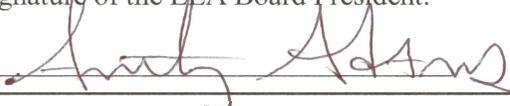


SIG GRANT—School Building Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Finney High School School Building Code: 530	Mailing Address: 4180 Marlborough Street, Detroit MI, 48215-2320
School Building Contact for the School Improvement Grant Name: Jared Davis Position and Office: Principal Contact's Mailing Address: 4180 Marlborough Street, Detroit MI, 48215-2320 Telephone: (313) 417-8898 Fax: (313) 417-8816 Email address: jared.davis@detroitk12.org	
LEA School Superintendent/Director (Printed Name): Robert C. Bobb, Emergency Financial Manager	Telephone: 870-3772
Signature of the LEA School Superintendent/Director: X 	Date: 28 FEB 11
LEA School LEA Board President (Printed Name): Anthony Adams, Esq.	Telephone: 873-7860
Signature of the LEA Board President: X 	Date: 22 Feb 11
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

Section A

1. Possible model to use for analysis of data.

The school should consider 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. Do not attach the building CNA.

Finney High School

School Data			Student Connection/School Climate		
Which intervention was selected?			Number of disciplinary incidents:		
Number of minutes in the school year?			Number of students involved in a disciplinary incident:		
Student Data		Percentage Rate	Number of truant students:		
Dropout rate:		16.7	Teacher Data		
Student attendance rate:		72	Distribution of teachers by performance level on LEA's:		
Advanced Coursework		Number	Percent		
Advanced placement:					
International Baccalaureate:					
Early College/College Credit:					
Dual Enrollment:		0	0		
Number and percentage enrolled in college from most recent graduating class:					

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Grade 11	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	1.33	5.76		17.33	15.38	11.11	4.16	3.63	11.26	13.46
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	4.34	6.66	1.07	22.14	17.1	11.45	4.44	5.06	10.52	11.84
Hispanic										
White										
Students with Disabilities										
Limited English Proficient										
Migrant Student										
Male	5.79			12.67	3.84	13.2	4.41	3.57	2.98	
Female	2.89	10	2.32	31.88	24	8.88	4.47	5.88	18.18	18
School Aggregate	4.34	6.66	1.05	22.14	17.1	11.22	4.44	5.06	10.52	11.84
State Aggregate Scores		49.4	50	61.99	59.9	65	42	43.4	51.99	52.1

Sub Group Non-Academic Data Analysis

All Students	# Students			# Students with Absences						# Students with Suspensions					
	07-08	08-09	09-10	2007-08		2008-09		2009-10		2007-08		2008-09		2009-10	
				>10	<10	>10	<10	>10	<10	In*	Out*	In*	Out*	In*	Out*
Economically Disadvantaged	608	565	476	551	56	491	71	429	47						
American Indian/Alaskan Native	1			1											
Asian/Pacific Islander															
Black/African American	975	815	635	857	117	677	134	571	64						
Hispanic	2		2	2					2						
White	3	4	3	3		4		1	2						
Students with Disabilities	183	181	172	171	11	158	20	154	18						
Limited English Proficient	2			2											
Migrant Student															
Male	512	458	353	450	61	375	80	316	37						
Female	469	361	287	413	56	306	54	258	29						
School Aggregate	981	819	640	863	117	681	134	574	66						

Finney High School

Enrollment and Graduation Data, All Students 2009-10

Grade	# of Students	# of Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS Graduation	# of Retentions	# of Dropouts	# Promoted to Next Grade
09	266						
09	266						
10	201						
10	201						
11	165						

Number of Students Enrolled in Extended Learning Opportunities in 2009-10

Grade	# of Student in Building	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Crs	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	# of Students who have approved/reviewd EDP on File
09	266					
09	266					
10	201					
10	201					
11	165					

MME Performance Three Years

Percent of Students meeting State Proficiency Standards

Grade	Mathematics			Reading			Writing			ELA		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
11	4.34	6.66	1.05	22.14	17.10	11.22	4.44	5.06	0.00	10.52	11.84	0.00

2. School Building Capacity – 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. Place a check in each box by the funding that will be used to support your SIG grant.

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

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

Finney High School

Pre-Implementation Budget

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES	SUMMER BRIDGE for incoming ninth graders, M – Th 8a – 1a, 1 Admin, 1 Clerical Four Core Insturctors, 1 Support Staff	\$10,000
		BENEFITS	SUMMER BRIDGE for incoming ninth graders, M – Th 8a – 1a, 1 Admin, 1 Clerical Four Core Insturctors, 1 Support Staff	\$7,00.00
		PURCHASED SERVICES	SUMMER BRIDGE for incoming ninth graders, M – Th 8a – 1a, 1 Admin, 1 Clerical Four Core Insturctors, 1 Support Staff	\$2,500.00
		SUPPLIES & MATERIALS	SUMMER BRIDGE for incoming ninth graders, M – Th 8a – 1a, 1 Admin, 1 Clerical Four Core Insturctors, 1 Support Staff	\$2,500.00
		SUPPLIES & MATERIALS	CARNEGIE CONSUMABLE SUPPLEMENTAL TEXTBOOKS AND ELA NOVELS	\$30,000.00
210	Pupil Support Services	SALARIES		
		SUPPLIES & MATERIALS	MATH AND ELA LABS (3)	\$70,000.00
		CAPITAL OUTLAY	MATH AND ELA LABS (3)	\$43,000.00
240	School Administration	SALARIES	SUMMER BRIDGE for incoming ninth graders, M – Th 8a – 1a, 1 Admin, 1 Clerical Four Core Insturctors, 1 Support Staff	\$10,500.00
		BENEFITS	SUMMER BRIDGE for incoming ninth graders, M – Th 8a – 1a, 1 Admin, 1 Clerical Four Core Insturctors, 1 Support Staff	\$4,500.00
			TOTAL	\$180,000.00

3. School Building Commitment

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

- a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.
- b. Explain the district and school's ability to support systemic change required by the model selected.

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:

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

Under the Turnaround Model, Jared Davis is now the new Principal of Finney High School. Davis is experienced in raising student achievement in a low achieving and financially cash strapped learning environment. Patrick Burrage has come aboard as the new Assistant Principal. Burrage has come from the West side of the state and also brings a tremendous amount of experience as his former district was the poorest in the state.

Since being reconstituted during the 208-2009 school year, Finney has replaced 64% of its instructional personnel. To this end an additional replacement of staff was unnecessary. Staff from Finney agrees that changing the existing culture to develop a climate and culture focused on collaboration, increasing instructional time and dramatically, visibly and measurably raising student achievement is imperative. To ensure this, the Finney staff during recent and individualized interviews have committed to a series of change strategies by signing a one-year

contract to signal their commitment to work with school leaders to develop a professional learning community. Change strategies to enable this improved school climate include:

- An extended school day to increase learning time in order to support the academic growth of all students
- Improving instruction through ongoing and job-embedded professional learning that is focused on the implementation of research-based instructional strategies proven to impact student learning
- Using data as an integral part of instructional reform, both to inform instructional decisions and to guide instructional practices. This includes differentiated instruction for all students including those who need specialized students services as specified in his/her IEP.
- Monitoring and measuring changes in professional practice through the continuous use of classroom walkthroughs and instructional rounds focusing solely on the instructional core, reflective faculty discussions and development of data-informed action plans
- Engaging parents as meaningful partners in their children's learning by providing workshops focused on supporting student achievement, as well as a parent academic room open during each school day to provide parents with extra support.
- Further increasing learning time by agreeing to commit to 100% daily attendance for all faculty, excluding emergencies, and to improving excessive absences among Finney students through analysis of attendance patterns, trends and the development of on-going community support interventions to increase attendance.

- Setting clear expectations for student behaviors, clearly-defined core values, mentoring from community stakeholders and zero tolerance for unfavorable student behavior.
- Developing in-house suspensions so that suspended students are in school and engaged in completing class work provided by their teachers to prevent any significant loss of instructional time.
- Building relationships with community organizations that provide support services for students who endure tumultuous challenges in their home life. These include the Finney Youth Initiative (FYI), The 180 Program, the Detroit Rescue Mission, the Al-kebulan Village and Wayne State University.
- Using the Carnegie Math Model as a primary supplement for students that are achieving and testing below grade level.
- Using the Accelerated Reader program as a primary supplement for students that are achieving and testing below grade level.

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

The Administration and Staff at Finney High School is fully committed to school improvement. During the 2009-2010 school year, Finney High School changed locations and merged staff with the former McNair Middle School. This school year the school administration has effectuated a School Improvement Governance Team. This team is comprised of all school stakeholders. This team works in concert with the school administration on all school matters.

The administration and staff of Finney has committed to building a professional learning community to improve the school's culture and promote systemic change in teaching and learning.

The number one role of the Turnaround principal, therefore, is to promote, support and sustain dramatic, visible and measurable improvements in teaching and learning. To be successful, this must be rooted in expectations of excellence and a belief that failure is not an option.

Finney High School will build on effective processes to support systemic change focused on ensuring effective instruction, promoting parent engagement, addressing the social/emotional needs of children, and providing job-embedded, data-informed professional learning that focuses on the use of data to inform change efforts, monitor implementation and evaluate progress.

- A school wide governance team that consists of SIP Team members and all stakeholders.
- A Data Chairperson to assist in the capture and reporting of data in a way and on a timeline that allows teachers to use the data to improve instruction.
- A lead teacher focused on improving Mathematics knowledge, skills and teaching practices that will work hand-in-hand with the literacy coach provided by the district to improve student basic knowledge and skills.
- A lead teacher focused on improving Reading knowledge, skills and teaching practices that will work hand-in-hand with the literacy coach provided by the district to improve student basic knowledge and skills.
- A College and Community Access and Coordinator to ensure students have the information and support needed to pursue higher education and/or careers.
- Core Area coaches from Wayne RESA to provide added support in Math, ELA Special Education and Data Collection and Analysis.

Organizational funds will be provided to support:

- Be Ongoing support from our partner provider EdWorks as well as the MDE.
- Common Planning Time will be established for all teachers embedded within the master schedule. This preparation time will used comprehensively to drive and improve instruction allowing for curriculum alignment, data analysis, building common assessments and preparation .
- Student Summer Bridge: minimum 4 days as transition between grades 8 and 9.
- Job Embedded Professional Development to develop entry level goals for Middle School Feeders and local school transition for incoming ninth graders.

4. School Improvement Intervention Plan—5 page limit

Describe in narrative form the building plan for implementing the intervention model selected.

From the first day of work on the ground with a school, the Finney Faculty will begin focusing on the school community to present and specific 21st century skills and habits of mind to be displayed through the teaching and learning practices in a school. Everyone in the school will work to become a learning community that focuses on how to integrate research on how people learn with college ready standards, local economic development forecasts and research-based instructional practices. Our vision is a learning organization that exhibits a deep understanding of how content knowledge plays out in real world situations.

Pre-Implementation Activities

ACTIVITY	RATIONALE	PERSONS RESPONSIBLE	TIMELINE
Integrate Technology labs for Reading/ELA	Pupil Support	Administration, Faculty and Staff	August, 2011
Integrate Technology labs for Math	Pupil Support	Administration, Faculty and Staff	August, 2011
Summer Bridge	Student Pre-Assessment and orientation	Administration, Faculty and Staff	July 2011
Carnegie Consumables	Math Supplement materials	Administration, Faculty and Staff	August 2011
Curriculum Alignment and Support	Teacher Professional Development	Administration, Faculty and Staff	August 2011

During the implementation period, Finney High School will:

Use data to evaluate all processes

1. Implement Technology Based Interventions
2. An in-depth assessment process, building on information gleaned in the school improvement process and related audits.
3. The development of a four-year learning plan for students that implements a rigorous, core course of study for all students.
4. The implementation of a scaffold professional development plan that incorporates all elements of NSDC's standards for professional development, and provides 21st century knowledge and skills for all personnel in the building.
5. The development of an operations plan that provides a system of support for students through the use of extended learning time, collaborative planning time for teachers and the development of a professional learning community that is data-driven and uses best practice research as the foundation of all activities.
6. The design and implementation of an ongoing community engagement system.
7. The implementation of extended day learning for all students

Extended Day

The District implemented a system-wide Extended Day program beginning the 2009-2010 school years. This program will continue during the 2010-2011 school year. Each day the students experience an extended 2 ½ hours of instructional time. The Extended Day program includes 1-hour for reading, 1-hour for math, 20 minutes for a nutritional snack break and 5 minutes for both class change and dismissal. To help make the extended day programming more effective, the District keeps the student teacher ratio to 15:1.

Credit Recovery

Implementation of the District-Wide Credit Recovery Program began during the 2009-2010 school year and will continue this academic school year. The Credit Recovery program was designed to

- 1) Provide opportunities for students to retake courses in which they were unable to earn the necessary credits required for graduation and/or progression to the next level course.

- 2) Improve graduation rate

- 3) Decrease drop-out rate and disengagement

The District currently provides on-line and "in classroom" credit recovery opportunities for students in grades 9-12. Credit recovery includes course offerings in the four core content areas. Students are afforded the option of participating in one or both of two eight-week credit recovery sessions. In addition, for students in grades 9-12, additional support and intervention is offered to students during the Credit Recovery Program. Students, who need additional support, but not credit, are afforded an opportunity to participate in the sessions to receive additional instructional intervention.

The result of this transformation process is the development of a learning environment at Finney in which students, parents, educators, business and community are all self-directed, self-motivated learners able to thrive in the 21st century global economy.

Data Collection Tools

The following data collection tools are used to obtain the data needed to create the desired reports:

1. School Data Collection: based on the EPA model (Explorer, PLAN, ACT) and supplemented with district quarterly assessments. Our goal is to develop and

triangulation of data that allows us to view trends, target implications and develop strategies for improvement across all core subjects.

2. Student, Teacher and Leader Attitudinal Surveys: Survey to gauge perception of school climate, culture, instructional practices, student engagement, relationships, and overall school effectiveness.
3. Rubric Assessment Process: Robust scoring tools using quantitative and qualitative information to assess school performance and progress in key areas of instructional and organizational effectiveness. This will be effectuated with the assistance of EdWorks, our partner provider.

NOTE: Student data will be disaggregated by gender, ethnicity, grade, free and reduced price meal eligibility and special education.

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools and support the school's Continuous School Improvement Planning Process. The School Improvement Framework, Rubrics, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools. The two identified subgroups in our school is special education and at risk students. Special attention is taken to ensure our student IEPs are met and our support services are provided so all students can succeed.

The Framework was designed to:

1. Provide schools and districts with a comprehensive framework that describes the elements of effective schools, including providing a common way of describing the processes and protocols of practice.
2. Give direction to, support, and enhance the school improvement planning process
3. Use the School Improvement Framework Rubrics to assess the framework at the benchmark level and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current

practice and where they want to be. The rubrics also include the EdYES performance indicators that school must use for their NCA self-assessment.

The NCA Self Assessment is another tool that has been developed as a part of the Action Portfolio. This process examines building demographics, system processes and protocols of practice, instructional programs, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The Self Assessment will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that our systems are aligned with the elements of effective schools to support our instructional program goals and objectives is the first step to establishing the continuous school improvement process.

The School Improvement Plan (SIP) Template has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

We use the data from the MME as well as student performance data from math, reading and science HSCE's that reveals student progress. The Detroit Public School's Zangle data system is a frequent data tool used by our school for

reports are shared with students in the classroom and with parents at various parent meetings and finally mailed home to parents for their own personal viewing.

All of the stakeholders are able to analyze the MME data in the areas of reading, math and science, along with the SIP goals and objectives for the current school year. Other staff members and support staff, along with parents, are allowed to give their input from other school data (report cards, attendance records, and Zangle, the DPS data bank, NWEA's Measures of Academic Progress). These collaborative efforts give the stakeholders the information they need for planning, designing, monitoring and evaluating the school improvement plan.

To provide another mechanism for family and community engagement, standardized testing reports (MME) are reviewed with parents at parent meetings and parent-teacher conferences. Report cards are issued quarterly and explained to students and parents who attend school meetings and parent conferences. The language on report cards is considered "user friendly."

In order to integrate technology-based interventions to improve communication and efficiency, staff members are using the Detroit Public Schools' email system to communicate with parents and one another on various school issues. Students are given an opportunity to take a computer literacy course that accesses their prior knowledge in the area of technology and then teaches them new computer languages and programs. Many students have home computers, and therefore are required to turn in assigned reports using the Internet for references and must use various software programs to format their reports in an acceptable presentation. In math, the students are exposed to graphing calculators and other computerized math challenge exercises. We are keenly aware, however, that we need more computers in each classroom if we are to compete with other students in other school districts across the state and across the country.

Schools that are struggling often fail to use data in an effective way to drive instructional decisions. How to leverage technology to collect and collate data quickly, how to analyze that data, how to share that data with staff and

improvement are key elements of the work we will do in becoming a professional learning community. We believe that the ability to use data more effectively, and at a much more granular level, to meaningfully drive decisions will ultimately lead to an increase in student achievement.

The over-arching goal here is to promote continuous use of student data to inform instruction and to meet the individual needs of students. In professional development sessions, teachers will identify what will be taught in their grade level or course, and what the prerequisite and advanced skills are for their level to ensure appropriate scaffolding and development of understanding. They will also identify what skills or concepts are re-taught in subsequent grade levels to recalibrate expectations across grade levels. Existing pacing guides will be refined to ensure alignment to the HSCEs and the College Readiness Standards.

The data sources used to identify the achievement gap at our school are ACT Explorer, PLAN, MME, District Quarterly Tests, pacing charts, and HSCE's. The tools used to support the effective use of data are such things as our MME item analysis, pacing charts and curriculum guides.

We will spend time and money on ensuring that all staff inundated in data around the students they teach so that they understand what their students know, errors they are making that impede progress, and what they need to know to promote to prepare them for the next grade level. By studying this data and knowing where each child excels and struggles, we will be able to provide differentiated instruction to help move those students forward in their math and literacy proficiency.

In order to ensure that we use data to identify and implement an instructional program that is research based and aligned from one grade to another as well as with state standards, we must have a plan in place that clearly outlines needed professional development aligned to NSDC's Standards of Staff Development. There is a clear focus on content, process and context standards, including focused goals, a measurable objective statement to support each goal, a list of strategies to

use to achieve the goal, staff used to assist with this, and timelines defined to achieve the goals. The plan outlines details and assistance, including:

1. Continued technical assistance support from Wayne RESA content and leadership coaches
2. Funding for additional high interest supplies and materials that promote reading, math and writing skill growth.
3. Frequent staff development on differentiated instruction in math and reading and on building professional learning communities
4. Staff development in the area of inclusion for students with disabilities
5. Continued technical assistance support from the MDE through the SSOS.
6. Evidence and Efforts based research provided through the Michigan Principal's Fellowship at MSU.

The School begins development of its professional learning plan with the end in mind—student, school and teacher data.

- The school examines student data for schoolwide, class, grade-level and individual student trends, both within individual content areas and across the process standards. Data is garnered through a combination of teacher classroom records, the nationally-normed short cycle assessments of the Northwest Evaluation Association's Measures of Academic Progress, and instructional data gleaned from the Learning Village. This year we also plan to administer the ACT Explorer and PLAN tests.
- Analyzed together, these data sources help the staff plot a professional and leadership development course. As a learning community, teachers and leaders from Finney will use that data to adjust or add elements to the basic, proven professional development plan.

Professional Development

Because the professional development plan is aligned to content and teaching practice, it is possible to determine, in real time, when the teaching and learning process is achieving the desired results. For instance, when teachers are learning how to support literacy across the curriculum, the walk-through protocols for the leaders will prompt the leader to look for those practices in each classroom. Leaders and teachers then sit side-by-side and unpack results of student short cycle assessments, looking for growth in the student achievement.

Teacher professional development is delivered in the school building through a combination of:

1. Whole-school release time
2. Common planning time
3. Off Site Development from professional consultants
4. Job-Embedded coaching and support during instruction

A one-year plan will be written after a working School Improvement Team is developed to evaluate the Comprehensive Need Assessment Plan and the School Improvement Plan. The targeted goals will be set to begin immediately. The plan will have immediate goals for implementation for 2010 – 2011 school years and will have a benchmark to monitor, review, or revise the plan.

Again, this professional development will be coordinated among the SIP/Governance Team, School Administration and the Executive Coaches.

The anticipated 2010-2011 Professional Development Plan is as follows:

DATE	ACTIVITY	PRIMARY FOCUS
8/10	SE Inclusion	Inclusion Preparation
9/10	SE Inclusion	Accommodations and Modifications Overview
10/10	Ti Inspire Training	Algebra 1 (Math Teachers Only)
11/10	School Improvement	Revision of Mission and Vision
11/10	SE Inclusion	Accommodations and Modifications – Student Needs

12/10	Focus on Best Practice	Framework for Instruction – Schoolwide
12/10	Renaissance Learning	Accelerated Reader
1/11	Differentiated Instruction	Co-Teaching Support
2/11	Writing Across the Curriculum	6+1 Writing Traits
3/11	NCA visit preparation	NCA
3/12	Goal Planning	SIP Goals

5. External Provider Selection

Describe the process the building will use to select external providers or note that the school will select external providers from the MDE pre-approved list.

Detroit Public Schools conducted a needs assessment and aligned it with the comprehensive support provided by the external partner provider. EdWorks was selected from the MDE preapproved list.

EdWorks, LLC is a not-for-profit, fee-for-service subsidiary of the nationally recognized KnowledgeWorks Foundation. To drive its work on the ground, EdWorks has developed a portfolio of proven high school approaches: Redesign; Early College; and Science, Technology, Engineering and Mathematics (STEM). Collectively referred to as, “The EdWorks Model,” these approaches enable school and district leaders to start-up or restructure a high school through a five-year, step-by-step system of strategies, processes, and tools.

The EdWorks Model represents a very specific point of view about the structure and process of working with schools to turnaround operations and student achievement. The Model is designed to develop a high-performing high school that uses personalization as the key to its success. Personalization is achieved in three ways:

1. Through the development of high-functioning small schools in an existing school building.
2. By building the capacity of each and every person in the school to “get the work done” through very structured professional and leadership development plans.
3. By developing a culture in which the teaching and learning process focuses on individual student growth and achievement and thus drives everything that happens in the building (i.e., if it doesn’t improve teaching and learning, we don’t do it).

The four fundamental components—rigorous curriculum and instruction, climate and culture, aligned assessments and a system of student support—provide the foundation for the work with schools. Together, these four components, their underlying elements and the district support framework form a tightly-woven, interconnected, interdependent system.

The four fundamental components and 36 essential elements in the EdWorks Model include:

Rigorous Curriculum and Instruction

1. Rigorous, college-ready curriculum for every student, every day
2. Clear learning objectives
3. Differentiated instruction
4. High levels of student engagement
5. Higher order thinking skills
6. High payoff, short-term instructional strategies across the content areas
7. Broad, school-wide early college experience
8. 21st century literacy across the curriculum
9. Results-driven, flexible scheduling
10. On-site and online professional learning communities
11. Intensive summer institutes for teachers and curriculum staff

Comprehensive Student Support

12. Just-in-time interventions, including re-teaching, and tutoring, among other strategies
13. Semi-annual student led progress review
14. Accessible, detailed, easy-to-understand student progress data and portfolio
15. Student Advisory System
16. Accelerated Academies
17. Summer Bridge Program
18. Higher Education partnerships
19. Internships and community service

Aligned Assessments

20. Baseline diagnostic data
21. Short Cycle Assessment
22. Classroom assessment
23. State-mandated graduation tests
24. College and Career Readiness tests
25. Performance-based alternative assessment
26. Teacher, school and district self-assessments
27. Regular Dashboard Reports for each shareholders' shared accountability data (student, teacher, principal, administration, Board, partners, parents, community)

Supportive Climate & Culture

28. Safe, purposeful school environment
29. Community engagement for accountability
30. Students and families as primary stakeholders
31. Distributed leadership from the student's desk to the superintendent's desk
32. School design for personalization
33. Coordination of campus-wide issues
34. Personalized student growth plans with quarterly outcomes
35. Results-driven goals
36. A culture of continuous learning for adults

EdWorks Processes and Tools

EdWorks offers a well-developed process that is contextualized to meet local needs— EdWorks doesn't just tell sites what they need to do, EdWorks *shows school teams how* to transform to effective, 21st century learning organizations. The EdWorks Model works on *all* elements, not just one or two. EdWorks gives school teams a structure achieve their goals:

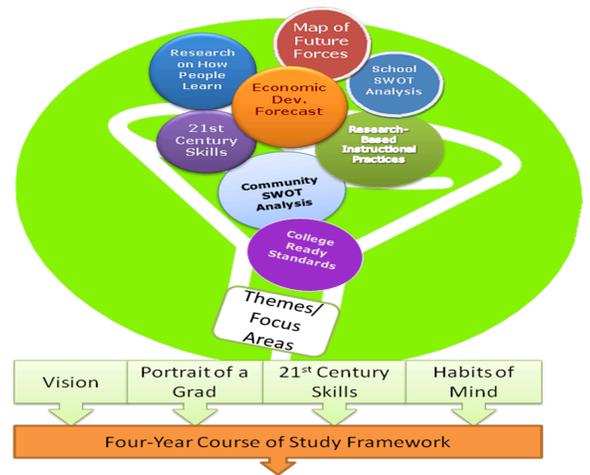
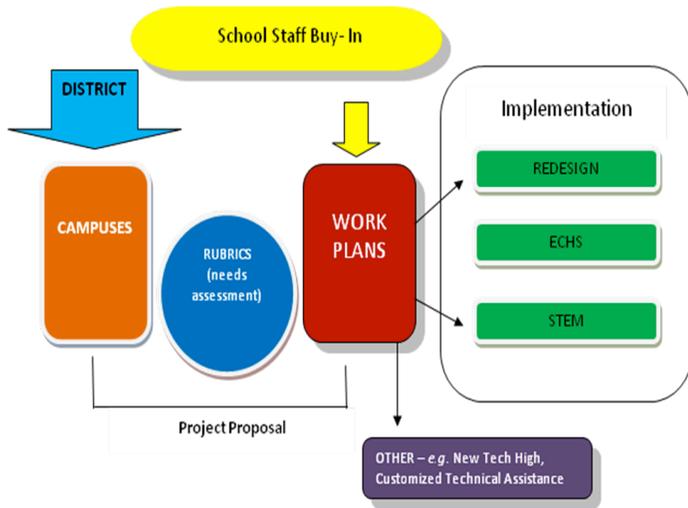
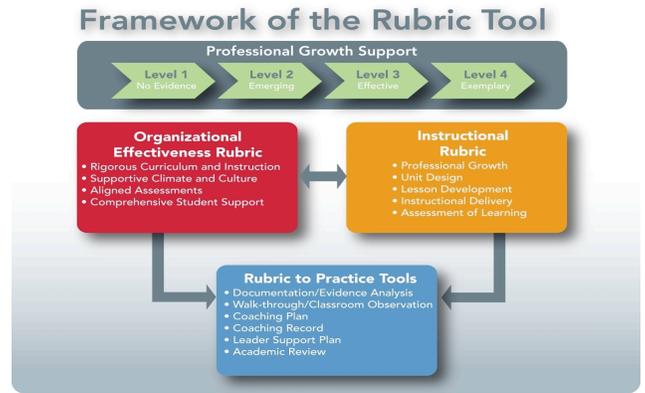
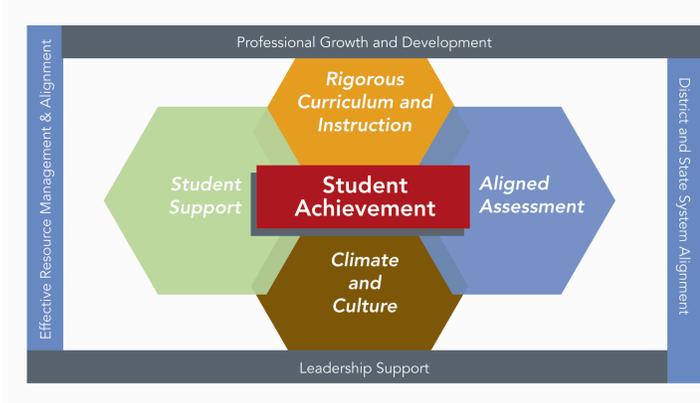
- Technical Assistance Coach
- Scope and Sequence for the design and delivery of effective, innovative high school education
- Easy to follow annual planning and implementation calendar
- Fully developed 5-Year Teacher Professional Development Plan (with the first three years of the plan delivered during the life of this grant)

- ☑ Teacher Summer Institute
- ☑ National Leadership Institute and Leadership Retreats
- ☑ Online social networking and professional learning community focused specifically on high school
- ☑ Data capture tools and customized dashboard presentation of results

The EdWorks Model is rooted in more than 20 years of research by educators, scientists, social scientists, and economists. The research can be distilled to five simple strategies:

- Begin with the individual student.
 - ↳ Drive instructional practice with data.
 - ↳ Conduct teaching and learning through the tightly-woven fabric of standards, assessments, curricula, student supports, and instructional practices.
 - ↳ Connect teaching and learning to students' prior knowledge and understanding.
 - ↳ Make connections across content areas and with the real world; don't teach isolated facts in artificial silos in a sterile classroom environment.

The EdWorks Model Framework



6. Alignment of Resources

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

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>

Include a list of State educational agency and local educational agency programs and Federal programs that will be coordinated and integrated to support the Schoolwide program. Include the following Federal, State and local programs and services **if applicable** to the grade level: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Describe how federal, state and local programs and resources support the school improvement initiatives in your plan.

Michigan Department of Education	Statewide System of Support (SSOS)
Wayne RESA	Statewide System of Support (SSOS)
Michigan State University	Michigan Principal's Fellowship, Teacher Professional Development
The City of Detroit	Student Support Services
Michigan Rehabilitation Services	Student Support Services
Detroit Empowerment Zone Coalition	Community Partner
General Motors Corporation	Ongoing Opportunities
Wayne State University	Student Support Services
Wayne County Community College	Dual Enrollment
Communities in Schools	Student Support Services
IMPACT Church, Detroit	Community Partner
Neighborhood Legal	Financial Literacy (Student and

Services	Parents
Al-Kebulan Village	Student Enrichment and Support
Center for Youth and Families	Student Intervention and Support
180 Program	Student Intervention and Support
First Imprseeions, LLC	Student Intervention and Support
M.A.D.E. Tutoring Services	Student Enrichment
Much Success Tutoring	Student Enrichment
Salhome Tutoring	Student Enrichment
The Learning Unlimited Companies	Student Enrichment
GradeCheck.net	Guidance and Counseling Services

7. Modification of local building policies or practices

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

Our school practices will be modified to include but not limited to the following initiatives:

- Extended School Time
- Extending the instruction in key core areas
- Shared Decision Making
- Data-Driven Decision making
- Using technology to become a digital learning environment.

8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2011-2012 school year.

Description of Work	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Year Two												

Description of Work	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
(September 2011 – August 2012)												
Hold regular meetings of SIP/GOVERNANCE TEAM	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆		◆
Conduct baseline assessments with all students in grades 9 and 10 and any students in grades 11 and 12 who have not scored proficient on the MME or met the ACT threshold for performance	◆											
Make a formal Progress report to the local community	◆											
Assess effectiveness of plans for safety, security, discipline and attendance. Adjust as	◆		◆		◆		◆		◆			

Description of Work	SEP	T	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
needed.													
Using targeted one-on-one coaching time for principals and teacher leaders and extended time for teachers and guided agendas for common planning time, conduct leadership and teacher professional development deepening knowledge and skills gained in the previous year. Professional development focuses in the following areas: Aligning teaching, learning and assessment practices to support acquisition of: ▪ 21 st		◆	◆	◆	◆	◆	◆	◆	◆	◆			

Description of Work	SEP	T	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
<p>Century Skills</p> <ul style="list-style-type: none"> ▪ College and career readiness skills <p>Classroom Practice/Learning Conditions</p> <ul style="list-style-type: none"> ▪ Using data to drive instructional design ▪ Looking at student work ▪ Research-based instructional models ▪ Reviewing student performance and adjusting instruction <p>Walk-throughs and Classroom Observation and Instructional Rounds</p> <p>Assessing and Using an Online</p>													

Description of Work	SEP	T	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Learning Community													
Hold Student-Led parent/family-teacher conferences				◆	◆				◆				
<ul style="list-style-type: none"> ▪ Conduct Triage process with existing 10th, 11th and 12th graders in each SLC to target students in need of intervention. ▪ Conduct “Accelerated Academies” to meet needs identified through the Triage Process and formative and classroom assessments 				◆	◆	◆	◆	◆					
Collect student, teacher, school				◆				◆				◆	

Description of Work	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
data												
Revisit effectiveness of new operational structures and policies for the innovative schools; adjust, as needed					◆	◆	◆					
Administer formative assessment				◆			◆			◆		
Revisit strategic plans and milestones for each site, involving all site-based leaders and teachers in the process, along with community representatives							◆	◆	◆			
Revisit progress and work plans with local community engagement, business and university partners; adjust, as			◆							◆		

Description of Work	SEP	T	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
needed													
Administer student, teacher and leadership surveys								◆	◆				
Develop student and teacher schedules reflecting the new four-year learning plans for incoming 9 th graders and rising 10 th and 11 th graders; develop a 12 th graders that allows them to complete their previous learning plan										◆			
Conduct Teacher Summer Institute with continued focus on Instructional Design for Rigor and Relevance: <ul style="list-style-type: none"> ▪ Rigor and 											◆		◆

Description of Work	SEP	T	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Relevance Framework <ul style="list-style-type: none"> ▪ Knowledge Taxonomy and the Application Model ▪ Rubrics ▪ Differentiation ▪ Assess effectiveness of units of study and lesson plans designed in 2010-11; adjust, as needed ▪ Continue developing units of study, assessments and lesson plans reflecting the 9th and 10th grade portions of the four-year learning plans, the Rigor/Relevance Framework and Quadrant D lesson design ▪ Develop units of study, assessments 													

Description of Work	SEP	T	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
<p>and lesson plans reflecting the 11th grade portion of the four-year learning plans, the Rigor/Relevance Framework and Quadrant D lesson design</p> <ul style="list-style-type: none"> ▪ Develop units of study and lesson plans for 12th grade that reflect the Rigor/Relevance Framework and Quadrant D lesson design <p>Involvement of university and business partners (side-by-side with teachers) in the design of rigorous, relevant units of study and lesson plans</p>													

Description of Work	SEP	T	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Conduct the Student Summer Bridge												◆	
Year Two Milestones													
<ul style="list-style-type: none"> • All 9th and 10th grade students enrolled in a college and career-ready curriculum • Increase on-time grade-level progression over baseline school year 2011-2012 • Decrease dropout rate between 9th and 10th grade over baseline school year 2010-2011 • Increase attendance over baseline school over baseline school year 2009-10 • Decrease Type A and B disciplinary offenses over 2011-2012 • Reduce the number of failing grades over baseline school year 2011-2012 • Implemented year two of the five-year teacher and leader professional development plans. • Evidence of expanded family and community participation in the school 													

9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP/ MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three.

	Current Proficiency Rate	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	11.22%	33%	66%	100%
Mathematics	1.5%	33%	66%	100%

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

Position	Representative
Chair	Shangaleza Robinson
Co-Chair	Patrick Burrage
Administrative Representative	Jared Davis
Community Representative	Mavis Cofield
Parent Representative	Canika Carothers,
Activities Representative	Cynthia Williams-Lanier
ELA Representative	Yvonne Celestin
Math Representative	Rose Nagy
Science Representative	Ahmeena Watkins
Social Studies Representative	Patricia Buckner
Specialized Student Services Representative	Darlene Carter-Peppers

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

11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

The grant submitted outlines our needs and details our reform strategies. We anticipate that the temporary supports in this document will have an immediate impact on teaching, learning, school culture and student achievement. We have worked to develop relationships that can sustain themselves without funding from our LEA where possible. Programs that require funding from the LEA will be budgeted as supplemental programs using federal and state funding (i.e. Title Dollars). The local school will sustain capacity in a number of ways that include but are not limited to:

- Extended School Time
- Extending the instruction in key core areas
- Shared Decision Making
- Data-Driven Decision making
- Using technology to become a digital learning environment.

Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention.

Attachment B – Turnaround

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12.

Example:

Year 1 Pre-Implementation	Year 1 Implementation	Year 2	Year 3	Three-Year Total
\$179,000	\$2,469,318	\$2,469,318	\$2,469,318	\$7,586,954

SEE ATTACHMENT

Section D.

Baseline Data Requirements

Fill in the data requested. MDE is required to send this information to USDOED on a yearly basis.

USDOE Baseline Data Requirements

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

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	Turnaround
Number of minutes in the school year	
Student Data	
Dropout rate	17%
Student attendance rate	78.9% (2008-09)
For High Schools: Number and percentage of students completing advanced coursework for	

each category below	
Advanced Placement	0
International Baccalaureate	0
Early college/college credit	0
Dual enrollment	100
Number and percentage enrolled in college from most recent graduating class	50
Student Connection/School Climate	
Number of disciplinary incidents	300
Number of students involved in disciplinary incidents	173
Number of truant students	NOT AVAILABLE
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	N/A
Teacher Attendance Rate	97%

Fiscal Information

The MDE has asked for (and been granted) 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. Budgets must be submitted for school years 2011-2012, 2012-2013, and 2013-2014.

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 are required and will begin in Fall 2011.

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.

Attachment B—Turnaround Model

The following items are required elements of the turnaround model. Give a brief description after each requirement as to how it will be implemented.

1. Replace the principal

At the beginning of the 2010-2011 school year, Jared Davis and Patrick Burrage were appointed as Principal and Assistant Principal respectively.

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.

Evaluation plays a central role in the pervasive data culture necessary to support and sustain the level of change needed to make every student at Finney High School successful. Jared Davis, the school Principal, ILT members will be responsible for the ongoing collection and analysis of data to inform the turnaround work.

Process for Gathering and Reporting Data

Three reports will be generated:

Report One: Engagement and Strategy Implementation – Annually

- Measurement Need: Is the strategy being implemented with fidelity, and is the school progressing?
- Reporting Approach: Demonstrate school's progress employing all of the components of the strategy
-

Report Two: Interim Student Growth -- Quarterly

- Measurement Need: Are students improving academically so that they will be prepared to progress at the end of the year?

- Reporting Approach: Examine key student achievement indicators which demonstrate students are on the path to success

Report Three: Annual Student Growth – Annually

- Measurement Need: Is student academic achievement increasing?
- Reporting Approach: Examine key student achievement indicators which demonstrate students are on the path to success.

3. Screen all existing staff and rehire no more than 50 per cent.

In the fall of 2009, over 60% of the school staff was replaced during reconstitution.

4. Select new staff.

- In the fall of 2009, over 60% of the school staff was replaced during reconstitution.
- Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.

4. The District and the Union shall identify the criteria and benchmarks for establishing school-based performance pay for bargaining unit members. The criteria may include measureable improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average (GPA), graduation rates, reduction in drop-out rates, attaining and/or maintaining Adequate Yearly Progress (AYP) and other provisions identified by the No Child Left Behind (NCLB) Act. In the event the District and the Union cannot agree on the criteria and benchmarks, the Emergency Financial Manager (or designee), or in the event the District's financial emergency is resolved, the Superintendent or CEO (or designee)

shall make the final determination of the criteria and benchmarks for establishing school-based performance pay.

6. Provide staff ongoing, high-quality, job embedded PD aligned with instructional program and designed with school staff

Because the professional development plan is aligned to content and teaching practice, it is possible to determine, in real time, when the teaching and learning process is achieving the desired results. For instance, when teachers are learning how to support literacy across the curriculum, the walk-through protocols for the leaders will prompt the leader to look for those practices in each classroom. Leaders and teachers then sit side-by-side and unpack results of student short cycle assessments, looking for growth in the student achievement.

Teacher professional development is delivered in the school building through a combination of:

1. Whole-school release time
2. Common planning time
3. Off Site Development from professional consultants
4. Job Imbedded Professional Development during instruction

A one-year plan will be written after a working School Improvement Team is developed to evaluate the Comprehensive Need Assessment Plan and the School Improvement Plan. The targeted goals will be set to begin immediately. The plan will have immediate goals for implementation for 2010 – 2011 school years and will have a benchmark to monitor, review, or revise the plan.

Again, this professional development will be coordinated among the SIP/Governance Team, School Administration and the Wayne RESA coaches.

The anticipated 2010-2011 Professional Development Plan is as follows:

DATE	ACTIVITY	PRIMARY FOCUS
8/10	SE Inclusion	Inclusion Preparation
9/10	SE Inclusion	Accommodations and Modifications Overview
10/10	Ti Inspire Training	Algebra 1 (Math Teachers Only)
11/10	School Improvement	Revision of Mission and Vision
11/10	SE Inclusion	Accommodations and Modifications – Student Needs
12/10	Focus on Best Practice	Framework for Instruction – Schoolwide
12/10	Renaissance Learning	Accelerated Reader
1/11	Differentiated Instruction	Co-Teaching Support
2/11	Writing Across the Curriculum	6+1 Writing Traits
3/11	NCA visit preparation	NCA
3/12	Goal Planning	SIP Goals

7. Adopt a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)

The Administration and Staff at Finney High School is fully committed to school improvement. During the 2009-2010 school year, Finney High School changed locations and merged staff with the former

McNair Middle School. This school year the school administration has effectuated a School Improvement Governance Team. This team is comprised of all school stakeholders. This team works in concert with the school administration on all school matters.

8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards.

The following data collection tools are used to obtain the data needed to create the desired reports:

4. School Data Collection: based on the EPA model (Explorer, PLAN, ACT) and supplemented with district quarterly assessments. Our goal is to develop and triangulation of data that allows us to view trends, target implications and develop strategies for improvement across all core subjects.

5. Student, Teacher and Leader Attitudinal Surveys: Survey to gauge perception of school climate, culture, instructional practices, student engagement, relationships, and overall school effectiveness.

6. Rubric Assessment Process: Robust scoring tools using quantitative and qualitative information to assess school performance and progress in key areas of instructional and organizational effectiveness.

NOTE: Student data will be disaggregated by gender, ethnicity, grade, free and reduced price meal eligibility and special education.

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools and support the school's Continuous School Improvement Planning Process. The School Improvement Framework, Rubrics, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools. The two identified subgroups in our school is special education and at risk students. Special attention is taken to ensure our student IEPs are met and our support services are provided so all students can succeed.

The NCA Self Assessment is another tool that has been developed as a part of the Action Portfolio. This process examines building demographics, system processes and protocols of practice, instructional programs, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The Self Assessment will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that our systems are aligned with the elements of effective schools to support our instructional program goals and objectives is the first step to establishing the continuous school improvement process.

The School Improvement Plan (SIP) Template has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

In order to ensure that we use data to identify and implement an instructional program that is research based and aligned from one grade to another as well as with state standards, we must have a plan in place that clearly outlines needed professional development aligned to NSDC's Standards of Staff Development. There is a clear focus on content, process and context standards, including focused goals, a measurable objective statement to support each goal, a list of strategies to use to achieve the goal, staff used to assist with this, and timelines defined to achieve the goals. The plan outlines details and assistance, including:

1. Continued technical assistance support from Wayne RESA content and leadership coaches
2. Funding for additional high interest supplies and materials that promote reading, math and writing skill growth.

3. Frequent staff development on differentiated instruction in math and reading and on building professional learning communities
4. Staff development in the area of inclusion for students with disabilities

The School begins development of its professional learning plan with the end in mind—student, school and teacher data.

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

We use the data from the MME as well as student performance data from math, reading and science HSCE's that reveals student progress. The Detroit Public School's Zangle data system is a frequent data tool used by our school for clarifying school data for all stakeholders. Additionally, MME student and parent reports are shared with students in the classroom and with parents at various parent meetings and finally mailed home to parents for their own personal viewing.

The over-arching goal here is to promote continuous use of student data to inform instruction and to meet the individual needs of students. In professional development sessions, teachers will identify what will be taught in their grade level or course, and what the prerequisite and advanced skills are for their level to ensure appropriate scaffolding and development of understanding. They will also identify what skills or concepts are re-taught in subsequent grade levels to recalibrate expectations across grade levels. Existing pacing guides will be refined to ensure alignment to the HSCEs and the College Readiness Standards.

The data sources used to identify the achievement gap at our school are ACT Explorer, PLAN, MME, District Quarterly Tests, pacing charts, and HSCE's. The tools used to support the effective use of data are such things as our MME item analysis, pacing charts and curriculum guides.

We will spend time and money on ensuring that all staff inundated in data around the students they teach so that they understand what their students know, errors they are making that impede progress, and what they need to know to promote to prepare them for the next grade level. By studying this data and knowing where each child excels and struggles, we will be able to provide differentiated instruction to help move those students forward in their math and literacy proficiency.

10. Establish schedules and implement strategies that provide increased learning time.

Listed below are current program being offered at our school. Both of these programs are funded by the district.

Extended Day

The District implemented a system-wide Extended Day program beginning the 2009-2010 school years. This program will continue during the 2010-2011 school year. Each day the students experience an extended 2 ½ hours of instructional time. The Extended Day program includes 1-hour for reading, 1-hour for math, 20 minutes for a nutritional snack break and 5 minutes for both class change and dismissal. To help make the extended day programming more effective, the District keeps the student teacher ratio to 15:1.

Credit Recovery

Implementation of the District-Wide Credit Recovery Program began during the 2009-2010 school year and will continue this academic school year. The Credit Recovery program was designed to

1) Provide opportunities for students to retake courses in which they were unable to earn the necessary credits required for graduation and/or progression to the next level course.

2) Improve graduation rate

3) Decrease drop-out rate and disengagement

The District currently provides on-line and “in classroom” credit recovery opportunities for students in grades 9-12. Credit recovery includes course offerings in the four core content areas. Students are afforded the option of participating in one or both of two eight-week credit recovery sessions. In addition, for students in grades 9-12, additional support and intervention is offered to students during the Credit Recovery Program. Students, who need additional support, but not credit, are afforded an opportunity to participate in the sessions to receive additional instructional intervention.

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

Growing Parental Involvement will be an integral part of all of our professional development and school improvement activities. The new administration will develop a School Governance Team that meets regularly to collaborate on school based decisions. This governance team will include all school stakeholders. Parents, families and the broader community are viewed as partners and active participants in the life of the school. They share responsibility and accountability for the students' education.

Strategy One: Community Engagement

We envision a system of authentic parent and community engagement, defined by substantive community conversations that engage a broad array of stakeholders that help influence official decisions. A primary role of our team is to define a clear process for initiating and maintaining substantive community dialogue that:

- Involves a broad range of key stakeholders including teachers, students, parents/guardians, principals, business leaders, and the broader community;
- Asks the community to engage on important questions and acknowledges their views and contributions; and
- Connects with and influences official decisions—not one one-way announcements.

Throughout the life of the school, authentic community engagement is characterized by:

- Clear community involvement in the daily life of the school,
- A well-delineated process for regular, meaningful engagement of parents/guardians and the community in the daily lives of students and the school.
- Students openly engaged—through service-learning, internships, mentorships, or some other method—in the community surrounding the school.

- Communications: Information meetings, newsletters, publications, websites, blogs, or other tools used to deliver news and information. Not to be confused with authentic community engagement.
- To support rigorous content and real-world learning experiences for students, Finney will utilize available resources to identify a comprehensive common school language that is most of all used in each core classroom.

The Finney School Personnel will work to utilize available resources to provide a wrap-around environment for students. Current partnerships and available resources include. .

- The City of Detroit
- Michigan Rehabilitation Services
- Detroit Empowerment Zone Coalition
- General Motors Corporation
- Wayne State University
- Communities in Schools
- IMPACT Church, Detroit
- Neighborhood Legal Services
- Al-Kebulan Village
- M.A.D.E. Tutoring Services
- Much Success Tutoring
- Salhome Tutoring
- The Learning Unlimited Companies
- Total Package Lifestyle, The 180 Program

The following items are permissible elements of the turnaround model. Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)

1. Any of the required and permissible activities under the turnaround model

Currently our school has implemented the following activities as permitted by the turnaround model.

Extended Day

The District implemented a system-wide Extended Day program beginning the 2009-2010 school years. This program will continue during the 2010-2011 school year. Each day the students experience an extended 2 ½ hours of instructional time. The Extended Day program includes 1-hour for reading, 1-hour for math, 20 minutes for a nutritional snack break and 5 minutes for both class change and dismissal. To help make the extended day programming more effective, the District keeps the student teacher ratio to 15:1.

Credit Recovery

Implementation of the District-Wide Credit Recovery Program began during the 2009-2010 school year and will continue this academic school year. The Credit Recovery program was designed to

- 1) Provide opportunities for students to retake courses in which they were unable to earn the necessary credits required for graduation and/or progression to the next level course.

2. Use and integrate technology-based interventions
3. Provide additional dollars to attract and retain staff.
4. Implement an RTI/RCT to support our efforts

A new school model (themed, dual language academy, etc.)

In the fall of 2012, the existing school will move to a new facility being erected currently. Our school will also merge with Crockett Technical High School. Currently, the school design is in the planning stages and will be determined by our LEA.

ARRA School Improvement Grant (SIG) II 2011 Budget Detail

For Finney High School

110 - Basic Programs

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
119 - Basic Programs – Other Basic Programs	Summer Bridge Program - 4 instructors and 17 tutors @ \$15/hour for a total of 60 hours: Program is designed to help incoming ninth graders raise their academic skills and adjust to the expectations of high school.				\$18,300				\$18,300
119 - Basic Programs – Other Basic Programs	Supplies - Summer Bridge and Accelerated Academics programs: paper, markers, calculators, instructional materials.					\$5,000			\$5,000
	Sub-Total				\$18,300	\$5,000			\$23,300

120 - Added Needs

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
125 - Added Needs – Compensatory Education	Resources Coordinantor - Specialist who staffs an in-house suspension program, providing teacher-designed instruction to students to minimize loss of learning time during suspension period.	1	\$74,300	\$26,005					\$100,305
125 - Added Needs – Compensatory Education	Tripod Student Survey - School will participate in the nationally-normed survey process to gauge levels of student engagement in the curriculum and its relation to effective teaching and student outcomes @ \$9.50 per student.				\$9,690				\$9,690
125 - Added Needs – Compensatory Education	Accelerated Academics - 120 hours of tutoring/support for 16 weeks @ \$15/hour for 10th thru 12th grade students. Program provides integrated intervention strategies and resources including: focused instruction on knowledge needed for test proficiency; Embedded, content based assessment to confirm academic progress; and targeted professional development to assist the teachers in working with students in this intense environment.				\$28,800				\$28,800

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Finney High School

125 - Added Needs – Compensatory Education	College Visits - College Awareness Coordinator will lead trips to visit colleges in the region 8 times per year. Expenses included mileage @ \$.51/mile, \$15 for food and beverage for 5 participants for 24 trips over 3 years.	\$5,000	\$5,000				
125 - Added Needs – Compensatory Education	Staff Instructional Materials: Each staff member will have \$200 to purchase materials for use in the classroom or for their professional development.	\$7,400	\$7,400				
125 - Added Needs – Compensatory Education	Clickers: \$2500/set 6 sets plus \$5000 in training. The clicker technology, by Turning Technologies, provides a strong assessment tool for immediate feedback in the classroom. Its real-time feedback has been proven to engage and motivate students. All teachers will be trained in the use of the technology to assess, in real time, student learning on key standards-based concepts.	\$20,600	\$20,600				
125 - Added Needs – Compensatory Education	Criterion Writing Evaluation: \$79/copy 25 copies: the school will pilot Writing in English is a web-based, interactive program in extended-day interventions that will help student write clear, concise and correct English. The school will make two levels of writing assistance available to students, beginning and intermediate. Each level has more than 200 interactive lessons.	\$1,975	\$1,975				
125 - Added Needs – Compensatory Education	Yearly Progress Pro - Math: With mathematics performance the schools' greatest academic challenge, the school is piloting the use of Yearly ProgressPro™, an online subscription product with an annual per student license fee of \$9.25. It includes software for automatic data collection, scoring, and data analysis.	\$6,545	\$6,545				
125 - Added Needs – Compensatory Education	EPA Assessment Model - Each ninth and tenth grader will be administered the ACT Explorer and PLAN Equating Assessments respectively. The estimated cost based on the current pricing \$20/student per year.	\$8,000	\$8,000				
	Sub-Total	1	\$74,300	\$26,005	\$55,010	\$33,000	\$188,315

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Finney High School

210 - Support Services – Pupil

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
211 - Support Services – Pupil – Truancy/Absenteeism Services	Attendance Agent due to attendance problems that impede academic achievement.	1	\$60,023	\$29,766					\$89,789
	Sub-Total	1	\$60,023	\$29,766					\$89,789

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
212 - Support Services – Pupil – Guidance Services	College Awareness Coordinator - To provide direction and support to students in order to increase their post-secondary education options.	1	\$29,500	\$10,325					\$39,825
	Sub-Total	1	\$29,500	\$10,325					\$39,825

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
216 - Support Services – Pupil – Social Work Services	2 Social Workers to assist low SES students and their families.	2	\$146,000	\$52,000					\$198,000
216 - Support Services – Pupil – Social Work Services	Supplies for Social Workers for 650 students @ \$20/student - Backpacks, school materials.					\$13,000			\$13,000
	Sub-Total	2	\$146,000	\$52,000		\$13,000			\$211,000

220 - Support Services – Instructional Staff

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
221 - Improvement of Instruction	Teacher Leaders (4 @ a salary of \$70,000ea) - Building-wide specialist in research-based instructional practices, assessment and strategies for student support.	4	\$280,000	\$75,450					\$355,450

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Finney High School

221 - Improvement of Instruction	Math and Literacy Instructional Specialists (teacher coaches) for staff @ a salary of \$75,000ea.	2	\$150,000	\$67,459		\$217,459
221 - Improvement of Instruction	Summer Teacher Institute - EdWorks professional development for 30 teachers, totalling 80 hours per teacher @ a stipend of 23.82/hr.	2400h	\$57,168	\$16,184		\$73,352
221 - Improvement of Instruction	Professional development workshop stipends for instructional staff @ \$23.82/hr. 40 participants, 4 hours per month, 8 months.	1280h	\$30,490	\$8,632		\$39,122
221 - Improvement of Instruction	Substitute teachers to allow teaching staff to participate in classroom observations; 5 days per month, 9 months @ \$18.12/hour.	568h	\$10,288	\$2,912		\$13,200
221 - Improvement of Instruction	Substitute teachers to allow the 15 members of the whole school team to meet 22 times per year (6 hours each) to discuss ongoing school issues @ \$18.12/hour.	2058h	\$37,282	\$10,555		\$47,837
221 - Improvement of Instruction	Planning Team Stipends- each of the 15 members of the planning school team will receive \$1,500 for their participation and work. The planning school team is a cohort of teachers who work closely with school administrators plan the transformation of the high school.				\$22,500	\$22,500
221 - Improvement of Instruction	RESA Coaches - 3 coaches at approximately \$60,000. 1 Leadership coach, 2 Special Ed coaches. These coaches will work hand-in-hand with the EdWorks coaches ensuring continuing implementation of the strategies learned through EdWorks workshops, mentoring and coaching.				\$200,000	\$200,000
221 - Improvement of Instruction	EdWorks Technical Assistance: A team of EdWorks Technical Assistance Coaches will provide on-the-ground professional development, coaching and mentoring for teachers and school leadership, as well as guidance for community engagement and data collection and analysis. Includes 76 days of on-site technical assistance; 3 days of Leadership Institute professional development; 5 days of Teacher Summer Institute, formal instructional and leadership rubric-based assessment; associated materials.				\$140,650	\$140,650

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Finney High School

221 - Improvement of Instruction	Off-site Teacher Summer Institute: Meetings for all members of the faculty. Professional development provided by EdWorks: Costs include: \$2000 for room rental; \$25/person/day for food and beverage.		\$8,875		\$8,875
221 - Improvement of Instruction	Off-site Leadership Team: Meetings for the 10 member team plus the EdWorks coach. Room rental: \$500; Food & beverage: \$50/day/person; Hotel: 1 night/person \$165		\$3,415		\$3,415
221 - Improvement of Instruction	EdWorks Travel: EdWorks estimates its travel expenses at approximately \$350/day but only invoices actual expenses after they are incurred.		\$33,600		\$33,600
221 - Improvement of Instruction	Leadership Institute Travel: Travel expenses for six individuals to attend the Leadership Institute, a professional development experience provided by technical assistance provider EdWorks. The cost per individual is \$698 with an estimated 4% increase annually for inflation. Hotel \$165/night for 2 nights; Mileage \$200 (Estimated 400 miles roundtrip drive from Detroit to Cleveland at the current IRS reimbursement rate of \$.50); Meals/incidentals \$168 (3 days at per diem of \$56/day).		\$4,188		\$4,188
221 - Improvement of Instruction	Transformation Manager: \$21,250 (1/7 of a full-time equivalent position at \$125,000/yr). This full-time equivalent position plus benefits is shared among the seven schools working the EdWorks as a technical assistance provider. This position assures the smooth implementation of the transformation work, manages the relationship between the district, school and provider as it relates to transformation, and seeks ways to find efficiencies in implementation of the work at each of the seven sites.	0.14	\$21,250	\$8,380	\$29,630
221 - Improvement of Instruction	Data Analyst: \$74,300 One full-time equivalent position based on the DPS salary schedule for an "Instructional Specialist". Dedicated to the collection, analysis, distribution and effective use of student performance data. In addition to being a central source within the school for the collection of data this individual would be responsible for working with teachers to assure that they are able to analyze the data, understand it, and use the information that it provides.	1	\$74,300	\$25,034	\$99,334

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Finney High School

221 - Improvement of Instruction	"SIG Grant Manager: \$74,300 One full-time equivalent based on the DPS salary schedule for ""Instructional Specialist"". In charge of all budget management, reporting and monitoring of progress toward achieving the stated goals of the grant.	1	\$74,300	\$25,034		\$99,334
	Sub-Total	8.14/6306h	\$735,078	\$239,640	\$413,228	\$1,387,946

330 - Community Activities

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
331 - Community Activities	Parent Advocate: \$29,500 One full-time equivalent position based on the DPS salary schedule for "Educational Technician". Advocate will coordinate parent universities, outreach to parents, volunteer services, and to, as the name implies, work with parents to ensure the needs of the student are being met at the school and in the community.	1	\$29,500	\$10,325					\$39,825
331 - Community Activities	Centers of Strength: contract with a local organization to act as the Center of Strength. Centers of Strength are trusted local nonprofit community organizations that are positioned to provide support to the school, students, parents and community members who are engaged in the Turnaround process. The Center of Strength facilitates the 20-30 "kitchen table" conversations that are the foundation for the community engagement effort in the first year, gathers data from those conversations.				\$20,000				\$20,000
	Sub-Total	1	\$29,500	\$10,325	\$20,000				\$59,825

Sub Total		14.14/6306h	\$1,074,401	\$368,061	\$506,538	\$51,000		\$2,000,000
Indirect Cost (Max Allowed: 4.45%)								\$0
Grand Total								\$2,000,000
Allocation								\$0

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Finney High School

SCHOOL IMPROVEMENT GRANT DESCRIPTION FORM

Finney High School Year 1

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
120	Instruction – Added Needs	SALARIES	Resources Coordinator: One full time equivalent position based on the DPS salary schedule for "Instructional Specialist". A specialist who staffs an in-house suspension program, providing teacher-designed instruction to student to minimize down loss of learning time during the suspension period	74,300
		BENEFITS	Benefits for the Resources Coordinator calculated at 35% of total salary.	26,005
210	Pupil Support Services	SALARIES	to the DPS salary schedule for an "Educational Technician". The college awareness coordinator will provide direction and support to students in order to increase their post-secondary education options. Research has demonstrated that students who are exposed to college and provided information about post-secondary education options early in their high school careers are better prepared for, and more likely to attend college. The coordinator will work with students directly to provide experiences and information that will help them to be prepared to attend college. Additionally, the coordinator will be available as a resource to other school personnel including counselors and social workers who may also be discussing post-secondary options with students.	29,500
		BENEFITS	Benefits for the College Awareness Coordinator calculated at 35% of total salary.	10,325
			Tripod Student Survey: The school will participate in the nationally-normed survey process designed by Harvard Professor Ron Ferguson and adopted by the Bill & Melinda Gates Foundation as a tool gauging levels of student engagement in the curriculum and its relation to effective teaching and student outcomes. The surveys are \$9.50 per student, per administration and are administered in the fall and spring of the year.	9,690

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		PURCHASED SERVICES	Summer Bridge: \$35,000 Two full time equivalent position based on the DPS salary schedule for a Teacher. Four instructors, 17 counselors (college or graduate students) for 60 hours over two weeks at \$15/hour. A Summer Bridge program is designed to help incoming ninth graders raise their academic skills and adjust to the expectations and procedures of high schools. Each student receives an individualized package of tutoring, mentoring, counseling and networking to ease the transition from middle school to high school. The curricula is especially designed to be interactive and engaging for the students as it provides intensive instruction in core academic areas, such as math and English / language arts. Instruction is enhanced by offering students thematic projects and by designing activities that are "hands-on" and focused on active learning. The Bridge program engages community members and neighborhood organizations through its linkage and alignment with community resources and programming. Ninth Graders are tested to determine thier academic ability. This data is used to advise and support th estudent as needed.	18,300
			Accelerated Academies: \$28,800. 120 hours of tutoring/support provided by college/graduate students over the course of 16 weeks during the school year at \$15/hr. provide intense support for tenth, eleventh, and twelfth grade students to assist them in passing the state-mandated graduation exams. These academies are designed as short-term solutions to the pressing problem of high school students not receiving diplomas because they have failed one or all of their required graduation exams. In a three-day retreat setting, accelerated academies provide students with test-taking strategies and intensive instruction in basic concepts as they relate to the graduation exams. More specifically, the academies provide integrated intervention strategies and resources that include: (1) Focused instruction on knowledge needed for test proficiency; (2) Embedded, content-based assessment to confirm academic progress; and (3) Targeted professional development to assist the teachers in working with students in this intense environment.	28,800
		SUPPLIES & MATERIALS	\$2500 in materials for Summer Bridge including: markers, poster board, paper, copies of instructional materials etc. \$2500 in materials for Accelerated Academies including: markers poster board, paper, copies of instructional materials, calculators, etc.	5,000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	College Visits: College Access Coordinator will lead trips to visit colleges in the region 8 times per year. Expenses include: \$100/mileage based on the IRS reimbursement rate plus \$15 for food and beverage for 5 participants for 24 trips over three years.	5,000
211	Truancy/Absenteeism	SALARIES	Attendance Agent: One full-time equivalent position based on the DPS salary schedule for "Attendance Agent". In-house attendance and discipline officer who knows and is known by the community, to continuously seek out students and help break down barriers to their attendance.	75,000
		BENEFITS	Benefits for the Attendance Agent calculated at 35% of total salary.	25,500
216	Social Work Services	SALARIES	Social Worker: Two full-time equivalents position based on the DPS salary schedule for "Social Worker". To provide services for low SES students and their families	146,000
		BENEFITS	Benefits for the Social Worker calculated at 35% of total salary.	52,000
		PURCHASED SERVICES		

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		SUPPLIES & MATERIALS	Supplies: Supplies for the social worker to be able to provide to families e.g backpacks, school materials etc. Based on a student population of 550 this \$20/student.	13,000
220	Instructional Staff Services	SALARIES	Teacher Leaders: Four teacher leaders at \$69,000 to provide instructional leadership. The Teacher Leader is the building-wide specialist in research-based instructional practices, assessment and strategies for student support. He/she assist colleagues: Works with the Data Analyst to secure the data teachers need to improve instruction and assist colleagues in the use of data to impact student outcomes; Assists colleagues in planning for effective use of collaborative time; Keeps abreast of the latest research, adding resources to the Educators Knowledge Network that are pertinent to the work in their SLCs; Implements within their own classrooms one or more of the instructional models under consideration for application in the small schools and invite colleagues to their classrooms for observation and discussion, and encourage others to do the same; Works side-by-side with colleagues to team teach lessons, observe and comment on instructional strategies, brainstorm solutions to classroom challenges, and encourage others to do the same Leads Professional Learning Communities (PLC); and other support, as needed, to improve student achievement.	280,000
		BENEFITS	Benefits for the teacher leader at 35% of total salary.	75,450
221	Improvement of Instruction	SALARIES	Math & Literacy Coaches – Four full-time equivalent position based on the DPS salary schedule for an "Instructional Specialist" of \$74,300. The math & literacy coaches will provide instructional support to school leadership, teachers, and special education professionals. The coach is an educator with experience in mathematics education and/or literacy and instructional strategies, and demonstrated success in the classroom. The coach will observe teachers' instructional practices and provide support and direction for how practices can be improved. Additionally, the coaches will work with school leaders and special education professionals to develop structures and strategies for supporting improved mathematics instruction. The data for Detroit Public Schools demonstrate that student performance on math and literacy assessments is significantly below proficient, and the additional support will be critical to raising those scores.	300,000

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
			Staff Stipends - Calculated using the average DPS teacher salary of \$69,000 divided by 190 contract days to get a daily rate of \$363. That daily rate was multiplied by the estimated number of teachers participating for five days. A five-day summer professional development experience, the Summer Teacher Institute, is an essential component of campuses' plans to convert into small learning communities. The EdWorks professional development system is designed to deliver 80 hours of professional development annually for every teacher in the school through a series of embedded professional development experiences. New content and skills are introduced annually in Teacher Summer Institutes that are a minimum of five days in length. Knowledge and skills introduced in the summer institutes are deepened in monthly professional development workshops, walk-throughs and professional learning communities. This professional development experience is critical to providing teachers the support and strategies needed to sustain the work. Teachers will have a concentrated time to work with experienced technical assistance providers on instructional strategies, unit and lesson design, and student supports; to reflect on the success and challenges of the past year; and to plan their work for the upcoming school year.	99,825
			Staff Stipends: Compensation for time spent in after school professional development sessions. \$45/hr for 4 hrs/month for 8 months for each teacher.	79,200
			Substitute Teacher Pay: \$13,200 Substitutes will be provided 5 days a month to free teachers up for time to participate in classroom observations. Calculated using the district's high qualified substitute daily rate times 5 days for nine months.	13,200
			Substitute Teacher Pay: \$47,837 Substitute will be provided for the fifteen members of the whole school team to meet twenty-two times a year to discuss ongoing school issues. Calculated using the district's highly qualified substitute daily rate time 15 members by 22 meetings.	47,837
			Planning Team Stipends - \$33,000 each of the fifteen teacher members of the planning school team will receive \$1500 for their participation and work. The planning school team is a cohort of teachers who work closely with school administrators plan the transformation of the high school.	33,000
		BENEFITS	Benefits for the Math and Literacy Coaches calculated at 35% of total salary.	78,015
			RESA Coaches: \$420,000 Seven coaches at \$60,000/ coach will be provided by Wayne State University to coach in the following areas: 1 Leadership Coach, 2 Math Coaches, 2 ELA coaches, 2 Special Ed coaches These coaches will work hand-in-hand with the EdWorks coaches ensuring continuing implementation of the strategies learned through EdWorks workshops, mentoring and coaching. They will bring specific expertise in content and practices to the table, strengthening the implementation process.	420,000

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		PURCHASED SERVICES	EdWorks Technical Assistance: A team of EdWorks Technical Assistance Coaches will provide on-the-ground professional development, coaching and mentoring for teachers and school leadership, as well as guidance for community engagement and data collection and analysis. Key among the professional development and mentoring is guidance for the use of common planning time and data-driven decision making. Includes 76 days of on-site technical assistance; 3 days of Leadership Institute professional development; 5 days of Teacher Summer Institute, formal instructional and leadership rubric-based assessment; associated materials and tools. Includes 68 days of on-site technical assistance; 3 days of Leadership Institute professional development; 5 days of Teacher Summer Institute, formal instructional and leadership rubric-based assessment; associated materials and tools	140,650
		SUPPLIES & MATERIALS	Staff Instructional Materials: \$5000 Each staff member will have \$200 to purchase materials for use in the classroom or for their professional development.	7,400
		CAPITAL OUTLAY		
			Off-site Teacher Summer Instittue: Meetings for all members of the faculty. Professional development provided by EdWorks: Costs include: \$2000 for room rental; \$25/person/day for food and beverage.	8,875
			Off-site Leadership Team: \$3415 Meetings for the 10 member team plus the EdWorks coach. Room rental: \$500; Food & beverage: \$50/day/person; Hotel: 1 night/person \$165	3,415
			EdWorks Travel: EdWorks estimates its travel expenses at approximately \$350/day but only invoices actual expenses after they are incurred.	33,600
		OTHER EXPENDITURES	Leadership Institute Travel: \$4188 Travel expenses are for a team of six individuals/school to attend the Leadership Institute, a professional development experience provided by technical assistance provider EdWorks. The teams would be comprised of a combination of small school leaders and teacher – preferably those most likely to bring information back to the campus and share it with their colleagues. The three-day experience draws participants, speaker and professional development providers from across the country and is recognized as an important gathering for educators involved in the creation of small schools or small learning communities. The Leadership Institute has traditionally been hosted in Cleveland, Ohio and room expenses are based on seven years of data on the cost of hotel rooms in that area. The cost per individual is \$698 with an estimated 4% increase annually for inflation. Hotel \$330(\$165/night for 2 nights); Mileage \$200 (Estimated 400 miles roundtrip drive from Detroit to Cleveland at the current IRS reimbursement rate of \$.50); Meals/incidentals \$168 (3 days at the GSA Federal per diem rate for Cleveland of \$56/day).	4,188

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		CAPITAL OUTLAY	Clickers: \$2500/set 6 sets plus \$5000 in training. The clicker technology, by Turning Technoogies, provides a strong assessment tool for immediate feedback in the classroom. Its real-time feedback has been proven to engage and motivate students. All teachers will be trained in the use of the technology to assess, in real time, student learning on key standards-based concepts. Teachers will plan assessments collaboratively and will coordinate use of the 6 classroom sets of assessment response tools. Data will be downloaded from the devices and monitored for student progress within individual classrooms and across content areas as part of the collaborative planning and PLC process.	20,600
			Criterion Writing Evaluation: \$79/copy 25 copies: the school will pilot Writing in English is a web-based, interactive program in extended-day interventions that will help student write clear, concise and correct English. The school will make two levels of writing assistance available to students, beginning and intermediate. Each level has more than 200 interactive lessons with: <ul style="list-style-type: none"> •pre- and post-assessments with instant scoring •presentations with clear explanations of grammar rules in English •practice activities with immediate feedback •multiple interactive charts on topics like verbs that require gerunds, phrasal verbs and word forms •tips for effective e-mail communication 	1,975
			Yearly Progress Pro - Math: \$9.50/student. With mathematics performance the schools' greatest academic challenge, the school is piloting the use of Yearly ProgressPro™, an online subscription product with an annual per student license fee of \$9.25. It includes software for automatic data collection, scoring, and data analysis. The product includes scoring and reporting for all assessments; access to reports for teachers and administrators; access to the item bank for creation and administration of custom tests; and prescriptive tutorial exercises for each skill assessed. The focus will be on using the program to rapidly bring students up to grade level. The technology-based process allows teachers to easily differentiate instruction to meet students where they are and bring them up to standard.	6,545
		PURCHASED SERVICES	EPA Assessment Model - Each ninth and tenth grader will be administered the ACT Explorer and PLAN Equating Assesments respectively. The estimated cost based on the current pricing \$20/student per year.	8,000
230	General Administration	SALARIES	Transformation Manager: \$21,250 (1/7 of a full-time equivalent position at \$125,000/yr). This full-time equivalent position plus benefits is shared among the seven schools working the EdWorks as a technical assistance provider. This position assures the smooth implementation of the transformation work, manages the relationship between the district, school and provider as it relates to transformation, and seeks ways to find efficiencies in implementation of the work at each of the seven sites.	21,250

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
			Data Analyst: \$74,300 One full-time equivalent position based on the DPS salary schedule for an "Instructional Specialist". Dedicated to the collection, analysis, distribution and effective use of student performance data. In addition to being a central source within the school for the collection of data this individual would be responsible for working with teachers to assure that they are able to analyze the data, understand it, and use the information that it provides to inform classroom instruction. This position is critical to the personalization of the student instruction.	74,300
			SIG Grant Manager: \$74,300 One full-time equivalent based on the DPS salary schedule for "Instructional Specialist". In charge of all budget management, reporting and monitoring of progress toward achieving the stated goals of the grant.	74,300
		BENEFITS	Benefits for the Transformation Manager, Data Analyst & SIG Grant manager based on 35% of allocated salary.	59,448
300	Community Services	SALARIES	Parent Advocate: \$29,500 One full-time equivalent position based on the DPS salary schedule for "Educational Technician". Advocate will coordinate parent universities, outreach to parents, volunteer services, and to, as the name implies, work with parents to ensure the needs of the student are being met at the school and in the community.	29,500
		BENEFITS	Benefits for the Parent Advocate calculated at 35% of total salary.	10,325
		PURCHASED SERVICES	Centers of Strength: \$20,000 contract with a local organization to act as the Center of Strength. Centers of Strength are trusted local nonprofit community organizations that are positioned to provide support to the school, students, parents and community members who are engaged in the Turnaround process. The Center of Strength facilitates the 20-30 "kitchen table" conversations that are the foundation for the community engagement effort in the first year, gathers data from those conversations to inform school-level planning and design, helps implement a formal community mapping process to weave together a strong fabric of social, emotional and academic support for students and assists in recruiting organizations to assist with mentorships, internships and real world learning experiences for students.	20,000
			TOTAL	2,469,318

Finney High School Year 2

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		OTHER EXPENDITURES		
120	Instruction – Added Needs	SALARIES	Resources Coordinator: One full time equivalent position based on the DPS salary schedule for "Instructional Specialist". A specialist who staffs an in-house suspension program, providing teacher-designed instruction to student to minimize down loss of learning time during the suspension period	74,300
		BENEFITS	Benefits for the Resources Coordinator calculated at 35% of total salary.	26,005
210	Pupil Support Services	SALARIES	College Awareness Coordinator – One full-time equivalent position at \$29,500 aligned to the DPS salary schedule for an "Educational Technician". The college awareness coordinator will provide direction and support to students in order to increase their post-secondary education options. Research has demonstrated that students who are exposed to college and provided information about post-secondary education options early in their high school careers are better prepared for, and more likely to attend college. The coordinator will work with students directly to provide experiences and information that will help them to be prepared to attend college. Additionally, the coordinator will be available as a resource to other school personnel including counselors and social workers who may also be discussing post-secondary options with students.	29,500
		BENEFITS	Benefits for the College Awareness Coordinator calculated at 35% of total salary.	10,325
			Tripod Student Survey: The school will participate in the nationally-normed survey process designed by Harvard Professor Ron Ferguson and adopted by the Bill & Melinda Gates Foundation as a tool gauging levels of student engagement in the curriculum and its relation to effective teaching and student outcomes. The surveys are \$9.50 per student, per administration and are administered in the fall and spring of the year.	9,690
		PURCHASED SERVICES	Summer Bridge: \$35,000 Two full time equivalent position based on the DPS salary schedule for a Teacher. Four instructors, 17 counselors (college or graduate students) for 60 hours over two weeks at \$15/hour. A Summer Bridge program is designed to help incoming ninth graders raise their academic skills and adjust to the expectations and procedures of high schools. Each student receives an individualized package of tutoring, mentoring, counseling and networking to ease the transition from middle school to high school. The curricula is especially designed to be interactive and engaging for the students as it provides intensive instruction in core academic areas, such as math and English / language arts. Instruction is enhanced by offering students thematic projects and by designing activities that are “hands-on” and focused on active learning. The Bridge program engages community members and neighborhood organizations through its linkage and alignment with community resources and programming. Ninth Graders are tested to determine thier academic ability. This data is used to advise and support th estudent as needed.	18,300

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
			Accelerated Academies: \$28,800. 120 hours of tutoring/support provided by college/graduate students over the course of 16 weeks during the school year at \$15/hr. provide intense support for tenth, eleventh, and twelfth grade students to assist them in passing the state-mandated graduation exams. These academies are designed as short-term solutions to the pressing problem of high school students not receiving diplomas because they have failed one or all of their required graduation exams. In a three-day retreat setting, accelerated academies provide students with test-taking strategies and intensive instruction in basic concepts as they relate to the graduation exams. More specifically, the academies provide integrated intervention strategies and resources that include: (1) Focused instruction on knowledge needed for test proficiency; (2) Embedded, content-based assessment to confirm academic progress; and (3) Targeted professional development to assist the teachers in working with students in this intense environment.	28,800
		SUPPLIES & MATERIALS	\$2500 in materials for Summer Bridge including: markers, poster board, paper, copies of instructional materials etc. \$2500 in materials for Accelerated Academies including: markers poster board, paper, copies of instructional materials, calculators, etc.	5,000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	College Visits: College Access Coordinator will lead trips to visit colleges in the region 8 times per year. Expenses include: \$100/mileage based on the IRS reimbursement rate plus \$15 for food and beverage for 5 participants for 24 trips over three years.	5,000
211	Truancy/Absenteeism	SALARIES	Attendance Agent: One full-time equivalent position based on the DPS salary schedule for "Attendance Agent". In-house attendance and discipline officer who knows and is known by the community, to continuously seek out students and help break down barriers to their attendance.	75,000
		BENEFITS	Benefits for the Attendance Agent calculated at 35% of total salary.	25,500
216	Social Work Services	SALARIES	Social Worker: Two full-time equivalents position based on the DPS salary schedule for "Social Worker". To provide services for low SES students and their families	146,000
		BENEFITS	Benefits for the Social Worker calculated at 35% of total salary.	52,000
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	Supplies: Supplies for the social worker to be able to provide to families e.g backpacks, school materials etc. Based on a student population of 550 this \$20/student.	13,000

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
220	Instructional Staff Services	SALARIES	Teacher Leaders: Four teacher leaders at \$69,000 to provide instructional leadership. The Teacher Leader is the building-wide specialist in research-based instructional practices, assessment and strategies for student support. He/she assist colleagues: Works with the Data Analyst to secure the data teachers need to improve instruction and assist colleagues in the use of data to impact student outcomes; Assists colleagues in planning for effective use of collaborative time; Keeps abreast of the latest research, adding resources to the Educators Knowledge Network that are pertinent to the work in their SLCs; Implements within their own classrooms one or more of the instructional models under consideration for application in the small schools and invite colleagues to their classrooms for observation and discussion, and encourage others to do the same; Works side-by-side with colleagues to team teach lessons, observe and comment on instructional strategies, brainstorm solutions to classroom challenges, and encourage others to do the same Leads Professional Learning Communities (PLC); and other support, as needed, to improve student achievement.	280,000
		BENEFITS	Benefits for the teacher leader at 35% of total salary.	75,450
221	Improvement of Instruction	SALARIES	Math & Literacy Coaches – Four full-time equivalent position based on the DPS salary schedule for an "Instructional Specialist" of \$74,300. The math & literacy coaches will provide instructional support to school leadership, teachers, and special education professionals. The coach is an educator with experience in mathematics education and/or literacy and instructional strategies, and demonstrated success in the classroom. The coach will observe teachers' instructional practices and provide support and direction for how practices can be improved. Additionally, the coaches will work with school leaders and special education professionals to develop structures and strategies for supporting improved mathematics instruction. The data for Detroit Public Schools demonstrate that student performance on math and literacy assessments is significantly below proficient, and the additional support will be critical to raising those scores.	300,000

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
			Staff Stipends - Calculated using the average DPS teacher salary of \$69,000 divided by 190 contract days to get a daily rate of \$363. That daily rate was multiplied by the estimated number of teachers participating for five days. A five-day summer professional development experience, the Summer Teacher Institute, is an essential component of campuses' plans to convert into small learning communities. The EdWorks professional development system is designed to deliver 80 hours of professional development annually for every teacher in the school through a series of embedded professional development experiences. New content and skills are introduced annually in Teacher Summer Institutes that are a minimum of five days in length. Knowledge and skills introduced in the summer institutes are deepened in monthly professional development workshops, walk-throughs and professional learning communities. This professional development experience is critical to providing teachers the support and strategies needed to sustain the work. Teachers will have a concentrated time to work with experienced technical assistance providers on instructional strategies, unit and lesson design, and student supports; to reflect on the success and challenges of the past year; and to plan their work for the upcoming school year.	99,825
			Staff Stipends: Compensation for time spent in after school professional development sessions. \$45/hr for 4 hrs/month for 8 months for each teacher.	79,200
			Substitute Teacher Pay: \$13,200 Substitutes will be provided 5 days a month to free teachers up for time to participate in classroom observations. Calculated using the district's high qualified substitute daily rate times 5 days for nine months.	13,200
			Substitute Teacher Pay: \$47,837 Substitute will be provided for the fifteen members of the whole school team to meet twenty-two times a year to discuss ongoing school issues. Calculated using the district's highly qualified substitute daily rate time 15 members by 22 meetings.	47,837
			Planning Team Stipends - \$33,000 each of the fifteen teacher members of the planning school team will receive \$1500 for their participation and work. The planning school team is a cohort of teachers who work closely with school administrators plan the transformation of the high school.	33,000
		BENEFITS	Benefits for the Math and Literacy Coaches calculated at 35% of total salary.	78,015
			RESA Coaches: \$420,000 Seven coaches at \$60,000/ coach will be provided by Wayne State University to coach in the following areas: 1 Leadership Coach, 2 Math Coaches, 2 ELA coaches, 2 Special Ed coaches These coaches will work hand-in-hand with the EdWorks coaches ensuring continuing implementation of the strategies learned through EdWorks workshops, mentoring and coaching. They will bring specific expertise in content and practices to the table, strengthening the implementation process.	420,000

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		PURCHASED SERVICES	EdWorks Technical Assistance: A team of EdWorks Technical Assistance Coaches will provide on-the-ground professional development, coaching and mentoring for teachers and school leadership, as well as guidance for community engagement and data collection and analysis. Key among the professional development and mentoring is guidance for the use of common planning time and data-driven decision making. Includes 76 days of on-site technical assistance; 3 days of Leadership Institute professional development; 5 days of Teacher Summer Institute, formal instructional and leadership rubric-based assessment; associated materials and tools. Includes 68 days of on-site technical assistance; 3 days of Leadership Institute professional development; 5 days of Teacher Summer Institute, formal instructional and leadership rubric-based assessment; associated materials and tools	120,000
		SUPPLIES & MATERIALS	Staff Instructional Materials: \$5000 Each staff member will have \$200 to purchase materials for use in the classroom or for their professional development.	7,400
		CAPITAL OUTLAY		
			Off-site Teacher Summer Instittue: Meetings for all members of the faculty. Professional development provided by EdWorks: Costs include: \$2000 for room rental; \$25/person/day for food and beverage.	8,875
			Off-site Leadership Team: \$3415 Meetings for the 10 member team plus the EdWorks coach. Room rental: \$500; Food & beverage: \$50/day/person; Hotel: 1 night/person \$165	3,415
			EdWorks Travel: EdWorks estimates its travel expenses at approximately \$350/day but only invoices actual expenses after they are incurred.	33,600
		OTHER EXPENDITURES	Leadership Institute Travel: \$4188 Travel expenses are for a team of six individuals/school to attend the Leadership Institute, a professional development experience provided by technical assistance provider EdWorks. The teams would be comprised of a combination of small school leaders and teacher – preferably those most likely to bring information back to the campus and share it with their colleagues. The three-day experience draws participants, speaker and professional development providers from across the country and is recognized as an important gathering for educators involved in the creation of small schools or small learning communities. The Leadership Institute has traditionally been hosted in Cleveland, Ohio and room expenses are based on seven years of data on the cost of hotel rooms in that area. The cost per individual is \$698 with an estimated 4% increase annually for inflation. Hotel \$330(\$165/night for 2 nights); Mileage \$200 (Estimated 400 miles roundtrip drive from Detroit to Cleveland at the current IRS reimbursement rate of \$.50); Meals/incidentals \$168 (3 days at the GSA Federal per diem rate for Cleveland of \$56/day).	4,188
		CAPITAL OUTLAY		

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
			<p>Criterion Writing Evaluation: \$79/copy 25 copies: the school will pilot Writing in English is a web-based, interactive program in extended-day interventions that will help student write clear, concise and correct English. The school will make two levels of writing assistance available to students, beginning and intermediate. Each level has more than 200 interactive lessons with:</p> <ul style="list-style-type: none"> •pre- and post-assessments with instant scoring •presentations with clear explanations of grammar rules in English •practice activities with immediate feedback •multiple interactive charts on topics like verbs that require gerunds, phrasal verbs and word forms •tips for effective e-mail communication 	1,975
			<p>Yearly Progress Pro - Math: \$9.50/student. With mathematics performance the schools' greatest academic challenge, the school is piloting the use of Yearly ProgressPro™, an online subscription product with an annual per student license fee of \$9.25. It includes software for automatic data collection, scoring, and data analysis. The product includes scoring and reporting for all assessments; access to reports for teachers and administrators; access to the item bank for creation and administration of custom tests; and prescriptive tutorial exercises for each skill assessed. The focus will be on using the program to rapidly bring students up to grade level. The technology-based process allows teachers to easily differentiate instruction to meet students where they are and bring them up to standard.</p>	6,545
		PURCHASED SERVICES	<p>EPA Assessment Model - Each ninth and tenth grader will be administered the ACT Explorer and PLAN Equating Assessments respectively. The estimated cost based on the current pricing \$20/student per year.</p>	8,000
230	General Administration	SALARIES	<p>Transformation Manager: \$21,250 (1/7 of a full-time equivalent position at \$125,000/yr). This full-time equivalent position plus benefits is shared among the seven schools working the EdWorks as a technical assistance provider. This position assures the smooth implementation of the transformation work, manages the relationship between the district, school and provider as it relates to transformation, and seeks ways to find efficiencies in implementation of the work at each of the seven sites.</p>	21,250
			<p>Data Analyst: \$74,300 One full-time equivalent position based on the DPS salary schedule for an "Instructional Specialist". Dedicated to the collection, analysis, distribution and effective use of student performance data. In addition to being a central source within the school for the collection of data this individual would be responsible for working with teachers to assure that they are able to analyze the data, understand it, and use the information that it provides to inform classroom instruction. This position is critical to the personalization of the student instruction.</p>	74,300
			<p>SIG Grant Manager: \$74,300 One full-time equivalent based on the DPS salary schedule for "Instructional Specialist". In charge of all budget management, reporting and monitoring of progress toward achieving the stated goals of the grant.</p>	74,300

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		BENEFITS	Benefits for the Transformation Manager, Data Analyst & SIG Grant manager based on 35% of allocated salary.	59,448
300	Community Services	SALARIES	Parent Advocate: \$29,500 One full-time equivalent position based on the DPS salary schedule for "Educational Technician". Advocate will coordinate parent universities, outreach to parents, volunteer services, and to, as the name implies, work with parents to ensure the needs of the student are being met at the school and in the community.	29,500
		BENEFITS	Benefits for the Parent Advocate calculated at 35% of total salary.	10,325
		PURCHASED SERVICES	Centers of Strength: \$20,000 contract with a local organization to act as the Center of Strength. Centers of Strength are trusted local nonprofit community organizations that are positioned to provide support to the school, students, parents and community members who are engaged in the Turnaround process. The Center of Strength facilitates the 20-30 "kitchen table" conversations that are the foundation for the community engagement effort in the first year, gathers data from those conversations to inform school-level planning and design, helps implement a formal community mapping process to weave together a strong fabric of social, emotional and academic support for students and assists in recruiting organizations to assist with mentorships, internships and real world learning experiences for students.	20,000
			TOTAL	2,428,068

Finney High School Year 3

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
120	Instruction – Added Needs	SALARIES	Resources Coordinator: One full time equivalent position based on the DPS salary schedule for "Instructional Specialist". A specialist who staffs an in-house suspension program, providing teacher-designed instruction to student to minimize down loss of learning time during the suspension period	74,300
		BENEFITS	Benefits for the Resources Coordinator calculated at 35% of total salary.	26,005

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
210	Pupil Support Services	SALARIES	College Awareness Coordinator – One full-time equivalent position at \$29,500 aligned to the DPS salary schedule for an "Educational Technician". The college awareness coordinator will provide direction and support to students in order to increase their post-secondary education options. Research has demonstrated that students who are exposed to college and provided information about post-secondary education options early in their high school careers are better prepared for, and more likely to attend college. The coordinator will work with students directly to provide experiences and information that will help them to be prepared to attend college. Additionally, the coordinator will be available as a resource to other school personnel including counselors and social workers who may also be discussing post-secondary options with students.	29,500
		BENEFITS	Benefits for the College Awareness Coordinator calculated at 35% of total salary.	10,325
			Tripod Student Survey: The school will participate in the nationally-normed survey process designed by Harvard Professor Ron Ferguson and adopted by the Bill & Melinda Gates Foundation as a tool gauging levels of student engagement in the curriculum and its relation to effective teaching and student outcomes. The surveys are \$9.50 per student, per administration and are administered in the fall and spring of the year.	9,690
		PURCHASED SERVICES	Summer Bridge: \$35,000 Two full time equivalent position based on the DPS salary schedule for a Teacher. Four instructors, 17 counselors (college or graduate students) for 60 hours over two weeks at \$15/hour. A Summer Bridge program is designed to help incoming ninth graders raise their academic skills and adjust to the expectations and procedures of high schools. Each student receives an individualized package of tutoring, mentoring, counseling and networking to ease the transition from middle school to high school. The curricula is especially designed to be interactive and engaging for the students as it provides intensive instruction in core academic areas, such as math and English / language arts. Instruction is enhanced by offering students thematic projects and by designing activities that are “hands-on” and focused on active learning. The Bridge program engages community members and neighborhood organizations through its linkage and alignment with community resources and programming. Ninth Graders are tested to determine thier academic ability. This data is used to advise and support th estudent as needed.	18,300

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
			Accelerated Academies: \$28,800. 120 hours of tutoring/support provided by college/graduate students over the course of 16 weeks during the school year at \$15/hr. provide intense support for tenth, eleventh, and twelfth grade students to assist them in passing the state-mandated graduation exams. These academies are designed as short-term solutions to the pressing problem of high school students not receiving diplomas because they have failed one or all of their required graduation exams. In a three-day retreat setting, accelerated academies provide students with test-taking strategies and intensive instruction in basic concepts as they relate to the graduation exams. More specifically, the academies provide integrated intervention strategies and resources that include: (1) Focused instruction on knowledge needed for test proficiency; (2) Embedded, content-based assessment to confirm academic progress; and (3) Targeted professional development to assist the teachers in working with students in this intense environment.	28,800
		SUPPLIES & MATERIALS	\$2500 in materials for Summer Bridge including: markers, poster board, paper, copies of instructional materials etc. \$2500 in materials for Accelerated Academies including: markers poster board, paper, copies of instructional materials, calculators, etc.	5,000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	College Visits: College Access Coordinator will lead trips to visit colleges in the region 8 times per year. Expenses include: \$100/mileage based on the IRS reimbursement rate plus \$15 for food and beverage for 5 participants for 24 trips over three years.	5,000
211	Truancy/Absenteeism	SALARIES	Attendance Agent: One full-time equivalent position based on the DPS salary schedule for "Attendance Agent". In-house attendance and discipline officer who knows and is known by the community, to continuously seek out students and help break down barriers to their attendance.	75,000
		BENEFITS	Benefits for the Attendance Agent calculated at 35% of total salary.	25,500
216	Social Work Services	SALARIES	Social Worker: Two full-time equivalents position based on the DPS salary schedule for "Social Worker". To provide services for low SES students and their families	146,000
		BENEFITS	Benefits for the Social Worker calculated at 35% of total salary.	52,000
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	Supplies: Supplies for the social worker to be able to provide to families e.g backpacks, school materials etc. Based on a student population of 550 this \$20/student.	13,000

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
220	Instructional Staff Services	SALARIES	Teacher Leaders: Four teacher leaders at \$69,000 to provide instructional leadership. The Teacher Leader is the building-wide specialist in research-based instructional practices, assessment and strategies for student support. He/she assist colleagues: Works with the Data Analyst to secure the data teachers need to improve instruction and assist colleagues in the use of data to impact student outcomes; Assists colleagues in planning for effective use of collaborative time; Keeps abreast of the latest research, adding resources to the Educators Knowledge Network that are pertinent to the work in their SLCs; Implements within their own classrooms one or more of the instructional models under consideration for application in the small schools and invite colleagues to their classrooms for observation and discussion, and encourage others to do the same; Works side-by-side with colleagues to team teach lessons, observe and comment on instructional strategies, brainstorm solutions to classroom challenges, and encourage others to do the same Leads Professional Learning Communities (PLC); and other support, as needed, to improve student achievement.	280,000
		BENEFITS	Benefits for the teacher leader at 35% of total salary.	75,450
221	Improvement of Instruction	SALARIES	Math & Literacy Coaches – Four full-time equivalent position based on the DPS salary schedule for an "Instructional Specialist" of \$74,300. The math & literacy coaches will provide instructional support to school leadership, teachers, and special education professionals. The coach is an educator with experience in mathematics education and/or literacy and instructional strategies, and demonstrated success in the classroom. The coach will observe teachers' instructional practices and provide support and direction for how practices can be improved. Additionally, the coaches will work with school leaders and special education professionals to develop structures and strategies for supporting improved mathematics instruction. The data for Detroit Public Schools demonstrate that student performance on math and literacy assessments is significantly below proficient, and the additional support will be critical to raising those scores.	300,000

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
			<p>Staff Stipends - Calculated using the average DPS teacher salary of \$69,000 divided by 190 contract days to get a daily rate of \$363. That daily rate was multiplied by the estimated number of teachers participating for five days. A five-day summer professional development experience, the Summer Teacher Institute, is an essential component of campuses' plans to convert into small learning communities. The EdWorks professional development system is designed to deliver 80 hours of professional development annually for every teacher in the school through a series of embedded professional development experiences. New content and skills are introduced annually in Teacher Summer Institutes that are a minimum of five days in length. Knowledge and skills introduced in the summer institutes are deepened in monthly professional development workshops, walk-throughs and professional learning communities. This professional development experience is critical to providing teachers the support and strategies needed to sustain the work. Teachers will have a concentrated time to work with experienced technical assistance providers on instructional strategies, unit and lesson design, and student supports; to reflect on the success and challenges of the past year; and to plan their work for the upcoming school year.</p>	99,825
			<p>Staff Stipends: Compensation for time spent in after school professional development sessions. \$45/hr for 4 hrs/month for 8 months for each teacher.</p>	79,200
			<p>Substitute Teacher Pay: \$13,200 Substitutes will be provided 5 days a month to free teachers up for time to participate in classroom observations. Calculated using the district's high qualified substitute daily rate times 5 days for nine months.</p>	13,200
			<p>Substitute Teacher Pay: \$47,837 Substitute will be provided for the fifteen members of the whole school team to meet twenty-two times a year to discuss ongoing school issues. Calculated using the district's highly qualified substitute daily rate time 15 members by 22 meetings.</p>	47,837
			<p>Planning Team Stipends - \$33,000 each of the fifteen teacher members of the planning school team will receive \$1500 for their participation and work. The planning school team is a cohort of teachers who work closely with school administrators plan the transformation of the high school.</p>	33,000
		BENEFITS	Benefits for the Math and Literacy Coaches calculated at 35% of total salary.	78,015
			<p>RESA Coaches: \$420,000Seven coaches at \$60,000/ coach will be provided by Wayne State University to coach in the following areas: 1 Leadership Coach, 2 Math Coaches, 2 ELA coaches, 2 Special Ed coaches These coaches will work hand-in-hand with the EdWorks coaches ensuring continuing implementation of the strategies learned through EdWorks workshops, mentoring and coaching. They will bring specific expertise in content and practices to the table, strengthening the implementation process.</p>	420,000

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		PURCHASED SERVICES	EdWorks Technical Assistance: A team of EdWorks Technical Assistance Coaches will provide on-the-ground professional development, coaching and mentoring for teachers and school leadership, as well as guidance for community engagement and data collection and analysis. Key among the professional development and mentoring is guidance for the use of common planning time and data-driven decision making. Includes 76 days of on-site technical assistance; 3 days of Leadership Institute professional development; 5 days of Teacher Summer Institute, formal instructional and leadership rubric-based assessment; associated materials and tools. Includes 68 days of on-site technical assistance; 3 days of Leadership Institute professional development; 5 days of Teacher Summer Institute, formal instructional and leadership rubric-based assessment; associated materials and tools	140,650
		SUPPLIES & MATERIALS	Staff Instructional Materials: \$5000 Each staff member will have \$200 to purchase materials for use in the classroom or for their professional development.	7,400
		CAPITAL OUTLAY		
			Off-site Teacher Summer Instittue: Meetings for all members of the faculty. Professional development provided by EdWorks: Costs include: \$2000 for room rental; \$25/person/day for food and beverage.	8,875
			Off-site Leadership Team: \$3415 Meetings for the 10 member team plus the EdWorks coach. Room rental: \$500; Food & beverage: \$50/day/person; Hotel: 1 night/person \$165	3,415
			EdWorks Travel: EdWorks estimates its travel expenses at approximately \$350/day but only invoices actual expenses after they are incurred.	33,600
		OTHER EXPENDITURES	Leadership Institute Travel: \$4188 Travel expenses are for a team of six individuals/school to attend the Leadership Institute, a professional development experience provided by technical assistance provider EdWorks. The teams would be comprised of a combination of small school leaders and teacher – preferably those most likely to bring information back to the campus and share it with their colleagues. The three-day experience draws participants, speaker and professional development providers from across the country and is recognized as an important gathering for educators involved in the creation of small schools or small learning communities. The Leadership Institute has traditionally been hosted in Cleveland, Ohio and room expenses are based on seven years of data on the cost of hotel rooms in that area. The cost per individual is \$698 with an estimated 4% increase annually for inflation. Hotel \$330(\$165/night for 2 nights); Mileage \$200 (Estimated 400 miles roundtrip drive from Detroit to Cleveland at the current IRS reimbursement rate of \$.50); Meals/incidentals \$168 (3 days at the GSA Federal per diem rate for Cleveland of \$56/day).	4,188

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		CAPITAL OUTLAY	Clickers: \$2500/set 6 sets plus \$5000 in training. The clicker technology, by Turning Technoogies, provides a strong assessment tool for immediate feedback in the classroom. Its real-time feedback has been proven to engage and motivate students. All teachers will be trained in the use of the technology to assess, in real time, student learning on key standards-based concepts. Teachers will plan assessments collaboratively and will coordinate use of the 6 classroom sets of assessment response tools. Data will be downloaded from the devices and monitored for student progress within individual classrooms and across content areas as part of the collaborative planning and PLC process.	20,600
			Criterion Writing Evaluation: \$79/copy 25 copies: the school will pilot Writing in English is a web-based, interactive program in extended-day interventions that will help student write clear, concise and correct English. The school will make two levels of writing assistance available to students, beginning and intermediate. Each level has more than 200 interactive lessons with: <ul style="list-style-type: none"> •pre- and post-assessments with instant scoring •presentations with clear explanations of grammar rules in English •practice activities with immediate feedback •multiple interactive charts on topics like verbs that require gerunds, phrasal verbs and word forms •tips for effective e-mail communication 	1,975
			Yearly Progress Pro - Math: \$9.50/student. With mathematics performance the schools' greatest academic challenge, the school is piloting the use of Yearly ProgressPro™, an online subscription product with an annual per student license fee of \$9.25. It includes software for automatic data collection, scoring, and data analysis. The product includes scoring and reporting for all assessments; access to reports for teachers and administrators; access to the item bank for creation and administration of custom tests; and prescriptive tutorial exercises for each skill assessed. The focus will be on using the program to rapidly bring students up to grade level. The technology-based process allows teachers to easily differentiate instruction to meet students where they are and bring them up to standard.	6,545
		PURCHASED SERVICES	EPA Assessment Model - Each ninth and tenth grader will be administered the ACT Explorer and PLAN Equating Assesments respectively. The estimated cost based on the current pricing \$20/student per year.	8,000
230	General Administration	SALARIES	Transformation Manager: \$21,250 (1/7 of a full-time equivalent position at \$125,000/yr). This full-time equivalent position plus benefits is shared among the seven schools working the EdWorks as a technical assistance provider. This position assures the smooth implementation of the transformation work, manages the relationship between the district, school and provider as it relates to transformation, and seeks ways to find efficiencies in implementation of the work at each of the seven sites.	21,250

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
			Data Analyst: \$74,300 One full-time equivalent position based on the DPS salary schedule for an "Instructional Specialist". Dedicated to the collection, analysis, distribution and effective use of student performance data. In addition to being a central source within the school for the collection of data this individual would be responsible for working with teachers to assure that they are able to analyze the data, understand it, and use the information that it provides to inform classroom instruction. This position is critical to the personalization of the student instruction.	74,300
			SIG Grant Manager: \$74,300 One full-time equivalent based on the DPS salary schedule for "Instructional Specialist". In charge of all budget management, reporting and monitoring of progress toward achieving the stated goals of the grant.	74,300
		BENEFITS	Benefits for the Transformation Manager, Data Analyst & SIG Grant manager based on 35% of allocated salary.	59,448
300	Community Services	SALARIES	Parent Advocate: \$29,500 One full-time equivalent position based on the DPS salary schedule for "Educational Technician". Advocate will coordinate parent universities, outreach to parents, volunteer services, and to, as the name implies, work with parents to ensure the needs of the student are being met at the school and in the community.	29,500
		BENEFITS	Benefits for the Parent Advocate calculated at 35% of total salary.	10,325
		PURCHASED SERVICES	Centers of Strength: \$20,000 contract with a local organization to act as the Center of Strength. Centers of Strength are trusted local nonprofit community organizations that are positioned to provide support to the school, students, parents and community members who are engaged in the Turnaround process. The Center of Strength facilitates the 20-30 "kitchen table" conversations that are the foundation for the community engagement effort in the first year, gathers data from those conversations to inform school-level planning and design, helps implement a formal community mapping process to weave together a strong fabric of social, emotional and academic support for students and assists in recruiting organizations to assist with mentorships, internships and real world learning experiences for students.	20,000
			TOTAL	2,469,318

Attachment VII

School Improvement Partnership Agreement

This School Improvement Partnership Agreement (“SIPA”) is entered into by and between Michigan Department of Education (State) Wayne RESA (ISD/RESA/ or other partner(s) and Detroit Public Schools (“LEA”). This agreement establishes a framework of collaboration, as well as articulates specific roles and responsibilities in the implementation of an approved plan of work to access Federal School Improvement Grant funds for Low Performing Schools under the American Recovery and Reinvestment Act (ARRA).

I. SCOPE OF WORK

The Scope of Work defines the actions and reform measures the Qualifying LEA agrees to implement under one of these four federally-defined options: Turnaround, Restart, Transformation or Closure. The model selected by Detroit Public Schools and Finney High School is TURNAROUND;

II. PROJECT ADMINISTRATION

A. QUALIFYING LEA RESPONSIBILITIES

Implementing the tasks and activities described in the ARRA Federal School Improvement Grant, the LEA will:

- 1) Choose to implement one of four options identified in this agreement and develop a corresponding plan.
- 2) Actively participate in all relevant meetings, communities of practice, or other practice-sharing events that are organized by the State of Michigan Department of Education (State) or its designee.
- 3) Post to any website specified by the Michigan Department of Education, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the ARRA Federal School Improvement Grant.

- 4) Participate, as requested, in any evaluations of this grant conducted by the Michigan Department of Education or United States Education Department (ED).
- 5) Be responsive to Michigan Department of Education (or its designee) or ED requests for information including status of the project, project implementation, outcomes, and any problems anticipated or encountered.
- 6) Participate in meetings and telephone conferences with the Michigan Department of Education or its designee to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the ARRA Federal School Improvement Grant, and (d) other matters related to the ARRA Federal School Improvement Grant and associated plans.
- 7) Each school shall establish a new leadership team composed (but not limited to) of the principal, classroom teachers who lead a grade level, a multiage team or subject-matter-area team, supplementary support personnel, and at least two community members who engage the community in the transformation. Each school-based team shall also have a liaison member representing the Michigan Department of Education or its designee.

B. INTERMEDIATE SCHOOL DISTRICT/REGIONAL EDUCATIONAL SERVICE AGENCY or OTHER DESIGNATED PARTNER RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the partner or partners that elect to sign this memorandum of agreement to support the low performing school(s) shall:

- 1) Work collaboratively with, and support the LEA in carrying out the LEA Plan as identified in this agreement.
- 2) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 3) Identify sources of technical assistance as needed.

C. JOINT RESPONSIBILITIES

- 1) The ISD/(R)ESA or other partner(s) and the LEA will each appoint a contact person for the ARRA Federal School Improvement Grant.
- 2) These key contacts from the ISD(R)ESA or other partner(s) and the LEA will maintain frequent communication to facilitate cooperation under this partnership agreement.

D. STATE RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the State will:

- 1) Work collaboratively with, and support the LEA and supporting ISD/(R)ESA or consortium of ISDs/(R)ESAs or other partner(s) in carrying out the School Plan as noted in this agreement.
- 2) Timely distribute the LEA's portion of ARRA Federal School Improvement Grant funds during the course of the project period and in accordance with the School Plan as noted in this agreement.
- 3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 4) Identify sources of technical assistance as needed.
- 5) Periodically review the approved plan and implementation progress.

E. RECOURSE FOR NON-PERFORMANCE

If the Michigan Department of Education determines that the LEA or School is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Michigan Department of Education will make recommendations for an alternative intervention which may include restart, closure, or a collaborative process between the State, ISD/(R)ESA or other partner(s) and the LEA, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs, or modifying the approved plan.

III. ASSURANCES

The LEA hereby certifies and represents that:

- 1) It has all requisite power and authority to execute this partnership agreement.

- 2) It is familiar with the general scope of the ARRA Federal School Improvement Grant application and is supportive of and committed to working on all portions of the plan.
- 3) It will implement the Plan that has been approved by the Michigan Department of Education.
- 4) It will work cooperatively with the Michigan Department of Education or its designee to develop a Scope of Work with specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with State and Federal School Improvement Goals.
- 5) It will comply with all of the terms of the ARRA Federal School Improvement Grant, and all applicable Federal and State laws and regulations.
- 6) Nothing in the School Improvement Partnership Agreement shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under Federal, State, or local laws (including applicable regulations or court orders or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements).
- 7) Any portion of the School Improvement Partnership Agreement that impacts upon a mandatory topic of bargaining not covered by an existing collective bargaining agreement, memorandum of understanding, or other agreement shall be implemented only after an agreement is reached through collective bargaining.

IV. MODIFICATIONS

This School Improvement Partnership Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the State.

V. DURATION/TERMINATION

This School Improvement Partnership Agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VII. SIGNATURES

Local Superintendent (or equivalent authorized signatory) - required:

Signature/Date Robert C. Bobb Print Name/Title
ROBERT C. BOBB Emergency Financial
Manager

President of Local School Board (or equivalent) - required:

Signature/Date Anthony Adams Print Name/Title
Anthony Adams
Detroit Board of Education President

Intermediate Superintendent (or equivalent authorized signatory) - required:

Signature/Date _____ Print Name/Title

President of Intermediate School Board (or equivalent) - required:

Signature/Date _____ Print Name/Title

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Qualifying LEA.

Signature/Date _____ Print Name/Title

SIG GRANT—School Building Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: FINNEY HIGH SCHOOL	Mailing Address: 4180 MALBOROUGH DETROIT, MI 48215-2320
School Building Code: 0530	
School Building Contact for the School Improvement Grant	
Name: JARED J. DAVIS	
Position: PRINCIPAL	
Contact's Mailing Address: 19352 STRATHMOOR, DETROIT, MI 48235	
Telephone: 313-655-7331	
Fax: 313-340-9348	
Email address: jared.davis@detroitk12.org	
LEA School Superintendent/Director (Printed Name):	 Telephone:
Signature of the LEA School Superintendent/Director: X _____	Date:
LEA School LEA Board President (Printed Name):	Telephone:
Signature of the LEA Board President: X _____	Date:
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	