



## **Redesign Plan**

Lansing Charter Academy

Lansing Charter Academy

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# Executive Summary

## Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Lansing Charter Academy (LCA) is a K-8 state-funded, public school academy serving families in the greater Lansing area of Michigan. Student enrollment has continued to increase as LCA has added grade levels and classroom sections. LCA has a diverse student population; African American students account for 53.4% of the student population, 28.5% is Caucasian, 13% Hispanic, 4.9% Asian and .3% Native American. Lansing Charter Academy has seen increased enrollment for Asian and Hispanic students over the last three years as well as an increasing number of ELL students. In terms of socioeconomic status, 73.5% of the student population qualifies for free or reduced lunch.

Lansing Charter Academy offers a full, college preparatory instructional program that includes the arts, technology, moral focus, and physical education. Through the schoolwide behavior system of "Behaving with Care", the school seeks to build relationships with students, parents, and colleagues that are supportive and engaging. Currently the majority of staff at LCA are new teachers. There are 26 teachers that have 0-3 years of experience, six teachers that have been teaching for 3-6 years and one teacher with more than 6 years of teaching experience.

The educational community continues to grow as Lansing Charter provides more opportunities for students and families to benefit from partnerships with the greater community. Partnerships with the Public Library, Two Men and a Truck, the Lansing City Mission and MSU Athletic Department of Kinesiology, help to strengthen the relationship between school, family and community.

Based on student performance on Michigan Educational Assessment Program (MEAP), LCA has been identified as a Priority School for the 2013-2014 school year. As a result, the school has defined a reform/redesign plan to improve student performance. LCA has selected the Transformation Model as the basis for the reform/redesign plan.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Vision Statement: To better educate more children

Mission Statement: Lansing Charter Academy's mission is to offer the families of the Lansing area a K-8 school that has a challenging academic program and a culture that values integrity, academic excellence, and accountability, where each and every student is given the opportunity for success in high school, college, and beyond.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

MEAP scores are improving and more students were proficient on the MEAP this year than in prior years. Lansing's overall results exceed those of Lansing Public Schools.

Based on the result from fall 2012 MEAP, LCA was in the bottom third percentile of schools in the state's Top-to-Bottom rankings and therefore received a "priority" designation.

In the next three years with the implementation of Lansing reform/redesign plan, overall student proficiency will increase and LCA will stay above the 20th percentile on the TTB ranking.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

No additional data to include

# Priority School Assurances

## **Introduction**

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

### Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes	The evaluation system for teachers has four main components: (1) Student Learning Results, (2) Instructional and Classroom Management Practices (3) Parent Engagement and (4) Professional Accountabilities. All components are rated based on a five-category scale of exemplary, highly effective, effective, inconsistently effective, and ineffective.	

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes	Working in close collaboration with NHA, LCA has defined a leader-evaluation plan that measures the school leadership's performance using both quantitative and qualitative measures. The evaluation system for principals and deans has two main components: (1) Six Critical Success Factors and (2) Professional Accountabilities.	

# **Operational Flexibility Assurance**

## **Introduction**

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

### Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	No	LCA staff is employed by the school's education management partner and there are no collective bargaining or union agreements. This allows LCA great operational flexibility to break traditional organizational norms and adjust quickly in a fast cycle without being tied to a collective bargaining agreement.	

Label	Assurance	Response	Comment	Attachment
	Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c: Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ___ School.  (a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.  (b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.	No	LCA staff is employed by the school's education management partner and there are no collective bargaining or union agreements. This allows LCA great operational flexibility to break traditional organizational norms and adjust quickly in a fast cycle without being tied to a collective bargaining agreement.	

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	LCA staff is employed by the school's education management partner and there are no collective bargaining or union agreements. This allows LCA great operational flexibility to break traditional organizational norms and adjust quickly in a fast cycle without being tied to a collective bargaining agreement.	

# Redesign Plan

Lansing Charter Academy

Label	Assurance	Response	Comment	Attachment
	<p>Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.</p>	Yes		

# Transformation Redesign Diagnostic

## **Introduction**

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

## **PART A: REFORM TEAM PERSONNEL**

**Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.**

Lansing Charter Academy's (LCA) Redesign Plan is the result of a collaborative effort among the following stakeholders:

- LCA Board of Directors.
- Parent - Amanda Nayback
- Bay Mills Community College, Office of Charter Schools.
- Alvin Ward, Principal, 81.award@nhaschools.com.
- Heidi Benser, Director of School Quality, hbenser@nhaschools.com.
- Irwin Kurz, Senior Director of School Quality, ikurz@nhaschools.com.
- Cassandra Trawitz, Dean, 81.CTrawitz@nhaschools.com
- Celsius Magbitang, Dean, 81.CMagbitang@nhaschools.com
- Samantha Enayati, Dean, 81.SEnayati@nhaschools.com

## PART B: TEACHING AND LEARNING PRIORITIES

**State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.**

The following Redesign Plan for Lansing Charter Academy (LCA) outlines the two Big Ideas and corresponding actions we are taking to rapidly increase student attainment. The plan is based on an in-depth analysis of the most recent student achievement results, although additional achievement, demographic, processes, and perception data was analyzed.

In the 2012-13 school year, student proficiency increased on the MEAP in four of the five subjects tested. For the students in the bottom 30 percent, academic proficiency has increased in science and social studies. Additionally, the Northwest Evaluation Association Measures of Academic Progress (NWEA) test data showed an increase in proficiency in testing subjects.

While there was an increase in overall student achievement, based on the fall 2013 MEAP, LCA was in the bottom third percentile of all schools in the state. Proficiency for the bottom 30 percent of students has declined in math, reading, and writing. This is contributing to our achievement gap.

We are confident this plan will prove effective in meeting the academic needs of each child and fulfilling our mission:

"...to offer the families of the Lansing area a K-8 school that has a challenging academic program and a culture that values integrity, academic excellence, and accountability, where each and every student is given the opportunity for success in high school, college, and beyond."

**Big Idea #1: Personnel:** Install and support the strongest possible turnaround specialists, school leaders, and teachers.

LCA understands that having the right personnel in place is critical to the academic success of our students. To ensure high quality personnel we are implementing the following improvements:

- Hire a new principal: We have hired a new principal, Mr. Alvin Ward, who brings fifteen years of educational experience to this role. He recently served as a middle school dean. In that role, he mentored middle school teachers, managed the accelerated learning program, and worked to promote student achievement in both growth and proficiency. Mr. Ward has also worked in the classroom as a teacher at four schools in the Detroit area.

- Assign a new Director and Senior Director of School Quality: As a single public school academy, Lansing Charter Academy's personnel structure does not include a superintendent; instead the principal is directly supported by a Director and a Senior Director of School Quality (DSQ). They provide the principal with individualized coaching and support as well as help to develop deans and other leaders at the school. We have assigned two veteran school turnaround leaders to supervise Principal Ward and the school's deans. The Director of School Quality (DSQ), Heidi Benser, spent fourteen years working with troubled youth. She then served as the principal for eight years at an urban school that outperformed the local public school district by 20 percentage points on the MEAP. The Senior Director of School Quality, Irwin Kurz, is a veteran educator with more than four decades experience as a classroom teacher, administrator, and leader. He has served in a variety of leadership positions in metropolitan New York, including deputy executive director for the Office of Professional Development's Division of Human Resources and as Deputy Superintendent for the Office of Leadership Development. Ms. Benser and Mr. Kurz will work closely with Principal Ward to direct the school's academic program.

- Attract and retain high-quality instructional staff: We know that nothing has a greater impact on student learning than the presence of great  
SY 2013-2014

teaching in every classroom. Therefore, we are implementing a rigorous teacher recruiting strategy to identify and hire high-quality instructional staff. Additionally, we are offering teachers financial incentives that are tied to student performance and implementing strategies to retain high-performing staff. LCA's plan for recruiting, incenting, and retaining school staff is detailed below in Requirement 3 and 5.

- Support our staff with intentional, research-based professional development: LCA will provide staff with ongoing, high-quality, job-embedded professional development aligned with our instructional program. Our professional development plan (detailed below in Requirement 4) is designed to ensure that teachers implement effective teaching and learning strategies in the classroom and that they have the capacity to successfully implement LCA's reform strategies. LCA's distributed leadership model allows the school to monitor the quality of instruction in each classroom and provide immediate support for teachers. The distributed leadership system consists of a principal and three deans who share administrative responsibilities and will be coached by the DSQ and Senior DSQ. Each dean is responsible for a grade-level staff: K-2, 3-5, and 6-8. Deans will serve as the direct managers for teachers, ensuring that teachers receive ongoing coaching and instructional support. An important part of this coaching and support effort is weekly classroom observations and feedback sessions between the deans and classroom teachers. This will create stronger and more comprehensive hands-on management of instructional staff than is found in traditional public schools.

Big Idea #2: Commit to systems for ensuring school quality

In order for LCA to rapidly increase student achievement, we know that we must define a system for monitoring the quality of our educational program. As such, we will implement the following systematic approach to ensuring school quality:

- Implement a systematic approach to monitoring and improving instruction. The school's leadership structure is intentionally designed to assess the effectiveness of instructional practices in the classroom. It enables each teacher to work closely with his or her grade-level dean to focus on specific development needs through the Teacher Observation Protocol (TOP), a resource designed to help teachers succeed with classroom and instructional practices. The goal of the TOP is to provide school leadership and teachers with the tools necessary to create an individual growth plan and provide focus for weekly observation and feedback meetings. There are over 60 skills included in the TOP, each established through research to improve the quality of instruction. This research includes Doug Lemov's work in *Teach Like a Champion: 49 Techniques That Put Students on the Path to College* which provides insight into "techniques observed in the classrooms of exceptional teachers, those whose results are most clearly effective in ensuring outstanding achievement among even the highest need students" and *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement* by John Hattie. Additionally, skills included in TOP have foundations in the Common Core State Standards, specifically in the areas of the Standards for Mathematical Practice and the College and Career Readiness Standards for Reading, Writing, Speaking and Listening, and Language. Specifically, the TOP skills are categorized into the following six key areas:

- Student and Class Relationships
- Classroom Management
- Instructional Delivery
- Instructional Strategies
- Student Feedback
- Instructional Planning

Following the TOP system, Deans will observe individual teachers for at least 12 uninterrupted minutes each week. During these observations, information is recorded on a TOP observation sheet. The sheet is designed to enable a dean to track both the current focus skills (listed on the bottom of the sheet) and other relevant teacher and student behaviors (which can be recorded in a blank section at the top of the sheet). Deans and teachers meet weekly for a one-on-one meeting where deans can provide feedback and coach teachers. Since this process is designed to help grow teachers professionally, feedback will be relevant, frequent and based on evidence. During these one-on-one meetings, deans and teachers identify areas for growth, discuss plans and options for improving, analyze progress, and celebrate goal accomplishments.

- Implement a systematic approach to assessment and intervention. We will implement a systematic approach to intervention in order to improve our support for academically at-risk students. Our leadership team will work with classroom teachers to respond to student learning

needs within the context of regular classroom instruction. Students with significant academic need will receive supplemental interventions using research-based programs and approaches that are proven to accelerate student learning which will include Accelerated Reader, Accelerated Math, and Bridges to Literature. This intensified approach focuses more narrowly on a smaller number of high-priority academic skills. One-on-one, concentrated, and focused tutoring strategies will be employed. Our plan for intervention is detailed below in response to Requirement 6B.

We are confident that focusing on these Big Ideas will accelerate student learning and improve performance. We remain steadfast in our commitment to meeting the needs of our students. Academic achievement is our number-one priority, and we are dedicated to providing our students with a high-quality education.

### **State what data were used to identify these ideas**

Prior to defining the Big Ideas, LCA engaged in an analysis of data to better understand student performance relative to Michigan's proficiency and growth expectations. The analysis of data enabled us to identify areas of school-wide weakness, grade-level weakness, and specific student needs. The primary data source consisted of aggregate and disaggregated state test data to identify specific student groups that were struggling to achieve proficiency. We also analyzed the following data:

- Northwest Evaluation Association Measures of Academic Progress (norm-referenced data).
- ACT Explore.
- Staff satisfaction survey results.
- Staff turnover.
- Staff experience and effectiveness.
- Parent satisfaction and engagement survey results.
- Discipline, suspension, expulsion.
- Attendance and enrollment.
- Student retention and attrition.
- Demographic.

## PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

**Requirement #1: Replace the Principal and increase leadership capacity at the school.**

**Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all four turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. \*Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.**

**Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.**

1A

Based on student performance on the Michigan Educational Assessment Program (MEAP), LCA has been identified as a Priority School for the 2013-14 school year. As a result, the school has defined a reform/redesign plan to improve student performance. LCA has done this under the ESEA Flexibility request made by the Michigan Department of Education and approved by the U.S. Department of Education pursuant to the authority granted to the U.S. Secretary of Education in section 9401 of the Elementary and Secondary Education Act..

Consistent with the law and with the school's designation, LCA followed MDE's Priority School protocol to prepare its Redesign Plan in conjunction with its board, staff, parents and education management partner, National Heritage Academies (NHA). This plan has been approved by our authorizer, Bay Mills Community College, and will fully commence immediately after approval by the Michigan Department of Education (MDE).

Consistent with the statutory options, LCA has selected the Transformation Model as the basis for our Redesign Plan. LCA will invoke option (a) under the Transformation Model. We have hired a new principal, Mr. Alvin Ward, who meets all five turnaround competencies and is a seasoned educator with experience in urban schools. He will be closely supervised by a seasoned Director of School Quality, Heidi Benser, and Senior Director of School Quality, Irwin Kurz. Ms. Benser and Mr. Kurz will take direct oversight of the school, its academic program, its curriculum, and its student learning results. They have been recently assigned to LCA because of experience and success as school turnaround leaders.

-Principal: Mr. Ward holds a Bachelor of Arts degree in History and a Master of Arts in Curriculum and Teaching from Michigan State University. He also holds an Education Specialist Certificate in Administration and Supervision from Wayne State University. Our new principal brings fifteen years of educational experience working in four Detroit area schools, all with a high percentage of students from a low socio-economic backgrounds. Mr. Ward worked in the classroom as a history instructor at Detroit Western International School and as a Special Education Instructor at Marilyn F. Lundy Academy. During his time as a classroom teacher he focused on collecting and analyzing student data so he could collaborate with fellow teachers to adjust instruction to accelerate student growth and proficiency. Mr. Ward also worked as a Special Education Coordinator at Detroit Western International High School and David Ellis Academy. He recently served as a middle school dean at Metro Charter Academy in Romulus, Michigan. In 2011- 12 Grand Valley State University recognized Metro as a Charter School of Excellence. During Mr. Ward's last year at Metro 63% of all students met typical growth as measured by 12-13 fall NWEA. Nationally, 53.9% of students meet or exceed typical growth. In that role, he mentored middle school teachers, managed the accelerated learning program, and worked to promote student achievement in both growth and proficiency. Mr. Ward also broke organizational norms at Metro by eliminating school policies that were not focused on increasing student achievement. He also examined the school's approach to interventions and how the support staff was delivering student academic intervention to ensure programs were being implemented to have the greatest effect on student achievement . Through his leadership roles Mr. Ward saw the need for an engaged and motivated staff in order

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to deliver consistent academic improvement and helped to develop a comprehensive staff communication plan which was focused on schoolwide improvement. Mr. Ward has worked for fifteen years in education across four area Detroit Schools identifying and focus on early wins, breaking organizational norms, acting in fast cycle, collecting and analyzing data, and galvanizing staff around big ideas to increase student achievement.

Director of School Quality (DSQ): Ms. Benser holds a Bachelor of Arts degree in education from Albion College and a Master of Arts in school counseling from Eastern Michigan. She spent fourteen years at Starr Commonwealth Schools in Albion, Michigan, working with troubled youth. She then served as the principal of Detroit Merit Charter Academy for eight years. During her tenure, the school outperformed the local public school district by 20 percentage points on the MEAP. Her leadership helped drive student success, and during her last two years at Detroit Merit, the school scored in the top quartile of schools nationally as measured by the Northwest Evaluation Association Measures of Academic Success assessment. In the last year, the school was identified by the Michigan Department of Education as a "Beating the Odds" school. In 2010, she became a director of school quality, responsible for school improvement and oversight for high-needs schools.

Senior Director of School Quality: Mr. Kurz is a veteran educator with more than four decades' experience. He has served in a variety of leadership positions in metropolitan New York, including deputy executive director for the Office of Professional Development's Division of Human Resources and as Deputy Superintendent for the Office of Leadership Development. He began his career as a classroom teacher at P.S. 289K in New York City, a position he held for 13 years before serving as assistant principal and principal at a variety of New York City schools for nearly two decades, including P.S. 161 in Brooklyn, New York. When Mr. Kurz first came to P.S. 161, its test scores ranked in the bottom 25 percentile in Brooklyn's 17th District. Under Mr. Kurz's leadership, P.S. 161 soon ranked as the best in the district and 40th out of 674 elementary schools in New York City. Mr. Kurz is a graduate of Yeshiva University and City University of New York, where he received his B.A. and M.S. degrees, respectively. He also attended the Harvard Institute for School Leadership at Harvard University, as well as the Institute for Learning at the University of Pittsburgh.

Together, Ms. Benser, Mr. Kurz, and Mr. Ward will ensure LCA students are rapidly progressing and that the school is delivering on its commitment to challenge each child to succeed.

### 1B

LCA has increased its leadership capacity with the hiring of the new principal Mr. Alvin Ward and through the guidance provided by Ms. Benser and Mr. Kurz. Together, the principal and his deans will continue to increase their leadership capacity by intentional and ongoing coaching and support from Ms. Benser and Mr. Kurz on the following turnaround competencies:

1. Early wins and big payoffs: Mr. Ward, Ms. Benser, and Mr. Kurz have already started working with the deans to identify early wins that will produce big payoffs for LCA. For example, upon being hired, Mr. Ward evaluated the proposed summer learning plan and modified its implementation to increase effectiveness for those most academically at risk students. Selected students are being invited to attend extended learning programs during the month of August and after school (when classes begin in September). With support from Ms. Benser and Mr. Kurz, Mr. Ward is working with the Deans to prepare staff and students for the fall 2013 MEAP and working closely with staff to prioritize the standards that are assessed most often on the MEAP and identify specific students who have not yet mastered these standards and need intervention. Mr. Ward and the leadership team are organizing a 30-day instructional calendar to address these priority standards.
2. Breaking organizational norms: The leadership team is working to identify instructional practices that may need to start and those they may need to stop. This process is based on school and classroom observations, best practices from high performing schools, data analysis, and the experience from Metro Charter Academy that Mr. Ward brings with him to LCA. For example, Mr. Ward is revisiting and adjusting the master calendar and to ensure that it is driven by students' need, rather than adults' need. Additionally, Mr. Ward is revisiting the school's approach to intervention and how support staff is delivering student academic intervention. These changes, while not easy, are required to

ensure that student needs are being met.

3. Acting quickly in a fast cycle: Ms. Benser and Mr. Kurz are veteran school turnaround specialists who understand that the ability to move quickly is imperative for school improvement. Mr. Ward also brings with him 15 years of educational experience that is focused on school improvement efforts to that increase schoolwide academic achievement. Accordingly, Mr. Ward, Ms. Benser, and Mr. Kurz are working closely with the deans to ensure that staff embraces an appropriate sense of urgency and that the school's Big Ideas are implemented at a rapid yet smart pace. Mr. Ward is taking swift action to increase student attendance at the 2013 summer learning program and implementing an extended-day tutoring program soon after school starts in the fall. He is analyzing data from the programs last year and making adjustments to increase their effectiveness and impact on increasing at risk student achievement. These actions are being institutionalized, under Mr. Ward, Ms. Benser, and Mr. Kurz's leadership, to ensure they are replicated annually.

4. Collecting and analyzing data: One of LCA's Big Ideas is the implementation of a systemic approach to assessment and intervention. Mr. Ward, Ms. Benser and Mr. Kurz will work with the deans to ensure student assessment data is readily available and drives all instructional decisions in the classroom. For example, in addition to administering the Northwest Evaluation Association's norm-referenced assessments in the fall, winter, and spring, Mr. Ward has implemented quarterly benchmark assessments for LCA to measure mastery of Michigan's Common Core standards and Grade Level Content Expectations. Results will be scored by teachers, and Mr. Ward has dedicated time in the schedule for teachers to work collaboratively to define action plans for adjusting instruction based on these assessment results.

5. Galvanizing staff around the "Big Ideas:" Under the direction of Mr. Kurz and Ms. Benser, a comprehensive staff communication plan has been defined which will be implemented by Mr. Ward. LCA recognizes the importance of having an engaged and motivated staff to deliver consistent academic improvement, and we have defined a strategy to support their involvement. Some key components of our staff communication strategy include:

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-Mr. Ward will inform staff of the school's Priority designation

--Sharing the school's reform/redesign plan with staff and seeking feedback thru staff, grade-level, and one-on-one meetings

--Mr. Ward will hold regular staff meetings and providing staff with updates on implementation of the plan

--Administering staff satisfaction surveys in the fall and again in the spring to measure the school's culture, climate, and morale.

--Mr. Ward and the deans will provide formal and informal recognition of faculty and staff, including:

o A peer recognition program will let staff members recognize a colleague for his or her good work.

o An on-the-spot rewards program in which school leadership will hand out rewards and a "thank you" card to recognize staff for a job well done.

o Financial incentives based on student performance.

### **Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.**

**Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

**Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

2A

In collaboration with NHA, LCA has defined a teacher-evaluation plan that meets Michigan's evaluation requirements. The plan measures each teacher's performance using both quantitative and qualitative measures. We measure academic growth and proficiency and hold staff accountable for success in these areas.

LCA's Deans, reporting to the Principal and with coaching from the DSQ and Senior DSQ, bear the primary responsibility of conducting the teacher-evaluation process. All teachers are evaluated twice annually.

The evaluation system for teachers has four main components: (1) Student Learning Results, (2) Instructional and Classroom Management Practices (3) Parent Engagement and (4) Professional Accountabilities. All components are rated based on a five-category scale of exemplary, highly effective, effective, inconsistently effective, and ineffective.

The four main components include:

1. Student Learning Results: For the 2012-13 Educator Effectiveness Ratings, student learning results accounted for 50 percent of the teacher's evaluation.

- Rate of Growth and Percent Meeting Typical Growth
- Personal Effort Towards Student Achievement (teachers without data)

2. Instructional and Classroom Management Practices

- Student and Class Relationships
- Classroom Management
- Instructional Delivery
- Instructional Strategies
- Feedback

- Instructional Planning

3. Parent Engagement

- Percent of Parents Highly Satisfied (teachers with more than 20 responses)
- Parent Engagement rubric (teachers with less than 20 responses and without data)

4. Professional Accountabilities

- Dependability
- Sincere Interest
- Communication
- Teamwork
- Professional Development

The classroom instruction and environment practices are observed and coached by the deans on a weekly basis until proficiency of the practices is attained. Teachers work with deans to create an individual development plan by selecting specific skills to work on. Once the teacher is proficient in the selected practices, more practices are chosen, and the development plan continues. Teachers receive written feedback, and a written copy is maintained in the teachers' personnel file.

## 2B

Working in close collaboration with NHA, LCA has defined a leader-evaluation plan that measures the school leadership's performance using both quantitative and qualitative measures. The evaluation system for principals and deans has two main components: (1) Six Critical Success Factors and (2) Professional Accountabilities. Principals and deans are formally evaluated twice per year using a five-category scale of exemplary, highly effective, effective, inconsistently effective, and ineffective. Evaluation data is used to inform compensation, retention, promotion, and termination of employment decisions. During the mid-year evaluation cycle, trend data is analyzed to determine trajectory toward year-end goals. The interim results provide a foundation for discussions with school leaders on meeting these goals. Both mid-year and year-end evaluations are used to inform professional development and overall performance.

Rubrics include the following components:

1. Six Critical Success Factors

- Student learning results: For the 2012-13 Educator Effectiveness Ratings, student learning results accounted for 46 percent of the school leader's evaluation.

Academic Growth (using NWEA data)

Academic Proficiency (using State data)

- Employee Engagement

- Manage Expenses

- Engage Stakeholders

- Full Enrollment

2. Professional Accountabilities

- Dependability

- Sincere Interest

- Communication

- Teamwork

- Simple Rules

**Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.**

**Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).**

**Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.**

3A

Lansing Charter Academy (LCA) utilizes a performance-based compensation system that is significantly different from compensation systems found in the majority of traditional schools. This approach is intended specifically to identify and reward school employees who increase student achievement and demonstrate the effective implementation of the instructional program at LCA. It also helps LCA identify employees who have fallen short, after many opportunities to improve, of our expectations related to increasing student achievement.

Specifically, there are two well-established annual processes at LCA that rely heavily on student academic growth to determine the financial rewards for faculty and staff.

--All employees at LCA have an annual performance evaluation and are eligible for consideration during the salary-increase process. The process is completed in the summer of every school year after the results of student assessment are available. The year-end review process aggregates data based on student achievement and the implementation of the instructional program. Data sources include: mid-year and year-end evaluations, annual results on the MEAP and NWEA growth metrics, and weekly observations and feedback from the Teacher Observation Protocol (TOP) which is the primary tool used to evaluate the implementation of Lansing's instructional program.

The evaluation is also influenced by qualitative factors aligned to the critical success factors of the school. The resulting performance scores are used to guide the principal's decisions about merit increases. There is no guaranteed pay increase or step scale; all salary increases are awarded on performance, and the top performers in a school receive larger annual pay increases than the rest of the staff.

--LCA augments salaries for its Principal, Deans, and Teaching, staff with the opportunity to earn annual incentive payments. While each incentive plans has unique design elements, both plans focus on the academic results and enrollment of the school.

o School Leaders: The annual incentive program for school leaders (Principal and Deans) balances the school's academic progress and its overall performance. The plan consists of four measures: performance on MEAP, student growth (same metrics as teachers), enrollment (same metric as teachers), and average daily enrollment. Based on the results by each metric, an annual performance incentive is determined and awarded to school leaders.

o Teacher Incentives: Each year, an annual teacher incentive pool (for all licensed instructors) is funded based on the academic growth of the students. When determining staff awards, the principal uses data from the annual evaluation process to guide decisions. The awards are intended to reward outstanding student growth and the fidelity in which the instructional program is implemented. The funding level of the incentive pool varies based on student growth. The incentive pool ranges from 4% to .25% of instructor payroll.

--We also recognize teachers who have positively impacted student achievement through recognition programs, such as the annual Excellence in Teaching award, spot rewards, peer-to-peer recognition program, and service awards. In addition, we provide special recognition to employees during American Education Week, Administrator Appreciation Week, Administrative Professionals Week, Teacher Appreciation Week, and Charter School Week.

### 3B

LCA believes that it is in the best interests of the students we serve to quickly and directly confront employee-performance concerns. All evaluation data will inform decisions about compensation, retention, promotion, and termination of employment. In addition, weekly observations and feedback using the Teacher Observation Protocol (TOP), along with both mid-year and year-end evaluations, will help define professional development goals for each teacher. If data shows that a teacher or school leader is not performing adequately, he or she will receive additional coaching and professional development to foster improvement in identified areas. Employees may be placed on a performance-coaching plan or performance-improvement plan to help them grow and develop. If an employee's performance fails to demonstrate the improvements within the timeframe specified in the plan and/or there is a severe performance shortcoming, we may terminate employment. With help from the DSQ and Senior DSQ, school leaders will make decisions sensitive to the needs of students. These decisions may include identifying, supporting, and/or terminating the employment of ineffective staff.

**Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.**

**Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for assessing the impact of PD on instructional practices.**

### Goal 1:

All students at Lansing Charter Academy will become more proficient in math

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency on the priority GLCEs based on MEAP item analysis in Mathematics by 07/01/2014 as measured by MEAP student achievement data.

**Strategy1:**

Math Technology - Accelerated Math: Supplemental software program that creates math assignments tailored to each student's current level, automatically scores all math practice, including assignments and tests, ongoing feedback on students' daily practice and allows the classroom teacher to differentiate math instruction, addressing each student's individual needs. 700 student subscription. Price to include scanners and printers to be used with the program.

Document Cameras: When utilized in conjunction with an LCD projector, this supplemental resource will enhance curriculum delivery and teacher instruction by allowing teachers to project student work, pages of a book, specimen under a microscope, or nearly any other classroom item to the wall by placing the item under the projector screen. Will also assist teachers in differentiated instruction and to increase student engagement.

Research Cited: In a 2000 study commissioned by the Software and Information Industry Association, they reviewed 311 research studies on the effectiveness of technology on student

achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and

achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward

learning and increased self-esteem. Sivin-Kachala, J. and Bialo, E.R. (2000). 2000 Research Report on the Effectiveness of Technology in Schools. Washington, DC.

SIIA.

Activity - Math Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental technology will be used with at risk students to increase academic achievement.	Academic Support Program	07/01/2013	09/30/2014	\$0 - Title I Part A	Instructional staff

**Strategy2:**

Math Professional Development - NHA University: Provides instructional five (5) staff a unique opportunity to attend two-day courses that they select based on their professional and school needs. They attend specific courses in the areas where they need further support and training so they can provide high quality instruction to students and increase student academic achievement.

Think Math! PD: 3 day training for all staff. Consultant to provide supplemental on-site coaching and support to staff (grades K-5) on Math instruction and how to effectively utilize all components of this curricular tool.

Visits to Local High Performing Schools:26 Teachers- Participants will further develop knowledge of research-based instructional practices through two (2) one (1) day visits to local high performing schools. Staff will observe the formative assessment process, professional learning communities, differentiated instruction in the classroom and other best practices.

Research Cited: In a 1998 study involving a half million elementary and middle grades students in 3,000 Texas schools, researchers found

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that the most important

factor in student achievement was teacher quality. A national study of over 1,000 mathematics and science teachers found similar results.

Sustained and intensive

professional development is more likely to have an impact on enhanced teacher knowledge and skills, and ultimately student achievement, than shorter professional

development activities (Garet et. al., 2001). The results from this study also indicate that professional development that is focused on subject matter, provides teachers

with opportunities for "hands-on" work, and is integrated into the daily life of the school is more likely to produce enhanced knowledge and skills that positively impact

student achievement. Hanushek, E., Kain, J. and Rivkin, S. (1998). Teachers, Schools, and Academic Achievement. Cambridge, MA. NBER.

Garet, Michael S. et. al.,

(2001). What Makes Professional Development Effective? Results From a National Sample of Teachers. Washington, DC. American Educational Research Association.

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental professional development will be provided to staff to increase teaching effectiveness.	Professional Learning	07/01/2013	09/30/2014	\$0 - Title II Part A	All staff

### Strategy3:

Math Financial Incentives - Financial Incentives for High Performing Teachers: Bonuses will be awarded to high-performing teachers that are positively impacting the performance of students in the school.

Research Cited: The following is research that supports financial incentives as a strategy: In 2007, Michael Podgursky and Matthew Springer reviewed the academic

literature on merit-pay programs for the Journal of Policy Analysis and Management and found "the studies that have been conducted to date are generally positive and

provide a strong case for further policy experimentation in this area by state and districts (combined with rigorous evaluation)." In addition an evaluation of a Little Rock,

Ark., merit pay program by University of Arkansas researchers linked performance pay to higher test scores. Students attending schools where teachers were eligible

for performance bonuses made gains on standardized test scores compared to their comparable peers in schools that did not offer merit pay.

Podgursky, M. and

Springer, M. (2007). Teacher Performance Pay: A Review. College Park, MD: School of Public Policy, University of Maryland/American

Enterprise Institute.

Activity - Math Financial Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High performing instructional staff will be eligible for a performance based bonus.	Other	07/01/2013	09/30/2014	\$0 - Title II Part A	Eligible staff

### Strategy4:

Math Instructional Support - Academic Specialists will plan, present, & monitor intervention services they provide to targeted students

through inclusion & small group instruction in order to increase student achievement in the four core content areas. Will work in conjunction

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with the classroom teacher to determine the most appropriate interventions & related learning strategies for eligible students in regular classroom setting.

Paras will work w/ students in grades K-7, M-F during school day under direct supervision of teacher. Will provide: 1) 1-on-1 or small group for eligible students w/in reg classroom, & 2) 1-on-1 or small group for general student pop, ONLY if it allows reg teacher to work individually or in small groups w/ most academically at-risk students to increase achievement in core content areas.

Research Cited: Supplemental academic support in the form of small ratio tutoring has been shown to increase the reading abilities of all students. The following is

research that supports instructional support positions as a strategy: Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools

for Responsive Teaching. Alexandria, VA: ASCD.

Activity - Math Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Specialists and paras will provide supplemental academic support to at risk students.	Academic Support Program	07/01/2013	09/30/2014	\$0 - Title I Part A	Supplemental staff

### Goal 2:

All students at Lansing Charter Academy will become more proficient in reading

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in comprehension, fluency, and vocabulary in English Language Arts by 07/01/2014 as measured by NWEA and MEAP student achievement data.

### Strategy1:

Reading Professional Development - NHA University: Provides instructional admin and staff a unique opportunity to attend two-day courses that they select based on their professional and school needs. They attend specific courses in the areas where they need further support and training so they can provide high quality instruction to students and increase student academic achievement.

Visits to Local High Performing Schools:26 Teachers- Participants will further develop knowledge of research-based instructional practices through two (2) one (1) day visits to local high performing schools. Staff will observe the formative assessment process, professional learning communities, differentiated instruction in the classroom and other best practices.

Research Cited: In a 1998 study involving a half million elementary and middle grades students in 3,000 Texas schools, researchers found that the most important

factor in student achievement was teacher quality. A national study of over 1,000 mathematics and science teachers found similar results.

Sustained and intensive

professional development is more likely to have an impact on enhanced teacher knowledge and skills, and ultimately student achievement, than shorter professional

development activities (Garet et. al., 2001). The results from this study also indicate that professional development that is focused on subject matter, provides teachers with opportunities for "hands-on" work, and is integrated into the daily life of the school is more likely to produce enhanced knowledge and skills that positively impact

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student achievement. Hanushek, E., Kain, J. and Rivkin, S. (1998). Teachers, Schools, and Academic Achievement. Cambridge, MA. NBER. Gare, Michael S. et. al., (2001). What Makes Professional Development Effective? Results From a National Sample of Teachers. Washington, DC. American Educational Research Association.

Activity - Reading Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental professional development will be provided to staff to increase teaching effectiveness.	Professional Learning	07/01/2013	09/30/2014	\$0 - Title II Part A	All staff

### Strategy2:

Reading Supplies and Materials/Technology - Supplemental ELA Materials: Accelerated Reader: Supplemental software program that combines real literature and software support and provides immediate feedback through quizzes on reading and vocabulary progress of the student. 700 student subscripton.

Listening Centers: Supplemental ELA resource to be used with at risk students in order to build sight word vocabulary, model phrasing and fluency and expose students to all genres of literature. Will be used with leveled books, teacher made tapes, and student made tapes. 30 listening centers x \$225.

Leveled Library Books: Supplemental high interest print materials and audio books will help at risk students read at their level of development and understanding, which will increase the students' interest and help foster independent reading. Books will also be used in conjunction with the Accelerated Reader supplemental online subscription. \$10 per book x 1,200 books and \$30 per audio book x 200 audio books.

Document Cameras: When utilized in conjunction with an LCD projector, this supplemental resource will enhance curriculum delivery and teacher instruction by allowing teachers to project student work, pages of a book, specimen under a microscope, or nearly any other classroom item to the wall by placing the item under the projector screen. Will also assist teachers in differentiated instruction and to increase student engagement.

Research Cited: In a 2000 study commissioned by the Software and Information Industry Association, they reviewed 311 research studies on the effectiveness of technology on student achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward learning and increased self-esteem. Sivin-Kachala, J. and Bialo, E.R. (2000). 2000 Research Report on the Effectiveness of Technology in Schools. Washington, DC. SIIA.

According to Tomlinson and Eidson, differentiated instruction "refers to a systematic approach to planning curriculum and instruction for academically diverse learners" and is "a way of thinking about the classroom with the dual goals of honoring each student's learning needs and maximizing each student's learning capacity". Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

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Activity - Reading Supplies and Materials/Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental supplies and materials will be used with at risk students to increase academic achievement.	Academic Support Program	07/01/2013	09/30/2014	\$0 - Title I Part A	Instructional staff

### Strategy3:

Reading Financial Incentives - Financial Incentives for High Performing Teachers: Bonuses will be awarded to high-performing teachers that are positively impacting the performance of students in the school.

Research Cited: The following is research that supports financial incentives as a strategy: In 2007, Michael Podgursky and Matthew Springer reviewed the academic

literature on merit-pay programs for the Journal of Policy Analysis and Management and found “the studies that have been conducted to date are generally positive and

provide a strong case for further policy experimentation in this area by state and districts (combined with rigorous evaluation).” In addition an evaluation of a Little Rock,

Ark., merit pay program by University of Arkansas researchers linked performance pay to higher test scores. Students attending schools where teachers were eligible

for performance bonuses made gains on standardized test scores compared to their comparable peers in schools that did not offer merit pay. Podgursky, M. and

Springer, M. (2007). Teacher Performance Pay: A Review. College Park, MD: School of Public Policy, University of Maryland/American Enterprise Institute.

Activity - Reading Financial Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High performing instructional staff will be eligible for a performance based bonus.	Other	07/01/2013	09/30/2014	\$0 - Title II Part A	Eligible staff

### Strategy4:

Reading Instructional Support - Academic Specialists will plan, present, & monitor intervention services they provide to targeted students through inclusion & small group instruction in order to increase student achievement in the four core content areas. Will work in conjunction with the classroom teacher to determine the most appropriate interventions & related learning strategies for eligible students in regular classroom setting.

Paras will work w/ students in grades K-7, M-F during school day under direct supervision of teacher. Will provide: 1) 1-on-1 or small group for eligible students w/in reg

classroom, & 2) 1-on-1 or small group for general student pop, ONLY if it allows reg teacher to work individually or in small groups w/ most academically at-risk students

to increase achievement in core content areas.

Research Cited: Supplemental academic support in the form of small ratio tutoring has been shown to increase the reading abilities of all students. The following is

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for Responsive Teaching. Alexandria, VA: ASCD.

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Activity - Reading Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Specialists and paras will provide supplemental academic support to at risk students.	Academic Support Program	07/01/2013	09/30/2014	\$0 - Title I Part A	Supplemental staff

### Goal 3:

All students at Lansing Charter Academy will become more proficient in writing

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency to structure responses, practice in genres, knowledge of conventions in English Language Arts by 07/01/2014 as measured by NWEA and MEAP student achievement data.

### Strategy1:

Writing Professional Development - NHA University: Provides instructional five (5) staff a unique opportunity to attend two-day courses that they select based on their

professional and school needs. They attend specific courses in the areas where they need further support and training so they can provide high quality instruction to students and increase student academic achievement.

Writing Instruction PD: Writing Consultant will provide on-site coaching and support to staff on effective pedagogy and instructional strategies related to the writing process and writing workshop. The consultant will provide support based on the individual needs of the building and grade level teams. Costs to include consultant fee: \$360 per day x 3 days.

Visits to Local High Performing Schools:26 Teachers- Participants will further develop knowledge of research-based instructional practices through two (2) one (1) day visits to local high performing schools. Staff will observe the formative assessment process, professional learning communities, differentiated instruction in the classroom and other best practices.

Research Cited: In a 1998 study involving a half million elementary and middle grades students in 3,000 Texas schools, researchers found that the most important

factor in student achievement was teacher quality. A national study of over 1,000 mathematics and science teachers found similar results.

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professional development is more likely to have an impact on enhanced teacher knowledge and skills, and ultimately student achievement, than shorter professional

development activities (Garet et. al., 2001). The results from this study also indicate that professional development that is focused on subject matter, provides teachers with opportunities for "hands-on" work, and is integrated into the daily life of the school is more likely to produce enhanced knowledge and skills that positively impact

student achievement. Hanushek, E., Kain, J. and Rivkin, S. (1998). Teachers, Schools, and Academic Achievement. Cambridge, MA. NBER. Garet, Michael S. et. al.,

(2001). What Makes Professional Development Effective? Results From a National Sample of Teachers. Washington, DC. American Educational Research Association.

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Activity - Writing Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental professional development will be provided to staff to increase teaching effectiveness.	Professional Learning	07/01/2013	09/30/2014	\$0 - Title II Part A	All staff

### Strategy2:

Writing Financial Incentives - Financial Incentives for High Performing Teachers: Bonuses will be awarded to high-performing teachers that are positively impacting the performance of students in the school.

Research Cited: The following is research that supports financial incentives as a strategy: In 2007, Michael Podgursky and Matthew Springer reviewed the academic

literature on merit-pay programs for the Journal of Policy Analysis and Management and found "the studies that have been conducted to date are generally positive and

provide a strong case for further policy experimentation in this area by state and districts (combined with rigorous evaluation)." In addition an evaluation of a Little Rock,

Ark., merit pay program by University of Arkansas researchers linked performance pay to higher test scores. Students attending schools where teachers were eligible

for performance bonuses made gains on standardized test scores compared to their comparable peers in schools that did not offer merit pay.

Podgursky, M. and

Springer, M. (2007). Teacher Performance Pay: A Review. College Park, MD: School of Public Policy, University of Maryland/American

Enterprise Institute.

Activity - Writing Financial Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High performing instructional staff will be eligible for a performance based bonus.	Other	07/01/2013	09/30/2014	\$0 - Title II Part A	Eligible staff

### Strategy3:

Writing Instructional Support - Academic Specialists will plan, present, & monitor intervention services they provide to targeted students through inclusion & small group

instruction in order to increase student achievement in the four core content areas. Will work in conjunction with the classroom teacher to determine the most appropriate interventions & related learning strategies for eligible students in regular classroom setting.

Paras will work w/ students in grades K-7, M-F during school day under direct supervision of teacher. Will provide: 1) 1-on-1 or small group for eligible students w/in reg classroom, & 2) 1-on-1 or small group for general student pop, ONLY if it allows reg teacher to work individually or in small groups w/ most academically at-risk students

to increase achievement in core content areas.

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research that supports instructional support positions as a strategy: Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools

for Responsive Teaching. Alexandria, VA: ASCD.

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Activity - Writing Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Specialists and paras will provide supplemental academic support to at risk students.	Academic Support Program	07/01/2013	09/30/2014	\$0 - Title I Part A	Supplemental staff

### Narrative:

LCA recognizes that few things, if any, have greater impact on student learning than the presence of outstanding teaching in every classroom. Quality instruction stems from clear expectations, frequent observation, consistent feedback, and an intentional focus on developing the professional practices of teachers.

Our professional development plan is focused on ensuring teachers implement effective instructional strategies in the classroom to accelerate student learning to ensure successful implement of LCA's reform strategies. Teachers and staff will be provided with daily, weekly, monthly, and quarterly professional development programs. Professional development is on-going and will be an integrated element of the school culture, beginning with intensive orientation and training before school starts and continuing throughout the year as a prioritized element of the school calendar.

LCA and its management partner, National Heritage Academies, share a commitment to rigorous and comprehensive professional development programs. These programs meet the expectations spelled out in requirement #4. Specifically, these programs:

- Take place throughout the year, are offered repeatedly, and provide redundant opportunities for employees to receive the same professional enrichment.
- Are embedded in the core of LCA's classroom practices and curriculum.
- Are aligned closely with the school's instructional programs.
- Reflect decades of wisdom from teachers and instructional leaders a NHA partner schools, including LCA, and are in many ways tailored to LCA's unique challenges and opportunities when they are implemented.
- Are assessed by the school leadership team to ensure professional learning is impacting instructional practices through the Teacher Observation Protocol (TOP).
- Are a core part of our efforts to build and sustain a strong team and to monitor our success - and therefore reflect both of the "Big Ideas" in this plan.

Senior staff members serving LCA - including the senior Director of School Quality, the Director of School Quality, the Principal, and the Deans - will have primary responsibility for implementing programs to meet the school's professional development needs. In implementing these programs, we invite and expect our teachers to suggest ways to tailor programs to meet the specific or unique needs of LCA.

Below are on-going professional development initiatives which focus on effective instructional strategies:

--New Teacher Orientation: Prior to the start of school, all new teachers will participate in NHA New Teacher Orientation (NTO) program, a four-day immersion in training designed to ensure complete buy-in to the school's purpose and vision, and to address specific curricular and instructional needs. The NTO training is then actively supported with coaching and additional training throughout the year. All new teachers and leaders will also be instructed on the principles of effective instruction and the instructional strategies used to enhance learning in each of the core content areas. Each grade-level teacher will also receive specific training in the use of the curricular tool components. Participants in NTO also will have the opportunity to interact with and receive instruction from master teachers in their specific content area or at their specific grade level. The focus of these sessions will be developing classroom management plans, examining the school's character-development curriculum, reviewing effective instructional practices, and sharing practical ideas for working with specific students. This

includes new special education teachers and English language learner (ELL) who will be trained in relevant topics by master special education and ELL teachers and expert representatives from NHA.

--School-based Orientation: To supplement NTO, new leaders and teachers will participate in additional staff development days prior to the start of school. This professional development will communicate additional expectations to teachers and staff, including non-instructional processes and procedures, and will provide new teachers with the opportunity to conduct grade-level planning with their colleagues. These days are also designed to deepen knowledge around core concepts related to instructional practice, formative assessment process, classroom management, building student relationships, and school-wide behavior support systems.

--Mentoring: All new teachers will be assigned a mentor teacher who will address day-to-day questions and concerns. Scheduled meetings with the mentor will provide consistent and ongoing support for new teachers surrounding curriculum, instructional practice, and classroom management. Mentors also will conduct periodic classroom observations and provide feedback to the teachers after the visit to further improve instruction.

--Professional Learning Communities: To support collaborative professional development among peers, our master calendar makes regular commitments of time for common grade-level planning. Teachers will spend this time reviewing the current week's lesson plans and planning upcoming lessons to ensure common delivery and alignment with the school's curriculum. Deans will meet weekly with each grade-level team to provide feedback and support to the teachers as they strive for a common approach to instruction and effective instructional strategies. In addition, principals will meet monthly with grade-level teams to ensure a unified school-wide approach to instruction. Regular grade-level and cross-grade-level team meetings also will be scheduled where teachers can share ideas for increasing student achievement and mentor one another. During these meetings, teachers will examine and analyze student work, and instructional plans will be adjusted based on the evidence of learning.

--OnCourse: Through our partnership with NHA, we can access an extensive library of e-learning courses that are made available to school staff. All e-learning is classified by educational topics to provide school staff easy access to resources to immediately meet their specific area of need. These courses and others are available to all teachers and school leaders and can be accessed from any location, at any time.

Below are new professional development initiatives which focus on effective instructional strategies and will be on-going in future years:

--Writing Instruction: A writing consultant will provide on-site coaching and support to staff on effective pedagogy and instructional strategies related to the writing process and writing workshop. The consultant will provide support based on the individual teacher, student, and grade level needs.

--Think Math: A consultant will provide supplemental on-site coaching and support to staff (grades K-5) on math instruction and how to effectively utilize all components of this curricular tool to increase schoolwide student achievement.

--Visits to Local High Performing Schools: All teachers will further develop knowledge of research-based instructional practices through day visits to local high performing schools. Staff will observe the formative assessment process, professional learning communities, differentiated instruction in the classroom, and other best practices that will increase student achievement in all core content areas.

-

--Professional Development for Staff: In the 2013-14 school year, our instructional staff will receive intentional, research-based professional development in the following areas which support the Big Ideas of our Redesign Plan:

- o Differentiation of instruction
- o Research-based instructional strategies

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- o Teaching mathematics
- o Teaching reading
- o Teaching writing
- o Implementation of the Common Core
- o Implementation of the schoolwide behavior system

Development programs will be repeated throughout the school year and will focus consistently on the Big Ideas and supporting strategies outlined in our Redesign Plan.

--Professional Development for School Leadership: Our new principal and the deans are provided with a comprehensive professional development throughout their first two years, training that is designed specifically to improve their instructional leadership skills and their development as effective managers. Professional development opportunities include:

- Leadership styles and the role of a relational leader.
- Building self-awareness through strength and constraint theory with one-on-one coaching.
- Differentiating leadership from management and the responsibilities in which leaders should be engaged.
- Effective practices to attain outstanding academic results.
- Instructional leadership and teaching and learning foundations, including strategies for classroom management, school-wide behavior management, curriculum, curricular tools, and special education.
- Management tools, including one-on-one meetings, giving feedback, and the TOP.
- Management processes, including fundamentals of human resources, documenting employee performance, education regulatory compliance, and data management.
- Understanding student data and developing strategies to improve student learning.

In addition, the following programs are offered to our school leadership team:

- Leadership Development Series: Each year school leaders have opportunities to grow through peer collaboration and coordinated training and development events. These are often a combination of centralized, regional, and virtual events.
- Leadership Performer Support Series: Ongoing professional development sessions are provided throughout the year related to performance, hiring, student data, serving parents, special education, intervention investments, teacher satisfaction, and other topics of interest to school leaders. These sessions are conducted through virtual classrooms and are recorded for access at any time.

--Weekly Observation, Feedback, and Development: The school's leadership structure is intentionally designed to assess the impact of professional learning on instructional practices. It enables each teacher to work closely with his or her grade-level dean on a weekly basis to focus on specific development needs. Each teacher is observed weekly, and weekly meetings are then held with the dean to provide feedback and coaching based on these observations or other needs stated by the teacher. Teachers will work with their dean to address individual professional development needs as identified from teaching practices found in the Teacher Observation Protocol (TOP). The TOP includes more than 60 research-based teaching skills and techniques, additional resources (such as Teach Like a Champion and e-learning), and coaching questions that guide deans in developing teachers. The frequency and quality of coaching around teaching practice supports the school's commitment to individual professional growth and its commitment to the maintenance of an exceptional high-quality core instructional staff.

LCA will assess the impact of professional learning on instructional practices in multiple ways, including:

- Staff surveys that will be administered immediately following each professional development session, as well as through an annual staff satisfaction survey.
- Teacher observation data collected by the dean (i.e., TOP).

--Student assessment data.

footnote: Formative assessment is a planned process in which teachers and students adjust their approaches to teaching and learning based on insights from frequent, varying, and ongoing evaluations of progress.

**Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.**

**Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.**

**Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.**

5A

We know that nothing has a greater impact on student learning than the presence of great teaching in every classroom. Based on fall 2013 MEAP results, Lansing Charter was in the bottom third percentile of all schools in Michigan and as a result has been identified as a Priority School. Proficiency for the bottom 30 percent of students has declined in math, reading, and writing. From a comparison of 11-12 and 12-13 MEAP data, Lansing also identified a decline in 4th, 7th, and 8th grade reading proficiency and 8th grade declined in math proficiency. There has also been a schoolwide decline in writing with 36% proficient in 11-12 and 29% proficient in 12-13 based on MEAP data. As a result of the data analysis Lansing's school and student needs is to recruit effective teachers in math, reading, and writing. Additionally, Lansing also seeks candidates with experience working with students from diverse backgrounds including at risk and low socio-economic populations. We look for teachers who are committed to the mission and possess an unwavering dedication to promoting high expectations and academic growth. Teachers do not work independently in their classrooms but collaborate with their grade-level teams in planning lessons, honing instructional techniques, and achieving learning objectives. Participating collaboratively and professionally with other staff, as well as with parents, volunteers, and the community, are key attributes we desire in teachers. Teachers promote and always seek to fulfill the guiding concepts for the school, including its mission, moral focus program, and vision.

The leadership team at Lansing Charter Academy makes all hiring decisions and employee placement is based on the specific school and student needs. LCA benefits from its partnership with NHA and its extensive teacher-candidate network and recruitment capabilities through their collaboration with their Talent Acquisition Consultant (TAC). Lansing's TAC conducts a full candidate search based on Lansing identified needs for all open positions.. NHA leverages both internal and external candidate pipelines. Some of the sourcing strategies utilized include:

- Online advertisements.
- Relationships with colleges and universities.
- Print advertisements placed in newsletters, journals and local newspapers.
- Partnerships with Teach for America and other professional bodies.

The interview process begins with Lansing's TAC screening the candidate's information and verifying the candidate's employment application to enable the selection of the best talent for the school and ensures the Lansing's student needs are met, including the hiring of Highly-Qualified (HiQ) teachers for 100 percent of classrooms. As an initial step in the hiring process, NHA reviews each candidate to determine if the candidate is "highly qualified" as defined in state law, No Child Left Behind, and IDEA.

Candidates that met the initial screening step are sent Gallup's TeacherInsight assessment to be completed online to identify candidates who have the most effective habits to meet Lansing's student needs. More specifically, the assessment measures the prospective teacher's effectiveness on student growth, estimates the classroom growth of students after one year of instruction, measures teacher's achievement drive and measures the teacher's ability to create student and parent relationships, and ability for classroom structure and planning. After

that step is completed, top candidates are then selected to move forward in the recruiting process. Additionally, candidates may have a phone interview and be evaluated for the following competencies: Commitment to Excellence, Perseverance, Response to Authority, Growth Mindset (ability to accept and learn from feedback), Fallibility, and Management of Stress/Burnout. These competencies were identified through research as key predictors of success in the classroom.

Based on the results of the recruitment process, the top two or three candidates' information is sent to Lansing's leadership team for further evaluation and they decide if they want to bring the candidate in for a school-level interview. Lansing's leadership team may request candidates to model lessons and present lesson plans as examples of their commitment to high expectations and academic growth.

Lansing's leadership team is the final decision maker in regard to hiring and employee placement. These decisions are based on Lansing's specific school and student need for increased effectiveness in math, reading, and writing. Lansing's leadership team evaluates NWEA growth data and TOP data to determine which teachers are most effective and also what grade levels and classrooms have the greatest need. This analysis is used to determine teacher placement to ensure the most academically at risk students are instructed by the most effective teachers. LCA has leveled classrooms which are on based student ability and Lansing's leadership assigns the most effective teachers to the lowest performing classrooms. For example, based on Lansing's 12-13 MEAP data showed 4th grade had the lowest proficiency in math, reading, and writing. Based on this identified grade level need, LCA placed their most effective teachers in 4th and 5th grade classrooms.

Teaching assignments are evaluated throughout the year by Lansing's leadership team through the TOP and weekly observations. Staff may be reassigned within the school to different grade levels, positions, and subject areas to ensure the needs of Lansing's students are being met. Additionally, if data shows that a teacher is not performing adequately, he or she will receive additional coaching and professional development to foster improvement in identified areas. With help from the DSQ and Senior DSQ, school leaders will make decisions sensitive to the needs of students. These decisions may include identifying, supporting, and/or terminating the employment of ineffective staff.

NOTE: Lansing is a public school academy and is its own single building district.

### 5B

In order to attract and retain high-quality teaching staff, LCA will utilize a performance-based compensation, recognition, and fringe benefit system that is significantly different from systems found in the majority of traditional schools.

--Incentives: LCA will augment salaries for its Principal, Deans, and teaching staff with the opportunity to earn annual incentive payments. While each incentive plans has unique design elements, both plans focus on the academic results and enrollment of the school.

o School Leaders: The annual incentive program for school leaders (Principal and Deans) balances the school's academic progress and its overall performance. The plan consists of four measures: performance on MEAP, student growth (same metrics as teachers), enrollment (same metric as teachers), and average daily membership. Based on the results of each metrics, an annual performance incentive is determined and awarded to school leaders.

o Teacher Incentives: Each year, an annual teacher incentive pool (for all licensed instructors) is funded based on the academic growth of the students. The funding level of the incentive pool varies based on student growth. The incentive pool ranges from 4% to .25% of instructor payroll. When determining staff awards, the principal uses data from the annual evaluation process to guide decisions. The awards are intended to reward outstanding student growth.

--Recognition: We encourage employees to achieve high performance, and we provide encouragement through recognition programs, such as the annual Excellence in Teaching award, spot rewards, peer-to-peer recognition program, and service awards. In addition, we provide

special recognition to employees during American Education Week, Administrator Appreciation Week, Administrative Professionals Week, Teacher Appreciation Week, and Charter School Week.

--Fringe Benefits: Our fringe benefits have been deliberately designed to encourage and promote the retention of high-quality staff, and school leadership. Benefits include:

- o Professional Development: Teachers attain individual professional development goals through personalized professional development, school-wide professional development days, weekly classroom observations, one-on-one feedback meetings, and professional learning communities.
- o Career Opportunities: One of the benefits of our partnership with NHA is the career development opportunities for our staff. In addition to the extensive professional development provided for teachers, NHA also provides leadership-development programs for staff interested in pursuing a position as a dean or principal. Teachers also have the opportunity to serve as informal leaders; for example, they can mentor other teachers who are new to the profession.
- o Health, Dental, and Vision Benefits: Eligible employees will receive an exceptional combination of medical, dental, and vision insurance at a very low cost. Nearly 85% percent of all medical and dental expenses incurred by employees or their families currently are covered at NHA-partner schools.
- o Flexible Spending Account: Staff may open a flex-spending account to set aside a portion of earnings to pay for certain qualified expenses.
- o Retirement Savings: Staff is offered a 401(k) retirement plan with an employer match of 50 percent of the first 6 percent of compensation contributed to the plan and immediate vesting.
- o Life Insurance: Full-time employees receive basic life and accidental death and dismemberment (AD&D) insurance in the amount of 1x salary with a minimum amount of \$25,000 and a maximum benefit of \$100,000. We also offer optional group term life insurance for employees and eligible dependents, such as spouses and children. Employees will pay for any optional life insurance they choose.
- o Pay for Time Away: Short- and long-term disability insurance will be provided after a one-year waiting period at no cost to the employee.
- o Employee Assistance Program: An Employee Assistance Program, which is available at no cost to the employee, will provide free confidential counseling, legal advice, and financial advice to employees and their family members.
- o Tuition Reimbursement: Full-time and part-time employees will be eligible for 50 percent tuition reimbursement for courses taken toward a job-related degree or continuing education credits.
- o Educator Discounts: A list of discounts that are available to educators will be researched, compiled, published, and made available to each employee.

## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

**Requirement #6:** Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

**Indicator 6A:** In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

**Indicator 6B:** In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies for building-wide implementation, (c) align with career & college ready standards, (d) align from one grade level to the next, (e) be based on research, and (f) identifies timelines, resources, and staff responsible for implementation of the instructional program.

### Goal 1:

All students at Lansing Charter Academy will become more proficient in math

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency number sense and operations in Mathematics by 07/01/2014 as measured by NWEA and MEAP student achievement data.

### Strategy1:

Math Professional Development - NHA University: Provides instructional five (5) staff a unique opportunity to attend two-day courses that they select based on their professional and school needs. They attend specific courses in the areas where they need further support and training so they can provide high quality instruction to students and increase student academic achievement.

Think Math! PD: 3 day training for all staff. Consultant to provide supplemental on-site coaching and support to staff (grades K-5) on Math instruction and how to effectively utilize all components of this curricular tool.

Visits to Local High Performing Schools: 26 Teachers- Participants will further develop knowledge of research-based instructional practices through two (2) one (1) day visits to local high performing schools. Staff will observe the formative assessment process, professional learning communities, differentiated instruction in the classroom and other best practices.

Research Cited: In a 1998 study involving a half million elementary and middle grades students in 3,000 Texas schools, researchers found that the most important

factor in student achievement was teacher quality. A national study of over 1,000 mathematics and science teachers found similar results.

Sustained and intensive

professional development is more likely to have an impact on enhanced teacher knowledge and skills, and ultimately student achievement, than shorter professional

development activities (Garet et. al., 2001). The results from this study also indicate that professional development that is focused on subject matter, provides teachers

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with opportunities for "hands-on" work, and is integrated into the daily life of the school is more likely to produce enhanced knowledge and skills that positively impact student achievement. Hanushek, E., Kain, J. and Rivkin, S. (1998). Teachers, Schools, and Academic Achievement. Cambridge, MA. NBER. Garet, Michael S. et. al., (2001). What Makes Professional Development Effective? Results From a National Sample of Teachers. Washington, DC. American Educational Research Association.

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental professional development will be provided to staff to increase teaching effectiveness.	Professional Learning	07/01/2013	09/30/2014	\$0 - Title II Part A	All staff

### Strategy2:

Math Financial Incentives - Financial Incentives for High Performing Teachers: Bonuses will be awarded to high-performing teachers that are positively impacting the performance of students in the school.

Research Cited: The following is research that supports financial incentives as a strategy: In 2007, Michael Podgursky and Matthew Springer reviewed the academic

literature on merit-pay programs for the Journal of Policy Analysis and Management and found "the studies that have been conducted to date are generally positive and

provide a strong case for further policy experimentation in this area by state and districts (combined with rigorous evaluation)." In addition an evaluation of a Little Rock,

Ark., merit pay program by University of Arkansas researchers linked performance pay to higher test scores. Students attending schools where teachers were eligible

for performance bonuses made gains on standardized test scores compared to their comparable peers in schools that did not offer merit pay.

Podgursky, M. and

Springer, M. (2007). Teacher Performance Pay: A Review. College Park, MD: School of Public Policy, University of Maryland/American Enterprise Institute.

Activity - Math Financial Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High performing instructional staff will be eligible for a performance based bonus.	Other	07/01/2013	09/30/2014	\$0 - Title II Part A	Eligible staff

### Strategy3:

Math Instructional Support - Academic Specialists will plan, present, & monitor intervention services they provide to targeted students through inclusion & small group instruction in order to increase student achievement in the four core content areas. Will work in conjunction with the classroom teacher to determine the most appropriate interventions & related learning strategies for eligible students in regular classroom setting.

Paras will work w/ students in grades K-7, M-F during school day under direct supervision of teacher. Will provide: 1) 1-on-1 or small group for eligible students w/in reg classroom, & 2) 1-on-1 or small group for general student pop, ONLY if it allows reg teacher to work individually or in small groups w/ most academically at-risk students to increase achievement in core content areas.

Research Cited: Supplemental academic support in the form of small ratio tutoring has been shown to increase the reading abilities of all

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students. The following is

research that supports instructional support positions as a strategy: Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools

for Responsive Teaching. Alexandria, VA: ASCD.

Activity - Math Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Specialists and paras will provide supplemental academic support to at risk students.	Academic Support Program	07/01/2013	09/30/2014	\$0 - Title I Part A	Supplemental staff

### Strategy4:

Math Technology - Accelerated Math: Supplemental software program that creates math assignments tailored to each student's current level, automatically scores all math practice, including assignments and tests, ongoing feedback on students' daily practice and allows the classroom teacher to differentiate math instruction, addressing each student's individual needs. 700 student subscription. Price to include scanners and printers to be used with the program.

Document Cameras: When utilized in conjunction with an LCD projector, this supplemental resource will enhance curriculum delivery and teacher instruction by allowing teachers to project student work, pages of a book, specimen under a microscope, or nearly any other classroom item to the wall by placing the item under the projector screen. Will also assist teachers in differentiated instruction and to increase student engagement.

Research Cited: In a 2000 study commissioned by the Software and Information Industry Association, they reviewed 311 research studies on the effectiveness of technology on student

achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and

achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward

learning and increased self-esteem. Sivin-Kachala, J. and Bialo, E.R. (2000). 2000 Research Report on the Effectiveness of Technology in Schools. Washington, DC.

SIIA.

Activity - Math Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental technology will be used with at risk students to increase academic achievement.	Academic Support Program	07/01/2013	09/30/2014	\$0 - Title I Part A	Instructional staff

### Goal 2:

All students at Lansing Charter Academy will become more proficient in reading

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in comprehension, fluency, and vocabulary in English Language Arts by 07/01/2014 as measured by NWEA and MEAP student achievement data.

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### Strategy1:

Reading Financial Incentives - Financial Incentives for High Performing Teachers: Bonuses will be awarded to high-performing teachers that are positively impacting the performance of students in the school.

Research Cited: The following is research that supports financial incentives as a strategy: In 2007, Michael Podgursky and Matthew Springer reviewed the academic

literature on merit-pay programs for the Journal of Policy Analysis and Management and found “the studies that have been conducted to date are generally positive and

provide a strong case for further policy experimentation in this area by state and districts (combined with rigorous evaluation).” In addition an evaluation of a Little Rock,

Ark., merit pay program by University of Arkansas researchers linked performance pay to higher test scores. Students attending schools where teachers were eligible

for performance bonuses made gains on standardized test scores compared to their comparable peers in schools that did not offer merit pay. Podgursky, M. and

Springer, M. (2007). Teacher Performance Pay: A Review. College Park, MD: School of Public Policy, University of Maryland/American Enterprise Institute.

Activity - Reading Financial Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High performing instructional staff will be eligible for a performance based bonus.	Other	07/01/2013	09/30/2014	\$0 - Title II Part A	Eligible staff

### Strategy2:

Reading Instructional Support - Academic Specialists will plan, present, & monitor intervention services they provide to targeted students through inclusion & small group instruction in order to increase student achievement in the four core content areas. Will work in conjunction with the classroom teacher to determine the most appropriate interventions & related learning strategies for eligible students in regular classroom setting.

Paras will work w/ students in grades K-7, M-F during school day under direct supervision of teacher. Will provide: 1) 1-on-1 or small group for eligible students w/in reg

classroom, & 2) 1-on-1 or small group for general student pop, ONLY if it allows reg teacher to work individually or in small groups w/ most academically at-risk students

to increase achievement in core content areas.

Research Cited: Supplemental academic support in the form of small ratio tutoring has been shown to increase the reading abilities of all students. The following is

research that supports instructional support positions as a strategy: Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools

for Responsive Teaching. Alexandria, VA: ASCD.

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Activity - Reading Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Specialists and paras will provide supplemental academic support to at risk students.	Academic Support Program	07/01/2013	09/30/2014	\$0 - Title I Part A	Supplemental staff

### Strategy3:

Reading Professional Development - NHA University: Provides instructional admin and staff a unique opportunity to attend two-day courses that they select based on their professional and school needs. They attend specific courses in the areas where they need further support and training so they can provide high quality instruction to students and increase student academic achievement.

Visits to Local High Performing Schools:26 Teachers- Participants will further develop knowledge of research-based instructional practices through two (2) one (1) day visits to local high performing schools. Staff will observe the formative assessment process, professional learning communities, differentiated instruction in the classroom and other best practices.

Research Cited: In a 1998 study involving a half million elementary and middle grades students in 3,000 Texas schools, researchers found that the most important

factor in student achievement was teacher quality. A national study of over 1,000 mathematics and science teachers found similar results.

Sustained and intensive

professional development is more likely to have an impact on enhanced teacher knowledge and skills, and ultimately student achievement, than shorter professional

development activities (Garet et. al., 2001). The results from this study also indicate that professional development that is focused on subject matter, provides teachers with opportunities for "hands-on" work, and is integrated into the daily life of the school is more likely to produce enhanced knowledge and skills that positively impact

student achievement. Hanushek, E., Kain, J. and Rivkin, S. (1998). Teachers, Schools, and Academic Achievement. Cambridge, MA. NBER.

Garet, Michael S. et. al.,

(2001). What Makes Professional Development Effective? Results From a National Sample of Teachers. Washington, DC. American Educational Research Association.

Activity - Reading Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental professional development will be provided to staff to increase teaching effectiveness.	Professional Learning	07/01/2013	09/30/2014	\$0 - Title II Part A	All staff

### Strategy4:

Reading Supplies and Materials/Technology - Supplemental ELA Materials: Accelerated Reader: Supplemental software program that combines real literature and software support and provides immediate feedback through quizzes on reading and vocabulary progress of the student. 700 student subscripton.

Listening Centers: Supplemental ELA resource to be used with at risk students in order to build sight word vocabulary, model phrasing and fluency and expose students to all genres of literature. Will be used with leveled books, teacher made tapes, and student made tapes. 30 listening centers x \$225.

Leveled Library Books: Supplemental high interest print materials and audio books will help at risk students read at their level of development and understanding, which will increase the students' interest and help foster independent reading. Books will also be used in conjunction with

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the Accelerated Reader supplemental online subscription. \$10 per book x 1,200 books and \$30 per audio book x 200 audio books.

Document Cameras: When utilized in conjunction with an LCD projector, this supplemental resource will enhance curriculum delivery and teacher instruction by allowing teachers to project student work, pages of a book, specimen under a microscope, or nearly any other classroom item to the wall by placing the item under the projector screen. Will also assist teachers in differentiated instruction and to increase student engagement.

Research Cited: In a 2000 study commissioned by the Software and Information Industry Association, they reviewed 311 research studies on the effectiveness of technology on student achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward learning and increased self-esteem. Sivin-Kachala, J. and Bialo, E.R. (2000). 2000 Research Report on the Effectiveness of Technology in Schools. Washington, DC. SIIA.

According to Tomlinson and Eidson, differentiated instruction "refers to a systematic approach to planning curriculum and instruction for academically diverse learners" and is "a way of thinking about the classroom with the dual goals of honoring each student's learning needs and maximizing each student's learning capacity". Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

Activity - Reading Supplies and Materials/Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental supplies and materials will be used with at risk students to increase academic achievement.	Academic Support Program	07/01/2013	09/30/2014	\$0 - Title I Part A	Instructional staff

### Goal 3:

All students at Lansing Charter Academy will become more proficient in writing

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency to structure responses, practice in genres, knowledge of conventions in English Language Arts by 07/01/2014 as measured by NWEA and MEAP student achievement data.

### Strategy1:

Writing Professional Development - NHA University: Provides instructional five (5) staff a unique opportunity to attend two-day courses that they select based on their professional and school needs. They attend specific courses in the areas where they need further support and training so they can provide high quality instruction to students and increase student academic achievement.

Writing Instruction PD: Writing Consultant will provide on-site coaching and support to staff on effective pedagogy and instructional strategies related to the writing process and writing workshop. The consultant will provide support based on the individual needs of the building and grade level teams. Costs to include consultant fee: \$360 per day x 3 days.

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Visits to Local High Performing Schools:26 Teachers- Participants will further develop knowledge of research-based instructional practices through two (2) one (1) day visits to local high performing schools. Staff will observe the formative assessment process, professional learning communities, differentiated instruction in the classroom and other best practices.

Research Cited: In a 1998 study involving a half million elementary and middle grades students in 3,000 Texas schools, researchers found that the most important factor in student achievement was teacher quality. A national study of over 1,000 mathematics and science teachers found similar results. Sustained and intensive professional development is more likely to have an impact on enhanced teacher knowledge and skills, and ultimately student achievement, than shorter professional development activities (Garet et. al., 2001). The results from this study also indicate that professional development that is focused on subject matter, provides teachers with opportunities for "hands-on" work, and is integrated into the daily life of the school is more likely to produce enhanced knowledge and skills that positively impact student achievement. Hanushek, E., Kain, J. and Rivkin, S. (1998). Teachers, Schools, and Academic Achievement. Cambridge, MA. NBER. Garet, Michael S. et. al., (2001). What Makes Professional Development Effective? Results From a National Sample of Teachers. Washington, DC. American Educational Research Association.

Activity - Writing Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental professional development will be provided to staff to increase teaching effectiveness.	Professional Learning	07/01/2013	09/30/2014	\$0 - Title II Part A	All staff

### Strategy2:

Writing Financial Incentives - Financial Incentives for High Performing Teachers: Bonuses will be awarded to high-performing teachers that are positively impacting the performance of students in the school.

Research Cited: The following is research that supports financial incentives as a strategy: In 2007, Michael Podgursky and Matthew Springer reviewed the academic literature on merit-pay programs for the Journal of Policy Analysis and Management and found "the studies that have been conducted to date are generally positive and provide a strong case for further policy experimentation in this area by state and districts (combined with rigorous evaluation)." In addition an evaluation of a Little Rock, Ark., merit pay program by University of Arkansas researchers linked performance pay to higher test scores. Students attending schools where teachers were eligible for performance bonuses made gains on standardized test scores compared to their comparable peers in schools that did not offer merit pay. Podgursky, M. and Springer, M. (2007). Teacher Performance Pay: A Review. College Park, MD: School of Public Policy, University of Maryland/American Enterprise Institute.

Activity - Writing Financial Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High performing instructional staff will be eligible for a performance based bonus.	Other	07/01/2013	09/30/2014	\$0 - Title II Part A	Eligible staff

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### Strategy3:

Writing Instructional Support - Academic Specialists will plan, present, & monitor intervention services they provide to targeted students through inclusion & small group

instruction in order to increase student achievement in the four core content areas. Will work in conjunction with the classroom teacher to determine the most appropriate interventions & related learning strategies for eligible students in regular classroom setting.

Paras will work w/ students in grades K-7, M-F during school day under direct supervision of teacher. Will provide: 1) 1-on-1 or small group for eligible students w/in reg classroom, & 2) 1-on-1 or small group for general student pop, ONLY if it allows reg teacher to work individually or in small groups w/ most academically at-risk students

to increase achievement in core content areas.

Research Cited: Supplemental academic support in the form of small ratio tutoring has been shown to increase the reading abilities of all students. The following is

research that supports instructional support positions as a strategy: Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools

for Responsive Teaching. Alexandria, VA: ASCD.

Activity - Writing Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Specialists and paras will provide supplemental academic support to at risk students.	Academic Support Program	07/01/2013	09/30/2014	\$0 - Title I Part A	Supplemental staff

### Narrative:

6A

We chose our instructional program after a process that included a careful review of multiple data sources, an assessment of what these performance data tell us about the school's specific shortcomings, and an assessment of how the academic programs and strengths of our management partner, National Heritage Academies, can help us achieve the desired improvement.

Prior to selecting the Redesign Plan's Instructional Program, LCA engaged in an analysis of data to better understand student performance relative to Michigan's proficiency and growth expectations. The primary data source consisted of aggregate and disaggregated state test data to identify specific student groups that were struggling to achieve proficiency. We also analyzed the following data:

- Northwest Evaluation Association Measures of Academic Progress.
- ACT Explore.
- Staff satisfaction.
- Parent satisfaction and engagement.
- Discipline, suspension, expulsion.
- Attendance and enrollment.
- Student retention and attrition.
- Staff turnover.
- Demographic.
- Teacher experience and effectiveness.

The in depth analysis of 12-13 MEAP data enabled us to identify the following areas of school-wide weakness, grade-level weakness, and

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specific student subgroup need. Additionally, through MEAP item analysis, LCA identified priority GLCEs by subject and grade level for additional areas of instructional focus. These priority GLCEs were identified as the standards that are most commonly not mastered based on past MEAP assessments.

- Science is the lowest content area with only 7% proficiency school-wide
- Free lunch subgroup has the lowest proficiency in all content areas
- Fourth grade has the lowest proficiency in writing
- Math has the highest number of priority GLCEs in grades 3rd - 7th based on MEAP item analysis
- In 8th grade science has the greatest number of priority GLCEs based on MEAP item analysis
- There is a significant achievement gap between females and males in the content area of writing; 43% of females are proficient and only 15% of males are proficient.
- There is a significant achievement gap between black or African American students and white students in the content area of math; 40% of white students are proficient and only 21% of black or African American students are proficient.

We also discovered that while the aggregate proficiency is increasing in math and reading, proficiency in science, social studies, and writing has fluctuated over time.

### Percent of Proficient Students

Subject	2009-10	2010-11	2011-12	2012-13
Math	14%	16%	18%	27%
Reading	51%	46%	49%	51%
Science	3%	5%	0%	7%
Social Studies	-	17%	9%	15%
Writing	-	24%	36%	29%

In analyzing the bottom 30 percent of students in each content area, we noted that academic proficiency has increased in science and social studies while proficiency for the bottom 30 percent of students has declined in math, reading, and writing. This is contributing to our achievement gap and, as the gap widens, the bottom 30 percent of students face increasing challenges in reaching grade level.

Based on the results of this analysis, LCA believes the underlying cause of the identified achievement gaps is the need to increase effectiveness of instructional strategies and monitoring of student progress. Our instructional program is designed to address these underlying causes of low student performance and need for rapid improvement of student achievement in all content areas. One of the priorities for instructional improvement was identifying what core content standards needed to be taught in kindergarten through eighth grade to ensure grade level mastery. By vertically and horizontally aligning the curriculum between grade levels in all subject areas, teachers have pacing and curriculum maps for a timeline for implementation, checkpoints for student understanding, and are able to implement instruction with the appropriate rigor. With the sequential learning standards identified, teachers can focus on the need for increased effectiveness of instructional strategies through the implementation of the instructional program.

Increased monitoring of student progress is another priority for instructional improvement. Teachers will monitor student progress and check for understanding so instruction can be adjusted if students are not mastering grade level content. With increased monitoring of student progress, teachers can more quickly identify struggling students so instruction can be adjusted and if necessary, students can receive supplemental support through intervention staff and programs such as Accelerated Reader, Accelerated Math, and Bridges to Literature.

Staff will receive professional development at the beginning of the year on how to implement the instructional program through effective instruction and instructional strategies to enhance learning in each of the core content areas. The support will be on-going through school-

wide, grade level, and wing meetings. The TOP will be used to measure the quality and fidelity of the implementation of the instructional program. Lansing's implementation of the instructional plan will take up to three years as the Principal and Deans work with the staff on the implementation of the TOP. The priority in the first year of implementation will be in the content areas of reading and math. In years two and three Lansing will focus on writing, science, and social studies assuming necessary progress is made in math and reading.

LCA shared the results of this analysis with a variety of stakeholders and gathered their feedback to incorporate in to the development of this plan. Stakeholders included our authorizer and Board of Directors, the school leadership team, staff and parents.

### 6B

LCA's educational program includes clear, coherent, and sequential learning standards for all grade levels and in all content areas. The educational objectives have been collectively and comprehensively developed from state's standards, national organizations, and national assessment experts, including groups such as National Assessment of Educational Progress (NAEP), ACT®, Achieve, Inc., the Thomas B. Fordham Institute, the National Council of Teachers of English, the National Mathematics Advisory Panel, the American Association for the Advancement of Science, and the National Council for Social Studies. We have comprehensively researched what students need to successfully prepare for rigorous high school and college educational programming.

Using this research we worked backward to develop a curriculum that defines the expertise needed by students in kindergarten through eighth grade to enter high school on the path to college. The standards within the curriculum have been crafted to promote high levels of learning in all students and have been aligned with the expectations of the Michigan Common Core Standards in English language arts and mathematics and the Grade Level Content Expectations for science and social studies. Our curriculum has also been vertically aligned between grade levels in all subject areas. We have identified the standards to be taught and a timeline for implementation; checkpoints for understanding are integrated throughout instruction. This thoughtful progression of standards will ensure that we rapidly improve student achievement and prepare students for college and career readiness.

To support the implementation of our educational program and curriculum, LCA will implement an instructional program that promotes engagement, describes instructional intent explicitly, and implements appropriate rigor. Focused lessons will take many different instructional approaches, including direct instruction, modeling, demonstration, development of metacognitive awareness, and/or teacher think-alouds. They will be conducted in whole-group or small-group settings as student need dictates. Guided instruction will be done with large groups or with small, needs-based groups during workshop time or during content-area learning blocks to allow for differentiation of instruction. Collaborative learning will be used to provide opportunities for students to learn from peers, to discuss or debate ideas and information, or to participate in collaborative, inquiry-based learning of curricular content. Finally, independent work might be used to provide students with time to practice applying skills or knowledge that has been previously learned, to extend individual learning through the application of knowledge and skills to novel situations, or to promote the development of higher-order thinking skills.

Teaching will include effective, research-based instructional strategies embedded within daily lesson plans and implemented during daily instruction. Strategies that have high probabilities of effectiveness will be employed by teachers in accordance with student need. Such instructional strategies, identified as highly effective by researchers at Mid-continent Research for Education and Learning, may include the following: identifying similarities and differences; summarizing and note taking; reinforcing effort and providing recognition; homework and practice; nonlinguistic representations; cooperative learning; setting objectives and providing feedback; generating and testing hypotheses; and cues, questions, and advanced organizers. Our approach is contextually-driven and contingent upon progress toward meeting student learning goals.

Teachers integrate these methods into their instruction based on need and on what research identifies as the most effective approach for content delivery. School leadership will work with teachers to select skills and techniques from the TOP which includes over 60 specific

techniques that have been proven to increase academic achievement. Teachers and leaders work collaboratively to choose focus skills from this list to best meet the needs of each student.

In addition, we believe student achievement will rapidly increase when teachers consistently and aggressively monitor their progress. The earlier a teacher identifies a struggling student, the sooner the teacher can intervene. If students struggle to master this content, or are not yet on a learning trajectory that corresponds with college readiness, then we must adjust instruction and, if needed, provide intervention. As such, LCA will implement a systematic approach to intervention as described below:

- All students will complete a screening assessment at the beginning of each school year, which will provide useful information for planning more effective instruction.
- Students who have not yet demonstrated mastery will receive with supplemental support within the classroom, and corrective approaches regularly include re-teaching, cooperative learning opportunities, differentiated instructional strategies targeting individual student need, and use of learning centers and alternative materials.
- Students with more significant academic need will receive supplemental interventions using programs and approaches that are proven to accelerate student learning, including Accelerated Reading and Math.
- Other intervention strategies may be provided in the classroom in a workshop setting or delivered through supplemental support outside of the general education classroom during non-core educational programming.
- Some students will receive an intensified approach to intervention that focuses on fewer high-priority reading and math skills. One-on-one concentrated and focused tutoring will also be considered.
- Student progress will be monitored frequently to ensure that the intervention is effective.

We expect that our instructional program will take up to three years to fully implement and the TOP will serve as the primary tool for monitoring quality of implementation. Below is a chart that outlines the timeline, resources, and staff responsible for the implementation of our instructional program.

### Year 1

Strategy -Introduce the TOP to the Principal and Deans

Resources -Professional development and TOP Handbook

Owner - DSQ and Senior DSQ

Strategy - Introduce the TOP to instructional staff

Resources - Professional development and TOP Handbook

Owner -Principal and Deans

Strategey - Meet with staff to define goal areas in TOP

Resources - TOP Handbook

Owner- Deans

Strategy - Ongoing observation and support of teachers with specific TOP goals

Resources - TOP Handbook and TOP observation sheet

Owner - Deans

Strategy -Assessment of each teacher's achievement of TOP goals

Resources - TOP Handbook, TOP observation sheet, and Teacher evaluation

Owner -Deans.Principal, DSQ, and Senior DSQ

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Year 2

Strategy-Meet with staff to define the next level of goal areas in TOP

Resources -TOP Handbook

Owner- Deans

Strategy - Ongoing observation and support of teachers with specific TOP goals

Resources - TOP Handbook and TOP observation sheet

Owner - Deans

Strategy - Assessment of each teacher's achievement of TOP goals

Resources -TOP Handbook, TOP observation sheet, andTeacher evaluation

Owner - Deans,Principal, DSQ, and Senior DSQ

Year 3

Strategy-Meet with staff to define the next level of goal areas in TOP

Resources - TOP Handbook

Owner- Deans

Strategy - Ongoing observation and support of teachers with specific TOP goals

Resources - TOP Handbook and TOP observation sheet

Owner - Deans

Strategy - Assessment of each teacher's achievement of TOP goals

Resources - TOP Handbook, TOP observation sheet, and Teacher evaluation

Owner - Deans,Principal,DSQ, and Senior DSQ

**Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.**

**Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) explain how data will be used as a basis for differentiation of instruction, and (c) describe how data about the instructional practices outlined in the instructional program (see requirement #6) will be collected, analyzed, and used to increase achievement and close achievement gaps.**

**Goal 1:**

All students at Lansing Charter Academy will become more proficient in math

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency number sense and operations in Mathematics by 07/01/2014 as measured by NWEA and MEAP student achievement data.

**Strategy1:**

Math Financial Incentives - Financial Incentives for High Performing Teachers: Bonuses will be awarded to high-performing teachers that are positively impacting the performance of students in the school.

Research Cited: The following is research that supports financial incentives as a strategy: In 2007, Michael Podgursky and Matthew Springer reviewed the academic

literature on merit-pay programs for the Journal of Policy Analysis and Management and found “the studies that have been conducted to date are generally positive and

provide a strong case for further policy experimentation in this area by state and districts (combined with rigorous evaluation).” In addition an evaluation of a Little Rock,

Ark., merit pay program by University of Arkansas researchers linked performance pay to higher test scores. Students attending schools where teachers were eligible

for performance bonuses made gains on standardized test scores compared to their comparable peers in schools that did not offer merit pay.

Podgursky, M. and

Springer, M. (2007). Teacher Performance Pay: A Review. College Park, MD: School of Public Policy, University of Maryland/American Enterprise Institute.

Activity - Math Financial Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High performing instructional staff will be eligible for a performance based bonus.	Other	07/01/2013	09/30/2014	\$0 - Title II Part A	Eligible staff

**Strategy2:**

Math Technology - Accelerated Math: Supplemental software program that creates math assignments tailored to each student's current level, automatically scores all math practice, including assignments and tests, ongoing feedback on students' daily practice and allows the classroom teacher to differentiate math instruction, addressing each student's individual needs. 700 student subscription. Price to include scanners and printers to be used with the program.

Document Cameras: When utilized in conjunction with an LCD projector, this supplemental resource will enhance curriculum delivery and teacher instruction by allowing teachers to project student work, pages of a book, specimen under a microscope, or nearly any other classroom item to the wall by placing the item under the projector screen. Will also assist teachers in differentiated instruction and to increase student engagement.

Research Cited: In a 2000 study commissioned by the Software and Information Industry Association, they reviewed 311 research studies on the effectiveness of technology on student

achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and

achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward

learning and increased self-esteem. Sivin-Kachala, J. and Bialo, E.R. (2000). 2000 Research Report on the Effectiveness of Technology in Schools. Washington, DC.

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Activity - Math Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental technology will be used with at risk students to increase academic achievement.	Academic Support Program	07/01/2013	09/30/2014	\$0 - Title I Part A	Instructional staff

### Strategy3:

Math Instructional Support - Academic Specialists will plan, present, & monitor intervention services they provide to targeted students through inclusion & small group instruction in order to increase student achievement in the four core content areas. Will work in conjunction with the classroom teacher to determine the most appropriate interventions & related learning strategies for eligible students in regular classroom setting.

Paras will work w/ students in grades K-7, M-F during school day under direct supervision of teacher. Will provide: 1) 1-on-1 or small group for eligible students w/in reg classroom, & 2) 1-on-1 or small group for general student pop, ONLY if it allows reg teacher to work individually or in small groups w/ most academically at-risk students to increase achievement in core content areas.

Research Cited: Supplemental academic support in the form of small ratio tutoring has been shown to increase the reading abilities of all students. The following is

research that supports instructional support positions as a strategy: Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

Activity - Math Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Specialists and paras will provide supplemental academic support to at risk students.	Academic Support Program	07/01/2013	09/30/2014	\$0 - Title I Part A	Supplemental staff

### Strategy4:

Math Professional Development - NHA University: Provides instructional five (5) staff a unique opportunity to attend two-day courses that they select based on their professional and school needs. They attend specific courses in the areas where they need further support and training so they can provide high quality instruction to students and increase student academic achievement.

Think Math! PD: 3 day training for all staff. Consultant to provide supplemental on-site coaching and support to staff (grades K-5) on Math instruction and how to effectively utilize all components of this curricular tool.

Visits to Local High Performing Schools:26 Teachers- Participants will further develop knowledge of research-based instructional practices through two (2) one (1) day visits to local high performing schools. Staff will observe the formative assessment process, professional learning communities, differentiated instruction in the classroom and other best practices.

Research Cited: In a 1998 study involving a half million elementary and middle grades students in 3,000 Texas schools, researchers found that the most important

factor in student achievement was teacher quality. A national study of over 1,000 mathematics and science teachers found similar results.

Sustained and intensive

professional development is more likely to have an impact on enhanced teacher knowledge and skills, and ultimately student achievement, than shorter professional

development activities (Garet et. al., 2001). The results from this study also indicate that professional development that is focused on subject matter, provides teachers

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with opportunities for "hands-on" work, and is integrated into the daily life of the school is more likely to produce enhanced knowledge and skills that positively impact student achievement. Hanushek, E., Kain, J. and Rivkin, S. (1998). Teachers, Schools, and Academic Achievement. Cambridge, MA. NBER. Garet, Michael S. et. al., (2001). What Makes Professional Development Effective? Results From a National Sample of Teachers. Washington, DC. American Educational Research Association.

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental professional development will be provided to staff to increase teaching effectiveness.	Professional Learning	07/01/2013	09/30/2014	\$0 - Title II Part A	All staff

### Goal 2:

All students at Lansing Charter Academy will become more proficient in reading

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in comprehension, fluency, and vocabulary in English Language Arts by 07/01/2014 as measured by NWEA and MEAP student achievement data.

### Strategy1:

Reading Instructional Support - Academic Specialists will plan, present, & monitor intervention services they provide to targeted students through inclusion & small group instruction in order to increase student achievement in the four core content areas. Will work in conjunction with the classroom teacher to determine the most appropriate interventions & related learning strategies for eligible students in regular classroom setting.

Paras will work w/ students in grades K-7, M-F during school day under direct supervision of teacher. Will provide: 1) 1-on-1 or small group for eligible students w/in reg classroom, & 2) 1-on-1 or small group for general student pop, ONLY if it allows reg teacher to work individually or in small groups w/ most academically at-risk students to increase achievement in core content areas.

Research Cited: Supplemental academic support in the form of small ratio tutoring has been shown to increase the reading abilities of all students. The following is research that supports instructional support positions as a strategy: Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

Activity - Reading Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Specialists and paras will provide supplemental academic support to at risk students.	Academic Support Program	07/01/2013	09/30/2014	\$0 - Title I Part A	Supplemental staff

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### Strategy2:

Reading Financial Incentives - Financial Incentives for High Performing Teachers: Bonuses will be awarded to high-performing teachers that are positively impacting the performance of students in the school.

Research Cited: The following is research that supports financial incentives as a strategy: In 2007, Michael Podgursky and Matthew Springer reviewed the academic

literature on merit-pay programs for the Journal of Policy Analysis and Management and found "the studies that have been conducted to date are generally positive and

provide a strong case for further policy experimentation in this area by state and districts (combined with rigorous evaluation)." In addition an evaluation of a Little Rock,

Ark., merit pay program by University of Arkansas researchers linked performance pay to higher test scores. Students attending schools where teachers were eligible

for performance bonuses made gains on standardized test scores compared to their comparable peers in schools that did not offer merit pay. Podgursky, M. and

Springer, M. (2007). Teacher Performance Pay: A Review. College Park, MD: School of Public Policy, University of Maryland/American Enterprise Institute.

Activity - Reading Financial Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High performing instructional staff will be eligible for a performance based bonus.	Other	07/01/2013	09/30/2014	\$0 - Title II Part A	Eligible staff

### Strategy3:

Reading Professional Development - NHA University: Provides instructional admin and staff a unique opportunity to attend two-day courses that they select based on their professional and school needs. They attend specific courses in the areas where they need further support and training so they can provide high quality instruction to students and increase student academic achievement.

Visits to Local High Performing Schools:26 Teachers- Participants will further develop knowledge of research-based instructional practices through two (2) one (1) day visits to local high performing schools. Staff will observe the formative assessment process, professional learning communities, differentiated instruction in the classroom and other best practices.

Research Cited: In a 1998 study involving a half million elementary and middle grades students in 3,000 Texas schools, researchers found that the most important

factor in student achievement was teacher quality. A national study of over 1,000 mathematics and science teachers found similar results. Sustained and intensive

professional development is more likely to have an impact on enhanced teacher knowledge and skills, and ultimately student achievement, than shorter professional

development activities (Garet et. al., 2001). The results from this study also indicate that professional development that is focused on subject matter, provides teachers with opportunities for "hands-on" work, and is integrated into the daily life of the school is more likely to produce enhanced knowledge and skills that positively impact

student achievement. Hanushek, E., Kain, J. and Rivkin, S. (1998). Teachers, Schools, and Academic Achievement. Cambridge, MA. NBER. Garet, Michael S. et. al.,

(2001). What Makes Professional Development Effective? Results From a National Sample of Teachers. Washington, DC. American

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Educational Research Association.

Activity - Reading Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental professional development will be provided to staff to increase teaching effectiveness.	Professional Learning	07/01/2013	09/30/2014	\$0 - Title II Part A	All staff

### Strategy4:

Reading Supplies and Materials/Technology - Supplemental ELA Materials: Accelerated Reader: Supplemental software program that combines real literature and software support and provides immediate feedback through quizzes on reading and vocabulary progress of the student. 700 student subscripton.

Listening Centers: Supplemental ELA resource to be used with at risk students in order to build sight word vocabulary, model phrasing and fluency and expose students to all genres of literature. Will be used with leveled books, teacher made tapes, and student made tapes. 30 listening centers x \$225.

Leveled Library Books: Supplemental high interest print materials and audio books will help at risk students read at their level of development and understanding, which will increase the students' interest and help foster independent reading. Books will also be used in conjunction with the Accelerated Reader supplemental online subscription. \$10 per book x 1,200 books and \$30 per audio book x 200 audio books.

Document Cameras: When utilized in conjunction with an LCD projector, this supplemental resource will enhance curriculum delivery and teacher instruction by allowing teachers to project student work, pages of a book, specimen under a microscope, or nearly any other classroom item to the wall by placing the item under the projector screen. Will also assist teachers in differentiated instruction and to increase student engagement.

Research Cited: In a 2000 study commissioned by the Software and Information Industry Association, they reviewed 311 research studies on the effectiveness of technology on student achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward learning and increased self-esteem. Sivin-Kachala, J. and Bialo, E.R. (2000). 2000 Research Report on the Effectiveness of Technology in Schools. Washington, DC. SIIA.

According to Tomlinson and Eidson, differentiated instruction "refers to a systematic approach to planning curriculum and instruction for academically diverse learners" and is "a way of thinking about the classroom with the dual goals of honoring each student's learning needs and maximizing each student's learning capacity". Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

Activity - Reading Supplies and Materials/Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental supplies and materials will be used with at risk students to increase academic achievement.	Academic Support Program	07/01/2013	09/30/2014	\$0 - Title I Part A	Instructional staff

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### Goal 3:

All students at Lansing Charter Academy will become more proficient in writing

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency to structure responses, practice in genres, knowledge of conventions in English Language Arts by 07/01/2014 as measured by NWEA and MEAP student achievement data.

### Strategy1:

Writing Professional Development - NHA University: Provides instructional five (5) staff a unique opportunity to attend two-day courses that they select based on their

professional and school needs. They attend specific courses in the areas where they need further support and training so they can provide high quality instruction to students and increase student academic achievement.

Writing Instruction PD: Writing Consultant will provide on-site coaching and support to staff on effective pedagogy and instructional strategies related to the writing process and writing workshop. The consultant will provide support based on the individual needs of the building and grade level teams. Costs to include consultant fee: \$360 per day x 3 days.

Visits to Local High Performing Schools:26 Teachers- Participants will further develop knowledge of research-based instructional practices through two (2) one (1) day visits to local high performing schools. Staff will observe the formative assessment process, professional learning communities, differentiated instruction in the classroom and other best practices.

Research Cited: In a 1998 study involving a half million elementary and middle grades students in 3,000 Texas schools, researchers found that the most important

factor in student achievement was teacher quality. A national study of over 1,000 mathematics and science teachers found similar results.

Sustained and intensive

professional development is more likely to have an impact on enhanced teacher knowledge and skills, and ultimately student achievement, than shorter professional

development activities (Garet et. al., 2001). The results from this study also indicate that professional development that is focused on subject matter, provides teachers with opportunities for "hands-on" work, and is integrated into the daily life of the school is more likely to produce enhanced knowledge and skills that positively impact

student achievement. Hanushek, E., Kain, J. and Rivkin, S. (1998). Teachers, Schools, and Academic Achievement. Cambridge, MA. NBER.

Garet, Michael S. et. al.,

(2001). What Makes Professional Development Effective? Results From a National Sample of Teachers. Washington, DC. American Educational Research Association.

Activity - Writing Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental professional development will be provided to staff to increase teaching effectiveness.	Professional Learning	07/01/2013	09/30/2014	\$0 - Title II Part A	All staff

### Strategy2:

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Writing Instructional Support - Academic Specialists will plan, present, & monitor intervention services they provide to targeted students through inclusion & small group instruction in order to increase student achievement in the four core content areas. Will work in conjunction with the classroom teacher to determine the most appropriate interventions & related learning strategies for eligible students in regular classroom setting.

Paras will work w/ students in grades K-7, M-F during school day under direct supervision of teacher. Will provide: 1) 1-on-1 or small group for eligible students w/in reg classroom, & 2) 1-on-1 or small group for general student pop, ONLY if it allows reg teacher to work individually or in small groups w/ most academically at-risk students to increase achievement in core content areas.

Research Cited: Supplemental academic support in the form of small ratio tutoring has been shown to increase the reading abilities of all students. The following is research that supports instructional support positions as a strategy: Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

Activity - Writing Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Specialists and paras will provide supplemental academic support to at risk students.	Academic Support Program	07/01/2013	09/30/2014	\$0 - Title I Part A	Supplemental staff

### Strategy3:

Writing Financial Incentives - Financial Incentives for High Performing Teachers: Bonuses will be awarded to high-performing teachers that are positively impacting the performance of students in the school.

Research Cited: The following is research that supports financial incentives as a strategy: In 2007, Michael Podgursky and Matthew Springer reviewed the academic literature on merit-pay programs for the Journal of Policy Analysis and Management and found "the studies that have been conducted to date are generally positive and provide a strong case for further policy experimentation in this area by state and districts (combined with rigorous evaluation)." In addition an evaluation of a Little Rock, Ark., merit pay program by University of Arkansas researchers linked performance pay to higher test scores. Students attending schools where teachers were eligible for performance bonuses made gains on standardized test scores compared to their comparable peers in schools that did not offer merit pay. Podgursky, M. and Springer, M. (2007). Teacher Performance Pay: A Review. College Park, MD: School of Public Policy, University of Maryland/American Enterprise Institute.

Activity - Writing Financial Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High performing instructional staff will be eligible for a performance based bonus.	Other	07/01/2013	09/30/2014	\$0 - Title II Part A	Eligible staff

### Narrative:

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LCA is committed to demonstrating rapid academic improvement. For this reason, student performance is regularly assessed at the school-wide, subgroup, classroom, and individual student level. Throughout the school year, our leadership team will monitor the performance of students on an ongoing basis (after each assessment cycle is complete) to ensure the instructional strategies are successfully increasing academic achievement and closing achievement gaps.

We will promote the use of data to drive instruction by providing staff with dedicated time to analyze student data and build instructional plans. Staff will have daily and weekly planning blocks and quarterly professional development days designated for staff to review assessment data and develop action plans together.

Below is a calendar of the assessments we will implement followed by an overview of how this data is leveraged by staff.

Assessment	Timeframe
MEAP	Fall
NWEA MPG and MAP	Fall
Benchmark Assessment #1	Fall
NWEA MPG and MAP	Winter
Benchmark Assessment #2	Winter
NWEA MPG and MAP	Spring
Benchmark Assessment #3	Spring
WIDA ACCESS for ELLs	Spring
ACT Explore	Spring
W-APT (WiDA screener)	Ongoing based on incoming potential ELL students
Accelerated Reader	Ongoing based on student needs
Accelerated Math	Ongoing based on student needs

Use of data:

--School leadership considers aggregate and disaggregated data to assess school-wide, subgroup, and classroom performance and directs improvement efforts with their direct reports. Additionally, student progress on the schoolwide goals and subgroup objectives outlined in the School Improvement Plan will be reviewed and assessed on a regular basis.

--Grade-level teams meet frequently to assess grade-level performance and identify thematic areas for improvement within core content areas. Action plans are developed to address common needs across the grade level.

--Classroom teachers will use scholar- and classroom-specific data to assess individual and classroom performance and work under the direction of school leadership to address learning needs. Throughout the year teachers identify areas of student needs through an analysis of the following data:

- o MEAP
- o Northwest Evaluation Association Measures of Academic Progress or Primary Grades Assessment throughout the year
- o Benchmark assessments throughout year
- o Student work
- o Teacher-developed formative assessments
- o Student engagement and behavior

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Based on these data points, teachers adjust instruction to improve learning, promote performance gains, and close achievement gaps. Additionally, when this data shows a student is having difficulty mastering the State's standards they will receive the following additional supports:

- o Differentiated instruction in the regular classroom
- o Small group instruction in the regular classroom
- o Customized intervention during workshop time
- o Supplemental support from supplemental staff

## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

**Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.**

**Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8C: In your response, describe the district's plan for increasing time for professional learning that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

8A

LCA will provide more time in the core subjects by redesigning the current schedule to allow teachers to implement small groups and differentiate instruction to meet the varied learning needs of all students in the following ways:

- o Scheduled workshop time
- o Small groups by NWEA scores
- o Multi-sensory lesson components
- o Differentiated practice based on individual need
- o Additional repetition of content expectations
- o Strategies based on small group and individual student needs

Specifically, LCA will increase the English language arts and mathematics blocks from 60 to 90 minutes in grades 6-8 by eliminating one of the middle school electives.

In grades K-5, the existing English language arts and mathematics blocks will be reconfigured to provide dedicated time for workshop learning so that teachers can work with small groups of students and differentiate instruction.

The current instructional blocks for science and social studies are sufficient and will remain the same. School leadership will closely monitor the daily schedule to ensure these subjects are being taught for the intended amount of time.

8B

LCA will provide more time for enrichment by redesigning the current schedule. Specifically, at least 30 minutes of additional time is being designated in each core subject for enrichment activities by eliminating one elective in the middle school and reconfiguring the K-5 schedule. The enrichment activities will reinforce the key academic concepts taught through direct instruction and may include the use of educational games, manipulatives, listening centers, online programs such as Accelerated Reader and Accelerated Math, and other project-based based

and hands-on activities. Enrichment activities may be implemented in small groups or through independent student work. School leadership will monitor the daily schedule to ensure that enrichment opportunities are embedded into the core subject blocks. Additionally, LCA will implement a summer learning program and extended-day tutoring program for students needing additional intervention and remediation which will utilize the similar enrichment activities as those used during the regular school day.

- The intent of increasing time for enrichment activities, during the regular school day, extended-day tutoring, and summer learning, is to increase students' academic vocabulary and background knowledge to impact academic achievement. Based on Marzano's educational research, "[t]he relationship between academic background knowledge and academic achievement is crucial to eliminating the achievement gap". This need is greater for many Lansing students in the free and reduced subgroup because students from low socio-economic background because they tend to lack the necessary academic vocabulary and background knowledge needed for academic success and grade level mastery. Marzano's research confirms this need for increased time and resources to enhancing students' academic background knowledge and vocabulary, especially for students from low-income backgrounds.

### Indicator 8C

LCA is redesigning its current schedule to provide teachers with additional time for professional learning in two ways:

- Twice per year, school leadership will provide classroom coverage for one full day so grade-level teams of teachers can receive job-embedded professional development. Working with school leadership, teachers will leverage this release-time to analyze data and build targeted instructional plans as part of a professional learning community (PLC). We know that PLCs can be a powerful tool in advancing our reform efforts. Therefore, providing staff with two additional days to work collaboratively and improve their instructional practice will be key to rapidly improving student achievement. Huffman and Hipp (2003) asserted that a PLC is "the most powerful professional development and change strategy available" (p. 4).

- School leadership will refocus staff meeting agendas in order to incorporate high-quality professional development. Rather than discussing only administrative items, we will refocus our time together at these regular meetings to discuss topics that align with our Redesign Plan.

These include:

Differentiation of instruction.

Research-based instructional strategies.

Teaching mathematics.

Teaching reading.

Teaching writing.

Implementation of the Common Core.

Footnotes: Marzano, R. (2004), Building Background Knowledge for Academic Achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. (2004), Building Background Knowledge for Academic Achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

**Requirement #9: Provide ongoing mechanisms for engagement of families and community.**

**Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.**

**Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.**

### Indicator 9A

## Redesign Plan

Lansing Charter Academy

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LCA strives to develop strong relationships with students and parents, with the purpose of increasing student achievement and improving family engagement. We will involve families in our improvement efforts by consistently communicating with parents and providing opportunities for feedback. For example, we will send newsletters from the principal on a monthly basis and newsletters from teachers on a weekly basis with updates on the school's reform efforts. The principal's monthly newsletter and the school's monthly calendar will also be posted on the main corridor's bulletin board. We will also leverage technology to engage our families. Our Schoolreach system provides announcements to families in the form of telephone messages and/or text messages from the principal, Deans, teachers, office staff, and/or PTO with updates on school activities. We will gather feedback from families by inviting parents to have coffee with the principal each month and to attend parent meetings. To receive authentic feedback, we will also survey parents with a mix of open and closed-ended questions. We will make surveys available at parent meetings, parent learning events, the annual fall Title I parent meeting, the annual spring SIP parent meeting, and other parent/family events as needed. Below is an annual calendar of family engagement activities:

### August

- Family Curriculum Night
- Principal and Teacher Newsletters
- School and Community Committee Surveys

### September

- Family Carnival
- Title I Notification Letters Sent Home
- Title I Parent Meeting (includes review/feedback of Parent Involvement Policy, Parent Involvement Plan, Commitment to Excellence Contracts, and Title I programming)
- Coffee with the Principal
- Principal and Teacher Newsletters

### October

- 25th & 26th - Fall Parent/Teacher Conferences (includes review of Commitment to Excellence Contracts)
- Coffee with the Principal
- Principal and Teacher Newsletters

### November

- K Family Learning Event
- Principal and Teacher Newsletters
- School and Community Committee Surveys

### December

- Principal and Teacher Newsletters
- School and Community Committee Surveys
- School and Community Surveys

### January

- Art Night
- Principal and Teacher Newsletters

### February

- School and Community Committee Surveys
- Coffee with the Principal
- Principal and Teacher Newsletters

### March

- Spring Parent/Teacher Conferences
- PTO Meeting

## Redesign Plan

Lansing Charter Academy

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- Parent SIP Meeting
- Principal and Teacher Newsletters

April

- School and Community Committee Surveys
- High School Night
- Kindergarten Round Up
- Coffee with the Principal
- Principal and Teacher Newsletters

May

- Kindergarten Round Up
- Nutrition/Science Fair
- Principal and Teacher Newsletters

June

- School and Community Committee Surveys
- Middle School Meeting
- 8th Graduation/K Recognition
- Principal and Teacher Newsletters

### Indicator 9B

The members of LCA's Board of Directors are all representatives of the greater Lansing community, and they will play a critical role in our reform efforts. Their business and community connections will provide for partnerships to enhance our reform efforts. For example, our Vice President, Jason Puscas, is the legislative aide for a state Representative serving in the Michigan legislature. With Mr. Puscas' support, we will arrange for a day at the capitol for third grade students, who are studying Michigan history and government, to get a tour. Also, we will host a mock legislative session with mock committees for our middle school students.

Additionally, we will partner with the Capital Area District Libraries to provide tutoring and summer reading opportunities for LCA students. To enhance or reform efforts in science, we will partner with the Michigan Science Center to provide students with a hands-on, interactive exploration of science. We are also partnering with Michigan State University and University of Michigan to provide our middle school students with campus visits where they will receive a first-hand experience of campus life and begin to visualize college as a reality.

## **PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT**

**Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.**

**Indicator 10A: To respond to this requirement, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvacEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.**

Lansing Charter Academy's staff is employed by the school's education management partner and there are no collective bargaining or union agreements. This allows LCA great operational flexibility to break traditional organizational norms and adjust quickly in a fast cycle without being tied to a collective bargaining agreement.

Lansing Charter Academy has autonomy over its Title I, Title IIA, Title III, and Section 31a expenditures. As the building leader, Mr. Ward determines LCA's grant budgets based on the School Improvement Process. Additionally, Mr. Ward is the final decision maker on grant expenditures.

As part of Lansing Charter Academy's School Improvement Process the Schoolwide Plan and grant budgets are developed collaboratively with input from all required stakeholders. The School Improvement Team is comprised of building-level stakeholders including Mr. Ward as the building leader, teachers, Deans, and parents. The SIP Team conducts a Comprehensive Needs Assessment during which student achievement data, demographic data, program and process data, and perceptions data is analyzed to identify LCA's needs and areas of focused improvement. Mr. Ward and the School Improvement Team prioritize the investment of their funding sources, including Title I, Title IIA, Title III, and Section 31a, to implement the proposed strategies for schoolwide improvement.

LCA presents their findings and recommendations from the Comprehensive Needs Assessment and solicits feedback on their proposed school improvement efforts, grant funded programs, and investments during stakeholder meetings with parents, staff, and the School Board. The stakeholder feedback is documented through minute meetings and survey results. That feedback is then reviewed by Mr. Ward, and the SIP and leadership team to assess if the schoolwide plan and proposed grant budgets need adjustments.

Per the School-level Decision Process, the Principal Mr. Ward determines Lansing's Title I, Title IIA, Title III, and Section 31a budget and is the final decision maker on expenditures. Mr. Ward communicates the school's needs and budget priorities to LCA's grants consultant and business analyst annually each spring and throughout the year as needed. Per the District Oversight Process, NHA ensures compliance to applicable federal, state, and local requirements as well as monitors expenditures compared to the intended budget.

**Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.**

**Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.**

**Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.**

LCA is a public school academy and it its own single-building district. Our school leadership and staff will benefit from the support and technical assistance provided by our authorizer, Bay Mills Community College Office of Charter Schools, and our education management partner, NHA. The following is a list of the key contacts responsible for monitoring and supporting LCA:

- Pat Victor - Director of Field Operations, Bay Mills Community College
- Tim Morris - Operations Consultant, Bay Mills Community College
- Heidi Benser, Director of School Quality, National Heritage Academies
- Irwin Kurz, Senior Director of School Quality, National Heritage Academies

LCA leadership will ensure participation in all workshops and conferences offered by the Ingham Intermediate School District, Michigan Department of Education, Bay Mills Community College Office of Charter Schools, and NHA.

Employee:  
Position:  
Location:

Reviewer:  
Rubric: **Principal**  
Date:

**SIX CRITICAL SUCCESS FACTORS**

PERFORMANCE LEVEL	INEFFECTIVE	INCONSISTENTLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	EXEMPLARY
<p><b>ACADEMIC PROFICIENCY</b> Achieves academic proficiency on state tests; Analyzes data; Understands state test expectations; Coaches direct reports and teachers.</p> <p>COMMENTS:</p>	1	2	3	4	5
<p><b>ACADEMIC GROWTH</b> Achieves academic growth on the NWEA MAP and MPG assessments; Analyzes data; Coaches direct reports and teachers; Communicates results with all stakeholders.</p> <p>COMMENTS:</p>	1	2	3	4	5
<p><b>EMPLOYEE ENGAGEMENT</b> Follows NHA hiring practices; Develops engaged and highly satisfied staff; Addresses performance issues.</p> <p>COMMENTS:</p>	1	2	3	4	5
<p><b>FULL ENROLLMENT</b> Meets enrollment goals; Creates and executes enrollment plan.</p> <p>COMMENTS:</p>	1	2	3	4	5
<p><b>ENGAGE STAKEHOLDERS</b> Engages stakeholders; Coordinates stakeholder activities; Builds rapport with stakeholders.</p> <p>COMMENTS:</p>	1	2	3	4	5
<p><b>MANAGE EXPENSES</b> Effectively manages expenses; Reviews budget; Understands meaning of double bottom line.</p> <p>COMMENTS:</p>	1	2	3	4	5

**PROFESSIONAL ACCOUNTABILITIES**

PERFORMANCE LEVEL	INEFFECTIVE	INCONSISTENTLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	EXEMPLARY
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**MANAGE GRANTS AND SPECIAL EDUCATION REQUIREMENTS**

Follows the Federal and State Grants, ELL and Special Education compliance requirements; including eligibility requirements, timeline compliance, allowable use of resources, provision and documentation of services, collaboration between service providers and parents and other procedural requirements.



COMMENTS:

**DEPENDABILITY**

Completes assignments thoroughly and on time; Capable of handling crucial assignments; Constantly maintains an acceptable attendance record.



COMMENTS:

**SINCERE INTEREST**

Displays genuine interest in NHA's purpose and vision; Takes it upon him/herself to find and initiate work; Actively seeks to learn and improve performance in current role.



COMMENTS:

**COMMUNICATION**

Communicates effectively with teammates and listens well to others; Appropriately involves and informs others of important issues.



COMMENTS:

**TEAMWORK**

Treats co-workers with respect and dignity and supports team decisions even when he/she disagrees; Is a positive influence in the workplace.



COMMENTS:

**SIMPLE RULES**

Implements the Simple Rules framework with fidelity to support a positive, growth-oriented school culture.



COMMENTS:

**OVERALL COMMENTS**

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REVIEWER'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

EMPLOYEE'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

**PERFORMANCE LEVELS:**

<b>INEFFECTIVE</b>	Well below expected performance level; immediate improvement needed, employment at risk
<b>INCONSISTENTLY EFFECTIVE</b>	Below expected performance level; improvement required or employment may be at risk
<b>EFFECTIVE</b>	Meets expected performance level
<b>HIGHLY EFFECTIVE</b>	Exceeds expected performance level
<b>EXEMPLARY</b>	Model to other staff and shares knowledge

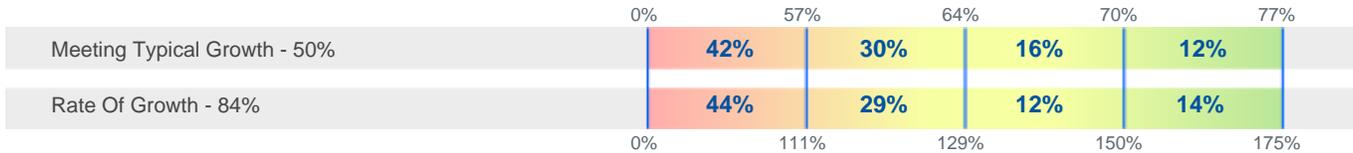
Employee:  
Position:  
Location:

Reviewer:  
Rubric: **Teacher**  
Date:

**STUDENT LEARNING RESULTS**

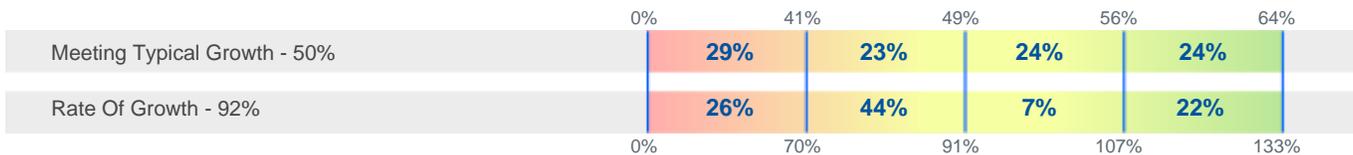
**Fall-To-Winter Results with Fall-To-Spring Projections**

% of teachers projected to fall into each range based on Fall to Winter results similar to yours



**Fall-To-Winter Results with Spring-To-Spring Projections**

% of teachers projected to fall into each range based on Fall to Winter results similar to yours



**STUDENT LEARNING RESULTS COMMENTS**

No Student Learning Results Comments have been made

**INSTRUCTIONAL AND CLASSROOM MANAGEMENT PRACTICES**

PERFORMANCE LEVEL	INEFFECTIVE	INCONSISTENTLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	EXEMPLARY
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**STUDENT AND CLASS RELATIONSHIPS**  
Builds caring relationships and sets a positive tone in the classroom, encourages students with high academic and behavioral expectations, and engages students as active participants in the classroom community.



COMMENTS:

**CLASSROOM MANAGEMENT**  
Maintains control of the classroom and maximizes student engagement by: following effective routines, guiding students to positive choices through high expectations, and holding students accountable to expectations.



COMMENTS:

**INSTRUCTIONAL AND CLASSROOM MANAGEMENT PRACTICES**

**PERFORMANCE LEVEL**

INEFFECTIVE

INCONSISTENTLY EFFECTIVE

EFFECTIVE

HIGHLY EFFECTIVE

EXEMPLARY

**INSTRUCTIONAL DELIVERY**

Engages students and sets an expectant tone for learning by clearly stating educational objectives, makes learning meaningful by connecting to previous learning, creates multiple ways to interact with material, and continuously checks for understanding.



COMMENTS:

**INSTRUCTIONAL STRATEGIES**

Effectively uses student data and lesson content to utilize multiple instructional strategies and can provide a clear rationale for why specific strategies were selected. Effective implementation of strategies results in an increase in student achievement.



COMMENTS:

**FEEDBACK**

Builds a positive community of learners by providing specific, actionable feedback that allows students to recognize quality work and track their own academic growth.



COMMENTS:

**INSTRUCTIONAL PLANNING**

Teachers work individually and collaboratively to select effective objectives, design lessons that are aligned to the Common Core State Standards, and use formative, interim, and summative assessments. As the teacher grows, s/he should be able to more consistently plan activities that are rigorous, should use assessment data frequently, and consistently adjust instruction.



COMMENTS:

**PARENT ENGAGEMENT**

PERFORMANCE LEVEL	INEFFECTIVE	INCONSISTENTLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	EXEMPLARY
<b>PARENT ENGAGEMENT</b> Seeks to establish relationships, communicates effectively, and encourages parent support in the building.	1	2	3	4	5

COMMENTS:

**PROFESSIONAL ACCOUNTABILITIES**

PERFORMANCE LEVEL	INEFFECTIVE	INCONSISTENTLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	EXEMPLARY
<b>PROFESSIONAL DEVELOPMENT</b> Sets and achieves professional development goals that are necessary to promote increased student achievement.	1	2	3	4	5

COMMENTS:

<b>DEPENDABILITY</b> Holds a solid attendance record, delivers on expectations and implements the Simple Rules with fidelity.	1	2	3	4	5
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COMMENTS:

<b>SINCERE INTEREST</b> Demonstrates clear commitment to NHA, committed to professional growth, embraces the Simple Rules and takes initiative.	1	2	3	4	5
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COMMENTS:

<b>COMMUNICATION</b> Shares information, uses appropriate methods, is clear and concise, and seeks to understand the truth.	1	2	3	4	5
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COMMENTS:

<b>TEAMWORK</b> Seeks to help others be successful, fully supports the team and direction, and behaves in accordance with social contract.	1	2	3	4	5
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COMMENTS:

OVERALL COMMENTS

REVIEWER'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

EMPLOYEE'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

**PERFORMANCE LEVELS:**

<b>INEFFECTIVE</b>	Well below expected performance level; immediate improvement needed, employment at risk
<b>INCONSISTENTLY EFFECTIVE</b>	Below expected performance level; improvement required or employment may be at risk
<b>EFFECTIVE</b>	Meets expected performance level
<b>HIGHLY EFFECTIVE</b>	Exceeds expected performance level
<b>EXEMPLARY</b>	Model to other staff and shares knowledge