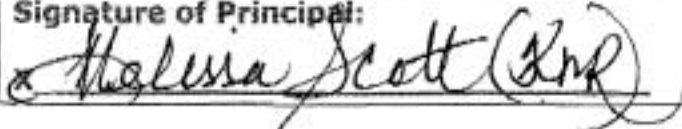**LEA Application Part II**

ATTACHMENT III

SAMPLE SCHOOL APPLICATION

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

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

School Name and code	District Name and Code
Bethune, 141	Detroit, 82-010

Model for change to be implemented: TURNAROUND	

School Mailing Address: 10825 Fenkell Street, Detroit, MI 48227-4068	

Contact for the School Improvement Grant:

Name: Melissa Scott

Position: Principal

Contact's Mailing Address: 10825 Fenkell Street, Detroit, MI 48227-4068
Telephone: (313) 873-9460
Fax: (313) 873-9459
Email address: melissa.scott@detroitk12.org

Principal (Printed Name): Melissa Scott	Telephone: (313) 873-9460
Signature of Principal: *Melissa Scott (RMR)*	Date: 8/13/2010

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).**

Bethune subgroup performance shows that the total population data mirror the African American Population and the Economically Disadvantaged population. The population of Students with Disabilities is approximately 20 points lower than the school wide averages.

In comparing the school data with state and district performance, Bethune School data is lower than district data in reading and exceeds the district overall in math. They exceed the district averages in grades 3 and 4 ELA and grades 3,4,7,8 in Math. The exceed the state wide average in 8th grade math

Fitzgerald subgroup performance shows that the total population data mirror the African American Population and the Economically Disadvantaged population. The population of Students with Disabilities is approximately 40 points lower than the school wide averages.

In comparing the school data with state and district performance, Fitzgerald scores are lower than district averages and lower than state wide averages in all areas.

From the data provided by the state and the district, in consultation with the newly appointed principal, the leadership team and district leadership, the school has developed an Action Plan for school improvement. This plan looks at current areas of need and reflects a comprehensive approach to accelerate the improvement and exceed the state averages in Reading, Math, Science and Social Science.

SEE ATTACHMENT FOR REQUIRED DATA

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)						
Race/Ethnicity						
Students with Disabilities						
Limited English Proficient (LEP)						
Homeless						
Neglected & Delinquent						
Migrant						
Gender						
Male						
Female						
Aggregate Scores						
State						

Sub Group Non-Academic Analysis   Year: 2009-2010

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

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

Enrollment and Graduation Data – All Students

Year: 2009-2010

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

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

The new Bethune school included students from both Bethune and Fitzgerald Elementary Schools.   Bethune and Fitzgerald scores will be evaluated separately below.

Bethune is a PreK-8 school with an enrollment of 633 students. 630 of the students are African American, 471are economically disadvantaged and 110 are identified as students with disabilities. The attendance rate as of the 2008-09 school year was 91.6%.   The rate has declined over the last year.

Bethune is in School Improvement under NCLB AYP guidelines and must offer choice and transportation.   Their Ed Yes! Grade has consistently been between a "C" and a "D" and is currently a D". They did not make AYP this past year due to the attendance rate of Students with disabilities.

Combined grade MEAP scores for Bethune show that there has been an increase in reading scores from 2008 to 2010. Scores went from 44.7% to 63.5%. Math scores have shown a steady increase over time. Currently 63.5% are meeting or exceeding performance levels. Science and Social Science Scores have remained relatively flat over the past years

Fitzgerald is a PreK-8 school with an enrollment of 616 students. 614 of the students are African American, 572are economically disadvantaged and 99 are identified as students with disabilities. The attendance rate as of the 2008-09 school year was 77.4%.   The rate has declined over the last year.

Fitzgerald is in School Improvement under NCLB AYP guidelines and must offer choice and transportation.   Their Ed Yes! Grade has consistently been between a "C" and a "D" and is currently a D". They did not make AYP this past year due to the attendance rate of all Students, Black Students, Economically Disadvantaged Students, and Students with Disabilities. Students with Disabilities also did not make the ELA proficiency target date

Combined grade MEAP scores for Fitzgerald show that there has been an increase in reading scores from 2008 to 2010. Scores went from 48.9% to 53.7%. Math scores have shown a steady increase over time. Currently 43.7% are meeting or exceeding performance levels. Science and Social Science Scores have fluctuated over the past years

Included in the plan are the following needs which are currently not being met:

1. TEACHING FOR LEARNING

   a. Extended learning opportunities

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.

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

SECTION II: COMMITMENT

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

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

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

Bethune Academy is supporting a turnaround policy. This school will merge with Fitzgerald School to become the new Bethune Academy. A new principal has been appointed to the new school, Melissa Scott. Staff support has been shared and received from both schools with the understanding that at least 50% of the staff must be replaced. All staff have expressed the need for change to impact student improvement and they support this initiative to institute change. This support was first demonstrated during the summer, when staff from both schools began the process of teambuilding, collaboration and creating a supportive, nurturing learning environment for staff and students alike. Activities such as co-teaching and creating learning villages were explored with the goal of developing an improved achievement-focused culture and learning environment.

The District has already made the commitment to support this process through the identification of the impacted schools, the removal and the appointment of a principal who is aligned with and on board with this initiative. The principal is the key player in the development of the goals, objectives and the activities as outlined in this plan for the next three years. It is a plan that is being led by the vision of the new principal. As the principal hires new staff members throughout the month of August, the criteria for these initiative criteria for this initiative, specifically the turnaround model, are the criteria being used to bring on the new staff. The principal will hire staff whose educational beliefs, philosophies and classroom practices are aligned with the model and the vision that supports this model.   The staff supports the new school reconfiguration of pk-2, 3-5, 6-8.

Consistently, data shows that students with disabilities perform at lower levels than other student subgroups in the school. To remediate this concern, the partner provider includes a comprehensive look at teaching and learning among special needs students. The team is trained to review IEPs, take a careful look at instruction, study the reevaluation process and determine if IEP goals are first addressed and secondly

met. Once the concerns have been documented in the Capacity Building Plan, the Provider will bring in necessary assistance and guidance to remediate the concern through the recommendations listed in the plan.   As the School Improvement Plan was developed by the previous administration, an evaluation of the SIP will also be completed and, if necessary, amended.

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

Both the school and the district are enthusiastic in their support of this change. Following is a summary of the highlights

- **Principal replacement** - The new principal has been hired and is on board. He/she was hired with the understanding and the support of the SIG implementation. The new principal is being given maximum flexibility in the decision making process and great latitude in the development of the goals and the objectives.   The selected partner provider is already working with the new principal as a critical friend with a priority of maximizing inclusive leadership processes. These are highlighted in the Goals, Objectives and Activities detailed in this grant application.
- **Teachers** - The principal has already begun hiring new staff who will work to support this grant. Through the addition of a school level assessment coordinator and the intensive support of the partner provider, the teachers, through yearlong job embedded professional development, will work to incorporate data to drive instruction. The district's purchase of Learning Village for the school will give the student rich data sources to work with and will enable teachers to develop better teacher made assessments. All along, data support will be given to each teacher in the school
- **District Role** - The district has embraced this process and has led in the administration of the process in the early stages.   They have developed processes to bring support to the school in the area of funding for extended day, extended year, technology supports, assessment options, conflict resolution support, Read 180, Leadership training, District level PD on literacy and math, district and school level literacy coaches, Springboard, Renaissance Learning and support of an external partner provider. The district has also successfully renegotiated portions of the agreement with the Detroit Federation of Teachers. Among the concessions granted were changes in the teacher evaluation process, progress on shared decision making processes, collaboration on the selection of Priority Schools and School Based Performance Bonuses.
- **Data Use** - Through the use of a partner provider the school will be given a base line quality review. From this review a Capacity Building Plan will be developed based on research from the Consortium on School Reform based at

the University of Chicago.   Additionally the partner will focus on the use of using data to drive instruction to use for individualizing instruction and driving the teachers' lesson plans.   The Goals Objectives and Activities notes that the principal will be given assistance to develop grade level and vertical team meetings that will concentrate on data discussions involving student performance and developing strategies to ensure success. The partner provider will use modeling and coaching activities to maximize the effectiveness of the professional development activities for teachers.

- **Professional Development** - The partner provider, through a quality review, will identify professional development needs and assist the school in the development of a yearlong professional development focus, one based on identified needs and rigorous standards based instruction. The emphasis for the partner provider on administering a PD process is job embedded in nature. The partner will be available for traditional PD activities but the primary focus of the PD will be modeling and coaching, and leading in the development and the administration of grade level and vertical team meetings as a professional development model.

- **Increased Learning Time** - The district has already agreed funding two hour of after school programming focusing one hour in reading and one hour in math. The district is also encouraging the schools to further investigate other extended learning options.   This school has included in its goals a third hour of time which emphasizes the emotional and social needs of the children. This third hour will provide structured social activities, sports, music, games, and generally opportunities for the students to interact with the school staff in a non threatening and welcoming environment, one that fosters collaboration and team building activities.   These three hours of additional time will be after school for two days for students with deficiencies in reading or math and four days per week for students with deficiencies in both reading and math.   A Saturday school is also planned and initial discussions are being held about extended year options. This decision will be made once the new staff is hired and on board and can participate in this decision based on the needs.

- **Meets Social and Emotional Needs of the Students** - The Grant application addresses these important item through the increased emphasis on parent involvement, the addition of a middle school counselor and the addition of a social worker on site.   Springboard, funded by the district, will give additional support and guidance to 6-8th grade students and an increased emphasis on the arts will assist those students who learn best through the incorporation of art and music into the curriculum, while continuing an emphasis on reading across the curriculum. An additional PE teacher will also assist in these important developmental areas. Also, a full-time nurse will be hired to provide medical support to students. This will ensure a holistic assurance of meetings student needs.

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).

BETHUNE Grade	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
3	67.9%	68%	79.3%	50%	74%	91.2%
4	57.4%	63.2%	68.4%	40.4%	77.8%	82.8%
5	43.8%	50%	40%	26.5%	82.9%	44.4%
6	50%	40.9%	29.7%	55.7%	42.9%	53.8%
7	30.2%	58.7%	47.4%	28.2%	48%	41.3%
8	39.2%	61.4%	41.4%	54.4%	38.6%	71.2%

* % OF TESTED STUDENTS THAT MET OR EXCEEDED STANARDS.
SOURCE: MDE MEAP RESULTS

FITZGERALD Grade	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
3	49.2%	50%	51.9%	44.3%	43.6%	75.9%
4	37.5%	34.1%	47.8%	30.3%	45.7%	54.3%
5	36.5%	35.7%	30%	25%	21.8%	25.5%
6	38.7%	49.2%	17%	15.9%	45.2%	44.4%
7	26.9%	48.3%	54.7%	24.1%	52.2%	49.2%
8	46.1%	25%	64.7%	26.3%	19.1%	23.2%

* % OF TESTED STUDENTS THAT MET OR EXCEEDED STANARDS.
SOURCE: MDE MEAP RESULTS

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

When the school staff is hired the main emphasis on professional development will be on reading across all subjects and on using data to drive instruction.   Additional staff and partner providers will be utilized to ensure the incorporation of data into all decision making processes throughout the year. Both with this knowledge and with data from Learning Village and Read 180 and DIBELS, the school will develop a model of RtI to differentiate instruction and address the three tiers of need based on assessment data. The model, developed with district assistance will ensure that students will be provided ongoing evaluations on their progress and that their instructional program will be tailored to fit their needs and altered regularly as they progress or fall behind. Students in tiers one and two will be given targeted intervention support based on the use of district level benchmark data and DIBELS data that is currently available and being expanded to grades four and five. Partner Providers will assist teachers in developing strategies and grouping processes to assist students in each tier with short term assistance to remediate needs.   Case managers will be brought in to lead ongoing discussions with parents if children do not experience forward movement.   Partner provider teams assisted in the development of the RtI system first used in the Recovery District of Louisiana after the Hurricane. The model has now been expanded to the entire state of Louisiana. The very public use of data will ensure that needs are identified, remediated and evaluated.

The very public use of data will ensure that needs are identified, remediated and evaluated.   The school is committed to bringing technology into the instructional program. Two mobile computer labs will be purchased for convenient and integrative use of technology during normal classroom days.   Teachers are able to use smart boards in their classrooms along with having access to promethium boards. The district is providing Netbooks for 8th grade students LCD projectors will be purchased for classroom use. The partner provider will do a baseline needs assessment during the first two weeks of school through a quality review. This will assist the new school in gaining information on level of expertise and the amount of equipment available at the school.   Finally, he school will revisit the school improvement plan based on this review and other information to determine what amendments need to be made in both the plan and Title One funding possibilities.

The process used by the external partner is research based in its approach. The foundation for the research is data developed by the Consortium for School Change based at the University of Chicago.   This respected research organization has been researching urban school reform and has a body of work dating back from 1989   It

has studied school reform its impact and lessons learned. The specific research document is Essential School Supports from fall of 2006

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

The partner provider, as identified in the Goals, Objectives and Activities, will work directly with the principal through a leadership coach to institute an inclusive leadership team. This team will monitor progress, evaluate the school based on data and work in a collaborative manner with the school and community.   Additionally the partner provider will assist in the development of grade level and vertical team meetings. The partner is research based, utilizing urban school research from the Consortium on School Reform based in the University of Chicago. As noted in the Goals, funding is provided to ensure these teams meet regularly and that they use data to make decisions. Partner providers in data and literacy will work with the teams to move them to data driven directions.
Through the addition of a small learning community academy leader, the school will coordinate the professional development and teaming options around a 1-2, 3-5, 6-8 configurations. This will enhance the collaborative effort of the school and encourage not only grade level meetings but vertical teaming options

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

The district is committed to assisting the school and has already brought an external partner provider into the school to help move the school forward. The provider, Synesi Associates, is an approved Michigan provider.   The partner will work on assisting the new principal and staff by providing a base line quality review, a Capacity Building Action Plan, long term support in leadership, literacy across the curriculum and data use and short term support as indentified by the quality review. The Goals, Objectives and Activities also emphasize processes to bring parents into the school through service, and other opportunities and will utilize parents to assist the school in reaching its attendance goals. Community Partner is being hired to assist in the area of community partnership and communication processes.

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.**

GOALS, OBJECTIVES AND INDICATORS FOR BETHUNE ELEMENTARY SCHOOL

Goals are developed in conjunction with the Michigan School Improvement Frameworks. These goals align to the individual school improvement plans and the five strands of the Frameworks. As the new principal has just recently been hired and the school staff is in process of being hired through the Turnaround model, these objectives and indicators were developed through the leadership and vision of the new principal with input from the school district, available school staff and assigned partner provider.

Synesi Associates, as a state approved Partner will begin their work with the school by providing an intensive quality review. The Quality Review Process is conducted using a three-step process:

1. Research and Analysis

2. On-Site School Visits

3. Collaborative Teamwork, Discussion, Brainstorming, and Report Construction

The first step in the process, Research and Analysis, involves intensive background work. Synesi Associates will begin by gathering relevant district and school level information from a variety of sources including public domain data, as well as previous school level reports and/or school improvement documentation that the new turnaround principal and central office make available. The objective is to procure a solid foundation of information and data on each school, before setting foot on-site. Synesi will rely on community, school, and district level interviews and dialogue as well as relevant information shared by Detroit administrative staff as the foundation for our understanding of the system itself, defined goals, priority initiatives, and of the individual schools. This prep work allows consultants to walk on to each campus ready to engage in meaningful conversations with school staff. It also provides a contextual foundation for the time they will spend in the school.

Although this research and study process provides the background information, the on-site school visit is essential to the Quality Review process. Synesi will conduct

2-3 days of site visit. This visit will look at instruction, leadership, professional capacity, parent-community partnerships and school climate.   Synesi quality review teams consist of 3-5 educational consultants; each member providing strategic expertise within a specific area of focus. These teams will spend the days at the school visiting all classrooms and conducting interviews with the principal, as well as a cross-section of the building administration, the teachers, selected students, non-instructional staff, and parents. Time will also be set aside at the end of the second day as an opportunity to hear from additional sources who may wish to contribute to this process, including, yet not limited to: business partners, not for profit partners, parent organizations, faith based organizations, university partners, and other community support/advocacy organizations.

The Synesi Team places significant value on the time spent in school buildings with educators and considers this step to be a pivotal part of the district partnership. All information will be collected by means that maintain the level of integrity, confidentiality and authenticity necessary in order to document actionable findings, and make solid plans for moving forward.

At the same time, Synesi will work with the central office in order to accurately identify and highlight any priorities or initiatives that should be specifically evaluated or measured.

Areas of focus during the quality review:
1. Development of School Instructional Audit protocols, specific to DPS, including the following features:
   - Pertinent School Statistics, including Staff and Student Attendance Review
   - Principal Interview
   - Interview with non-instructional staff/parents
   - Budget review
   - Instructional review and Assessment review
   - Bilingual/English as a Second Language (ESL) Education Program review
   - Discipline Policy review
   - Security review/Ethics Issues
   - Parent-Community review
   - Special Education review

- School Audits
- State Reconstitution Plan
- School Fiscal Audits

SYNESI will provide written reports for each school that may serve as the basis of turnaround work over the next three years.

SCHOOL QUALITY REVIEW REPORTS WILL INCLUDE:
- Written report of findings, including:
  - General Overview of School
  - Observed Strengths
  - Observed Areas of Concern
  - Summary of Observations and Data Review
  - Actionable Recommendations

Synesi Associates will produce two documents: A Quality Review Report and Capacity Building Plan (CBP). The Quality Review Report will provide a well-rounded picture of what is happening in each school, while the Capacity Building Plan will represent future action and change.

Both the report and CBP will address five areas of focus*:

1. Leadership
2. Parent/Community Ties
3. Professional Capacity
4. Student-Centered Learning Climate
5. Ambitious Instruction

Each report will examine these areas and outline the positive actions currently underway at each school, the areas of concern that need attention, and provide actionable recommendations for addressing these concerns. The most powerful part of these reports will be the concrete recommendations for improvement. These recommendations will be used as the foundation for the school improvement effort and Corrective Action Plan. This process was designed to validate positive efforts within the school, successful district initiatives, and any other such activity that should

be noted and highlighted as successful. Investing in building upon strengths and isolating weaknesses will be the foundation that consultants will stand on in order to effectively collaborate with school personnel. It is essential that each side of this equation (school and consultant) start from this common ground. Each consultant is invested in the success of his/her school and effort will be put forth in order to ease the improvement plan.

Ongoing Intensive Leadership and Instructional Support

The core strengths of Synesi Associates as a turnaround partner are the diverse group of experienced and seasoned educators that make up the firm, and the successful track record it has in improving student outcomes.

The core members, who will be on site for no less than 125 school days, will focus on strategic and, what we consider to be, high voltage components of each school.   The following areas represent the Core Synesi Team–

    3 Core Team Members
- <u>Leadership Coach</u>
  - serves as coach to the school principal and coordinates the work of the team. This member would also have to advise on data, and/or special education issues and scheduling issues
- <u>Literacy Coach</u>
  - provides instructional guidance on matters related to ELA, and literacy across curricular areas
- <u>Data Coach</u>
  - provides instructional guidance on matters related to school level and classroom level performance data
- <u>Other Coaches, as needed may include</u>
  - Teaching Quality Director
  - ELL Coach
  - Special Education Coach
  - Climate and Culture Coach
  - Instructional Technology Coach
  - Family/Community Engagement Advisor
  - Classroom Management Coach

Actual breakdown of days, by discipline, will be determined by instructional audit. The process used by the external partner is research based in its approach. The foundation for the research is data developed by the Consortium for School Change based at the University of Chicago. This respected research organization has been researching urban school reform and has a body of work dating back from 1989. It has studied school reform its impact and lessons learned. The specific research document is Essential School Supports from fall of 2006.

GOAL 1 TEACHING FOR LERANING – BETHUNE WILL PROVIDE A RIGOROUS STANDARDS BASED INSTRUCTIONAL PROGRAM DRIVEN BY THE USE OF DATA DRIVEN PROCESSES USING ALL AVAILABLE ASSESSMENT AND NON ASSESSMENT DATA

OBJECTIVE 1.1 – SCHOOL WILL PROVIDE MAXIMUM LEARNING OPPORTUNITIES FOR STUDENTS THROUGHOUT THE SCHOOL YEAR.

OBJECTIVE 1.2 – SCHOOL WILL EMPHASIZE RIGOROUS GRADE LEVEL INSTRUCTION WITH A PRIORITY IN READING AND MATH

OBJECTIVE 1.3 - SCHOOL WILL INCORPORATE TECHNOLOGY AIDS TO ENHANCE THE INSTRUCTIONAL PROGRAM

OBJECTIVE 1.4 – SCHOOL WILL PROVIDE ADDITIONAL SUPPORT SERVICES FOR STUDENTS WITH BEHAVIORAL, SOCIAL OR EMOTIONAL NEEDS

GOAL 2 LEADERSHIP – SUPPORT WILL BE GIVEN TO ENSURE THE PRINCIPAL SPENDS OVER 50% OF THE DAY ON INSTRUCTIONAL LEADERSHIP ACTIVITIES

OBJECTIVE 2.1 – PRINCIPAL WILL BE GUIDED THROUGH A PROCESS OF INCLUSIVE LEADERSHIP

OBJECTIVE 3 PERSONNEL AND PROFESSIONAL LEARNING AS PER THE TURNAROUND MODEL PERSONNEL CHANGES WILL BE MADE AND A PROFESSIONAL DEVELOPMENT PLAN WILL BE PUT INTO PLACE

OBJECTIVE 3.1   SCHOOL PRINCIPAL AND STAFF WILL BE REPLACED

OBJECTIVE 3.2 BASED ON QUALITY REVIEW AND ADDITIONALDATA, SCHOOL WILL DEVELOP A YEAR LONG PROFESSIONAL DEVELOPMENT PLAN EMPHASIZING JOB EMBEDDED PROCESSES

GOAL 4 SCHOOL COMMUNITY RELATIONS – PARENT INVOLVEMENT WILL INCREASE BY 50%

OBJECTIVE 4.1 – ADDITIONAL OPPORTUNITIES WILL BE PROVIDED FOR PARENTS TO PARTICIPATE IN THE LIFE OF THE SCHOOL

OBJECTIVE 4.2 STUDENT ATTENDANCE WILL INCREASE TO AYP GUIDELINES

Activity 4.2a – Motivational prizes and incentives will be given for increasing attendance

GOAL 5 DATA AND INFORMATION MANAGEMENT – DATA WILL BE USED TO LEAD THE INSTRUCTIONAL PROGRAM

OBJECTIVE 5 1 - SCHOOL STAFF WILL BE TRAINED AND GUIDED TO USE DATA TO GUIDE THEIR INSTRUCTIONAL PROGRAM

BETHUNE SCHOOL ACTION PLAN FOR SUCCESS

In order to make sure that the goals and objectives are being met, the school, the district and the external partner have developed an action plan for each of the three years. This plan details the activities and the processes needed for successful implementation of the goals and objectives.   It also designates who is responsible for implementation, what the indicators are for success, and it notes the costs that will be needed to implement successfully.

The Three year Action Plan emphasizes building internal capacity processes so that at the end of the three year grant period, the school will be at a place to continue success without external supports and dollars.

YEAR ONE

GOAL 1 TEACHING FOR LERANING – BETHUNE WILL PROVIDE A RIGOROUS STANDARDS BASED INSTRUCTIONAL PROGRAM DRIVEN BY THE USE OF DATA DRIVEN PROCESSES USING ALL AVAILABLE ASSESSMENT AND NON ASSESSMENT DATA

OBJECTIVE 1.1 – SCHOOL WILL PROVIDE MAXIMUM LEARNING OPPORTUNITIES FOR STUDENTS THROUGHOUT THE SCHOOL YEAR.

Activity	Person(s)	Cost factor	Indicator of

	Responsible		Success
Activity 1.1a – Through district funding the school year will be extended for two hours, one for reading and one for math instruction for targeted students in need of additional remediation	District	Covered by district	Attendance observation
Activity 1.1b – The school will provide one additional hour of activities to provide opportunities for students to participate in team building, collaboration, and cooperative behavior modeling through the use of activities.	Principal	One hour, four days per week, 20 weeks, 5 teachers	Decreased discipline referrals and suspensions
Activity 1.1c – The school will develop a schedule of educational field trips for students to enhance their educational experience throughout the school year	Principal, grade level teams	10 trips 8 groups	Completed trips
Activity 1.1d – Saturday school academy will be developed for targeted student population most in need of remediation and tutorial.	Principal	20 weeks, two hours each Saturday, 4 teachers	Observation, increased test scores

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 1.1e – Spring targeted after school test preparation opportunities	Principal, leadership team, grade level and vertical teams	5 weeks. One hour, four days per week, four teachers	Observation, increased test scores
Activity 1.1 f – At home technology program for continued scaffolding of academic drill and practice of content	Principal, leadership team	None	Increased test scores

OBJECTIVE 1.2 – SCHOOL WILL EMPHASIZE RIGOROUS GRADE LEVEL INSTRUCTION WITH A PRIORITY IN READING AND MATH

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 1.2a – School will institute class size reduction in grades k to 3	Principal	4 additional primary teachers	DIBELS data results
Activity 1.2b – School will employ a second literacy coach, one being used for primary grades, one for intermediate grades	Principal	1 teacher position	Reading assessment data, observation
Activity 1.2.c – School will employ two math coaches one for primary and one for intermediate grades	Principal	2 teacher positions	Math assessment scores
Activity 1.2d – School will	Principal,	Cost of	Increased reading

Activity	Person(s)	Cost factor	Indicator of
implement Project SEED and Carnegie Training to improve algebraic reasoning and pre calculus introduction and DEAR and Academic Writing Program to supplement reading and writing enhancement	leadership team	program	and math scores
Activity 1.2e – Through the use of the partner provider, school will emphasize strategies to incorporate reading across the curriculum	Principal, staff, partner	Partner costs provided by district for year 1	Increased reading scores on DIBELS, MEAP and Read 180
Activity 1.2f – District will fund Reading Recovery	Principal, district	District covers	DIBELS data
Activity 1.2g – 4 SSA s will be hired to provide tutorial support in primary grades	Principal	4 SSA positions	DIBELS data
Activity 1.2 h – Classroom libraries will be purchased for each classroom	Principal	10 sets of starter books	Observation

OBJECTIVE 1.3 - SCHOOL WILL INCORPORATE TECHNOLOGY AIDS TO ENHANCE THE INSTRUCTIONAL PROGRAM

Activity	**Person(s)**	**Cost factor**	**Indicator of**

	Responsible		Success
Activity 1.3a – Smart boards will be added to each classroom and two Promethium Boards for school use	Principal1	10 smart boards, 2 Promethium Boards	Increased evidence of use, observation
Activity 1.3b – District will provide Netbooks for all 6-8 grade students	Principal, District	District covers	Observation
Activity 1.3c – Two mobile computer labs	Principal	2 mobile labs	Observation
Activity 1.3 d – 5 LCD Projectors for classroom use	Principal	5 LCD projectors	Observation
Activity 1.3 e – Robotics programming	Principal	None	Observation

OBJECTIVE 1.4 – SCHOOL WILL PROVIDE ADDITIONAL SUPPORT SERVICES FOR STUDENTS WITH BEHAVIORAL, SOCIAL OR EMOTIONAL NEEDS

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 1.4.a - One additional counselor will be hired for middle school students	Principal	1 position	Lower incidence of discipline referrals in middle school

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 1.4b – School supplies will be purchased to ensure all students are prepared for the school day	Principal	Sets of school supplies	Observation
Activity 1 4 c – Wraparound services to solve problems and coordinate services available to students, families, teachers and the school.	Principal, response team, teachers	None	Coordinated services provided
Activity 1.4 d – Conflict resolution training for staff and students	Principal, leadership team	Cost of PD	Fewer discipline referrals
Activity 1.4 e – Full-time Nurse to meet physical and medical needs of students.	Principal	1 position	Improved student attendance, improved student performance

GOAL 2 LEADERSHIP – SUPPORT WILL BE GIVEN TO ENSURE THE PRINCIPAL SPENDS OVER 50% OF THE DAY ON INSTRUCTIONAL LEADERSHIP ACTIVITIES

OBJECTIVE 2.1 – PRINCIPAL WILL BE GUIDED THROUGH A PROCESS OF INCLUSIVE LEADERSHIP

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 2.1a – Partner provider will assist	Principal, partner	Partner costs covered year	Evidence of meetings,

		one	schedules, minutes
principal in the development of a leadership team, vertical team meetings and grade level meetings			
Activity 2.1b – Partner will provide a quality review visit to present base line data on the new staff and the school learning environment	Partner	Partner costs covered for year 1	Completed review
Activity 2.1c – Partner will provide a Capacity Building Plan to target specific actions the principal can take in leading the school to improved academic performance and will review and amend the current school improvement plan as needed.	Partner, school teams	Partner costs covered for year 1	Completed CBP
Activity 2.1d – School will develop and institute and inclusive school walk through process led by the principal	Partner, school teams, principal	Partner costs covered for year 1	Walk through schedules
Activity 2.1e – 2 Academy Directors will be hired to assist in the development of Small Learning	Principal	2 teaching positions	Initiation of SLC

Communities			
Activity 2.1 f - Expansion of appreciative inquiry that focuses on positive growth, on what is working and build on current knowledge and indicators of success	Principal, leadership team, partner	None	observation

OBJECTIVE 3 PERSONNEL AND PROFESSIONAL LEARNING AS PER THE TURNAROUND MODEL PERSONNEL CHANGES WILL BE MADE AND A PROFESSIONAL DEVELOPMENT PLAN WILL BE PUT INTO PLACE

OBJECTIVE 3.1   SCHOOL PRINCIPAL AND STAFF WILL BE REPLACED

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 3.1a – District will appoint a new principal	District	None	New principal
Activity 3.1b – Principal will complete a process of hiring new staff	Principal	None	New staff

OBJECTIVE 3.2 BASED ON QUALITY REVIEW AND ADDITIONALDATA, SCHOOL WILL DEVELOP A YEAR LONG PROFESSIONAL DEVELOPMENT PLAN EMPHASIZING JOB EMBEDDED PROCESSES

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 3.2a – Partner will	Principal,	Partner costs	Completed PD plan

guide the school through a professional development plan based on data an current performance and a review and if necessary amendments to the current School Improvement Plan	Partner, school teams	covered for year 1	and updated SIP
Activity 3.2b- Plan will emphasize modeling and coaching, co-teaching and inclusionary processes, collegiality and will build internal capacity	Principal, partner, school teams	Partner costs covered for year 1	Completed plan, observation
Activity 3.2 c – Performance based merit pay and incentives for excellence will be instituted	Principal, school leadership	Incentive money	Distributed incentives
Activity 3.2 d – School wide project based learning training will be instituted	Principal	None	observation
Activity 3.1 e – Expansion of opportunities for teachers to take additional training and course work to improve teaching and learning	Principal, leadership team	Related tuition costs	Completed for credit course inventory

GOAL 4 SCHOOL COMMUNITY RELATIONS – PARENT INVOLVEMENT WILL INCREASE BY 50%

OBJECTIVE 4.1 – ADDITIONAL OPPORTUNITIES WILL BE PROVIDED FOR PARENTS TO PARTICIPATE IN THE LIFE OF THE SCHOOL

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 4.1a – Family nights will be planned for literacy and for mathematics and collaborative opportunities for parents/guardians	Principal, grade level teams	Costs of refreshments	Completed family nights, increased parent participation
Activity 4.1b – Hiring of a Community Resource Director to increase community and school relationships	Principal	1 teaching position	Observation, increased participation
Activity 4.1 c – Community Schools Partnerships will be brought into the school	Principal	CSP costs	Observation, increased participation

OBJECTIVE 4.2 STUDENT ATTENDANCE WILL INCREASE TO AYP GUIDELINES

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 4.2a – Motivational prizes and incentives will be given for increasing attendance	Principal, leadership team	Incentive costs	Increased student attendance

GOAL 5 DATA AND INFORMATION MANAGEMENT – DATA WILL BE USED TO LEAD THE INSTRUCTIONAL PROGRAM

OBJECTIVE 5 1 - SCHOOL STAFF WILL BE TRAINED AND GUIDED TO USE DATA TO GUIDE THEIR INSTRUCTIONAL PROGRAM

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 5.1a – District will purchase Learning Village for the school	District, Principal	Costs covered by district	Increased use of data and improved teacher made tests
Activity 5.1 b – Partner provider will concentrate on modeling coaching and guiding teachers on using data to drive instruction as a yearlong focus	Principal, partner, staff	Costs covered by district year 1	Observation
Activity 5.1 c. Test coordinator will be hired to act as a data resource	Principal	1 teaching position	Observation, increased use of data
Activity 5.1d – Data will be made public through the use of displays, data walls, and relate activities	Principal, partner	Costs covered by district year 1	observation
Activity 5.1e - Partner provider will highlight MEAP data, Learning Village data and local assessment data to inform instruction and to develop	Principal, partner	Costs covered by district year 1	Observation, increased test scores

situational grouping in classrooms based on student needs			
Activity 5.1f – teachers will be trained on developing classroom assessments that can guide instruction and identify student remediation needs.	Partner, principal	Costs covered by district year 1	Observation
Activity 5.1 g – Administration will be trained on using data effectively and using data to lead professional development opportunities and improve instruction.	Partner	Costs covered by district year 1	Evidence of principal using data an guiding PD
Activity 5.1 h – Develop data driven resources for measuring student progress towards content benchmarks and standards.	Partner	Costs covered by district year 1	Observation, increased test scores

YEAR 2

GOAL 1 TEACHING FOR LERANING – BETHUNE WILL PROVIDE A RIGOROUS STANDARDS BASED INSTRUCTIONAL PROGRAM DRIVEN BY THE USE OF DATA DRIVEN PROCESSES USING ALL AVAILABLE ASSESSMENT AND NON ASSESSMENT DATA

OBJECTIVE 1.1 – SCHOOL WILL PROVIDE MAXIMUM LEARNING OPPORTUNITIES FOR STUDENTS THROUGHOUT THE SCHOOL YEAR.

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 1.1a – Through district funding the school year will be extended for two hours, one for reading and one for math instruction for targeted students in need of additional remediation	District	Covered by district	Attendance observation
Activity 1.1b – The school will provide one additional hour of activities to provide opportunities for students to participate in team building, collaboration, and cooperative behavior modeling through the use of activities.	Principal	One hour, four days per week, 20 weeks, 5 teachers	Decreased discipline referrals and suspensions
Activity 1.1c – The school will develop a schedule of	Principal, grade level	10 trips 8	Completed trips

educational field trips for students to enhance their educational experience throughout the school year	teams	groups	
Activity 1.1d – Saturday school academy will be developed for targeted student population most in need of remediation and tutorial.	Principal	20 weeks, two hours each Saturday, 4 teachers	Observation, increased test scores
Activity 1.1e – Spring targeted after school test preparation opportunities	Principal, leadership team, grade level and vertical teams	5 weeks. One hour, four days per week, four teachers	Observation, increased test scores
Activity 1.1 f – At home technology program for continued scaffolding of academic drill and practice of content	Principal, leadership team	None	Increased test scores

OBJECTIVE 1.2 – SCHOOL WILL EMPHASIZE RIGOROUS GRADE LEVEL INSTRUCTION WITH A PRIORITY IN READING AND MATH

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 1.2a – School will institute class size reduction in grades k to 3	Principal	4 additional primary teachers	DIBELS data results

Activity 1.2b – School will employ a second literacy coach, one being used for primary grades, one for intermediate grades	Principal	1 teacher position	Reading assessment data, observation
Activity 1.2.c – School will employ two math coaches one for primary and one for intermediate grades	Principal	2 teacher positions	Math assessment scores
Activity 1.2d – School will implement Project SEED and Carnegie Training to improve algebraic reasoning and pre calculus introduction and DEAR and Academic Writing Program to supplement reading and writing enhancement	Principal, leadership team	Cost of program	Increased reading and math scores
Activity 1.2e – Through the use of the partner provider, school will emphasize strategies to incorporate reading across the curriculum	Principal, staff, partner	Partner related costs	Increased reading scores on DIBELS, MEAP and Read 180
Activity 1.2f – District will fund Reading Recovery	Principal, district	District covers	DIBELS data
Activity 1.2g – 4 SSA s will be hired to provide tutorial support in primary grades	Principal	4 SSA positions	DIBELS data

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 1.2 h – Classroom libraries will be updated for each classroom	Principal, vertical and grade level teams	Costs of updating	Signup sheets

OBJECTIVE 1.3 - SCHOOL WILL INCORPORATE TECHNOLOGY AIDS TO ENHANCE THE INSTRUCTIONAL PROGRAM

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 1.3a – Smart boards will be added to each classroom and two Promethium Boards for school use	One year cost		
Activity 1.3b – District will provide Netbooks for all 6-8 grade students	Principal, District	District covers	Observation
Activity 1.3c – Two mobile computer labs	One year costs		
Activity 1.3 d – 5 LCD Projectors for classroom use	One year costs		
Activity 1.3 e – Robotics programming	One year only		

Activity 1.3 f – maintenance for purchased electronic equipment	Principal	Related costs	Ongoing use

OBJECTIVE 1.4 – SCHOOL WILL PROVIDE ADDITIONAL SUPPORT SERVICES FOR STUDENTS WITH BEHAVIORAL, SOCIAL OR EMOTIONAL NEEDS

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 1.4.a - One additional counselor will be hired for middle school students	Principal	1 position	Lower incidence of discipline referrals in middle school
Activity 1.4b – School supplies will be purchased to ensure all students are prepared for the school day	Principal	Sets of school supplies	Observation
Activity 1 4 c – Wraparound services to solve problems and coordinate services available to students, families, teachers and the school.	Principal, response team, teachers	None	Coordinated services provided
Activity 1.4 d – Conflict resolution training for staff and students	Year one costs		

35

GOAL 2 LEADERSHIP – SUPPORT WILL BE GIVEN TO ENSURE THE PRINCIPAL SPENDS OVER 50% OF THE DAY ON INSTRUCTIONAL LEADERSHIP ACTIVITIES

OBJECTIVE 2.1 – PRINCIPAL WILL BE GUIDED THROUGH A PROCESS OF INCLUSIVE LEADERSHIP

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 2.1a – Partner provider will assist principal in the ongoing function of a leadership team, vertical team meetings and grade level meetings and transference to internal leadership	Principal, school teams, partner	Related partner costs	Observation
Activity 2.1b – Partner will provide a quality review visit to present updated data on the new staff and the school learning environment and to include internal team participation	Principal, partner, school leaders	Related partner costs	Observation completed review
Activity 2.1c – Partner will provide a Capacity Building Plan to target specific actions the principal can take in leading the school to improved academic performance and will complete the current school improvement plan as needed. While building	Principal, partner, school staff	Related partner costs	Completed CBP and SIP

internal capacity			
Activity 2.1d – School will internalize an inclusive school walk through process led by the principal and school based leaders	Principal, teachers, partner	Related partner costs	Walk through schedule
Activity 2.1e – 2 Academy Directors will be hired to assist in the development of Small Learning Communities	Principal	2 teaching positions	Initiation of SLC
Activity 2.1 f - Expansion of appreciative inquiry that focuses on positive growth, on what is working and build on current knowledge and indicators of success	Principal, leadership team, partner	None	observation

OBJECTIVE 3 PERSONNEL AND PROFESSIONAL LEARNING AS PER THE TURNAROUND MODEL PERSONNEL CHANGES WILL BE MADE AND A PROFESSIONAL DEVELOPMENT PLAN WILL BE PUT INTO PLACE

OBJECTIVE 3.1   SCHOOL PRINCIPAL AND STAFF WILL BE REPLACED

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 3.1a – District will appoint a new principal	Year one costs		

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 3.1b – Principal will complete a process of hiring new staff	Year one costs		

OBJECTIVE 3.2 BASED ON QUALITY REVIEW AND ADDITIONALDATA, SCHOOL WILL DEVELOP A YEAR LONG PROFESSIONAL DEVELOPMENT PLAN EMPHASIZING JOB EMBEDDED PROCESSES

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 3.2a – Partner will guide the school through a professional development plan based on data, current performance and building internal capacity	Partner, principal school teams	Related partner cost	PD plan
Activity 3.2b- Plan will emphasize modeling and coaching, co-teaching and inclusionary processes, collegiality and will build internal capacity	Year one only		
Activity 3.2 c – Performance based merit pay and incentives for excellence will be instituted	Principal, school leadership	Incentive money	Distributed incentives
Activity 3.2 d – School wide project based	Principal	None	observation

Activity			
learning training will be instituted			
Activity 3.1 e – Expansion of opportunities for teachers to take additional training and course work to improve teaching and learning	Principal, leadership team	Related tuition costs	Completed for credit course inventory

GOAL 4 SCHOOL COMMUNITY RELATIONS – PARENT INVOLVEMENT WILL INCREASE BY 50%

OBJECTIVE 4.1 – ADDITIONAL OPPORTUNITIES WILL BE PROVIDED FOR PARENTS TO PARTICIPATE IN THE LIFE OF THE SCHOOL

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 4.1a – Family nights will be planned for literacy and for mathematics and collaborative opportunities for parents/guardians	Principal, grade level teams	Costs of refreshments	Completed family nights, increased parent participation
Activity 4.1b – Hiring of a Community Resource Director to increase community and school relationships	Principal	1 teaching position	Observation, increased participation
Activity 4.1 c – Community Schools Partnerships will be brought into the school	Principal	CSP costs	Observation, increased participation

OBJECTIVE 4.2 STUDENT ATTENDANCE WILL INCREASE TO AYP GUIDELINES

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 4.2a – Motivational prizes and incentives will be given for increasing attendance	Principal, leadership team	Incentive costs	Increased student attendance

GOAL 5 DATA AND INFORMATION MANAGEMENT – DATA WILL BE USED TO LEAD THE INSTRUCTIONAL PROGRAM

OBJECTIVE 5 1 - SCHOOL STAFF WILL BE TRAINED AND GUIDED TO USE DATA TO GUIDE THEIR INSTRUCTIONAL PROGRAM

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 5.1a – District will purchase Learning Village for the school	District, Principal	Costs covered by district	Increased use of data and improved teacher made tests
Activity 5.1 b – Partner provider will concentrate on modeling coaching and guiding teachers on using data to drive instruction as a yearlong focus	Principal, partner, staff	Related partner costs	Schedules, observation
Activity 5.1 c. Test coordinator will be hired to act as a data resource	Principal	1 teaching position	Observation, increased use of data

Activity 5.1d – Data will be made public through the use of displays, data walls, and relate activities	Principal, partner	Related partner costs	See year one
Activity 5.1e - Partner provider will highlight MEAP data, Learning Village data and local assessment data to inform instruction and to develop situational grouping in classrooms based on student needs	Principal, partner	Related partner costs	Observation, increased test scores
Activity 5.1f – teachers will be trained on developing classroom assessments that can guide instruction and identify student remediation needs.	Partner, principal	Related partner costs	Observation
Activity 5.1 g – Administration will be trained on using data effectively and using data to lead professional development opportunities and improve instruction.	Year one only		
Activity 5.1 h – Develop data driven resources for measuring student progress towards content	Partner	Costs covered by district year 1	Observation, increased test scores

benchmarks and standards.

YEAR THREE

GOAL 1 TEACHING FOR LERANING – BETHUNE WILL PROVIDE A RIGOROUS STANDARDS BASED INSTRUCTIONAL PROGRAM DRIVEN BY THE USE OF DATA DRIVEN PROCESSES USING ALL AVAILABLE ASSESSMENT AND NON ASSESSMENT DATA

OBJECTIVE 1.1 – SCHOOL WILL PROVIDE MAXIMUM LEARNING OPPORTUNITIES FOR STUDENTS THROUGHOUT THE SCHOOL YEAR.

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 1.1a – Through district funding the school year will be extended for two hours, one for reading and one for math instruction for targeted students in need of additional remediation	District	Covered by district	Attendance observation
Activity 1.1b – The school will provide one additional hour of activities to provide opportunities for students to participate in team building, collaboration, and cooperative behavior modeling through the use of activities.	Principal	One hour, four days per week, 20 weeks, 5 teachers	Decreased discipline referrals and suspensions
Activity 1.1c – The school will develop a schedule of educational field trips for students to enhance their	Principal, grade level teams	10 trips 8 groups	Completed trips

educational experience throughout the school year			
Activity 1.1d – Saturday school academy will be developed for targeted student population most in need of remediation and tutorial.	Principal	20 weeks, two hours each Saturday, 4 teachers	Observation, increased test scores
Activity 1.1e – Spring targeted after school test preparation opportunities	Principal, leadership team, grade level and vertical teams	5 weeks. One hour, four days per week, four teachers	Observation, increased test scores
Activity 1.1 f – At home technology program for continued scaffolding of academic drill and practice of content	Principal, leadership team	None	Increased test scores

OBJECTIVE 1.2 – SCHOOL WILL EMPHASIZE RIGOROUS GRADE LEVEL INSTRUCTION WITH A PRIORITY IN READING AND MATH

Activity	**Person(s) Responsible**	**Cost factor**	**Indicator of Success**
Activity 1.2a – School will institute class size reduction in grades k to 3	Principal	4 additional primary teachers	DIBELS data results
Activity 1.2b – School will employ a second literacy	Principal	1 teacher position	Reading assessment data,

			observation
Activity 1.2.c – School will employ two math coaches one for primary and one for intermediate grades	Principal	2 teacher positions	Math assessment scores
Activity 1.2d – School will implement Project SEED and Carnegie Training to improve algebraic reasoning and pre calculus introduction and DEAR and Academic Writing Program to supplement reading and writing enhancement	Principal, leadership team	Cost of program	Increased reading and math scores
Activity 1.2e – Through the use of the partner provider, school will emphasize strategies to incorporate reading across the curriculum	Principal, staff, partner	Related partner costs	Increased reading scores on DIBELS, MEAP and Read 180
Activity 1.2f – District will fund Reading Recovery	Principal, district	District covers	DIBELS data
Activity 1.2g – 4 SSA s will be hired to provide tutorial support in primary grades	Principal	4 SSA positions	DIBELS data

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 1.2 h – Classroom libraries will be updated for each classroom	Principal	10 sets of starter books	Observation

OBJECTIVE 1.3 - SCHOOL WILL INCORPORATE TECHNOLOGY AIDS TO ENHANCE THE INSTRUCTIONAL PROGRAM

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 1.3a – Smart boards will be added to each classroom and two Promethium Boards for school use	Year one costs		
Activity 1.3b – District will provide Netbooks for all 6-8 grade students	Year one costs		
Activity 1.3c – Two mobile computer labs	Year one costs		
Activity 1.3 d – 5 LCD Projectors for classroom use	Year one costs		
Activity 1.3 e – Robotics programming	Year one costs		

Article 1.3 f Maintenance of electronic equipment	Principal	Related costs	Ongoing use

OBJECTIVE 1.4 – SCHOOL WILL PROVIDE ADDITIONAL SUPPORT SERVICES FOR STUDENTS WITH BEHAVIORAL, SOCIAL OR EMOTIONAL NEEDS

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 1.4.a - One additional counselor will be hired for middle school students	Principal	1 position	Lower incidence of discipline referrals in middle school
Activity 1.4b – School supplies will be purchased to ensure all students are prepared for the school day	Principal	Sets of school supplies	Observation
Activity 1 4 c – Wraparound services to solve problems and coordinate services available to students, families, teachers and the school.	Principal, response team, teachers	None	Coordinated services provided
Activity 1.4 d – Conflict resolution training for staff and students	Principal, leadership team	Cost of PD	Fewer discipline referrals

GOAL 2 LEADERSHIP – SUPPORT WILL BE GIVEN TO ENSURE THE PRINCIPAL SPENDS OVER 50% OF THE DAY ON INSTRUCTIONAL LEADERSHIP ACTIVITIES

OBJECTIVE 2.1 – PRINCIPAL WILL BE GUIDED THROUGH A PROCESS OF INCLUSIVE LEADERSHIP

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 2.1a – Partner provider will assist principal in the continuation of a leadership team, vertical team meetings and grade level meetings emphasizing internal leadership	Principal, partner, school staff	Related partner costs	Observations, minutes
Activity 2.1b – Partner will provide a quality review visit to present updated data on the new staff and the school learning environment and to build internal leadership	Principal, partner school staff	Related partner costs	Completed review
Activity 2.1c – Partner will provide a Capacity Building Plan to target specific actions the principal can take in leading the school to improved academic performance and will complete a current school improvement plan.	Partner , principal, school team	Related partner costs	CBP and SIP

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 2.1d – School will internalize an inclusive school walk through process led by school leaders	Principal, staff, partner	Related partner costs	Walk through schedules
Activity 2.1e – 2 Academy Directors will be hired to assist in the development of Small Learning Communities	Principal	2 teaching positions	Initiation of SLC
Activity 2.1 f - Expansion of appreciative inquiry that focuses on positive growth, on what is working and build on current knowledge and indicators of success	Principal, leadership team, partner	None	observation

OBJECTIVE 3 PERSONNEL AND PROFESSIONAL LEARNING AS PER THE TURNAROUND MODEL PERSONNEL CHANGES WILL BE MADE AND A PROFESSIONAL DEVELOPMENT PLAN WILL BE PUT INTO PLACE

OBJECTIVE 3.1   SCHOOL PRINCIPAL AND STAFF WILL BE REPLACED

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 3.1a – District will appoint a new principal	Year one only		
Activity 3.1b – Principal will complete a process of hiring new staff	Year one only		

OBJECTIVE 3.2 BASED ON QUALITY REVIEW AND ADDITIONALDATA, SCHOOL WILL DEVELOP A YEAR LONG PROFESSIONAL DEVELOPMENT PLAN EMPHASIZING JOB EMBEDDED PROCESSES

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 3.2a – Partner will guide the school through a professional development plan based on data an current performance	Principal, school staff, partner	Related partner costs	Completed PD Plan
Activity 3.2b- Plan will emphasize modeling and coaching, co-teaching and inclusionary processes, collegiality and will build internal capacity	Year one only		
Activity 3.2 c – Performance based merit pay and incentives for excellence will be instituted	Principal, school leadership	Incentive money	Distributed incentives
Activity 3.2 d – School wide project based learning training will be instituted	Principal	None	observation
Activity 3.1 e – Expansion of opportunities for	Principal, leadership	Related tuition costs	Completed for credit course

Activity	Person(s) Responsible	Cost factor	Indicator of Success
teachers to take additional training and course work to improve teaching and learning	team		inventory

GOAL 4 SCHOOL COMMUNITY RELATIONS – PARENT INVOLVEMENT WILL INCREASE BY 50%

OBJECTIVE 4.1 – ADDITIONAL OPPORTUNITIES WILL BE PROVIDED FOR PARENTS TO PARTICIPATE IN THE LIFE OF THE SCHOOL

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 4.1a – Family nights will be planned for literacy and for mathematics and collaborative opportunities for parents/guardians	Principal, grade level teams	Costs of refreshments	Completed family nights, increased parent participation
Activity 4.1b – Hiring of a Community Resource Director to increase community and school relationships	Principal	1 teaching position	Observation, increased participation
Activity 4.1 c – Community Schools Partnerships will be brought into the school	Principal	CSP costs	Observation, increased participation

OBJECTIVE 4.2 STUDENT ATTENDANCE WILL INCREASE TO AYP GUIDELINES

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 4.2a – Motivational prizes and incentives will be given for increasing attendance	Principal, leadership team	Incentive costs	Increased student attendance

GOAL 5 DATA AND INFORMATION MANAGEMENT – DATA WILL BE USED TO LEAD THE INSTRUCTIONAL PROGRAM

OBJECTIVE 5 1 - SCHOOL STAFF WILL BE TRAINED AND GUIDED TO USE DATA TO GUIDE THEIR INSTRUCTIONAL PROGRAM

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 5.1a – District will purchase Learning Village for the school	District, principal	District costs	
Activity 5.1 b – Partner provider will concentrate on modeling coaching and guiding teachers on using data to drive instruction as a yearlong focus	Principal, partner, school staff	Related partner costs	Observation
Activity 5.1 c. Test coordinator will be hired to act as a data resource	Principal	1 teaching position	Observation, increased use of data
Activity 5.1d – Data will be made public through the use of displays, data walls,	Principal, partner	Related partner costs	Observation

and relate activities			
Activity 5.1e - Partner provider will highlight MEAP data, Learning Village data and local assessment data to inform instruction and to develop situational grouping in classrooms based on student needs	Principal, partner	Related partner costs	Observation, increased test scores
Activity 5.1f – teachers will be trained on developing classroom assessments that can guide instruction and identify student remediation needs.	Partner, principal	Related partner costs	Observation
Activity 5.1 g – Administration will be trained on using data effectively and using data to lead professional development opportunities and improve instruction.	Only year one		
Activity 5.1 h – Develop data driven resources for measuring student progress towards content benchmarks and standards.	Partner	Costs covered by district year 1	Observation, increased test scores

BENCHMARK DATA/TARGETS

ANNUAL STUDENT TARGETS:
MEAP RESULTS IN ELA AND MATH FOR GRADES 3-8,

PERCENT PROFICIENT

DETROIT PUBLIC SCHOOLS: BETHUNE ELEMENTARY SCHOOL

SUBGROUP	READING				MATH			
	BASE LINE	2011	2012	2013	BASE-LINE	2011	2012	2013
Total	63.5%	69.9%	76.8%	84.5%	63.5%	69.9%	76.9%	84.7%
Students w Disabilities	43.3%	47.7%	57.1%	68.5%	50.0%	55.0%	66.0%	79.2%
LEP Students								
White								
African American	63.6%	70.0%	77.0%	84.9%	63.9%	70.2%	77.5%	85.6%
Asian/Pacific Islander								
American Indian/Native American								
Hispanic								
Others								
Economically Disadvantaged	64.5%	71.0%	78.2%	86.1%	63.9%	70.2%	77.5%	85.6%

ATTENDANCE					
Students with Disabilities	90%	92%	94%	96%	

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**.

As the school has new leadership and a new teaching staff, the external partner provider will complete a school wide quality review. From that review the partner, in conjunction with the school leadership, will develop a Capacity Building Plan, this plan will become the tool for improved instruction for the school year and will enable the school to alter its school improvement plan to reflect the new priorities.   This CBP will highlight not only observational processes but will present to the school an analysis of current test data and will lead the school to make decisions based on the data and what it tells the school .

   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 principal will be given targeted assistance in developing a school leadership team with the primary purpose being the examination of data and the development of data driven decision making processes. In addition, the partner provider will guide the school in the development of school based teams, both vertical teams and grade level teams. The purpose of these teams is to make data driven

decisions in an inclusive and collaborative environment.   Grant money is being targeted to assure the implementation of these teams and to assist in making them, along with school walk throughs, a part of the process of driving instruction with data decisions.

iii. **Describe how the school plans to adjust instruction based on progress monitoring and data results collected.**

The external partner provider, a literacy and a data person, in addition to selected school based personnel, will use job embedded professional development to model and coach teachers on developing and presenting lessons based on data driven decision making processes. The partner assists the school personnel in reviewing relevant data and moving that data into actual lesson plans.   Then follow up processes will assist the teacher in determining whether or not the students have learned from the lesson, how to measure that and what to do if it not happening.

The school will work strategically throughout the year on using data to drive instruction. Through the lead of the external partner provider, all staff will be introduced to data driven instruction processes and an evaluation will take place to identify the level of expertise for each staff member. Following that identification, the partner will begin to work on MEAP data, highlighting disaggregated data and identifying strengths and weaknesses based on the standards measured on the state test.   Teachers will be led, through modeling and coaching, to develop lesson plans that will address the highlighted areas needing remediation.

Following this introductory beginning, through the district purchase of benchmark assessments and test banks, the partner will begin to assist the school in the analysis of benchmark data and how to change teaching to fit the needs of the students.   With the aid of the test banks, the partners will also work with teachers in developing improved teacher tests that measure highlighted areas of remediation. Finally, the partner's literacy coach, in conjunction with school and district coaches, will develop strategies to tailor teaching to the needs of the students. Through ongoing classroom evaluations and through the classroom job embedded professional development with the partner provider, there will be an ongoing observation of

monitoring changes in instruction.   Partners will work with vertical teams and grade level teams to internalize a self evaluation process based on both benchmark and teacher made assessment data, to determine if changes in instruction are mirroring accelerated learning. The walk through process is also primarily a tool for investigating teaching and learning. From these walk throughs, first led by partners and administrators, observations will be made on instructional method.   Through the year the process will move toward being teacher led as the team meeting assist in teacher training and transferring leadership to teaching staff. The walk through process utilized by the partners is based on the Chicago Model which incorporates research based practices which include ten minute class visits, debriefings after each visit and targeted objectives based on priorities determined by the school teams.   The walk throughs determine and drive the professional development focus

iv. **Describe and name any local or national assessments used to measure student progress at each grade level.**

The MEAP test is administered in grades three through eight. DIBELS will be used in the primary grades in the priority schools. And Read 180 will be an assessment tool in grade 8. Additionally, the district has purchased Learning Village which will provide benchmark assessments and will also enable teachers to use test banks to complete better teacher made tests.

v. **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.nsdc.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 does not currently have an up to date staff development plan in place that will fit their current needs and meet the guidelines

of this grant.   The principal has been replaced and is currently completing the process of hiring new staff for the upcoming school year.

The external partner provider will guide the school in the process of developing his plan. This will be done through the following steps

- Mid September – completion of a school wide Quality Review providing base line information on the school in the area of academics, current professional development status, rigorous instruction, school climate and parent community partnerships.
- Mid September – results of Quality Review are shared with school staff and leadership
- Mid to late September – staff is inserviced on the NSDC Standards for Staff Development, initial work on the relevance of data driven decision making and relevant district level initiatives.
- Mid to late September – On going meetings around a staff development plan based on accelerating academic improvement
- Early October – complete a draft of the Staff Development Plan for additional wider input from stakeholders
- Mid October – Completion and start of implementation of school level plan.

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

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

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

The external partner provider, Synesi Associates, a Michigan approved vendor, will take the primary responsibilities in these areas. They are experienced in bringing technical assistance in the development and implementation of school improvement plans and have practical experience in developing and monitoring plans for urban school systems. Through the use of the Capacity Building Plan the providers will also take responsibility for bringing monthly evaluations on progress to both the school and the district.

Section IV: Fiscal Information

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

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

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

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

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

Intensive monitoring of grant implementation and evaluation will be required.

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

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

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

LEA Application Part III

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

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

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

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