

Special Note

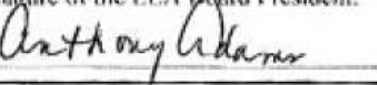
The purpose of the SIG application is to have a clear and understandable picture of the implementation plan that the LEA intends to put into place and accomplish. In order to do this, an LEA may find it necessary to add more narrative to their plan to clearly articulate the ideas represented in the application. Please feel free to add such narrative.

LEA Application Part I

SIG GRANT--LEA Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

| | |
|--|-----------------------------------|
| Legal Name of Applicant: Detroit Public Schools | Applicant's Mailing Address: |
| <p>LEA Contact for the School Improvement Grant</p> <p>Name: Tracy Martin</p> <p>Position and Office: Chief of Staff, Office of the Chief Academic and Accountability Auditor</p> <p>Contact's Mailing Address: 7321 Second Avenue, 14th Floor Fisher Building, Detroit, MI 48202</p> <p>Telephone: 313-873-4493</p> <p>Fax: 313-870-3489</p> <p>Email address:</p> | |
| LEA School Superintendent/Director (Printed Name): Robert C. Bobb | Telephone: 313-870-3772 |
| <p>Signature of the LEA School Superintendent/Director:</p> <p>X </p> | <p>Date:</p> <p>8-16-10</p> |
| LEA School LEA Board President (Printed Name): Anthony Adams, Esq. | Telephone: 313-873-7860 |
| <p>Signature of the LEA Board President:</p> <p>X </p> | <p>Date:</p> <p>Aug. 16, 2010</p> |
| <p>The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p> | |

GRANT SUMMARY

District Name: School District
of the City of Detroit (Detroit
Public Schools)

District Code: 82010

ISD/RESA Name: Wayne RESA

ISD Code: 82000

FY 2010
School Improvement Grant – Section 1003(g)
District Proposal Abstract

For each of the models listed below, indicate the number of Schools within the District/LEA intends to implement one of the four models: attach the full listing using form below in Section A , Schools to be Served, and the criteria for selection as attachments to this grant.

- | | |
|----|--|
| 6 | Close/Consolidate Model: Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district. |
| 18 | Transformation Model: Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools. |
| 21 | Turnaround Model: Replace principal and at least 50% of the staff, adopt new governance, and implement a new or revised instructional model. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports. |
| 0 | Restart Model: Close the school and restart it under the management of a charter school operator, a charter management organization (CMO) or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend. |

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

From the list of eligible schools, an LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school. Detailed descriptions of the requirements for each intervention are in Attachment II.

Note: Do not complete information about Tier III at this time.

| <u>SCHOOL NAME</u> | <u>NCES ID #</u> | <u>TIER I</u> | <u>TIER II</u> | <u>TIER III</u> | <u>INTERVENTION (TIER I AND II ONLY)</u> | | | |
|--------------------------------------|------------------|---------------|----------------|-----------------|--|----------------|----------------|-----------------------|
| | | | | | <u>turnaround</u> | <u>restart</u> | <u>closure</u> | <u>transformation</u> |
| <u>Cooley North Wing</u> | 261200001702 | X | | | | | X | |
| <u>Denby</u> | 261200004693 | X | | | X | | | |
| <u>Fleming</u> | 261200004714 | X | | | | | X | |
| <u>Kettering West Wing</u> | 261200001703 | X | | | X | | | |
| <u>Lessenger/Dixon</u> | 261200004761 | X | | | X | | | |
| <u>Phoenix</u> | 261200004862 | X | | | X | | | |
| <u>Southwesten</u> | 261200004831 | X | | | X | | | |
| <u>Barbara Jordan</u> | 261200001293 | | X | | X | | | |
| <u>Bethune/Fitzgerald</u> | 261200004724 | | X | | X | | | |
| <u>Central High School</u> | 261200004670 | | X | | X | | | |
| <u>Cody Upper</u> | 261200004680 | | X | | X | | | |
| <u>Coffey</u> | 261200004681 | | X | | | | X | |
| <u>CMA</u> | 261200000079 | | X | | | | | X |
| <u>Cooley</u> | 261200004684 | | X | | | | X | |
| <u>Crockett</u> | 261200000073 | | X | | | | | X |
| <u>Detroit High School for Tech.</u> | 261200001704 | | X | | | | X | |
| <u>Drew</u> | 261200004883 | | X | | | | X | |
| <u>Duffield</u> | 261200004700 | | X | | X | | | |
| <u>Earhart</u> | 261200004639 | | X | | X | | | |
| <u>Farwell</u> | 261200004710 | | X | | X | | | |
| <u>Finney</u> | 261200004712 | | X | | X | | | |

| | | | | | | | | |
|-------------------------------------|--------------|--|---|--|---|--|--|---|
| <u>Fisher Magnet Upper</u> | 261200004833 | | X | | | | | X |
| <u>Ford</u> | 261200004734 | | X | | X | | | |
| <u>A.L. Holmes</u> | 261200004637 | | X | | | | | X |
| <u>Jemison</u> | 261200000031 | | X | | | | | X |
| <u>Keidan</u> | 261200001922 | | X | | | | | X |
| <u>Kettering</u> | 261200004755 | | X | | X | | | |
| <u>Law</u> | 261200004773 | | X | | X | | | |
| <u>Mumford</u> | 261200004793 | | X | | X | | | |
| <u>Murphy</u> | 261200004795 | | X | | | | | X |
| <u>Nolan</u> | 261200004795 | | X | | | | | X |
| <u>Northwestern</u> | 261200004802 | | X | | | | | X |
| <u>Osborn Upper</u> | | | X | | | | | X |
| <u>Parker</u> | 261200004807 | | X | | | | | X |
| <u>Pershing</u> | 261200004813 | | X | | | | | X |
| <u>Pulaski</u> | 261200004817 | | X | | | | | X |
| <u>Schulze</u> | 261200004826 | | X | | | | | X |
| <u>Brenda Scott</u> | 261200001676 | | X | | X | | | |
| <u>Southeastern</u> | 261200004830 | | X | | X | | | |
| <u>Taft</u> | 261200004844 | | X | | X | | | |
| <u>Trix</u> | 261200004846 | | X | | | | | X |
| <u>Vetal</u> | 261200000281 | | X | | | | | X |
| <u>Western International</u> | 261200004857 | | X | | X | | | X |
| <u>White</u> | 261200004858 | | X | | | | | X |

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant. LEA's are encouraged to refer to their Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) to complete the following:

Provide a narrative description following each of the numbered items below for each school the LEA plans to serve with School Improvement Grant funds.

1. For each Tier I and Tier II school that the LEA commits to serve, the LEA must:
 - o **Describe the process the LEA has used to analyze the needs of each school and how the intervention was selected for each school.** (Detailed descriptions of the requirements for each intervention are in Attachment II.) The LEA must analyze the needs of each Tier I, II or III school using complete and consistent data. (Attachment III provides a possible model for that analysis.) (Note: Do not complete analysis for Tier III at this time.)

In order to determine which school reform model best supports each school in making dramatic changes that will produce significant increases in student achievement within a short period of time, the District took the following steps:

- 1.) *Completed a comprehensive review of academic and non-academic data based on a consecutive 4-year period (Beginning 2006-2007 through 2009-2010 school years) for each school. The review process included the following actions:*
 - *Conducted a longitudinal and cohort to cohort change model review of each school's academic performance (all groups and subgroups), by grade level, on the state assessments (MEAP/MME) in each core academic area.*
 - *Reviewed student performance for each school, by grade level, as measured by the District's interim assessments, DIBELS, and Accelerated Reader and Math assessments*
 - *Reviewed the number of each school's special education compliance issues, referrals, and number of students exiting special education categorical programs, and increase in the percent of students placed in a Least Restrictive Environment (LRE)*
 - *Reviewed MI-Access data for each center-based program*
 - *Reviewed each school's English Language Learners academic performance as measured by the ELPA.*
 - *Reviewed each school's average daily attendance (all groups and subgroups)*
 - *Reviewed each school's and retention rates for all students and subgroups*
 - *Reviewed each school's suspension rates and serious incidents reports*
 - *Reviewed the following data for each high school:*
 - ✓ *Graduation rate*
 - ✓ *Dropout rate*
 - ✓ *Number of student's dually enrolled in a post-secondary program*
 - ✓ *Number of student applying/Accepted to Postsecondary Institutions*
 - ✓ *Number of students enrolled in AP courses*
 - ✓ *Scores on the ACT*
 - *Reviewed changes in each school's student population due to consolidations/mergers and recent school closures in the targeted school's enrollment boundary*

- *Compiled and reviewed qualitative data collected by regional superintendents and the Office of the Academic and Accountability Officer during school walkthroughs*
- *Reviewed the principal performance review rating of each targeted principal*
- *Reviewed the number of completed teacher evaluations completed for each school and the number of teachers whose performance was rated as unsatisfactory*
- *Considered unique factors relative to the school community/context*
- *Reviewed the impact of any previous reform efforts for each school*
- *Reviewed each school's Comprehensive Needs Assessment and School Improvement Plan*
- *Reviewed data relative to the staff turnover rate and student mobility rate*
- *Where applicable, reviewed school diagnostic visit data*
- *Reviewed each school's 90-day plan*

2.) *After completing a comprehensive analysis of the data, the District placed each school into one of two categories:*

a) Critical Level Intervention Schools

Schools in which all or most of the following exist:

- *Student academic performance data reveals a pattern of continual decline, fluctuation, or has been stagnant during the 4 year period (all and/or subgroups)*
- *Previous reform efforts only yielded incremental improvements*
- *Limited to no school structures and/or systems are in place to effectively support the implementation of a high quality instructional program*
- *Non-academic factors impacting the school climate/culture are considerable, making significant change difficult to highly improbable.*
- *Student enrollment trends and projected enrollment for the four year period*

Reform models selected for schools identified as Critical Level Intervention Schools include: Turnaround, Restart, or Closure.

b) High Level Intervention Schools

Schools in which all or most of the following exist:

- *Student academic performance data reveals minimal growth over the four year period (all and/or subgroups)*
- *Previous reform efforts have resulted in moderate improvements*
- *Some progress has been made to establish the necessary structures and systems required to implement a successful reform effort*
- *The school staff exhibits a "readiness" and "willingness" to embrace and fully implement the necessary steps associated with reform.*

The Transformation Reform Model will be implemented in schools identified as High Level Intervention Schools.

- **Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.** (Data and process analysis to assist the LEA with this application may be found in the Sample Application (Attachment III) for each school and in the District Improvement Plan (Attachment IV). In the Rubric for Local Capacity, (Attachment V) local challenges are indicated by the categories “getting started” or “partially implemented.”

Successful support of SIG schools cannot be accomplished in isolation of the District’s comprehensive academic reform work. It must be part of the broader district-wide strategy for improving teaching and learning at every level. Failure to do this will result in the continuation of poor academic performance and diminish the potential of limited financial resources.

In the process of developing the academic plan, an audit was conducted of the District’s existing educational program, as well as the operations and organizational infrastructure in place to support the implementation of the academic work. Additionally, a review of the District’s Comprehensive Needs Assessment, the Council of Great City Schools’ Instructional Audit, Governor’s Transition Plan, and Detroit Board of Education’s Academic Plan was completed. Collectively, all revealed that the District lacks the presence of a coherent instructional program and the necessary organizational structures and systems required to support the development and implementation of this work. Clearly, such a deficit can severely interfere with the District’s ability to effectively support and sustain a school reform effort.

In response to these findings, the District developed a comprehensive academic plan designed around key district and school improvement elements required to ensure all students are provided access to high-quality instructional learning opportunities. Developing these key areas are also critical to ensuring the District’s capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II School identified.

These key elements include:

1) Effective School Leadership

Selection of proven turnaround leaders is one of the most critical ingredients to effectively implementing and supporting a comprehensive reform effort. That being said, the District developed the School Leadership Academy. The School Leadership Academy includes the following core components:

- **Principal Recruitment**- *Principal recruitment that is based on the District established core competencies of effective leaders/turnaround leaders*
- **Principal Retention**- *Retention of principals supported by “specially trained” principal coaches, mentors, and associate superintendents*
- **Evaluation and Professional Development based on a continuous improvement model**- *Evaluation that is directly aligned to core competencies,*

measures of accountability, and comprehensive on-going professional development and support

- **Differentiated Professional Support** - Professional development that is differentiated to better support the individual needs of the principal/school
- **Accountability for Student Achievement**- Accountability for improved teaching and learning; reflected in new performance-based contract

2) High Quality Teaching and Learning

The District recognizes that the establishment of a coherent instructional system is necessary in order to improve teacher instructional practice and student learning. A coherent instructional system ensures the alignment of the curriculum, instructional strategies, assessment, and professional development. Building on this understanding, the District has begun the work required to define and create a coherent instructional system.

Curriculum- The District is currently working to create a more rigorous high-thinking demand curriculum (beginning with ELA and Mathematics) that grows increasingly more complex as students progress from one grade level to another; is designed around core concepts and critical skills; and requires students to use high-level thinking skills:

The curriculum encompasses the following essential components:

- 1) State-Adopted Common Core Content Standards
- 2) Big Ideas, Essential Understandings, and Habits of Mind
- 3) Performance Standards (Includes exemplars of students work that meets and exceeds standards, and criteria for proficiency on assessment items)
- 4) Pacing Guides
- 5) Scope and Sequence
- 6) Aligned Materials and Resource

- **Comprehensive Assessment Program-** The District is designing a comprehensive assessment program (a key element of the continuous improvement model) that is aligned to the curriculum and includes both interim/benchmark and short cycle assessments. A review of student progress relative to these assessments will be regularly conducted at the District and school level to make determinations as to what interventions (Important element of the district's RTI model) are warranted to support improvements in student learning and teacher instructional practice.
- **Use Data to Support Continuous School Improvement-** The District is developing the structure, processes, and support required for schools to have access to real-time data and understand how to utilize various types of data to support improvements in teaching and learning.
- **Instruction-** The manner in which content is delivered is a fundamental component to student academic growth and development. Teachers must ensure students acquire new and complex information and skills; make meaning of the information acquired, and effectively transfer what was learned to new situations. In support of this, the District has and will continue to emphasize a pattern of instruction that will best meet the differentiated learning needs of our students; this includes a gradual release model based on direct and explicit instruction of content, coaching its application, in-depth student discussion and engagement to ensure

understanding, and independent application.

- **Aligned Instructional Resources and Materials-** *The District completed an instructional resource analysis to determine if any gaps existed between the state standards, NAEP assessment framework and the adopted textbooks and instructional resources schools use to meet content expectations. Gaps were identified in the ELA instructional materials. As a result, the District purchased supplemental ELA instructional materials to ensure teachers and students are provided the necessary materials required to meet academic expectations.*
- **Comprehensive Professional Development-** *The District is designing a system aligned comprehensive professional development program that will build the capacity of instructional support staff, teachers, principals, and central academic support staff (assistant superintendents and core content staff) to improve teaching and learning. Professional Development is critical in that aligned quality professional learning opportunities ensures that all levels of the academic organization possess a shared understanding of what high quality instruction looks like, understand the appropriate implementation of practices, and how to support the work.*

Professional development and support for the SIG schools will incorporate additional targeted professional development, such as:

- *Literacy and math coaches (on-site support)*
- *Partner provider support aligned to the District's coherent instructional system*
- *Peer Assistance Review*
- *Turnaround leaders and teachers special training*

The second component of the PD plan is designed to support non-instructional staff. Non-instructional staff plays a very important role in the work required to improve teaching and learning. Understandably, they must also be provided professional learning opportunities, aligned to the broader vision, in order develop the knowledge and skill required to support the core work of teaching and learning.

- **Evaluation System based on Continuous Improvement** – *The District is in the process of developing a system aligned evaluation tool/process that involves the collection and review of both qualitative and quantitative data; is designed to support schools and the District in identifying models of exemplary practice and identifying problems of instructional practice and student learning. The evaluation process provides critical data that directly informs teacher and leadership professional learning needs and student academic intervention and support needs.*
- **Instructional Management Platform-** *The District acquired Learning Village, a technologically-based instructional management platform that enables all stakeholders to access all components of the instructional program electronically.*

3) Committed and Talented Staff- *Clearly, a committed and talented staff who possess the skills and knowledge required to support the work around teaching and learning is key to student success. In order to ensure all students are afforded a high-quality learning experience, the District is currently conducting an audit of the current practices and*

organizational structure of the Human Resource Department. The data collected as a result of the audit will provide the District important information that will drive decisions around the development of new structures and systems required to recruit, hire, and retain the highest quality staff who possess the core competencies needed to meet the needs of our **students**.

4) Safe and Effective Learning Environment- Clearly, students benefit both academically and emotionally from an educational experience that integrates challenging academics with a commitment to creating and fostering a learning environment of mutual respect and integrity. The lack of a clear and consistent discipline plan, policies, and procedures has contributed to disorder and a lack of individual and collective commitment and accountability to student learning and success in many District schools. A chaotic learning environment leads to increased suspensions, an absence of focus on teaching and learning, and increased tension between parents, community, and schools. In order to ensure all of our schools are able to create and sustain a positive learning environment, the District has taken the following steps:

- Developed the Master Facilities Plan to support the implementation of each targeted school's instructional program; and ensure that school facilities are inviting and well-maintained, and have the necessary supplies, materials, and resources to support quality teaching and learning.
- Developed an orderly, safe, secure, and drug-free environment with the introduction of a zero-tolerance policy and consistently enforced codes of conduct.
- Revised the student attendance policy to improve student attendance.
- Designed a system of support services, provided by the District and in cooperation with external organizations, to ensure that students and their families have access to social, guidance, and health services, including school-based health clinics, in targeted schools, and co-curricular activities.
- Developed a comprehensive staff model for high need schools to ensure these schools are able to provide a full range of support services for students.
- Provided extended learning opportunities for students, both after school and during the summer.
- Developed new conflict resolution curriculum to assist students in grades PreK-12 learn to handle their differences and disputes in a positive manner.
- Designed new schools to serve the diversity and talents of our students, including magnet schools for science or business, virtual schools students can attend on-line and Early College where students earn college credits in high school.
- Provided new options to earn credits and catch up for students who have fallen behind and are subject to possible expulsion
- Expanded alternative learning settings for students in need of supports the traditional school setting is unable to provide
- Allocated additional resources to schools identified as "Priority Schools" (includes SIG schools)

5) Organizational Coherence and Systems Management- It is important to recognize all of the complex and interrelated elements of the district as a system itself and as a part of a larger system; and develop coherence within and between these systems to support the core work of teaching and learning. Because of the interdependent nature of these systems, the critical elements that make up these systems must be transformed simultaneously. This work is essential to guarantee all critical

elements of the organization align to support implementation and success of the District's academic plan. Using the Harvard Public Education Leadership Project (PELP) Coherence Framework as a guide, the District has begun the work of redesigning and executing control over the following important elements of the organization:

- **Change District Culture-** The existing culture impedes the District's ability to meet the needs of schools in a manner that is effective and efficient. The District is making changes in the organizational structure, establishing new norms for staff engagement, and creating new systems of accountability and expectations that will lead to changes in individual staff commitment and ensure staff at all levels of the organization are held to high expectations and are accountable for results.
- **Reorganizing the Organizational Structure-** The District is currently undergoing a process of reorganization of the central office to ensure successful implementation of the academic plan and maximize fiscal and human resources. As with many our schools, the District as a whole is also in the midst of a process that constitutes a "turnaround". That being said, a temporary turnaround organizational structure was developed to support the "turnaround" process. However, at the same time, the Emergency Financial Manager is currently working to develop a permanent organizational structure that will ensure a seamless transition once the EFM and team departs.
- **Develop new policies, processes, and procedures-** Many District policies and practices often create impediments to "getting the work done". The District is redesigning policies and processes, and procedures to ensure that they align with the District's educational vision, supports the establishment of fiscal solvency and stability and support instead of create barriers for improvements in teaching and learning.
- **Allocating human and financial resources more effectively-** The District has conducted an internal audit of all key facets of the District, as well as reviewed all external audit reports to identify areas in which human and financial resources have not been appropriately utilized, maximized, or equitably allocated. The reorganization work that's taking place will ensure the appropriate alignment of all human and fiscal (General, Title, and grants, and donations) resources.
- **Stakeholder Engagement-** The District clearly understands the importance of engaging all stakeholders in the District turnaround process. That being said, the District is working to expand communication and engagement strategies to ensure that all key stakeholders of the internal and external school community are appropriately informed and engaged.
- **System of Reciprocity of Accountability-** The District is creating a new structure of accountability in which all levels of the organization will be held responsible for performing the tasks required to ensure that all schools are able to meet required levels of performance.

2. If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school. If an LEA claims lack of sufficient capacity to serve each Tier I school, the LEA must submit written notification along with the School Improvement Grant application, that it cannot serve all Tier I schools. The notification must be signed by the District Superintendent or Public School Academy Administrator and the President of the local school board. *Notifications must include both signatures to be considered.*

The notification must include the following:

- ✓ A completed online Michigan District Comprehensive Needs Assessment indicating that the district was able to attain only a “Getting Started” or “Partially Implemented” rating (link below) in at least 15 of the 19 areas with a description of efforts to improve.
- ✓ (http://www.advanced.org/mde/school_improvement_tasks/docs/edges_report_template.doc)
- ✓ Evidence that the district lacks personnel with the skills and knowledge to work with struggling schools. This includes a description of education levels and experience of all leadership positions as well as a listing of teachers who are teaching out of certification levels
- ✓ A completed rubric (Attachment V) scored by the Process Mentor team detailing specific areas of lack of capacity

The District plans to serve all Tier I and II schools. West Side Academy and Hutchinson were not included in this application, because the District opted to keep the principals in place due to the unique student population and current relationship between the principal and community. A comprehensive reform model will be followed in these schools and funded through Title funding and other existing resources.

3. For each Tier I and II school in this application, the LEA must describe actions taken, or those that will be taken, to—
- Design and implement interventions consistent with the final requirements
 - Select external providers from the state’s list of preferred providers;
 - Align other resources with the interventions;
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (Attachment VI is a rubric for possible policy and practice changes); and
 - Sustain the reforms after the funding period ends.

Below includes the steps the District has taken to design and implement interventions consistent with the final requirements:

Transformation Model

| | |
|-----------------------------------|--|
| <u>Required Activities</u> | |
| Principal Selection | <p>Principal Selection Process</p> <p>High impact school leaders are one of the most influential levers in improving student achievement. High impact school leaders possess a sophisticated level of knowledge and skill required to successfully improve the work around teaching and learning. Turnaround school leaders, however, must also possess additional core competencies required to effectively address unique issues that are characteristic of persistently failing schools. That being said, the District took the following action steps to ensure each SIG school was assigned a high-impact turnaround leader:</p> <p style="padding-left: 40px;">The District conducted individual principal performance reviews to:</p> <ul style="list-style-type: none"> ○ Assess each principal’s performance relative to expected outcomes ○ Provide critical formative and summative feedback to inform each principal’s work on how to effectively use resources to improve teaching and learning ○ Determine professional growth needs and required district support ○ Provide insight relative to critical organizational and contextual factors that impact improvements in teaching and learning in each principal’s building ○ Promote personal self-reflection and continuous professional learning ○ Determine which principals meet the core requirements of a turnaround leader <p>In preparation for each performance conference, each principal was required to be prepared to discuss and bring supporting evidence in reference to the requirements listed below:</p> <ol style="list-style-type: none"> 1) Describe the work that has been done to support improved teacher instructional practice. 2) Describe the work you they done to improve learning for all students. (ELL, special needs students, etc.) 3) Describe how data and assessment is used in their respective buildings to drive continuous improvement in teaching and learning. |

- 4) Describe how monetary, human, and community resources are maximized to support whole school improvement.
- 5) Describe how the principal engages parents and community members in efforts to improve student achievement.

In addition, quantitative and qualitative data and the Principal's 90-Day entry plan (requirement of all DPS principals instituted this year) was reviewed to make determinations as to the appropriate placement of principals.

New Principals

The District convened interview committees consisting of the regional superintendents, other central staff, parents and community representatives. These committees interviewed principals for Priority Schools (including SIG schools). The interview questions reflected the components of whole school reform and competencies of turnaround leaders. Candidates were rated according to how well they were able to respond to each question.

Through these processes, the District identified leaders who exhibited the most potential to effectively address the unique needs of the SIG schools and assigned these individuals appropriately. Below includes chart listing principal assignments for each SIG school:

| School Name | School 2009-2010 School Year | Principal | School 2010-2011 School Year | Principal |
|--------------------------|---|------------------|---|------------------|
| Denby | Kenyetta Wilbourn | | Kenyetta Wilbourn | |
| | Ora Beard | (Dixon) | | |
| Lessenger/Dixon | Bettie Reid (Lessenger) | | Ora Beard | |
| Phoenix | Norma Hernandez | | Norma Hernandez | |
| Southwestern | Stefana Romanov | | Stefana Romanov | |
| Barbara Jordan | Marcia Morrow | | Carolyn Freeman Brown | |
| | Pamela Askew | (Bethune) | | |
| Bethune/Fitzgerald | LaChelle Williams (Fitzgerald) | | Melissa Scott | |
| Central | Steven McGhee | | Steven McGhee | |
| Cody Upper | Cheryl Harshaw | | Charlene Mallory | |
| Communication Media Arts | Matthew Dixon | | Donya Odom | |
| Crockett HS | Deborah Hurst | | Deborah Hurst | |
| | Kenneth Jenkins | (Duffield) | | |
| Duffield/Bunche | Marvin Franklin (Bunche) | | Marvin Franklin | |
| Earhart | Linda Lewis-Tucker | | Gerlma Johnson | |
| Farwell | Laverne Jordan | | Ronnie Sims | |
| Finney | John White | | Jared Davis | |
| Fisher Magnet Upper | Linda McIntosh | | Linda McIntosh | |
| Ford HS | Layne Hunt | | Layne Hunt | |
| Holmes, AL | Delores Harris | | Leenet Campbell-Williams | |
| Jemison | Sheila Jenkins | | David Harris | |
| Keidan | Yvette Pinchem-Stewart | | Yvette Pinchem-Stewart | |
| Kettering | Leroy Bougard | | Leroy Bougard | |
| Law | Jeffery Nelson | | Jeffery Nelson | |

| | | | |
|--|---------------|------------------|-----------------|
| | Mumford | Anthony Houston | Anthony Houston |
| | Murphy | Randolph Gear | Janet Glenn |
| | Nolan | Daryl McDuffie | Kenneth Jenkins |
| | Northwestern | Belinda Raines | Belinda Raines |
| | Osborn Upper | Thomas Parker | Carmen Wilson |
| | Parker | Ledora Scott | Eric George |
| | Pershing | Donna Thornton | Donna Thornton |
| | Pulaski | Ethel Jones | Karen Abbott |
| | Schulze | Brenda Lyons | Brenda Lyons |
| | Scott, Brenda | Phillip VanHooks | Calvin Patillo |
| | Southeastern | Gerald Craft | Gerald Craft |
| | Taft | Naomi Lewis | Angela Broaden |
| | Trix | Denise Booker | Denise Booker |
| | Vetal | Eric George | Marcia Morrow |
| | Western | Rodolfo Diaz | Rodolfo Diaz |
| | White | Verneice Gaines | Bilal Tawwab |

- **Student data in teacher/leader evaluation**
- **Evaluation designed with teacher/principal involvement**

Evaluation Process/Tools

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

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

The evaluation processes reflect the symbiotic relationship between evaluation, professional development, and accountability- Assessment of teachers and leaders must be based on a set of clearly defined standards of performance and connected to student performance outcomes. Professional development and support must be directly linked to performance standards; and teachers and leaders must be held accountable for meeting these expectations.

These understandings represent the foundation from which the teacher and principal evaluation process was designed.

Teacher Evaluation Process

The teacher evaluation process/tool was developed in collaboration with the Detroit Federation of Teachers. The evaluation tool is based on a continuous improvement model comprised of the following key elements:

1. **Core competencies that define effective teaching** – professional standards that define what teachers should know and be able to do:
 - a. Domain I: Planning and Executing Effective Instruction
 - b. Domain II: Creating and Managing a Learning Environment
 - c. Domain III: Maintaining a Professional Learning Community Through Teacher Leadership
2. **Outcomes-Driven** – Directly links student academic and non-academic performance measures to teacher practice (in-puts”)

3. **Evidence-Based** –Evaluation is tied to concrete evidence that ensures assessments of performance are not based on arbitrary decisions
4. **Guidelines for Evaluation Teacher Practice** – Provides specific guidelines as to how to assess/ measure teacher effectiveness.
5. **System of Professional Development and Support** – Aligns teacher learning needs, performance standards, and the appropriate professional development/support.
6. **Self-Assessment-** Designed to support self-evaluation and reflection on performance and planning for personal improvement
7. **Accountability** – provides direction for the removal of ineffective teachers who do not improve.

Principal Evaluation Process

The principal evaluation process has been developed in collaboration with representatives of the principal “unit” and is based on the following key components:

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

The new evaluation processes/tools are aligned and a key component of the District’s comprehensive academic plan to support continuous improvement in teaching and learning. A copy of the teacher evaluation tool is attached. The principal evaluation tool is still in progress, but will be finalized and ready for implementation before September 7, 2010.

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| <p>Replace leaders/staff who have not increased achievement</p> | <p>In collaboration with the Detroit Federation of Teachers, the District negotiated new contractual language under “Priority Schools” (includes all SIG Schools) that allows for flexibility regarding seniority rules and enables Priority Schools to hire and retain those individuals who will best meet the needs of the Priority School’s student population. Under the Priority Schools agreement, the following is in place relative to staffing:</p> <ol style="list-style-type: none"> 1) The administration in collaboration with DFT convened to develop Priority School interview questions reflective of the new evaluation tool, core competencies of turnaround teachers, and expectations/requirements of a Priority School, approve the criteria for recruitment, selection, and retention of staff at a Priority School. 2) A staff selection committee was identified for each Priority School. Each Priority School’s staff selection committee is made up of the following participants: <ol style="list-style-type: none"> a) School Principal b) Designee of the Academic and Accountability Auditor c) Designee of the DFT Executive Board d) School building’s DFT building chairperson <p>The selection committee is responsible for interviewing and selecting staff at Priority Schools.</p> <p>Staffing is on an application basis. All interested staff must apply to become a member of a Priority School. Teachers selected for the Priority Schools must possess a valid Michigan teaching certificate (or applicable license) with an endorsement in the content area and/or specialty skill for their assignment, and meet the Highly Qualified requirements of No Child Left Behind and Individuals with Disabilities Education Acts. In the event a Priority School is unable to fill positions from the active teacher applicant pool, the principal may choose from the District’s lay-off list or select an external candidate. Upon selection to serve in a Priority School, a member will be required to complete prescribed professional development specifically designed to meet the needs of the Priority Schools that will lead to a Certificate of Qualification.</p> <p>District-wide layoffs will occur in accordance with the layoff provisions of the collective bargaining agreement; however, the District does not have to retain staff at Priority schools based on seniority, but eligibility according to the interview and evaluation core competencies.</p> <p>The evaluative criteria shall include, but not be limited to, members of the Priority School maintaining the requirements of the position, meeting pre-established</p> |
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| | <p>benchmarks and targets, making a continuing commitment to all that is prescribed under the Priority Schools agreement. Any staff member who is not meeting the evaluative criteria required by the Priority School, using supportive evidence and data, will be informed of the basis for evaluative findings and shall either receive intensive professional support to assist the individual in meeting performance standards or will undergo the necessary process leading to non-reappointment/non-renewal.</p> |
| <p>Ongoing Job-Embedded Professional development</p> | <p>Professional Development in the Detroit Public School District is designed as an on-going part of the daily life of the school. Professional Development activities are designed to be directly related to the educational goals indicated in the District’s Academic Plan and provide ongoing and systematic assessment and improvement of teaching and learning. The DPS Comprehensive Professional Development Plan offers substantial opportunities to educators and support personnel both at the school level and through District department-sponsored professional development. All opportunities are focused around:</p> <ul style="list-style-type: none"> • implementation of standards, • effective teaching and learning, and • improvement of instructional leadership. <p>The DPS Comprehensive Professional Development Plan was informed through conversations and work sessions with the following departments and external organizations:</p> <ul style="list-style-type: none"> • Chief Academic and Accountability Office • Office of Professional Development Services • Academic Departments (i.e., ELA, Math, Arts) • Special Education • Department of English Language Learners • Early Childhood Department • Skillman Foundation • Detroit Federation of Teachers • Regional Superintendents’ Office • Office of Federally Funded Programs and Grants • Various materials vendors (i.e., HMH, Texas Instruments) • Instructional Technology Department • Research, Evaluation and Assessment Department • Human Relations Department • Council for Great City Schools • Health and Physical Education Department • Local universities <p>The Detroit Public Schools Comprehensive Professional Development Plan focuses on developing a deep knowledge of content, developing collegial relationships, encouraging reflective practice and enhancing instructional leadership. There are several tracks these areas of focus follow. Some work will be done at the school level, with groups of teachers examining their practice and discussing their practice during grade level meetings and teacher led groups. Other work will take place during District sponsored sessions where teachers and/or</p> |

principals will come together to learn about a content area or instructional strategy, go back to their building to practice the learning, and then come together to analyze the results through looking at student or adult work products. Still more work will be done at the District level with groups of central office personnel engaging in an examination of their practice and analyzing its impact on school performance.

The National Staff Development Council (NSDC) asserts that professional development efforts must closely align with school improvement plans and thrive within existing school operations and structures. DPS is aligned with this assertion, using a synthesis of the Academic Achievement Plans developed by each school in the District as a starting point for the development of the Comprehensive Plan. The District uses systems-thinking planning that is guided by the consideration of NSDC's following questions:

- What are our goals for our students?
- What must we (the adults) learn in order to help our students learn?
- What is the best design for the adult learning?
- What is in place in each school that we would need to change or strengthen in order to meet our learning goals and our student goals?
- How will we know if we were achieving our goals?

In order to design a Comprehensive Professional Development Plan that truly improves the learning for all students, the National Staff Development Council advocated adopting a "Theory of Change". *Assessing Impact: Evaluating Staff Development* (Killion, 2002) describes the characteristics and strengths of a program's theory of change. A theory of change "...delineates the underlying assumptions upon which the program is based. It includes not only the components of a program, but also incorporates an explanation of how the change is expected to occur" (p. 55). According to Whaley (1987), program components include program resources, program activities, initial and intermediate outcomes, and ultimate goals.

For example, our plan for Literacy professional development sessions for K - 6 teachers will capitalize on the following "theory of change".

Goal: Improve literacy performance in grades K—9.

Activities:

1. Seven day comprehensive session on the 5 components of reading instruction spread out over the course summer school.
2. Follow-up activities to be implemented between sessions.
3. ELA District and School coaches available for follow-up visits and demonstration teaching.
4. New HMH reading intervention materials for K—6 classrooms.

Initial outcomes: Principal observations will document teachers using new practices. Intermediate outcomes: Classroom assessments and district-level assessments will document improved student scores.

Final outcomes: State test scores will document improved student learning.

In this theory of change, the final results, improved test scores, will be attributed to the links in the chain.

Below includes the components of the District’s Comprehensive Professional Development plan that provides a brief description of the professional development opportunities that Detroit Public School District offers currently or will be offering over the next several months to principals, lead teachers, teachers, and other central administrators. These opportunities all focus on improving student achievement as the ultimate goal.

Priority School Professional Development

In addition to the professional development program described below, members of Priority Schools will also participate in “school specific” professional training developed by the Office of Priority Schools. The foundation of this professional support/development will be developed in collaboration with the school and partner provider and based on the results of the following:

- each school’s Quality School Review/Instructional Audit
- staff self identified need survey
- quantitative data

Note that, per the Collective Bargaining Agreement under Priority Schools, all professional development for Priority School staff members is mandatory.

Leadership Professional Development

Executive Staff

Identified executive staff members, identified school personnel, external partners, and DFT Executive Board members are collaborating, as a part of the Collective Bargaining Agreement, on amendments to the Professional Development Plan, based on collected data. This group will identify core literacy elements, determine support required, and develop and implement a central system of support for schools and make recommendations for a communication strategy that will ensure that all stakeholders are fully knowledgeable of the District’s System of Professional Development/Support.

Executive Administrators Program

Ten principals have been identified by the Chief Academic and Accountability

Auditor to provide leadership/mentorship in the development and support of other struggling and new principals. These Executive Administrators will participate in ongoing professional development sessions led by the Deputy Chief of Academic Affairs that will focus on developing coaching relationships to enable leaders to enhance student performance while providing opportunities for exemplary principals to share their knowledge and experiences with their colleagues.

Monthly Principal Conferences

The Chief Academic and Accountability Auditor has designed monthly principal meetings around using data to drive teacher instructional practice and student learning. The Office of Research, Evaluation, and Assessment will assist with the implementation of this strategy in collaboration with the District's Office of Professional Development. These monthly conferences will also include DFT building chairpersons, and content area coaches.

New Principals Program

New Principals will participate in professional development devoted to increasing their knowledge of the “nuts and bolts” of the principalship, understanding the roles of manager and instructional leader, and understanding the District Literacy Framework, standards and standards implementation. This program is being designed and implemented by the Office of Professional Development in collaboration with other District Administrators.

Cohort Principal Professional Development

Selected principals have been divided into three cohorts for the purpose of targeted professional development. These principals will participate in professional development focusing on ELA and Mathematics Standards implementation, District and State Assessment Systems, exemplary classroom practice, and enhancing leadership skills.

High School Principals

High School Principals will participate in a series of professional development sessions that will help them transform their schools into effective learning communities through redefining leadership. Participants will conduct research, study other successful transformations and discuss their findings. Sessions will be divided between driving instruction for improved student achievement and the conversion and start up of the new small schools. Partner providers have been identified for the High Priority Schools to help them with this work.

Teacher Professional Development

All Turn-Key Leaders

The TurnKey model involves the ongoing training of key staff who are responsible for returning to their respective schools and work in collaboration with the school principal to deliver the expected professional training. Turnkey individuals are teacher leaders who exhibit a sophisticated understanding of the work around teaching and learning. In an effort to emphasize job-embedded professional development, Turn-Key Leaders are being taught methods for creating learning communities within their buildings. TurnKey Leaders are taught strategies for focusing the conversations and ensuring that the conversations explore ways to improve student achievement. The TurnKey Leaders look at student work, analyze lesson plans, create lesson plans as a group, and resolve puzzles or conflicts through reflective problem solving.

English Language Arts/Literacy Coaches

The District will hire, train and assign one literacy coach to each Priority School. Literacy Coaches will participate in monthly professional development where they study, in-depth, the 5 components of reading instruction identified by the National Reading Panel. This series of professional development sessions assists the Instructional Specialists and Coaches with methods for demonstrating and modeling effective, research based reading strategies as well as providing them with a wealth of resources and strategies.

Mathematics Coaches

Mathematics Coaches will participate in monthly sessions designed to assist them with the implementation of the Mathematics Standards and the integration of Common Core Standards.

Other Subject Area Instructional Specialists and Coaches

Middle School Subject Area Instructional Specialists will meet once a month to deepen their understanding of standards, their implementation, methods for demonstrating and modeling effective, research based strategies as well as providing them with a wealth of resources and strategies.

Early Childhood Professional Development

Training for Early Childhood teachers and SSA's will continue this year. The District has been working collaboratively with Wayne State University, High Scope, and DFT to support training of all staff around how to effectively support the development of the early learner.

First and Second Year Teachers

New Teachers

The District, based on teacher needs, will offer monthly professional development sessions for New Teachers. Additionally, the DFT will offer their Education, Research and Dissemination (E, R & D) series several times throughout the year. In addition to the professional development, new teachers will be assigned mentors.

Second Year Teachers

Second year teachers will be offered a special series that will continue to provide support based on a needs survey given the previous spring and other forms of teacher feedback.

Peer Assistance Review (PAR)

The District in collaboration with the Detroit Federation of Teachers (DFT) negotiated as a part of the Collective Bargaining Agreement, The Peer Assistance Review (PAR) program, which is designed to provide struggling and new teachers additional support through peer coaching. Currently, the District and the DFT are working to:

- 1) Finalize the PAR Framework
- 2) Finalize the training program for PAR Coaches
- 3) Hire PAR Coaches

Other Professional Development

ACT/MME Preparation

Ninth and Tenth Grade Teachers

Teachers of students in grades 9 -11 will be provided intensive professional development specifically geared toward ACT and MME preparation. Teachers will learn how teaching the standards will best prepare their students for these high stakes tests and how an “assess, plan, teach” model will focus their instruction on the specific needs of the students they are teaching.

Subject Area Professional Development

English

Professional Development in the English Department is in collaboration with the Office of Professional Development Services “Reading Academy” offerings. In addition, online professional development program will be offered to

teachers that will teach strategies for working with struggling readers.

The Office of English Language Arts is also working in collaboration with HMH to complete a matrix of student work exemplars aligned to the District Standards. This matrix will allow teachers to analyze different levels of student work for each Standard in order to determine the level of rigor that should be expected at each grade level. Scoring camps will be held that will help teachers to effectively and consistently use rubrics to standardize the scoring of student work.

Mathematics

Professional Development offerings in mathematics will focus on the implementation of the Mathematics Standards. Specific strategies for implementing the standards will include training on the following:

- use of the calculator,
- methods for thinking algebraically,
- Teaching measurement,
- Geometer's Sketchpad,
- Use of the middle school adopted text, and
- Use of the adopted pre- algebra text.

Scoring camps focusing on looking a student work in mathematics and scoring that student work against a rubric will be held throughout the year. The work resulting from these scoring camps will be used to complete a matrix, similar to the one being completed for English Language Arts that will provide exemplars aligned to the District Mathematics Standards.

Science

The Office of Science will be focusing their professional development on the implementation of the Science Standards through monthly meetings with elementary point persons, the middle school teachers and high school teachers. In addition to these monthly sessions, the Science Office will also be offering sessions on the use of portfolios that connect literacy and critical thinking in planning and implementing the standards, lesson study groups, Science Kits, laboratory safety, and middle school standards.

Social Studies

The Office of Social Studies will devote professional development sessions to introducing the adopted Social Studies Standards and providing strategies for implementing the standards.

Guidance Counselors

Monthly professional development will be held for head guidance counselors to keep them current on technical issues and to provide strategies for

working with the students they serve.

Special Education

Professional development targeting strategies for adapting materials to the special needs of students, co-teaching models, alternative assessments and effective inclusion strategies will be offered to all teachers on a monthly basis. In addition, professional development regarding the writing of IEP's and the electronic IEP's will offer throughout the year.

Multilingual / Multicultural Education

The Office of Multilingual / Multicultural Education offers frequent professional development sessions designed to assist teachers working with students for whom English is not their native language with strategies for effectively reaching their goals and meeting the grade level standards in each subject area.

Nurses and Social Workers

Nurses and Social Workers will participate in regular, joint professional development training to support collaboration across the two departments. The focus on trainings will center on how to create a comprehensive wrap-around support program for schools.

High School Transformation

Partner Providers

High Priority High Schools have identified partner providers to assist with delivering professional development based on the needs of the building.

Using Assessment to Plan Instruction

At the building level, high school teachers will attend sessions devoted to analyzing student data based on assessments and designing instruction to address the needs of students.

Teaching Struggling Readers

In an effort to enhance literacy instruction and the integration of literacy instruction across all content areas, teacher in grades 9-12 will have the opportunity to participate in professional development. This professional development program provides teachers strategies for effective literacy instruction across the content areas by Kylee Beers, nationally recognized expert, and will be highly interactive.

Professional Development for Support Staff

Secretarial

Team building, hands-on and cross training is the focus for our DPS secretarial staff. Team Building sessions will be offered throughout the year to improve unity in the workplace and improve the interpersonal skills of our secretarial staff members. Professional development for secretaries will also emphasize the following technical procedures: payroll, attendance, e-mail and use of Peoplesoft.

Paraprofessionals

To ensure that the Title I schools and programs have qualified instructional staff, the Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind statute, has specific provisions for paraprofessionals who have instructional duties. The District will work collaboratively with the DFT to design professional development activities that will lead our paraprofessionals to higher levels of expertise, thus improving their support to students.

Transportation

Members of the Transportation Division will be offered periodic professional development that prepares them to better serve the children they are transporting.

Safety and Security

The Office of Professional Development will coordinate professional development to provide safety and security personnel updates on the following critical issues:

- Blood borne pathogens,
- Bomb threats,
- Explosives,
- Proper handcuffing methods,
- Sexual harassment,
- Crisis management,
- Critical incidents, and
- Supervision.

Custodians and Cleaners

Custodians will receive training in regards to supervision of employees and ordering procedures. In addition, professional development will be held that will target enhancing both interpersonal and technical skills. Cleaners will receive training on proper cleaning techniques and job responsibilities.

Food and Child Nutrition

Staff members in Food and Child Nutrition services receive periodic professional development around the implementation of new product lines, customer service and improving technical skills.

Family Liaisons

The Office of Parent and Community Engagement in collaboration with the Office of Professional Development will hold monthly professional training sessions for parents and community members to support effective and responsible engagement of these stakeholders.

Professional Development Evaluation

While each individual professional development session may contain specific objectives and expectations, the universal goal of all professional development is to provide participants with the knowledge and skills necessary to improve student achievement. From picking students up at the bus stop, to ensuring they have a nutritious meal, to providing a safe, clean environment, to implementing research based learning strategies in the classroom, all professional development in the Detroit Public School District is geared towards the one goal of improving student achievement. By keeping this at the forefront of all planning, we prevent any distraction by peripheral issues and ultimately maintain our focus.

The Office of Professional Development Services will be implementing a database for every employee that identifies what professional development the employee has participated in over the course of their employment. With this system, teachers will be able to pull up their personal transcripts at any time. Principals and other supervisory personnel will have access to individual transcripts as well as building transcripts. Therefore, a principal will be able to pull up the building transcript for the school and identify which teachers have attended a specific professional development opportunity. This will provide the principal a valuable tool in supporting conversations relative to feedback on teacher instructional performance and the development of teacher professional improvement planning

The database maintained by the Office of Professional Development Services will also contain the data from evaluations of specific sessions. These evaluations will necessarily be brief and reflect only how the participants felt about the experience and whether or not they learned anything they felt valuable. This is not enough. Currently, the Office of Professional Development Services is researching ways to answer three central questions:

1. Did participants acquire the intended learning goals?
2. Did participants implement the knowledge/skills/strategies that they learned from the professional development experience in their classrooms?
3. Did their implementation of the learning goals make a difference in student achievement?

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| | <p>Once we are able to answer the three questions presented above, we will be in a better position to design and implement professional development that truly makes a difference in classrooms and with the students we serve.</p> |
| <ul style="list-style-type: none"> • Implement financial incentives or career growth or flexible work conditions • Provide additional \$ to attract and retain staff | <p>Shared Decision Making</p> <p>The District in collaboration with the DFT negotiated a shared decision-making process as a part of the Collective Bargaining Agreement. Shared decision making allows the school leadership team to determine the work rules and working conditions that are required for their school in order to fully and successfully implement the components of the school’s reform model.</p> <p>In order to advance instructional reform and operate in a shared decision-making model a Joint Labor-Management Shared Decision-Making Committee was established. The committee accepts applications from schools who wish to enter into a shared decision- making model. The school’s eligible staff votes to ensure buy-in from staff. The Committee meets with the school to review and plan the areas for which shared decision-making will apply. <i>However, under the District’s Priority Schools Agreement with DFT, all members of Priority Schools are required to participate in shared decision-making.</i></p> <p>To aid with implementations and assure the model is meeting the needs and direction of school reform a school based leadership team will be establish and will consist of no more than 12 committee members, principal, assistant principal, DFT union representative, and 4 teachers. The School Leadership Team will work collaboratively in identifying issues, defining goals relative to academic achievement, developing school budgets and establishing policies and practices by consensus. The effectiveness of this process will be evaluated yearly by a tool jointly developed by the union and LEA. This level of school autonomy will allow each building to have more flexible work conditions to meet the building’s individual need.</p> <p><u>School Based-Performance Pay</u></p> <p>Additionally, to further the connection between academic achievement and school performance, a school-based performance bonus will be offered to participating schools. Criterion and benchmarks for school-based performance pay will include measurable improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average, graduation rates, reduction in drop-out rates, attaining and/or maintaining Adequate yearly Progress and other provisions identified by the No Child Left Behind Act. The School Leadership Team and building administration will meet annually to develop the application for consideration complete with the rationale of interest, strategies to meet the criteria/benchmarks, data pertinent to the identified criteria for consideration, and clearly defined objectives for the school year. The bonus packages will be distributed to the schools either by (1) utilizing the District’s predetermined cash distribution matrix or (2) the School Leadership Team will</p> |

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| | <p>determine an alternative.</p> <p>Schools selected to participate in the school-based performance program will be subject to an annual review of predetermined criteria using supportive evidence and data for each school. A data-based rationale must be provided if a school is not renewed for participation in the following year, unless the non-renewal is due to a lack of available funding.</p> <p><u>Provisions under the Priority School Agreement (Flexible Work Conditions)</u></p> <p>Per the agreement between the District and Priority School staff, members of Priority Schools agree to the following:</p> <ul style="list-style-type: none"> • Extended school day and year • Participation in the Shared Decision-Making process • Hiring based on selective application process • Retention of staff based upon performance, not seniority • Participation in mandatory prescriptive and prescribed professional development |
| <p><u>Permissible Activities</u></p> | |
| <p>System for measuring changes in instructional practices that result from professional development</p> | <p>Changes in instructional practices, resulting from professional development, will be evaluated using three components: Teacher and Principal Evaluations, quantitative data, and the Quality School Review (QSR) (instructional audit) process and school walkthroughs.</p> <p>The District is in the process of developing a systematic process for the collection of these data in order to make determinations about the effectiveness of the current and future professional development program.</p> |
| <p>Ensure that school is not required to accept a teacher without the mutual consent of teacher and principal regardless of seniority</p> | <p>In collaboration with the DFT, the District negotiated provisions defining Priority Schools as a part of the Collective Bargaining Agreement. As a part of instructional reform, the category of Priority Schools was developed. Each school eligible for the School Improvement Grant is designated as a Priority School. Under the Priority Schools agreement, the District and teacher’s union (DFT) agreed to accommodate necessary and unusual requirements such as creative teaching methods; acceleration of improved student achievement as measured by MDE standards; creative scheduling; dedicated staff assigned to each school; extended school day and extended school year; and parental and community engagement. These accommodations include staffing selection and the waiver of seniority.</p> <p>Staffing at Priority Schools is based on a selective application process. Interested DFT members must apply for assignment to a Priority School and be selected via an interview by the school site Staff Selection Committee. Teachers selected for</p> |

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| | <p>the Priority Schools must possess a valid Michigan teaching certificate (or applicable license) with an endorsement in the content area and/or specialty skill for their assignment. Upon selection, teachers are required to attend prescribed professional development specifically designed to meet the instructional needs of the Priority School. Priority School teachers are assigned with the understanding that their on-going assignment at the school is contingent upon staff meeting evaluative criteria in an annual review process.</p> |
| <p><u>Required Activities</u></p> | |
| <ul style="list-style-type: none"> • Use of data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards. | <p>Detroit Public Schools has engaged Houghton Mifflin Harcourt (HMH) to implement their Learning Village system. Learning Village will provide teachers and administrators with universal access to the following information critical to the teaching and learning process: curriculum mapping and standards alignment; supplemental content to support the literacy and math models of DPS and differentiated instruction; assessment data reporting to inform instruction; benchmark assessment item banks; and online instructional content through Destination Math and Reading. Learning Village provides resources for data driven decision making through Data Director and the Assess2Know item banks.</p> <p>The Learning Village model also includes technical and professional development including classroom coaching and modeling. The professional development plan will align to goals and objectives of the District. Learning Village will enable teachers and administrators to collaborate on plans of instruction, the delivery, and strategies. Multiple levels of collaboration range from a simple reviewer providing feedback on lessons, to a jury and peer review which allows for evaluation of curriculum against set standards with meaningful feedback sent to teachers. The professional learning communities created and supported by Learning Village allow discussion forums to easily share learning experiences, best practices, lesson plans and have open discussions around educational issues within a virtual community. The collaboration will allow cross-district support from mentors, curriculum supervisors and others while eliminating the physical constraints of location.</p> <p>Test items and other material have been aligned to Michigan’s standards through thorough research and review of the standards and frameworks for content specifics, assessment expectations, and limitations. A HMH Test Development Specialist that has classroom experience in a particular subject and grade reviewed all related items. An item had to meet the Michigan Standards and specifications in content and rigor in order for it to be included in the Michigan item bank. If any part of an item did not meet the criteria within a standard, the item did not become part of the bank of items. This included any part of the content, passage, stem, art, and/or answer choices. The items deemed aligned were then checked by a Senior Alignment Specialist to review the accuracy of alignment.</p> |

Furthermore, HMH and DPS believe that strategic intervention is needed to impact literacy achievement across the district: Leveled Libraries, Gateways, and Bridges to Literacy, and Write Source will be implemented to achieve these interventions.

- Leveled Libraries – available both online and in print build the world of literature for the students. Bringing books with lesson plans provides a robust literature supplemental full of rich content to impact the students literacy.
- Gateways - a comprehensive, research-based Reading/Language Arts intensive intervention program for grades 4-12 with specialized instruction for English language learners.
- Bridges to Literature – this program provides the resources necessary to meet the needs of students who read more than two years below grade level. These students are not able to access on-grade level material, and thus cannot make significant progress because the traditional materials used do not match their instructional reading level. Bridges to Literature is designed specifically for these students. With research-based instructional design and gradually increased selection difficulty, the scaffolding necessary to remediate and accelerate these students’ reading proficiency as measured by tests administered by the state or the school district as well as by pre and post tests embedded within the Bridges to Literature program.
- Write Source Program – enhance writing and literacy skills. The Write Source program presents writing as a process; teaches the 6-traits of writing; provides students with frequent opportunities to write; fosters students’ ability to assess and revise their own writing, builds grammar, punctuation, and usage skills; and develops students’ overall literacy skills, including those of struggling learners and non-native English speakers. Since Write Source teaches writing as a process and breaks writing into the five recursive stages of writing – prewriting, drafting, revising, editing or proofreading, and publishing, students are able to understand and gain control over the complex task of writing.

Promote continuous use of student data to inform instruction and meet individual needs of students.

Detroit Public Schools will employ the databases and web-based systems offered by the Learning Village Enterprise (LV) to promote the continuous use of student data to inform instruction and ensure individual student needs are met. The key benefits and supporting features of the software are:

| Key Benefits Linked to District Goals | Supporting Features of LV to Achieve District Goals |
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| Improve student achievement | <p>Data-driven instructional decisions help teachers to improve student achievement.</p> <ul style="list-style-type: none"> • Use assessment results to inform instruction and search for and/or link to appropriate curriculum resources based on data analysis • Link to a best practice curriculum aligned to standards |

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| | | <ul style="list-style-type: none"> • Select instructional content to meet the needs of individuals or intervention groups based on assessment results • Ensure that diverse learning populations such as ELL or students with special needs are being met with resources that are aligned to best practices and standards | |
| | <p>Effective use of district resources</p> | <p>Deploying a solution for curriculum mapping and instruction that can be extended to assessment management provides a low total cost of ownership to a district by effectively using existing curricular resources.</p> <ul style="list-style-type: none"> • Scalable architecture for applications • Single unified portal to manage standards-aligned resources | |
| | <p>Equity of instruction</p> | <p>By providing equal access to best instructional practices and professional development to all teachers, aligned to standards, the district can close the achievement gap and promote high-quality instruction.</p> <ul style="list-style-type: none"> • Standardize curriculum maps and scope and sequence documents and easily communicate these across the district • Ensure that all teachers have immediate, point-of use access to high quality instructional resources and professional development, aligned to standards • Support all teachers through access to lesson plans and | |

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| | | instructional resources that have been juried and approved as best practices | |
| | Increase Accountability | <p>By monitoring data tied to instruction accessed within Learning Village, administrators can verify and support teachers in the instruction of specific students in the classroom.</p> <ul style="list-style-type: none"> • Monitor instruction and intervention resources being used • Monitor standards being taught • Identify gaps in the curriculum and professional development in regards to addressing State standards and student needs | |
| | Efficiency in Work | <p>Easy access through a unified teaching/learning portal for teachers, students, and parents.</p> <ul style="list-style-type: none"> • Provide access to a district-wide curriculum maps and on-line instructional content aligned to standards using Learning Village • Support for a system-wide search (i.e., grade level expectations, learning objectives) • Provide easy access to assessment management system and other district applications for teachers | |
| <u>Permissible Activities</u> | | | |
| Conduct reviews to ensure that curriculum is implemented with fidelity and is impacting student achievement. | <p>The District is working to complete the components relative to an instructional audit or Quality School Review Process (QSR). The QSR provides the District a systematic process by which it can:</p> <ul style="list-style-type: none"> • Determine what is happening in each school relative to teaching and learning (Quality of instruction/fidelity of implementation) • Guide each school through a process of self-reflection • Develop and implement school specific, comprehensive school | | |

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| | <p>improvement professional support plan based on the identified needs of the school</p> <ul style="list-style-type: none"> • Establish a process that leads to continuous improvement <p>The QSR is a criteria-driven process that is based upon effective schools research. The criteria for the QSR will measure the school’s performance relative to the components of whole school reform.</p> |
| <ul style="list-style-type: none"> • Implement a school wide Response to Intervention model • Provide PD to teachers/principals on strategies to support students in least restrictive environment and English language learners. | <p>Detroit Public Schools has created and implemented many changes to increase student achievement and decrease drop-out including expanded instructional time and developing a web-based intervention model to impact literacy across the district. All of these elements will be components of the systematic RTI model that the District is currently in the process of developing.</p> <p>Currently, the following elements are in place:</p> <p>Expanded instructional time in math and reading to 120 minutes per day for grades K-8 begins in Fall 2010. This results in a dramatic increase in exposure to these two core subject areas. The extended instructional time is part of the Response to Intervention Model (RTI) in which there are three levels of intervention. Expanded instructional time in reading and math is categorized as Level I where everyone receives the same level of support. This is the most basic of intervention, not providing specialized help, but providing a consistent service. Level II elevates the intervention to include specialized support. At this level there may be a team of teachers in a classroom and one teacher focuses on those students who have reflected they need more assistance in order to become proficient in that area. Another approach is to have the identified students to receive assistance in a non-classroom setting. Level III offers direct intervention, a one-to-one program concentrated in a specific content area. One example of this level of intervention is the Pre-kindergarten to third grade Reading Recovery teachers. These teachers work directly with an identified student to enhance skills, while removing them from an intimidating environment such as the classroom where they might feel inadequate compared to the other students and placing them in a more intimate setting. Software or paper activities can be utilized at this stage. One such approach is the literacy interventions provided by Learning Village that can be used at both Level II and Level III.</p> <p>The strategic intervention literacy support resources include: Leveled Libraries, Gateways, and Bridges to Literacy, and Write Source.</p> <ul style="list-style-type: none"> • Leveled Libraries – available both online and in print build the world of literature for the students. Bringing books with lesson plans provides a robust literature supplemental full of rich content to impact the students literacy. • Gateways - a comprehensive, research-based Reading/Language Arts intensive intervention program for grades 4-12 with specialized instruction for English language learners. • Bridges to Literature – this program provides the resources necessary to meet |

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| | <p>the needs of students who read more than two years below grade level. These students are not able to access on-grade level material, and thus cannot make significant progress because the traditional materials used do not match their instructional reading level. Bridges to Literature is designed specifically for these students. With research-based instructional design and gradually increased selection difficulty, the scaffolding necessary to remediate and accelerate these students' reading proficiency as measured by tests administered by the state or the school district as well as by pre and post tests embedded within the Bridges to Literature program.</p> <ul style="list-style-type: none"> • Write Source Program – enhance writing and literacy skills. The Write Source program presents writing as a process; teaches the 6-traits of writing; provides students with frequent opportunities to write; fosters students' ability to assess and revise their own writing, builds grammar, punctuation, and usage skills; and develops students' overall literacy skills, including those of struggling learners and non-native English speakers. Since Write Source teaches writing as a process and breaks writing into the five recursive stages of writing – prewriting, drafting, revising, editing or proofreading, and publishing, students are able to understand and gain control over the complex task of writing. <p>The District's math intervention includes establishing a systematic process for identifying struggling students and their learning needs while providing appropriate intervention and acceleration. Some of the key indicators and interventions are:</p> <ul style="list-style-type: none"> • Ensure alignment to data and assessment system • Develop appropriate intervention options for students based on identified needs • Design programs to assist schools in providing additional student support during extended day programs, in-school tutoring, etc. • Expand on-line learning intervention and acceleration options • Redesign school schedules to allow for the inclusion of intensive intervention and “catch-up courses” |
| <p>Use and integrate technology-based interventions</p> | <p>HMH Learning Village offers web-based instructional management and intervention programming for up to 90,000 students. This web-based application has developed and implemented a technology infrastructure that will provide a means to maintain consistent data across DPS, streamline the data input and data gathering process, and automate much of the data aggregation for reporting purposes while maintaining a user-friendly web interface. One such component is a student data tracking system to monitor all key achievement components including grades, test scores, demographic, and success indicators.</p> <p>The Data Director component is a complete data application, which allows for the tracking of student assessment data, student demographic data, program/event attendance, student grades, teacher data and extensive reporting. Data Director's assessment solution is supported and maintained by an outside, quality, project-management team. It also includes an Assess2Know exam bank that can be customized or a perpetual bank based on Michigan framework and standards to be used as assessment and early warning system.</p> |

Learning Village also includes web-based supplementary literacy and math programming to be used as an intervention. Destination Math and Destination Reading provide a comprehensive instructional technology solution for reading and mathematics. Through the web-based enterprise, teachers can impact student achievement through whole group, small group, or one-to-one instruction by offering multiple levels for differentiated instruction.

Through engaging animations with full audio support and virtual manipulative, Destination Math teaches math concepts from elementary through Algebra 1. Problem solving skills and strategies are developed using real-world applications. From number sense and basic operations, through proportionality, algebraic thinking, geometry, measurement, and data and statistics, Destination Math aligns with state and NCTM standards. Practice sessions and workouts apply skills and develop critical thinking abilities. Full audio support is available in English and Spanish, Printable math Logs provide paper-and-pencil practice.

Destination Reading provides an engaging research-based instruction which is proven effective in building work study and analysis skills, fluency, and comprehension. Interactive lessons begin with fiction and nonfiction texts, and include song, rhyme, and manipulative activities to build work study skills and vocabulary strategies. Fluency is developed in multiple ways, including read-alouds that model pace and expression. Comprehension skills and strategies are applied through a variety of motivating games and activities. For grades 4-8, students have the ability to take notes electronically as they read, it also provides paper and pencil activities to accompany the software.

Both Destination Math and Reading provides teachers with tools for differentiating instruction and monitoring progress. The support of the system will provide on-site professional development, coaching, and modeling, as well as customized alignments to target specific skills based on results of MEAP, Gates-MacGinitie, Iowa Test of Basic Skills, and other assessment data.

Destination Math is a completed (k-12) mathematics program that transforms the teaching of math and bolsters student understanding through a highly interactive learning environment that presents even the most abstract concepts with ease. Each session in Destination Math is presented to students in the context of real-world examples. Students develop fluency in critical skills, math reasoning, conceptual understanding problem-solving skills. The seven comprehensive courses include assessments based on state standards as well as sequenced, prescriptive, step-by-step instruction in math skills. Students get individualized skills instruction they need to master math curriculum and prepare for algebra and more advanced math concepts.

Destination Reading is a robust Pre-K to 8 reading curriculum that uses the power of technology to assess, prescribe, and engage students in the skills and concepts necessary for reading success. Created on scientifically based research from the

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| | <p>national Reading Panel and the Alliance for Excellent Education, Destination Reading is a powerful early literacy and adolescent literacy program that correlates to state standards, and includes an explicit instructional pathway and frequent assessments to help guide individualized, data driven instruction.</p> |
| <p>Increase rigor (AP, IB, STEM, and others)</p> | <p>By offering Advanced Placement courses and comprehensive support for students and teachers, we will provide students at every Detroit Public School the opportunity to complete college-level coursework and earn early college credit. The District goals include:</p> <ul style="list-style-type: none"> • By 2011, all high schools will offer at least 1 new AP courses and will have a concrete plan for expanding AP offerings in subsequent years. • By 2011, schools will set clear goals around the number of students who will pass an AP exam with a 3 or higher. • We will create a common understanding of the process and an awareness of the support that the district will provide. Coordinating communication and action steps at the district level will guarantee that each teacher and campus administrator receives and acts on the same information. <p>The fee for each AP Exam in 2010 is \$86, with schools retaining an \$8 rebate per exam. For each AP Exam taken by students from low-income families, the College Board will provide a \$22 fee reduction and schools are expected to forgo the \$8 administration fee; thus, the AP Exam fee for qualifying students is \$56 per exam. There will also be a \$22 discount provided to all Free/Reduced Lunch eligible students; however, the school forgoes the \$8 rebate for each of these students.</p> |
| <p>Summer transition programs or freshman academies</p> | <p>The District currently offers a system-wide Summer Transition Academy for eighth grade students entering high school. The program consists of the following components:</p> <p>Summer Bridge Program- Six-week summer courses focusing on developing study skills and building knowledge and skill around key concepts in math and reading required to succeed in ninth grade ELA and Algebra I.</p> <p>Ninth Grade Orientation- Students and parents of entering ninth graders are invited to attend a 9th grade orientation that is designed to provide parents and students an understanding of the academic/non-academic requirements and opportunities, tour the facility, meet 9th grade staff, receive schedules and locker assignments, etc.</p> |
| <p>Increase graduation rates through credit recovery, smaller learning communities, and other strategies</p> | <p>Implementation of the District-Wide Credit Recovery Program began during the 2009-2010 school year and will continue this academic school year. The Credit Recovery program was designed to</p> <ol style="list-style-type: none"> 1) Provide opportunities for students to retake courses in which they were unable to earn the necessary credits required for graduation and/or progression to the next level course |

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| | <p>2) Improve graduation rate 3) Decrease drop-out rate and disengagement</p> <p>The District currently provides on-line and “in classroom” credit recovery opportunities for students in grades 9-12. Credit recovery includes course offerings in the four core content areas. Students are afforded the option of participating in one or both of two eight-week credit recovery sessions.</p> |
| <p>Establish early warning systems to identify students who may be at risk of failure</p> | <p>The District has begun the work required to create a systematic early warning system. Currently, the following mechanisms are in place:</p> <ol style="list-style-type: none"> 1) Use of DIBELS assessment to diagnose student learning needs (grades K-5) relative to literacy development. Teachers use data to determine instructional strategies that will enable them to meet student academic-specific needs 2) Double Dosing- Accelerated course sequence that includes a “catch-up” component in ELA and mathematics that is designed to provide “at-risk” 9th graders (identified using MEAP, District Benchmark, and attendance data) more intense academic support to ensure they successfully meet or exceed expectations. <p>The District is currently working to build a more comprehensive and systematic process focused on both academic and non-academic indicators based on data.</p> |
| <p><u>Required Activities</u></p> | |
| <p>Provide increased learning time</p> | <p><u>Extended Day</u></p> <p>The District implemented a system-wide Extended Day program beginning the 2009-2010 school year. This program will continue during the 2010-2011 school year. The program provides students in grades 3 – 8 additional support, intervention, and acceleration in the areas of reading and math. Each day the students experience an extended 2 ½ hours of instructional time. The Extended Day program includes 1-hour for reading, 1-hour for math, 20 minutes for a nutritional snack break and 5 minutes for both class change and dismissal. To help make the extended day programming more effective, the District keeps the student-teacher ratio to 15:1.</p> <p><u>Credit Recovery</u></p> <p>Implementation of the District-Wide Credit Recovery Program began during the 2009-2010 school year and will continue this academic school year. The Credit Recovery program was designed to</p> <ol style="list-style-type: none"> 1) Provide opportunities for students to retake courses in which they were unable to earn the necessary credits required for graduation and/or progression to the next level course 2) Improve graduation rate |

3) Decrease drop-out rate and disengagement

The District currently provides on-line and “in classroom” credit recovery opportunities for students in grades 9-12. Credit recovery includes course offerings in the four core content areas. Students are afforded the option of participating in one or both of two eight-week credit recovery sessions.

In addition, for students in grades 9-12, additional support and intervention is offered to students during the Credit Recovery Program. Students, who need additional support, but not credit, are afforded an opportunity to participate in the sessions to receive additional instructional intervention.

Summer Academy

In addition to an extended school day, the district also implemented a Summer Academy for students pre-kindergarten – twelfth grade. The Summer Academy is designed as a seamless and structured approach to provide the necessary learning opportunities and interventions for all students. DPS’ extended school year is an intervention model to provide students additional instructional time learning opportunities. It is designed to ensure students have mastered key concepts critical for future academic success. The design is based on an analysis of both formative and summative student data. The district has created benchmark assessments to include embedded questions reflective of the state standards and national standards assessed on the MEAP and NAEP respectively. The Summer Academy represents the bridge between the school years. The “bridge” is designed as a continuation of learning opportunities for students to achieve high standards with a rigorous curriculum. The academy provides additional time and intensive, quality instruction to prepare students for successes. Instruction will include daily standards based lessons using the materials and resources for reading and mathematics at each grade level. Students will be provided opportunities for an integrated technology, writing and literacy as well as mathematics through cultural arts classes.

120-Minute Literacy Block/ 90-Minute Math Block

The District instituted a mandatory 120-minute literacy block for and a 90-minute math block for students in grades Pk-8. Teachers will participate in professional development to understand the components of a Balanced Literacy and Math Programs and how to utilize the additional time effectively in order to support implementation of the program components.

High School Math and ELA Double Dosing

Double Dosing for “at-risk” students in grade 9, provides these students additional learning time in ELA and math. During the first semester of school, students take a double period of an Algebra I and ELA “catch up” course designed to assist those students in developing an understanding of core concepts and skills required

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| | <p>to successfully complete Algebra I and English 9. The second semester, students take a double block of Algebra I and English 9, completing the full course in one semester. This allows students to stay on track and get the support required in order to successfully complete the required courses.</p> |
| <p>Provide ongoing mechanisms for family and community engagement</p> | <p>As part of the vision for Detroit Public Schools, we strive for “everyone to know what the goal is”. This includes parents knowing how student achievement is being measured, and whether their children and their children’s schools are making gains. This also means meeting the community demand of an increase in the number of high school graduates and students who continue their learning after earning their diploma.</p> <p>To reach these aims the District has implemented the following activities:</p> <ul style="list-style-type: none"> • Blackboard Connect- Phone communication system which allows the District to send critical messages and important information across the District by phone • Home Visitation Program- School attendance workers conduct regular home visits of identified truant and “at-risk” students to aid in assisting these students to get back on-track for regular academic success and graduation. In addition, the attendance workers make by referrals to other support agencies when a need is identified. • Learning Village- Teachers and families will trained as to how to utilize the Learning Village to support parents in accessing critical student information and being able to monitor their child’s progress. In addition, the Learning Village provides parents access to aligned resources designed to assist them in helping their child (ren) at home. • .School-Family Attendance Compact - outlines shared responsibility for instruction and parent responsibility for support. This makes families have more ownership in their child’s education and more commitment to school success. • Monthly District Newsletter- Provides monthly updates relative to important District and individual school events and information. The newsletter is distributed to parents via schools and the District website. • District Parent/Community Outreach Website- Includes a link on the DPS website that provides parents an update relative to past and future events, school and academic updates, program changes and news, etc. Also includes a connect by which families, business, non-profits, and faith-based organization can access in order to explore opportunities to become involved with the District or a specific school • Family/Community Resource Centers- The District has opened 7 resources centers across the District in order to support more effective outreach to parents. Through the centers, parents are offered access to academic and wrap-around resources and support services. • Monthly meetings with Detroit Parent Network (DPN) - Monthly meetings are held with the DPN to provide the group regular District updates. In addition, the DPN works collaboratively with the District to support parent/community communication efforts. The DPN participates in activities such as “door to door” campaigns to inform |

parents of important DPS news and distribute information to parents across the District.

In addition, the District is also working to:

- Create and administer a pre/post survey to identify barriers to family and community engagement. The increased input from families will ensure that all voices are heard. The data collected will be used to develop programming that address those concerns.
- Track, compile, and disseminate family/community engagement data in an annual accountability report
- Develop a process to address issues that may hinder greater family/community engagement such as child care, transportation, cultural differences, language barriers, and work schedule needs. Addressing these barriers will allow more families to participate in school and district activities.
- Develop and implement on-going professional development for district staff so they can create an environment and school climate that encourages family participation, develops trust between schools and family/community, and makes **all** families feel valued and welcome. There will be a common set of skills, beliefs, and values around family engagement.
- Train staff to effectively utilize volunteer resources, maximizing volunteers' interest and abilities.
- Develop, implement, and publicize a comprehensive process for family/community to engage in school/district decision-making activities, raise issues/concerns, and resolve conflict.

Detroit Public Schools also recognizes that parent knowledge and engagement has a great impact on the student's academic achievement. Knowing this, there has also been some professional development established for adults.

- A comprehensive prenatal to age 3 program that provides school readiness support to parents and infants/toddlers.
- Parent/Family University offering the following courses:
 - Parenting skills
 - Establishing a home environment to support children as students
 - Early childhood literacy
 - Adult literacy skills
 - G.E.D.
 - English language learner/Bilingual education
 - Student education learning goals
 - Parent education support
 - School volunteerism
 - Homework Help
 - School policy
 - Education programs evaluation
 - Post-secondary/career planning/resume development/interview skills

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| | <ul style="list-style-type: none"> ▪ Support services ▪ Health and wellness ▪ Financial skills |
| <p><u>Permissible Activities</u></p> | |
| <p>Partnering with parents and other organizations to create safe school environments that meet students’ social, emotional, and health needs.</p> | <p>Detroit Public Schools has partnerships with many community organizations in order to provide the necessary wrap-around services to make students not only academically successful, but socially capable. Students identified by various sources like principals, teachers and counselors are referred to internal departments such as, but not limited to: the Office of Psychology, the Office of Social Work, the Office of Student Support Services and the Office of Special Education and the Office of Early Intervention, to receive the necessary assistance. Assistance ranges from housing, psychological, social services and medical referrals to being fitted for eyeglasses and receiving clothing and food assistance.</p> <p>If an internal department cannot fully meet the needs of the child, relationships with the Juvenile Court, Detroit Housing Commission, Department of Human Services, Detroit Workforce Development, Henry Ford Hospital, Community Mental Health Board, and countless others have been established so each student can be directly linked with an organization that can help to meet their needs. Partnerships extend to the point where some organizations have service centers within school buildings. Some of our current in-school partnerships include:</p> <ul style="list-style-type: none"> • Henry Ford Hospital providing nurses and check-up centers in the schools; • Detroit Mobile Dentist providing in school dental cleanings; • City Year Detroit providing tutoring and mentoring activities during and after-school; • Southwest Solutions providing mentoring and social services assistance; and • Black Family Development Center providing neighborhood referrals and social services assistance. <p>School improvement schools will be allowed to keep the partnerships currently in their schools, while developing additional partnerships to ensure a full array of wrap-around services. During the Community Engagement Meeting community organizations and businesses will be asked to list their area of expertise and the geographic area or particular school in which they desire to serve. The partnerships will be closely monitored and evaluated yearly by the Department of State and Federal Programs, Office of Grants and Partnerships in conjunction with the School Leadership Team to determine the effectiveness of the partnerships.</p> <p>Furthermore, to improve student conduct and school safety, the following activities are being implemented:</p> <ul style="list-style-type: none"> • Redesign, disseminate and monitor the implementation of the District Attendance Policy. |

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| | <ul style="list-style-type: none"> • Revise the current suspension policy to maximize students’ time in school while ensuring safe and orderly classroom environments. • Evaluate and redesign all conflict resolution programs in the district and implement system-wide. • Identify new approaches to improving discipline, including alternatives to suspension. Minimize the impact of disruptive behavior in classrooms and schools. This will allow school to have positive behavioral intervention programs in place to support students. • Establish the minimum standards for each school safety plan and give guidelines as to what constitutes an acceptable safety plan. • To prevent and better respond to critical incidents, review and evaluate current school safety plans. Schools will establish partnerships, interventions or other mechanisms to close the gap of their current school safety plans. |
| <p>Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff</p> | <p>Common planning time utilized for: planning, professional development, and working with students and their families is a required component built into each school’s master schedule.</p> <ul style="list-style-type: none"> • Blocks of common planning time created within the schedule. Staff will have the opportunity to: design interdisciplinary projects, create active list of academic and content vocabulary; analyze student work and assessment data for tailored instructional action plan building; reflect on their own teaching or on their peers’ teaching, looking for evidence of inquiry and other essential components; discuss IEPs and individualized instruction plans for ELL, Special Ed., and emerging students; implement strategies for team planning, sharing teaching methods and philosophies, and self evaluation; identify areas of strength and weakness to customize future professional development; conduct research on and discuss best practices. • Weekly Mandatory Professional Development Meetings- The current Collective Bargaining Agreement allows for 1-hour a week mandatory professional development time beyond the regular school day. Currently, the District is working with principals and school leadership teams to provide more structure and definition to this time in order to support meaningful professional learning opportunities for teachers which will include joint staff parent and student collaboration/conference time. |
| <p>Implementing approaches to improve school climate and discipline</p> | <p>Improving school climate and discipline will be done through two approaches: student code of conduct revisions, and conflict resolution programming.</p> <p>Student Code of Conduct – In the past academic year, the DPS Student Code of Conduct was revised to better align offenses and consequences. Regular attendance is a major factor in high student achievement. Absences due to disciplinary actions often cause more harm by having the student become further behind in class work and missing opportunities to master needed skills. The code of conduct realigned offenses with consequences and includes alternative forms of discipline, such as detention or volunteer hours.</p> |

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| | <p>Student Attendance Policy- The Student attendance policy was redesigned to ensure more accountability of staff, students, and parents.</p> <p>Conflict Resolution Programming – As part of discipline and changing school climate, DPS has engaged the assistance of two organizations, Playworks and Partnership with Children.</p> <ul style="list-style-type: none"> • Playworks – a Playworks coach will be assigned to each school during and after the school day. The coach will be a constant presence on the playground as classes rotate through for recess and lunch. Coaching activities include introducing basic games and sports skill, teaching conflict resolution skill, and assisting classroom teachers in delivering physical activities. Playworks’ staff members will build positive relationships with individual students through each of the five program components: recess/lunch, class game time, junior coaches, out-of-school time, and interscholastic leagues. • Partnership with Children (PWC) – will provide peer mediation training for school staff and/or teacher to develop a conflict resolution program and build capacity of each school whose staff is trained. This training will provide school staff with a curriculum to train students to become peer mediators and leaders in development of a peaceful school community. The goals of peer mediation are to build students conflict resolution skills, increase self esteem and self awareness, created safe classroom and school environments and develop strong leaders. The program is inclusive and designed to meet the needs of all students. |
| <p>Expanding the school program to offer full-day kindergarten or pre-kindergarten</p> | <p>Detroit Public Schools currently offers both full-day pre-kindergarten and kindergarten programming. Detroit Public Schools Foundation for Early Learners provides a high-quality early learning experience for special needs and general education students 3-4 years of age by December 1st. Effective teaching strategies and meaningful learning experiences are delivered through a scientific-research based methodology developed by the High/Scope Foundation and augmented with supplemental resources from the Houghton Mifflin Harcourt (HMH) program. The High/Scope and HMH curriculum immerse children in an environment that is student centered, promotes higher order thinking, decision making and problem solving skills. Utilizing a Four Pillar approach to learning (assessment, daily, routine, learning environment, and adult-child interaction); students learn to build capacity as they navigate the learning process based on their interest.</p> <p>Critical to the process of early childhood schooling is the developmentally appropriate classroom. While a commendable number of DPS classrooms are model learning environment, we have not reached 100%. Our goal is to have all pre-kindergarten classrooms steeped in the core standards of educational care that contribute to the growth of student achievement in: literacy-language, social-emotional health, nutrition, mathematics, science-technology, social studies and the arts; all essential components in a holistic learning process.</p> <p>DPS’ 198 pre-kindergarten classrooms are structured and designed according to the National Early Childhood Standards and Michigan State Board of Education, Early Childhood Standards of Quality with learning centers and child interest areas</p> |

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| | <p>that are appropriately stocked. Program Quality Assessment (PQA) will be conducted two-three times a school year by the Early Childhood Coach. PQA covers 63 dimensions of program quality in 7 domains including program management, staff qualification, and parental involvement. Working in tandem under the guidance of the coach will formulate an improvement plan increasing the quality of the program and identifying staff training needs.</p> <p>The Office of Foundations for Early Learners is dedicated to creating a learning environment that fosters student success. Moreover, the district is committed to providing staff with learning opportunities that offer rich experiences in professional communities, networking peer-review, practicum skills, and opportunities to engage in professional conversations on research and new trends in early childhood education. This year-round process is being developed through collaboration with local universities, the High Scope Foundation, the Districts Department of Professional Development and consultants, HMH. The professional development calendar is comprehensive, on-going, and addresses the needs of the workforce by way of: after-school and weekend professional enrichment courses. Archived professional sessions will be available to teachers in an asynchronous environment (Learning Village), allowing for staff to enhance their skills on a continuous basis. Similarly, professional journals will be in the learning village for additional professional enhancement.</p> |
| <p><u>Required Activities</u></p> | |
| <p>Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates.</p> | <p>Shared Decision Making</p> <p>The District in collaboration with the DFT, negotiated a shared decision-making process as a part of the Collective Bargaining Agreement. Shared decision making allows the school leadership team to determine the work rules and working conditions that are required for their school in order to fully and successfully implement the components of the school’s reform model.</p> <p>In order to advance instructional reform and operate in a shared decision-making model a Joint Labor-Management Shared Decision-Making Committee was established. The committee accepts applications from schools who wish to enter into a shared decision- making model. The school’s eligible staff votes to ensure buy-in from staff. The Committee meets with the school to review and plan the areas for which shared decision-making will apply. <i>However, under the District’s Priority Schools Agreement with DFT, all members of Priority Schools are required to participate in shared decision-making.</i></p> <p>To aid with implementations and assure the model is meeting the needs and direction of school reform a school based leadership team will be establish and will consist of no more than 12 committee members, principal, assistant principal, DFT union representative, and 4 teachers. The School Leadership Team will work collaboratively in identifying issues, defining goals relative to academic achievement, developing school budgets and establishing policies and practices by</p> |

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| | <p>consensus. The effectiveness of this process will be evaluated yearly by a tool jointly developed by the union and LEA. This level of school autonomy will allow each building to have more flexible work conditions to meet the building’s individual need.</p> <p>Additionally, as a part of instructional reform, the category of Priority Schools was developed. Each school eligible for the School Improvement Grant is designated as a Priority School. The Priority Schools intend to offer a rigorous educational program which includes extended day/year and measurable expectations. As part of implementation of Priority Schools, the District and teacher’s union (DFT) agreed to accommodate necessary and unusual requirements such as creative teaching methods; acceleration of improved student achievement as measured by MDE standards; creative scheduling; dedicated staff assigned to each school; extended school day and extended school year; and parental and community engagement.</p> |
| <p>Ensure that school receives ongoing, intensive TA and related support from LEA, SEA, or designated external leader partner or organization.</p> | <p><u>Office of Priority Schools</u></p> <p>The District is currently working to create the Office of Priority Schools. The Office of Priority Schools will include the following staff:</p> <p><i>(1) Assistant Superintendent for Priority Schools-</i> This individual is responsible for the coordination of all Priority School support (external support, such as WRESA Coach support SEA support, partner providers and others) and the monitoring, evaluating, and support schools require to fully implement the selected reform model. In addition, the Assistant Superintendent will also be responsible for monitoring the effectiveness of the level and type of support providing by external support agents.</p> <p><i>(7) Priority School Coaches-</i>Priority School Coaches are responsible for providing on-site professional development and support for principals and teachers around the work required to implement the reform model. Coaches are also responsible to collecting data and evidence that will be shared with the Assistant Superintendent for Priority Schools and the Office of Professional Development to inform the professional development and support program for each school. The data collected will also be utilized as an element of the teacher/principal evaluation process.</p> <p>Each coach will be assigned no more than 7 schools to support. Coaches will be required to provide on-site school support 4-days per week. The fifth day will be required professional development day and follow-up for coaches.</p> <p>Priority School Budget Implementation/Compliance Officer- The Budget Officer will be responsible for monitoring the use of each Priority School’s budget to ensure the budget is being utilized for the intended purpose and that each school</p> |

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| | <p>is maintaining appropriate tracking and record keeping relative to use of budget. In addition, the Budget Officer will be the liaison between each Priority School and all central level “budget related” departments to ensure District processes and procedures are expedited, so that school needs are met in a timely manner.</p> <p><u>Partner Providers-</u> Each Priority School has been assigned a partner provider. Each partner provider must meet regularly with the staff of the Office of Priority Schools to ensure school professional support is appropriately aligned. Each partner provider will be issued a performance-based contract. The Assistant Superintendent will also be responsible for monitoring how successful is the partner provider in meeting the specific performance expectations defined by the District.</p> |
| <p><u>Permissible Activities</u></p> | |
| <p>Allow school to be run under a new governance arrangement</p> | <p>In order to advance instructional reform and operate in a shared decision-making model a Joint Labor-Management Shared Decision-Making Committee was established. The committee accepts applications from schools who wish to enter into a shared decision- making model. The school’s eligible staff votes to ensure buy-in from staff. The Committee meets with the school to review and plan the areas for which shared decision-making will apply.</p> <p>To aid with implementations and assure the model is meeting the needs and direction of school reform a school based leadership team will be establish and will consist of no more than 12 committee members, principal, assistant principal, DFT union representative, and 4 teachers. The School Leadership Team will work collaboratively in identifying issues, defining goals relative to academic achievement, developing school budgets and establishing policies and practices by consensus. The effectiveness of this process will be evaluated yearly by a tool jointly developed by the union and LEA. This level of school autonomy will allow each building to have more flexible work conditions to meet the building’s individual need.</p> |

Turnaround Model

Principal Selection

Principal Selection Process

High impact school leaders are one of the most influential levers in improving student achievement. High impact school leaders possess a sophisticated level of knowledge and skill required to successfully improve the work around teaching and learning. Turnaround school leaders, however, must also possess additional core competencies required to effectively address unique issues that are characteristic of persistently failing schools. That being said, the District took the following action steps to ensure each SIG school was assigned a high-impact turnaround leader:

The District conducted individual principal performance reviews to:

- Assess each principal's performance relative to expected outcomes
- Provide critical formative and summative feedback to inform each principal's work on how to effectively use resources to improve teaching and learning
- Determine professional growth needs and required district support
- Provide insight relative to critical organizational and contextual factors that impact improvements in teaching and learning in each principal's building
- Promote personal self-reflection and continuous professional learning
- Determine which principals meet the core requirements of a turnaround leader

In preparation for each performance conference, each principal was required to be prepared to discuss and bring supporting evidence in reference to the requirements listed below:

- 1) Describe the work that has been done to support improved teacher instructional practice.
- 2) Describe the work you they done to improve learning for **all** students. (ELL, special needs students, etc.)
- 3) Describe how data and assessment is used in their respective buildings to drive continuous improvement in teaching and learning.
- 4) Describe how monetary, human, and community resources are maximized to support whole school improvement.
- 5) Describe how the principal engages parents and community members in efforts to improve student achievement.

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| | <p>In addition, quantitative and qualitative data and the Principal’s 90-Day entry plan (requirement of all DPS principals instituted this year) was reviewed to make determinations as to the appropriate placement of principals.</p> |
| <p>Use of locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs</p> | <p><u>I. Evaluation Process/Tools</u></p> <p>The District has developed a new evaluation process for teachers and leaders that is based on the following:</p> <ol style="list-style-type: none"> 1) a set of professional standards that define effective teaching and leadership 2) student achievement outcomes 3) continuous improvement and accountability <p>The evaluation processes reflect the symbiotic relationship between evaluation, professional development, and accountability- Assessment of teachers and leaders must be based on a set of clearly defined standards of performance and connected to student performance outcomes. Professional development and support must be directly linked to performance standards; and teachers and leaders must be held accountable for meeting these expectations.</p> <p>These understandings represent the foundation from which the teacher and principal evaluation process was designed.</p> <p><u>Teacher Evaluation Process</u></p> <p>The teacher evaluation process/tool was developed in collaboration with the Detroit Federation of Teachers. The evaluation tool is based on a continuous improvement model comprised of the following key elements:</p> <ol style="list-style-type: none"> 1. Core competencies that define effective teaching – professional standards that define what teachers should know and be able to do: <ol style="list-style-type: none"> g. Domain I: Planning and Executing Effective Instruction h. Domain II: Creating and Managing a Learning Environment i. Domain III: Maintaining a Professional Learning Community Through Teacher Leadership 2. Outcomes-Driven – Directly links student academic and non-academic performance measures to teacher practice (in-puts”) 3. Evidence-Based –Evaluation is tied to concrete evidence that ensures assessments of performance are not based on arbitrary decisions 4. Guidelines for Evaluation Teacher Practice – Provides specific guidelines as to how to assess/ measure teacher effectiveness. 5. System of Professional Development and Support – Aligns teacher learning needs, performance standards, and the appropriate professional development/support. 6. Self-Assessment- Designed to support self-evaluation and reflection on performance and planning for personal improvement 7. Accountability – provides direction for the removal of ineffective teachers |

who do not improve.

Principal Evaluation Process

The principal evaluation process has been developed in collaboration with representatives of the principal “unit” and is based on the following key components:

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

The new evaluation processes/tools are aligned and a key component of the District’s comprehensive academic plan to support continuous improvement in teaching and learning. A copy of the teacher evaluation tool is attached. The principal evaluation tool is still in progress, but will be finalized and ready for implementation before September 7, 2010.

- **Screen all existing staff and rehire no more than 50 percent**
- **Select new staff**

In collaboration with the Detroit Federation of Teachers, the District negotiated new contractual language under “Priority Schools” (includes all SIG Schools) that allows for flexibility regarding seniority rules and enables Priority Schools to hire and retain those individuals who will best meet the needs of the Priority School’s student population. Under the Priority Schools agreement, the following is in place relative to staffing:

- 1) The administration in collaboration with DFT convened to develop Priority School interview questions reflective of the new evaluation tool, core competencies of turnaround teachers, and expectations/requirements of a Priority

School, approve the criteria for recruitment, selection, and retention of staff at a Priority School.

2) A staff selection committee was identified for each Priority School. Each Priority School's staff selection committee is made up of the following participants:

a) School Principal

b) Designee of the Academic and Accountability Auditor

c) Designee of the DFT Executive Board

d) School building's DFT building chairperson

The selection committee is responsible for interviewing and selecting staff at Priority Schools.

Staffing is on an application basis. All interested staff must apply to become a member of a Priority School. Only 50% of the current staff members may return to the building. Teachers selected for the Priority Schools must possess a valid Michigan teaching certificate (or applicable license) with an endorsement in the content area and/or specialty skill for their assignment, and meet the Highly Qualified requirements of No Child Left Behind and Individuals with Disabilities Education Acts. In the event a Priority School is unable to fill positions from the active teacher applicant pool, the principal may choose from the District's lay-off list or select an external candidate. Upon selection to serve in a Priority School, a member will be required to complete prescribed professional development specifically designed to meet the needs of the Priority Schools that will lead to a Certificate of Qualification.

District-wide layoffs will occur in accordance with the layoff provisions of the collective bargaining agreement; however, the District does not have to retain staff at Priority schools based on seniority, but eligibility according to the interview and evaluation core competencies.

The evaluative criteria shall include, but not be limited to, members of the Priority School maintaining the requirements of the position, meeting pre-established benchmarks and targets, making a continuing commitment to all that is prescribed under the Priority Schools agreement. Any staff member who is not meeting the evaluative criteria required by the Priority School, using supportive evidence and data, will be informed of the basis for evaluative findings and shall either receive intensive professional support to assist the individual in meeting performance standards or will undergo the necessary process leading to non-reappointment/non-renewal.

Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions

Shared Decision Making

The District in collaboration with the DFT negotiated a shared decision-making process as a part of the Collective Bargaining Agreement. Shared decision making allows the school leadership team to determine the work rules and working conditions that are required for their school in order to fully and successfully implement the components of the school’s reform model.

In order to advance instructional reform and operate in a shared decision-making model a Joint Labor-Management Shared Decision-Making Committee was established. The committee accepts applications from schools who wish to enter into a shared decision- making model. The school’s eligible staff votes to ensure buy-in from staff. The Committee meets with the school to review and plan the areas for which shared decision-making will apply. *However, under the District’s Priority Schools Agreement with DFT, all members of Priority Schools are required to participate in shared decision-making.*

To aid with implementations and assure the model is meeting the needs and direction of school reform a school based leadership team will be establish and will consist of no more than 12 committee members, principal, assistant principal, DFT union representative, and 4 teachers. The School Leadership Team will work collaboratively in identifying issues, defining goals relative to academic achievement, developing school budgets and establishing policies and practices by consensus. The effectiveness of this process will be evaluated yearly by a tool jointly developed by the union and LEA. This level of school autonomy will allow each building to have more flexible work conditions to meet the building’s individual need.

School Based-Performance Pay

Additionally, to further the connection between academic achievement and school performance, a school-based performance bonus will be offered to participating schools. Criterion and benchmarks for school-based performance pay will include measurable improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average, graduation rates, reduction in drop-out rates, attaining and/or maintaining Adequate yearly Progress and other provisions identified by the No Child Left Behind Act. The School Leadership Team and building administration will meet annually to develop the application for consideration complete with the rationale of interest, strategies to meet the criteria/benchmarks, data pertinent to the identified criteria for consideration, and clearly defined objectives for the school year. The bonus packages will be distributed to the schools either by (1) utilizing the District’s predetermined cash distribution matrix or (2) the School Leadership Team will determine an alternative.

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| | <p>Schools selected to participate in the school-based performance program will be subject to an annual review of predetermined criteria using supportive evidence and data for each school. A data-based rationale must be provided if a school is not renewed for participation in the following year, unless the non-renewal is due to a lack of available funding.</p> <p><u>Provisions under the Priority School Agreement (Flexible Work Conditions)</u></p> <p>Per the agreement between the District and Priority School staff, members of Priority Schools agree to the following:</p> <ul style="list-style-type: none"> • Extended school day and year • Participation in the Shared Decision-Making process • Hiring based on selective application process • Retention of staff based upon performance, not seniority • Participation in mandatory prescriptive and prescribed professional development |
| <p>Provide staff ongoing, high-quality, job embedded PD aligned with instructional program and designed with school staff</p> | <p>Professional Development in the Detroit Public School District is designed as an on-going part of the daily life of the school. Professional Development activities are designed to be directly related to the educational goals indicated in the District’s Academic Plan and provide ongoing and systematic assessment and improvement of teaching and learning. The DPS Comprehensive Professional Development Plan offers substantial opportunities to educators and support personnel both at the school level and through District department-sponsored professional development. All opportunities are focused around:</p> <ul style="list-style-type: none"> • implementation of standards, • effective teaching and learning, and • improvement of instructional leadership. <p>The DPS Comprehensive Professional Development Plan was informed through conversations and work sessions with the following departments and external organizations:</p> <ul style="list-style-type: none"> • Chief Academic and Accountability Office • Office of Professional Development Services • Academic Departments (i.e., ELA, Math, Arts) • Special Education • Department of English Language Learners • Early Childhood Department • Skillman Foundation • Detroit Federation of Teachers • Regional Superintendents’ Office • Office of Federally Funded Programs and Grants • Various materials vendors (i.e., HMM, Texas Instruments) • Instructional Technology Department • Research, Evaluation and Assessment Department • Human Relations Department • Council for Great City Schools • Health and Physical Education Department |

- Local universities

The Detroit Public Schools Comprehensive Professional Development Plan focuses on developing a deep knowledge of content, developing collegial relationships, encouraging reflective practice and enhancing instructional leadership. There are several tracks these areas of focus follow. Some work will be done at the school level, with groups of teachers examining their practice and discussing their practice during grade level meetings and teacher led groups. Other work will take place during District sponsored sessions where teachers and/or principals will come together to learn about a content area or instructional strategy, go back to their building to practice the learning, and then come together to analyze the results through looking at student or adult work products. Still more work will be done at the District level with groups of central office personnel engaging in an examination of their practice and analyzing its impact on school performance.

The National Staff Development Council (NSDC) asserts that professional development efforts must closely align with school improvement plans and thrive within existing school operations and structures. DPS is aligned with this assertion, using a synthesis of the Academic Achievement Plans developed by each school in the District as a starting point for the development of the Comprehensive Plan. The District uses systems-thinking planning that is guided by the consideration of NSDC's following questions:

- What are our goals for our students?
- What must we (the adults) learn in order to help our students learn?
- What is the best design for the adult learning?
- What is in place in each school that we would need to change or strengthen in order to meet our learning goals and our student goals?
- How will we know if we were achieving our goals?

In order to design a Comprehensive Professional Development Plan that truly improves the learning for all students, the National Staff Development Council advocated adopting a "Theory of Change". *Assessing Impact: Evaluating Staff Development* (Killion, 2002) describes the characteristics and strengths of a program's theory of change. A theory of change "...delineates the underlying assumptions upon which the program is based. It includes not only the components of a program, but also incorporates an explanation of how the change

is expected to occur" (p. 55). According to Whaley (1987), program components include program resources, program activities, initial and intermediate outcomes, and ultimate goals.

For example, our plan for Literacy professional development sessions for K - 6 teachers will capitalize on the following "theory of change".

Goal: Improve literacy performance in grades K—9.

Activities:

1. Seven day comprehensive session on the 5 components of reading instruction spread out over the course summer school.
2. Follow-up activities to be implemented between sessions.
3. ELA District and School coaches available for follow-up visits and demonstration teaching.
4. New HMH reading intervention materials for K—6 classrooms.

Initial outcomes: Principal observations will document teachers using new practices. Intermediate outcomes: Classroom assessments and district-level assessments will document improved student scores.

Final outcomes: State test scores will document improved student learning.

In this theory of change, the final results, improved test scores, will be attributed to the links in the chain.

Below includes the components of the District’s Comprehensive Professional Development plan that provides a brief description of the professional development opportunities that Detroit Public School District offers currently or will be offering over the next several months to principals, lead teachers, teachers, and other central administrators. These opportunities all focus on improving student achievement as the ultimate goal.

Priority School Professional Development

In addition to the professional development program described below, members of Priority Schools will also participate in “school specific” professional training developed by the Office of Priority Schools. The foundation of this professional support/development will be developed in collaboration with the school and partner provider and based on the results of the following:

- each school’s Quality School Review/Instructional Audit
- staff self identified need survey
- quantitative data

Note that, per the Collective Bargaining Agreement under Priority Schools, all professional development for Priority School staff members is mandatory.

Leadership Professional Development

Executive Staff

Identified executive staff members, identified school personnel, external partners, and DFT Executive Board members are collaborating, as a part of the Collective

Bargaining Agreement, on amendments to the Professional Development Plan, based on collected data. This group will identify core literacy elements, determine support required, and develop and implement a central system of support for schools and make recommendations for a communication strategy that will ensure that all stakeholders are fully knowledgeable of the District's System of Professional Development/Support.

Executive Administrators Program

Ten principals have been identified by the Chief Academic and Accountability Auditor to provide leadership/mentorship in the development and support of other struggling and new principals. These Executive Administrators will participate in ongoing professional development sessions led by the Deputy Chief of Academic Affairs that will focus on developing coaching relationships to enable leaders to enhance student performance while providing opportunities for exemplary principals to share their knowledge and experiences with their colleagues.

Monthly Principal Conferences

The Chief Academic and Accountability Auditor has designed monthly principal meetings around using data to drive teacher instructional practice and student learning. The Office of Research, Evaluation, and Assessment will assist with the implementation of this strategy in collaboration with the District's Office of Professional Development. These monthly conferences will also include DFT building chairpersons, and content area coaches.

New Principals Program

New Principals will participate in professional development devoted to increasing their knowledge of the "nuts and bolts" of the principalship, understanding the roles of manager and instructional leader, and understanding the District Literacy Framework, standards and standards implementation. This program is being designed and implemented by the Office of Professional Development in collaboration with other District Administrators.

Cohort Principal Professional Development

Selected principals have been divided into three cohorts for the purpose of targeted professional development. These principals will participate in professional development focusing on ELA and Mathematics Standards implementation, District and State Assessment Systems, exemplary classroom practice, and enhancing leadership skills.

High School Principals

High School Principals will participate in a series of professional development sessions that will help them transform their schools into effective learning communities through redefining leadership. Participants will conduct

research, study other successful transformations and discuss their findings. Sessions will be divided between driving instruction for improved student achievement and the conversion and start up of the new small schools. Partner providers have been identified for the High Priority Schools to help them with this work.

Teacher Professional Development

All Turn-Key Leaders

The TurnKey model involves the ongoing training of key staff who are responsible for returning to their respective schools and work in collaboration with the school principal to deliver the expected professional training. Turnkey individuals are teacher leaders who exhibit a sophisticated understanding of the work around teaching and learning. In an effort to emphasize job-embedded professional development, Turn-Key Leaders are being taught methods for creating learning communities within their buildings. TurnKey Leaders are taught strategies for focusing the conversations and ensuring that the conversations explore ways to improve student achievement. The TurnKey Leaders look at student work, analyze lesson plans, create lesson plans as a group, and resolve puzzles or conflicts through reflective problem solving.

English Language Arts/Literacy Coaches

The District will hire, train and assign one literacy coach to each Priority School. Literacy Coaches will participate in monthly professional development where they study, in-depth, the 5 components of reading instruction identified by the National Reading Panel. This series of professional development sessions assists the Instructional Specialists and Coaches with methods for demonstrating and modeling effective, research based reading strategies as well as providing them with a wealth of resources and strategies.

Mathematics Coaches

Mathematics Coaches will participate in monthly sessions designed to assist them with the implementation of the Mathematics Standards and the integration of Common Core Standards.

Other Subject Area Instructional Specialists and Coaches

Middle School Subject Area Instructional Specialists will meet once a month to deepen their understanding of standards, their implementation, methods for demonstrating and modeling effective, research based strategies as well as providing them with a wealth of resources and strategies.

Early Childhood Professional Development

Training for Early Childhood teachers and SSA's will continue this year. The District has been working collaboratively with Wayne State University, High Scope, and DFT to support training of all staff around how to effectively support

the development of the early learner.

First and Second Year Teachers

New Teachers

The District, based on teacher needs, will offer monthly professional development sessions for New Teachers. Additionally, the DFT will offer their Education, Research and Dissemination (E, R & D) series several times throughout the year. In addition to the professional development, new teachers will be assigned mentors.

Second Year Teachers

Second year teachers will be offered a special series that will continue to provide support based on a needs survey given the previous spring and other forms of teacher feedback.

Peer Assistance Review (PAR)

The District in collaboration with the Detroit Federation of Teachers (DFT) negotiated as a part of the Collective Bargaining Agreement, The Peer Assistance Review (PAR) program, which is designed to provide struggling and new teachers additional support through peer coaching. Currently, the District and the DFT are working to:

- 1) Finalize the PAR Framework
- 2) Finalize the training program for PAR Coaches
- 3) Hire PAR Coaches

Other Professional Development

ACT/MME Preparation

Ninth and Tenth Grade Teachers

Teachers of students in grades 9 -11 will be provided intensive professional development specifically geared toward ACT and MME preparation. Teachers will learn how teaching the standards will best prepare their students for these high stakes tests and how an “assess, plan, teach” model will focus their instruction on the specific needs of the students they are teaching.

Subject Area Professional Development

English

Professional Development in the English Department is in collaboration with the Office of Professional Development Services “Reading Academy” offerings. In addition, online professional development program will be offered to

teachers that will teach strategies for working with struggling readers.

The Office of English Language Arts is also working in collaboration with HMH to complete a matrix of student work exemplars aligned to the District Standards. This matrix will allow teachers to analyze different levels of student work for each Standard in order to determine the level of rigor that should be expected at each grade level. Scoring camps will be held that will help teachers to effectively and consistently use rubrics to standardize the scoring of student work.

Mathematics

Professional Development offerings in mathematics will focus on the implementation of the Mathematics Standards. Specific strategies for implementing the standards will include training on the following:

- use of the calculator,
- methods for thinking algebraically,
- Teaching measurement,
- Geometer's Sketchpad,
- Use of the middle school adopted text, and
- Use of the adopted pre- algebra text.

Scoring camps focusing on looking a student work in mathematics and scoring that student work against a rubric will be held throughout the year. The work resulting from these scoring camps will be used to complete a matrix, similar to the one being completed for English Language Arts that will provide exemplars aligned to the District Mathematics Standards.

Science

The Office of Science will be focusing their professional development on the implementation of the Science Standards through monthly meetings with elementary point persons, the middle school teachers and high school teachers. In addition to these monthly sessions, the Science Office will also be offering sessions on the use of portfolios that connect literacy and critical thinking in planning and implementing the standards, lesson study groups, Science Kits, laboratory safety, and middle school standards.

Social Studies

The Office of Social Studies will devote professional development sessions to introducing the adopted Social Studies Standards and providing strategies for implementing the standards.

Guidance Counselors

Monthly professional development will be held for head guidance counselors to keep them current on technical issues and to provide strategies for

working with the students they serve.

Special Education

Professional development targeting strategies for adapting materials to the special needs of students, co-teaching models, alternative assessments and effective inclusion strategies will be offered to all teachers on a monthly basis. In addition, professional development regarding the writing of IEP's and the electronic IEP's will offer throughout the year.

Multilingual / Multicultural Education

The Office of Multilingual / Multicultural Education offers frequent professional development sessions designed to assist teachers working with students for whom English is not their native language with strategies for effectively reaching their goals and meeting the grade level standards in each subject area.

Nurses and Social Workers

Nurses and Social Workers will participate in regular, joint professional development training to support collaboration across the two departments. The focus on trainings will center on how to create a comprehensive wrap-around support program for schools.

High School Transformation

Partner Providers

High Priority High Schools have identified partner providers to assist with delivering professional development based on the needs of the building.

Using Assessment to Plan Instruction

At the building level, high school teachers will attend sessions devoted to analyzing student data based on assessments and designing instruction to address the needs of students.

Teaching Struggling Readers

In an effort to enhance literacy instruction and the integration of literacy instruction across all content areas, teacher in grades 9-12 will have the opportunity to participate in professional development. This professional development program provides teachers strategies for effective literacy instruction across the content areas by Kylene Beers, nationally recognized expert, and will be highly interactive.

Professional Development for Support Staff

Secretarial

Team building, hands-on and cross training is the focus for our DPS secretarial staff. Team Building sessions will be offered throughout the year to improve unity in the workplace and improve the interpersonal skills of our secretarial staff members. Professional development for secretaries will also emphasize the following technical procedures: payroll, attendance, e-mail and use of Peoplesoft.

Paraprofessionals

To ensure that the Title I schools and programs have qualified instructional staff, the Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind statute, has specific provisions for paraprofessionals who have instructional duties. The District will work collaboratively with the DFT to design professional development activities that will lead our paraprofessionals to higher levels of expertise, thus improving their support to students.

Transportation

Members of the Transportation Division will be offered periodic professional development that prepares them to better serve the children they are transporting.

Safety and Security

The Office of Professional Development will coordinate professional development to provide safety and security personnel updates on the following critical issues:

- Blood borne pathogens,
- Bomb threats,
- Explosives,
- Proper handcuffing methods,
- Sexual harassment,
- Crisis management,
- Critical incidents, and
- Supervision.

Custodians and Cleaners

Custodians will receive training in regards to supervision of employees and ordering procedures. In addition, professional development will be held that will target enhancing both interpersonal and technical skills. Cleaners will receive training on proper cleaning techniques and job responsibilities.

Food and Child Nutrition

Staff members in Food and Child Nutrition services receive periodic professional development around the implementation of new product lines, customer service and improving technical skills.

Family Liaisons

The Office of Parent and Community Engagement in collaboration with the Office of Professional Development will hold monthly professional training sessions for parents and community members to support effective and responsible engagement of these stakeholders.

Professional Development Evaluation

While each individual professional development session may contain specific objectives and expectations, the universal goal of all

professional development is to provide participants with the knowledge and skills necessary to improve student achievement. From picking students up at the bus stop, to ensuring they have a nutritious meal, to providing a safe, clean environment, to implementing research based learning strategies in the classroom, all professional development in the Detroit Public School District is geared towards the one goal of improving student achievement. By keeping this at the forefront of all planning, we prevent any distraction by peripheral issues and ultimately maintain our focus.

The Office of Professional Development Services will be implementing a database for every employee that identifies what professional development the employee has participated in over the course of their employment. With this system, teachers will be able to pull up their personal transcripts at any time. Principals and other supervisory personnel will have access to individual transcripts as well as building transcripts. Therefore, a principal will be able to pull up the building transcript for the school and identify which teachers have attended a specific professional development opportunity. This will provide the principal a valuable tool in supporting conversations relative to feedback on teacher instructional performance and the development of teacher professional improvement planning

The database maintained by the Office of Professional Development Services will also contain the data from evaluations of specific sessions. These evaluations will necessarily be brief and reflect only how the participants felt about the experience and whether or not they learned anything they felt valuable. This is not enough. Currently, the Office of Professional Development Services is researching ways to answer three central questions:

1. Did participants acquire the intended learning goals?
2. Did participants implement the knowledge/skills/strategies that they learned from the professional development experience in their classrooms?
3. Did their implementation of the learning goals make a difference in student

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| | <p>achievement? Once we are able to answer the three questions presented above, we will be in a better position to design and implement professional development that truly makes a difference in classrooms and with the students we serve.</p> |
| <p>New governance structure</p> | <p><u>Office of Priority Schools</u></p> <p>The District is currently working to create the Office of Priority Schools. The Office of Priority Schools will include the following staff:</p> <p><i>(1) Assistant Superintendent for Priority Schools-</i> This individual is responsible for the coordination of all Priority School support (external support, such as WRESA Coach support SEA support, partner providers and others) and the monitoring, evaluating, and support schools require to fully implement the selected reform model. In addition, the Assistant Superintendent will also be responsible for monitoring the effectiveness of the level and type of support providing by external support agents.</p> <p><i>(7) Priority School Coaches-</i>Priority School Coaches are responsible for providing on-site professional development and support for principals and teachers around the work required to implement the reform model. Coaches are also responsible to collecting data and evidence that will be shared with the Assistant Superintendent for Priority Schools and the Office of Professional Development to inform the professional development and support program for each school. The data collected will also be utilized as an element of the teacher/principal evaluation process.</p> <p>Each coach will be assigned no more than 7 schools to support. Coaches will be required to provide on-site school support 4-days per week. The fifth day will be required professional development day and follow-up for coaches.</p> <p>(1) Priority School Budget Implementation/Compliance Officer- The Budget Officer will be responsible for monitoring the use of each Priority School’s budget to ensure the budget is being utilized for the intended purpose and that each school is maintaining appropriate tracking and record keeping relative to use of budget. In addition, the Budget Officer will be the liaison between each Priority School and all central level “budget related” departments to ensure District processes and procedures are expedited, so that school needs are met in a timely manner.</p> |
| <p>Use of data to identify and implement an instructional program that is research-based and vertically aligned</p> | <p>Detroit Public Schools has engaged Houghton Mifflin Harcourt (HMH) to implement their Learning Village system. Learning Village will provide teachers and administrators with universal access to the following information critical to the teaching and learning process: curriculum mapping and standards alignment; supplemental content to support the literacy and math models of DPS and</p> |

from one grade to the next as well as with State academic standards

differentiated instruction; assessment data reporting to inform instruction; benchmark assessment item banks; and online instructional content through Destination Math and Reading. Learning Village provides resources for data driven decision making through Data Director and the Assess2Know item banks.

The Learning Village model also includes technical and professional development including classroom coaching and modeling. The professional development plan will align to goals and objectives of the District. Learning Village will enable teachers and administrators to collaborate on plans of instruction, the delivery, and strategies. Multiple levels of collaboration range from a simple reviewer providing feedback on lessons, to a jury and peer review which allows for evaluation of curriculum against set standards with meaningful feedback sent to teachers. The professional learning communities created and supported by Learning Village allow discussion forums to easily share learning experiences, best practices, lesson plans and have open discussions around educational issues within a virtual community. The collaboration will allow cross-district support from mentors, curriculum supervisors and others while eliminating the physical constraints of location.

Test items and other material have been aligned to Michigan’s standards through thorough research and review of the standards and frameworks for content specifics, assessment expectations, and limitations. A HMH Test Development Specialist that has classroom experience in a particular subject and grade reviewed all related items. An item had to meet the Michigan Standards and specifications in content and rigor in order for it to be included in the Michigan item bank. If any part of an item did not meet the criteria within a standard, the item did not become part of the bank of items. This included any part of the content, passage, stem, art, and/or answer choices. The items deemed aligned were then checked by a Senior Alignment Specialist to review the accuracy of alignment.

Furthermore, DPS believes that strategic intervention is needed to impact literacy achievement across the district: Leveled Libraries, Gateways, and Bridges to Literacy, and Write Source will be resources utilized to achieve these interventions.

- Leveled Libraries – available both online and in print build the world of literature for the students. Bringing books with lesson plans provides a robust literature supplemental full of rich content to impact the students literacy.
- Gateways - a comprehensive, research-based Reading/Language Arts intensive intervention program for grades 4-12 with specialized instruction for English language learners.
- Bridges to Literature – this program provides the resources necessary to meet the needs of students who read more than two years below grade level. These students are not able to access on-grade level material, and thus cannot make significant progress because the traditional materials used do not match their instructional reading level. Bridges to Literature is designed specifically for these students. With research-based instructional design and gradually increased selection difficulty, the scaffolding necessary to remediate and

accelerate these students’ reading proficiency as measured by tests administered by the state or the school district as well as by pre and post tests embedded within the Bridges to Literature program.

- Write Source Program – enhance writing and literacy skills. The Write Source program presents writing as a process; teaches the 6-traits of writing; provides students with frequent opportunities to write; fosters students’ ability to assess and revise their own writing, builds grammar, punctuation, and usage skills; and develops students’ overall literacy skills, including those of struggling learners and non-native English speakers. Since Write Source teaches writing as a process and breaks writing into the five recursive stages of writing – prewriting, drafting, revising, editing or proofreading, and publishing, students are able to understand and gain control over the complex task of writing.

Promote continuous use of student data to inform and differentiate instruction to meet student needs

The District’s comprehensive assessment program requires that both quantitative and qualitative data is regularly collected and reviewed to support differentiated instruction and meet the needs of individual students. Schools will regularly review and utilize both State and District Benchmark assessment data and data collected during the Quality School Review Process and regular principal/associate superintendent school walk throughs.

As a part of this process, the Detroit Public Schools will employ the databases and web-based systems offered by the Learning Village Enterprise (LV) to promote the continuous use of student data to inform instruction and ensure individual student needs are met. The key benefits and supporting features of the software are:

| Key Benefits Linked to District Goals | Supporting Features of LV to Achieve District Goals |
|--|--|
| Improve student achievement | <p>Data-driven instructional decisions help teachers to improve student achievement.</p> <ul style="list-style-type: none"> • Use assessment results to inform instruction and search for and/or link to appropriate curriculum resources based on data analysis • Link to a best practice curriculum aligned to standards • Select instructional content to meet the needs of individuals or intervention groups based on assessment results • Ensure that diverse learning populations such as ELL or students with special needs are being met with resources that are aligned to best |

| | | | |
|--|-------------------------------------|---|--|
| | | practices and standards | |
| | Effective use of district resources | <p>Deploying a solution for curriculum mapping and instruction that can be extended to assessment management provides a low total cost of ownership to a district by effectively using existing curricular resources.</p> <ul style="list-style-type: none"> • Scalable architecture for applications • Single unified portal to manage standards-aligned resources | |
| | Equity of instruction | <p>By providing equal access to best instructional practices and professional development to all teachers, aligned to standards, the district can close the achievement gap and promote high-quality instruction.</p> <ul style="list-style-type: none"> • Standardize curriculum maps and scope and sequence documents and easily communicate these across the district • Ensure that all teachers have immediate, point-of use access to high quality instructional resources and professional development, aligned to standards • Support all teachers through access to lesson plans and instructional resources that have been juried and approved as best practices | |
| | Increase Accountability | <p>By monitoring data tied to instruction accessed within Learning Village, administrators can verify and support teachers in the instruction of specific students</p> | |

| | | | |
|---|---|---|--|
| | | <p>in the classroom.</p> <ul style="list-style-type: none"> • Monitor instruction and intervention resources being used • Monitor standards being taught • Identify gaps in the curriculum and professional development in regards to addressing State standards and student needs | |
| | Efficiency in Work | <p>Easy access through a unified teaching/learning portal for teachers, students, and parents.</p> <ul style="list-style-type: none"> • Provide access to a district-wide curriculum maps and on-line instructional content aligned to standards using Learning Village • Support for a system-wide search (i.e., grade level expectations, learning objectives) • Provide easy access to assessment management system and other district applications for teachers | |
| <p>Establish schedules and implement strategies that provide increased learning time</p> | <p><u>Extended Day</u></p> <p>The District implemented a system-wide Extended Day program beginning the 2009-2010 school year. This program will continue during the 2010-2011 school year. The program provides students in grades 3 – 8 additional support, intervention, and acceleration in the areas of reading and math. Each day the students experience an extended 2 ½ hours of instructional time. The Extended Day program includes 1-hour for reading, 1-hour for math, 20 minutes for a nutritional snack break and 5 minutes for both class change and dismissal. To help make the extended day programming more effective, the District keeps the student-teacher ratio to 15:1.</p> <p><u>Credit Recovery</u></p> <p>Implementation of the District-Wide Credit Recovery Program began during the 2009-2010 school year and will continue this academic school year. The Credit Recovery program was designed to</p> <ol style="list-style-type: none"> 1) Provide opportunities for students to retake courses in which they were unable to earn the necessary credits required for | | |

- graduation and/or progression to the next level course
- 2) Improve graduation rate
- 3) Decrease drop-out rate and disengagement

The District currently provides on-line and “in classroom” credit recovery opportunities for students in grades 9-12. Credit recovery includes course offerings in the four core content areas. Students are afforded the option of participating in one or both of two eight-week credit recovery sessions.

In addition, for students in grades 9-12, additional support and intervention is offered to students during the Credit Recovery Program. Students, who need additional support, but not credit, are afforded an opportunity to participate in the sessions to receive additional instructional intervention.

Summer Academy

In addition to an extended school day, the district also implemented a Summer Academy for students pre-kindergarten – twelfth grade. The Summer Academy is designed as a seamless and structured approach to provide the necessary learning opportunities and interventions for all students. DPS’ extended school year is an intervention model to provide students additional instructional time learning opportunities. It is designed to ensure students have mastered key concepts critical for future academic success. The design is based on an analysis of both formative and summative student data. The district has created benchmark assessments to include embedded questions reflective of the state standards and national standards assessed on the MEAP and NAEP respectively. The Summer Academy represents the bridge between the school years. The “bridge” is designed as a continuation of learning opportunities for students to achieve high standards with a rigorous curriculum. The academy provides additional time and intensive, quality instruction to prepare students for successes. Instruction will include daily standards based lessons using the materials and resources for reading and mathematics at each grade level. Students will be provided opportunities for an integrated technology, writing and literacy as well as mathematics through cultural arts classes.

120-Minute Literacy Block/ 90-Minute Math Block

The District instituted a mandatory 120-minute literacy block for and a 90-minute math block for students in grades Pk-8. Teachers will participate in professional development to understand the components of a Balanced Literacy and Math Programs and how to utilize the additional time effectively in order to support implementation of the program components.

High School Math and ELA Double Dosing

Double Dosing for “at-risk” students in grade 9, provides these students additional learning time in ELA and math. During the first semester of school, students take a double period of an Algebra I and ELA “catch up” course designed to assist those students in developing an understanding of core concepts and skills required to successfully complete Algebra I and English 9. The second semester, students take a double block of Algebra I and English 9, completing the full course in one semester. This allows students to stay on track and get the support required in order to successfully complete the required courses.

Provide appropriate social-emotional and community-oriented services and supports for students

Detroit Public Schools has partnerships with many community organizations in order to provide the necessary wrap-around services to make students not only academically successful, but socially capable. Students identified by various sources like principals, teachers and counselors are referred to internal departments such as, but not limited to: the Office of Psychology, the Office of Social Work, the Office of Student Support Services and the Office of Special Education and the Office of Early Intervention, to receive the necessary assistance. Assistance ranges from housing, psychological, social services and medical referrals to being fitted for eyeglasses and receiving clothing and food assistance.

If an internal department cannot fully meet the needs of the child, relationships with the Juvenile Court, Detroit Housing Commission, Department of Human Services, Detroit Workforce Development, Henry Ford Hospital, Community Mental Health Board, and countless others have been established so each student can be directly linked with an organization that can help to meet their needs. Partnerships extend to the point where some organizations have service centers within school buildings. Some of our current in-school partnerships include:

- Henry Ford Hospital providing nurses and check-up centers in the schools;
- Detroit Mobile Dentist providing in school dental cleanings;
- City Year Detroit providing tutoring and mentoring activities during and after-school;
- Southwest Solutions providing mentoring and social services assistance; and
- Black Family Development Center providing neighborhood referrals and social services assistance.

School improvement schools will be allowed to keep the partnerships currently in their schools, while developing additional partnerships to ensure a full array of wrap-around services. During the Community Engagement Meeting community organizations and businesses will be asked to list their area of expertise and the

geographic area or particular school in which they desire to serve. The partnerships will be closely monitored and evaluated yearly by the Department of State and Federal Programs, Office of Grants and Partnerships in conjunction with the School Leadership Team to determine the effectiveness of the partnerships.

2) Select external providers from the state’s list of preferred providers

A number of partner providers were selected and began working with a number of SIG schools last school year. These providers are nationally recognized for their work in supporting the turnaround of low-performing schools and meet MDE’s expectations for preferred providers. The following includes a list of partner providers and the SIG schools in which they are currently assigned to support:

| SCHOOL | PRINCIPAL | GRADES | TIER | PARTNER |
|------------------------------|--|-------------------|------|------------|
| Denby | Kenyetta Wilbourne | 9 to 12 | I | EdWorks |
| Kettering West Wing | Drexell Claytor | 9 to 12, Spec. | I | ICLE |
| Lessenger/Dixon | Dr. Ora Beard | PK to 6 | I | Teachscape |
| Phoenix | Norma Hernandez | PK to 8 | I | Pearson |
| Southwestern | Todd Losie (Principal: Stefana Romanov) | 9 to 12 | I | MSSP |
| Palmer Park (Barbara Jordan) | Carolyn Freeman-Brown | K to 4 | II | HMH |
| Bethune/Fitzgerald | Melissa Scott | PK to 8 | II | Synesi |
| Central | Dr. Hannah Jaber (Principal: Steven McGhee) | 9 to 12 | II | EdWorks |
| Cody Upper | Charlene Mallory | 9 to 10 | II | ISA |
| Communication & Media Arts | Donya Odom | 9 to 12 | II | Edison |
| Crockett | Deborah Hurst | 9 to 12 | II | EdWorks |
| DSA/Langston Hughes (Taft) | Angela Broaden | PK to 8 | II | Edison |
| Duffield/Bunche | Marvin Franklin | PK to 8 | II | HMH |
| Earhart | Gerlma Johnson | 6 to 8 | II | Teachscape |
| Farwell | Antoinette Pearson | 5 to 8 | II | Pearson |
| Finney | Jared Davis | 9 to 12 | II | EdWorks |
| Fisher | Linda McIntosh | 6 to 8 | II | Pearson |
| Ford, Henry | Dr. Layne Hunt | 9 to 12 | II | EdWorks |
| Holmes, A.L. | Leenet Campbell-Williams | PK to 8 | II | Synesi |
| Jemison | David Harris, Jr. | PK to 8 | II | Synesi |

| Keidan | Yvette Pinchem-Stewart | PK to 8 | II | ICLE |
|-----------------|---|----------|------|------------|
| SCHOOL | PRINCIPAL | GRADES | TIER | PARTNER |
| Kettering | Leroy Bougard | 9 to 12 | II | ICLE |
| Law | Jeffery Nelson | PK to 8 | II | Teachscape |
| Mumford | Ricardo Martin, Barbara Brooks (Principal: Anthony Houston) | 9 to 12 | II | Edison |
| Murphy | Janet Glenn | | II | Teachscape |
| Nolan | Kenneth Jenkins | K to 8 | II | Pearson |
| Northwestern | Belinda Raines | 9 to 12 | II | EdWorks |
| Osborn Upper | Dr. Carmen Wilson | 11 to 12 | II | ISA |
| Parker | Eric George | K to 8 | II | Teachscape |
| Pershing | Donna Thornton | 9 to 12 | II | MSSP |
| Pulaski | Karen Abbott | K to 8 | II | Synesi |
| Schulze | Brenda Lyons | PK to 7 | II | Teachscape |
| Scott, Brenda | Ronnie Sims | PK to 8 | II | ISA |
| Southeastern | Dr. Gerald Craft | 9 to 12 | II | ICLE |
| Trix | Denise Booker | PK to 8 | II | Teachscape |
| Vetal | Marcia Morrow/Phillip VanHooks | K to 8 | II | Teachscape |
| Western (White) | Rodolfo Diaz | 9 to 12 | II | EdWorks |

3) Align other resources with the interventions

As noted in Part B, question #1, The District has aligned the SIG school reform effort with the larger District reform effort to ensure resources are effectively utilized and maximized.

4) Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (Attachment VI is a rubric for possible policy and practice changes.

The District has taken the following actions in order to support schools in fully implementing interventions fully and effectively:

- *The District has negotiated the "Priority Schools" agreement with the various collective bargaining units to allow for the following:*
 - ✓ *Opportunity for SIG schools to recruit, select, retain, and release staff without adherence to seniority rules. Staff selection criteria will be based on research relative to "turnaround" teachers and leaders*
 - ✓ *Shared Decision-Making to allow SIG schools operational flexibility to make decisions about work rules and operations that best meet the needs of their school population*

- ✓ *Extended school year and day*
- ✓ *Mandatory prescribed professional development aligned to the academic program and reform option*

- *The District has negotiated with the Detroit Federation of Teachers the development of the Peer Assistance Program which will enable the District to provide targeted support for new and struggling teachers and ensure these individuals are held accountable for student achievement.*
- *The District has negotiated with the Detroit Federation of Teachers the school-based performance bonus system, which will enable all staff of participating schools to receive a performance bonus for supporting the school in meeting or exceeding performance expectations*
- *Maximize current and future General and Title funding, grant funds, and support from the philanthropic and business communities, and universities.*

5) In order to sustain the reforms after the funding period ends, the District will:

- *Build staff capacity to take on full ownership of school reform effort and continue work once partners and funding cease to exist.*
- *Maintain the "Priority Schools" cluster. As schools make progress, transition schools to back to the regular cluster structure. Scaffold the level of support schools receive and monitor progress to ensure schools continue progress.*
- *Maximize the General and Title funding sources, as well as support from the philanthropic and business communities, universities, and other grants.*

4. Include a timeline delineating the steps to be taken to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application.

SIG Plan Implementation Timeline

| Date/Time Period | Action Steps |
|-------------------------|--|
| September 2009 | District Instructional Audit |
| Fall/Winter 2009 | Development of District Academic Plan |
| Winter 2009/Spring 2010 | Development of Aligned Title/ARRA Application Funding Request |
| Fall/Winter 2009 | Negotiation of labor contracts (DFT five major reform initiatives providing flexibility relative to work rules for Priority Schools) |
| April 2010 | Principal Performance Review Process |

| | |
|------------------------|---|
| May 2010 | Preliminary School Closure List |
| June/July 2010 | Principal Interview Process and School Assignments |
| June 2010 | State Identifies SIG Schools |
| July 2, 2010 | Initial Meeting with Board President Regarding SIG Application Process |
| July 10, 2010 | District Identifies Priority Schools |
| July 16, 2010 | Submission of Draft LEA Application |
| July 27, 2010 | Initial Meeting with Schools regarding SIG Application Process and information regarding partner providers |
| July 29, 2010 | Initial Meeting with Partner Providers regarding SIG application guidelines and process for assigning SIG schools partners |
| August 3, 2010 | Joint SIG School and Partner Provider Meeting regarding roles and responsibilities as it relates to the completion of the SIG application |
| August 3, 2010 | Meeting with Board President to discuss SIG Application Process |
| August 6, 2010 | Submission of school-level draft applications to District for feedback |
| August 4, 2010 | Meeting with School Board Academic Committee |
| August 10, 2010 | District Community SIG Meeting and Individual School-Level Community Meetings |
| Week of August 9, 2010 | District-sponsored meeting regarding budget development guidance |
| August 12, 2010 | Final school-level plans due to District |
| August 16, 2010 | Submission of Final Plans to MDE |
| In Progress | Establishment of Office of Priority Schools |

| | |
|-------------------------|--|
| Week of August 16, 2010 | Individual meetings with partner providers to discuss and revise contracts (performance-based) |
| Week of August 23, 2010 | Meetings with schools and partner providers to discuss performance expectations and District required performance benchmarks |
| August 27, 2010 | MDE Announcement of Grant Awards |
| August 30, 2010 | Meet with school principals and partner providers to review awards and make necessary revisions based on final award |
| September 7, 2010 | Begin Implementation of Plans |

5. Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor Tier I and Tier II schools that receive school improvement funds.

SIG Schools Academic Target Formula

Academic Targets for each SIG School will be developed using the following formula (Reading and Mathematics) :

- 1) Determine the safe harbor target for the "all student" category and for each subgroup (calculations will be completed for each state tested grade level in reading and in mathematics)
- 2) Add 10% points to each safe harbor target to determine final targets in each category

Example:

30% of **all** the students at school X are proficient in reading

1) Step One: Calculate Safe Harbor Calculation:

- a) $100-30= 70\%$ of the students are not proficient
- b) $70 \times .10= 7$
- c) $70-7= 63$ (63% of the students can be non-proficient to meet safe harbor target)
- d) $100-63= 37\%$ (**37% of the students must be proficient in order to meet safe harbor target**)

2) Step Two: Add 10 to the Safe Harbor Target

37% Safe Harbor Target + 10% points= 47%

Annual performance target on the MEAP assessment in Reading for all students at school X is

47%

6. For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement. (No response needed at this time.)

7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds. (No response needed at this time.)

8. As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

- Describe how this process was conducted within the LEA.

A meeting was held with community leaders, parents, teachers, union representatives, and business leaders. The District's plan was presented to them and they were allowed to comment and give input on how to make the application and turnaround plan stronger. The community was also engaged during the development of the Academic Plan and Master Facilities Plan, both of which were essential parts of the School Improvement application. The Detroit Board of Education passed a resolution approving the School Improvement grant. The agenda from the community meeting and Board of Education meeting are included.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

- The LEA must provide a budget in MEGS at the building level that indicates the amount of school improvement funds the LEA will use each year to—
 - Implement the selected model in each Tier I and Tier II school it commits to serve;
 - Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
 - Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application. (No response needed at this time.)

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.

Year 1 Budget Detail

| Agency | Function Code | Description | FTE | Hours | Salaries | Benefits | Purchased Services | Supplies and Materials |
|--------|--|---|-----|-------|---------------|---------------|--------------------|------------------------|
| MDE | 220 - Support Services - Instructional Staff | Personnel - Priority School Coaches to assist in implementation of reform model, give on-site professional development related to academic programming, and ensure achievement of academic targets. 6 coaches total: 2 for high school and 4 for K-8. Salary - \$74,300/coach Fringe - \$36,625/coach | 6 | | \$ 445,800.00 | \$ 195,750.00 | | |
| MDE | 280 - Central Support Services | Personnel - Assistant Superintendent of Priority Schools | 1 | | \$ 125,000.00 | \$ 46,360.00 | | |
| MDE | 281 - Central Support Services | Personnel - Clerical | 1 | | \$ 30,000.00 | \$ 20,624.00 | | |
| MDE | 282 - Central Support Services | Personnel - SIG Budget Implementation Officer to assist schools in contracting and procurement process as well as make sure budgets are being properly spent and allocated according to GAP and other Federal or state guidelines. | 1 | | \$ 72,000.00 | \$ 32,002.00 | | |
| MDE | 113 - Basic Program | Support Materials - Development and duplication of professional development and program implementation materials | | | | | | \$70,000.00 |
| MDE | 113 - Basic Program | Equipment - Necessary equipment including, but not limited to document readers, smart boards, projectors. | | | | | | \$ 5,000.00 |
| MDE | 250 - Support Services - Business | Professional Development - Workshop and conference registration and travel for assistant superintendent and priority school coaches | | | | | | \$ 20,000.00 |
| MDE | 250 - Support Services - Business | Evaluation - Project evaluation | | | | | \$150,000.00 | |
| MDE | 250 - Support Services - Business | Local mileage/travel reimbursement | | | | | \$ 5,000.00 | |
| | | | | | | | MDE TOTAL | \$ 1,217,545.00 |

School Improvement Grant (SIG) Proposed 3 Year Budget

District Name: Detroit Public Schools

District Code: 82010

| Building Name | Building Code | SY 2010/11 | SY 2011/12 | SY 2012/13 | Building Total |
|--------------------------------------|---------------|-------------|-------------|------------|----------------|
| Cooley North Wing | 261200001702 | \$0 | \$0 | \$0 | \$0 |
| Denby | 261200004693 | \$1,694,598 | \$1,466,765 | \$628,613 | \$3,789,976 |
| Fleming | 261200004714 | \$0 | \$0 | \$0 | \$0 |
| Kettering West Wing | 261200001703 | \$1,042,737 | \$297,586 | \$127,537 | \$1,467,860 |
| Lessenger/Dixon (formerly Lessenger) | 261200004761 | \$1,636,770 | \$1,190,346 | \$510,148 | \$3,337,264 |
| Phoenix | 261200004862 | \$2,000,000 | \$692,293 | \$296,697 | \$2,988,990 |
| Southwestern | 261200004831 | \$1,910,813 | \$1,308,633 | \$560,843 | \$3,780,289 |
| West Side Academy Alt. Ed. | 261200001423 | \$0 | \$0 | \$0 | \$0 |
| Barbara Jordan | 261200001293 | \$874,037 | \$1,552,679 | \$665,434 | \$3,092,150 |
| Bethune/ Fitzgerald | 261200004724 | \$1,461,216 | \$800,619 | \$343,123 | \$2,604,958 |
| Central High School | 261200004670 | \$657,529 | \$1,120,618 | \$480,265 | \$2,258,412 |
| Cody Upper | 261200004680 | \$1,687,232 | \$1,131,824 | \$485,068 | \$3,304,124 |
| Coffey | 261200004681 | \$0 | \$0 | \$0 | \$0 |
| CMA | 261200000079 | \$1,399,659 | \$592,683 | \$254,007 | \$2,246,349 |

| | | | | | |
|-------------------------------|--------------|-------------|-------------|-------------|-------------|
| Cooley | 261200004684 | \$0 | \$0 | \$0 | \$0 |
| Crockett | 261200000073 | \$748,729 | \$1,078,284 | \$462,122 | \$2,289,135 |
| Detroit High School for Tech. | 261200001704 | \$0 | \$0 | \$0 | \$0 |
| Drew | 261200004883 | \$0 | \$0 | \$0 | \$0 |
| Duffield | 261200004700 | \$780,487 | \$486,846 | \$208,648 | \$1,475,981 |
| Earhart | 261200004639 | \$951,437 | \$698,519 | \$299,365 | \$1,949,321 |
| Farwell | 261200004710 | \$677,191 | \$561,554 | \$240,666 | \$1,479,411 |
| Finney | 261200004712 | \$1,864,340 | \$818,051 | \$350,593 | \$3,032,984 |
| Fisher Magnet Upper | 261200004833 | \$1,003,663 | \$1,111,902 | \$476,530 | \$2,592,095 |
| Ford | 261200004734 | \$674,281 | \$1,556,414 | \$667,035 | \$2,897,730 |
| A.L. Holmes | 261200004637 | \$742,588 | \$646,223 | \$276,953 | \$1,665,764 |
| Hutchinson | 261200004744 | 0 | 0 | 0 | \$0 |
| Jemison | 261200000031 | \$1,070,487 | \$649,959 | \$278,554 | \$1,999,000 |
| Keidan | 261200001922 | \$1,269,609 | \$241,555 | \$103,524 | \$1,614,688 |
| Kettering | 261200004755 | \$1,897,929 | \$1,140,540 | \$488,803 | \$3,527,272 |
| Law | 261200004773 | \$1,082,094 | \$1,119,373 | \$479,731 | \$2,681,198 |
| Mumford | 261200004793 | \$1,380,506 | \$2,000,000 | \$2,000,000 | \$5,380,506 |
| Murphy | 261200004795 | \$1,372,345 | \$578,986 | \$248,137 | \$2,199,468 |
| Nolan | 261200004795 | \$722,734 | \$979,918 | \$419,965 | \$2,122,617 |
| Northwestern | 261200004802 | \$863,060 | \$1,704,585 | \$730,536 | \$3,298,181 |

| | | | | | |
|--|--------------|---------------------|---------------------|---------------------|----------------------|
| Osborn Upper | 261200004805 | \$1,542,470 | \$1,073,303 | \$459,987 | \$3,075,760 |
| Parker | 261200004807 | \$1,000,239 | \$663,655 | \$284,424 | \$1,948,318 |
| Pershing (merged with Detroit HS for Technology) | 261200004813 | \$1,866,628 | \$1,416,960 | \$607,268 | \$3,890,856 |
| Pulaski | 261200004817 | \$664,047 | \$784,433 | \$336,185 | \$1,784,665 |
| Schulze | 261200004826 | \$1,252,758 | \$907,701 | \$389,015 | \$2,549,474 |
| Brenda Scott | 261200001676 | \$870,132 | \$635,017 | \$272,150 | \$1,777,299 |
| Southeastern | 261200004830 | \$2,000,000 | \$2,000,000 | \$2,000,000 | \$6,000,000 |
| Taft | 261200004844 | \$1,116,702 | \$450,738 | \$193,173 | \$1,760,613 |
| Trix | 261200004846 | \$992,538 | \$704,744 | \$302,033 | \$1,999,315 |
| Vetal | 261200000281 | \$1,996,390 | \$654,939 | \$280,688 | \$2,932,017 |
| Western International | 261200004857 | \$861,877 | \$2,000,000 | \$2,000,000 | \$4,861,877 |
| White | 261200004858 | \$1,039,926 | \$967,467 | \$414,629 | \$2,422,022 |
| | | | | | |
| Totals | | \$46,669,778 | \$37,785,712 | \$19,622,449 | \$104,077,939 |

| | |
|---|----------------------|
| District Total for all three years | \$104,077,939 |
|---|----------------------|

Instructions:

Please enter the requested information. Enter dollar amounts that each building is requesting for the three years of the SIG. Enter the district total for the 3 years. Add more rows as necessary. Schools may request from \$50,000 up to \$2,000,000 per building per year. MDE will prioritize funding.

ASSURANCES AND CERTIFICATIONS

STATE PROGRAMS

- **INSTRUCTIONS: Please review the assurances and certification statements that are listed below. Sign and return this page with the completed application.**

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LL*Disclosure Form to Report Lobbying*, in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

ASSURANCE WITH SECTION 511 OF THE U.S. DEPARTMENT OF EDUCATION APROPRIATION ACT OF 1990

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Department of Education."

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C.

7905, 34 CFR PART 108.

A State or subgrantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

PARTICIPATION OF NONPUBLIC SCHOOLS

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity,

or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92' of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

AUDIT REQUIREMENTS

All grant recipients who spend \$500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers to upon the request of the Michigan Department of Education.

IN ADDITION:

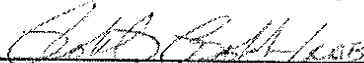
This project/program will not supplant nor duplicate an existing School Improvement Plan.

SPECIFIC PROGRAM ASSURANCES

The following provisions are understood by the recipients of the grants should it be awarded:

1. Grant award is approved and is not assignable to a third party without specific approval.
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Innovation and Improvement unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds.
7. If the recipient implements a restart model in a Tier I or Tier II school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
8. The recipient must report to the SEA the school-level data required under section III of the final requirements.

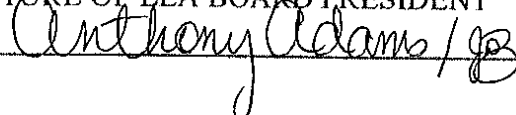
SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL



Date

August 12, 2010

SIGNATURE OF LEA BOARD PRESIDENT



Date

August 12, 2010

4. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

See the Assurances and Certifications section of the LEA Application for a complete list of assurances. LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

5. WAIVERS: The MDE has requested all of the following waivers of requirements applicable to the LEA's School Improvement Grant. Please indicate which of the waivers the LEA intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

X Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

X "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

X Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Baseline Data Requirements

****Important Note- The Baseline Data Requirements sheet has been completed for each SIG school. This information is included in each SIG school’s application.***

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

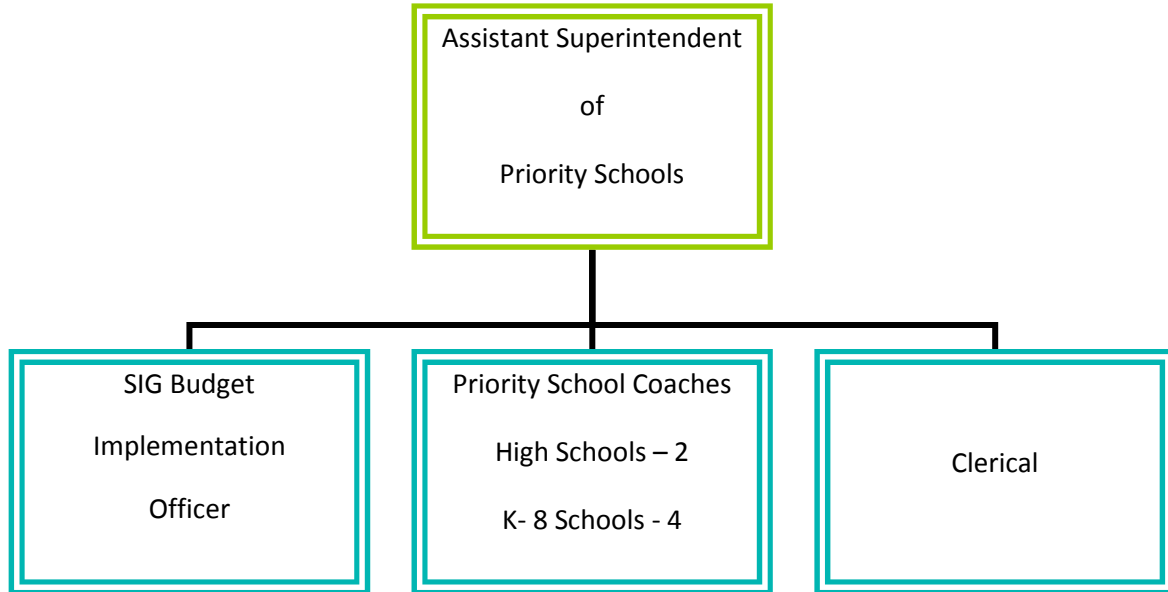
| Metric | |
|--|--|
| School Data | |
| Which intervention was selected (turnaround, restart, closure or transformation)? | |
| Number of minutes in the school year? | |
| Student Data | |
| Dropout rate | |
| Student attendance rate | |
| For high schools: Number and percentage of students completing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

| | |
|--|--|
| Distribution of teachers by performance level on LEA's teacher evaluation system | |
| Teacher Attendance Rate | |

ATTACHMENTS

Office of Priority Schools

Organization Chart



Sample of Teacher Evaluation

Domain I: Planning and Executing Effective Instruction

Teacher Standards:

1. The teacher demonstrates understanding of the central concepts, tools of inquiry, and structures of the disciplines s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher organizes instruction at the lesson, unit, and course levels in a way that is aligned to state standards and the annual learning goal of the class.
3. The teacher uses a variety of formal and informal assessment strategies to evaluate students in a way that is aligned with the state standards and the annual learning goal of the class.
4. The teacher can demonstrate understanding of how children with broad ranges of ability learn and provides instruction that supports all students' in their intellectual, social, and personal development, including those with disabilities.
5. The teacher appropriately uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem-solving, and performance skills.
6. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
7. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on students, parents, professionals in the learning community, and others AND actively seeks out opportunities to grow, professionally.
8. The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support student learning and well-being and acts with integrity, fairness and in an ethical manner.

| Actionable Competency | Novice (1) | Approaching Proficiency (2) | Continuum Level (1-4) | | | Action Steps and What To Look For | |
|---|---|---|---|---|--|--|--|
| | | | Proficient (3) | Advanced/Distinguished (4) | Recommended for Professional Development | Examples of Evidence | |
| <p>Create a measurable, Michigan standards-based and MEAP/MME-aligned annual learning goal to inform planning and motivate students.</p> | <p>Lacks evidence of attempt or action or evidence is insufficient to meet the Approaching Proficiency level.</p> | <p>Establishes a generic but measurable annual learning goal that is only be partially aligned to Michigan state standards and only partially informs teacher's planning and student motivation.</p> <p>Half of the students surveyed can articulate (in a developmentally appropriate manner) the goal and how it will be assessed.</p> <p>Teacher can describe a basic plan for how that goal will be measured over the course of the year.</p> | <p>Establishes a measurable goal that is informed by diagnostic results and other relevant knowledge about students, is 100% aligned to Michigan state standards, and mostly informs teacher's planning and instruction.</p> <p>Most (3 of 4 surveyed) students can articulate (in a developmentally appropriate manner) the goal and how it will be assessed.</p> <p>Teacher can describe a detailed plan for how the goal will be assessed for each unit and/or for the class as a whole over the course of the year.</p> | <p>Establishes an ambitious, measurable goal that is informed by diagnostic results and other relevant knowledge about students, is 100% aligned to Michigan state standards, and most informs teacher's planning and instruction.</p> <p>All of the students surveyed can articulate (in a developmentally appropriate manner) the goal and how it will be assessed.</p> <p>Teacher can describe a detailed plan for how the goal will be assessed for each learning objective and unit, and has a plan for how students progress toward that goal will be communicated to them on a regular basis.</p> | <p><input type="checkbox"/> Teacher should consult <i>Understanding By Design</i> by Wiggins and McTighe to learn more about to improve backwards planning in practice.</p> <p><input type="checkbox"/> With an instructional mentor, create a plan to 1) develop a measurable learning goal for the class and 2) communicate the goal to students in a meaningful way. (Work with students to create posters for the room with a "progress to goal" tracker, e.g.)</p> | <p>There are posters, public student trackers, and other evidence of posted language discussing the goal and students' progress toward that goal.</p> <p>When asked what the goal is for the class, the student will articulate what s/he is working toward in a quantifiable way (in a developmentally appropriate manner; i.e. a 7th grade student might say, "my goal is to get an 80% on this unit, and to do that I need to get at least an 80% on exit slips and the unit test."</p> <p>Teacher may take time each week to discuss with each student their progress to goal; alternatively, students may be put in charge of tracking their own progress on a public chart in the room, e.g.</p> | |
| <p>Backwards Planning: Break down the grade level content expectations into bundles of learning objectives and map them into long-term plans and unit plans that are aligned with Michigan state standards and the annual learning goal of the class.</p> | <p>Lacks evidence of attempt or action or evidence is insufficient to meet the Approaching Proficiency level.</p> | <p>Demonstrates attempt to break down course-level goals into bundles of learning objectives and map them into long-term plans and unit plans that are aligned with Michigan state standards.</p> <p>Can accurately explain the necessary steps to execute the backwards planning process.</p> <p>Can compellingly explain why backwards planning is important at the long and short term levels.</p> | <p>Uses Michigan state standards to plan a logical unit with an aligned assessment and clear student-centered objectives.</p> <p>Schedules long-term plans on a unit-by-unit basis but not for the entirety of the year (or semester for half-year courses).</p> <p>Uses one or two resources (such as beginning-of-course diagnostic assessments and/or district pacing guides) to build unit plans.</p> | <p>Uses Michigan state standards to plan a logical units that connect conceptually with an aligned, rigorous assessment and clear student-centered objectives.</p> <p>Schedules long-term plans for the entire year and allots an appropriate amount of instructional time for each unit, while building time for student differentiation opportunities such as enrichment or remediation.</p> <p>Tailors long-term and unit plans ongoing based on needs of students, gaining evidence from beginning-of-unit diagnostic assessments, district resources, students' former teachers, excellent school practices, etc.)</p> | <p><input type="checkbox"/> Teacher should consult <i>Understanding By Design</i> by Wiggins and McTighe to learn more about to improve backwards planning in practice.</p> <p><input type="checkbox"/> Teacher should work with an instructional coach or mentor to design an aligned long-term or unit plan together.</p> <p><input type="checkbox"/> With an instructional mentor, create an "objective mastery" chart based in a pre-unit diagnostic. Discuss what students know already and need to learn at the whole class and individual student levels. Adjust the unit plan according to this discussion to better meet students' needs.</p> | <p><input type="checkbox"/> By the first day of school, unit plans are clearly laid out on a year-long academic calendar, and learning objectives are assigned appropriate time allotments (day, week).</p> <p><input type="checkbox"/> Diagnostic and final assessments are written prior to designing the unit.</p> | |
| <p>Plan rigorous, objective-driven lesson plans that are aligned with Michigan state standards, the unit pre- and post-assessment, and the annual learning goal for the class.</p> | <p>Lacks evidence of attempt or action or evidence is insufficient to meet the Approaching Proficiency level.</p> | <p>Based on the unit plan, teacher plans daily lessons by identifying lesson objectives that are aligned to Michigan state standards.</p> | <p>Based on the unit plan, teacher plans daily lessons by identifying objectives that are aligned to Michigan state standards and matches instructional strategies to the learning objectives.</p> <p>Teacher creates a daily assessment that determines students' progress toward mastery, but the assessment may lack alignment with the learning objective.</p> | <p>Based on the unit plan, teacher plans daily lessons by identifying objectives that are aligned to Michigan state standards and matches instructional strategies to the learning objectives.</p> <p>Teacher creates a daily assessment that determines students' progress toward mastery and is tightly aligned to the learning objective.</p> | <p><input type="checkbox"/> Teacher should consult <i>Understanding By Design</i> by Wiggins and McTighe to learn more about to improve backwards planning in practice.</p> <p><input type="checkbox"/> With an instructional mentor or a grade/department team, review examples of highly aligned lessons plans where the introduction to new material, the guided practice, independent practice and assessment are all covering the exact same skill(s) and/or concept(s).</p> | <p>Alignment is evident when each portion of the lesson addresses the exact same skill or concept throughout, without adding or subtracting additional skills at any point throughout the lesson.</p> <p>A lesson is not aligned, for instance, if the learning objective requires students to "define 'adjective' and use one correctly in a sentence" and the assessment asks students to circle the adjective in the sentences.</p> | |

END LEA APPLICATION
START INDIVIDUAL SCHOOL APPLICATIONS

LEA Application Part II

ATTACHMENT III

SAMPLE SCHOOL APPLICATION

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

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

| | |
|----------------------|------------------------|
| School Name and code | District Name and Code |
|----------------------|------------------------|

| |
|-------------------------------------|
| Model for change to be implemented: |
|-------------------------------------|

| | |
|-------------------------|--|
| School Mailing Address: | |
|-------------------------|--|

| |
|--|
| Contact for the School Improvement Grant: Name: Position: Contact's Mailing Address: Telephone: Fax: Email address: |
|--|

| | |
|---------------------------|------------|
| Principal (Printed Name): | Telephone: |
|---------------------------|------------|

| | |
|--|-------|
| Signature of Principal: X _____ | Date: |
|--|-------|

The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.

SECTION I: NEED

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

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

Sub Group Academic Data Analysis

| Grade: | Percent of Sub-group meeting State Proficiency Standards | | | | | | | | |
|---|--|-------|-------|---------|-------|-------|-----------|-------|-------|
| | Reading | | | Writing | | | Total ELA | | |
| | Year1 | Year2 | Year3 | Year1 | Year2 | Year3 | Year1 | Year2 | Year3 |
| Group | | | | | | | | | |
| Social Economic Status (SES) | | | | | | | | | |
| Race/Ethnicity | | | | | | | | | |
| Students with Disabilities | | | | | | | | | |
| Limited English Proficient (LEP) | | | | | | | | | |
| Homeless | | | | | | | | | |
| Neglected & Delinquent | | | | | | | | | |
| Migrant | | | | | | | | | |
| Gender | | | | | | | | | |
| Male | | | | | | | | | |
| Female | | | | | | | | | |
| Aggregate Scores | | | | | | | | | |
| State | | | | | | | | | |

Sub Group Non-Academic Analysis

Year:

| Group | # Students | # of Absences | | # of Suspension | | # of Truancies | # of Expulsions | Unduplicated Counts | |
|----------------|------------|---------------|-----|-----------------|------|----------------|-----------------|---------------------|------|
| | | >10 | <10 | In* | Out* | | | In* | Out* |
| SES | | | | | | | | | |
| Race/Ethnicity | | | | | | | | | |
| Disabilities | | | | | | | | | |
| LEP | | | | | | | | | |
| Homeless | | | | | | | | | |
| Migrant | | | | | | | | | |
| Gender | | | | | | | | | |
| Male | | | | | | | | | |
| Female | | | | | | | | | |
| Totals | | | | | | | | | |

Year:

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

Enrollment and Graduation Data – All Students

Year:

| Grade | # of Students | # Students enrolled in a Young 5's program | # Students in course/grade acceleration | Early HS graduation | # of Retentions | # of Dropout | # promoted to next grade |
|-------|---------------|--|---|---------------------|-----------------|--------------|--------------------------|
| K | | | | | | | |
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |
| 9 | | | | | | | |
| 10 | | | | | | | |
| 11 | | | | | | | |
| 12 | | | | | | | |

Number of Students enrolled in Extended Learning Opportunities

Year:

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

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

School Resource Profile

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

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

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

SECTION II: COMMITMENT

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

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

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

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

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

| Group/Grade | Reading | | | Writing | | | Total ELA | | |
|-------------|---------|-------|-------|---------|-------|-------|-----------|-------|-------|
| | Year1 | Year2 | Year3 | Year1 | Year2 | Year3 | Year1 | Year2 | Year3 |
| | | | | | | | | | |

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

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

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

SECTION III: PROPOSED ACTIVITIES

1. Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.
2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.
 - i. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.
 - ii. Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.
 - iii. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.
 - iv. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsd.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.
3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.
4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

Section IV: Fiscal Information

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

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

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

USES OF FUNDS

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

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

Intensive monitoring of grant implementation and evaluation will be required.

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

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

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

LEA Application Part III

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

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

| Polices/ Practices | In Place | Under Consideration | Not Needed |
|--|-----------------|----------------------------|-------------------|
| • Leadership councils Composition | | X | |
| • Principal Authority/responsibility | X | | |
| • Duties – teacher | X | | |
| • Duties - principal | X | | |
| • Tenure | X | | |
| • Flexibility regarding professional development activities | X | | |
| • Flexibility regarding our school schedule (day and year) | X | | |
| • Waivers from district policies to try new approaches | X | | |
| • Flexibility regarding staffing decisions | X | | |
| • Flexibility on school funding | | X | |
| Job-Embedded Professional Development | | | |
| Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) | X | | |

| Polices/ Practices | In Place | Under Consideration | Not Needed |
|---|-----------------|----------------------------|-------------------|
| • Schedule | X | | |
| • Length | X | | |
| • Financing | X | | |
| • Instructors | | X | |
| • Evaluation | X | | |
| • Mentoring | X | | |
| Budgeting | | | |
| School funding allocations to major spending categories • School staff input on allocation | X | | |
| • Approval of allocation | X | | |
| • Change of allocation midyear | X | | |
| Major contracts for goods and services • Approval process streamlined | | X | |
| • Restrictions (e.g., amounts, vendors) | | X | |
| • Legal clarifications | | X | |
| • Process | | X | |
| • Stipulations (e.g., targeted vs. unrestricted spending) | | X | |
| • Timeline | X | | |
| • Points of contact | X | | |
| Auditing of school financial practices Process | X | | |
| • Consequences | X | | |

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