade 3: The MEAP reading scores show an average of 3% increase while the math shows a 20% increase in the number of student proficiency from the fall 2009.

Grade 4: The MEAP reading scores show an average of 8% increase while the math shows a 34% increase in the number of student proficiency from the fall 2009.

Grade 5: The MEAP reading scores show an average of 10% increase while the math shows a 3% increase in the number of student proficiency from the fall of 2009.

Grade 6: The MEAP reading scores show an average of 12% increase while the math shows a 26% decrease in the number of student proficiency from the fall of 2009.

Grade 7: The MEAP reading scores show an average of 8% decrease while the math shows a 2% decrease in the number of student proficiency from the fall of 2009.

Grade 8: The MEAP reading scores show an average of 33% increase while the math shows a 2% increase in the number of student proficiency from the fall of 2009.

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

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

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 and attendance of all students will be monitored through the RTI process, special attention will be paid to the identified students. We are using the Zangle System as well as Cognos to assist in this effort. These computer based systems allow us to track and identify students individual proficiency data for AYP, student individual needs, intervention programs used, attendance, student grades, individual academic progress and intervention plans for individual students. Recognizing that professional development and collaboration are priorities, we are using common preparation time and allotted teacher meetings to support team building and development.

- **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. Instructional practice data is an evaluation used to identify information needed that will provide feedback to stakeholders regarding progress. It is used to identify the need for change of course over a period of time in a timely manner. The documentation developed can be used for short term, mid-term and long term outcomes. It includes differentiated instruction and assignments, this analysis will provide a baseline understanding of teaching and learning strengths and needs, and inform questions about practice that frame walkthroughs to provide common instructional data that is collected in consistent ways.

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

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

- **Implementation of Scientifically-Based Curricula**

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

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

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

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

unpack the standards, identify gaps and duplications across grades, and identify effective strategies for implementing the curricula to address the learning needs of every student.

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

- **Assessments and Progress Monitoring**

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

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

- **Differentiated Instruction**

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

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

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

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

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

Tier II

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

Building the Essential Foundation

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 III

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

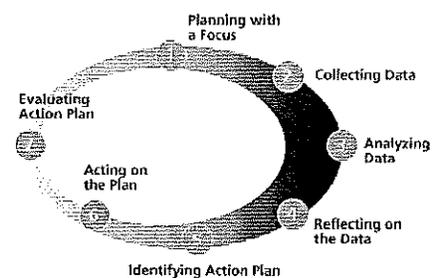
Building the Essential Foundation

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

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

Working with Instructional Leaders: Effective Teaching Strategies

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

- Using Teachscape's library of multimedia learning modules as part of a focused study to help leaders deepen their understanding of Marzano's nine categories of high yield strategies, which will help develop a school-wide focus and frame a common core of practice;
- Providing at-elbow coaching to support the leaders in promoting, leading and supporting data-informed instructional groupings and differentiated approaches to teaching and learning in every classroom;

- Applying the Teachscape online library and video captures of school-based teaching (with the permission of the teachers) to develop a common vision of effective teaching practices and a language to support the visions; and
- Using the CWT tool to monitor implementation of the strategies and measure their impact on improved instruction.

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

Working with Teachers: Promoting Reflection and Self Analysis

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

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

Working with Teachers: Applying Effective Instructional Strategies

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

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

The success of a coherent and impactful Response to Intervention system depends almost entirely on the capacity of instructional leaders and teachers to identify and use data to inform the interventions, monitor their implementation and measure their impact relative to changes in teaching practice and changes in student achievement. To enhance and develop this capacity, Law Academy and Teachscape specialists will collaborate in all efforts to make the changes necessary to get the job done.

Workshops and Conferences

The School Improvement Plan outlines numerous professional learning workshops and conferences, tied to the school improvement goals, for teachers and administrators. These opportunities include, but are not limited to, the following:

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| National Conference on Education | Council of Great City Schools Fall Conference | Differentiated Instruction TOT Training |
| Michigan Reading Association Annual Conference | 6+1 Traits Writing Training | Weekend Data Retreat |
| Michigan Teachers of Mathematics Council Annual Conference | National Staff Development Council Annual Conference | National Conference on Education |
| Association for Supervision and Curriculum Annual Conference | National Association of Elementary Principals Annual Conference | Study Island Implementation Training |
| National Center for Urban School Transformation Symposium 2011 | National Association of Black Educators 38th Annual Conference | Michigan Science Teachers Association Conference |

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

The instructional leaders at Law Academy will provide collaboration opportunities to ensure that teachers and administrators have sufficient time in which to collaborate in key activities around data analysis and planning, lesson study, and reflective practice.

All faculty and staff will participate in collaborative meetings at 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 us to develop protocols for focused collaboration around data analysis and lesson study, whereby we will strengthen our ability to drive higher achievement for every student. We will have bi-weekly team meetings to share data on our Friday common preparation period. We will also meet once a month during our regular staff meeting so that data is shared across the grades. Each grade level team will present known data to the entire staff using technology based presentations. The teams will prepare a data driven portfolio of all information presented by grade level across the board. The portfolios will be available in the teachers' lounge and parent center for everyone's view.

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 Law will shape and sustain a culture of high expectations and a real belief that all students can be successful here. Shared leadership will play an important role in ensuring this. Recognizing that professional development and collaboration are priorities, we are using common preparation time and allotted teacher meetings to support team building and development.

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 ILT meetings at the school to share leadership and promote achievement-focused collaboration within the school. Representatives of the school's ILT will meet monthly with representatives of other ILTs supported by Teachscape to collaborate around common problems of practice and share successes. Timing for these various collaboration meetings will be determined by the Turnaround committee and in conjunction with the Teachscape team.

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 Law Academy. The faculty and staff are working to increase collaboration efforts among teachers, between home and school, and in the community at large. It is critical to encourage this interaction as part of the LEA process. To do this, we plan to host multiple opportunities for parents to experience school-based events that will promote the on-going engagement, involvement, and enrichment needed for success. Such events include:

- Annual and Monthly parent/student participation activities which include: Annual Pancake Supper – November 2010, Annual Primary Christmas Program – December 2010, Annual Black History Fine Arts Performance – February 2011, Annual Family Book Fair and Game Night – March 2011, Annual Vocal Music Concert - April 2011, Annual Mother/Son – Father/Daughter Dance – May 2011.
- Monthly LSCO meetings (the first Friday of each month)
- Annual Title 1 Parent Meeting – October 2010
- Monthly Parent workshops with monthly relevant topics
- Monthly Themed Calendars for Parents

- As of October, 12, 2010 Law academy has partnered with No Color Lines Global and the Detroit Parent Network to support the Turnaround model. No Color Lines Global along with the Detroit Parent Network aims to involve parent and guardians in their children's learning by shifting the focus of parent involvement operations to collaborative support in community interaction which highlights the districts objective toward collective responsibility to improve student achievement. From each meeting held to date we have been able to develop detailed agendas that include our expectations for the school (for parent support and understanding of expectations), minutes and attendance logs to document which parents have participated. With this information we are able to reach out further to parents who are not aware of what is happening with Law Academy. Law Academy is in the process of creating postcards for each teacher to send out welcoming the entire family to our school. The post cards will be mailed out to promote parent visual ability. The Parent Network, a community organization, will assist in making sure that parents are aware of where we stand as a school. We will hold a mandatory parent meeting that will provide a power point presentation of where we are as a Turnaround School. We will express the need of their support and provide incentives for them to come in at least once a week to help out where ever they are needed. Parents will pull in parents. Parents will be trained on how to help their own children at home with academic activities and homework. Parents will go out to assist the school in keeping our kids in good attendance by

campaigning and by talking to familiar faces in the neighborhood. This will be collaboration among all staff at Law Academy.

We will provide T-shirts that represent the school's parent team so that they become familiar with each and every member of our staff. We will ask that they come in every Friday during the universal preparation period to assist teachers with supporting the children. This will also assist in breaking the barrier that teachers and parents are not on the same level when it relates to the needs of the children.

As a Priority School our staff supports the school improvement application and their proposed efforts to effectively change the school. Detroit Public Schools and the Detroit Federation of Teachers (DFT) have established an agreement focused on enhancing student achievement through Instructional, Economic and Operational Reforms in the establishment of Priority Schools. Priority Schools intend to offer a rigorous educational program which includes extended day learning and measurable expectations from school reform. Together we are committed to working collaboratively to strengthen academics and team building in all areas to support the improvement application as well as the current AYP status that is approved in this plan.

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 positive and lasting impact. The immediate neighborhood around Law has been relatively stable, and we believe we can do more to create an outreach-centered approach to involvement in the community. 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:

- 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
- Instituting a pervasive data culture to inform multiple, integrated processes that guide, support, and sustain continuous improvement
- 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 rely on our partnership with the community to support our efforts to keep our students in school and to suppress the high level of transience we have experienced in recent years. As stated in our School Improvement Plan, our aim is to provide the necessary resources to students and their families to help ensure that school attendance is a priority that can be met by unblocking the impediments that keep our children from getting to us each day.

SECTION III: PROPOSED ACTIVITIES

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

Individually and as partners, Law and Teachscape are fully committed to the rapid, transparent, dramatic, and measurable transformation of student achievement at the newly created Law Pre-K through 8th Grade School. The proposed activities to drive, support, and sustain this goal are embedded in three overarching levers of change:

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

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

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

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

Turnaround Leadership

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

principals, assistant principals, and the members of the Instructional Leadership Team. Proposed activities designed to build the capacity of effective turnaround leaders follow.

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

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

- Analyzing and discussing best-practice videos

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

In addition, Teachscape will support the school leadership by modeling and co-developing effective approaches to strategic planning, data analysis, and developing data-informed professional development for teachers. In addition, Teachscape will develop a classroom walk through tool to be used by administration that will provide immediate feedback for continuous development. The Instructional Leadership Team will also review baseline data provided by Wayne RESA that conducted a school-wide walk through to each classroom and provided the school with specific findings regarding climate conditions using nine indicators. They will also conduct an identical school-wide walk through later in the year to assess growth. Teachers will take advantage of the contractual weekly Wednesday one-hour professional development time to specifically address and review the walk through data with common grade levels and content-area peers to collaborate on ideas and offer insight for continuous improvement.

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

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

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

- **Promote and lead data-informed professional development.** As instructional leaders, the principal and ILT members are charged with identifying and addressing the general and specific professional learning needs of the faculty. As required and indicated in our LEA, the WRESA High Priority Schools Incisive (HPSI) Projected Setup

Snap Shot, derived in September 2010, describes the climate characteristics and observed teacher behaviors. Additionally, a MEAP Data Trend Analysis for Law Academy, prepared by Red Cedar Solutions Group, focuses on data from the English Language Arts and mathematics areas. This data provides graphical views of multiyear trends in student performance, with a gap analysis of the most challenging GLCE's for all students in the school. As a partner, Teachscape will provide participants with a data-mediated tool, Classroom Walkthrough (CWT) tool, and a comprehensive process for identifying the instructional practices that shape Law's student outcomes. The process includes setting a purpose for the walks, collecting and analyzing the walk data, and convening reflective meetings with faculty to review the data and to develop action plans based on the data-informed needs. The tool will then be used to measure changes in the professional practices identified.

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

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

learning, and develop overarching achievement-focused cultures. The Law Instructional Leadership Teams will serve as the structure to define, promote, support, and sustain instructional improvement.

- Ensuring parent engagement with and support of the plans to develop a safe and orderly school environment by disseminating and promoting the positive discipline plan and by providing parent workshops to help them align their efforts with the Law student behavior approaches. To ensure as much parent participation as possible, Law will offer multiple parent workshops focused on the plans for safe and orderly environments, as well as enlisting community partners to help spread the word through their organizations.
- Enlisting community partners to address the social, emotional, and health needs of the Law students through school-based interventions and recommendations for off-site follow-up. A number of these partnerships have been forged already. Teachscope will help the school assess the efficacy of each and either provide recommendations for improving the outcomes of the partnerships or identify more effective partners to support the holistic needs of the students.
- Providing meaningful ways for the adults to collaborate and support and learn from each other, such as the common prep periods and Saturday sessions defined by Law. Since collaboration does not “just happen,” Teachscope partners will work with the instructional leaders to frame collaborative activities and problem solving that will bring the adults together in the most authentic way possible—around the work that they do to drive improved student outcomes.
- Decreasing the risk of negative impacts on student learning and staff morale by developing strategies for improving attendance of both students and teachers. Teachscope will work with school leaders to analyze attendance trends and patterns and use this to frame data-informed intervention programs.

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

- **Provide ongoing mechanisms for parent and community engagement.** Law has plans in place to promote increased and improved parent and community engagement. Teachscope will work closely with the school’s ILT to interview parents and community representatives and, based on the outcomes, develop a range of opportunities to engage parents and communities in promoting and supporting high achievement for all students through strategies such as monitoring academic

progress of their children; volunteering to work with struggling students; mentoring; linking with community organizations to provide social, emotional, and health interventions; donations; etc.

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

- **Extending or restructuring the school day to add time for building, improving, and/or sustaining relationships among student, faculty, and other school staff.** Law is restructuring the school day, and the impact of this is to create a significant opportunity for teachers to build professional relationships by collaborating around their work; to provide professional learning in a relaxed environment for students to develop deeper relationships with caring adults; to schedule student social and emotional support services from community partners; to meet with parents and engage them meaningfully in their children's academic growth; and for Law/Teachscope partners to collaborate more strategically. The options are vast, and the potential returns are great, but the risk of not exploiting this "gift" of extra time is large.

Effective Teaching

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

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

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

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

Based on the evidence gathered through walkthroughs and analysis of documents, teachers will be categorized relative to high, medium, and low degrees of fidelity. Specific professional development, designed by both partners, will be provided for teachers with medium to low degrees of fidelity to the curriculum. The professional development will include inter-visitations, video analysis, coaching, and deep analysis of the scope and sequence of the curriculum studied.

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

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

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

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

- **Promote and support the use of various forms of formative assessments to inform teaching practice.** All effective instruction, including tiered instruction, is guided and informed by ongoing formative assessments. Teachscape will offer professional development for teachers to identify multiple forms of formative assessments and use data from the analysis of these to inform their instruction. Formative assessments to be featured will include: class work, homework, projects, discussions (both student-students and student-adult discussions), teacher-made tests, end-of-chapter/unit tests, and others identified by the teachers.

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

Teachers and support staff will be given extensive PD in data analysis, data disaggregation, and data-driven differentiated instruction. They will become proficient in using web-based data resources provided by the district which include Learning Village, Data-Director, and MClass which provide updated individual student profiles and on-going benchmark assessments. Teachers and support staff will take advantage of regular meetings with our Teachscape partner to review the most recent data and make decisions about professional learning needs for teachers.

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

Because there is as much diversity within this labeled group as across groups, Teachscape will work closely with the school leadership to identify specific concerns relative to the youngsters with IEPs, 504s, or other identified needs in specific classrooms. As these are identified, the partners will work collaboratively to develop a PD program to build the capacity of classroom teachers to support the students in the least restrictive environment. Ongoing progress monitoring will be an integral part of the differentiated approach for the students.

- **Use and integrate technology-based interventions.** Law is using a range of student-facing technology-based interventions, including Accelerated Reader and Accelerate Math to improve student learning outcomes. These interventions have proven to be effective in engaging students and improving achievement. Based on this, the ILT will convene a group to review other possible interventions, such as Read 180 for the middle school students, and make recommendations for their adoption. As the interventions are adopted, their use will be incorporated into the pacing guide to ensure the student learning is supported coherently.
- **Provide increased learning time.** Increasing the time available for learning provides schools with opportunities to offer children the time they need to learn challenging content and integrate this with prior learning, and offers classroom teachers the time they need to offer children individual support. In recognition of these benefits and as indicated in the schools LEA, Law has already structured a longer school day to increase learning time and improve academic outcomes. This program is available to all students with an invitation given directly to those identified by the schools Literacy Coach.

Law Academy is currently holding after-school learning sessions for two hours and a half hour after school, three times a week, from 3:00pm until 5:30pm to provide rigorous activities that improve student outcomes. This extended day program is employed by regular school staff. Currently the staff is creating their after-school lessons based on areas of weakness identified by the literacy coach via DIBELS data, STAR Literacy (AR) as well as using lessons derived from the Summer Program (Reading for Success). This extended learning program is provided for all students in need of academic support and is aligned with the LEA.

Law Academy has been designated as a mandatory provider of SES (Supplementary Educational Services) because of our current AYP status. In that, we are mandated to offer additional tutorial services for our students. We have been assigned three partner providers which are Rocket Learning, Educational Empowerment, and Club Z. To specifically address the need for *extended* learning, these partner providers have agreed to run their operation in a "Saturday School" from 8:00 a.m. – 2:00 p.m. beginning in late November 2010 through June 2011. Each provider offers innovative educational products and services to public schools throughout the nation. They operate off of a researched based curriculum that is specifically designed to provide teachers with the resources they need to help students successfully prepare for a competitive global economy. Along with Teachscape, each provider will ensure that students are getting rigorous activities that are data driven for the support of Law Academy's turn around plan of action. They will offer the right tools, guidance and support; teachers can achieve truly outstanding results in their classrooms. Together with Law Academy they will provide in depth in-service training and the ongoing support that is expected in this plan of action. Many students will have the

opportunity to participate in the regular after-school tutorial program ran by the school and also participate in the "Saturday School"; the result of which will extend instructional hours an additional 15 hours per week. Parents have the option of choosing any of the three providers and will accept any student regardless of the severity of their deficiencies.

Law has restructured the school day to extend instructional time in literacy and mathematics. The schedule includes 120-minute literacy block as well as a 90-minute math block, for students in grades pre-K through eighth. With this extension of instruction teachers are able to attend and participate in professional development to understand the components of a balanced literacy and mathematics program. With this support the teaching staff is able to utilize the additional time effectively in order to support implementation of the programs components.

| 2010-2011 Middle School Time Schedule | |
|--|---|
| Homeroom | 7:45 – 7:55 a.m. |
| 1 st hour | 8:00 – 8:45 a.m. |
| 2 nd hour | 8:48 – 9:33 a.m. |
| 3 rd hour | 9:36 – 10:17 a.m. |
| 4 th hour | 10:20 – 11:05 a.m. |
| 5 th hour | 11:08 – 12:18 p.m. |
| Group 1 | Lunch: 11:08-11:33 a.m. Class: 11:33 – 12:18 p.m. |
| Group 2 | Class: 11:08 – 11: 53 a.m. Lunch: 11:53-12:18 p.m. |
| 6 th hour | 12:21 – 1:06 p.m. |
| 7 th hour | 1:09 – 1:54 p.m. |
| 8 th hour | 1:57 – 2:40 p.m. |

90/120-Minute Middle School Block Schedule

| Hour | 6-207 | 6-203 | 6-100 | 7-205 | 7-209 | 7-102 | 8-208 | 8-101 | 8-105 | LD-200 |
|------|--------------|-------------|--------------|-------------|------------|-------------|------------|------------|-------------|--------|
| 1 | VOC MUSIC | SCI 203 | SS 203 | MATH 105 | ELA 209 | GYM | ELA 208 | ELA 205 | SS 102 | 200 |
| 2 | ELA 207 | MATH 202 | SCI 100 | SS 203 | ELA 209 | MATH 105 | ELA 208 | ELA 205 | MATH 201 | 200 |
| 3 | ELA 207 | MATH 202 | VOC MUSIC | MATH 105 | ELA 209 | SCI 101 | ELA 208 | ELA 205 | MATH 201 | 200 |
| 4 | ELA | VOC | ELA | ELA | MATH | SS | MATH | GYM | ELA | 200 |

| | | | | | | | | | | |
|---|-------------|------------|-------------|--------------|-------------|-------------|--------------|-------------|------------|--------------|
| | 207 | MUSIC | 209 | 205 | 105 | 102 | 201 | | 208 | |
| 5 | MATH 202 | SS 203 | ELA 209 | ELA 205 | MATH 201 | ELA 207 | VOC MUSIC | SCI 101 | ELA 208 | 200 |
| 6 | MATH 202 | ELA 207 | ELA 209 | ELA 205 | GYM | ELA 208 | MATH 201 | SS 102 | SCI 101 | SCI 100 |
| 7 | SS 203 | ELA 207 | MATH 202 | SCI 101 | SCI 100 | MATH 105 | SS 102 | MATH 105 | ELA 208 | VOC MUSIC |
| 8 | SCI 100 | ELA 207 | MATH 202 | VOC MUSIC | SS 102 | ELA 205 | SCI 101 | MATH 105 | GYM | 200 |

The elementary school schedule allows specials (special classes) to open the schedule for extended day learning within the 90 minute and 120 minute learning block.

| 2010-2011 Elementary School Time Schedule | |
|--|--------------------|
| Homeroom | 7:30 – 7:40 a.m. |
| 1 st hour | 7:40 – 8:25 a.m. |
| 2 nd hour | 8:29 – 9:14 a.m. |
| 3 rd hour | 9:18 – 10:03 a.m. |
| 4 th hour | 10:07 – 10:52 a.m. |
| 5 th hour | 11:28 – 12:13 p.m. |
| 6 th hour | 12:17 – 1:02 p.m. |
| 7 th hour | 1:06 – 1:51 p.m. |
| 8 th hour | 1:55 – 2:40 p.m. |

90/120-Minute Elementary Block Schedule

| Gym-Satterwhite | 1 7:40 – 8:25 | 2 8-29 – 9:14 | 3 9:18 – 10:03 | 4 10:07- 10:52 | 5 11:28- 12:13 | 6 12:17- 1:02 | 7 1:06- 1:51 | 8 1:55- 2:40 |
|-----------------|---------------------|---------------------|----------------------|----------------------|----------------------|---------------------|--------------------|--------------------|
| MON | ECDD-121 | ASD217,1 22,208 | 2-120 | PREP+lun ch | 1-101 | 1-118 | MOCI | 2-119 |
| TUES | ECDD-121 | ASD217,1 22,208 | 2-120 | PREP+lun ch | 1-101 | 1-118 | MOCI | 2-119 |
| WED | ECDD-121 | 1-103 | 2-120 | PREP+lun ch | 1-101 | 1-118 | 1-105 | 2-119 |
| THUR | K-108 | 1-103 | K-110 | PREP+lun ch | ECDD-121 | K-106 | 1-105 | LAB |
| FRI | K-108 | 1-103 | K-110 | PREP+lun ch | ECDD-121 | K-106 | 1-105 | PREP |

| Art-Heading | 1 7:40 - 8:25 | 2 8:29 - 9:14 | 3 9:18 - 10:03 | 4 10:52- 11:28 | 5 11:28- 12:13 | 6 12:17- 1:02 | 7 1:06- 1:51 | 8 1:55- 2:40 |
|-------------|---------------------|---------------------|----------------------|----------------------|----------------------|---------------------|--------------------|--------------------|
| MON | CI-115 | 3-215 | 5-207 | PREP+lun ch | 4-209 | 4-210 | 2-117 | 4-210 |
| TUES | CI-115 | 3-215 | 3-214 | PREP+lun ch | 4-211 | | 2-117 | 5-205 |
| WED | 3-218 | LD-216 | 3-214 | PREP+lun ch | 4-210 | 4-209 | MOCI | |
| THUR | 3-218 | LD-216 | 3-214 | PREP+lun ch | | 4-211 | MOCI | 4-209 |
| FRI | 3-218 | LD-216 | 4-211 | PREP+lun ch | 5-203 | 3-215 | MOCI | PREP |

| Media-Brewer | 1 7:40 - 8:25 | 2 8:29 - 9:14 | 3 9:18 - 10:03 | 4 11:37- 12:17 | 5 11:28- 12:13 | 6 12:17- 1:02 | 7 1:06- 1:51 | 8 1:55- 2:40 |
|--------------|---------------------|---------------------|----------------------|----------------------|----------------------|---------------------|--------------------|--------------------|
| MON | K-110 | PREP | K-108 | +lunch | 1-105 | K-106 | LD-216 | 1-103 |
| TUES | K-110 | PREP | K-108 | +lunch | 1-105 | K-106 | LD-216 | 1-103 |
| WED | K-110 | 2-117 | K-108 | CI- 115+lunc h | PREP | K-106 | ASD217,1 22,208 | 1-101 |
| THUR | 2-120 | 2-117 | 2-119 | CI- 115+lunc h | PREP | 1-118 | ASD217,1 22,208 | 1-101 |
| FRI | 2-120 | 2-117 | 2-119 | CI- 115+lunc h | PREP | 1-118 | ASD217,1 22,208 | PREP |

Along with Rocket Learning, No Color Lines Global (NCLG) has partnered with Law Academy and the LSCO to support the attendance and consistency of our students.

No Color Lines Global is a non-profit 501.c3 organization that works with teens and pre-teens to help them establish practical life skills, a sense of self worth, confidence, and a positive outlook on life. To do that, they meet them where they are, and help to take them where they want to go in life.

By incorporating dynamic programs in education, mentoring, tutoring, business skills, social intelligence, and emotional maturity, NCLG will create stronger communities and, in turn, help society as a whole by creating youths who can be productive contributors and leaders in society.

They offer and create supplemental opportunities in communities, schools, or churches where programs already exist. Their philosophy is that the key ingredients of effective programs include fostering emotional skills, identifying, assessing, and managing feelings, teaching humility, and a positive attitude toward life, self awareness, and

accountability of personal decision making. The program that No Color Lines Global, Inc. offers is entitled: **"Character Builds Character."**

They are in the process of establishing support systems, such as a School Attendance Officer (SAO) to address our attendance concerns. This team has physically gone out to the homes of the children to offer support to the parents who are in need of help getting their children to school each school day. They provide incentives to children who attend school regularly. Incentives for students include gift cards, movie tickets and bowling passes. This team will provide the necessary support to keep our extended day programs full to capacity, to enhance the academic success of all students enrolled at Law Academy. Law Academy administrators are working towards developing a monetary bonus, family night out with dinner and a movie, and a gift certificate to a local teacher store for teachers who have good attendance.

The extended day programs allow additional time and intensive high quality instruction to prepare students for success while providing opportunities for technology, writing and literacy as well as mathematics through a vigorous program in providing increased learning time.

To ensure this extra time is used as effectively as possible, Teachscape will work closely with school leaders, and community support teams to help teachers learn and apply research-based strategies to improve their instruction and increase student learning. Close monitoring of academics and attendance will help ensure that the strategies are implemented and that the youngsters are progressing relative to their learning goals. The process of monitoring will come from the following sources: Progress reports, report cards, test scores, tutoring progress reports from after school/extended day learning, Zangle, and all other computer based grading systems used by the staff at Law Academy.

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

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

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

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

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

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

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

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

The School Improvement Plan (SIP) Template has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the school's 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.

In addition to what the state has designed, the faculty and staff at Law Academy

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

In the coming year of our three-year partnership with Teachscape, we will use specified forms of student data to inform and monitor continuous improvement of targeted instructional and operational practices as outlined in our School Improvement Plan goals that focus on reading (literacy) and mathematics.

Additionally, we will use the Classroom Walkthrough Process to collect and analyze data on teaching and learning in every classroom. The data will be used to inform action planning relative to changes in practice and professional learning needs. As steps are implemented, the data will be used to monitor progress, assess impact, and inform adjustments in instruction as needed to ensure that students are on the appropriate path of learning and mastery for their grade levels.

In subsequent years, the data collection on the part of instructional leaders will be complemented with self-reflection on the part of teachers. Using Teachscape Reflect, a technology-supported process, classroom teachers will be afforded the opportunity to self-assess their teaching through the use of panoramic video uploads and other assistive technology. To complement the reflective process, leaders will engage in instructional rounds to continue a data-informed process of monitoring progress.

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

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

The faculty at Law will collect, analyze, and share data with its internal and external stakeholders through various methods and with technological support. To do this internally, we will collect and house data in our central repository (Data Director) that allows for teacher access at any time. With the data being readily available, teachers will be able to engage in ongoing monitoring of student progress. We recognize that teachers will require support in the form of time, training, and technology to effectively sustain a data-infused culture of this magnitude.

Projection data will play a major role in identifying student enrollment increases and decreases as well as test score results from past and present testing in all areas. This data will also keep track of attendance lapses if they arise.

Parents and students are stakeholders and will also be regularly informed about progress through access to data. Parents will be engaged in using data to track their child's progress and improve his or her academic achievement. Opportunities for parent data workshops may occur during the monthly parent education meetings.

Students will be taught to track and monitor their own progress toward specific learning goals over time. Research shows that having students review their results and visibly track their progress yields greater gains in student achievement. Supportive technology will play a key role in ensuring that all administrators and teachers will be able to access and monitor each student's progress. This will require training in the use of the hardware and software related to the online data warehouse. Teachers will also receive training in analyzing and applying data to develop strategies for targeting identified areas of need.

Law has a data-driven curriculum that is district and school based that provides continued analyses and assessment of the 2009 MEAP and the student performance on certain math, reading, and science GLCEs that showed additional reteaching is needed for student success. The Detroit Public Schools' COGNOS data system is a frequent data tool used by Law staff for clarifying and exhibiting the school data in an understandable fashion for all stakeholders. Additionally, MEAP student and parent reports are shared with students in the classroom and with parents at various parent meetings, LSCO, school website, and mailings to parents for viewing updates.

To provide another mechanism for family and community engagement, standardized testing reports (MEAP) are reviewed with parents at parent meetings and parent-teacher conferences. Frequent academic progress reports are shared at parent-teacher conferences and mailed home to parents. Report cards are issued quarterly and again explained to students and to parents who attend school meetings and conferences. The language on both the progress reports and report cards is considered "user friendly."

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

give the stakeholders the information needed for the planning, designing, monitoring, and evaluation of the School Improvement Plan. Law Academy will monitor the data on a bi-weekly basis as a team and updates will be shared at our weekly staff meetings. To determine effectiveness, the principal will approve recommendations as they relate to bi-weekly results. The staff and parents will meet bi-weekly to discuss changes made so that parents are aware of all recommendations and changes that come down from the district and or principal. The LSCO president will communicate all data during their regular monthly parent meetings. Information will also be shared on line in the community newsletter (Website).

In order to use and integrate technology-based interventions to improve communications and efficiencies, staff members are utilizing the Detroit Public Schools' email system to communicate with parents and one another on various school issues. Students in grades 6-8 are given an opportunity to take a computer literacy course that assesses their prior knowledge in the area of technology and then teaches them new computer language and programs. Many students have home computers and therefore are required to turn in assigned reports using the Internet for references, and must use various software programs to format their reports in an acceptable presentation. In math, the students are exposed to graphing calculators and other computerized math challenge exercises. We are keenly aware, however, that we need more computers in each classroom if we are to compete with other students in other school districts across the state and across the country. We are progressing with closing the achievement gap by gathering pertinent information to define the actual need and expected change by the school and the district. This is an on-going process.

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

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

To make these potential benefits a reality, we are initiating, supporting, and

sustaining a data culture by building the capacity of all members of our school community to systematically analyze and apply data that is:

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

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

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

While DPS is responsible for providing the MEAP data to us, our instructional leadership team is responsible for the ongoing collection of operational data, formative assessment data, benchmark data, and progress-monitoring data. This is a huge task that includes using the goals to identify the data collected, determining data sources, collecting and analyzing the identified data, and developing the expectations and norms for using the data to inform decisions. Through our monthly coaching and technical assistance, provided by Teachscape, the capacity of our instructional leadership team to monitor progress will be enhanced.

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

In an effort to institute a system for measuring changes in instructional practices that result from professional development efforts, we will use Classroom Walkthrough, a tool and process developed by our partner, Teachscape, to assess on a routine basis what is happening in the classroom. It allows for the collection of classroom data showing patterns of instruction happening around the school

and can generate reports that are then shared with staff, based on filtering by grade levels, subject matters, and other parameters to study strengths and weaknesses in the instruction occurring in the classrooms. Based on this progress monitoring and the data results, schools can have a detailed map of how to adjust their instruction for continued improvement.

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

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

The data sources used to identify the achievement gap at Law are MEAP, pacing charts, and GLCEs. The tools used to support the effective use of data include our MEAP item analysis, pacing charts, curriculum guides, bi-monthly integrated tests, and staff assessments. Staff will spend time and money on ensuring that all staff are steeped in data around the students they teach so that they understand what their students know, errors they are making that impede progress, and what they need to know to move on to the next grade level. By studying this data and knowing where each child excels and struggles, they will be able to provide differentiated instruction to help bump those students forward in their math and literacy proficiency.

iv. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development

(<http://www.nsd.org/standards/index.cfm>) that focuses on context standards, process standards, and content standards. 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.

In order to ensure that we use data to identify and implement an instructional program that is research based and aligned from one grade to another as well as with state standards, we must have a plan in place that clearly outlines needed professional development aligned to NSDC's Standards of Staff Development. There is a clear focus on content, process, and context standards, including focused goals, a measurable objective statement to support each goal, a list of strategies to use to achieve the goal, a list of activities planned to achieve the goals, staff used to assist with this, and timelines defined to achieve the goals.

The plan outlines details and assistance, including:

1. Continued technical assistance support from Wayne RESA content and leadership coaches
2. Field trip opportunities to businesses and institutions that expose students to careers in mathematics and science
3. Funding for math challenge games and activities that makes learning math fun for students
4. Funding for additional high-interest supplies and materials that promote reading and writing skill growth
5. Frequent staff development on differentiated instruction in math and reading and on building professional learning communities
6. Staff development in the area of inclusion for students with disabilities.

More importantly, the professional development plan for Law will be constructed to align with the specific professional learning needs relative to the goals in the School Improvement Plan and according to the needs as indicated in collected classroom data on instruction and learning (using the Classroom Walkthrough Process). We will target development opportunities for each high-priority goal area (literacy, mathematics, and data-based decision making) in accordance with the NSDC Standards for Staff Development. The ongoing professional development attended is expected to be shared with staff members and embedded in each classroom to improve the high quality of teaching.

Without standards, professional development is "open to interpretation" by those planning, presenting, and participating. Interpretations may vary greatly, and it is likely that differences in goals, purposes, and expected learning outcomes as well as differences in the expectations for follow-up, implementation, and continued learning will emerge. It is also very likely that there will be differences in defining

what is considered high-quality professional development. The professional development plan for Law will be grounded in the work of NSDC and its standards for quality professional learning.

According to NSDC, and based on the work of Georgea M. Sparks (1983), **context**, **process**, and **content** standards are all critical to ensure that professional development improves student learning. Ignoring one dimension decreases the likelihood that intended results will be achieved.

- **Context** standards address the culture of the organization and describe critical structures that must be present for effective professional development to occur and to be sustained
- **Process** standards address the “how” of professional development and describe the learning processes used in the acquisition of new knowledge and skills
- **Content** standards address the “what” of professional development; content decisions are based on careful review of multiple data sets including student and teacher data

The professional development plan will cross all three domains in the recommended standards. Teachscape will play an important role in supporting this effort by co-planning and facilitating data-informed professional development for our faculty and staff in the following areas:

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

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

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

the principal will be the primary point of contact responsible for ensuring the required components of the plan are fully implemented.

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

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

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

Required Technical Assistance for Data Collection and Analysis

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

- Provide training and support in using a technology-mediated tool and process to collect common instructional information in a common way and analyze the data to inform action plans.
Responsibility: Ed Greene and Melissa Marshall, Teachscape
- Develop and implement professional learning relative to using multiple sources of data to inform decisions, monitor their implementation, measure their impact, and refine as indicated.
Responsibility: Teachscape Data Specialist (TBD); Jeffery Nelson, School Principal
- Lead TA sessions to help school staff assess the implementation and impact of their data-informed action plans and revise these as part of a continuous improvement process focused squarely on raising student achievement.
Responsibility: Teachscape Data Specialist (TBD); ILT member, identified by School Principal
- Provide support to teachers in using data to inform instructional decisions, such as grouping, level of differentiation, etc. The assistance will include multiple

supports, including modeling, co-planning, co-teaching, coaching instructional coaches, and focused professional learning for the teachers.

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

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

Responsibility: Teachscape Data Specialist (TBD); Jeffery Nelson, School Principal

- Support the development of strategies for students to track their academic progress relative to goals and help shape action plans to address gaps.

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

Required Technical Assistance for Building Leadership Capacity

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

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

Responsibility: Jeffery Nelson, Principal; Melissa Marshall, Teachscape

- Enhance the capacity of instructional leaders to understand effective practice and support them in promoting, leading, and sustaining effective practice in every classroom. This includes identifying and understanding research-based practices to promote and lead their implementation, strategies to support teachers as they implement the strategies, and help with identifying the degree to which they are applied and the impact of these on student achievement.

Responsibility: Jeffery Nelson, Principal; Instructional Specialist (TBD), Teachscape

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

Responsibility: Jeffery Nelson, Principal; Leadership Specialist (TBD), Teachscope

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

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

- Support the development of programs and strategies to engage parents in understanding academic expectations and goals and in supporting the academic achievement of their children.

Responsibility: Jeffery Nelson, Principal; Parent/Community Engagement Specialist (TBD), Teachscope

- Providing support and information on successful interventions for common problems of practice by convening all partnership principals monthly to share their efforts, deepen their understanding of research-based and proven practice, and help overcome the isolation of school leaders.

Responsibility: Teachscope staff (TBD)

Required Technical Assistance for Promoting and Supporting Effective Instruction

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

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

Responsibility: Jeffery Nelson, Principal; Melissa Marshall, Teachscope

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

Responsibility: Jeffery Nelson, Principal; Instructional Specialist (TBD), Teachscope

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

Responsibility: Jeffery Nelson, Principal; Instructional Specialist (TBD), Teachscape

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

Responsibility: Jeffery Nelson, Principal; Instructional Specialist (TBD), Teachscape

Evaluation plays a central role in the pervasive data culture necessary to support and sustain the level of change needed to make every student at Law Academy successful. Jeffery Nelson, the school principal, ILT members, and Teachscape partners will be responsible for the ongoing collection and analysis of data to inform the turnaround work.

Section IV: Fiscal Information

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

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

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

USES OF FUNDS

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

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

Intensive monitoring of grant implementation and evaluation will be required.

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

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

For a listing of allowable uses of funds, go to the guidance document listed on the USED Web site: <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

| Policies/ 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 | X | | |
| <ul style="list-style-type: none"> • Flexibility regarding our school schedule (day and year) • Waivers from district policies to try new approaches • Flexibility regarding staffing decisions • Flexibility on school funding | X | | X |
| | | X | |
| Job-Embedded Professional Development | | | |
| Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content | X | | |
| • Schedule | X | | |
| • Length | X | | |
| • Financing | X | | |
| • Instructors | X | | |
| • Evaluation | X | | |
| • Mentoring | X | | |
| Budgeting | | | |

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

*Modified from *Making Good Choices – A Guide for Schools and Districts*, NCREL, c 2002, 1998