

### **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: Oak Park Public Schools	Applicant's Mailing Address: 13900 Granzon Oak Park, MI 48237
LEA Contact for the School Improvement Grant Name: Stan Trompeter Position and Office: Acting Superintendent of Schools Contact's Mailing Address: 13900 Granzon, Oak Park, MI 48237 Telephone: 248-336-7712 Fax: 248-336-7783 Email address: strompe@oakparkschools.org	
LEA School Superintendent/Director (Printed Name): Stan Trompeter	Telephone: 248-336-7712
Signature of the LEA School Superintendent/Director: X _____	Date:
LEA School LEA Board President (Printed Name): Terrence R. West Sr.	Telephone: 248-336-7715
Signature of the LEA Board President: X _____	Date:
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.	

GRANT SUMMARY

District Name: Oak Park  
ISD/RESA Name: Oakland

District Code: 63250  
ISD Code: 63000

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.

- Close/Consolidate Model:** Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district.
- Transformation Model:** Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools.
- 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.
- 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.**

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Oak Park High School	2798		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:
  - **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.)
  - **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."
  
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/edyes\\_report\\_template.doc](http://www.advanced.org/mde/school_improvement_tasks/docs/edyes_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

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.

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. (Attachment VII provides a sample rubric for principal selection if the LEA chooses an intervention that requires replacement of the principal.)

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.

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.

**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.

## **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 APPROPRIATION 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 FEDERAL 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

\_\_\_\_\_  
SIGNATURE OF LEA BOARD PRESIDENT

Date

**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.

- 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.

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

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)?	Turnaround
Number of minutes in the school year?	65,876
Student Data	
Dropout rate	10.29
Student attendance rate	94.64
For high schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	87/7%
International Baccalaureate	0
Early college/college credit	30
Dual enrollment	18/2%
Number and percentage enrolled in college from most recent graduating class	280/89%
Student Connection/School Climate	
Number of disciplinary incidents	1467
Number of students involved in disciplinary incidents	389
Number of truant students	282
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	
Teacher Attendance Rate	96%

## **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 Oak Park High School 2798	District Name and Code Oak Park Public Schools 63250
Model for change to be implemented:	
School Mailing Address: 13701 Oak Park Blvd. Oak Park, MI 48237	
Contact for the School Improvement Grant:  Name: Stan Trompeter  Position: Acting Superintendent of Schools  Contact's Mailing Address: 13900 Granzon, Oak Park, MI 48237 Telephone: 248-336-7712 Fax: 248-336-7783 Email address: strompe@oakparkschools.org	
Principal (Printed Name):  William E. Washington	Telephone:  248-388-5030
Signature of Principal:  X _____	Date:
<b>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.</b>	

**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		
Group	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
<b>Social Economic Status (SES)</b>	37.8	27.9	34.7	16	2.8	16.4	23.7	13.8	23
<b>Race/Ethnicity</b>	35.8	32.2	35.1	17	8.0	18.5	23.6	18.2	25.1
<b>Students with Disabilities</b>	0	2.5	14.3	0	0	7.1	0	0	7.1
<b>Limited English Proficient (LEP)</b>	N/A	0	11.1	N/A	0	14.3	N/A	0	14.3
<b>Homeless</b>	N/A	N/A	0	N/A	N/A	0	N/A	N/A	N/A
<b>Neglected &amp; Delinquent</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Migrant</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Gender</b>									
<b>Male</b>	24	30.5	27.6	14.6	8.6	16.8	21.6	15.5	22.6
<b>Female</b>	44.8	32.9	38.5	19.1	8.6	19.2	25.4	20.2	26
<b>Aggregate Scores</b>	36	31.9	34.1	17.2	8.6	18.2	23.8	18.3	24.7
<b>State</b>	59.7	61.9	59.9	40.1	41.1	43.4	51	52.3	52.1

### Sub Group Non-Academic Analysis

Year:

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
<b>SES</b>									
<b>Race/Ethnicity</b>									
	1074	738	344		608	-	-	-	-
<b>Disabilities</b>	97	80	17		47	-	-	-	-
<b>LEP</b>	38	32	17			-	-	-	-
<b>Homeless</b>	18	-	-			-	-	-	-
<b>Migrant</b>	0	-	-			-	-	-	-
<b>Gender</b>									
<b>Male</b>	501	330	171	21	256		1	-	-
<b>Female</b>	619	408	211	23	352		2	-	-
<b>Totals</b>	1120	738	382	46	608	564	3	-	-

Year:

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
<b>SES</b>						
<b>Race/Ethnicity</b>						
<b>Disabilities</b>	97					
<b>LEP</b>	38					
<b>Homeless</b>	18					
<b>Migrant</b>	0					
<b>Gender</b>						
<b>Male</b>	501	31	29	491		
<b>Female</b>	619	25	26	544		
<b>Totals</b>	1120	46	55	1035		

## 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	198	N/A					
1	213	N/A					
2	230	N/A					
3	224	N/A					
4	250	N/A					
5	228	N/A					
6	438	N/A					
7	227	N/A					
8	518	N/A					
9	297	N/A					
10	343	N/A					
11	373	N/A	14	0	54	3	316
12	386	N/A	18	2	746	39	308

## 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	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	339
11	41	0	0	19	359
12	51	0	17	103	372

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](http://www.mi.gov/schoolimprovement).

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

**Section II - Commitment**

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 . The staff of the Oak Park School District has collaborated to develop a School Improvement Plan that will effectively meet the needs of our students. Staff members were encouraged to and did actively participate in the planning, development, and implementation of the plans to make positive, productive changes that could be sustained within the school. This active involvement of staff members in the development of the plans for change within the school has provided the basis for the commitment of the staff members to the continued improvement of the school.

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

The members of the staff of Oak Park High School have carefully reviewed the resources that are available in the development of the school improvement process that has been developed. The changes developed in the plan are based on the resources available to the school as well as the commitment of staff members to meet the needs of the students of our school. The stakeholders of the district are committed to provide the fiscal and personnel support available that will enable the realization of the plans developed in the Turnaround Model. In addition, the plan developed will be able to support the systemic change required in the Turnaround Model

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).

The members of the School Improvement Committee have carefully reviewed and analyzed the data in reading and mathematics on the MME for the past three years. Below is the data that was utilized in the analysis of the factors affecting student performance.

Group/Grade	Reading			Writng			Total ELA		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
	36	31.9	34.1	17.2	8.6	18.2	23.8	18.3	24.7

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

Throughout the Oak Park School district, stakeholders continuously meet to review, evaluate, and discuss data on student learning. Through discussions that take place throughout the school year, the effect of curriculum, instruction, and assessments on student learning is probed. The dialogues focus on the developing of learning, the nature of the learning process, and the differences among learners. A balance in these important curriculum and instruction consideration is sought to provide the optimum learning experience for students.

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

Time for educators to collaborate prior to the beginning of the school will be provided for staff members to discuss and review the improvement plan developed. In addition, throughout the school year educators will continue to collaborate at staff, department, and committee meeting that are held on a regular basis each month. Built into the teacher schedule is also released time that will provide extended opportunities for continued discussions on school improvement.

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

The staff of Oak Park High School has based our School Improvement process on collaboration, including the involvement of parents, the community, and outside experts. In the process of developing the plan, stakeholders of the high school as well as the entire district were encouraged to participate. Throughout the implementation of the plan, the sharing of information regarding our school and students is viewed an opportunity to inform our stakeholders of the progress that our students have made as well as the goals that we have made for them in the future. The active involvement through the sharing of ideas and opinions of all stakeholders will continue to be encouraged at forums such as parent meetings, school improvement meetings, Town Hall meetings, Oak Park Schools and Business Alliance meetings and School Board meetings.

### 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.

The Proposed Activities are elaborated within the School Improvement Strategies that are contained within this document. The proposed activities were created utilizing recommended activities from both the Turnaround and Transformation Models.

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.

Oak Park High School will continuously review multiple student achievement data sources and school stakeholder data to measure progress and modify school improvement goals where necessary. To ensure that this ongoing task becomes an integral part of instruction and daily operation, the school will hire a turnaround specialist and a data specialist to build capacity for using continuous data to modify instruction & improvement goals.

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

The Data Specialist will be the person responsible for collecting, analyzing, and sharing data with internal & external stakeholders. The data specialist will house and analyze all standardized assessments such as the MME-ACT, Mi-Access, Plan, and Explore.

The data specialist and the instructional specialist will work cooperatively with the building administration and instructional staff to coordinate and assist staff in creating quarterly common assessments in each core academic class that are aligned with state high school content expectations. This data will be shared with all staff regularly at staff meetings and will be available to review in an electronic database, accessible to all staff.

Additionally, the Instructional specialist will be responsible for drafting a bi-weekly school improvement progress report to be shared with the building administration and instructional staff.

- 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.

The school currently uses the MME-ACT, MI-Access, Plan, and Explore assessment tools to measure student achievement. As mentioned in item 2.ii, the school also plans to create locally developed quarterly common assessments to measure student progress on a frequent, on-going basis. The quarterly common assessment performance data will provide staff with the most immediate feedback on instructional progress and instructors will modify instruction, based on that data.

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

The school currently has a professional development plan in place that targets improvement in instructional strategies in Reading, Writing, and Mathematics. The professional development in place is aligned with the National Staff Development Council's standards for staff development, in that each initiative meets the following standards:

- 1) Organizes adults into learning communities whose goals are aligned with those of the school and district.
- 2) Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- 3) Prepares educators to apply research to decision making.
- 4) Uses learning strategies appropriate to the intended goal.
- 5) Provides educators with the knowledge and skills to collaborate.
- 6.) Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.
- 7.) Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

Furthermore the building administration is strongly committed to ensuring

that the professional development offered is an integral part of the school's instructional operations. All instructors will continuously utilize skills & knowledge gained in professional development sessions to improve instruction and raise student achievement.

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

The following individuals will oversee Oak Park High School's School Improvement Initiatives.

**Central Office Staff**

Stan Trompeter, Acting Superintendent

**School Personnel**

William Washington, Principal

Gregory Church, Assistant Principal

Charity Jones, Assistant Principal

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

Scott Felky, a school improvement consultant from Oakland Schools ISD , provides Oak Park High School with ongoing technical assistance in our school improvement plan drafting. He provides assistance in planning and drafting of school improvement strategies, research based professional development, and instructional related technology. He also provides feedback on the completed plan, providing recommendations for modification and improvement.

## **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.

<b>Polices/ Practices</b>	<b>In Place</b>	<b>Under Consideration</b>	<b>Being Restructured</b>	<b>Not Needed</b>
• Leadership councils Composition			<b>X</b>	
• Principal Authority/responsibility			<b>X</b>	
• Duties – teacher			<b>X</b>	
• Duties - principal			<b>X</b>	
• Tenure				<b>X</b>
• Flexibility regarding professional development activities			<b>x</b>	
• Flexibility regarding our school schedule (day and year)			<b>X</b>	
• Waivers from district policies to try new approaches	<b>X</b>			
• Flexibility regarding staffing decisions			<b>X</b>	

• Flexibility on school funding			X	
<b>Job-Embedded Professional Development</b>				
• Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content			X	
• Schedule			X	
• Length			X	
• Financing	X			
• Instructors			X	
• Evaluation			X	
• Mentoring			X	
<b>Budgeting</b>				
School funding allocations to major spending categories				
• School staff input on allocation		X		

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

# Oak Park High School



William Washington, Principal  
Gregory Church, Asst. Principal  
Charity Jones, Asst. Principal

School Improvement Grant  
Internal Committee Planning Document

# Oak Park High School

School Improvement Grant

**William Washington, Principal**

**Gregory Church, Assistant Principal**

**Charity Jones, Assistant Principal**

<b>Strategy Name</b>	Staff Incentive & Retention
<b>Turnaround Model Section</b>	Turnaround Model 1.B.iii
<b>Person in Charge</b>	Superintendent, Executive Director for Business & Finance
<b>Goal Statement</b>	There will be an increase in percentage of students reaching proficiency in reading & math on the MME. There will be an increase in the number of staff having a positive outlook on OPHS as measured by an annual staff survey.
<b>Measurement Tool</b>	MME, Annual Staff Survey
<b>Research Basis</b>	<i>Teacher Advancement Program</i> (2010) <b>Summary:</b> Providing teachers incentives & support structures increases student achievement, promotes high levels of congeniality, reduces teacher turnover, & attracts talented teachers to high poverty schools. <a href="http://www.tapsystem.org/what/what.taf?page=impact">http://www.tapsystem.org/what/what.taf?page=impact</a>
<b>Activity Statement</b>	<ul style="list-style-type: none"><li>A. A committee will explore establishing guidelines to determine financial bonus payment if the school meets the student performance goals set in the SIP. Each staff member that completes a pre-determined set of professional development activities will also receive a financial bonus payment.</li><li>B. A position of an Academy Coordinator will be created to provide curriculum &amp; instructional support to teachers in each academy.</li><li>C. All new &amp; novice teachers will be paired with an experienced veteran teacher to provide curriculum &amp; instructional support.</li><li>D. All teachers in need of transition support will be paired with an experienced veteran teacher to provide curriculum &amp; instructional support.</li><li>E. A tuition reimbursement program will be created to provide financial reimbursement for teachers for completion of a National Board Certification Teacher Program.</li><li>F. All teachers will be reimbursed for up to 1 year's membership in a national instructional support organization specific to the content area of their certification.</li><li>G. The district will provide financial reimbursement for teachers to attend professional conferences that develop instructional</li></ul>

	strategies specific to a content area or an academy structure.
<b>Timeline</b>	Activities A, E, F, G: October, 2010 Activities B, C, D: August, 2010
<b>Fiscal Resources Needed</b>	<b>Item A</b> - Staff Financial Bonus – \$127,000 - Annual (\$63,500 for performance bonus, \$63,500 Annual for professional development bonus) <b>Item B</b> - Academy Coordinator Stipend - \$38,100 Annual (\$6,350 for six Academy Coordinator) <b>Items B, C, D</b> - Substitute Coverage for Mentor teachers \$108,000 Annual <b>Items E, F, G</b> Tuition Reimbursement Program - \$21,000 Annual
<b>Human Resources Needed</b>	Committee members, Instructional Coaches, Academy Coordinators
<b>Time Resources Needed</b>	

# Oak Park High School

School Improvement Grant

**William Washington, Principal**  
**Gregory Church, Assistant Principal**  
**Charity Jones, Assistant Principal**

<b>Strategy Name</b>	Professional Development
<b>Turnaround Model Section</b>	Turnaround Model.1.B.iv
<b>Person in Charge</b>	Building Principal, Instructional Specialist
<b>Goal Statement</b>	There will be an increase in percentage of students reaching proficiency in reading & math on the MME. There will be an increase in the number of staff giving positive feedback on professional development offered throughout the year and evaluated.
<b>Measurement Tool</b>	MME, Staff Survey
<b>Research Basis</b>	<i>Teacher Professional Development in Chicago: Supporting Effective Practice</i> (2001) <b>Summary:</b> "high quality" professional-development programs—i.e., those characterized by "sustained, coherent study; collaborative learning; time for classroom experimentation; and follow-up"—had a significant effect on teachers' instructional practices. <a href="http://ccsr.uchicago.edu/content/publications.php?pub_id=36">http://ccsr.uchicago.edu/content/publications.php?pub_id=36</a>
<b>Activity Statement</b>	<ul style="list-style-type: none"><li>A. All teachers will be trained to utilize Professional Development 360, an online professional development tool that trains staff in a variety of best practices.</li><li>B. All staff will be trained to utilize AtlasRubicon, an online curriculum mapping tool, to develop units of instruction aligned with state instructional standards &amp; collaborate on units &amp; lesson plans with schools around the country.</li><li>C. All teachers will be provided with a professional library of texts that teach best practices. A select number of those texts will provide the basis for ongoing, job embedded professional development throughout the year. The focus of the text based professional development will center on effective reading strategies &amp; implementing small learning communities, which align to our comprehensive instructional program.</li><li>D. All teachers will have professional development in co-teaching, between general education teachers &amp; special education teachers.</li><li>E. The school calendar will be re-organized to provide two 2-hour sessions of Professional Development each month within the teachers' contractual time.</li></ul>

	<p>F. All ELA teachers will receive professional development on writing instruction from the National Writing Project, provided by Oakland Schools.</p> <p>G. All math teachers will receive mathematics instruction professional development provided by Oakland Schools.</p> <p>H. A four day Summer Institute for Teachers will be created for ELA staff, training teachers on classroom coaching, monthly unit review and student assessment and development of a reading lab classroom, &amp; the Qualitative Reading Inventory system.</p> <p>I. All Staff will have professional development provided by Oakland County Instructional Consultants on the Pearson Inform system, an online computer software tool.</p>
<b>Timeline</b>	<p>Activity E: pending contract negotiations</p> <p>Activities B, D, H : August, 2010</p> <p>Activity I: September, 2010</p> <p>Activity C: November, 2010</p> <p>Activity G: October, 2010</p> <p>Activities A, F: January, 2011</p>
<b>Fiscal Resources Needed</b>	<p><b>Item A</b> - PD 360 - \$3,000 Annual</p> <p><b>Item B</b> - AtlasRubicon - \$1,200 Annual</p> <p><b>Item C</b> - Professional Library – 3\$,000 Annual</p> <p><b>Item F</b> - Professional Development Training for Writing Protocols - \$2,000 Annual</p> <p><b>Item G</b> - Professional Development for Mathematics \$ 2,000</p> <p><b>Item H.</b> Professional Development Summer Institute - \$6,000 Annual &amp; QRI - \$1,500</p> <p><b>Item I</b> - Pearson Inform Training - \$1,200 Annual</p>
<b>Human Resources Needed</b>	Linda Denstaedt, Literacy Coach
<b>Time Resources Needed</b>	Approximately 10-15 days per school year.

# Oak Park High School

School Improvement Grant

**William Washington, Principal**  
**Gregory Church, Assistant Principal**  
**Charity Jones, Assistant Principal**

<b>Strategy Name</b>	Instructional Specialist
<b>Turnaround Model Section</b>	Turnaround Model.1.B.iv
<b>Person in Charge</b>	Building Principal
<b>Goal Statement</b>	There will be an increase in percentage of students reaching proficiency in reading & math on the MME.
<b>Measurement Tool</b>	MME
<b>Research Basis</b>	<p><i>Successful School Restructuring</i> (1995)  <b>Summary:</b> External agencies [personnel] can help schools to focus on student learning and enhance organizational capacity.  <a href="http://www.wcer.wisc.edu/archive/cors/Successful_School_Restruct.html">http://www.wcer.wisc.edu/archive/cors/Successful_School_Restruct.html</a></p>
<b>Activity Statement</b>	<ul style="list-style-type: none"> <li>A. A position of a Instructional Specialist will be created that will ensure that the school reform efforts are being executed with fidelity.</li> <li>B. The Instructional Specialist will be housed in the high school, and will work collaboratively with the high school principal &amp; administrative team. The Instructional Specialist will report directly to the Superintendent.</li> <li>C. The Instructional Specialist will in-service staff on the School Improvement Grant Reform Initiatives.</li> <li>D. The Instructional Specialist will coordinate professional development &amp; support to teachers within the framework of the Small Learning Community Academy Structure, ie. knowledge, delivery &amp; assessment of the curriculum.</li> <li>E. The Instructional Specialist will produce a biweekly report on the school's progress in executing the reform initiatives. The report will be shared with the superintendent, principal, and the school staff. The school will modify its reform activities based on the report from the Instructional Specialist.</li> </ul>
<b>Timeline</b>	August, 2010
<b>Fiscal Resources Needed</b>	A. Instructional Specialist Compensation - \$ 100,000
<b>Human Resources Needed</b>	

<b>Time Resources Needed</b>	
------------------------------	--

# Oak Park High School

William Washington, Principal  
 Gregory Church, Assistant Principal  
 Charity Jones, Assistant Principal

School Improvement Grant

<b>Strategy Name</b>	Small Learning Communities
<b>Turnaround Model Section</b>	Turnaround Model.2.ii
<b>Person in Charge</b>	The High School Administrative Team
<b>Goal Statement</b>	All students will have an opportunity to select an educational pathway that prepares them for the career of their choosing. There will be an increase in percentage of students reaching proficiency reading & math on the MME.
<b>Measurement Tool</b>	MME
<b>Research Basis</b>	<b>The Principal's Partnership (2010)</b> "Students will have more opportunities to develop socially & academically" <a href="http://www.principalspartnership.com/smalllearning.pdf">http://www.principalspartnership.com/smalllearning.pdf</a>
<b>Activity Statement</b>	A. The school will be reorganized into 6 theme based career academies. <b>See appendix A "OPHS Staffing Model for Six Academies"</b> B. Instructional staff will meet to articulate & draft content expectations & units of study for each course within the framework of their respective academies.
<b>Timeline</b>	August, 2010
<b>Fiscal Resources Needed</b>	Item A - Guest Speakers - \$20,000 Annual Supplemental Learning Materials & Equipment - \$600,000 YR1 Only B. Staff Planning - \$38,100 Annual
<b>Human Resources Needed</b>	Guest Speakers, Instructional Staff
<b>Time Resources Needed</b>	5-10 days of staff planning & professional development

# Oak Park High School

School Improvement Grant

**William Washington, Principal**  
**Gregory Church, Assistant Principal**  
**Charity Jones, Assistant Principal**

<b>Strategy Name</b>	Common Assessments
<b>Turnaround Model Section</b>	Turnaround Model. B.vii
<b>Person in Charge</b>	High School Administrative Team, Teachers, Data Specialist
<b>Goal Statement</b>	-There will be an increase in percentage of students reaching proficiency in reading & math on the MME. -All staff will use common assessment data to inform & differentiate instruction in order to meet the academic needs of individual students
<b>Measurement Tool</b>	MME, Common Assessments,
<b>Research Basis</b>	
<b>Activity Statement</b>	<ul style="list-style-type: none"> <li>A. A position of a Data Specialist will be created to support student performance data &amp; provide professional development on common assessments &amp; test preparation. The Data Specialist will also develop building surveys to measure parent, staff, &amp; student perception on school improvement progress.</li> <li>B. Instructional staff will develop common quarterly assessments in all core academic classes, aligned with the Michigan High School Content Expectations to measure instructional progress.</li> <li>C. Instructional staff will develop diagnostic tests in all core academic classes to assess student skill level at the beginning of each semester.</li> </ul>
<b>Timeline</b>	August, 2010- ongoing
<b>Fiscal Resources Needed</b>	Item A - Data Specialist - \$ 100,000 Annual Survey creation & processing software/equipment (Scantron) \$2,000
<b>Human Resources Needed</b>	
<b>Time Resources Needed</b>	5-10 days to develop common assessments (to run concurrently with Small Learning Community Planning Time)

# Oak Park High School

School Improvement Grant

**William Washington, Principal**  
**Gregory Church, Assistant Principal**  
**Charity Jones, Assistant Principal**

<b>Strategy Name</b>	Increased Learning Time
<b>Turnaround Model Section</b>	Turnaround Model B.viii
<b>Person in Charge</b>	High School Administrative Team
<b>Goal Statement</b>	<p>-There will be an increase in percentage of students reaching proficiency in reading &amp; math on the MME.</p> <p>-There will be an increase in the number of students participating in one or more extended learning opportunities.</p> <p>-There will be an increase in the graduation rate.</p>
<b>Measurement Tool</b>	High School Graduation Rate, MME scores, Surveys
<b>Research Basis</b>	<p><a href="http://www.ed.gov/technology/netp-2010/reorganizing-teaching-learning">http://www.ed.gov/technology/netp-2010/reorganizing-teaching-learning</a>, <a href="http://www.nea.org/home/29968.htm">http://www.nea.org/home/29968.htm</a> ,  <a href="http://www.americanprogress.org/projects/education/report.html">http://www.americanprogress.org/projects/education/report.html</a>,  <a href="http://www.naeducation.org/Time_for_Learning_White_Paper.pdf">http://www.naeducation.org/Time_for_Learning_White_Paper.pdf</a>          "President Barack Obama recently called for investing in effective after-school programs, summer school, and adding days to the school year in order to increase the amount of time American children spend learning."</p>
<b>Activity Statement</b>	<p>A. An after school credit recovery program will be offered to ensure students maintain academic competencies aligned with grade level expectations. These students will use an online distance learning program, e2020, on an on-going basis.</p> <p>B. An after school credit recovery program and extended academic opportunities will be offered on a specific need or request basis utilizing State approved courses as provided through the course management system Moodle. These courses will be monitored by highly qualified, content specific teachers on an individual basis</p> <p>C. Course offerings at Oakland Technical Education Campus will be increased.</p> <p>D. Expanded and extended learning opportunities to be offered exclusive to each "academy" focus. Each academy will develop after school project based activities to include, but not be limited to : specific high quality clubs (i.e. DECA, HOSA, FFA), internships, externships, and community service experience.</p> <p>E. Provide content specific tutoring and interventions for a minimum of one hour after school each day.</p> <p>F. An academic enrichment summer school program will be created for 10<sup>th</sup> grade students not meeting grade level expectations.</p> <p>G. Students will participate in an enhanced program of study that will</p>

	<p>include additional 50-100 hours of learning throughout the school year; such as community-based projects which would align to the specific focus of each Academy.</p> <p>H. A Saturday class will be created to enhance MME preparedness, higher-order thinking skills, academic enrichment, &amp; study skills. All students will be eligible to enroll in this class.</p> <p>I. A staggered daily schedule will be created that will allow for flexibility in staff &amp; student scheduling. This will create opportunities for increased participation in before &amp; after school educational programs.</p> <p>J. The Media Center Hours will be expanded for 2 hours each day to support student learning, research, &amp; enrichment.</p> <p>K. An Online Research &amp; Learning Facility will be created within the Media Center that will provide students with research tools, educational enrichment software, &amp; digital reading subscription services.</p> <p>L. An online research center will be created in a common area in the school to support student learning &amp; research before &amp; after school.</p> <p>M. An Extended Reading program will be created that will provide reading materials to all students in addition to the reading materials included in the standard ELA curriculum.</p> <p>N. An enhanced mathematics instructional program will be created that will provide students will online learning &amp; manipulative.</p> <p>O. An enhanced science program will be created that will provide students access to the FastForward Learning system.</p>
<b>Timeline</b>	<p>Activity C: ongoing</p> <p>Activity E: September, 2010</p> <p>Activity H: October, 2010</p> <p>Activities A, B, G: January, 2011</p> <p>Activity D: February/March, 2011</p> <p>Activity F: Summers of 2011, 2012, 2013</p> <p>Activity I: pending contract negotiations</p>
<b>Fiscal Resources Needed</b>	<p><b>Item A &amp; B</b> - Adding e2020 and other internet based enhanced learning, approx \$100,000 Annual</p> <p><b>Item D</b> - Project Based Initiatives - \$25,000 Annual</p> <p><b>Item F</b> - Academic Enrichment Summer School for 10<sup>th</sup> grade, \$63,500 Annual</p> <p><b>Item G</b> - Internships/externship coordination – approx. \$88,900 Annual</p> <p><b>Item H</b> - Kumon Saturday School– approx \$63,050 Annual</p> <p><b>Item J</b> - 2 hrs. Extended Media Center Hours \$26,670 Annual</p> <p><b>Item K</b> - Media Center Online Research &amp; Learning Facility – 100,000 Annual</p> <p><b>Item L</b> - Common Area Online Research Center -\$20,000 Annual</p> <p><b>Item M</b> - Extended Reading Program - \$6,350 Annual</p> <p><b>Item N</b> - Kaplan Program - \$40,000 Annual</p>

	<p>Carnegie Math- \$ 30,000 Annual  Math Manipulative Program -\$ 120,000 YR 1 Only  <b>Item O</b> - Fast Forward program- 52,000.00 Annual</p>
<b>Human Resources Needed</b>	<p>After School Teachers  After School Tutors  Internship/Externship Coordinator  Project based learning coordinator  Summer school staffing  Transportation staffing  MME Saturday School Staff  OPBEA</p>
<b>Time Resources Needed</b>	<p>As outlined above</p>

# Oak Park High School

School Improvement Grant

**William Washington, Principal**  
**Gregory Church, Assistant Principal**  
**Charity Jones, Assistant Principal**

<b>Strategy Name</b>	Creating a mentoring program, connecting students with caring adults who can provide academic and social guidance.
<b>Turnaround Model Section</b>	Turnaround. 3.A, f
<b>Person in Charge</b>	Mentorship Coordinator
<b>Goal Statement</b>	Teachers will serve as mentor with in-service support by the School Social Worker, Guidance Counselor and other ancillary staff.
<b>Measurement Tool</b>	There will be an increase in the number of students participating in a mentorship program.
<b>Research Basis</b>	<p><b>The Principal Partnership</b> (2010)            "Perhaps no other intervention in the lives of young people makes as much intuitive sense as the concept of mentoring by caring and competent adults."  <a href="http://www.principalspartnership.com/mentoring.pdf">http://www.principalspartnership.com/mentoring.pdf</a></p>
<b>Activity Statement</b>	<ul style="list-style-type: none"> <li>A. Direct access will be provided to the Youth Assistance Program, housed in the high school.</li> <li>B. A teacher-student mentoring program will be developed</li> <li>C. A Parent University will be created that will provide parents will best practices in supporting learning at home.</li> <li>D. A partnership will be created with local hospitals for health services.</li> <li>E. A partnership will be created with outside agencies for student mentoring.</li> <li>F. A Peer to Peer mentoring program will be created for incoming sophomore students</li> <li>G. There will be an Increase in the time of the School Social Worker from .5 to 1.0 in an effort to build the mentoring program's sustainability.</li> <li>H. The High School will adopt the existing Title 1 parenting Compact Program.</li> <li>I. A Position of a Mentorship Coordinator will be created to coordinate &amp; oversee the above projects.</li> </ul>
<b>Timeline</b>	Activities C, D, E, F: ongoing Activities A, G: August, 2010 Activity B: October/November, 2010 Activity H: November, 2010
<b>Fiscal Resources Needed</b>	A. Mentorship Coordinator - \$3,810

<b>Human Resources Needed</b>	Youth Assistance Contact, Social worker
<b>Time Resources Needed</b>	

# Oak Park High School

School Improvement Grant

**William Washington, Principal**  
**Gregory Church, Assistant Principal**  
**Charity Jones, Assistant Principal**

<b>Strategy Name</b>	Staff Evaluation
<b>Turnaround Model Section</b>	Transformational Model.1.i.B.1
<b>Person in Charge</b>	Building Principal, Superintendent
<b>Goal Statement</b>	There will be an increase in the number of staff meeting instructional expectations as measured by staff evaluations. There will be an increase in percentage of students reaching proficiency in reading & math on the MME.
<b>Measurement Tool</b>	Staff Evaluations, MME
<b>Research Basis</b>	<b>The Principals' Partnership (2010)</b> These [effective evaluation] criteria included things like linking evaluation to school goals, gathering and using data on teacher performance, establishing feedback mechanisms, and including ways to meaningfully involve teachers in the process." <a href="http://www.principalspartnership.com/Teacherevaluation.pdf">http://www.principalspartnership.com/Teacherevaluation.pdf</a>
<b>Activity Statement</b>	<p>A. An instructional staff evaluation system will be created that will take into account the following:</p> <ol style="list-style-type: none"> <li>1. Review of student growth performance as measured by achievement on a locally developed pre &amp; post assessment in each course.</li> <li>2. Review of weekly lesson plans to determine if they are aligned with the Michigan High School Content Expectations.</li> <li>3. Review of quarterly assessment performance data to determine if the teacher needs professional development and interventions to improve student performance.</li> <li>4. Review of a student &amp; teacher survey as it relates to learning using Learning Achievement Coalition Oakland (L.A.C.O.).</li> </ol> <p>B. Using informal &amp; formal classroom walkthroughs to determine if instruction is meeting Michigan High School Content Expectations.</p>
<b>Timeline</b>	Ongoing for duration of the school year
<b>Fiscal Resources Needed</b>	
<b>Human Resources Needed</b>	
<b>Time Resources Needed</b>	

# Oak Park High School

School Improvement Grant

**William Washington, Principal**  
**Gregory Church, Assistant Principal**  
**Charity Jones, Assistant Principal**

<b>Strategy Name</b>	Positive Behavior Support
<b>Turnaround Model Section</b>	Transformational Model.ii- Permissible Activities
<b>Person in Charge</b>	Assistant Principal, PBS Coordinator
<b>Goal Statement</b>	There will be a decrease in students violating the student code of conduct
<b>Measurement Tool</b>	Student detention & suspension rate
<b>Research Basis</b>	
<b>Activity Statement</b>	<ul style="list-style-type: none"><li>A. The school will adopt the Positive Behavior &amp; Intervention Support System. <b>See Appendix B – PBS Program</b></li><li>B. One teacher will be selected in each Academy that will serve as a coordinator for PBIS within their respective Academy.</li></ul>
<b>Timeline</b>	Ongoing
<b>Fiscal Resources Needed</b>	PBS Program Materials & Equipment - \$25,000
<b>Human Resources Needed</b>	PBS coordinators
<b>Time Resources Needed</b>	

# Oak Park High School

School Improvement Grant

**William Washington, Principal**  
**Gregory Church, Assistant Principal**  
**Charity Jones, Assistant Principal**

<b>Strategy Name</b>	Summer Transition Program
<b>Turnaround Model Section</b>	Transformational Model.ii- Permissible Activities.e.2
<b>Person in Charge</b>	Building Principal, Summer Activities Coordinator
<b>Goal Statement</b>	There will be an increase in the percentage of staff & student perception of 10 <sup>th</sup> grade level readiness as measured by a building survey. There will be an increase in percentage of students reaching proficiency in reading & math on the MME.
<b>Measurement Tool</b>	MME, Building Survey, Program Evaluation
<b>Research Basis</b>	<b>High School Reform Strategies</b> (2010) schools with extensive transition programs have significantly lower failure and dropout rates than schools that provided students few articulation activities" <a href="http://www.chccs.k12.nc.us/ISD/HighSchoolreform9thGrad.pdf">http://www.chccs.k12.nc.us/ISD/HighSchoolreform9thGrad.pdf</a>
<b>Activity Statement</b>	<ul style="list-style-type: none"> <li>A. The Bridge Program for incoming 10<sup>th</sup> grade students ( a four week program targeting the at-risk population.) See Appendix C.</li> <li>B. A Position of a summer activities coordinator will be created to support the summer bridge program &amp; other summer programs occurring in the building.</li> </ul>
<b>Timeline</b>	Summer, 2011
<b>Fiscal Resources Needed</b>	Bridge Program Salary \$25,400 Summer Activities Coordinator -\$3,810
<b>Human Resources Needed</b>	4-5 teachers, 1 coordinator
<b>Time Resources Needed</b>	16 instructional days.

# Oak Park High School

School Improvement Grant

**William Washington, Principal**  
**Gregory Church, Assistant Principal**  
**Charity Jones, Assistant Principal**

<b>Strategy Name</b>	Failure Early Warning for Es (F.E.W. E's)
<b>Turnaround Model Section</b>	2- Comprehensive Reform Strategies.ii.E.4.
<b>Person in Charge</b>	Student Information System Administrator
<b>Goal Statement</b>	There will be an increase in the percentage of parents indicating they receive adequate communication from the school about academic issues. There will be a decrease in the number of students failing classes.
<b>Measurement Tool</b>	Course grades as recorded in Zangle. Parent perception of school communication as measured by an annual parent survey.
<b>Research Basis</b>	<i>Strong Families, Strong Schools</i> . US Dept of Education (1994) <a href="http://www.eric.ed.gov/PDFS/ED371909.pdf">http://www.eric.ed.gov/PDFS/ED371909.pdf</a> <b>Summary:</b> When parents are involved in their children's learning, children earn higher grades and test scores, and they stay in school longer.
<b>Activity Statement</b>	<ul style="list-style-type: none"><li>A. On the fourth Monday of the school year, all teachers will notify by phone call the parent /guardian of each student currently failing their classes. It is recommended that teachers inform parents of upcoming Parent Teacher Conference Dates to encourage further dialogue. All teachers will submit a call log to the Student Information Systems Administrator indicating which parents were called.</li><li>B. At each report card marking term, all teachers will be required to notify by phone call the parent /guardian of each student currently failing their classes.</li><li>C. At the teacher's discretion, all teachers will notify by phone call the parent/guardian of students who are meeting and/or exceeding the objectives of the class. All teachers will submit a call log to the Student Information Systems Administrator indicating which parents were called at the end of each semester.</li><li>D. At each card marking term, all teachers will be required to send written notification home to parents whose students receive a D or E in their classes. Notifications will be processed &amp; mailed by clerical staff.</li><li>E. Mailings to parents may include a resource guide that will provide recommendations for parents to follow in order to prevent their child from failing the class.</li></ul>

	F. The School will maintain a database of parent & student cell phone numbers & utilize an electronic calling system to send notifications about important school dates, i.e. report card distribution, parent teacher conferences, important community events, etc.
<b>Timeline</b>	Activity A: fourth Monday of the school year Activities B, D: mandated per negotiated school calendar Activities C, E, F: ongoing
<b>Fiscal Resources Needed</b>	
<b>Human Resources Needed</b>	
<b>Time Resources Needed</b>	Monday staff meeting times designated as parent contact hours – 4 Hours per semester. Clerical time to process mailings of parent notifications – 12 Hours per semester.

## **APPENDIX A**

### **OPHS STAFFING MODEL For SIX ACADEMIES**

**Purpose:** create smaller learning communities by utilizing career academies, to give students an opportunity to study the fields in which they feel they may want to pursue; this format gives relevance for academic studies and prepares a foundation for post-secondary college and/or career aspirations; research supports this model if the change is systemic and the pedagogy and curriculum meets the needs of the students, which correlates with the school improvement plan and SIG

<b>Academy of Visual, Performing, &amp; Applied Arts</b>	<b>Academy of Communications, Media, &amp; Technology</b>	<b>Academy of Law, Business, &amp; Government</b>
<b>Academy of Health, Science, &amp; Agriculture</b>	<b>Academy of Mathematics, Science, &amp; Engineering</b>	<b>Gifted &amp; Talented Honors Academy</b>

Each academy would have a cadre/cohort of educators to service their academic needs:

- Administrator (\*two academies per administrator)
- Counselor (\*two academies per counselor)
- Teachers
- Co-Teachers
- Social Workers (\*service all academies)
- Intervention Specialists (\*service all academies)
- Other...

**Benefits:**

- Stronger student accountability and responsibility for learning
- Use of portfolio and performance-based assessment
- Use of project-based learning & hands-on activities
- Opportunity to bring experts from the field into the classroom and transform classrooms into learning labs
- Students will have a better chance of being known well by at least one adult
- Better attendance (students are easier to monitor in smaller teams)
- Better behavior due to student's interest in content, relevance to real world, and challenging curriculum
- Teacher collaboration and build-in support with teaming
- Teachers can develop more personalized programs
- Teachers are more empowered to lead, manage, and be accountable for their team
- Increased time on task in core content areas

**OPHS - Staffing Model for Six Academies (DRAFT)**

*\*Based on bare minimum, dual certifications, flexible/creative scheduling*

**\*Student Count of 1,020 & 5-period school day with increased time on task**

<b>Academy of Visual, Performing, &amp; Applied Arts (capacity 125)</b>	<b>Academy of Communications, Media, &amp; Technology (capacity 260)</b>	<b>Academy of Law, Business, &amp; Government (capacity 125)</b>
English 1.0 Math 1.0 Science 1.0 Social Studies 1.0 Foreign Language 1.0 Electives/Other 1.5 Total FTE = 6.5	English 2.5 Math 2.5 Science 2.0 Social Studies 2.0 Foreign Language 2.0 Electives/Other 2.0 Total FTE = 13.0	English 1.0 Math 1.0 Science 1.0 Social Studies 1.0 Foreign Language 1.0 Electives/Other 1.0 Total FTE = 6.0
<b>Academy of Mathematics, Science, &amp; Engineering (capacity of 125)</b>	<b>Academy of Health, Science, &amp; Agriculture (capacity 260)</b>	<b>Gifted &amp; Talented Honors Academy (capacity 125)</b>
English 1.0 Math 1.0 Science 1.0 Social Studies 1.0 Foreign Language 1.0 Electives/OSTC courses 1.0 Total FTE = 6.0	English 2.5 Math 2.5 Science 2.0 Social Studies 2.0 Foreign Language 2.0 Electives/OSTC courses 2.0 Total FTE = 13.0	English 1.0 Math 1.0 Science 1.0 Social Studies 1.0 Foreign Language 1.0 Electives/Other 1.0 Total FTE = 6.0

<b>Subject</b>	<b>FTE/ Teacher</b>
English	9.0
Math	9.0
Science	8.0
Social Studies	8.0
Foreign Language <i>(rotate)</i>	8.0
Electives / Other <i>(rotate)</i>	8.5
<b>Total of Board Funded FTEs</b>	<b>50.5</b>
Bilingual/ESL	1.0
Special Education	10.0
<b>Grand Total</b>	<b>61.5</b>

<b>Academy of Visual, Performing, &amp; Applied Arts</b>		
<p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Students will be exposed to selected genres within the performing arts. Students may elect drama, vocal music, instrumental music, or dance courses to enhance their curriculum.</li> <li>• Students are exposed to realistic experiences of professional studio artists. Students may elect painting, sculpture, photography, or drawing courses to enhance their curriculum.</li> <li>• Students are provided with learning experiences that challenge and develop their problem-solving, critical thinking, and communication skills.</li> </ul>		<p><b>Career Choices:</b> Musician, Vocalist, Entertainer, Stage Performer, Actor, Audio-Visual Technician, Set, Stage and Costume Designer, Stage Technician, Music Teacher, Band Director, Choir Director, Artist, Graphic Artist, Layout Artist, Photographer, Advertising Artist, Sign Painter, Sculptor, etc...</p>
<p><b><u>10<sup>th</sup> Grade Courses</u></b></p> <ul style="list-style-type: none"> <li>• English 10</li> <li>• Geometry</li> <li>• Chemistry</li> <li>• Civics &amp; Economics</li> <li>• Foreign Language</li> </ul> <p>*Course content &amp; resources will focus on the theme of the academy and explore career choices. Project-based learning will be utilized within the academy.</p> <p>*Art, Band, Choir, &amp; Drama Clubs will be used to cultivate talent prior to the courses.</p>	<p><b><u>11<sup>th</sup> Grade Courses</u></b></p> <ul style="list-style-type: none"> <li>• English 11</li> <li>• Algebra II</li> <li>• Biology</li> <li>• World History &amp; Geography</li> <li>• Foreign Language</li> </ul> <p>*Course content &amp; resources will focus on the theme of the academy and explore career choices. Project-based learning will be utilized within the academy.</p> <p>*Band, Choir, &amp; Drama Clubs will be used to cultivate talent prior to the courses.</p>	<p><b><u>12<sup>th</sup> Grade Courses</u></b></p> <ul style="list-style-type: none"> <li>• English 12</li> <li>• Pre-Calculus / Other</li> <li>• P.E. / Elective</li> <li>• Elective</li> <li>• Elective</li> </ul> <p>Possible Electives:                      -Band                      -Choir                      -Drawing/Art                      -Sculpture                      -Drama                      -Creative Writing</p> <p>*Course content &amp; resources will focus on the theme of the academy and explore career choices. Project-based learning will be utilized within the academy.</p>

## Academy of Communications, Media, & Technology

### Description:

- Students learn to communicate effectively, both orally and in writing, engage in competitive writing/oratorical projects, utilize technology to communicate effectively, and develop presentation contexts to convey a message to an audience. Students may elect journalism, yearbook, broadcast art, public speaking, web design, and technology/CTE courses to enhance their curriculum.
- Students learn the technological skills necessary to design and apply concepts to various forms of media.
- Students are provided with learning experiences that challenge and develop their problem-solving, critical thinking, and communication skills.

### Career Choices:

Journalist, Writer, Technical Writer, Reporter, Editor, Publisher, Radio and Television Journalist, English Teacher, Disc Jockey/Radio Personality, Project Manager, Programmer, Web Designer, Visual Imaging, Public Relations, Producer, etc...

### 10<sup>th</sup> Grade Courses

- English 10
- Geometry
- Chemistry
- Civics & Economics
- Foreign Language

\*Course content & resources will focus on the theme of the academy and explore career choices. Project-based learning will be utilized within the academy.

### 11<sup>th</sup> Grade Courses

- English 11
- Algebra II
- Biology
- World History & Geography
- Foreign Language

\*Course content & resources will focus on the theme of the academy and explore career choices. Project-based learning will be utilized within the academy.

### 12<sup>th</sup> Grade Courses

- English 12
- Pre-Calculus / Other
- P.E. / Elective
- Elective
- Elective

#### Possible Electives:

- Public Speaking
- Journalism
- Radio/TV Production
- Creative / Technical Writing
- Web Design
- Yearbook
- Technology/CTE
- Speech / Communications

\*Course content & resources will focus on the theme of the academy and explore career choices. Project-based learning will be utilized within the academy.

## Academy of Law, Business, & Government

### Description:

- Students learn to perform managerial and research function of business. Students are prepared for careers that require the preparation of reports. Students may elect law, business, political science, and CTE courses to enhance their curriculum.
- Students are exposed to careers in local, state, and federal government agencies, non-profits, education, and business. Students research and explore relevant topics and issues in law, government, and business.
- Students are provided with learning experiences that challenge and develop their problem-solving, critical thinking, and communication skills.

### Career Choices:

Accountant, Finance Officer, Banker, Tax Preparer, Business Teacher, Stock Broker, Investor, Advertising Agent, Retail Employee, Real Estate Agent, Entrepreneur, Business Manager, Retail Manager, Office Supervisor, Office Manager, Sales Employee, Lawyer, Politician, Law Clerk, etc...

### 10<sup>th</sup> Grade Courses

- English 10
- Geometry
- Chemistry
- Civics & Economics
- Foreign Language

\*Course content & resources will focus on the theme of the academy and explore career choices. Project-based learning will be utilized within the academy.

\*School Store, DECA, BPA, and other Clubs will be used to cultivate talent prior to the courses.

### 11<sup>th</sup> Grade Courses

- English 11
- Algebra II
- Biology
- World History & Geography
- Foreign Language

\*Course content & resources will focus on the theme of the academy and explore career choices. Project-based learning will be utilized within the academy.

\*School Store, DECA, BPA, and other Clubs will be used to cultivate talent prior to the courses.

### 12<sup>th</sup> Grade Courses

- English 12
- Pre-Calculus / Statistics / Other
- P.E. / Elective
- Elective
- Elective

Possible Electives:

- Marketing & Entrepreneurship
- Business Management
- Technology / CTE
- Student Leadership / Leadership Development
- Other/OSTC

\*Course content & resources will focus on the theme of the academy and explore career choices. Project-based learning will be utilized within the academy.

## Academy of Health, Science, & Agriculture

### Description:

- Students learn to apply scientific knowledge and methods to activities involving the conservation and regulation of the environment.
- Students learn to conduct research and to study the prevention and treatment of disease. Students are prepared for entry into college-level pre-professional programs related to health and medicine or careers in horticulture.
- Students are provided with learning experiences that challenge and develop their problem-solving, critical thinking, and communication skills.

### Career Choices:

Dentists, Pharmacist, Therapists, Medical Billing, Pharmaceutical, Surgical Technologists, Respiratory Therapy, Hospital Administration, Cosmetologist, Natural Resource Manager, Urban Planning & Development, Forestry, Ecology, Park Ranger, Environmentalist, Conservationist, Pollution Control, Wildlife Protector, Fire Ranger, Educator, Research Scientist, Chemical Engineer, Pharmacist, etc...

### 10<sup>th</sup> Grade Courses

- English 10
- Geometry
- Chemistry
- Civics & Economics
- Foreign Language

\*Course content & resources will focus on the theme of the academy and explore career choices. Project-based learning will be utilized within the academy.

\*4-H and other Clubs will be used to cultivate talent prior to the courses.

### 11<sup>th</sup> Grade Courses

- English 11
- Algebra II
- Biology
- World History & Geography
- Foreign Language

\*Course content & resources will focus on the theme of the academy and explore career choices. Project-based learning will be utilized within the academy.

\*4-H, HOSA, and other Clubs will be used to cultivate talent prior to the courses.

### 12<sup>th</sup> Grade Courses

- English 12
- Pre-Calculus / Statistics / Other
- P.E. / Elective
- Elective
- Elective

Possible Electives:

- Anatomy / Physics
- HOSA
- Cosmetology (OSTC-NE)
- Agriculture (OSTC-SE)
- Research & Development
- Other/OSTC

\*Course content & resources will focus on the theme of the academy and explore career choices. Project-based learning will be utilized within the academy.

## Academy of Mathematics, Science, & Engineering

### Description:

- Students learn the technological skills necessary to manage, design, manufacture and apply engineering concepts and processes.
- Students learn to conduct research and to study forensic science.
- Students are prepared for professional fields with a strong reliance on math / science.
- Students are provided with learning experiences that challenge and develop their problem-solving, critical thinking, and communication skills.

### Career Choices:

Architect, Industrial Engineer, Electrician, Project Manager, Programmer, Computer Specialist, Research Scientist, Chemical Engineer, Chemistry Teacher, Project Manager, Engineer, Statistician, Astronaut, Chemist, etc...

### 10<sup>th</sup> Grade Courses

- English 10
- Geometry
- Chemistry
- Civics & Economics
- Foreign Language

\*Course content & resources will focus on the theme of the academy and explore career choices. Project-based learning will be utilized within the academy.

\*Robotics, Science Club, buildOn, and other clubs will be used to cultivate talent prior to the courses.

### 11<sup>th</sup> Grade Courses

- English 11
- Algebra II
- Biology
- World History & Geography
- Foreign Language

\*Course content & resources will focus on the theme of the academy and explore career choices. Project-based learning will be utilized within the academy.

\*Robotics, Science Club, buildOn, and other clubs will be used to cultivate talent prior to the courses.

### 12<sup>th</sup> Grade Courses

- English 12
- Pre-Calculus / Statistics / Other
- P.E. / Elective
- Elective
- Elective

#### Possible Electives:

- Pre-Engineering / Robotics
- Forensic Science
- CO-OP / Internship
- Computer Aided Design (CAD @ OSTC)
- Other/OSTC

\*Course content & resources will focus on the theme of the academy and explore career choices. Project-based learning will be utilized within the academy.

## Gifted & Talented Honors Academy

### Description:

- Students are programmed for rigorous / advanced placement courses that prepare them for collegiate, professional, and global post-secondary endeavors.
- Academic excellence and leadership development are emphasized.
- Students are provided with learning experiences that challenge and develop their problem-solving, critical thinking, and communication skills.

**Career Choices:** Any professional career on the local, national, or international level

### 10<sup>th</sup> Grade Courses

- Pre-AP English 10
- Pre-AP Geometry
- Pre-AP Chemistry
- Civics & Economics
- Foreign Language

\*Course content & resources will focus on the theme of the academy and explore career choices. Project-based learning will be utilized within the academy.

### 11<sup>th</sup> Grade Courses

- AP English Literature
- Algebra II
- AP Biology
- World History & Geography
- Foreign Language

\*Course content & resources will focus on the theme of the academy and explore career choices. Project-based learning will be utilized within the academy.

### 12<sup>th</sup> Grade Courses

- AP English Language / Dual Enrollment
- Pre-Calculus / Calculus
- Physics
- P.E. / Elective
- Elective

Possible Electives:  
 -Marketing  
 -AP Foreign Language  
 -Leadership Development  
 -Other...

\*Course content & resources will focus on the theme of the academy and explore career choices. Project-based learning will be utilized within the academy.

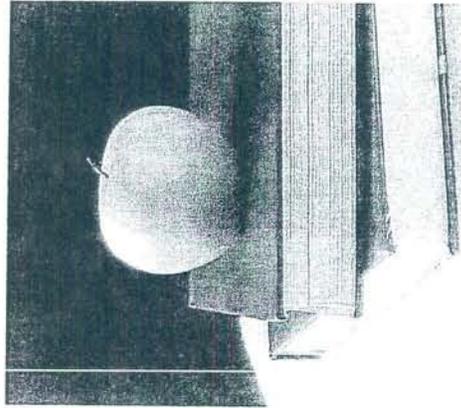
## **APPENDIX B**

# **OPHS POSITIVE BEHAVIOR SUPPORT**



OAK PARK SCHOOLS

# POSITIVE BEHAVIOR SUPPORT



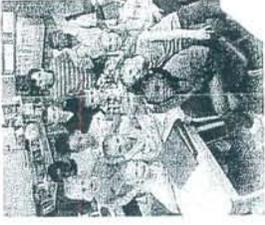
Dr. Sandra Harris, Superintendent  
Eric Scott, District PBS  
Coordinator

## WHAT IS POSITIVE BEHAVIOR SUPPORT ?

Positive Behavior Support (PBS) is not a specific program, but a compilation of effective practices, interventions and system supports.

- PBS is a continuum of support for all students in and out of the classroom, including on the grounds of the school and the bus.
- PBS establishes a clear set of behavior expectations for all areas associated with the school.
- PBS involves **TEACHING** student expectations in all areas (i.e. cafeteria, hallways, restroom, classroom) by **MODELING** the expectations.
- PBS builds a school environment where team building and problem solving are expected, taught, and re-enforced by ALL staff.

## TOP 10 REASONS TO SUPPORT P.B.S.



1. State Mandate
2. Annual Yearly Progress (AYP) Intervention
3. Improved District/School Image
4. Increased Instructional Time
5. Creates a Culture of Respect
6. Improved Staff Morale
7. Less Classroom Disruptions
8. Decrease In Disciplinary Referrals
9. Increase In Positive Parent Contact
10. It's Logical

## **APPENDIX C**

### **OPHS BRIDGE PROGRAM**

# Oak Park High School Bridge Program

*"Bridging the gap between middle/junior high and high school"*

**Objective:** to provide a summer enrichment program for students targeting skill development in the areas of mathematics, science, language arts, and social studies; to provide an intervention for academic, social, and emotional needs of students; to assist students with making an effective transition from middle/junior high to high school

**Program Overview:** This well-structured pedagogy will include rigorous instruction, relevant activities, reinforcement activities, personal management, study skills, test wise-ness, and extracurricular experiences that will provide a solid foundation of learning for students to build upon throughout the academic year and the duration of their high school journey.

**Timeframe:** Four-Week Summer Program

**Theme:** "Making High School Purposeful"

**Student Population:** Female & Male students promoted from 9<sup>th</sup> grade  
(\*At-risk & ELL students highly recruited)

**Credit:** 0.5 Elective (\*optional)

**Attendance:** Full participation is mandatory to obtain credit  
(\*Absences must be appealed with official documentation)

**Student Schedule:**

8:00 a.m. – 1:00 p.m.

Monday – Thursday

Four consecutive weeks during summer

Block schedule: MW=Math/Science; TTH=Language Arts/Social Studies; Group/Counseling Hour w/ Snack (daily)

**Staff:** Subject/Core Teachers  
Counselor  
Title I / Program Coordinator

**Special Features:**

Assessment literacy, computer training, formative/diagnostic testing, field trips, college tour, and project-based learning

## Course Descriptions

### **Language Arts**

This summer course will focus on integrated instruction in listening, speaking, reading, and writing using a literature-based approach to language arts. Through whole group and independent reading, students will learn how to interpret literature, analyze elements of literature, write in response to literature, and make connections between the text and human nature (real world). Grammar skills, essay writing, research writing, and strategies for standardized assessments will be incorporated within the curriculum.

### **Social Studies**

This summer course will focus on research of a specific time period in American history. The time period will correspond with the novel(s) selected for the language arts course, thus providing the historical context and background for the literary piece. Students will analyze the events, values, and influences on American culture and the world. Students will explore the effects of political propaganda and events relative to the novel. Students will broaden their understanding of the human condition and the American experience. Various texts, articles, films, audiotapes, graphs, maps, websites, and photographs will be used to accommodate the needs of multiple learners.

### **Algebra Review & Geometry Prep**

This summer course will review basic and complex algebra concepts, while exploring algebraic expressions, signed numbers, equations, and word problems. Students will be introduced to the basic concepts of geometry and mathematical reasoning. This includes work with lines, angles, triangles, quadrilaterals, and other polygons, congruence, similarity and trigonometry. Standardized test-taking strategies for mathematics will also be employed.

### **Exploratory Science**

This summer course will focus on critical thinking skills, research, and project-based activities to explore the foundation of deductive reasoning, statistical generalizations, and validating a hypothesis. Cooperative learning groups will serve as the medium for research and effort for producing tangible results. Groups will work on a project that will be presented at the end of the program.

### **Counseling/Group Session**

This segment of the program will provide students with a nutritional snack and guidance counseling sessions focused on adolescent and teenage issues.

**APPENDIX D**

**OPHS SIG GRANT  
3-YEAR  
PROJECTED BUDGET**

ITEM	ANNUAL QUANTITY	ITEM COST	YEAR 1 2010-2011	YEAR 2 2011-2012	YEAR 3 2012-2013	3 YEAR ITEM TOTAL
<b>Staff Incentive &amp; Retention</b>						
Performance Bonus Program	1	63,500	63,500	63,500	63,500	190,500
Professional Development Bonus Program	1	63,500	63,500	63,500	63,500	190,500
Academy Coordinator	6	38,100	38,100	38,100	38,100	114,300
Substitute Coverage for Academic Coordinators/ Mentor Teachers	6	108,000	108,000	108,000	108,000	324,000
National Board Professional Teacher Certification Reimbursement Program	1	21,000	21,000	21,000	21,000	63,000
<b>Instructional Specialist</b>						
Instructional Specialist Compensation	1	100,000	100,000	100,000	100,000	300,000
<b>Small Learning Communities</b>						
Staff Planning	1	38,100	38,100	38,100	38,100	114,300
Guest Speakers	1	20,000	20,000	20,000	20,000	60,000
Learning Materials & Equipment for each Academy	6 (YEAR 1 ONLY)	600,000	600,000	0	0	600,000
<b>Professional Development</b>						
PD 360	1	3,000	3,000	3,000	3,000	9,000
AtlasRubicon	1	1,200	1,200	1,200	1,200	3,600
Professional Teaching Library	1	3,000	3,000	3,000	3,000	9,000
Professional Development for Qualitative Reading Inventory	1	1,500	1,500	1,500	1,500	4,500
Professional Development Training for Writing Protocols	1	2,000	2,000	2,000	2,000	6,000
Professional Development for Math Instruction	1	2,000	2,000	2,000	2,000	6,000
Professional Development for Integrating Technology into the classroom	3,000/7000	3,000	3,000	7,000	7,000	17,000
Professional Development Summer Institute	1	6,000	6,000	6,000	6,000	18,000
<b>Common Assessments</b>						
Data Specialist Compensation	1	100,000	100,000	100,000	100,000	300,000
Survey Creation & Processing Equipment	1	2,000	2,000	2,000	2,000	6,000
<b>Increased Learning Time</b>						
E2020	1	100,000	100,000	100,000	100,000	300,000
Academic Enrichment Summer School	1	63,500	63,500	63,500	63,500	190,500
Kaplan	1	40,000	40,000	40,000	40,000	120,000
Carnegie Learning	1	30,000	30,000	30,000	30,000	90,000
Lego Math	1 (Year 1 Only)	120,000	120,000	0	0	120,000
Internships/Extra-Curricular Stipends Community Based Projects (Stipends & Materials)	1	88,900	88,900	88,900	88,900	266,700
Common Area Online Research Facility	1	60,800	60,800	60,800	60,800	182,400
2 Hrs. Extended Media Center	1 (Year 1 Only)	20,000	20,000	0	0	20,000
Extended Reading Program	1	26,670	26,670	26,670	26,670	80,010
Kumon Saturday School	1	6,350	6,350	6,350	6,350	19,050
FastForward Program	1	63,500	63,500	63,500	63,500	190,500
Media Center Online Research Facility	1 (Year 1 Only)	66,040	66,040	66,040	66,040	198,120
<b>Mentorship Program</b>						
Mentorship Coordinator Stipend	1	3,810	3,810	3,810	3,810	11,430
<b>Summer Transition</b>						
Summer Bridge Program	1	25,400	25,400	25,400	25,400	76,200
Summer Activities Coordinator	1	3,810	3,810	3,810	3,810	11,430
<b>Failure Early Warning System</b>						
SMS Computer Software	1 (Year 1 Only)	1,500	1,500	0	0	1,500
<b>Positive Behavior System</b>						
PBS Program Materials & Equipment	1	25,000	25,000	25,000	25,000	75,000

YEAR 1 Total	YEAR 2 Total	YEAR 3 Total	Grand Total
2,021,180	1,183,680	1,183,680	4,388,540

**APPENDIX E**

**OPHS SIG GRANT  
SCANNED COPIES  
OF  
APPLICATION SIGNATURE SHEETS**

# SIG GRANT--LEA Application

## APPLICATION COVER SHEET

### SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: Oak Park Public Schools	Applicant's Mailing Address: 13900 Granzon Oak Park, MI 48237
LEA Contact for the School Improvement Grant Name: Stan Trompeter Position and Office: Acting Superintendent of Schools Contact's Mailing Address: 13900 Granzon, Oak Park, MI 48237 Telephone: 248-336-7712 Fax: 248-336-7783 Email address: strompe@oakparkschools.org	
LEA School Superintendent/Director (Printed Name): Stan Trompeter <i>STAN TROMPETER</i>	Telephone: 248-336-7712
Signature of the LEA School Superintendent/Director: X <i>[Signature]</i>	Date:
LEA School LEA Board President (Printed Name): Terrence R. West Sr. <i>TERRENCE R. WEST SR.</i>	Telephone: 248-336-7715
Signature of the LEA Board President: X <i>[Signature]</i>	Date:
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.	

GRANT SUMMARY

District Name: Oak Park  
ISD/RESA Name: Oakland

District Code: 63250  
ISD Code: 63000

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.

- Close/Consolidate Model:** Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district.
- Transformation Model:** Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools.
- 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.
- 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.**

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Oak Park High School	2798		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.

**ATTACHMENT III**

**SAMPLE SCHOOL APPLICATION**

SCHOOL IMPROVEMENT GRANT – 1003(g)

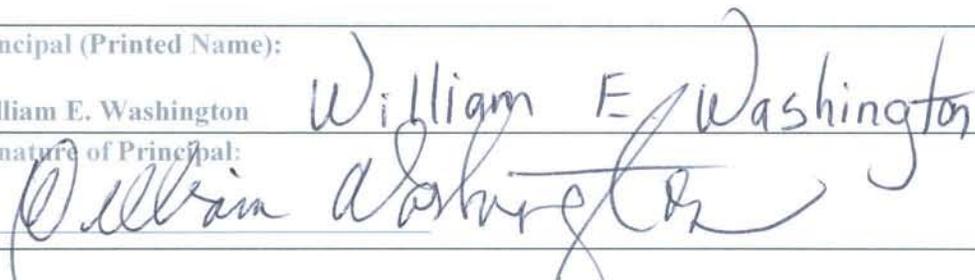
FY 2010 – 2011

**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 Oak Park High School 2798	District Name and Code Oak Park Public Schools 63250
Model for change to be implemented:	

School Mailing Address: 13701 Oak Park Blvd. Oak Park, MI 48237	
---	--

Contact for the School Improvement Grant:  Name: Stan Trompeter  Position: Acting Superintendent of Schools  Contact's Mailing Address: 13900 Granzon, Oak Park, MI 48237 Telephone: 248-336-7712 Fax: 248-336-7783 Email address: strompe@oakparkschools.org
--

Principal (Printed Name): William E. Washington	Telephone: 248-388-5030
Signature of Principal: X 	Date: 7/12/10

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.

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

7/12/10

SIGNATURE OF LEA BOARD PRESIDENT

Date