

Mae C. Jemison School

School Improvement Grant

David Harris, Principal

February 21, 2011





2011

SIG GRANT—School Building Application

APPLICATION COVER SHEET

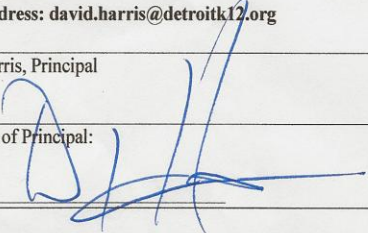
SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Mae C. Jemison	Mailing Address: 16400 Tireman, Detroit MI, 48228
School Building Code: 315	
School Building Contact for the School Improvement Grant	
Name: David Harris	
Position and Office: Principal	
Contact's Mailing Address: 16400 Tireman, Detroit MI, 48228	
Telephone: (313) 584-5525	
Fax: (313) 584-4807	
Email address: david.harris@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: 22 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.	

ATTACHMENT III

**MAE C. JEMISON SCHOOL
SCHOOL IMPROVEMENT GRANT – 1003(g)
FY 2010 – 2011**

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

School Name and code Mae C. Jemison School -07795	District Name and Code 2Detroit Public Schools - 82010
Model for change to be implemented: Transformation	
School Mailing Address: 16400 Tireman, Detroit , MI 48228	
Contact for the School Improvement Grant: Name: David Harris Position: Principal Contact's Mailing Address: 16400 Tireman, Detroit , MI 48228 Telephone: (313) 584-5525 Fax: (313) 584-4807 Email address: david.harris@detroitk12.org	
David Harris, Principal	Telephone: (313) 584-5525
Signature of Principal:  X	Date: 2/21/11
The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.	

SECTION A – DATA ANALYSIS – NEED

N/A – Data Not Applicable
D/A – Data Not Available

AYP Status

Mae C. Jemison School is currently (2009-2010) in Phase 2 (School Improvement) under NCLB AYP guidelines and must offer choice and transportation. The Ed YES! Grade has consistently been a “C” or a “B” and is currently a “C”. The school did not make AYP this past year due to not meeting the 90% attendance targets for all students, African-American students, Students with Disabilities, and Economically Disadvantaged students. The Students with Disabilities subgroup did not make AYP in the ELA proficiency. During the 2007-08 and the 2008-09 school years the school did not make AYP for ELA and Mathematics.

2009-2010

Reason For Not Making AYP					
Category	Participation 95%		Proficiency		Attendance Target 90%
	ELA	Math	ELA Target 59%	Math Target 65%	
All Students					X
Black					X
Native American					
Asian					
Hispanic					
White					
Students with Disabilities			X		X
Limited English Proficient					
Economically Disadvantaged					X

No report on less than 30 students - "<30"

AYP History							
School Year	Ed Yes! Grade	Adequate Yearly Progress (AYP)			No Child Left Behind (NCLB)		
		ELA	Math	Overall	ELA	Math	Phase
2008-09	C	No	No	No	1	1	1
2007-08	B	No	No	No	0	0	0
2006-07	C	Yes	Yes	Yes	0	0	0

Demographic Data

Enrollment – Enrollment peaked in 2007-2008 with the addition of grades 6-8, since then it has been declining. The ethnicity distribution indicates the 97.9% of our students are of African American heritage. Mae C. Jemison School is a PreK-8 school with a current enrollment of 612 students. 599 of the students are African American, 434 are economically disadvantaged and 144 are identified as Students with Disabilities and 9 bilingual students.

Student Attendance – Student attendance has been steadily declining over the last 5 years.

Currently 84.4% of the student population has acceptable attendance rates.

Students with Disabilities have the lowest attendance rate.

Teachers -Teacher attendance was an issue last year. Most teachers have been replaced this year. The instructional staff at Mae C. Jemison School is 100% highly qualified. Fifty percent of the staff is new to the building and 70% percent of the instructional staff has taught more than nine years.

Parent/Teacher Conference Data – Over the last 5 years parent participation in conferences has diminished. Starting at 267 parents attending in 2005-2006 to only 26 or 4% of parents attending in the 2009-2010 school year.

2009-2010

Ethnicity Distribution		
Ethnicity	Percentage	Students
Black or African American	97.9%	599
White	1.0%	6
Hispanic or Latino	0.8%	5
American Indian or Alaska Native	0.2%	1
Arabic	0.2%	1
Total		612

Group	Total School Enrollment									
	2005		2006		2007		2008		2009	
	#	%	#	%	#	%	#	%	#	%
White	8	1.21	7	1.25	9	1.34	16	2.60	8	1.70
Black	635	96.07	542	97.13	661	98.07	597	96.92	459	97.66
Asian	2	0.30	4	0.72	0	0.00	1	0.16	0	0.00
Hispanic	16	2.42	5	0.90	4	0.59	2	0.32	2	0.43
American Indian	0	0.00	0	0.00	0	0.00	0	0.00	1	0.21
Native Hawaiian	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Multiracial	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Male	338	51.13	295	52.87	347	51.48	331	53.73	250	53.19
Female	323	48.87	263	47.13	327	48.52	285	46.27	220	46.81
Totals	661		558		647		616		470	

Grade	Total School Enrollment by Grade Level									
	2005		2006		2007		2008		2009	
	#	%	#	%	#	%	#	%	#	%
K	109	16.49	77	13.80	66	9.79	62	10.06	50	10.64
1	121	18.31	83	14.87	88	13.06	70	11.36	58	12.34

2	94	14.22	74	13.26	88	13.06	68	11.04	61	12.98
3	92	13.92	67	12.01	80	11.87	84	13.64	56	11.91
4	79	11.95	72	12.90	64	9.50	76	12.34	63	13.40
5	93	14.07	58	10.39	79	11.72	64	10.39	51	10.85
6	73	11.04	71	12.72	55	8.16	84	13.64	44	9.36
7	0	0.00	56	10.04	76	11.28	52	8.44	58	12.34
8	0	0.00	0	0.00	78	11.57	56	9.09	29	6.17

**Enrollment and Graduation Data – All Students
2009-2010**

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K	50	N/A	N/A	N/A	D/A	N/A	D/A
1	58	N/A	N/A	N/A	D/A	N/A	D/A
2	61	N/A	N/A	N/A	D/A	N/A	D/A
3	56	N/A	N/A	N/A	D/A	N/A	D/A
4	63	N/A	N/A	N/A	D/A	N/A	D/A
5	51	N/A	N/A	N/A	D/A	N/A	D/A
6	44	N/A	N/A	N/A	D/A	N/A	D/A
7	58	N/A	N/A	N/A	D/A	N/A	D/A
8	29	N/A	N/A	N/A	D/A	N/A	D/A

**Sub Group Non-Academic Analysis
2009-2010**

Group	# Students	# of Absences		# of Suspensions		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES	449	327	120	D/A	D/A	D/A	D/A	D/A	D/A
Race/Ethnicity	538	376	157	D/A	D/A	D/A	D/A	D/A	D/A
Disabilities	100	71	29	D/A	D/A	D/A	D/A	D/A	D/A
LEP	5	2	2	D/A	D/A	D/A	D/A	D/A	D/A
Homeless	0	0	0	D/A	D/A	D/A	D/A	D/A	D/A
Migrant	0	0	0	D/A	D/A	D/A	D/A	D/A	D/A
Male	312	221	88	D/A	D/A	D/A	D/A	D/A	D/A
Female	241	163	76	D/A	D/A	D/A	D/A	D/A	D/A
School Aggregate	553	384	164	D/A	D/A	D/A	D/A	D/A	D/A

2008-2009

Group	# Students	# of Absences		# of Suspensions		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES	573	507	64	D/A	D/A	D/A	D/A	D/A	D/A

Race/Ethnicity	666	582	84	D/A	D/A	D/A	D/A	D/A	D/A
Disabilities	114	97	16	D/A	D/A	D/A	D/A	D/A	D/A
LEP	10	7	3	D/A	D/A	D/A	D/A	D/A	D/A
Homeless	0	0	0	D/A	D/A	D/A	D/A	D/A	D/A
Migrant	0	0	0	D/A	D/A	D/A	D/A	D/A	D/A
Male	353	314	39	D/A	D/A	D/A	D/A	D/A	D/A
Female	328	282	45	D/A	D/A	D/A	D/A	D/A	D/A
Totals	681	586	84	616	616	43	D/A	D/A	D/A

2007-2008

Group	# Students	# of Absences		# of Suspensions		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES	606	502	100	D/A	D/A	D/A	D/A	D/A	D/A
Race/Ethnicity	735	601	128	D/A	D/A	D/A	D/A	D/A	D/A
Disabilities	117	98	18	D/A	D/A	D/A	D/A	D/A	D/A
LEP	10	8	2	D/A	D/A	D/A	D/A	D/A	D/A
Homeless	0	0	0	D/A	D/A	D/A	D/A	D/A	D/A
Migrant	0	0	0	D/A	D/A	D/A	D/A	D/A	D/A
Male	405	337	64	D/A	D/A	D/A	D/A	D/A	D/A
Female	340	274	64	D/A	D/A	D/A	D/A	D/A	D/A
Totals	745	611	128	484	484	50	D/A	D/A	D/A

Teacher Data
2010-2011 (Newly hired teachers)

	#Teachers	0-3	4-8	9-15 Yr	+15
1. Indicate how long teachers have been teaching	20	2	4	8	6
2. Indicate the number of years each teacher has been teaching in the building	20	14	3	1	2

Retentions, Dropout, Promotion, and Mobility Data
2009-2010

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES	D/A	D/A	N/A	D/A	D/A	D/A
Race/Ethnicity	D/A	D/A	N/A	D/A	D/A	D/A
Disabilities	D/A	D/A	N/A	D/A	D/A	D/A
LEP	D/A	D/A	N/A	D/A	D/A	D/A
Homeless	D/A	D/A	N/A	D/A	D/A	D/A

Migrant	D/A	D/A	N/A	D/A	D/A	D/A
Gender						
Male	220	D/A	N/A	D/A	D/A	D/A
Female	250	D/A	N/A	D/A	D/A	D/A
Totals	470	D/A	N/A	D/A	D/A	D/A

**Number of Students Enrolled in Extended Learning Opportunities
2009-2010**

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A

Perception Data

Students don't always feel safe in the school. Staff members sometimes feel misled by information that they receive from Detroit Public Schools administration (downtown). Community members would like to see more activities that involve students as active members of the community.

A parent survey was completed On September 29th, 2010. This was done during the initial open house. The highlighted results follow:

More than 50% of the respondents agreed: I feel welcome at my child's school, I respect the school's teachers, I respect the school's principal, my child is encouraged and supported to do high quality work, parents are encouraged to be involved at the school my child enjoys the school, overall the school performs well academically, the school succeeds at preparing children, the school has a good public image, the school's testing practices are fair, my child's teacher helps me, my child is encouraged and supported I know what teachers expect of my child, my child is safe at school, my child is safe coming and going to and from school, there is adequate supervision before and after

school, teachers have respect for the students, the school meets the academic needs of the students, the school provides help when I have asked, and my child can get extra help.

Following are the responses parents most often disagreed with:
Students at the school behave badly. This is a low achieving school.

Following are the responses that the school staff gave when asked questions about the Mae C. Jemison School and the Detroit Public School District.

Mae C. Jemison PK-8 School

RESPONSES TO STAFF PERCEPTION SURVEY DISCUSSION QUESTIONS	FALSE	TRUE	% TRUE
1. I feel comfortable when thinking about this school.	12	8	40%
2. I feel cared for by my principal.	3	17	85%
3. I've received recognition or praise from my principal during the past seven days.	3	17	85%
4. Someone at work regularly encourages my professional development.	10	10	50%
5. The things I do matter.	1	19	95%
6. I enjoy the type of work that I do.	2	18	90%
7. I empathize with the staff of other low-performing schools.	5	15	75%
8. I am patient with change.	4	16	80%
9. I am open to new ideas.	1	19	95%
10. I trust the district/school to change policy that will truly guide school improvement.	19	1	5%
11. I trust the district/school to fund the necessary changes for school improvement.	18	2	10%
12. I am an optimist.	4	16	80%
13. I have a vision of what I would like this school to become.	5	15	75%
14. I effectively manage my time on the job.	3	17	85%
15. I often get great ideas at work.	4	16	80%
16. I am rewarded for thinking out of the box at work.	12	8	40%
17. I participate in the decision-making process at this school.	10	10	50%
18. I feel like a winner in this school.	15	5	25%
19. My job performance positively impacts student achievement.	2	18	90%
20. <i>What is preventing you from answering all of the statements above as true? *</i>	SEE BELOW	SEE BELOW	SEE BELOW

Adapted from: MDE MI-MAP 3:2 Auditing and Understanding Your School's Culture | 1

Five of the twenty staff members surveyed did not respond to question number 20. The respondents consistently stated that they needed to know the vision for the school/district and that students, not politics is the guiding force behind the changes in the district.

Adequate staffing needed. Alternatives needed for students who violate Student Code of Conduct. More funding needed to repair the building.

QUESTIONS	# TEACHERS	0-3 YEARS	4-8 YEARS	9 - 15 YEARS	>15 YEARS
21. How long have you been teaching?	20	2	4	8	6
22. How long have you taught in this school?	20	14	3	1	2

This audit was designed as a tool to guide change and increase staff performance. Staff responses provided broad insights into their perceptions about the school, the district, and themselves. Ratings are based on the number of respondents. *HIGH (70%-100%), MODERATE (40%-69%) and LOW (0%-39%).*

I. Commitment to Employees

This audit revealed the following level of staff longevity (Question 22):

15% LOW

This audit revealed the following level of engagement by staff surveyed (Questions 1 & 20):

65% MODERATE

II. Concern for People

This audit revealed the level of perceived administrative concern for people by staff surveyed (Questions 2, 3 & 7) to be: **82% HIGH**

III. Control

This audit revealed the following level of control perceived by staff surveyed (Question 4):

50% MODERATE

IV. Energy

This audit revealed the following level of staff willingness for change (Questions 4, 6, 8, 10 & 11):

47% MODERATE

V. Realistic Optimism

This audit revealed the following level of realistic optimism among staff (Questions 9, 12, 13 & 14):

84% HIGH

VI. Engagement

This audit revealed the following level of staff engagement (Question 15):

80% HIGH

VII. Responsibility

This audit revealed the following level of tolerance by administration for individual decision-making by staff surveyed (Question 16):

40% MODERATE

VIII. Decision-making

This audit revealed the following level of tolerance for individual decision-making by staff surveyed (Question 17):

50% MODERATE

IX. Inclusion

This audit revealed the following level of staff inclusion (Questions 5, 17, 18, & 19):

65% MODERATE

School Program/Process Data

Mae C. Jemison School has rated itself as either implementing or exemplary in all strands of the Ed YES! Subset 40. This indicates that all strands being implemented need to be addressed to increase our performance. The school's curriculum framework is aligned with state and local standards. Mae C. Jemison School has a cohesive plan for instruction and learning that serves as the basis for teachers' and students active involvement in the construction and application of knowledge. There are processes used to plan, monitor, reflect and refine instruction that supports high expectations for all students. The instructional staff is committed to work as a team to gather and analyze information and make decisions regarding the modification of instructional practice. The instructional staff, administrators, and all interested stakeholders will analyze data as it becomes available and make the necessary changes in instructional practices that will increase student achievement.

Mae C. Jemison's Quality Review

School Climate Strengths

Many of the classrooms are bright and attractive, faculty and staff appear to be working together in a positive environment, building is free of graffiti, teachers and students generally feel safe in the building, two security guards are on duty at the door throughout the day and circulate in building, entrance and exit procedures are in place and utilized, and students are respectful and seem to understand procedures.

Recommendations

The Library is not staffed or used effectively, many school clocks do not work and none are synchronized, many windows in the school are in poor condition and do not work properly, school has experienced break-ins as a result of broken windows, bushes in front of the building are a safety/security concern, hand radios are not currently available to security which greatly hampers communication, transitions in middle school hallway are often noisy and disruptive, school attendance has been low and the school did not meet AYP criteria for attendance,

Parent/Community Ties Strengths

Parent volunteers have been active in the school, the school is welcoming and open to parents, there is evidence of partnerships in the community, there is an active LSCO president, the principal is aggressively seeking support and participation of community based organizations, parent involvement opportunities are available, faculty and staff members are open to increased parent participation.

Recommendations

Generate a monthly parent newsletter and an annual parent/student handbook, school-wide rules, procedures and guidelines should be included in parent/student handbook and posted when appropriate, establish a parent involvement committee to facilitate the active involvement of parents to support student achievement.

School Achievement Data

Combined grade MEAP scores show that there has been a significant increase in Reading scores from 2008-2009 to 2009-2010 going from 58.3% to 73.4%, meeting or exceeding the needed performance levels. In Math there has been consistent and steady improvement since 2008. Currently 53.4% of the students are meeting or exceeding needed performance levels for Math. Science scores have shown a significant improvement from the previous year and Social Science scores have declined consistently during this period.

Year: 2009

% of Population Demonstrating Proficiency of GLCE/HSCE								
Grade	ELA		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%
3	0	0.00	34	80.95	0	0.00	0	0.00
4	0	0.00	45	78.95	0	0.00	0	0.00
5	0	0.00	33	84.62	29	59.18	0	0.00
6	0	0.00	20	47.62	0	0.00	15	34.88
7	0	0.00	28	51.85	0	0.00	0	0.00
8	0	0.00	9	33.33	17	62.96	0	0.00

Year: 2008

% of Population Demonstrating Proficiency of GLCE/HSCE								
Grade	ELA		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%
3	46	66.67	58	73.42	0	0.00	0	0.00
4	28	43.08	47	69.12	0	0.00	0	0.00
5	21	36.84	27	46.55	24	38.10	0	0.00
6	40	47.06	42	49.41	0	0.00	37	42.53
7	29	58.00	25	48.08	0	0.00	0	0.00

8	40	71.43	24	41.38	28	47.46	0	0.00
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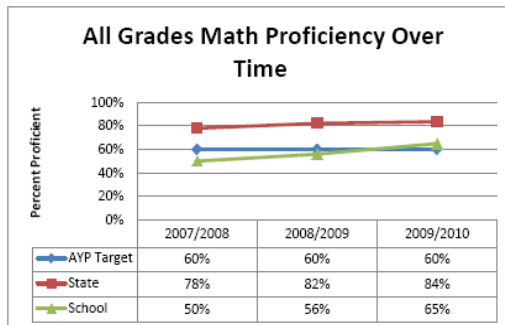
Year: 2007

% of Population Demonstrating Proficiency of GLCE/HSC E								
Grade	ELA		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%
3	32	40.00	46	59.74	0	0.00	0	0.00
4	38	56.72	56	82.35	0	0.00	0	0.00
5	34	45.95	35	48.61	40	57.97	0	0.00
6	29	55.77	23	43.40	0	0.00	22	44.00
7	31	48.44	34	45.33	0	0.00	0	0.00
8	37	50.00	16	21.62	39	51.32	0	0.00

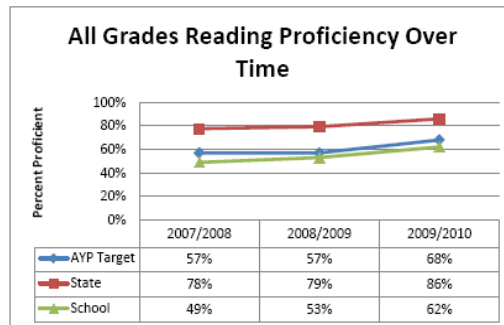
Year: 2006

% of Population Demonstrating Proficiency of GLCE/HSC E								
Grade	ELA		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%
3	28	44.44	44	69.84	0	0.00	0	0.00
4	52	76.47	55	82.09	0	0.00	0	0.00
5	31	59.62	33	63.46	26	52.00	0	0.00
6	44	63.77	33	47.83	0	0.00	35	50.72
7	27	45.76	14	23.73	0	0.00	0	0.00
8	-	-	-	-	-	-	-	-

Student Performance Trends in Mathematics and English Language Arts at the Building Level Over Time



The school proficiency percentage has increased for the last three years.



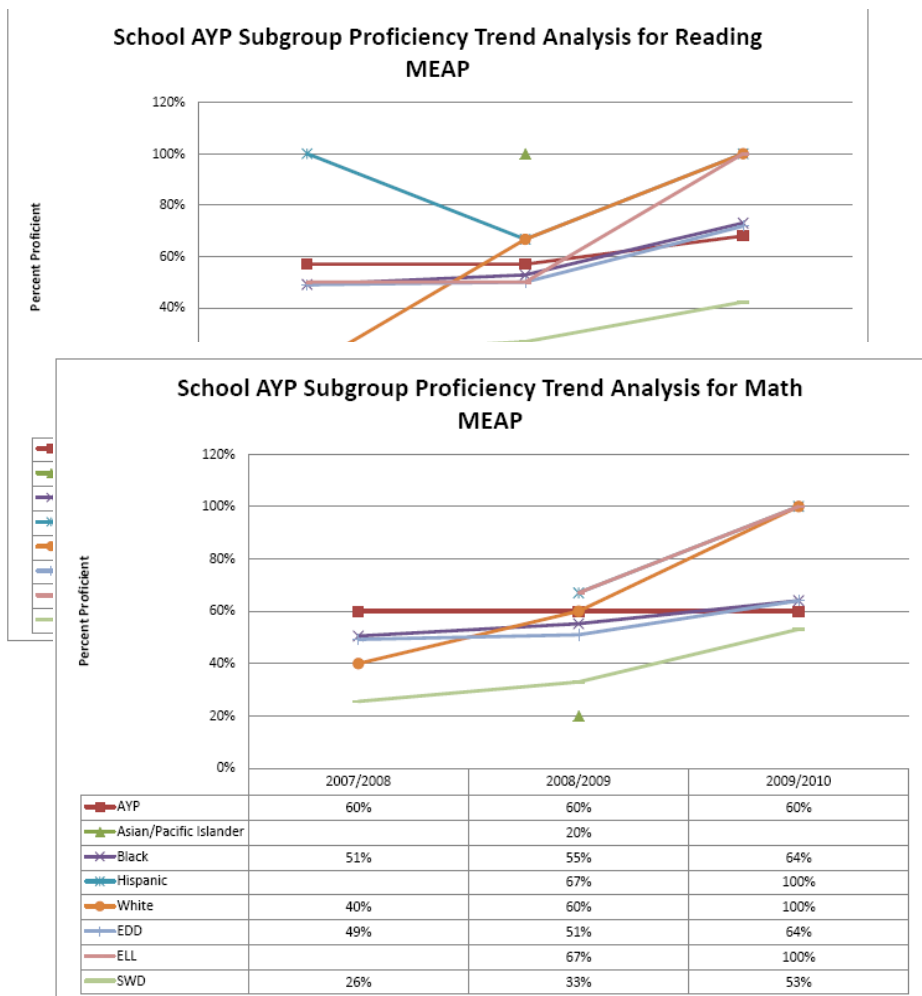
The school proficiency percentage has increased for the last three years.

Consider how subgroups within the school are performing and possible areas to target for improvement..

Subgroup Achievement Data

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

Consistently, data shows that students with disabilities perform at lower levels than other student subgroups in the school. To remediate this concern, Synesi Associates includes a comprehensive look at teaching and learning among special needs students. The team is trained to review IEPs, take a careful look at instruction, study the reevaluation process and determine if IEP goals are first addressed and secondly met. Once the concerns have been documented in the Capacity Building Plan, the necessary assistance and guidance to remediate the concern will be addressed through the recommendations listed in the plan. In comparing the school data with state and district performance, Mae C. Jemison School data is higher than district data in both reading and math but lags behind state averages in these two subjects. The school exceeds state averages in math for 5th grade. From the data provided by the state and the district, in consultation with Principal David Harris, the school leadership team and district leadership, the school has developed an Action Plan for school improvement. This plan looks at current areas of need and reflects a comprehensive approach to accelerate the improvement and exceed the state averages in Reading, Math, Science and Social Science.



Grade: 3

Group	Reading					Writing				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Social Economic Status (SES)	73.97	58.49	59.70	72.92	61.90	39.73	18.87	15.15	30.19	0.00
Asian	-	-	-	-	-	-	-	-	-	-
Black	75.00	60.00	55.70	75.36	60.98	40.51	20.00	15.38	35.14	0.00
White	50.00	0.00	50.00	0.00	100.00	50.00	0.00	0.00	0.00	0.00
Hispanic	83.33	100.00	-	100.00	-	33.33	0.00	-	0.00	-
Students with Disabilities	44.44	0.00	25.00	54.55	50.00	0.00	16.67	8.33	23.53	0.00
Male	65.22	48.65	55.10	78.57	65.00	26.67	13.51	14.58	39.39	0.00
Female	85.71	73.08	56.25	72.09	59.09	54.76	26.92	15.63	30.23	0.00

Group	Total ELA					Math				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Social Economic Status (SES)	60.27	43.40	42.42	63.04	0.00	69.86	64.81	57.81	69.09	80.95
Asian	-	-	-	-	-	-	-	-	-	-
Black	62.03	45.00	41.03	68.66	0.00	71.25	70.49	59.21	72.73	80.49
White	50.00	0.00	0.00	0.00	0.00	50.00	0.00	100.00	100.00	100.00
Hispanic	83.33	100.00	-	0.00	-	100.00	100.00	-	100.00	-
Students with Disabilities	33.33	0.00	16.67	54.55	0.00	44.44	50.00	36.36	55.56	100.00
Male	55.56	35.14	41.67	60.71	0.00	71.74	59.46	66.67	77.14	95.00
Female	71.43	57.69	37.50	70.73	0.00	73.81	84.62	50.00	70.45	68.18

Grade: 4

Group	Reading					Writing				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Social Economic Status (SES)	72.22	84.91	74.51	51.11	72.00	61.11	43.40	21.57	20.00	0.00
Asian	-	0.00	-	-	-	-	0.00	-	-	-
Black	75.00	88.71	73.85	51.56	73.21	59.72	41.94	21.54	16.92	0.00
White	-	100.00	50.00	50.00	-	-	100.00	50.00	0.00	-
Hispanic	100.00	75.00	-	-	-	100.00	75.00	-	-	-
Students with Disabilities	14.29	66.67	50.00	6.25	20.00	14.29	33.33	16.67	0.00	0.00
Male	65.79	88.89	62.86	51.16	71.43	50.00	47.22	14.29	13.64	0.00
Female	85.71	84.38	84.38	52.17	75.00	71.43	40.63	31.25	21.74	0.00

Group	Total ELA					Math				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009

Social Economic Status (SES)	66.67	73.58	58.82	43.18	0.00	74.55	81.13	84.31	63.83	76.47
Asian	-	0.00	-	-	-	-	100.00	-	-	-
Black	66.67	77.42	56.92	42.86	0.00	78.08	80.33	83.33	69.70	78.95
White	-	100.00	50.00	50.00	-	-	100.00	50.00	50.00	-
Hispanic	100.00	75.00	-	-	-	100.00	100.00	-	-	-
Students with Disabilities	14.29	55.56	33.33	0.00	0.00	14.29	44.44	50.00	16.67	41.67
Male	55.26	83.33	42.86	40.48	0.00	76.32	82.86	72.22	64.44	77.42
Female	80.00	68.75	71.88	47.83	0.00	80.56	81.25	93.75	78.26	80.77

Grade: 5

Group	Reading					Writing				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Social Economic Status (SES)	47.14	69.05	55.17	32.43	79.49	36.23	40.48	36.21	15.00	0.00
Asian	-	-	-	-	-	-	-	-	-	-
Black	56.52	72.55	54.05	44.64	78.95	39.56	43.14	31.08	25.42	0.00
White	-	-	-	50.00	100.00	-	-	-	0.00	0.00
Hispanic	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	0.00	100.00	6.25	33.33	66.67	0.00	0.00	12.50	14.29	0.00
Male	39.53	78.26	54.35	37.14	86.36	28.57	30.43	28.26	13.16	0.00
Female	71.43	68.97	53.57	56.52	70.59	48.98	51.72	35.71	41.67	0.0

Group	Total ELA					Math				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Social Economic Status (SES)	34.78	54.76	46.55	27.78	0.00	33.33	59.52	50.00	35.14	84.62
Asian	-	-	-	-	-	-	-	-	-	-
Black	43.96	58.82	45.95	36.36	0.00	42.39	64.71	48.61	47.27	84.21
White	-	-	-	50.00	0.00	-	-	-	33.33	100.00
Hispanic	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	0.00	100.00	6.25	33.33	0.00	0.00	0.00	18.75	30.77	66.67
Male	26.19	56.52	47.83	26.47	0.00	36.36	60.87	53.33	37.14	77.27
Female	59.18	62.07	42.86	52.17	0.00	47.92	65.52	40.74	60.87	94.12

Grade: 6

Group	Reading					Writing				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Social Economic Status (SES)	50.85	67.80	55.00	52.38	85.71	50.85	47.46	50.00	25.40	0.00
Asian	-	-	-	100.00	-	-	-	-	100.00	-
Black	50.00	71.01	58.00	53.66	85.00	56.16	52.17	52.94	25.61	0.00
White	-	-	0.00	100.00	-	-	-	0.00	50.00	-
Hispanic	100.00	-	100.00	50.00	-	100.00	-	0.00	100.00	-
Students with Disabilities	0.00	50.00	71.43	44.44	100.00	0.00	50.00	28.57	22.22	0.00
Male	50.00	57.14	63.16	57.45	78.95	51.43	40.00	47.37	33.33	0.00

Female	51.28	85.29	52.94	52.50	90.48	61.54	64.71	52.94	23.08	0.00
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Group	Total ELA					Math				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Social Economic Status (SES)	45.76	59.32	53.85	44.26	0.00	42.37	44.07	35.00	47.54	45.95
Asian	-	-	-	100.00	-	-	-	-	100.00	-
Black	46.58	63.77	56.00	43.75	0.00	43.24	47.83	45.10	46.25	47.62
White	-	-	0.00	100.00	-	-	-	0.00	100.00	-
Hispanic	100.00	-	100.00	100.00	-	100.00	-	0.00	100.00	-
Students with Disabilities	0.00	50.00	71.43	22.22	0.00	0.00	0.00	28.57	33.33	60.00
Male	40.00	51.43	63.16	46.81	0.00	47.22	40.00	50.00	51.06	47.62
Female	53.85	76.47	51.52	47.37	0.00	41.03	55.88	39.39	47.37	47.

Grade: 7

Group	Reading					Writing				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Social Economic Status (SES)	-	46.81	41.30	46.88	63.83	-	51.06	57.78	51.61	0.00
Asian	-	-	-	-	-	-	-	-	-	-
Black	-	50.00	45.59	50.98	66.00	-	51.72	60.61	54.00	0.00
White	-	0.00	0.00	100.00	-	-	0.00	100.00	0.00	-
Hispanic	-	-	-	-	100.00	-	-	-	-	0.00
Students with Disabilities	-	50.00	0.00	25.00	50.00	-	50.00	33.33	50.00	0.00
Male	0.00	51.72	37.04	42.86	68.18	0.00	48.28	46.43	40.00	0.00
Female	-	46.67	50.00	58.06	66.67	-	53.33	71.79	61.29	0.00

Group	Total ELA					Math				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Social Economic Status (SES)	-	44.68	43.18	53.33	0.00	-	19.15	36.00	38.71	52.00
Asian	-	-	-	-	-	-	-	-	-	-
Black	-	46.55	49.21	57.14	0.00	-	24.14	45.33	49.02	50.00
White	-	0.00	0.00	100.00	-	-	0.00	0.00	0.00	-
Hispanic	-	-	-	-	0.00	-	-	-	-	100.00
Students with Disabilities	-	0.00	0.00	25.00	0.00	-	50.00	0.00	25.00	50.00
Male	0.00	51.72	38.46	52.63	0.00	0.00	27.59	40.63	45.00	56.52
Female	-	40.00	55.26	61.29	0.00	-	20.00	48.84	50.00	48.39

Grade: 8

Group	Reading					Writing				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Social Economic Status (SES)	-	-	61.11	70.59	71.43	-	-	42.59	55.88	0.00
Asian	-	-	-	-	-	-	-	-	-	-

Black	-	-	61.64	69.64	77.78	-	-	42.47	57.89	0.00
White	-	-	0.00	100.00	-	-	-	0.00	100.00	-
Hispanic	-	-	100.00	-	-	-	-	100.00	-	-
Students with Disabilities	-	-	50.00	40.00	0.00	-	-	16.67	20.00	0.00
Male	-	-	64.10	54.17	77.78	-	-	41.03	37.50	0.00
Female	-	-	60.00	81.82	77.78	-	-	44.44	73.53	0.00

Group	Total E L A					Math				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Social Economic Status (SES)	-	-	51.85	72.73	0.00	-	-	27.78	40.00	23.81
Asian	-	-	-	-	-	-	-	-	-	-
Black	-	-	49.32	70.91	0.00	-	-	22.22	40.35	33.33
White	-	-	0.00	100.00	-	-	-	0.00	100.00	-
Hispanic	-	-	100.00	-	-	-	-	0.00	-	-
Students with Disabilities	-	-	16.67	40.00	0.00	-	-	16.67	20.00	0.00
Male	-	-	48.72	58.33	0.00	-	-	25.00	34.78	30.00
Female	-	-	51.43	81.25	0.00	-	-	17.65	45.71	35.29

**Targeted Areas for School Improvement
Based on Comprehensive Needs Assessment**

Challenges discovered: Reading, Math, Science, Social Studies, Attendance, Safety, and Community Involvement.

Subgroup challenges: Students with Disabilities, African American, and Economically Disadvantaged students are below the state AYP targets in all subject areas.

Included in the plan are the following Targeted Areas for Improvement

1. TEACHING FOR LEARNING

- a. Extended learning opportunities
- b. Rigorous grade level, standards based instruction in reading and math
- c. Increased targeted use of technology to enhance the instructional program
- d. Increase Reading Achievement – State of the Art Media Center will provide fiction and nonfiction materials for increase of student comprehension and reading fluency.
- e. Increase Math Achievement
- f. Additional supports that address the social, behavior and emotional needs of the students

2. LEADERSHIP

- a. The new principal will be guided through a process of developing and implementing inclusive school leadership processes

3. PERSONNEL AND PROFESSIONAL LEARNING

- a. Principal and staff have been replaced
- b. Base line quality review has provided the needed information for the development of a school improvement plan, and a professional development plan that emphasizes job embedded professional learning.
- c. Processes will be developed to ensure that the Professional Development does not negatively impact the school instructional program or instructional day

4. SCHOOL COMMUNITY RELATIONS

- a. Additional opportunities will be provided to increase parent participation
- b. Additional efforts will target attendance improvement to meet AYP guidelines currently not being met
- c. Parent Resource Room

5. DATA AND INFORMATION MANAGEMENT

- a. School staff, faculty and leadership will be trained to effectively use data as an instructional tool.

2. School Building Capacity – Resource Profile

The Detroit School District has developed a system of support for priority schools based primarily through the effective targeted use of state and federal dollars.

Following is a listing of the support services that the district is offering at this school for the upcoming year, all developed to accelerate school performance. These priorities are aligned with the enclosed Mae C. Jemison Plan for Improvement. The services include:

DISTRICT ARRA - Netbooks in 6th-8th grades, DIBELS for grades K to 5, Learning Village, Extended Day, Conflict Resolution Training, Renaissance Learning, Springboard for grades 6-8, Read 180 for 8th grade, Leadership Team Professional Development, Literacy and Math Professional Development, Pre-Implementation support from an external partner (Synesi).

TITLE 1 - Summer school, Academic Games, Literacy Coaches, Math Coaches, and Technology Coaches, Early Childhood Program, Funding for Reading Recovery.

SCHOOL BASED STATE AND FEDERAL DOLLARS - are noted in the current School Improvement Plan. A new plan will be developed based on the quality review, the comprehensive needs assessment, the Reform/Redesign Plan, and input from the new

staff. In addition to the district mandates, initiatives, some of the costs covered at the school through state and federal funding are included below. These items were reviewed as the SIG II Grant was developed.

They include: School Service Assistants, parent training, computer maintenance, supplies, refreshments for professional development and parent training, one counselor, copier supplies, printers, copier maintenance, graphic organizers, conference travel, pupil transportation, flash drives, folders, new computers, stipends for off sight professional development opportunities in the core areas, attendance improvement, compensatory supplemental services, and furniture.

These initiatives have been incorporated into the Reform/Redesign Plan to ensure a seamless and comprehensive school improvement process for Mae C. Jemison School.

<input checked="" type="checkbox"/> General Funds <input checked="" type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input checked="" type="checkbox"/> Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input 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
Other: Pre-implementation Funds \$179,000.00 School Improvement Grant: \$30,000.00			

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.

The District and the School Board for Detroit Public Schools have already made the commitment to support this process through the identification of the impacted schools, the removal and the appointment of a principal who is aligned with and on board with this initiative. The principal is the key player in the development of the goals, objectives and the activities as outlined in this plan for the next three years. As such he is being given maximum flexibility in staffing, scheduling, and budgeting to move the process forward. It is a plan that is being led by the vision of the new principal. As the principal hired new staff members throughout the month of August; the criteria for the transformation improvement model was used to bring on the new staff.

The staff has been hired and the School Leadership Team put in place, the new staff members were able to participate in the process of developing the Reform/Redesign Plan which is the basis for this grant. Principal Harris brought targeted community and parent members in on planning of the Transformation Model. They reviewed the draft, committed their support, and provided input or ideas as to what needed to be included in the Reform/Redesign Plan. In a short period of time, maximum effort was made by school level staff and partners, to be a part of an inclusive process for school improvement.

The school staff has supported this application through agreements made with the Detroit Federation of Teachers. Among those items included in the December 2009 Settlement Proposal are:

- a. A School Based Joint Labor Management Professional Development Committee that will establish school based professional development programs focused on raising student achievement.

- b. The Committee will work in coordination with the District's Achievement Plan and district priorities in determining how the content is delivered and how to ensure implementation.
- c. All professional development shall be supportive of the collaborative shared decision making approach.
- d. School Committee members shall receive training on the District's Academic Plan
- e. Three staff meetings per month or the banking of equivalent times may be utilized for professional development.
- f. The District and the Union shall identify the criteria for the establishment of Priority Schools.
- g. Upon selection of serving in a Priority School, the member will be required to complete prescribed professional development specifically designed to meet the instructional needs of the school and leading to a Certificate of Qualification.
- h. Members agree with the understanding that their ongoing assignment at the Priority School shall be contingent upon staff meeting evaluative criteria in an annual review process.
- i. The District in collaboration with the DFT negotiated a shared decision-making process as a part of the Collective Bargaining Agreement. Shared decision making allows the school leadership team to determine the work rules and working conditions that are required for their school in order to fully and successfully implement the components of the school's reform model.
- j. The Mae C. Jemison School Leadership Team will monitor the implementation and effectiveness of systemic change by forming and developing committees that will monitor student data; teachers will become more efficient in understanding and implementing school programs and processes.

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

A School Leadership Team has been put in place, and new staff members were able to participate in the process of developing this SIG II Grant. Additionally, the school staff has supported this application through agreements made with the Detroit Federation of Teachers and the Principal's Unit. Further, Mae C. Jemison School Staff has shown commitment and the ability to support the transformation model through:

Job-Embedded School Based Professional Development

A School Based Joint Labor Management Professional Development Committee that will establish school based professional development programs focused on raising student achievement. The Committee will work in coordination with the District's Achievement Plan and district priorities in determining how the content is delivered and how to ensure implementation. All professional development shall be supportive of the collaborative shared decision making approach. Three staff meetings per month or the banking of equivalent times may be utilized for professional development. Upon selection to teach at Mae C. Jemison School, the teachers will be required to complete the prescribed professional development specifically designed to meet the instructional needs of the school. Vertical and Horizontal Teams are developed and meet on a regular basis designed as Professional Learning Communities specifically focused on raising student achievement.

Principal and Teacher Selection/Evaluation - The Principal and Teachers were selected with the understanding that their ongoing/continued assignment at Mae C. Jemison shall be contingent upon staff meeting evaluative criteria in an annual review process. This process is described below.

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

Professional Standards - What teachers should know and be able to do:

- a. Domain I: Planning and Executing Effective Instruction
- b. Domain II: Creating and Managing a Learning Environment

c. Domain III: Maintaining a Professional Learning Community Through Teacher Leadership

Outcomes-Driven – Directly links student academic growth and non-academic performance measures to teacher practice

Evidence-Based – Evaluation is tied to concrete evidence that ensures assessments of performance are not based on arbitrary decisions

Guidelines for Evaluation Teacher Practice – Provides specific guidelines as to how to assess/ measure teacher effectiveness.

System of Professional Development and Support – Aligns teacher learning needs, performance standards, and the appropriate professional development/support.

Self-Assessment – Designed to support self-evaluation and reflection on performance and planning for personal improvement

Accountability – provides direction for the removal of ineffective teachers who do not improve.

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

Professional Standards that define what principals should know and be able to do

- a. Domain I: Focus on Learning
- b. Domain II: Monitoring Teaching and Learning
- c. Domain III: Building Professional Learning Communities
- d. Domain IV: Acquiring and Allocating Resources
- e. Domain V: Maintaining a Safe Learning Environment
- f. Domain VI: Effective Engagement with Families and External Community

Outcomes-Driven – Directly links student academic growth and non-academic performance measures to leadership practices

Evidence-Based – Evaluation is tied to concrete evidence that ensures assessments of performance are not based on arbitrary decisions

Guidelines for Evaluation Leadership Practice – Provides specific guidelines as to how

to assess/ measure principal effectiveness.

Professional Development and Support – aligns principal learning needs, performance standards, and the appropriate professional development/support.

Self-Assessment- Designed to support self-evaluation and reflection on performance and planning for personal improvement

Accountability – provides direction for the removal of ineffective principals who do not improve.

Shared Decision Making - The District in collaboration with the Detroit Federation of Teachers agreed to shared decision making which allows the school leadership team to determine the work rules, working conditions, and be given operational flexibility over staffing, time, and budgeting to implement the transformation model.

Flexible Work Conditions

Mae C. Jemison School staff will also show commitment and the ability to support systemic change based on the following agreement with the DFT and the Principal's unit. An extended school day will run three days a week. The teaching staff will participate in the Shared Decision-Making process. The School Leadership team will be included in the hiring process which will be based on a selective application process. Retention of staff will be based upon performance, not seniority using the new evaluation tool. The school will have scheduling flexibility including: a Literacy Block, a Math Block, and scheduling for other content areas. The School Leadership Team has input into all building level budget decisions and the School Leadership Team meets regularly with Principal Harris to address concerns and needs of the staff, parents, and students of the school.

Monitoring the Reform/Redesign Plan - The Mae C. Jemison School Leadership Team will monitor the implementation and effectiveness of systemic change by forming and developing committees that will monitor student data; teachers will become more efficient in understanding and implementing school programs and processes.

District Support

The Detroit Public Schools and the Detroit School Board have approved and are in full support of this initiative and the corresponding proposal. The district has embraced this process and has led in the administration of the process in the early stages. They have developed processes to bring support to the school in the area of funding for extended day, extended year, reading and math blocks, technology supports, assessment options, conflict resolution support, Read 180, Leadership training, District level Professional Development on literacy and math, district and school level literacy/math/technology coaches, Springboard, Renaissance Learning and support of an external partner provider. The district has also successfully renegotiated portions of the agreement with the Detroit Federation of Teachers. Among the concessions granted were changes in the teacher evaluation process, progress on shared decision making processes, collaboration on the selection of Priority Schools and School Based Performance Bonuses.

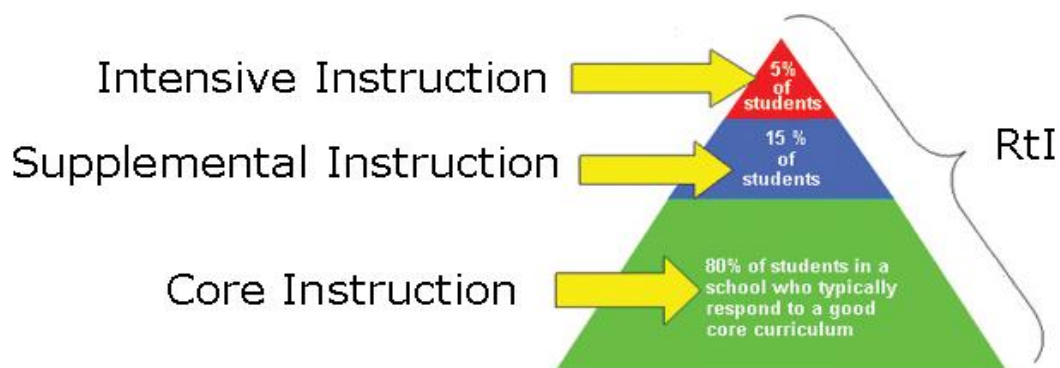
School Support

The school has the ability to support the systemic change required through the flexibility of scheduling and building capacity. Teachers are also taking a more active role in decision making. Programs offered at the school, professional development needs, differentiated instructional practices, and uses of technology are being incorporated through decisions made by the School Leadership Team.

Mae C. Jemison has incorporated data-driven instructional decisions help teachers to improve student achievement. Synesi Associates has provided the school with a base line quality review. From this review a Capacity Building Plan was developed based on research from the Consortium on School Reform based at the University of Chicago. Additionally, the Synesi Associates will focus on the use of using data to drive instruction to use for individualizing instruction and driving the teachers' lesson plans. The Goals, Objectives and Activities note that the principal will be given assistance to develop horizontal grade level and vertical team meetings that will concentrate on data discussions involving student performance and developing research based strategies to

improve student achievement. Mae C. Jemison School will form a data committee that will gather various assessment data to identify instructional strategies that link to the appropriate curriculum resources aligned to state standards and benchmarks. Data resources will include, but not limited to MEAP, Dibles, MI-Access, Star Reading, and Star Math. In addition, Mae C. Jemison will develop common assessments that will be scored on a rubric.

Mae C. Jemison School will differentiate instructional content to meet the needs of individual students based on the above multiple measures of assessment. Mae C. Jemison School ensures that the needs of our diverse learning populations such as English Language Learners and Students with Special Needs are being met with resources that are aligned to best practices and state standards. When providing the school staff with professional development, the main emphasis will be on reading across all subjects and on using data to drive instruction. Wayne County RESA Coaches, Detroit Public School Coaches, and Synesi Associates will be utilized to ensure the incorporation of data into all decision making processes throughout the year. Both with this knowledge and with data from Learning Village and Read 180 and DIBELS, the school will develop a model of RtI that will address the three tiers of need based on assessment data. The model, developed with district assistance will ensure that students will be provided ongoing evaluations on their progress and that their instructional program will be tailored to fit their needs and altered regularly as they progress or fall behind. Students in tiers one and two will be given targeted intervention support based on the use of district level benchmark data and DIBELS data that is currently available and being expanded to grades four and five.



Synesi Associates will assist teachers in developing strategies and grouping processes to assist students in each tier with short term assistance to remediate needs. Case managers will be brought in to lead ongoing discussions with parents if children do not experience forward movement. The very public use of data will ensure that needs are identified, remediated and evaluated. Along with this public use of data Mae C. Jemison School will provide: parents with access to their students' achievement records, yearly expectations of student achievement, monthly progress reports (weekly if needed).

“Teachers are able to think more deeply about their teaching and what students are learning. As they see what students produce in response to their assignments, they can see the successes as well as the situations where there are gaps. In exploring those gaps, they can improve their practice in order to reach all students.” —*Joan Richardson, editor of NSDC Results*

Mae C. Jemison's Professional Learning Communities will use the Examining Student Work protocol to help teachers understand what students know and still need to learn.

The examination focuses teachers on three critical areas:

- 📌 Identification of characteristics of proficiency on an objective using a specific assignment/assessment A team of teachers work through the process of reaching consensus on what the team believes constitutes a proficient response on a selected text and question.
- 📌 Diagnosis student strengths and needs on the performance The team examines three student papers to determine if the response is proficient and to identify what the student knows and still needs to learn.
- 📌 Identification of next instructional steps based on the diagnosis The team identifies next instructional steps including what questions the teacher might want to ask the student to better understand his/her thinking, what feedback the teacher might give, and what re-teaching might need to take place for the whole or part of the class.

A pre-requisite to examining student work is that grade level teams must reach consensus on the definition of proficiency to ensure that all students are held to the same performance expectations. The regular team examination of student work and targeted job-embedded, ongoing professional development is aligned with what teachers are or

need to be doing in their classrooms on a daily basis. The Principal will play a critical role in structuring time for and setting the expectation that the teams should regularly examine student work and use the data to inform their instruction.

4. School Improvement Intervention Plan

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

Strategic interventions must be utilized in order to meet the goals and objectives to raise student achievement. Students, teachers, school administrators, community members, and parents must have the tools and learning opportunities that increases both awareness and knowledge of the best practices used in strengthening student learning. The identification of key strategies has been conducted through analyzing school data; and embedded research based best practices that will increase student achievement and success in the areas of increased use of Teaching for Learning, Leadership, Personnel and Professional Learning, School Community Relations, Data and Information Management, technology and attendance.

Pre-Implementation Activities

The staff at Mae C. Jemison School has begun professional development training in the areas of literacy through our partner provider, Synesi Associates, and Wayne RESA. The staff has completed a workshop through Wayne RESA on understanding school data. The school administration and the School Leadership Team has planned Saturday workshops for teachers in the areas of reading, math, differentiated instruction, teaching strategies, best teaching practices, and analyzing data. Four teachers have been selected to attend the International Reading Conference in May, these teachers will return with knowledge gained that they will present to the entire teaching staff. The school has planned transitions for the preschool students to ensure a smooth transition into kindergarten. There will be two transition opportunities for the students and parents to join the kindergarten class for selected activities. Parents will also be provided learning opportunities along with their student by attending family nights in the areas of literacy, math, and science. Technology in the classroom has been addressed by the purchase of technology equipment. The school will provide classroom teachers a computer that will enable them to complete Accelerated Reading and Accelerated Math testing in a timely

manner. In addition to the computers, the school has ordered ten Smart Boards that will increase the learning opportunities of students and improve the methods of teaching. Literacy and math supplies have been ordered for the classrooms. Teachers will be able to use these supplies to increase the number of student activities as they participate in learning centers in the classroom.

School Improvement Plan

Mae C. Jemison will provide a rigorous instructional program that is aligned with the district and state standards. The instructional program will include strong literacy and math components, and will be driven by the continuous use of data using assessments as instructional tools.

Increased Learning Time

Provide maximum learning opportunities for students through the year by extending learning opportunities through: Extended year, extended day, increased instructional time during the school day With funding from the district, Mae C. Jemison School will provide two hours of after school academic programming focusing on reading and math for all students. These two hours of additional instructional time will be offered three days per week to improve academic achievement in the areas of reading and math. All students at Mae C. Jemison School will be served through these extended learning opportunities, with an emphasis on providing differentiated instruction based on data analysis for individual students. The district has implemented an extended school year by providing a Summer Academy: For students in pre-kindergarten – twelfth grade designed as a seamless and structured approach to provide the necessary learning opportunities and interventions for all students. Filling the summer learning loss that occurs between school years; the Summer Academy is designed as a continuation of learning opportunities for all students to achieve high standards with a rigorous curriculum.

Provides additional time and quality instruction using daily standards based lesson with materials and resources for reading and mathematics at each grade level to improve student achievement. Additionally, the school will adjust its schedules to provide a 120 minute literacy block, a 90 minute math block, Full Day Kindergarten and Full Day Pre-School.

State of the Art Media Center

Reading is the foundation for a child's educational success. The implementation of a school media center would support state educational standards, enrich the curriculum, and enhance student learning. A school media center would be a high service learning center that promotes literacy, research, technology use, and creates an excitement about learning.

Students should have access to a wide variety of materials that include both fiction and nonfiction. It should be used as a resource for students, teachers, school administrators, parents, and community leaders in order to increase learning standards.

Classrooms do not have a large number of computers and it makes it difficult for teachers to complete necessary testing on a timely basis. Our students have limited access to nonfiction reading materials due to the resources provided at the school. Students should have educational opportunities in school that will increase their knowledge of technology that has become relevant in the 21st Century. Not all students learn the same way, but through a media center, students will be offered a variety of tools that will enable them to receive learning content information according to state benchmarks and standards

Electronic resources should be readily available for all stakeholders within the school. Computers with monitors and printers will enable students to work on writing skills, research, and reports. They will have access to museums, world events, and current content information not offered in classroom text books. Teachers will be able to guide students through science lessons that provide a visual of the scientific process through a variety of science experiments that cannot be carried out in a classroom. Teachers will use computers to access Accelerated Math lessons as a whole group.

Parent communication and parental involvement is low in the school. Through the use of computers, parents can communicate with teachers and school staff concerning their student's behavior, progress, and school activities and events. The media specialist will conduct a workshop for parents on how to effectively use the media center. Family activities will be planned that includes fiction reading, music appreciation, nonfiction reading, and research report writing. Parents will be invited to become guest readers.

Auditory tools will supplement a student's listening, reading comprehension, reading fluency, phonemic awareness, and verbal language skills. Flip phones and camcorders would be used to increase student speech and language skills as they record themselves reading or performing in class or school activities.

A media specialist will be hired through SIG funding to provide support and guidance for student and teacher needs and to maintain that it is effectively used by all stakeholders. The media specialist will understand the needs of the school through the use of school data and order materials and tools that will support student success. Books, technology tools, and materials offered in the media center will serve the entire student population; the media specialist will give consideration to the needs of gifted students, at-risk students, academically and physically challenged students, and students with a limited level of English when planning and the implementation of programs offered.

Lowering Class Size of 1st – 3rd Grade

Students are learning to read in grades 1 – 3 and they read to learn in grades 4 – 12. In reducing class size in grades 1 – 3, teachers can use time to meet the needs of individual students. The SIG grant will provide necessary funding that will enable the school to lower class sizes in first through third grades.

Technology in the Classroom

The school supports technology in the classroom. Through SIG funding, the school will purchase Smart Boards, computers, monitors, and printers that will be used for teacher instruction and independent learning for students. The use of Smart Boards will allow teachers to instruct a lesson with the use of a variety of materials not accessible in the classroom. Smart board will allow teachers, partner provider (Synesi Associates), school administrators, parents (LSCO), community partners (Beyond Basics and Wayne State Tutoring), and mentors (Wayne RESA) to design professional development workshops and hold meetings that supports increased student learning as well as parent and community engagement.

Positive Attendance Support System

School support must be used as an effective and proactive means of increasing student attendance. Low school attendance was a key factor in determining why our school did not make adequate yearly progress. Students who do not attend school on a regular basis have low academic achievements, poor social skills, and often have disciplinary problems. Through the use of a store, the school will provide positive interventions that teach families and students the responsibility of attending school.

A school store and planned school activities would support the goal of increased attendance through a means of positive reinforcement. The school would provide professional development on how this positive attendance initiative would support the school-wide plan of increasing student attendance. Parents and students would be given information on school expectations, rules and how the positive attendance program will benefit students and parents. Students will earn tokens for attendance and they will be able to use the tokens for rewards that they will receive from the school store and the use of tokens to attend planned school activities that could also include parent invitations. School attendance data will be analyzed and referred to as the school continuously identifies effective school-wide best practices that increases positive behaviors that will raise student achievement. In maintaining the store, a school attendance agent will be hired through SIG funding. The attendance agent will be responsible for maintaining contact with parents who have students that are chronically tardy or absent from school. The attendance agent will follow the DPS guidelines in attendance procedures.

Professional Learning

Professional development and training is a continuous learning, development, and self assessment process in education. Teachers have a variety of learners in the classroom with different cognitive styles and achievement levels. Through analyzing school data, Synesi Associates has provided a clear vision of the support the school needs in order to raise student achievement. Professional development is critical in achieving effective practices in the classroom. In order to heighten student expectations, teachers need research proven, data driven professional development in the following areas: instructional planning, working with diverse learners, differentiated instruction practices,

creating a productive learning environment, literacy centers in the classroom, building vocabulary, creating assessments, understanding and creating data, different genres of writing, data driven instruction, classroom management, higher order thinking skills, and parental involvement. Math, Literacy, and Data Coaches will provide job embedded professional development that will enable teachers to use the best practices and strategies to teach and reach their students in the areas of math and literacy.

Synesi Associates and Wayne RESA provide mentoring to the school principal. Although Synesi Associates provides staff development, Synesi Associates also provides our principal with information on school safety best practices, data collection, and community and parental involvement. The Process Mentor from Wayne RESA offers leadership support in training and guidance in the areas of classroom observations and data collection.

Synesi Associates, Wayne RESA, and Detroit Public Schools will collaborate to provide job embedded professional development through Leadership Coaches, Literacy Coaches, Math Coaches, Data Coaches, and Other Coaches as needed (Teaching Quality Director, ELL Coach, Special Education Coach, Climate and Culture Coach, Instructional Technology Coach, Family/Community Engagement Advisor, Classroom Management Coach) Through SIG funding, the school will hire Instructional Specialists for the areas of Literacy, Data (Test Coordinator), and Math. These Instructional Specialists will take part in the planning and implementation of professional development.

Professional development is designed to allow colleagues to collaborate with others and receive and share information. One of the factors for not making adequate yearly progress was students with specialized services low test scores in math and reading. Student test scores in science have shown a decline in recent years. In order to understand and identify best practices in literacy and math, teachers need job embedded knowledge and training. The Reading Recovery teacher will participate in the 2012 National Reading Recovery Conference held February 4-7 in Columbus, Ohio. The school will also send four teachers to the National Conference on Education on February 16-18, 2012 in Los Angeles. Teachers will also attend NCTM Regional Conference in Atlantic City, New Jersey on October 19-21, 2011. The math conference will be attended

by teachers in the area of elementary, middle school, and specialized student services. Teachers will return and share the resources, best practices, and training that they received at these conferences. Teachers will also receive training in the use of Smart Boards through funding of the School Improvement Grant.

School principals have to be educational visionaries. School leaders must find a way to constantly improve teaching and learning within the school. Principals must be assessment experts, community builders, public relationship managers, budget analysts, facility managers, disciplinarians, stay updated in policy mandated initiatives, data experts, and the sounding board for teachers, parents, district officials, unions and, state and federal agencies. Attending the National Association of Elementary School Principals in Orlando, Florida on February 4-7, 2012 and attending the National Title I Conference on January 21-24, 2012 in Seattle, Washington will assist Principal Harris in strengthening his leadership skills and allow him to collaborate with his peers that are facing the same challenges in the improvement of academic success. In supporting parental involvement within the school, six members of the LSCO will attend the National Title I Conference. Principal Harris and parents will return to the school with best practices used in schools across America that have achieved academic success.

Parental Involvement

Research shows that a student's education benefits from parental involvement. The school, with SIG funding, would design a parent room that encourages parental involvement within the school. Parents would have access to computers, printers, and their students learning environment.

The school initiatives that will be used at Mae C. Jemison School are research based and these initiatives have high success rates in schools where they are implemented. Student use in technology, student attendance, and well trained teachers and administrators are key factors in high achieving schools.

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. Synesi Associates was selected from the MDE preapproved list. Mae C. Jemison will be provided support from the pre-implementation phase through the life of the grant. The school will gradually reduce its dependence on the provider as capacity is built with the staff.

6. Alignment of Resources

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

It is important that teachers and other staff be assigned to classes whose needs are appropriately aligned with their professional competencies. Doing this serves two purposes. First, it makes teachers more content in their profession, lowering mobility and attrition (Luekens, Lyter, Fox, & Chandler, 2004). Second, it helps to ensure that all students, regardless of their background, have equal access to experienced, highly qualified teachers, a situation that currently is often not the case (Clotfelter, Ladd, Vigdor, & Wheeler, 2006; Imazeki & Goe, 2009). Finally, the needs of students should be the first priority of districts when assigning teachers.

Job-Embedded Professional Development

District provided Executive-Math-ELA-Technology Coaches will co-ordinate job embedded professional development with, Synesi Associates, and Wayne RESA. They will meet monthly to ensure that no duplication of services are provided. Each will specialize and focus on a targeted area for improvement.

Beyond Basics, and Wayne State Tutoring will utilize the resources brought into the school to raise academic achievement by providing additional instructional supports for students. Beyond Basics works with students in the area improved writing skills. The Wayne State tutors works with students on increased reading fluency and comprehension skills.

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.

The Detroit Public School District has already negotiated a new contract for Teachers and Principals that allows for maximum flexibility in work rules, working conditions, budgeting, and schedules. The negotiated language allows for the school to base all building level decisions about policies and practices on student achievement growth. Mae C. Jemison has offered extended day and the parents and students have been offered more than one choice of the type of program their student can attend. Teachers are hired at the school based on a selective application process and the retention of staff is based upon their performance rather than seniority. The school has the flexibility of scheduling and school capacity. The School Leadership Team actively participates in decisions that are made within the school.

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.

NOTE: * Indicated Implementation with SIG II Funding

GOAL 1 - TEACHING FOR LEARNING

OBJECTIVE 1.1 – School will provide maximum learning opportunities for students throughout the year

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS	Timeline
1.1a – The school day will be extended for two hours, one for reading and one for math instruction	District Personnel, Principal	District Funded	Attendance monitoring, spring assessment results in reading and math, pre and post tests	Pre-Implementation and Year 1, 2, and 3
1.1b – The school will provide one additional	Principal,	Four days per week, 30	Attendance monitoring,	Year 1, 2, and 3

hour of activities to provide opportunities for all students to participate in team building, collaboration, and cooperative behavior modeling through the use of activities.	Leadership team	weeks, one hour per day,	discipline referrals	
1.1c – The school will create a media center that will provide resources and activities for learning.	Principal, grade level teams	SIG Funded	Completed Report with Recommendations	Year 1, 2, and 3
1.1d –Technology in the Classroom	Principal, leadership team	35 Computers	Completion of Computerized Tests by Students	Year 1, 2, and 3

Objective 1.2 – School will emphasize rigorous grade level instruction with a priority on reading across the curriculum and math supports

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS	Timeline
1.2a – School will institute class size reduction in grades 1 to 3	Principal	4 additional teachers*	Dibels results	Year 1, 2 and 3
1.2b – School will employ a second literacy coach, one being used for primary grades, one for intermediate grades	Principal	1 additional teacher*	Reading assessment data from MEAP, Learning Village, DIBELS and Read 180	Year 1, 2, and 3
1.2.c – School will employ two math coaches one for primary and one for intermediate grades	Principal	1 District Funded 1 Synesi*	Math assessment data, MEAP, Learning Village	Year 1, 2, and 3
1.2d – School will implement Project SEED to improve algebraic reasoning, Beyond Basics to improve writing skills,	Leadership team	Costs of program*	Algebraic questions on MEAP	Year 1, 2, and 3

and Wayne State Tutoring Program to improve reading fluency and comprehension skills				
1.2e –Emphasize strategies to incorporate reading across the curriculum	Principal, Teachers, Partner Provider	District year 1 SIG year 2 and 3	Increased test scores on reading assessments	Year 1, 2 and 3...
1.2f - District will fund Reading Recovery	District, principal	District	Primary reading assessment scores	Year 1, 2 and 3
1.2g – 4 SSA s will be hired to provide tutorial support in primary grades	Principal, primary grade teams	4 SSA positions*	DIBELS assessments	Year 1, 2 and 3
1.2h- Teachers/Administrator in Attendance at National Conferences to Improve Teaching Methods, Strategies, and Leadership Roles	Principal, School Leadership Team	SIG Funded: Conference Fee, Travel, and Hotel Costs	Improved Teacher Observations	Year 3

Objective 1.3 – School will incorporate technology aids to enhance the instructional program

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS	Timeline
1.3a – Smart boards will be added to each classroom	Principal	15 smart boards*	Classroom observation	Year 1, and 2
1.3b – District will provide Net books for all 6-8 grade students	District, Principal	District costs	Classroom observations, review of lesson plans	Pre-Implementation
1.3c – One additional computer lab will be added	Principal	Costs to equip one lab*	Lab use reviews	Year 1
1.3 d Maintenance for smart boards and additional teacher	Principal	Maintenance costs, teacher Professional	Observation of use, lesson plans	Year 1, 2 and 3

training	Development*
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Objective 1.4 – School will provide additional support services for students with behavioral, social or emotional needs.

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS	Timeline
1.4.a - One additional counselor and one social worker will be hired for middle school students	Principal	2 positions*	Decrease in discipline referrals, suspensions	Year 1, 2 and 3
1.4b – School supplies will be purchased to ensure all students are prepared for the school day	Principal	Related costs for supplies*	observation	Year 1, 2 and 3
1.4c – School will hire an assistant attendance officer	Principal	Position cost*	Improved attendance	Year 1, 2, and 3
1.4d – Preschool Transition Program	Principal Teachers	SIG II Funding	Increased attendance and smooth transition	Year 1, 2, And 3

GOAL 2 - LEADERSHIP

Objective 2.1 – Principal will be guided through a process of inclusive leadership opportunities

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS	Timeline
2.1a –Development of a leadership team, vertical team meetings and grade level meetings	Principal, leadership team, Partner provider, Wayne RESA	District costs for year 1 Wayne RESA	Establishment and minutes from team meetings	Year 1, 2 and 3
2.1b – Partner will provide a quality review visit to present base line data on the new staff and the school learning	Partner provider	District costs for year 1	Completed review	Year 1, 2 and 3

environment				
2.1c – Partner will provide a Capacity Building Plan to target specific actions the principal can take in leading the school to improved academic performance	Partner provider	District costs year 1	Completed CBP	Year 1, 2 and 3
2.1 d – School will develop and implement an inclusive school walk through process led by the principal initially	Principal, Partner, leadership team, teachers, Wayne RESA	None	Walk through schedules	Year 1, 2 and 3
2.1e – One turn-around manager will be hired to concentrate on operations, ordering, and management of SIG funding	Principal	1 position Pending SIG Funding	Complete SIG Funding Implementation	Year 1, 2 and 3

GOAL 3 – PERSONNEL AND PROFESSIONAL LEARNING

Objective 3.1 – School principal and staff will be replaced

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS	Timeline
3.1a – District will appoint a new principal	District	District	Increased student achievement	Pre-Implementation
3.1b – Principal will complete the process of hiring new staff	Principal	District	Increased student achievement	Pre-Implementation and
3.1c – Develop and implement a performance based teacher/leader evaluation system	District Principal Teachers	None	Increased student achievement	Year 1, 2 and 3
3.1d –Review evaluation tools	District Principal Teachers	None	Increased student achievement	Year 3

Objective 3.2 – Based on Quality Review, a data review and additional input from stakeholder a yearlong professional development plan will be implemented highlighting job embedded processes and the current School Improvement Plan will be reviewed and amended if necessary

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS	Timeline
3.2a – Create a professional development plan based on data and current performance and, at the same time, review the current School Improvement Plan and make necessary amendments to align to the SIG goals and objectives.	School teams, Partner provider. Wayne RESA	Partner Provider* District	Completed Professional Development Plan and amended School Improvement Plan	Pre-Implementation Year 1, 2, and 3
3.2b- Plan will emphasize modeling and coaching and will build internal capacity	School staff, Partner Wayne RESA	None	Observation Walkthroughs	Pre-Implementation Year 1, 2 and 3

Objective 3.3 – Processes and procedures will be developed to ensure that professional development opportunities do not negatively impact the instructional program and the instructional day.

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS	Timeline
3.3a – Substitutes will be trained on school procedures and processes	School leadership team	Related training costs*	Observation of substitutes	Year 1, 2 and 3
3.3b – Substitute pay will be provided to assist in getting high quality substitutes when necessary while teachers participate in professional development	Principal	Substitute funding*	Qualified sub positions, observations	Year 1, 2 and 3

activities.

GOAL 4 – SCHOOL COMMUNITY RELATIONS

Objective 4.1 – Additional opportunities will be provided for parents to participate at the school

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS	Timeline
4.1a – Family nights will be planned for literacy, science, and mathematics	Staff, Partner	Related refreshment costs*	Attendance at function	Year 1, 2 and 3
4.1 b – Community Schools Partnerships will be brought into the school	Principal	Program cost*	Increased community involvement	Year 1, 2 and 3
4.1 c – Parent Resource Room	Principal Turnaround Manager	Cost of set up*	Increased Parental Involvement	Year 1, 2 and 3
4.1c – Parent Training	Principal	Travel, Hotel, and fees*	Increased Parental Involvement	Year 1, 2 and 3

Objective 4.2 – Student attendance will increase to AYP guidelines

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS	Timeline
4.2a – School Store - motivational prizes and incentives will be given for increasing attendance	Leadership team	Related costs to supply the school store	Improved attendance	Year 1, 2 and 3

GOAL 5 - DATA AND INFORMATIONAL MANAGEMENT

Objective 5.1 – School leadership, faculty and staff will be trained to use data to guide the instructional program and to make data driven decisions

ACTIVITY	PERSON(S) RESPONSIBLE	COST FACTOR	INDICATOR OF SUCCESS	Timeline
5.1a – District will purchase Learning Village and Data Director for the school	District	District	Increased test scores, observation of use	Pre-Implementation
5.1 b – Partner provider will concentrate on modeling coaching and guiding teachers on using data to drive instruction	District Partner Leadership Team	District and SIG II	Observations, increased assessment scores	Year 1, 2 and 3
5.1d – Data will be made public through the use of displays, data walls, and relate activities	Leadership Team Partner	District and SIG II	Observation	Year 1, 2 and 3
5.1e – Data use will highlight MEAP data, Learning Village data and local assessment data to inform instruction and to develop situational grouping in classrooms based on student needs	District Leadership Team Partner	District and SIG II	Observation, lesson plan review. Pd plan	Year 1, 2 and 3
5.1f – Teachers will be trained on developing classroom assessments that will guide instruction and identify student remediation needs.	District Leadership Team Partner	District and SIG II	Observation, lesson plans, Professional Development plan	Year 1, 2 and 3
5.1 g – Administration will be trained on using data effectively and using data to lead professional development opportunities.	District Partner	District and SIG II	Increased involvement by administration, Professional Development plan	Year 1, 2 and 3

5.1 h – On-going professional development for learning village and data director.	District Technology and Data Coaches	District	Increased Achievement	Year 1, 2, and 3
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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).

	Current Proficiency Rate	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	62%	72%	82%	92%
Mathematics	65%	75%	85%	95%

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.

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. Mae C. Jemison also collaborated with Synesi Associates, Diane Walker (Instructional Specialist with DPS), and Wayne RESA in preparing the 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.

District Coaches will support the capacity built by Synesi Associates and RESA. Media Center: Teachers, administration, and community leaders will be trained in the use of the media center and they will utilize the media center for academics ,

professional development, training, and school programming. Professional Development training will be embedded within the school staff. This will enable all stakeholders to use best practices that have been researched and proven to raise academic achievement. School data will be continuously analyzed in order to make decisions for the good of the school, staff, parents, and students.

SECTION B TRANSFORMATION MODEL

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

1. Replace the principal

David Harris the new principal was hired in August of 2010 with the understanding that his support of the Reform/Redesign Plan is essential. He is provided with maximum flexibility in the decision making process, scheduling, school level budgeting, staffing, and great latitude in the development of the goals and the objectives. The Synesi Associates has been working with Principal Harris as a critical friend with a priority of maximizing inclusive leadership processes. These are highlighted in the Goals, Objectives and Activities detailed in this Reform/Redesign Plan.

2. Include student data in teacher/leader evaluation

Principal evaluation process

The District has developed a new evaluation process/tool for leaders which will be the evaluation tool used and implemented by Mae C. Jemison School starting in January, 2011. The evaluation tool is based on the following:

- 1) Professional standards that define effective teaching and leadership including: Focus on Learning, Monitoring Teaching and Learning, Building Professional Learning Communities, Acquiring and Allocating Resources, Maintaining a Safe Learning Environment, Effective Engagement with Families and External Community
- 2) Student achievement outcomes -Directly links student academic and non-academic performance measures to leadership practices

- 3) Continuous improvement and accountability -Aligns principal learning needs, performance standards and the appropriate professional development/support, Designed to support self-evaluation and reflection on performance and planning for personal improvement

Teacher evaluation process

Detroit Public Schools in conjunction with the Detroit Federation of Teachers has developed a new evaluation process and tool for teachers. The evaluation tool will be piloted in January, 2011. During staff meetings feedback will be collected from Mae C. Jemison's staff that will be used to improve or redesign the evaluation tool based on the needs of the school. The pilot evaluation tool is based on the following:

- 1) A set of professional standards that define effective teaching and leadership
- 2) Student achievement outcomes
- 3) Continuous improvement and accountability

The new evaluation process/tools are aligned and are a key component of the District's comprehensive academic plan to support continuous improvement in teaching and learning, are designed with teacher/principal involvement, and will remove leaders/staff that have not increased achievement

3. Evaluations that are designed with teacher/principal involvement

Principal Harris and the School Leadership Team have begun evaluations that teachers have completed. The evaluations were designed to give feedback concerning programs that are offered and materials that are used in the school. Wayne RESA analyzed the data and it was presented and given to the entire staff. Principal Harris and the School Leadership Team have addressed issues and concerns from teachers concerning their needs in the classroom and school. Synesi Associates and Wayne RESA have also begun evaluation processes on teacher observations and evaluations. Teachers were given the evaluation form that the partner provider, Wayne RESA, and Principal Harris will use as they observe classrooms.

4. Remove leaders/staff that have not increased achievement

In agreement with the Detroit Federation of Teachers, Principal Harris, along with a interview committee, interviewed and hired the teaching staff at Mae C. Jemison School. The teaching staff does not fall under the guidelines of the Detroit Federation of Teachers

contract. Principal Harris can request removal of a staff member who has not shown increased achievement within the school year.

5. On-going job embedded staff development

Synesi Associates, through a quality review, has identified the professional development needs and will assist the school in the development of a yearlong ongoing professional development plan focused on identified needs and rigorous standards based instruction. The emphasis for the professional development plan is job embedded in nature with additional traditional professional development activities for support. The primary focus of the professional development provided will be modeling and coaching, and leading in the development and the administration of horizontal grade level and vertical team meetings as a professional development model. Specifically, the review determined the following needs:

1. Leadership Assistance job-embedded professional development
2. Literacy Assistance through the use of job embedded professional development that will help teachers with reading strategies
3. Data Consulting and Conferencing that will help teachers use data to inform instruction
4. Attendance Consultant that will work with the school through school based committees to improve student attendance
5. Parent Assistance through the use of a team member to guide the school in increasing parent participation and community involvement.

Professional Development work is coordinated with input from Mae C. Jemison staff and support from Wayne RESA. The High Priority Schools Case Manager from Wayne RESA supports the school with school improvement planning.

Additionally, Mae C. Jemison staff will meet in horizontal grade level and vertical teams to analyze student-centered learning data, select evidence based interventions, develop common assessments, and establish walkthrough guidelines.

Due to low test scores, the curriculum and instructional strategies for those students with special needs will be addressed through professional development. Professional development will also be provided during weekly required meetings or two hour Saturday sessions to supplement effective teaching strategies. Professional development will be both vertical and horizontal as the instructional staff analyzes data on a quarterly basis with the objective to monitor and update as necessary. In addition, teachers will participate in monthly professional development for ten months if awarded SIG funding.

6. Implement financial incentives or career growth or flexible work conditions.

School Based-Performance Pay - To further the connection between academic achievement and school performance, a school-based performance bonus will be offered to Mae C. Jemison School staff. Criterion and benchmarks for school-based performance pay will include measurable improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average, drop-out rates, attaining and/or maintaining Adequate Yearly Progress and other provisions identified by the No Child Left Behind Act. The School Leadership Team will meet annually to complete the application for consideration with the rationale of interest, strategies to meet the criteria/benchmarks, data pertinent to the identified criteria for consideration, and clearly defined objectives for the school year. Mae C. Jemison will be subject to an annual review of predetermined criteria using supportive evidence and data for each school.

Flexible Work Conditions - Mae C. Jemison School staff have agreed to: an extended school day (three days a week), participation in the Shared Decision-Making process (see ___ above), retention of staff based upon performance and student growth using new evaluation tool, participation in mandatory prescriptive and prescribed professional development, scheduling flexibility (120 minute Literacy Block, 90 minute Math Block, and flexibility in scheduling for other content areas. Additionally, the School Leadership Team will have input into all building level budget decisions.

7. Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards. Mae C. Jemison staff and Synesi Associates will be utilized to ensure the incorporation of data into all decision making processes throughout the year. With this knowledge, data from Data Director, Read 180, and Dibels, the school will develop a model of RtI that will address the three tiers of need based on assessment data.

The model, developed with district assistance will ensure that students will be provided ongoing evaluations on their progress and that their instructional program will be tailored to fit their needs and altered regularly as they progress or fall behind. Students in tiers one and two will be given targeted intervention support based on the use of district level quarterly benchmark data and Dibels data that is currently available and being expanded to grades four and five. Synesi Associates will assist teachers in developing strategies and grouping processes to assist students in each tier with short term assistance to remediate needs. Case managers will be brought in to lead ongoing discussions with parents if children do not experience forward movement. The very public use of data will ensure that needs of the students and the school are identified, remediated and evaluated.

The RtI Model used by the external partner is research based in its approach. The foundation for the research is data developed by the Consortium for School Change based at the University of Chicago, as well as research data that has been accumulated by the Detroit Public Schools and The Michigan Department of Education. The use of Consortium data is widely recognized as relevant to urban public education. Education Secretary Arne Duncan was a member of the Steering Committee through his tenure in Chicago. His appointment of the head of the Consortium to the research arm of the Department of Education has brought further validity to this organization. The specific research document is Essential School Supports from fall of 2006.

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

Through the use of Synesi Associates and Wayne RESA the school has been given a base line quality review. From this review a Capacity Building Plan was developed based on

research from the Consortium on School Reform based at the University of Chicago. Mae C. Jemison will focus on the use of using data to drive instruction to use for individualizing instruction and driving the teachers' lesson plans. The school will develop horizontal and vertical teams that will concentrate on data discussions involving student performance and developing strategies to ensure academic achievement growth. Synesi Associates will use modeling and coaching activities to maximize the effectiveness of the professional development activities for teachers.

Mae C. Jemison School will also form a data committee that will gather various assessment data to identify instructional strategies that link to the appropriate curriculum resources aligned to state standards and benchmarks. Data resources will include, but not limited to: MEAP, Dibles, MI-Access, Star Reading, and Star Math. In addition, Mae C. Jemison will develop common assessments that will be scored on a rubric.

Through SIG funding, a data coach will be hired that will work with teachers and administration on understanding and analyzing data. The data coach will work closely with the data committee on how to increase test scores.

Mae C. Jemison School will differentiate instructional content to meet the needs of individual students based on the above multiple measures of assessment. Mae C. Jemison School ensures that the needs of our diverse learning populations such as English Language Learners and Students with Special Needs are being met with resources that are aligned to best practices and state standards

9. Provide increased learning time

a. Extended learning time for all students **in the core areas....**

Through the expansion of extended day and year learning activities, students will be given the extra time they need to ensure academic achievement growth. The additional time on task and the emphasis on academics with a behavioral and social component will dramatically increase the ability of the students to be successful and to remediate their concerns in a short period of time.

During the regular school day all students K-8 will be provided a 120 minute literacy block and a 90 minute math block. Students in Pre-Kindergarten and Kindergarten will be provided a full day of instruction to support increased learning time.

Mae C. Jemison School will provide two hours of district funded after school academic programming focusing on reading and math for all students. These two hours of additional instructional time will be offered three days per week to improve academic achievement in the areas of reading and math.

The Summer Academy is designed as a continuation of learning opportunities for all students to achieve high standards with a rigorous curriculum. It provides additional time and quality instruction using daily standards based lesson with materials and resources for reading and mathematics at each grade level to improve student achievement.

A Saturday school is also being planned provided SIG funding is awarded. All students at Mae C. Jemison School will be served through these extended learning opportunities, with an emphasis on providing differentiated instruction based on data analysis for individual students. Saturday school will be offered the first Saturday every month for the months October through May. Students will receive two hours of reading and two hours of math instruction.

b. Instruction in other subjects and enrichment activities that contribute to a well-rounded education

The school has also committed, through their Reform/Redesign Plan, to incorporate technology into the instructional program at Mae C. Jemison School. Included in this outline is the addition of one hour of computer/technology classes to increase technological instructional time for students. Further, a state of the art media center is planned (SIG funded) to provide support for all content areas. The school has also committed, through their Reform/Redesign Plan, to incorporate technology into the instructional program at Mae C. Jemison School. Included in this outline is the addition of one hour of computer/technology classes to increase technological instructional time for students. Further, a state of the art media center is planned (SIG funded) to provide

support for all content areas. The physical education teacher incorporates nutrition and healthy living lessons into weekly instructional lessons. The physical education teacher instructs students that a healthy mind and body begins with proper nutrition, exercise, and healthy living habits. Students in physical education classes also have lessons that require written responses that strengthen writing skills. The media center will be used by students in physical education classes to plan healthy living styles that will include diet and exercise. The art teacher will utilize the media center to incorporate math and language arts into weekly lessons. Students will have visuals of geometric shapes and computer programs that classify materials into color, size, shape, and texture. Art appreciation is part of a well rounded education. Many students are not exposed to the arts, but through a media center, students can visit art museums throughout the world and research famous artists. Classroom teacher collaborate with the art teacher in the areas of math and language lessons that are being taught in the classroom so she can incorporate these skills into an art lesson. Resource room teachers collaborate with classroom teachers of students that are being serviced. The classroom teachers share lesson plans with the resource teacher in order to service the learning needs of the student. The resource teacher works with the student on GLCEs that are being taught in the classroom. The resource teacher then collaborates with the classroom teacher of the progress made by the student. Through SIG funding, the school will provide enrichment activities in martial arts and conflict resolution that will be offered four days per week.

c. Teachers to collaborate, plan and engage in professional development
Mae C. Jemison's School Leadership Team, has identified in the Goals, Objectives and Activities, a leadership coach to institute an inclusive school leadership team. This school leadership team will monitor progress, evaluate the school based on data and work in a collaborative manner with the school and community. Teachers will engage in professional development that is provided by the district, Synesi Associates, and Wayne RESA, and through SIG funding, teachers will engage in an additional ten Saturday professional developments in the areas of literacy, math, technology, analyzing data, differentiated instruction, and teaching strategies. Teachers will also attend National

Conferences; the teachers selected will attend conferences and provide workshops at staff meetings to share the knowledge they learned by attending the conferences.

Additionally, Synesi Associates will assist in the development of horizontal grade level and vertical team meetings. As noted in the Goals, funding is provided to ensure these teams meet regularly and that they use data to make decisions. Synesi Associate Coaches in data and literacy will work with the teams to make data driven decisions for increase student achievement via research based instructional strategies.

As noted earlier, the Detroit Federation of Teachers has collaborated to increase available professional development time for the staff at the Mae C. Jemison School as one of the Priority Schools. Our staff will also bank staff meetings for the specific purpose of a the identified professional development.

10. Provide ongoing mechanisms for family and community engagement

The Goals, Objectives and Activities also emphasize processes to bring parents into the school through service, and other opportunities and will utilize parents to assist the school in reaching its attendance goals. A Community Partner is being hired to assist in the area of community partnership and communication processes. Parents will be provided a parent room where they can visit the school and use technology resources that will enable them to understand educational goals and processes that are within the classroom.

Selected parents will be invited to attend the Title I Conference that will assist in their understanding of the benefits and rights of students and parents in receiving a quality education. Parents will also be invited to participate in literacy, science, and math family nights; these programs are designed to help parents understand strategies they can use at home to help their student achieve educational success and the requirements of state standards through benchmarks as parents learn about grade level content areas.

Synesi Associates has completed a quality review and recommendations have been made to increase the role of parents and the community into the life of the school. The partner is also providing the technical expertise to ensure success. Among those recommendations are:

1. Generate a monthly newsletter and a parent handbook
2. Develop schoolwide rules, procedures and guidelines when appropriate

3. Establish a parent involvement committee

11. Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates.

Mae C. Jemison has the operational flexibility of staffing teachers because it is a priority school. The teachers at Mae C. Jemison do not fall under the same contract as other Detroit teachers. The staff works closely with Principal Harris in developing activities, programs, and professional development. There is a timeline on a calendar that proceeds through the remainder of the school year, and provided SIG funding, a calendar of programs, activities, and professional development is planned throughout the next school year. Mr. Harris actively meets with the School Leadership Team and the LSCO to provide information on costs and program allowances. Mae C. Jemison School has provided flexible scheduling for the staff and students. There is clear, defined calendar of professional development and teacher attendance at the National Education Conference. The \$179,000.00 from the SIG provided the school the opportunity to increase parent and student activities that include literacy, math, technology, tutoring, and student transitions. There are computers and Smart Boards ordered that will allow teachers to actively engage students in the learning process.

12. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization.

The district is committed to assisting the school and has already brought an external partner provider into the school to help move the school forward. The provider, Synesi Associates, is an approved Michigan provider. The partner will work on assisting the new principal and staff by providing a base line quality review, a Capacity Building Action Plan, long term support in leadership, literacy across the curriculum and data use and short term support as indentified by the quality review

PERMISSIBLE ACTIVITIES

1. Provide additional \$ to attract and retain staff.

Staff will be paid to attend Conferences and Workshops. These workshops and conferences will provide career growth and development in their teaching field. Teachers will be provided materials and tools necessary to be successful educators..

2. Institute a system for measuring changes in instructional practices that result from professional development.

School data will be gathered and analyzed through academic testing, attendance, suspensions, retentions, and parental involvement. is based on the following:
A set of professional standards that define effective teaching and leadership
Student achievement outcomes Continuous improvement and accountability

3. Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.

In collaboration with the Detroit Federation of Teachers, the District negotiated new contractual language under “Priority Schools” (which includes all Reform/Redesign Schools) that allows for flexibility regarding seniority rules and enables Priority Schools to hire and retain those individuals who will best meet the needs of the Priority School’s student population.

4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.

The school improvement team will analyze school data and report results to the school staff on a timely basis. The school will make changes and interventions as necessary.

5. Implement a school wide Response to Intervention model.

The model, developed with district assistance will ensure that students will be provided ongoing evaluations on their progress and that their instructional program will be tailored to fit their needs and altered regularly as they progress or fall behind. Students in tiers one and two will be given targeted intervention support based on the use of district level quarterly benchmark data and Dibels data that is currently available

6. Provide PD to teachers/principals on strategies to support students in least restrictive environment and English language learners

Teachers will be provided professional development in the areas of differentiated instructional methods, use of technology, analyzing school data, core subject areas, parental/community involvement, and raising student attendance.

7. Use and integrate technology-based interventions.

New computers with monitors and printers will be purchased and used as an instructional tool that will strengthen reading and math skills. Computers will allow students access to Accelerated Reading and Accelerated Math programs. Accelerated Reading and Accelerated are currently used in the building, but tests are not completed in a timely

manner due to a lack of computers in the classrooms. New smart boards will be purchased and used as an instructional tool. Therefore, additional dollars have been requested to support new teachers who are in need of professional development for technology. Synesi Associates, through the quality review, will investigate the current use of technology in the school. The new staff and new leadership will look at amending or adding to the current school improvement plan in all academic areas including technology. This will enable the school to further incorporate technology once base line once base line school level data has been determined

8. Increase Rigor through such programs as AP, ID< STEM, and others.

9. Provide summer transitions programs or freshman academies

10. Increase graduation rates through credit recovery, smaller learning communities, and other strategies.

The school is committed in improving the teaching strategies and methods used at Mae C. Jemison School. The school, through SIG funding will lower the classroom size of students in grades first through third. The school also maintains that increase in attendance will benefit students in all grade levels. The school, through SIG funding will employ an assist attendance officer to ensure that students attend school on a regular basis. Students will receive school materials through a school store for their daily attendance. Students will be given opportunities to learn with the use of technology, teachers will use Smart Boards in the classroom as educational tools. The school also will employ four school service assistants through funding that will work with students in the areas of math and reading.

11. Establish early warning systems to identify students who may be at risk of failure.

Teachers will establish early warning signs through analyzing data scores. Teachers will use classroom assessments, DIBLES, Quarterly Benchmark Tests, Accelerated Reading and Accelerated Math tests. Teachers will also use attendance data as a warning sign for students who may be at risk for failure. The Reform/Redesign Plan addresses these important needs through the increased emphasis on parent involvement, the addition of a middle school counselor, and the addition of a social worker on site. Springboard,

funded by the district, will give additional support and guidance to 6-8th grade students and an increased emphasis on the arts will assist those students who learn best through the incorporation of art and music into the curriculum, while continuing an emphasis on reading across the curriculum. An additional Physical Education teacher will also assist in these important developmental areas.

12. Partner with parents and other organizations to create safe school **environments that meet students' social, emotional, and health needs.**

Mae C. Jemison School staff and administrator works closely with the LSCO President and its members. Parents are regularly on campus at the time of dismissal. The school utilizes the Detroit Schools Police Division to ensure there is safety within the school and on campus. Synesi Associates has provided a security team that meets with Principal Harris to give guidelines for a safety and security.

13. Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.

The school has implemented school assemblies designed to make students aware of changes within the school. The school has designed family activities for evenings to increase time spent on hands on learning. Students actively participate in Academic Games and there are Accelerated Reading prizes designed to involve Principal Harris with students as they reach their reading goal.

14. Implementing approaches to improve school climate and discipline

Mae C. Jemison School has implemented school assemblies to explain school procedures, parents, students, teachers, and Principal Harris signed school compacts that clearly define responsibilities of all stake holders. Staff

15. Expanding the school program to offer full-day kindergarten or pre-kindergarten.

The school currently offers all day preschool and kindergarten.

16. Allow the school to be run under a new governance arrangement.

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

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

17. Implement a per pupil school based budget formula weighted based on student needs.

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.

The pre-implementation budget will be spent on activities to prepare us for the full implementation year. Year one will include the full implementation budget. Each year after will be reduce by 33% to allow for a success transition in year four to a fully funded school level budget.

See attached for Year 1 Detailed Budget.

Year 1 Pre-Implementation	Year 1 Implementation	Year 2	Year 3	Three-Year Total
179,000.00	2,000,000.00	1,340,000.00	897,800.00	\$4,237,800.00

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)	Transformation
Number of minutes in the school year	1235.4 minutes
Student Data	
Dropout rate	N/A
Student attendance rate	83%
Student Connection/School Climate	
Number of disciplinary incidents	N/A
Number of students involved in disciplinary incidents	N/A
Number of truant students	N/A
Teacher Data	
Distribution of teachers by performance level on	100% HQ

LEA's teacher evaluation system	
Teacher Attendance Rate	N/A

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 the 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.

ARRA School Improvement Grant (SIG) II 2011 Budget Detail

For Jemison, Mae C.

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	Cost for Three (3) Teachers to provide instruction to increase student achievement in the core academic areas. Salary @ \$72,516 each, FICA & Pension @ \$61,587, HLDV @ \$50,163	3	\$217,548	\$111,750					\$329,298
125 - Added Needs – Compensatory Education	Cost for Four (4) School Service Assistants to assist instructional professionals with the increase in student achievement in the core academic areas. Salary @ \$12,916 each, FICA & Pension @ \$14,626 and HLDV @ \$ 66,884	4	\$51,664	\$81,510					\$133,174
125 - Added Needs – Compensatory Education	Cost for One (1) Library Media Specialist to assist students classroom assignments in the Library Media Center with supplemental instructions beyond the classroom instructions in ELA and Math. Salary @ \$74,425, FICA & Pension @ \$21,070, HLDV @ \$16,721.	1	\$74,425	\$37,791					\$112,216
	Sub-Total	8	\$343,637	\$231,051					\$574,688

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	Cost for One (1) Assistant Attendance Agent who will provide assistance with truant students to increase attendance and student academic achievement.. Salary @ \$17,791, HLDV @ \$16,721, and FICA & Pension @ \$5,037.	1	\$17,791	\$21,758					\$39,549
211 - Support Services – Pupil – Truancy/Absenteeism Services	Cost for supplies to stock Attendance Program Store which will provide incentives to raise student attendance and thereby increase student achievement, i.e., school supplies, certificates, etc.					\$50,000			\$50,000
	Sub-Total	1	\$17,791	\$21,758		\$50,000			\$89,549

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

For Jemison, Mae C.

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	Cost for One (1) Guidance Counselor to assist students with their personal and social development. Salary @ \$73,216, FICA & Pension @ \$20,727 and HLDV \$16,721.	1	\$73,216	\$37,448					\$110,664
	Sub-Total	1	\$73,216	\$37,448					\$110,664

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	Cost for One (1) Social Worker to assist students and families in finding programs and services to meet their emotional, medical, psychological, and financial needs. Salary @ \$73,216, FICA & Pension @ \$20,727, HLDV @ \$16,721.	1	\$73,216	\$37,448					\$110,664
	Sub-Total	1	\$73,216	\$37,448					\$110,664

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	Cost for Three (3) Instructional Specialists to assist staff with increasing student achievement in the core academic area. Salary @ \$74,425 each, FICA & Pension @ \$63,209 and HLDV @ \$50,163	3	\$223,275	\$113,372					\$336,647
221 - Improvement of Instruction	Cost for Purchased Services: Professional Development Consultants/Trainers: Saturday Professional Development (10) sessions in the areas of Literacy; Math; Analyzing Data, Differentiated Instruction; Strategies, Best Practices, and Technology @ \$1500 each session				\$15,000				\$15,000
221 - Improvement of Instruction	Cost for Profession Development Teacher Workshop/Stipends: Saturday Professional Development (10) sessions in the areas of Literacy; Math; Analyzing Data, Differentiated Instruction; Strategies, Best Practices, and Technology 35 Teachers @ \$23.82 @ 10 Sessions	2800h	\$66,696	\$18,899					\$85,595

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

For Jemison, Mae C.

221 - Improvement of Instruction	Cost for Professional Development Supplies/Materials: Handouts, Materials and agenda items necessary to facilitate the sessions. 10 sessions/ 35 persons @ \$8.57 a person				\$3,000	\$3,000
221 - Improvement of Instruction	Cost for Food/Consumables for Professional Development Activities: Light Refreshments 10 sessions/ 35 persons @ \$10.71 a person				\$3,750	\$3,750
221 - Improvement of Instruction	Professional Development Workshop/Stipends: Training to implement SMART Technology. SMART Board complements several other SMART products, including SMART Sync classroom management software and use of the SMART system. Three Saturday (3) sessions: Teachers - \$23.82, Ed Tech \$12.73, Clerical 1.5 hrs, Principal - \$44.87 & Community Use for Engineer – \$44.50 Custodian \$19.18 @ hr.	360h	\$9,978	\$3,940		\$13,918
221 - Improvement of Instruction	Cost for Professional Development Consultants/Trainers: 3 Day Training on SMART System for staff				\$15,291	\$15,291
221 - Improvement of Instruction	Cost for Food/Consumables for Professional Development Activities: Light Refreshments 3 sessions/ 35 persons @ \$3.95 a person				\$412	\$412
221 - Improvement of Instruction	Professional Development Activities for Staff to attend the 2012 National Title 1 Conference (\$585) January 21-24, 2012 in Seattle WA, and the 2011 National Conference of Elementary School Principals (\$750) in Orlando FL July 10-13, 2011				\$1,335	\$1,335
221 - Improvement of Instruction	Cost of hotel/airfare for National Title 1 Conference - Seattle, WA & NESP Conference - Orlando FL				\$3,021	\$3,021
221 - Improvement of Instruction	Cost for Professional Development Consultants/Trainers: Synesi Associates to provide ongoing Professional Development and Administrative guidance to the school staff/administration.				\$100,000	\$100,000
221 - Improvement of Instruction	Cost for Professional Development Consultants/Trainers: Synesi Associates to provide ongoing Professional Development and Administrative guidance to the school staff/administration.				\$100,000	\$100,000

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

For Jemison, Mae C.

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
Sub-Total		3/3160h	\$299,949	\$136,211	\$238,809		\$3,000		\$677,969
225 - Computer--Assisted Instruction	Cost of technology effectively implementing the installation and use of SMART Boards, Software & Computers throughout the school. SMART complements other SMART products, SMART Sync classroom management software and use. SMART Board \$1200; LCD Projector \$750; PC or Mac \$750-\$3000; Projector Light Bulb \$75					\$193,790			\$193,790
225 - Computer--Assisted Instruction	Purchase of technology for increasing of Instruction/Learning; Cost associated with the establishment of Media Center (Books \$20,000, Supplies, Furniture - (Capacity of 25 students) \$45,000 - desks, cabinets, chairs selves and Equipment --(\$1,739, Tablets, Projector- \$350; Mac books \$1000)					\$89,200			\$89,200
Sub-Total						\$282,990			\$282,990

240 - Support Services – School Administration

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
249 - Other School Administration	Cost for One (1) SIG Turn Around Manager to oversee SIG funds, services and programs. Salary @ \$73,216, FICA & Pension @ \$20,727, HLDV @ \$16,721.	1	\$73,216	\$37,448					\$110,664
Sub-Total		1	\$73,216	\$37,448					\$110,664

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	Cost of Parent Development: Family Literacy Night/ Family Math Night/; 10 Teachers, Ed Tech, Engineer, Custodian & Principal	28h	\$4,139	\$1,634					\$5,773

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

For Jemison, Mae C.

331 - Community Activities	Parent Development Activities: Cost for Six (6) parents to attend the 2012 National Title 1 Conference (Conference fee \$3510) January 21-24, 2012 in Seattle WA, Airfare (\$2580) & Hotel 3 rooms (\$ 2148)							\$8,238	\$8,238
331 - Community Activities	Cost of supplies and materials for Parent Development: Family Literacy Night/ Family Math Night @ \$36.65 a parent							\$3,665	\$3,665
331 - Community Activities	Cost of Parent Development: Supplies and materials to support the Parent Community Room							\$7,145	\$7,145
331 - Community Activities	Cost of Food - Light Refreshments for Parent Development: Family Literacy Night/ Family Math Night/ Parents and staff two nights @ 7.5 per person							\$4,500	\$4,500
	Sub-Total	28h	\$4,139	\$1,634	\$12,738	\$10,810			\$29,321
<hr/>									
	Sub Total	15/3188h	\$885,164	\$502,998	\$251,547	\$346,800			\$1,986,509
	Indirect Cost (Max Allowed: 4.45%)								\$0
	Grand Total								\$1,986,509
	Allocation								\$0

SCHOOL IMPROVEMENT GRANT DESCRIPTION FORM

Mae C. Jemison 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	3 Teachers (1st, 2nd, 3rd Grade) Lower Class Size for improvement in reading and math	\$222,000.00
		BENEFITS		\$97,806.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
120	Instruction – Added Needs	SALARIES	1 Literacy Instructional Specialist, 1 Math Instructional Specialist, 1 Media Specialist, and 1 Data Instructional Specialist	\$296,000.00
		BENEFITS		\$130,408.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
210	Pupil Support Services	SALARIES	4 School Service Attendants to assist students in reading and math skills	\$48,000.00
		BENEFITS		\$40,000.00
		PURCHASED SERVICES	Project Seed, Student Martial Arts, Space Camp, Best Tutoring: Conflict Resolution, Academic Games	\$205,248.00
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
211	Truancy/Absenteeism Assistant Attendance Officer	SALARIES	Assistant Attendance Officer will provide assistance with truant students to increase attendance and student academic achievement	\$17,791.00
		BENEFITS		\$17,311.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	Attendance Program Store to raise student attendance	\$50,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
212	Guidance Services Elementary School Counselor	SALARIES	The guidance counselor will assist in meeting the emotional needs of students	\$75,000.00
		BENEFITS		\$32,602.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
213	Health Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
214	Psychological Services	SALARIES		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
216	Social Work Services	SALARIES	The school social worker will assist students and families in finding programs and services to meet their emotional, medical, psychological, and financial needs.	\$75,000.00
	Social Worker	BENEFITS		\$32,602.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
220	Instructional Staff Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
221	Improvement of Instruction	SALARIES	10 Saturday Professional Development Sessions in the areas of literacy, math, and analyzing data, differentiated instruction, and strategies, best practices, and technology,	\$85,596.00
		BENEFITS		
		PURCHASED SERVICES		\$15,000.00
		SUPPLIES & MATERIALS		\$3,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	food	\$3,750.00
225	Instruction Related Technology	SALARIES	Smart Board Professional Development: 3 Sessions: Teachers and Principal(Saturday salary for: Custodian, Ed Tech, Secretary, Engineer	\$13,918.17
		BENEFITS		
		PURCHASED SERVICES		\$15,291.00
		SUPPLIES & MATERIALS	Smart Boards and Computers (Installed)	\$193,790.00
		CAPITAL OUTLAY	Media Center (Books, Supplies, Furniture and Equipment)	\$89,199.28
		OTHER EXPENDITURES	Food	\$412.50
227	Academic Student Assessment	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
230	General Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
232	Executive Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
240	School Administration	SALARIES	SIG Turn Around Manager (Over See SIG Funds, Services and Programs)	\$74,000.00
		BENEFITS		\$32,600.00
		PURCHASED SERVICES	National Title 1 Conference (\$585.00) January 21-24,2012 in Seattle WA, and the 2011 National Conference for Elementary School Principals(\$750.00) in Orlando, FL on July 10-13, 2011	\$1,335.00
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Hotel and Airfare for 2 Conferences	\$3,021.00
250	Support Services Business Partner Provider: Synesi Associates	SALARIES	Synesi Associates to provide professional development and administrative guidance to the school staff and administration	\$100,000.00
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
257	Internal Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
266	Operation and Maintenance	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
280	Central Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
281	Planning, Research, Development and Evaluation	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		OTHER EXPENDITURES		
283	Staff/Personnel Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
300	Community Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
311	Community Services Direction	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
331	Community Activities	SALARIES	Family Science Night, Family Literacy Night and Family Math Night; 10 Teachers, Ed Tech, Engineer, Custodian, and Principal	\$5,773.05
		BENEFITS		
		PURCHASED SERVICES	National Title 1 Conference for 6 Parents(Conference Fee:\$3,510)January 21-24, 2012 in Seattle WA, Airfare (\$2,580.00), and Hotel(3 Rooms-\$2,148.00)	\$8,238.00
		SUPPLIES & MATERIALS	Materials for the Family Science Night , Family Literacy Night and Family Math Night	\$3,665.00
		CAPITAL OUTLAY	Parent/Community Room	\$7,143.00
		OTHER EXPENDITURES	Food for Family Science Night, Family Literacy Night and Family Math Night	\$4,500.00
			TOTAL	\$2,000,000.00

Mae C. Jemison Year 2

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

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES	3 Teachers (1st, 2nd, 3rd Grade) Lower Class Size for improvement in reading and math	\$222,000.00
		BENEFITS		\$97,806.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
120	Instruction – Added Needs	SALARIES	1 Literacy Instructional Specialist, 1 Math Instructional Specialist, 1 Media Specialist, and 1 Data Instructional Specialist	\$296,000.00
		BENEFITS		\$130,408.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
210	Pupil Support Services	SALARIES	4 School Service Attendants to assist students in reading and math skills	\$48,000.00
		BENEFITS		\$40,000.00
		PURCHASED SERVICES	Project Seed, Student Martial Arts, Space Camp, Best Tutoring: Conflict Resolution, Academic Games	\$205,248.00
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
211	Truancy/Absenteeism Assistant Attendance Officer	SALARIES	Assistant Attendance Officer will provide assistance with truant students to increase attendance and student academic achievement	\$17,791.00
		BENEFITS		\$17,311.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
212	Guidance Services Elementary School Counselor	SALARIES	The guidance counselor will assist in meeting the emotional needs of students	\$75,000.00
		BENEFITS		\$32,602.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
213	Health Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
214	Psychological Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
216	Social Work Services Social Worker	SALARIES	The school social worker will assist students and families in finding programs and services to meet their emotional, medical, psychological, and financial needs.	\$75,000.00
		BENEFITS		\$32,602.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		OTHER EXPENDITURES		
220	Instructional Staff Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
221	Improvement of Instruction	SALARIES	10 Saturday Professional Development Sessions in the areas of literacy, math, and analyzing data, differentiated instruction, and strategies, best practices, and technology,	\$85,596.00
		BENEFITS		
		PURCHASED SERVICES		\$15,000.00
		SUPPLIES & MATERIALS		\$3,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	food	\$3,750.00
225	Instruction Related Technology	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
227	Academic Student Assessment	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
230	General Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
232	Executive Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
240	School Administration	SALARIES	SIG Turn Around Manager (Over See SIG Funds, Services and Programs)	\$74,000.00
		BENEFITS		\$32,600.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
250	Support Services Business	SALARIES	Synesi Associates to provide professional development and administrative guidance to the school staff and administration	\$75,000.00
	Partner Provider: Synesi Associates	BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
257	Internal Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
266	Operation and Maintenance	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
280	Central Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
281	Planning, Research, Development and Evaluation	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
283	Staff/Personnel Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
300	Community Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
311	Community Services Direction	SALARIES		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
331	Community Activities	SALARIES	Family Science Night, Family Literacy Night and Family Math Night; 10 Teachers, Ed Tech, Engineer, Custodian, and Principal	\$5,800.00
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	Materials for the Family Science Night , Family Literacy Night and Family Math Night	\$3,700.00
		CAPITAL OUTLAY	Parent/Community Room	\$7,143.00
		OTHER EXPENDITURES	Food for Family Science Night, Family Literacy Night and Family Math Night	\$4,000.00
			TOTAL	\$1,599,357.00

Mae C. Jemison 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	3 Teachers (1st, 2nd, 3rd Grade) Lower Class Size for improvement in reading and math	\$222,000.00
		BENEFITS		\$97,806.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
120	Instruction – Added Needs	SALARIES	1 Literacy Instructional Specialist, 1 Math Instructional Specialist, 1 Media Specialist, and 1 Data Instructional Specialist	\$296,000.00
		BENEFITS		\$130,408.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
210	Pupil Support Services	SALARIES	4 School Service Attendants to assist students in reading and math skills	\$48,000.00
		BENEFITS		\$40,000.00
		PURCHASED SERVICES	Project Seed, Best Tutoring: Conflict Resolution, Academic Games	\$175,000.00
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
211	Truancy/Absenteeism	SALARIES	Assistant Attendance Officer will provide assistance with truant students to increase attendance and student academic achievement	\$17,791.00
	Assistant Attendance Officer	BENEFITS		\$17,311.00

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	Attendance Program Store to raise student attendance	\$50,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
212	Guidance Services	SALARIES	The guidance counselor will assist in meeting the emotional needs of students	\$75,000.00
	Elementary School Counselor	BENEFITS		\$32,602.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
213	Health Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
214	Psychological Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
216	Social Work Services	SALARIES	The school social worker will assist students and families in finding programs and services to meet their emotional, medical, psychological, and financial needs.	\$75,000.00
	Social Worker	BENEFITS		\$32,602.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
220	Instructional Staff Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
221	Improvement of Instruction	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
225	Instruction Related Technology	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
227	Academic Student Assessment	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
230	General Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
232	Executive Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
240	School Administration	SALARIES	SIG Turn Around Manager (Over See SIG Funds, Services and Programs)	\$74,000.00
		BENEFITS		\$32,600.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
250	Support Services Business	SALARIES	Synesi Associates to provide professional development and administrative guidance to the school staff and administration	\$50,000.00
	Partner Provider: Synesi Associates	BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
257	Internal Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
266	Operation and Maintenance	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		OTHER EXPENDITURES		
280	Central Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
281	Planning, Research, Development and Evaluation	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
283	Staff/Personnel Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
300	Community Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
311	Community Services Direction	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
331	Community Activities	SALARIES	Family Science Night, Family Literacy Night and Family Math Night; 10 Teachers, Ed Tech, Engineer, Custodian, and Principal	\$5,000.00
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	Materials for the Family Science Night , Family Literacy Night and Family Math Night	\$3,000.00
		CAPITAL OUTLAY	Parent/Community Room	\$6,000.00
		OTHER EXPENDITURES	Food for Family Science Night, Family Literacy Night and Family Math Night	\$2,500.00
			TOTAL	\$1,482,620.00

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 Jemison School is **TRANSFORMATION**;

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
