

## **LEA Application Part II**

**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.**

<b>School Name and code</b> Communication Media Arts 07654	<b>District Name and Code</b> Detroit Public School - 82010
<b>Model for change to be implemented:</b> Transformation	

<b>School Mailing Address:</b> 14771 Mansfield Detroit, Michigan 48227	
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<b>Contact for the School Improvement Grant: Donya Odom</b>	
Name: Donya Odom	
Position: Principal	
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<b>Principal (Printed Name):</b> Donya Odom	<b>Telephone:</b> 313- 330-3695
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<b>Signature of Principal:</b> X 	<b>Date:</b> 08/13/2010
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The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.

## **SECTION I: NEED**

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

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

CMA is limited in the number of subgroups attending the school. The students, who are listed in the social economic sub group, perform at the same rate as all of the other students. Their target areas for improvement are the same as all students, improvements in the areas of ELA and Math and targets that show proficiency.

CMA's attendance rate is 96%, less than 35 students have 10 or more absences for the 2009/2010 school year.

CMA had 18% of the 11<sup>th</sup> graders at a proficient level in mathematics. The target for 2010/2011 is to have a 10% or more increase in the number of students that are proficient.

CMA had a disproportionate number of females that are proficient versus the number of males that are proficient in ELA and Math.

CMA male students are increasing by 1% to 2% in reading proficiency while they are decreasing by 3% in math.

CMA female students are decreasing by 3% in reading proficiency while they are fluctuating in math proficiency by an average of 12% over three years.

There was an 8% increase in ELA for the SES subgroups during the 2009/2010. The increase for the 2010/2011 school year is projected to be at least 10%.

**Sub Group Academic Data Analysis**

<b>Group</b>	<b>Reading</b>			<b>Math</b>		
	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
<b>Social Economic Status (SES)</b>	60	48.6	56	18.5	9.7	19
<b>Race/Ethnicity Black/ African American</b>	60	48.6	56	18.5	9.7	19
<b>Students with Disabilities</b>	16.7	0	0	8.3	0	0
<b>Limited English Proficient (LEP)</b>	0	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0	0
<b>Neglected &amp; Delinquent</b>	0	0	0	0	0	0
<b>Migrant</b>	0	0	0	0	0	0
<b>Gender</b>						
<b>Male</b>	52.4	58.5	59	21.4	19.5	14
<b>Female</b>	61.8	50.7	54	10.3	5.3	22
<b>Aggregate Scores</b>						
<b>State</b>						

**See attachment for required data.**

**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*
<b>SES</b>									
<b>Race/Ethnicity Black/ African American</b>	508	37	120	7	470	0	0	0	290
<b>Disabilities</b>	8	n/a	n/a	0	0	0	2	0	3
<b>LEP</b>	0	n/a	n/a	0	17	0	0	0	0
<b>Homeless</b>	0	n/a	n/a	n/a	n/a	0	0	0	0
<b>Migrant</b>	0	n/a	n/a	n/a	n/a	0	0	0	0
<b>Gender</b>									
<b>Male</b>	177	12	47	3	199	0	2	0	81
<b>Female</b>	331	25	73	4	271	0	0	0	209
<b>Totals</b>	508	37	120	7	470		2		290

**See attachment for required data.**

Year: 2009-2010

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
<b>SES</b>						
<b>Race/Ethnicity Black/ African American</b>	508	0	0	508	508	19
<b>Disabilities</b>	8	0	0	8	8	2
<b>LEP</b>	0	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0	0
<b>Migrant</b>	0	0	0	0	0	0
<b>Gender</b>						
<b>Male</b>	177	0	0	177	177	8
<b>Female</b>	331	0	0	331	331	11
<b>Totals</b>	508	0	0	508	508	19

**See attachment for required data.**

## 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	n/a	0	0	0	0	0	0
1	n/a	0	0	0	0	0	0
2	n/a	0	0	0	0	0	0
3	n/a	0	0	0	0	0	0
4	n/a	0	0	0	0	0	0
5	n/a	0	0	0	0	0	0
6	n/a	0	0	0	0	0	0
7	n/a	0	0	0	0	0	0
8	n/a	0	0	0	0	0	0
9	167	0	0	0	0	0	167
10	123	0	0	0	0	0	123
11	93	0	0	0	0	0	93
12	125	0	0	0	0	0	125

See attachment for required data.

## Number of Students enrolled in Extended Learning Opportunities

Year: 2009-2010

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6	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	0	0	0	0	0
10	0	0	0	0	0
11	0	0	8	0	0
12	0	0	2	0	0

See attachment for required data.

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model. Funding for the reform model will be General Funds, Title I Funds, and Title I School Improvement Grants.

### 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 checked="" type="checkbox"/> <b>Title I Part A</b> <input type="checkbox"/> <b>Title I School wide</b> <input type="checkbox"/> <b>Title I Part C</b> <input type="checkbox"/> <b>Title I Part D</b>	<input checked="" 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 checked="" 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>
<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>			



## **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.**

All CMA stakeholders have brought into and accept ownership of the proposed model for dramatic academic improvement of our students, with specific emphasis on the need for job embedded professional development to build instructional capacity. The CMA staff has accepted and supports extending the length of the school day, targeting instructional changes, collaborating with an outside educational partner (Edison Learning), and working with parents and the community. Our staff is committed to providing all students with a high quality education and preparing them for college. Our expectations for our staff and students are high, and we will strictly hold all staff accountable for providing quality instruction every day. Staff also understands that some current staff members are not suited for the upcoming changes and that changes in the instructional staff are necessary. Active contributors to the school improvement change efforts include the principal, the schools' DFT representative, members of the LSCO, the school improvement team, and Edison Learning. To support this initiative, CMA will require 3 ELA Instructional Specialists, 3 Math Instructional Specialists, a Data Coach, and Professional Development for instructional staff with a focus on Differentiating Instruction. Collaboration with Wayne County RESA will be integral to identifying instructional changes needed and planning professional development. Additionally, staff observations, walkthroughs, teacher self assessment surveys and discussions will be used to collect data quarterly. This data will be used to inform decision making for planning the professional development schedule. Staff members selected during recruitment were selected based on their extensive knowledge of their content area. Staff members are also committed to frequent collaborations with other staff. Accurate and direct communication on the implementation of the plan is a high priority for all stakeholders.

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

CMA is committed to and able to support the systemic change of the Transformation Model for dramatic academic change. A new principal was appointed to CMA on July 1, 2010. Under its new leadership CMA will provide on going job embedded staff development and institute a system for measuring academic changes in instructional practices that result from this job embedded professional development. All instructional programs will be rigorous and researched based, aligning with state academic standards and vertically aligned from one grade level to the next. CMA will promote the use of continuous formative assessment in the classroom to generate student data to inform instruction to meet the needs of each student. There will be an increase in the use and integration of technology-based instruction and interventions. CMA will increase the learning day by 45 minutes per day. We will provide assistance and support for struggling students or students who are at-risk of failing specific contents areas. The system for identifying students who are at-risk of failing ELA or Math will include the STAR Reading Diagnostic Test, STAR Math diagnostic test, Common Core Assessments, and Detroit Public Schools Quarterly Assessments. The school will keep all stakeholders informed and engaged through a series of communication mechanisms, including but not limited to: monthly parent and community meetings, weekly parent newsletters, parent-teacher conferences, calling homes through our Blackboard Network, Open House, etc. The school will be run under a new collaborative governance arrangement that includes: Parents, teachers, students, Edison Learning, community members, and the teachers union. The leadership team that has been established under the transformation model will include an appointee from all stakeholder groups to ensure an increase in the number of students that are proficient in ELA and Math.

**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).**

Grade MME-11	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
mme	53	50	54	10	11	19

**See attachment for required data.**

The data listed above shows an unacceptable trend in reading and math. Students in the past three year have scored in the lower 50 percentile with slight plus or minus changes from year to year. For dramatic positive changes in reading CMA needs to implement school wide strategies that will impact reading levels for every student, such as; the Accelerated Reading Program, the Read for 35 Program, and sustain reading in every classroom. The data listed above shows that CMA Math scores are very low. Although there have been increases in the last three years, the increases have not been substantial. Using this data, the school will focus on instruction in all Math courses that will enable students to make dramatic gains in Math. Integrating the use of technology such as graphing calculators, Promethean Boards, TI Navigator Systems, I-Pods, and software programs as Math Skill Tutor, Accelerated Math and Carnegie Math programs will be used to meet the diverse needs of students.

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

CMA is committed to systematically collecting and analyzing various types of data including demographic, operational, process, perceptual, and achievement, to guide the decisions we make to help improve the ELA and math scores. The instructional

staff will base all instruction on the use of academic data and response to that data with researched based best practices in the instruction of students. Data Coaches, Content Coaches, and Edison Learning will facilitate professional development. All students will be administered common assessments for each content area to determine the academic level of each student in that specific content area. We will develop an early warning system to identify which students are at risk for difficulties with certain subjects and provide more intensive and comprehensive support to students identified as at-risk. This information will come from common assessment data. The school has always been commitment to the use of academic data to drive instruction. This academic data will be derived from standardized national and state tests, to formative assessments, quarterly assessments STAR reader and STAR math used daily in individual classrooms.

Edison Learning will provide monthly assessment using an online student assessment tool that will provide frequent performance data. Data results will drive instruction the content coaches and Edison Learning will model. Instruction for teachers to implement strategies that are aligned with the transformational model will be provided.

The common assessment will provide an instructional tool to know what skills students lack also where they need to concentrate more instruction.

Ninth grade students that are not proficient in the areas of ELA and Math will receive an additional Algebra and ELA class. All other grade levels that are performing lower will receive additional instruction in EAL and Math. During the additional instruction time using The Skill Tutor, Accelerated Reading and Accelerated. Students that are proficient/Advanced in ELA and Math will be placed in honors/advanced sections of ELA and Math through all grade levels.

**5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration. There will be an additional command preparation period for all.**

Time for collaboration and a common preparation period for all teachers will be built into the schools' master schedule. Collaborative teams made up of the schools stakeholders from the community as well as the instructional staff will attend weekly meeting with clear expectations, an agenda, measurable goals and objectives, with detailed minutes taken at every meeting.

Time will be built in master scheduling for common planning times for content development, discussion, adjustments and evaluation of instructional delivery and data. Additional time agreed upon by lead team from school, provider will be used for professional development and implementation.

Substitutes that will mirror instructor will be available to cover teachers release for professional development. The professional development will include but be limited to: Data Analysis, Formative Assessment, Common Assessments, Student Assessment Results, Differentiate Instruction, Technology in Instruction, Research, Reflection, and Breakout sessions with content coaches.

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

Faculty and community input were sought in the initial planning stages. We will seek continued support and involvement of all stakeholders to ensure continuity of our reform efforts. As we interview and hire new staff, we will explain our improvement reform measures, which include high levels of accountability, a large amount of professional development, flexible and extended schedules, collaborative work, and emphasis on use of data to meet the individual needs of students.

Specifically, CMA will collaborate with Edison Learning and the Detroit Public Schools to identify a local non-profit organization work under Edison Learning guidance to implement an authentic community engagement process.

CMA will meet with community, business, and university partners with cross-curricular teams of teachers to examine standards and design units of study that involve real world

**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.**

Research shows that sustainability in educational change includes improvement that sustains learning and is not merely change that alters schooling. True reform cannot be sustained unless implementation is done with, rather than to teachers. Reform includes improvement that endures over time and is shared responsibility (Blankstein, 2010). Organizing the work of instructional improvement around a process that has specific, manageable steps helps educators build confidence and skill in using data. Unless school leaders are

willing to champion the cause of analyzing data regularly and using the results to make decisions for the school, data work will not become a meaningful part of school wide reform (Bondett, City,& Murnane, 2008). Given this, and other well-known research about best practice related to effective school improvement, we have planned the following activities and strategies for the improvement of our schools: : Lengthening the school day, additional preparation periods for teachers, mandatory professional development for the instructional and administrative staffs, employ additional teachers to support Math and ELA strategies, work with an outside educational organization to help plan and implement academic strategies, increase the use of educational technologies in instruction, involve parents in the planning and implementation of all educational initiatives, increase students opportunities for after school tutorials and academic support, and develop a collaborative system of evaluating programs and instruction.

Job embedded differentiated professional development will be used based upon student data and other teacher evaluation methods.

- NSDC Standards- National Staff Development Council
- Ongoing job embedded PD- subject- based pedagogical knowledge will be developed. A culture in which professional collaboration is valued and emphasized will be further developed. Adult learning principles will be implemented in PD.
- Using data to determine PD- Data, Surveys, teacher and leaders discussion/feedback, student work and assessments will be used to determine the need for teacher professional development.
- Monitoring & Accountability Piece- development leadership capabilities; principal will support teachers as an instructional leader and provided bi-weekly feedback to teachers to assist them to continually grow and improve their instructional practice.
- Recommendations from the High School Strategies That Work Model will be considered greatly. One example is how teachers are chosen for specific student needs: High-impact schools use more criteria than teacher preference to make teaching assignments, looking at

factors such as past student performance and the teacher's area of study. Teacher assignments are made to meet the needs of the students, rather than the desires of the teachers. In average-impact schools, teaching assignments are more likely to be determined by staff seniority and teacher preference.

- Common Planning time for revisions, application of information
- PD on Least Restrictive Environment
- PD on Technology- as intervention and enhancements
- Credit Recovery Programs- Online credit recovery program and/or intensive semesters of instruction in reading and mathematics. Teachers will be recommended to be certified in specific subjects oversee students trying to recover credits. Establish parental support and permission for students to participate in such a program. Establish minimum criteria for eligibility of students who fit the program or who may need to complete steps to become eligible. Use of longitudinal data systems to identify students who are at risk of falling behind or dropping out of school.

Data analysis – Using data such as demographic, administrative, process perceptual and achievement data such as teacher made common assessments, formative and summative assessment data to assess students needs.

There will be data-based decision making based upon teacher instructions and student performance. Diagnostics will be given to assess and place students where they can be supported according to their needs. Progress monitoring will be provided and supported by Edison and CMA faculty. There will be meetings to determine curricular and instructional modifications to determine future needs for student and to ensure that supplemental support is included for gaps, weaknesses and strengthening of skills and conceptual understanding in reading and mathematics. Data systems will be used to track the outcome of students who are participating in the credit recovery programs to inform future decision making.

RTI- Provider and school team will focus on important components of RTI.

Transition programs

Increased learning times

Community and family engagement

School Climate and Discipline

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

Data will be analyzed from a variety of sources.

MME data results will be used to create annual goals. State standards will guide annual curriculum and instruction plans. Teacher made assessments, district assessments and curriculum assessments results will be used on a weekly to make decisions about instruction and professional development. Qualitative data will be collected from teacher observations and will be used to determine if the curriculum is taught with fidelity. In addition, it will also be used for discussions during teacher common planning to determine the effectiveness of the pedagogies.

Decision-making will occur weekly. Teachers will meet weekly during their common planning time to:

- 1) discuss the results of the student assessments and the results of their choice in pedagogy on student achievement. Results of the analysis will determine further steps for instruction and for professional development.
- 2) Review instructional practices and how to effectively use the Gradual Release Model.
- 3) Make decisions about how to reach their target/standards
- 4) Make decisions about professional development experiences that will enhance the learning experience for both teacher and student; support teaching of difficult concepts; support the co-teaching approach; assist with the analysis of data;



assist with creation of assessments or adapting curriculum assessments to show where there are gaps in student learning.

Analysis of data and discussions about pedagogy will determine if the next steps will focus on:

- 1) re-teaching
- 2) intervention (student led, technology based, or specialist contrived)
- 3) assistance of instructional coaches
- 4) professional development to address areas of need along with easy to use progress monitoring-

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

1. Data will be collected weekly for review during common planning periods
2. Regular meetings to analyze data (student assessment data, teacher observation data)
3. Decisions will be made to re-teach lessons, or follow intervention plan
4. Intervention plan to assist students with key standards
5. Teacher coaches will assist with intervention plans for identified students
6. Extended learning opportunities (during study hall, working lunch time, after school) will be used to close the gaps
7. Additional analysis of data will occur every 5 weeks to determine if subgroups' needs are met

Standardized academic data will be used to set a baseline for CMA student's academic strengths and weakness. These baselines will be examined by the School Improvement Team and a plan of action will be developed. This plan will be presented to stakeholders for their input. The action plan will be refined and implemented. The plan will be evaluated on a bi-monthly basis through the examination of summative academic data (beyond standardized test data).

***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.***

As standardized or school generated academic data is manufactured, it is looked at longitudinally (when ever possible) to determine yearly or periodic trends.

Specific data (current data) is then collected and analyzed by school administrators and the School Improvement Team. All analyzed data is interpreted for print, using simple language, graphs, and charts to make the information reader friendly. The data in this form will be given to internal and external stakeholders through meetings (with handouts) and the weekly Parent Newsletter. Each member of the instructional staff and administrator will be given their own copy of student data. Data will also be accessible to all teachers and administrators through the schools electronic data system (AS400) and the schools data storage binders.

The data systems to be utilized consistently will be Learning Village, Data Director, Data for Student Success and Michigan Education State Website (OEAA). There will be data collected by lead team members, such as data coaches, principle, key support form Edison and lead teachers responsible for collecting, sharing, analyzing, and collaborating about data in timely manners. Teachers will be responsible for diagnostic data for placement of students to ensure they are providing tiered instruction based on ability level and moving students forward according to individual needs.

During common planning time, teachers will discuss standardized data, curriculum and develop common assessments. Edison along with key support staff form CMA will collaborate, and create focal points for alignment of instruction and data. They will meet weekly to review instruction and assessment, bi-weekly to touch base with provider and coaches and then monitored monthly by principal for progression, effectiveness and for recommendation of further interventions needed.

***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.***

Adjustments in instruction are always based on changes in academic data. For example, after analyzing undesirable results on a recent reading diagnostic, teachers adjusted their instruction by setting aside 20 minutes per week for sessions of sustained reading. Each content area teacher supervised a different day to provide students with opportunities to engage in a minimum of 20 minutes of sustained reading everyday. The result of this adjustment was a

4-point increase on the state standardized exam. Adjustments are ongoing as data is received and analyzed.

Prior to the start of school, incoming 9<sup>th</sup> grade students are given Math and reading diagnostic exams for Math and ELA placement (these exams are generated by the school). All students are given quarterly exams supplied by the district. All students are given common assessments in each content area. 9<sup>th</sup> graders are given the Social Studies MEAP exam and the ACT Explore. 10<sup>th</sup> graders are given the ACT Plan and practice ACT exams. 11<sup>th</sup> graders are given the MME which includes the ACT, the ACT Work Keys, and the MME. 12<sup>th</sup> graders have the options of taking the ACT or the SAT.

Utilizing the common assessments, teachers will discuss concepts/skills to be taught, and narrow their discussions to specific methods to teach students, then reconvene to discuss how students performed on assessments.

Differentiation teachers will provide will be tiered.

- 1) For the low-achieving student, the specific areas of weakness for students will be determined rather than generalizing weaknesses and grouping them in the beginning of the year without revisiting performance and adjusting teaching and support throughout the year.
- 2) For the "at level" student, pre-assessments will determine areas of strengths and weaknesses to address. They will also determine the need for extension of concepts and creative teaching styles needed to provide rigor for students.
- 3) Advanced students will receive more challenging approaches of specific concepts as well as exposure to advanced concepts based on their need for more rigor.

Peer teaching by advanced students will assist the on-level or lower-level students. It will be used to assist with differentiation and support. It will assist students to deepen understanding of skills and concepts taught for both the learner and supportive student.

Collaboration among teachers will be used to develop and implement high quality, research and evidence-based instruction for all students (equity) and interventions for struggling students. The principal, provider and school team will evaluate instruction and monitor fidelity.

Use of the research and assessment conducted by the National Center for Technology Innovation (NCTI) and the Center for Implementing Technology in Education (CITEd) which resulted developing two tools that we will use: The Consumer Guides and the EdTech locator. These tools will be used by key lead persons, Edison, Principle and lead consultants and team members to make informed decisions relative to CMA students' educational needs and the assistive technology chosen.

The Guide focuses on five key areas:

- 1) Alignment of standards and curriculum goals
- 2) Implementation of technologies
- 3) Scientifically-based research
- 4) Funding for purchasing educational technology
- 5) Federal legislative mandates such as Individuals with Disabilities Act (IDEA) and the Elementary and Education Act (ESEA).

With the above mentioned model, there will be ongoing support to identify and support teachers to ensure that they are comfortable with technology for their own productivity as they instruct students and with their professional growth. There will be extensive work to provide professional development from technology leaders to assist with the integration of technology into instructional initiatives (including interventions).

***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.***

CMA will complete a professional development plan by September 30, 2010 by utilizing a four-step process.

### **Step 1: Small Learning Communities**

**The small learning communities will be formed and will begin to meet during common planning times immediately. They will analyze data from district and state assessments; identify the areas that need improvement; provide a report that articulates the professional development needs based on their analysis.**

**Observations will also begin immediately. The small learning communities will analyze the results of observations to make recommendations for professional development for the areas of instructional improvement, collaboration, and learning strategies.**

### **Step 2: Research**

**Research will be conducted to align professional development with the needs identified by the small learning communities and content needs (standards, assessments, family involvement, school climate, and learning environments).**

### **Step 3: Decision Making**

**Recommendations will be made and accepted for professional development. A final draft proposal with a year long time line will be submitted to the staff for review. Job-embedded opportunities will be articulated within the proposal.**

### **Step 4: Final Approval**

**The professional development proposal will be approved upon approval by a minimal of 80% of the staff members by the September 30, 2010 deadline.**

- b. 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.

- c. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services. In Addition too the Edison Professional Development teachers will have P.D. Bi-weekly meeting will be held focus on differentiated instruction, formative assessments and the use of technology in the classroom.

Wednesday is Edison Professional development Day

SIP chair with responsibility to provide a summary of progress and monitor the fidelity of new initiatives. Develop a schedule for prescribed period of time to collect, analyze and monitor performance and guide improvement. SIP chair will be given time dedicated to data analysis to document sustainable changes for student academics, attendance, data and data related to all Professional Development.

School Improvement Grant Coaches and Providers will be provided to support school teams with the school improvement plan and grant implementation and monitoring.

#### **Communications, Media and Arts Senior Academy**

#### **Professional Development Calendar**

#### **August**

8/30/2010

First day for Teachers

8/30/2010

\*Professional Development Day-

**“Cross curricular instructional strategies”**

*Edison Learning* will provide two specific instructional strategies: The Frayer Model and Cornell note-taking to be used across content and grade levels for all students in every classroom.

8/31/2010

Record Day - No Students

## **September**

9/1/2010

\*Professional Development Day-

**“Differentiating Instruction across grade levels and content areas to meet the needs of all students”**

*Edison Learning* will provide instructional strategies that can be used across the curriculum to differentiate instruction. Teachers will be taught to differentiate content, process, and other elements of a more rigorous curriculum

9/2/2010 - 9/6/2010

No School

9/7/2010

First day for Students

9/29/2010

Membership Counts Day

## **November**

11/2/2010

\*Professional Development Day-

**“Response to Intervention”**

*Edison Learning* will provide training for both general and special education teachers on the three tiers used in Response- to-Intervention and further explore opportunities to differentiate, remediate and accelerate instructional delivery.

11/4/2010

Report Card Day

11/11/2010

Half Day

11/25/2010 - 11/26/2010

No School

## **December**

12/10/2010

\*Professional Development Day-

### **“Determining and developing teacher effectiveness”**

*Edison Learning* will provide instructional staff training on the *Power of Teaching*. This system identified the critical or key elements to effective teaching to be used during peer observations.

12/20/2010 - 12/31/2010

No School

## **January**

1/14/2011

Report Card Day

1/17/2011

No School

## **February**

2/9/2011

Membership Counts Day

2/21/2011 - 2/25/2011

No School

## **March**

3/1/2011 - 3/2/2011

High Schools out for testing

3/15/2011

\*Professional Development Day-



**“Incorporating Rigorous instruction into every classroom”**

*Edison Learning* will provide specific strategies that increase rigor by incorporating rich content, appropriate pacing and higher order thinking skills into daily instruction.

3/16/2011

\*Professional Development Day-

**“Using technology to enhance classroom instruction”**

*Edison Learning* will provide staff training on how to use various technologies including the use of *Smart Boards* and ELMOS to enhance instruction.

**April**

4/14/2011

Report Card Day

4/18/2011 - 4/25/2011

No School

**May**

5/30/2011

No School

**June**

6/16/2011

Last day for Students

6/16/2011

Report Card Day

6/17/2011

Last day for Teachers

6/17/2011

Record Day - No Students

**\*\*“Aligning instruction vertically to meet Michigan State Standards” and “Using data to drive and improve instructional practices” will be embedded throughout the school year during teacher common planning and/or during their extended day meeting times**

The schools’ IT coordinator, Mr. Leo Watkins will be responsible for any technical assistance needed in the implementation of all online, web based instructional programs used during the school year. The evaluation of all technological programs and electronic instructional materials will be done by the principal, assistant principal, and the schools’ School Improvement Team.

## **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**

Respond by indicating yes or no. Provide

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>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		<b>X</b>	
<b>Job-Embedded Professional Development</b>			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content	<b>X</b>		

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

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

