

LEA Application Part II

ATTACHMENT III

Schulze School

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

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

School Name and code Schulze School - 03420	District Name and Code Detroit 82010
Model for change to be implemented: Transformation	

School Mailing Address: 10700 Santa Maria Detroit, MI 48221	
Contact for the School Improvement Grant:	
Name: Brenda Lyons Position: Principal	
Contact's Mailing Address: 10700 Santa Maria; Detroit, MI 48211 Telephone: 313-340-4400 Fax: 313-340-4401 Cell: 313-244-5411 Email address: brenda.lyons@detroitk12.org	
Principal (Printed Name): Dr. Brenda Lyons	Telephone: 313-244-5411
Signature of Principal: X 	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).

All of the subgroups at Schulze Academy show increased numbers of students meeting or exceeding state standards on the reading portion of the MEAP during the Fall 2009 administration of the test versus Fall of 2008. On the other hand, there is variance on the percent of students who meet or exceed the state expectations within the subgroups. The largest gap can be seen in the subgroup "Students with Disabilities."

When the MEAP scores are broken down into subgroups within the school, it is evident that the Students with Disabilities subgroup is having the greatest difficulty. These students are scoring significantly lower than their peers, both within the school and across the state, indicating a need to target this subgroup for improvement.

Subgroup Academic Data Analysis

Percent of Subgroup meeting State Proficiency Standards

Group:	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
All Students						
Social Economic Status (SES)	Not Available	Not Available	74.6	Not Available	Not Available	64.5
Race/Ethnicity						
Black	Not Available	Not Available	75.5	Not Available	Not Available	64.5
White	Less than 10 students in subgroup- no data available					
Students with Disabilities	Not Available	Not Available	47.6	Not Available	Not Available	47.6
Limited English Proficient (LEP)	NA	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA	NA
Neglected & Delinquent	NA	NA	NA	NA	NA	NA

Migrant	NA	NA	NA	NA	NA	NA
Gender						
Male	Not Available	Not Available	73.9	Not Available	Not Available	67.3
Female	Not Available	Not Available	77.8	Not Available	Not Available	62.1
Aggregate Scores						
State	86	83		90	91	

Group: Grade 3	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	84	76	92	88	81	87
Race/Ethnicity						
Black	85	72	92	87	79	92
White	Less than 10 students in subgroup – no data available					
Students with Disabilities	45	50	58	55	63	58
Limited English Proficient (LEP)	NA	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA	NA
Neglected & Delinquent	NA	NA	NA	NA	NA	NA
Migrant	NA	NA	NA	NA	NA	NA
Gender						
Male	83	76	84	83	91	86
Female	86	69	100	92	67	87
Aggregate Scores						
State	86	83	89.8	90	91	94.8

Percent of Subgroup meeting State Proficiency Standards

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

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

Migrant	NA	NA	NA	NA	NA	NA
Gender						
Male	47	53	66	45	50	55
Female	58	58	78	40	59	53
Aggregate Scores						
State	85	83	85.2	74	77	79.5

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

Group: Grade 7	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	NA	NA	60	NA	NA	37
Race/Ethnicity						
Black	NA	NA	58	NA	NA	36

White	Less than 10 students in subgroup – no data available					
Students with Disabilities	NA	NA	*	NA	NA	*
Limited English Proficient (LEP)	NA	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA	NA
Neglected & Delinquent	NA	NA	NA	NA	NA	NA
Migrant	NA	NA	NA	NA	NA	NA
Gender						
Male	NA	NA	61	NA	NA	39
Female	NA	NA	56	NA	NA	33
Aggregate Scores	NA	NA		NA	NA	
State	NA	NA	82	NA	NA	82.2

Sub Group Non-Academic Analysis

Year: 2009-2010

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

Year: 2009-2010

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

Enrollment and Graduation Data

Year: 2009-2010

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

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

Number of Students enrolled in Extended Learning Opportunities

Year: 2009-2010

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

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

Schulze Academy currently has Title 1 funds available to assist with supporting and implementing 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

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

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.

SECTION II: COMMITMENT

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

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

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

To change a school takes the dedication and commitment of all stakeholders. Teachers can maintain islands of excellence within their classrooms, but to truly reform a school must work together as a community of learners. This year the entire staff at Schulze School was interviewed not only to acquire a job at the school, but to state their commitment to change and success of all students that enter the doors each day. There were numerous teachers who were replaced in order to ensure success of the Schulze. All teachers at Schulze Academy shall be evaluated in accordance with the evaluation requirements provided in the Michigan Teachers' Tenure Act. Comprehensive evaluation tools and evaluation process will be jointly developed by the District and the Union. The tool shall be used to evaluate all teachers, both in terms of providing development and growth for all teachers, and for determination of a teacher's effectiveness. Consistent with the goal of this Agreement to dramatically improve student achievement, the teacher evaluation tool shall include, but not be limited to those factors that impact student achievement data and the use of current research-based practices. Through undergoing the interview process and employment at Schulze Academy, a high priority school, the teaching staff at Schulze have also agreed to be evaluated which will ensure that the teachers are competent in: "planning and executing effective instruction, creating and managing a learning environment, and maintaining a professional learning community through teacher leadership." To further the connection between academic achievement and school performance, a school-based performance bonus will be offered to Schulze staff. Criterion and benchmarks for school-based performance pay will include measurable improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average, attaining and/or maintaining Adequate yearly Progress and other provisions identified by the No Child Left Behind Act. Schulze's Instructional Leadership Team and building administration will meet annually to develop the application for consideration complete with the rationale of interest, strategies to meet the criteria/benchmarks, data pertinent to the identified

criteria for consideration, and clearly defined objectives for the school year. The bonus packages will be distributed by (1) utilizing the Central Offices' predetermined cash distribution matrix or (2) the School Leadership Team will determine an alternative. There will be a stipend paid to the members of the Schulze's Instructional Leadership Team if funds are available.

The success of the school and students will be measured through continuous data collection and analysis. The Schulze staff is committed to developing a community of learners. Schulze's staff has a clear understanding of their expectations for instruction and assessing to ensure improved outcomes for all students. All certified staff at Schulze have accepted that they are being held accountable for student success. Staff are aware that the students are expected to increase as a whole by 3% in ELA/Reading, Math, Science and Social Studies (as the state has identified for specific grades to be assessed) and that the improvement of MEAP scores will be taken into account for continuing employment at Schulze Academy. Staff who do not administer the MEAP will be evaluated using benchmark assessment data and Dibels. In addition, the District has developed a new evaluation process for teachers and one of the components includes: student achievement outcomes and continuous improvement and accountability.

Teachers will also be evaluated in:

1. Core competencies that define effective teaching- professional standards that define what teachers should know and be able to do: planning and executing effective instruction, creating and managing a learning environment, maintaining a professional learning community through teacher leadership
2. Outcomes Driven -directly links student academic and non- academic performance measures to teacher practice
3. Evidence- Based- Evaluation is tied to concrete evidence that ensures assessments of performance are not based on arbitrary decisions
4. Guidelines for Evaluation Teacher Practice- provides specific guidelines as to how to assess/ measure teacher effectiveness
5. System of Professional Development and Support- aligns teacher learning needs, performance standards, and the appropriate professional development/ support
6. Self -Assessment- designed to support self- evaluation and reflection on performance and planning for personal improvement
7. Accountability- provides direction for the removal of ineffective teachers who do not improve

Staff will be evaluated using the above criteria yearly by administration.

The principal of Schulze Academy has also recently undergone an intense interview process that ensured that the Principal is dedicated and willing to ensure that the school, staff and students succeed in improving their academics and overall education.

In addition, the Principal will be evaluated yearly in 7 areas:

- 1) Core competencies that define effective leadership** – professional standards that define what principals should know and be able to do – tied to elements of whole school improvement:
 - a. Domain I: Focus on Learning
 - b. Domain II: Monitoring Teaching and Learning
 - c. Domain III: Building Professional Learning Communities
 - d. Domain IV: Acquiring and Allocating Resources
 - e. Domain V: Maintaining a Safe Learning Environment
 - f. Domain VI: Effective Engagement with Families and External Community
- 2) Outcomes-Driven** – Directly links student academic and non-academic performance measures to leadership practices
- 3) Evidence-Based** – Evaluation is tied to concrete evidence that ensures assessments of performance are not based on arbitrary decisions
- 4) Guidelines for Evaluation Leadership Practice** – Provides specific guidelines as to how to assess/ measure principal effectiveness.
- 5) System of Professional Development and Support** – aligns principal learning needs, performance standards, and the appropriate professional development/support.
- 6) Self-Assessment-** Designed to support self-evaluation and reflection on performance and planning for personal improvement
- 7) Accountability** – provides direction for the removal of ineffective principals who do not improve.

The above components were created through the collaboration of teachers, administrators and members of the district to form an equitable evaluation tool.

All staff, including instructional, non instructional, support staff, administration and family liaisons will participate in ongoing, high-quality, job-embedded professional development that is not limited to but includes- "school specific" professional training developed by the Office of Priority Schools, continue to make data driven decisions, and communicate our progression and needs to all stakeholders.

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

The following will also be implemented by Schulze in conjunction with District level administrators in order to ensure that the students in high priority schools are able to support systemic change:

1. (1) Superintendent for Priority Schools- This individual is responsible for the coordination of all Priority School support (external support, such as WRESA Coach support SEA support, partner providers and others) and the monitoring, evaluating, and support schools require to fully implement the selected reform model. In addition, the Superintendent will also be responsible for monitoring the effectiveness of the level and type of support providing by external support agents.

2. (1) Priority School Coach- the Priority School Coach is responsible for providing on-site professional development and support for principals and teachers around the work required to implement the reform model. The coach is also responsible to collecting data and evidence that will be shared with the Superintendent for Priority Schools and the Office of Professional Development to inform the professional development and support program for each school. The data collected will also be utilized as an element of the teacher/principal evaluation process. The Priority School Coach will be required to provide on-site school support, professional development with follow-up.

3. Priority School Budget Implementation/Compliance Officer- The Budget Officer will be responsible for monitoring our School's budget to ensure that the budget is being utilized for the intended purpose and that we are maintaining appropriate tracking and record keeping relative to use of budget. In addition, the Budget Officer will be the liaison between our School and all central level "budget related" departments to ensure District processes and procedures are expedited, so that the school needs are met in a timely manner.

4. Partner Providers- Each Priority School has been assigned a partner provider. Each partner provider must meet regularly with the staff of the Office of Priority Schools to ensure school professional support is appropriately aligned. Each partner provider will be issued a performance-based contract. The Superintendent will also be responsible for monitoring how successful the partner provider is in meeting the specific performance expectations defined by the District.

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

The Principal at Schulze Academy is in her third year in this position. The Principal has gone through an extensive and in depth interview process, which included but was not limited to describing the work that has been done to support improved teacher instructional practice, describe the work she has done to improve learning for all students(i.e. special education), describe how data and assessment is used in their respective buildings to drive continuous improvement in teaching and learning, describe how monetary, human, and community resources are maximized to support whole school improvement, and describe how the principal engages parents and community members in efforts to improve student achievement.

The principal will be evaluated in the following areas yearly by district administrators:

1) Core competencies that define effective leadership – professional

standards that define what principals should know and be able to do – tied to elements of whole school improvement:

- a. Domain I: Focus on Learning
- b. Domain II: Monitoring Teaching and Learning
- c. Domain III: Building Professional Learning Communities
- d. Domain IV: Acquiring and Allocating Resources
- e. Domain V: Maintaining a Safe Learning Environment
- f. Domain VI: Effective Engagement with Families and External Community

- 2) Outcomes-Driven** – Directly links student academic and non-academic performance measures to leadership practices
- 3) Evidence-Based** – Evaluation is tied to concrete evidence that ensures assessments of performance are not based on arbitrary decisions
- 4) Guidelines for Evaluation Leadership Practice** – Provides specific guidelines as to how to assess/ measure principal effectiveness.
- 5) System of Professional Development and Support** – aligns principal learning needs, performance standards, and the appropriate professional development/support.
- 6) Self-Assessment-** Designed to support self-evaluation and reflection on performance and planning for personal improvement
- 7) Accountability** – provides direction for the removal of ineffective principals who do not improve.

Schulze will support systematic change that is required by the Transformation Model through various methods. Being a technology-based school allows for the capability for laser-like data results from the district's Data Director, Data for Student Success, Learning Village, and SIS. All students use technology to enhance their learning through the use of document cameras, clicker systems, smart and promethean boards, an apple lab cart, computers in every classroom, teacher computers, a computer lab, and media center.

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

The following will also be implemented by the District in order to ensure that the students in high priority schools are able to **support systemic change**:

- 1. Superintendent for Priority Schools-** This individual is responsible for the coordination of all Priority School support (external support, such as WRESA Coach support SEA support, partner providers and others) and the

monitoring, evaluating, and support schools require to fully implement the selected reform model. In addition, the Superintendent will also be responsible for monitoring the effectiveness of the level and type of support providing by external support agents.

- 2. Priority School Coach-** the Priority School Coach is responsible for providing on-site professional development and support for the principal and teachers around the work required to implement the reform model. The Coach is also responsible to collecting data and evidence that will be shared with the Superintendent for Priority Schools and the Office of Professional Development to inform the professional development and support program for each school. The data collected will also be utilized as an element of the teacher/principal evaluation process. The Coach will be required to provide on-site school support, professional development day and follow-up.
- 3. Priority School Budget Implementation/Compliance Officer-** The Budget Officer will be responsible for monitoring the use of our School's budget to ensure the budget is being utilized for the intended purpose and that our school is maintaining appropriate tracking and record keeping relative to use of budget. In addition, the Budget Officer will be the liaison between each Priority School and all central level "budget related" departments to ensure District processes and procedures are expedited, so that school needs are met in a timely manner.
- 4. Partner Providers-** Each Priority School has been assigned a partner provider. Each partner provider must meet regularly with the staff of the Office of Priority Schools to ensure school professional support is appropriately aligned. Each partner provider will be issued a performance-based contract. The Assistant Superintendent will also be responsible for monitoring how successful is the partner provider in meeting the specific performance expectations defined by the District.

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

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

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

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

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

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

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

Schulze has a wide range of summative and formative data sources available to them, including DIBELS, Burst, TRC, MEAP, Renaissance Place: Star Reading, Star Math, Accelerated Reading and Math, Learning Village, teacher-made tests, district assessments and unit assessments. Combined with the assessment data offered through class work, homework, discussions, projects, and running records, Schulze teachers and leaders can develop a robust and reasonably authentic portrait of student achievement and learning needs. Each teacher and support staff has created a data portfolio which is an ongoing data collection "warehouse." Staff utilize this to store and make informative decisions about students academic and emotional success. This, however, is only half the picture. The missing half is the instructional data that shaped the student outcomes. This gap will be addressed by providing the Teachscape Classroom Walkthrough (CWT) tool and process that supports instructional leaders in collecting, analyzing, and discussing instructional data in order to frame data-informed instructional improvement and monitor and document changes in practice.

To enable the effective use of this powerful tool, Teachscape will train Schulze's instructional leaders (principal, assistant principals, and representatives of the Instructional Leadership Team (ILT)) to:

- Use the CWT tool on a PDA to support collecting common information in common ways as part of classroom walkthroughs
- Generate charts and graphs to support analysis of the walk data
- Convene faculty to engage in reflective discussions about the data
- Develop data-informed action plans to improve instructional practices
- Monitor the implementation of the data-informed plans and measure their impact

Teachscape encourages the Schulze team to conduct walks daily, and will schedule monthly meetings to reflect on new data, apply the findings to inform instructional practices, develop and implement data-informed professional learning, and monitor and document changes over time in the teaching practice. The Teachscape specialists who will guide the data analysis and application process are all professionals who have themselves successfully transformed low-performing schools. In addition to group workshops, the specialists will provide at-elbow coaching for the instructional leaders, model effective practices for classroom teachers, and help all use data effectively to guide, monitor, and measure the impact of the improvement strategies.

Staff members who are not on the Instructional Leadership Team or part of administration will receive workshops defining Classroom Walkthroughs which will include in depth explanations of what a walkthrough is comprised of, how the data will be collected, organized and disseminated.

By linking student data with teaching data to inform both teaching practice and drive measurable and dramatic changes in student achievement (Berry, Fuller and Reeves, 2007), Schulze is well-positioned to use data to differentiate instruction and to support and sustain effective tiered instruction.

Effective tiered instruction both challenges students and supports their continued learning; it is neither difficult enough to cause frustration nor easy enough to promote boredom. While all students are held to the same high standards, the specific supports and scaffolds each need to reach the performance goal varies greatly. The Schulze staff is deeply committed to implementing differentiated strategies to support and promote high achievement and, as a transformation partner, Teachscape is committed to ensuring the success of the Schulze staff in differentiating instructional approaches by collaboratively designing, developing, and implementing professional learning focused on the major topics of tiered instruction. These will include: (1) strategies to granularly assess all student learning strengths, interests, and needs; (2) effective practices in implementing strategies and techniques to manage tiered instruction classrooms; (3) developing tiered lessons to provide multiple learning paths for students (including differentiation by readiness, interest, or learning profile); (4) developing anchoring activities; and (5) creating and managing flexible learning groups, use of classroom space, and scheduling. Additionally, Teachscape partners will model effective tiered instruction, work with staff to co-develop and co-implement tiered learning, and provide at-elbow coaching for classroom teachers while building the capacity of the instructional leaders to take over these professional learning tasks.

A highly effective research-based strategy to promote job-embedded learning is the development of professional learning communities (PLCs). In partnership with Schulze's instructional leaders, Teachscape professionals will support PLCs focused on differentiation to ensure all students meet high performance standards. Participants will meet during a common prep period scheduled weekly to engage in continuous inquiry, ongoing discussions, and development of data-informed improvements to define a common core of practice that will drive high student outcomes through effective tiered instruction at Schulze.

Teachscape will also engage the Schulze principal and representatives of the ILT in monthly meetings of a tiered-instruction focused PLC with other partner schools in Detroit. This will provide peer support for all the participating leaders, enable scaling of effective strategies across schools, and offer scaffolded support (inter-visitations, coaching, buddying, and support groups) as the instructional leaders build their capacity to lead, support, and sustain tiered instruction in their schools.

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

The staff at Schulze Academy are given the opportunity to flexible work conditions. The staff has agreed to extended school day and year, participation in the Shared Decision-Making process, allows Schulze's leadership team to determine the work rules and working conditions that are required for Schulze in order to fully and successfully implement the components of the school's reform model, hiring based on selective application process, retention of staff based upon performance (not seniority), and participation in mandatory prescriptive and prescribed professional development.

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

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

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

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

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

Collaboration on all levels is critical to the overall success of our students at Schulze. The members of the Schulze Instructional Leadership Team (comprised of teachers and administration) meet bimonthly, the School Improvement team (comprised of staff, students, parents, administration and community members) meet bimonthly, the parent group meets once a month (meetings are open to parents, students, community members and staff members), Professional Learning Communities meet monthly, and staff members meet through out the month both formally and informally in order to ensure that the school is working under collaboratively to ensure that the students are

receiving the best education. Minutes and agendas from all meetings are kept in a common file in order to ensure that collaboration is being of the utmost importance for all groups. In addition data that has been collected from the community, parents, students and faculty through surveys are analyzed and the results are shared with the affected parties to ensure that collaboration among all groups stays a focus of school. The faculty and staff continue to work to increase collaboration efforts among teachers, between home and school, and in the community at large.

The district and Detroit Federation of Teachers have negotiated a shared decision-making process that allows the school leadership team to determine the work rules and conditions that are required for Schulze to be successful in the implementation of the reform plan. Schulze Academy has also implemented a School Leadership Team that works collaboratively to identify issues, define goals related to academics, develop budgets and work together to establish policies and practices.

Schulze also has numerous mechanisms for family and community engagement. Schulze utilizes:

- Blackboard Connect- a phone communication system which allows the school and district to send important and critical information via the telephone
- Home Visitation Program- which sends attendance officers to homes to ensure that at risk and truant students attend school and also a home visitation program which has preschool teachers visiting the homes of their students annually
- Learning Village- allows teachers, parents and students to access, through individual usernames and passwords, critical student information, monitor their child's progress and access resources to assist their children with their academics utilizing the web based program Learning Village through the Detroit Public Schools Website
- Monthly school and district newsletters- provides monthly updates to school and district events
- District and school websites- provides parents with up to date and relative past and future events, academic and school updates, program changes, etc.
- School and district based parent/ community resources center- parents are offered access to academic and wrap- around resources and support
- School based health clinic- Schulze Academy has teamed up with McCaully

Health

Services and houses a clinic that is available to the community and students.

Collaboration with Parents

Schulze plans to establish a Parent University, and, with the collaboration of faculty, parents, community groups, and transformation partners, will have all the needed ingredients for success. There will be surveys disseminated to all parents of the students at Schulze to identify the needs seen by the families of the school and to the

faculty. In addition, there will be monthly meetings held during the creation and implementation of the program to ensure that the necessary components are in place for a successful program. Funding (supplied by fundraisers and Title 1 monies) for this initiative would provide ongoing mechanisms for family and community engagement. To begin, the staff will commit to communicating with parents and ensure that parent involvement moves beyond traditional fund-raising and focuses on engagement. The real work of Parent University, however, is helping the parents promote and support the academic achievement of their children.

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

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

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

We recognize that collaboration with parents is essential in the life of any school. However, we also understand that establishing a collaborative relationship with the community has a positive and lasting impact. We believe we can do more to create an outreach-centered approach to community involvement. In turn, we believe that we can and will benefit from our community partners as much as we will contribute to them. Our partnership with Teachscape, our professional service provider, exemplifies one relationship with an entity of experts that is able to bring knowledge and expertise to us. In this collaboration, Teachscape will provide a three-year comprehensive improvement plan designed to develop the critical aspects of three overarching areas:

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

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

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

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

The following will also be implemented by Detroit Public Schools in order to ensure that the students in high priority schools are able to support systemic change:

1. Superintendent for Priority Schools
2. Priority School Coach
3. Priority School Budget Implementation/Compliance Officer-
4. Partner Providers-

SECTION III: PROPOSED ACTIVITIES

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

Individually and as partners, the Schulze staff and Teachscape are fully committed to the urgent transformation of student achievement at Schulze Academy – rapidly, transparently, dramatically, and measurably. The proposed activities to drive, support, and sustain this goal are embedded in three overarching levers of change:

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

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

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

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

Transformation Leadership

There is no longer any doubt that school leaders are the key ingredient in shaping school success (Bryk, et al., 2010; US Department of Education, 2010; Waters, Marzano, and McNulty, 2003). There is also no doubt that the tasks with which school leaders are charged are both comprehensive and complex, far too much for any one person to handle successfully. In view of this, we are defining 'leadership' broadly to include principals, assistant principals, and the members of the Instructional Leadership Team (ILT). The Principal at Schulze Academy is in her third year in this position. The

Principal has gone through an extensive and in depth interview process, which included but was not limited to describing the work that has been done to support improved teacher instructional practice, describe the work she has done to improve learning for all students (i.e. special education), describe how data and assessment is used in their respective buildings to drive continuous improvement in teaching and learning, describe how monetary, human, and community resources are maximized to support whole school improvement, and describe how the principal engages parents and community members in efforts to improve student achievement. Proposed activities designed to build the capacity of effective transformation 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 Schulze. The data-informed professional learning will be guided by Teachscape's rich library of research-based and practice-focused multimedia modules that are Internet-based and available on demand and feature:
 - **Video resources:** (1) *best-practice videos* to show research-based practices in action in the classroom; (2) *commentaries* by noted researchers that are designed to provide a research-based perspective on the practices illustrated; (3) *teacher reflections* to promote better understanding of the featured teacher's instructional decisions; and (4) *student commentary* on the featured classroom processes and their experience of the instruction.
 - **Text resources designed to deepen content understanding:** (1) *background material* focused on building academic background knowledge and the featured pedagogy; (2) *research summaries* that support the featured practice and help teachers understand why and how the practice works; (3) *classroom resources* including lesson plans, sample student work products from the featured lesson, assessments (including rubrics) for assessing the student work, and suggestions for addressing the diverse learning needs of students; (4) *professional books*; and (5) *activities* to build knowledge.
 - **Graphical models that enable participants to manipulate and engage with the content in order to:** (1) *deepen content knowledge* for teaching; (2) *promote greater understanding* of complex topics; and (3) *illustrate key ideas*.
 - **Communication and collaboration tools designed to:** (1) *support ongoing communication* among professional learning community members and (2) *provide a virtual forum* for participants to collaborate on their work, reflect on their practice, assess student work products, share action research, and provide on-demand communication and collaboration.

These professional learning resources will serve to inform and focus the professional learning activities for both instructional leaders and teachers. They will lay the

foundation for a common set of reference experiences and vocabulary to enrich professional conversation about the work of teaching. Learning activities, which will take place within practice-focused professional learning communities, include:

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

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

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

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

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

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

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

- **Monitor and measure the impact of the professional development on practice.** As PD leaders, the principals will use the CWT tool and process to monitor the implementation of the data-informed PD and assess its impact on student achievement. It is expected that some of the proposed intervention strategies will be more effective than others in changing instructional practices and student outcomes. These will be identified as part of the overarching improvement process (Plan – Do – Study – Act) and care will be taken to ensure that the instructional leaders identify and spend their time and efforts focusing on what works, not on what doesn't.
- **Partner with parents and others to develop a safe and orderly climate that meets students' social, emotional, and health needs and a culture that supports improvement goals.** Principals need to develop safe and orderly achievement-focused environments. The work of the Parent University will help support this. Additionally, the school and Teachscape partners will work closely to develop the collaborative, achievement-focused culture envisioned by:
 - Developing professional learning focused on shaping and sustaining a culture of high expectations that includes a core of common classroom-based routines and practices and the shared belief that students can learn to high standards. Professional readings, video analysis, and reflective discussions will be used to inform this activity.
 - Supporting the development of shared leadership teams (ILTs) to promote and support a culture that is built on collaboration around effective teaching and learning and developing an overarching achievement-focused school culture. The Schulze Instructional Leadership Teams will serve as the structure to define, promote, support, and sustain instructional improvement.
 - Ensuring parent engagement with and support of the plans to develop a safe and orderly school environment by disseminating and promoting the positive discipline plan and by providing parent workshops to help them align their efforts with the Schulze student behavior approaches. To ensure as much parent participation as possible, Schulze will offer multiple parent workshops focused on the plans for safe and orderly environments, as well as enlisting community partners to help spread the word through their organizations.

- Enlisting community partners to address the social, emotional, and health needs of Schulze students through school-based interventions and recommendations for off-site follow-up. A number of these partnerships have been forged already. Teachscape will help the school assess the efficacy of each, and either provide recommendations for improving the outcomes of the partnerships or identify more effective partners to support the holistic needs of the students.
- Providing meaningful ways for the adults to collaborate with, support and learn from each other, such as the common prep periods and Saturday sessions defined by Schulze. Since collaboration does not “just happen,” Teachscape partners will work with the instructional leaders to frame collaborative activities and problem solving that will bring the adults together in the most authentic way possible – around the work that they do to drive improved student outcomes.
- Decreasing the risk of negative impacts on student learning and staff morale by developing strategies for improving attendance of both students and teachers. Teachscape will work with school leaders to analyze attendance trends and patterns and use this to frame data-informed intervention programs.

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

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

Schulze has plans in place to promote increased and improved parent and community engagement. The Detroit Public Schools and Schulze Academy utilize "Blackboard Connect" which allows important information to be disseminated to all families of Schulze through the telephone. Schulze Academy also has an attendance officer that communicates in person with parents/ guardians of students who are absent, truant or tardy consistently. In addition, Schulze sends home monthly calendars with all students that includes important events and notes about the following month.

Teachscape will work closely with the school’s ILT to interview parents and community representatives and, based on the outcomes, develop a range of opportunities to engage parents and communities in promoting and supporting high achievement for all students through strategies such as monitoring academic progress of their children; volunteering to work with struggling students; mentoring; linking with community organizations to provide social, emotional and health interventions; donations; etc.

All students are required to adhere but the Detroit Public Schools Code of Conduct. In addition, Schulze currently implements the Michigan Integrated Behavior and Learning Support Initiative (Miblsi) model. This model currently assists behavior management efforts by increasing positive student behavior. Miblsi has proven through a vast amount of research that if a student who is struggling in reading then they in turn may have increased difficulty with their behavior. Miblsi works with the students not only in improving their behavior, but also improving their reading skills. One way in which the program accomplishes this is through the use of REWARDS. Rewards is a program that targets students in grades 4-8 that are having difficulty with their reading and teaches skills that can assist them in decoding and understanding the text that they are required to read in each of their classes. It is our intention to increase the awareness of this model throughout the school, to our parents, and to the greater community. Providing the staff with on-going professional development in order to improve the school climate and discipline will be necessary. Partnering with parents and other organizations to create a safe school environment that meets students' social, emotional, and health needs will require extended planning time for the Miblsi team members. Schulze will hire an internal coach in order to facilitate the program and ensure that all of the necessary components are being followed and implemented. Additional funding to support Miblsi would include student rewards, teacher rewards for successful implementation of the model, as well as parent incentives for supporting the model.

Each of the identified programs will include an evaluation component to determine which are working best. Again, leaders will then spend their time on what is working, rather than 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.** Schulze is both extending and restructuring the school day. Students that have scored at level 3 or 4 on the MEAP in math and/ or reading are given the opportunity to attend extended day at Schulze. The program meets three times a week for 2 1/2 hours each session. Extended day began in September and continues until June. In addition, students who are not eligible for the extended day program provided by Schulze are given the opportunity to join extended day through Supplemental Educational Systems (SES) tutoring. This program meets three days a week and is available for all students at Schulze regardless of their MEAP scores or grade level. In addition, all students at Schulze receive double dosing in both math (total of 90 minutes) and reading (total of 120 minutes) daily. All students at Schulze will have the opportunity to attend "Summer Academy." This program allows all students who attend to continue their education throughout the summer and increase their achievement.

Effective Teaching

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

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

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

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

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

- **Promote and support the continuous use of student data to inform instruction and meet student learning needs.** With the panoply of benchmark assessments, progress monitoring assessments, diagnostic assessments, and

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

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

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

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

- **Provide PD on strategies to support students with special education needs in the least restrictive environment.** Classroom environments have never been more diverse relative to student learning needs and capabilities and teachers are

often challenged to find effective ways to meet the learning needs of all their students.

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

- **Use and integrate technology-based interventions.** Schulze is using a range of student-facing technology-based interventions, including **Renaissance Place: Math Facts in a Flash**, Accelerated Reader, and Accelerated Math to improve student learning outcomes. These interventions have proven to be effective in engaging students and improving achievement. In addition, Schulze will continue using Fast Forward as an intervention for the at risk population at the school. Schulze Academy has purchased a site license for the program which allows all students deemed at risk to receive this technology based intervention. The students are chosen based on data obtained from MEAP and district standardized tests, Dibels, Burst, TRC and teacher recommendations.

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

- **Provide increased learning time.** Increasing the time available for learning provides schools with opportunities to offer children the time they need to learn challenging content and integrate content with prior learning. It also provides classroom teachers the time they need to offer children individual support. In recognition of these benefits, Schulze has already structured a longer school day to increase learning time and improve academic outcomes. All students at Schulze Academy have the option to attend extended school day through Supplemental Educational Services (SES), which allows students to attend a structured academic after school program for up to 2 hours. Parents are given numerous opportunities

through flyers and informational sessions (set up in the school during open house, parent teacher conferences, LSCO meetings, etc) to receive information and speak to SES staff members about the program to sign up. Schulze has also created an extended day program for students in grades Kindergarten through eighth grade. The program is staffed by certified teachers who have been hired to teach at Schulze Academy and began in September and will continue until the beginning of June. Students in grades 4- 8 who have scored in levels 3 and/ or for on the MEAP in reading and/ or math. Students in grades K-3 who are in the red section (high risk area) of the Dibels test are also eligible to attend Schulze's extended day program. The students are given assessments throughout the program to monitor their progress and ensure that have improved their skills in math and/ or reading. In addition, all students receive double dosing in math and reading daily and extended day has been implemented and is offered by the staff at Schulze.

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

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

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

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

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

In particular the students in subgroups that are in need of additional assistance have been identified through numerous assessments and the data that has been collected. Students have undergone numerous assessments: Quarter 1 Benchmark Assessment, MEAP, Dibels, Text, Reading and Comprehension, Star Reading, Star Math and classroom assessments. The data has been collected by staff members and disaggregated in order to identify the students within grades, special education, males/ females that need the greatest assistance academically and socially/ emotionally. The students that have been identified are receiving double dosing, which allows students double the amount of instructional time in math and reading, opportunities to attend extended day, in school tutoring, resource room services, self contained classrooms, FAST Forward program, and Rewards reading program.

Students who are deemed "in need" will be reassessed numerous times through out the year using a variety of the assessments mentioned to ensure that they are progressing in the areas of math and/ or reading. Students who are still having difficulty as determined by final assessments in the spring of the school year will be given the opportunity to attend the Summer Learning Academy which will continue to instruct the students in need in the skills and areas that they are having difficulty with.

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

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

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

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

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

Faculty at Schulze will collect, analyze, and share data with its internal and external stakeholders through various methods and with technological support. To do this internally, we will collect and house data in our central repository (Data Director: Dibels, Text, Reading and Comprehension, MEAP, Quarterly Benchmark Assessments, Star Reading, Star Math) that allows for teacher access at any time. With the data readily available, teachers will be able to engage in ongoing monitoring of student progress. We recognize that teachers will require support in

the form of time, training, and technology to effectively sustain a data-infused culture of this magnitude. There will be surveys, given to numerous subgroups, and study groups, comprised of various attendees (students, parents, community members, staff, etc) to gain perception data concerning the school and how it is functioning each day. After data has been collected it will be gathered, disaggregated and the results will be shared through parent newsletters, conferences and LSCO meetings. Data will also be disaggregated and reviewed by the schools Instructional Leadership Team to ensure that there is advancement in the programs and instruction at Schulze. In addition, there will be minutes and agendas for all formal meetings that are conducted within the school. It is important to also note the programs that the school and district have implemented to close the achievement gap of the students within Detroit Public Schools. The district has created a Summer Learning Academy available for all students beginning in June, there are extended days at Schulze for all students, Americorps tutors work with small groups of students, double dosing of math and reading each day for all students, and Fast Forward program and Rewards for struggling students.

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

Supportive technology will play a key role in ensuring that all administrators and teachers will be able to access and monitor each student's progress. This will require training in the use of the hardware and software related to the online data warehouse. Teachers will also receive training in analyzing and applying data to develop strategies for targeting identified areas of need.

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

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

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

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

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

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

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

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

Detroit Public Schools and Schulze have implemented and utilize databases and web-based systems offered by Learning Village to promote the continuous use of data to inform instruction and ensure individual student needs are met. In short, Schulze uses data driven instruction for all teachers to improve all student's achievement. Teachers utilize assessment results to inform instruction and link to appropriate curriculum resources based on data analysis. Teachers also link the best practice curriculum aligned to standards and select instructional content to meet the needs of students or intervention groups based on assessment results. All staff at Schulze Academy are provided equal instructional practices and professional development opportunities that are aligned to standards. The District has standardized curriculum maps and scope and sequence documents, ensured that all teachers have access to high quality instructional resources and professional development and support all teachers through access to lesson plans and instructional resources.

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

The professional development plan for Schulze will be constructed to align with the specific professional learning needs relative to the goals in the school improvement plan and according to the needs as indicated in collected classroom data on instruction and learning (using the Classroom Walkthrough process). We will target development opportunities for each high priority goal area (literacy, mathematics, and data-based decision making) in accordance with the NSDC Standards for Staff Development.

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

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

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

The professional development plan will cross all three domains in the recommended standards. Teachscape will play an important role in supporting this effort by co-

planning and facilitating data-informed professional development for our faculty and staff in the following areas:

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

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

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

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

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

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

Required Technical Assistance for Data Collection and Analysis

Teachscape specialists will work closely with the instructional leaders of **Transformation** Schools to ensure that they develop the depth of knowledge and skills required to collect, analyze and apply data to inform decisions, then monitor the implementation of

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

- Provide training and support in using a technology-mediated tool and process to collect common instructional information in a common way and analyze the data to inform action plans.
Responsibility: Ed Greene and Melissa Marshall, 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); Brenda Lyons, School Principal
- Lead TA sessions to help school staff assess the implementation and impact of their data-informed action plans and revise these as part of a continuous improvement process focused squarely on raising student achievement.
Responsibility: 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 Schulze 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); Brenda Lyons, School Principal
- Support the development of strategies for students to track their academic progress relative to goal and help shape action plans to address gaps.
Responsibility: Teachscape Data Specialist (TBD); 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 Schulze Academy to help them build their capacity as

transformation leaders, focused on dramatically and measurably improving achievement.

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

Responsibility: Brenda Lyons, Principal; Melissa Marshall, Teachscape

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

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

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

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

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

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

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

Responsibility: Brenda Lyons, Principal; Parent/Community Engagement Specialist (TBD), Teachscape

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

- **Responsibility: Teachscope staff (TBD)**

Required Technical Assistance for Promoting and Supporting Effective Instruction

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

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

Responsibility: Brenda Lyons, Principal; Melissa Marshall, Teachscope

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

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

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

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

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

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

Evaluation plays a central role in the pervasive data culture necessary to support and sustain the level of change needed to make every student at Schulze Academy successful. **Brenda Lyons**, the school principal, ILT members, and Teachscope partners will be responsible for the ongoing collection and analysis of data to inform the transformation work.

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

Section IV: Fiscal Information

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

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

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

USES OF FUNDS

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

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

Intensive monitoring of grant implementation and evaluation will be required.

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

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

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

LEA Application Part III

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

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

Respond by indicating yes or no. Provide

Polices/ Practices	In Place	Under Consideration	Not Needed
<ul style="list-style-type: none"> • Leadership councils Composition • Principal Authority/responsibility • Duties – teacher • Duties - principal • Tenure • Flexibility regarding professional development activities • Flexibility regarding our school schedule (day and year) • Waivers from district policies to try new approaches • Flexibility regarding staffing decisions • Flexibility on school funding 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>X</p>	<p>X</p>
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

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

Transformation Model		Page numbers	
		Develop and increase school leader effectiveness	
Required Activities	Replace principal*	13, 23-24	
	Use rigorous, transparent evaluation systems for teachers and principal* -- Student academic achievement/growth data is included as a significant factor in evaluation; --Multiple observation-based assessments of performance; --Designed and developed with teacher and principal involvement	10-11, 12-14	
	Reward school leaders, teachers, staff who have increased student achievement/growth and graduation rates and remove leaders and staff who have not increased student achievement*	10-11, 19	
	Provide ongoing, high-quality, job-embedded Professional Development (PD) to ensure that teachers are equipped to facilitate teaching and learning*	12, 24-25, 29, 37-38	

	Implement financial incentives, opportunities for career growth, and more flexible work conditions*	11	
Permissible Activities	Provide additional compensation to attract and retain staff*		
	Institute system for measuring changes in instructional practices resulting from PD		
	Ensure the school is not required to accept a teacher without consent of teacher and principal regardless of seniority*		
	Include in the planning teachers and principals from other buildings in the LEA		
Comprehensive instructional reform strategies			
Required Activities	Use data to identify and implement instructional program	16-18, 25-26, 29-30, 33, 35-36	
	Continuous use of student data (formative, interim, summative) to inform and differentiate instruction	11, 25-26, 29-30, 33-34	
Permissible Activities	Conduct reviews to ensure curriculum is implemented with fidelity and is impacting student achievement		

Implement school-wide Response to Intervention (RtI) model		
Provide PD to implement strategies to support students with disabilities and English language learners		
Use and integrate technology-based interventions		
(in high schools) Increase rigor (AP, IB, STEM, and others)		
Improve student transition from middle to high school		
(in high schools) Increase graduation rates through credit recovery and other strategies		
Establish early-warning systems to identify students at risk of failure or dropping out		

Increasing learning time and creating community-oriented schools

Required Activities	Establish schedules to provide increased learning time* -- using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for core academic subjects, other subjects, enrichment activities, teacher collaboration or PD	28, 31-32	

	Provide ongoing mechanisms for family and community engagement	19-22, 26-28, 34-45	
Permissible Activities	Partnering with parents and community organizations to create safe school environments that meet students' needs		
	Extend or restructure school day to add time for advisory periods to build relationships between students and staff*		
	Improvement of school climate and discipline, for example, positive behavioral supports, anti-bullying		
	Offer full-day kindergarten or pre-kindergarten		
	Providing operational flexibility and sustained support		
Required Activities	Give the school sufficient operational flexibility (staffing, calendars/time, budgeting) to implement comprehensive approach*	19	
	Ensure the school receives ongoing intensive Technical Assistance from LEA, SEA, or turnaround organization	15, 16-18, 19, 21-22, 31-33, 38-42	
Permissible Activities	Allow the school to run under new governance in LEA or SEA*		

Implement weighted per-pupil school-based budget formula based on student needs		
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