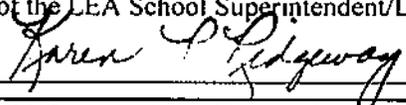
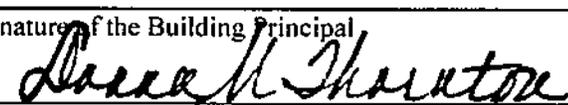
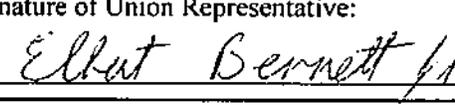


SIG GRANT—School Building Application FY 13

APPLICATION COVER SHEET SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Carstens @ Remus Robinson E/M School Building Code: 2105600	Mailing Address: 13000 Essex Detroit, MI 48215
School Building Contact for the School Improvement Grant Name: Donna Thornton Position and Office: Principal - Administration Contact's Mailing Address: 13000 Essex, Detroit, MI 48215 Telephone: 313.866.5500 Fax: 313.866.5580 Email address: donna.thornton@detroitk12.org	
LEA School Superintendent/Director (Printed Name): Karen Ridgeway	Telephone: 313.873.7450
Signature of the LEA School Superintendent/Director: X <u></u>	Date:
LEA School LEA Board President (Printed Name): LeMar Lemmons	Telephone: 313.873.7860
Signature of the LEA Board President: X _____	Date:
Building Principal (Printed Name): Donna Thornton	Telephone: 313.866.5500
Signature of the Building Principal: X <u></u>	Date: 5/29/2014
Union Representative (Printed Name): Elbert Bennett – Building Representative	Telephone: 313.866.5500
Signature of Union Representative: X <u></u>	Date: 5-29-2014
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

Section A

1. Analyses of Data Maximum Length: 1 page

The school should consider evidence of need by focusing on improvement status; reading and math achievement results, as measured by the Michigan Educational Assessment Program (MEAP), Mi-Access or the Michigan Merit Examination (MME), poverty level, graduation data, extended learning opportunities, etc., and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data Analysis and School Process Rubric Summary report. Consider how subgroups within the school are performing and possible areas to target for improvement. Do not attach the building CNA.

What sources of data did the school use in their analysis? Based on the analysis, what are the major areas of need that the school's plan will target? Identify 3 things that the school will fundamentally change for turnaround to be successful.

Carstens @ Remus Robinson is comprised of a several sub-groups (gender, Students with Disabilities, SES, Bottom 30) which all perform well-below state proficiency standards. The chart below indicates students' academic progress over a three year period as measured on the MEAP.

% Rates of Students Performing Below Proficiency on the MEAP					
Grades 3 – 8	Reading	Writing	Mathematics	Science	Social Studies
2011 – 2012	76.2	90.6	97.4	100.0	98.0
2012 – 2013	44.7	21.2	86.2	96.3	69.6
2013 - 2014	44.2	28.6	87.5	90.4	49.1

ACHIEVEMENT DATA

Analyses of Achievement Data indicate that performance scores are well-below expectations in all areas and for all subgroups indicating the need for immediate and intensive steps to improve academic performance in all core areas. While proficiency levels show some improvement, a high percentage of students performed substantially below the proficiency level according to previous years' MEAP results. Three year trends (2011 – 2014) indicate the highest percentage of proficiency levels are in the areas of reading (23.8; 28.5; 27.2 - respectively) with the most significant growth in the core area of science (6.0) for FY: 2013 - 2014. However, the high proficiency scores in science are attributed to the fact that 8.3 percent of students who were newly assigned to Carstens this fiscal year were proficient upon enrollment. It should also be noted that there were no known or identified homeless or migrant students at the time the assessments were administered. Analyses also indicate that incoming FTE students' MEAP results reflect in the school's overall performance, and all, with the exception of science, scored significantly lower than the non-transient students (those who were enrolled at Carstens in FY: 2012 – 2013). The achievement gap between Carstens and its Differentiated Proficiency Targets for FY: 2013 – 2014, further supports the need for intense, immediate interventions and school improvement. Reading Gap: 7.0%, Writing Gap: 9.9%, Mathematics Gap: 18.2%, Science Gap: 11.1%, Social Studies Gap: 18.5%. Students' proficiency levels in Writing showed a significant decrease from FY: 2012 – 2013 to FY: 2013 – 2014 indicating a need to address writing across all core subjects. Students with Disabilities perform poorly in all areas with their best scores representing social studies.

DEMOGRAPHIC DATA

Analyses and research of Demographic Data using MI School Data identified that 57% of our community are renters which supports the understanding as to why our students are so transient. Only 75 % of the community has achieved a high school diploma or above and 53% of the households are headed by a female of which 54% have never been married. The median household income is significantly below the State's average; statistics have proven that the majority of students with low Social Economic Status (SES) perform lower than those with a higher SES. Many students who fall within this category often enroll in Carstens lacking the necessary skills needed to transition from primary school to the elementary level and may even be a first time enrollment, for current practices and mandates do not require students to attend Pre-School or Kindergarten. During FY: 2012 – 2013, approximately, ten percent of Carstens first graders were first year enrollees and during the FY: 2013 – 2014, approximately twenty percent were first year enrollees. Additionally, both the percentage of Black family residents and the unemployment rates in this community are significantly higher than the State's average. Further analyses indicate a need to support Students with Disabilities. 30% of Carstens' students fall within this sub-group. Many students have physical and other health ailments which contribute to missed instruction.

Combined factors indicate a need to address avenues of higher education, health education, professional learning and parenting, etc. is crucial to the sustainability of this community.

PERCEPTION DATA

Perceptions of the school include on-going bullying that has not been addressed, poor parental support and lack of involvement and high levels of grade retentions. MI STAR Student Information Systems also supports the perception that the school has on-going discipline concerns that result in suspensions and loss of instruction.

Based on data analyses, Carstens' Instructional Leadership Team (ILT) has targeted the following three goals/Big Ideas which must be fundamentally changed for turn-around success and increase students' achievement: 1) Increase reading comprehension skills by supporting Professional Learning Communities (PLC), using technology, such as, Smart Boards/Tables, Projectors, Document Cameras, Classroom Performance System (CPS), Netbooks/PCs, Geo-Boards, iPads, TI Calculators, etc. Professional Learning will also include School Culture and Climate and Parent/Community Engagement activities 2) focus on Multi-Tiered System of Support (MTSS) model for all core subjects with an emphasis on Positive Behavior Intervention Strategies (PBIS) and Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) to address students who are "at risk" for retention, drop-out status, homelessness, and instructional disabilities. Lesson Studies, Professional Learning Communities and Data Analyses and 3) increase instructional learning opportunities: before or after school instruction, increasing instructional hours within the school day/week, extending the school year, providing a Saturday School program, enriching the curriculum with specials like STEM, Children's Choir, Project Seed, Go Green Initiatives, Garden Plan, or Lemonade Day.

2. School Building Capacity – Resource Profile Maximum Length: 1 page

a. The MDE requires the following positions/funding for schools receiving SIG funds during the three-year period of funding. These positions/funding may be funded with School Improvement Grant funds:

School Improvement Grant Facilitator, who may not serve simultaneously as the building principal, will be responsible for coordinating the implementation of the grant and ensure that the requirements of the Transformation Model are in place. Additional responsibilities include but are not limited to, preparing local, state and federal written reports, maintaining a database to store and analyze data related to the SIG III, collaborating with external providers, assisting building leaders with reform initiatives.

Family & Community Coordinator will be responsible for, but not limited to, designing, sponsoring and/or facilitating parent workshops, professional learning, school-to-home relationships (liaison), outside learning experiences, family nights (assist with school fairs, parent grade level meetings, etc.). Additional duties include supporting instructional staff with strategies, collecting and compiling data, discuss the school/parent compact, communicate school data.

Data Coach will be responsible for, but not limited to, leading data discussions within related professional learning settings, PLCs, teams, PAC-SA meetings, etc., conducting analyses on assessment results, graphing and displaying data, collaborating with key personnel to ensure students are rotated within flexible groups and establishing a data center.

Mental & Physical Health Services Coordinator will be responsible for, but not limited to, coordinating health programs and classes, aligning resources with student and families' health needs, providing on-site professional treatment.

b. Professional development must be provided throughout the school year (late start, early releases, school days without students, etc.) at least 8 hours per month for all professionals in the building including the administrators and support staff. All professional development cannot occur during the summer.

Professional Learning will be on-going and be embedded within instructional practices and supported by lead teachers, school administrators, Coaches, Instructional Specialists, the District's Office of School Turn-Around and Wayne RESA (ISD). Carstens' Partner Provider, Inquiry Bridge, along with, EduVation and Competitive Educational Solutions, will provide training that supports Carstens' targeted goals. Selected personnel will help maintain school-wide reform efforts by serving as advisors to the leaders of Professional Learning Communities (PLCs), modeling research-based practices for embedded professional development and facilitating meetings when appropriate to ensure alignment of team initiatives with school goals. An initial twelve-day training facilitated by Inquiry Bridge will be provided to Carstens' ILT to prepare for Train-the-Trainer sessions for school-wide implementation. Throughout the year, PLCs will meet each week

from 8:00am to 8:50 am on Thursday to participate in data discussions focused on improving instructional practices and implement Instructional Learning Cycles and classroom learning centers and monitor small flexible groups to address under-performing students. Other State approved vendors, such as WRESA and EduVation will guide PLCs through bi-weekly Lesson Studies for utilizing Project-Based and Action Research lessons to actively engage students and address their Individualized Learning Plans; Competitive Solutions will engage PLCs with research-based strategies to increase staff knowledge of research-based practices and initiatives for addressing School Culture and Climate. Additional professional learning sessions will occur weekly for a minimum of one hour on Wednesdays after school to engage in meaningful data discussions that support teaching and learning, promote and implement strategies to increase parent/community engagement, change school culture and climate and employ the skills and knowledge behind the context, content and process standards for instructional domains. The ILT will meet at minimum once per month to disaggregate data, monitor, evaluate and adjust school-wide interventions, discuss school improvement goals and other pertinent documents. Teams will also have opportunities to request additional training as needs arise to support instruction, address challenges and implement solutions. A school wide professional development plan will be completed by August 15, 2014 with input from teams and survey analysis.

Professional Learning will focus on the following:

- Establishing Vertical and Horizontal Professional Learning Communities which actively engages in data analysis for school-wide improvement with staff representations for all school building positions
- Facilitating small group instruction and interventions for all para-professionals, school service assistants, teachers of record and administration
- Implementing Multi-Tiered Systems of Support (MTSS) and Response to Intervention for all school administrators and instructional and support staff
- Implementing MiBLSi for whole staff interventions (including Noon Hour Aides, Clerical and physical support staff such as psychologists, social workers, physical and occupational therapists, nurses and athletic coaches)

c. The following table lists the major grant related resources the State of Michigan manages and that schools may have as a all personnel related to daily operations of the professional business resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.

<input checked="" type="checkbox"/> General Funds <input checked="" type="checkbox"/> Title I Part A <input checked="" type="checkbox"/> Title I School-wide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Title I School Improvement (ISI)	<input checked="" type="checkbox"/> Title II Part A <input 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 type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input checked="" type="checkbox"/> Head Start <input type="checkbox"/> Even Start	<input checked="" type="checkbox"/> Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools.)			

GENERAL FUNDS: are used to provide all personnel related to the daily operations of a professional business, in addition to, the personnel required to facilitate a basic comprehensive school-wide educational complete with all operational and facility supplies and other essential operational components. TITLE I PART A/CONSOLIDATED: funds are used to provide supplemental educational and behavioral services, supplies for teaching and testing, instructional services/consultants for student and/or teachers, outside learning opportunities, teachers and other instructional personnel for support, professional learning/workshops and technology purchases. TITLE II PART A: funds are used to reduce elementary size classrooms for small group intensive intervention. SPECIAL EDUCATION: funds are used to support academic instruction for students who have an Individualized Educational Plan and HEAD START: funds are used to provide academic support for pre-school age children.

SIG III cohort funds will be used to support professional learning, engage parents and the community and improve Carstens' School culture and climate.

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. Union representation must be included in the development of this grant application. Michigan Department of Education staff will conduct face-to-face or conference call interviews with the SIG teams of each school that is selected to receive a School Improvement Grant prior to the grant being awarded. Maximum Length: 1 page

The District made a commitment to support a systemic school-wide reform plan at Carstens @ Remus Robinson E/M with the implementation of the Transformation Model. Support for this model began July 1, 2011, when meetings to engage the acceptance for the model were held. The appointment of a new School Administrative Team on July 1, 2012, began the official implementation process. The principal plays a key role in leading this effort through the use of data analysis to reach goals and objectives outlined in this three year plan. Through modeling, organizational restructuring and improving two-way communication, the principal will lead school wide efforts to ensure that school's vision and mission are understood by all staff, and clearly defined school-wide strategies are implemented to meet school goals.

The Transformation Model requires an evaluation of the staff which can result in the release and replacement of staff and/or a change in grade level or content area assignments as defined in the district agreement with the Detroit Federation of Teachers. Meeting the professional challenges outlined in this proposal will be an element in performance reviews for instructional, operational and administrative staff. Specifically, successful implementation will require that all staff t make a strong commitment to:

- Understanding the key elements of this plan and their role in its implementation
- Utilizing common planning time to improve instructional outcomes
- Participating in Professional Learning Communities and engage in data dialogues to drive instruction
- Actively participating in embedded and after hours professional development
- Participating in an extended instructional-based school year, providing academic support and facilitating culture and climate development activities
- Modeling appropriate behaviors for students and novice team members and following established protocols with high expectations for everyone
- Fully participating in technical and instructional assistance that supports classroom and school-wide instructional improvement efforts

The hiring process focuses on the candidates' commitment to a High Priority School, its vision and mission statements and most importantly the students' needs.

This plan also calls for the realignment of the school's organization plan to ensure clarity about responsibility and lines of authority. An Instructional Leadership Team (ILT) has been established to lead this effort by serving as the primary link between the actions outlined in this plan and the classroom. This team includes the school's administrators and the leaders of the Horizontal and Vertical Teams throughout the school, a Specialized Service provider, parents and students when necessary, and at least one member from Inquiry Bridge, Partner Provider. These Team Leaders will assist the staff with the implementation of the strategies, best practices and reform processes established for implementation of this plan. With the assistance of Carstens' partnerships with Inquiry Bridge, Competitive Educational Solutions, EduVation, and instructional coaches, the Leadership Team has committed to supporting the staff throughout the reform process by providing consistent communication, opportunities for professional development, mentoring and shadowing, team-teaching and membership in professional organizations. Evidence of commitment includes agendas, meetings minutes, school surveys and sign-in sheets.

Teachers and staff at the school have indicated their support for the proposed plan through meetings and surveys, but have also indicated a need for significantly improved communication regarding school improvement plans and expectations for

implementation. A specific concern heard in many conversations is a need to understand the time commitments expected and needed for this plan to be successful.

4. School Improvement Plan

Attach School Improvement Plan (DO NOT insert here, upload as a separate file)

5. External Provider Selection

Describe the process the building will use to screen and select external providers or note that the school will select external providers from the MDE pre-approved list. Maximum Length: 1 paragraph

The Detroit District via the Office of School Turn-Around provided an opportunity for potential Partner Providers to showcase their services/wares at a Partner Provider Fair, which was held on Monday, May 5, 2014, from 3:00pm – 5:00pm at Northwestern HS' Center for Professional Learning and Development. Key stakeholders from each school were invited to attend the fair to meet and greet with the perspective providers who had a prior request to participate. Each school was required to complete and submit an Exit Ticket at the conclusion of the fair which indicated the Partner Provider the school in which the school was interested. A one-on-one interview was held between members of the school's leadership team and the potential provider selected on the Exit Ticket. In addition to the Assistant Superintendent from the Office of School Turn-Around, a representative from Procurement and Logistics was in attendance. The potential Partner Provider was also invited to present a more formal presentation to Carstens' Instructional Leadership Team (ILT) on Friday, May 9, 2014, from 5:45pm – 7:00pm. Carstens' ILT members selected Inquiry Bridge as a Partner Provider due to their success rates in the school districts of Chicago and River Rouge for school reform and redesign.

6. Alignment of Resources

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection Maximum Length: 1 page

a. Describe how the district/building's human resources will be more involved in intentional hiring of the best staff possible to build capacity.

The District supports Carstens' plans for rapid school improvement and reform and redesign by providing Carstens' administration with the autonomy to select its instructional staff to fill all vacant positions at the on-set of FY: 2012 – 2013. The Department of Talent Acquisition (DTA) assigned staff to positions which acquired a vacancy after the start of the school. The District also supported pre-implementation of the State Approved Reform and Redesign Plan by ensuring consistency with the instructional staff with the exception of retirees and building leveling. The District's DTA has continues to support building level input regarding the Teacher Eligibility List. Principals, Assistant Superintendents, Directors, Supervisors and all other positions participate in the interview process at the District-wide Teacher Fairs. Perspective candidates will continue the hiring process by performing a twenty-minute demonstration lesson based on building vacancies per principals' requests. This new process for developing a Teacher Eligibility List supports the Transformation Model and focuses on the school's Vision and Mission, and most importantly, hones in on the priority needs of the students over the interests and preferences of adults.

Internal Building Level Human Resources

An Interview Committee has been established in an effort to conduct fair, impartial and unbiased interviews. The committee is comprised of a building administrator (usually the principal), an instructional specialist, the School Improvement Chair, a parent and one expert personnel in the candidate's content area. The committee will establish basic questions based on a rubric for scoring purposes. Based on students' needs and vacancies the Recruitment and Talent Acquisition Department (RTAD) will provide the committee with three candidates to interview. Each candidate will also be required to conduct a twenty-minute demonstration lesson to present in front of the committee. The committee will make a selection and provide that name to the RTAD. Selected staff will be assigned to Horizontal and Vertical Teams which are professional learning communities based on their primary teaching assignments. Instructional staff members will receive at minimum one informal and two formal observations and one final evaluation; post-observation conferences will be held after each to discuss needs for instructional support and teacher effectiveness. Non-instructional staff will receive two observations and post-observation conferences.

b. Describe how community resources will be aligned to facilitate implementation of the intervention selection.

Community Resources:

Carstens actively pursues rapport with community partners to ensure adequate social and emotional support, as well as, academic support and broadening of opportunities for all of Carstens' students. These include:

- Continuation of transitional programs for middle school students (Cranbrook, Wayne State University's College Promise, Sodexo and other DPS High School Bridge programs
- Continuation of Pathways to Potential with the Department of Human Services
- Initiation of a new program Career Cruising to address Career Pathways for students
- Continuation of community services such as Gleaners Food Bank, Fresh Fruits and Vegetables, Volunteer Reading Corp, Gardening Project, SPARK Health Careers and partnerships with Chrysler's UAW and the Horatio Williams Foundation to provide on-going services to involve parents and support students' learning.

The establishment of partnerships provides continuous support for Carstens' school community by:

- Supporting field trips by supplying monetary assistance, serving as liaisons for contacts willing to donate or purchase materials and provide transportation.
- Developing programs with that supports academics, career aspirations and teen employment.
- Offering volunteer tutoring and reading opportunities during lunch periods, specials or before/after school
- Developing pride in the school and making a connection between students and the community.
- Mentoring to address the needs of students who are identified as "at risk"

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. Maximum Length: 1 page

This plan calls for a systemic change within the traditional school organization to using an alternate governance system based on teams and shared leadership. Organizational responsibilities will be aligned based on the functions/duties of each team:

Four teams will assume responsibilities related to implementation: 1) Instructional Leadership Team (ILT): comprised of representatives from administration, the SIG Facilitator, each core subject, specialized services, grade level certifications, SIG Community Resource Director/Coordinator, and Inquiry Bridge who will analyze and discuss data, identify building targets and goals, assess and adjust school-wide initiatives and programs and ensure SIG/SIP/R & R alignment and implementation monitor 2) Professional Learning and Design Team (PLDT): comprised of staff volunteers who will monitor and coordinate school-wide professional learning opportunities for all staff 3) Data Team: comprised of the SIG Data Coach, an Instructional Specialist and staff most familiar with data analyses and data-driven instruction and 4) Vertical and Horizontal Teams: comprised of staff members based on instructional certifications who will also have responsibility for the for the Shared Decision Making process defined in the DFT Collective Bargaining Agreement (from LEA SIG Application):

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 Instructional 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. In order to advance instructional reform and operate in a shared decision-making model a Joint Labor-Management Shared Decision-Making Committee was established. The committee accepts applications from schools who wish to enter into a shared decision-making model. The school's eligible staff votes to ensure buy-in from staff. The Committee meets with the school to review and plan the areas for which shared decision-making will apply. **However, under the District's Priority Schools Agreement with DFT, all members of Priority Schools are required to participate in shared decision-making.**

As part of implementation for Priority Schools, the District and teacher's union (DFT) agreed to accommodate necessary and unusual requirements such as creative teaching methods; acceleration of improved student achievement as measured by MDE standards; creative scheduling; committed high-qualified staff interviewed and selected for each school; extended school day and/or extended school year and parental and community engagement.

- a. Describe how extended learning time (lengthening the school day, week or year) will be scheduled.
- b. Describe how extended learning time will be spent engaging students in learning, not just adding clock time to a schedule.

Carstens will schedule Extended Learning Time (ELT) after school and on Saturdays in addition to extending the school year by a minimum of three additional weeks of targeted instruction.

Regular participation in high-quality afterschool and summer programs is linked to gains in test scores, improvements in work habits, and school attendance. High quality extended learning opportunities have been selected for Carstens based on assessment results and researched best practices for increasing student achievement. The programs focus on academic enrichment and assist students in meeting Common Core State Standards. 21st Century and Making Strides are two after-school programs geared to strengthen students' academic skills in the core subjects and enhance STEM. 21st Century is also scheduled as a summer enrichment program which extends through the end of July, and Making Strides is also scheduled as STEM enrichment on Saturdays through a partnership with the Horatio Williams Foundation. A themed Instructional Learning Cycle (ILC) is the focus for the extended school year. An Instructional Learning Cycle is a collaborative short-term process of instructional improvement. ILC's provide opportunities for teachers, along with their colleagues, to reflect on the quality of classroom instruction and the quality of the students learning. ILC's focus the efforts of V/H Team members on the implementation of Instructional Strategies linked to a school-wide instructional priority. Within an ILC, V/H Teams focus on a single instructional strategy related to specific content expectation and/or Common Core State Standards. Students will also engage in extended instruction through block scheduling in English Language Arts and mathematics. Research indicates block scheduling has positive effects if implemented with rigor.

The effectiveness of this process will be monitored and evaluated annually by Carstens Instructional Leadership Team and uploaded onto the ASSIST Platform for MDE and District viewing. This level of school autonomy allows more flexible work conditions to meet Carstens' individual diverse needs while continuing to offer a rigorous educational program which includes extended day/year and measurable expectations.

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 2014-2015 school year.

Big Idea 1:			
Increase reading comprehension skills through the usage of technology (Smart Boards, Over Head Projectors, Document Cameras, Classroom Performance System (CPS), Netbooks and PCs, Geo Boards, iPads, T-Inspire Calculators, etc.)			
Big Idea 2:			
Implement a Multi-Tiered System of Support (MTSS) model with an emphasis on Positive Behavior Intervention Strategies (PBIS) to address students who are "at risk" and are in need of immediate intervention and support. The primary focus will be on those students who are at risk for retention, drop out status, homelessness, and instructional disabilities.			
Big Idea 3:			
Provide an opportunity to increase time for instructional learning. Extended Learning Opportunities (ELO) may be provided in a variety of ways: before or after school instruction, increasing instructional hours within the school day/week, extending the school year, providing a Saturday School program, enriching the curriculum with specials like STEM, Children's Choir, Project Seed, Go Green Initiatives, Garden Plan, or Lemonade Day.			
PRE-IMPLEMENTATION			
ACTIVITIES	BIG IDEA	WHEN	WHO IS RESPONSIBLE

21 st Century Afterschool Program	3	2012/13 school year; 2013/14 school year	21 st Century Staff
Making Strides Afterschool and Saturday Program	3	2012/13 school year; 2013/14 school year	Making Strides Staff
Extended School Year	3	June 17 - July 12 2013; June 20 – July 9, 2014	Carstens Staff
Accelerated Reading / Accelerated Math	1	2013/2014 School Year	Carstens Staff
Needs Assessment: Compiled to ensure a sustainable reform effort with model.	1, 2, 3	Spring	Instructional Leadership Team
Academic Games (Lunch time tutoring)	3	2012/13 school year; 2013/14 school year	Academic Games Staff
Group Mentoring (Middle School / Gender-Based)	2	2012/13 school year; 2013/14 school year	Sisters Inspiring Sisters Entrepreneur Works Carstens' Staff
InsideOut	3	2012/13 school year; 2013/14 school year	InsideOut Partner & Carstens Staff
Project SEED	3	2012/13 school year; 2013/14 school year	Project SEED Partner & Carstens Staff
Cranbrook Science	3	2012/13 school year; 2013/14 school year	Cranbrook & Carstens Staff
STEM Genius	3	Spring 2014	STEM Genius Partner & Carstens Staff
Got Science	3	Spring 2014	Got Science Partner & Carstens Staff
SPARK Health Careers	3		Project Seed and InsideOut & Carstens Staff
Always ATTENDANCE (School-wide attendance incentive program)	2	2013/2014 School Year	Carstens Staff
Provide school with iPad carts	1	Spring	Building Administration
Professional Development: Course One "The Unlocked Student and the Cycle of Dependency"	2	Spring / Early Summer	The Partner Provider; Staff
Professional Development: Course Two: "Blended Learning and the Learning Management System"	2	Spring / Early Summer	The Partner Provider; Staff
Professional Development: Course Three "Metacognition and Constructivism"	2	Summer	The Partner Provider; Staff
Professional Development: Culture Setting and Project-based Assessments	1, 2	Summer	The Partner Provider; Staff

YEAR ONE

ACTIVITIES	BIG IDEA	WHEN	WHO IS RESPONSIBLE
Provide students with access to eBooks	1	Fall	The Partner Provider; Staff
Professional Development: Goal Setting through Data	1, 2	Fall	The Partner Provider; Staff
Professional Development: Shifting Culture through Data	1, 2	Spring	The Partner Provider; Staff
Teacher's Metacognition and the Professional Learning community	1	Spring / Early Summer	The Partner Provider; Staff
Data Analysis, Mastery, and Skill Shifting	2	Spring / Early Summer	The Partner Provider; Staff
Teacher as Constructivist: Diversifying and Differentiating	2	Summer	The Partner Provider; Staff
Resetting Culture and the Career Trek	2	Summer	The Partner Provider; Staff

YEAR TWO

ACTIVITIES	BIG IDEA	WHEN	WHO IS RESPONSIBLE
Goal Setting through Data	1	Fall	The Partner Provider; Staff
Shifting Culture through Data	1, 2	Spring	The Partner Provider; Staff
Professional Development: Teacher Leader Seminar: New Innovations Teacher Leader Course: We Broke the COD	2	Spring / Early Summer	The Partner Provider; Staff
Professional Development: Teacher Seminar: Revising Curriculum in Total Mastery Cultures	2	Spring / Early Summer	The Partner Provider; Staff
Professional Development: Teacher Seminar: Training Districts to Align Skills	1, 2	Summer	The Partner Provider; Staff
Professional Development: Teacher Seminar: Sustainability of Culture	2	Summer	The Partner Provider; Staff

YEAR THREE

ACTIVITIES	BIG IDEA	WHEN	WHO IS RESPONSIBLE
Professional Development: Final Practicum: Our New School	1, 2	Fall	The Partner Provider; Staff
Community Town Hall and Presentation of Data	1, 2	Spring	The Partner Provider; Staff

9. Annual Goals

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

	Current Proficiency Rate 2014-15	Goal for 2015-2016	Goal for 2016-2017	Goal for 2017-2018
Reading	40.55	46.9	53.25	59.6
Mathematics	28.77	36.8	44.84	52.87
Writing	29.88	37.75	45.63	53.5
Social St.	26.8	35.1	43.4	51.7
Science	26.1	34.5	42.9	51.3

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. Maximum Length: 1 page

District and building leaders have met with Carstens' parent and community organization, now entitled Parent Advisory Council for Student Achievement (PAC-SA); meetings are held on the third Friday of each month at 9:30am. Two informational meetings were held to discuss with the members of PAC-SA the results and analyses of multiple data sources, Carstens' Z Score and its status on the state-wide Top to Bottom List.

During regular parent/community meetings building leadership worked in conjunction with Carstens stakeholders to identify research-based strategies for school-wide implementation based the analyses of students' performance data as indicated on the State's current assessment, MEAP and Explore, along-side other results from data sources such as STAR Reading/Mathematics, MAP, DIBELS and District Benchmark assessments for science and social studies, that are obtained during short-cycle intervals collected two - three times annually. From the meetings it was determined that the following must be addressed:

IMPLEMENTATION OF THE TRANSFORMATION MODEL:

- Comprehensive School Reform: The need to adopt and implement a comprehensive reform and redesign plan that is systemic in nature and focuses on Multi-Tiered Systems of Support (MTSS) and Michigan's Integrated Behavior and Learning Support Initiatives (MiBLSi) will support teaching and learning.
- Extended Learning Time: The extension of the academic year by a minimum of three additional weeks using an Instructional Learning Cycle (ILC)
- Replacing the principal and replacing ineffective instructional members – A new instructional team was assigned for FY: 2012 -2 013
- Implementing a revised instructional program – A new, more rigorous curriculum has been adopted for ELA and mathematics in addition to mandating more instructional hours per week in science and social studies.
- Adopting Shared Leadership – An Instructional Leadership Team with representatives from all stakeholders will be established.

Further demonstration and evidence of the District's commitment to support Carstens @ Remus Robinson's reform using the Transformation Model is evidenced with the appointment of a new School Administration on July 1, 2012, along with, the principal's selection for the Instructional Team. The District has aligned the Principal Selection Process with the requirements of a Priority School and has identified a Highly Qualified Principal who meets all five turn-around competencies: Identify and Focus of early wins and big payoffs, break organizational norms, act quickly in a fast cycle,

collect and analyze data and galvanize staff around big ideas. Upon the assignment of the new Principal, Carstens was already in Year 2 of School Reform. School administration plays a key role in leading this effort through the committed usage of data analyses and the implementation of research-based practices to reach goals and objectives outlined in this three year plan. Through modeling, organizational restructuring, improving two-way communication, professional learning and parent involvement, school administration has committed to leading school-wide efforts to ensure that school's vision and mission are understood by all staff, and clearly defined research-based strategies are implemented school-wide to meet targeted goals.

In preparation to submit a proposal for the SIG III cohort application with valuable input from key stakeholders, school leadership surveyed staff, parents and students. Community business and potential partners were invited to an open forum held on March 21, 2014, at 10:00am to engage in an extensive discussion surrounding the grant application process. Pertinent information was provided during the open forum. Experts in school reform from the District's Office of School Turn-Around were also invited to provide information and input from a professional stance. The required components of the SIG III cohort applicants were reviewed and discussed; materials regarding preparation and planning were distributed for future reference. SIG III cohort presenters provided an official website which lists all State approved Partner Providers and a link to each website. A second pre-planning session with Carstens' community occurred on Friday, April 18, 2014, with approximately 32 in attendance. The audience was comprised of neighborhood residents, parents (some whom were accompanied by their students), representatives from community businesses and a few staff members who were available to attend. All interested community members were asked to complete a brief survey regarding Carstens role in the community and how improvements to academics and culture and climate can be made.

To ensure there is on-going, regular collaboration and two-way communications regarding school improvement efforts, following each PAC-SA meeting a meeting for Planning with Parent and Community Involvement will occur. Parents, partners and community members will be asked to engage in collaborative discussions around program design, implementation and evaluations, data results and building perceptions. Meetings are approximately forty-five minutes long and remain strictly professional with a business atmosphere.

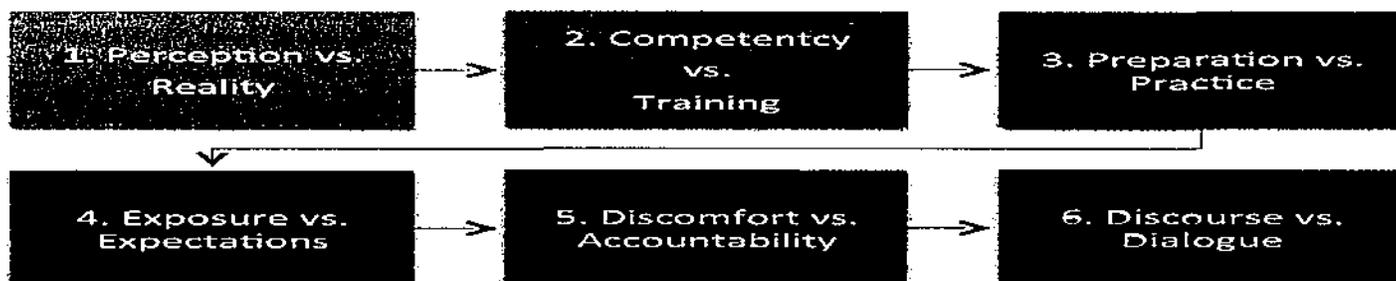
11. Sustaining Reforms

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

Maximum Length: 1 page

Capacity building for sustained reform requires the establishment of foundational protocols and practices surrounding training, meaningful monitoring and intentional feedback for Small Learning and Professional Learning Communities. Implementation will include structural changes in the school's operations that support five systemic areas targeted for school reform during a three year period: 1) Reform Coaching using Data-Driven Instruction 2) Instructional Leadership 3) Professional Learning using Common Planning 4) the Infusion of Technology as a Tool for Learning and 5) Parent/Community Engagement to ultimately increase students' achievement.

Carstens' Partner Provider, Inquiry Bridge, will facilitate six stages of reform coaching to assist key stakeholders with their ability to build capacity and sustainability through:



REFORM COACHING USING DATA-DRIVEN INSTRUCTION: Participants will engage in Socratic training which is divided by subject areas based on students' needs as identified in Carstens' Comprehensive Needs Assessment.

Participants will demonstrate their understanding of data-driven instruction, goal setting and data-based professional learning communities and finally facilitate successful data- driven professional learning communities.

INSTRUCTIONAL LEADERSHIP: Carstens’ Instructional Leadership Team (ILT) will engage in a step-by- step process to align skills school-wide. Members of the ILT will receive hands-on opportunities for training other key personnel in the reform and redesign process. Lead Teachers will conduct Train-the-Trainer sessions and model professional practices.

PROFESSIONAL LEARNING: Carstens’ ILT will engage in protocols for establishing norms, policies and school-wide procedures and expectations to assist students with goal setting, progress monitoring, portfolio development, school culture and climate and develop a system for learning management.

THE INFUSION OF TECHNOLOGY AS A TOOL FOR LEARNING: Carstens’ ILT will ensure deep integration for utilizing technology by all staff to enhance instruction, specifically in the areas of reading and mathematics, within Small Learning Communities.

PARENT AND COMMUNITY ENGAGEMENT: Carstens’ ILT will establish a Parent Involvement Action Team lead by the Parent Community Resource Director/Coordinator. This team will provide assistance to current students’ and their families through outreach, connections to community and social organizations, mentoring, opportunities for mentorship and other social and emotional support.

These practices will increase capacity and create sustainability through School and District support and commitment to this proposal. The District has committed to retaining effective building leadership for the duration of the grant as evidenced through their statement assurance to preserve the integrity of the instructional staff by minimizing transfers due to leveling and District re-organization.

12. State Reform Plan

Attach approved State Reform Plan (DO NOT insert here; upload as a separate file)

Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention. Only select the model that aligns to the approved SRO Plan.

Attachment A – Transformation: An approved Reform and Redesign plan has been written, uploaded onto www.advanc-ed.org and approved by Michigan Department of Education (MDE).

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 2014-15. Complete budgets for each building together with narratives must be entered into the MEGS+ system.

Example:

LEA XX BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Priority School #1	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
Priority School #2	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
Priority School #3	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
Priority School #4	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
LEA-level Activities	\$250,000		\$250,000	\$250,000	\$750,000
Total Budget	\$6,279,000		\$5,981,500	\$5,620,000	\$17,880,500

BUDGET NARRATIVE

PROGRAM DESCRIPTION FOR SIG III COHORT

District Name: Detroit Public Schools		Name of Contact/Phone No.: Donna Thornton/313.866.5500
School Name: Carstens @ Remus Robinson E/M		Name of Contact/Phone No.: Veronica Hollis/313.866.5500
Grade Levels: PRK - 8		Date Completed: 05-27-14
Instructions: <ul style="list-style-type: none"> • In each function code, briefly describe the basic instructional program services/activities/supplies/materials within the school that are supported through this function code. • These programs and services are ONLY those funded through SIG III Cohort • These are the items that are currently being offered and that parents expect to continue to be offered to students as the school's basic instructional program. • Please include the number of FTEs. 		
Function Code	School Level Basic Instructional Program Description	
110/111	Basic instructional activities including enrichment that are aligned with learning experiences concerned with knowledge, skills, appreciations, attitudes and behavioral characteristics. Core Special Teacher, Computer Teacher and Computer Ed Tech are HQ personnel who will provide core academic specials for students. Specials included Journalism, Drama, creative writing, computer technology/keyboarding, supplemental ELA, math, science and social studies.	
111	HQ Certified Teachers will co-teach (push-in service), provide curriculum instruction to small flexible groups of ten – twelvestudents and progress monitor.	
111	Media Specialist is a HQ Teacher who will establish operational media center, monitor the Guided Reading Library and MONDO sessions, promote the usage of Accelerated Reader and Mathematics and coordinate small reading groups and volunteer services.	
111	Extended School Year (ESY) will operate after the end of the regular fiscal year and will provide extended instructional time for fifteen full days of school	
111	STEM: Genius is a hands-on push-in program that extends the science curriculum by focusing on STEM concepts. Students will participate in program applications for Rollercoaster Physics, Remotely Operated Vehicles, Urban Design and Architecture and Rocketry Challenge.	
111	Furniture for small group instruction (tables, chairs, chart boards, bookshelves, etc are needed to conduct small group instruction.	
111	Web Based Instructional Software will be accessible to all students via the internet browser instead of actually being downloaded on your computer. Supplemental sites will also be used for small group instruction.	
111	Under the Influence is a play based on the novel, "The Pact". The plot surrounds three Black youth who make a "pact" to become service oriented and successful. Theme: climate, culture, choices and decision-making.	
111	Teaching and Testing supplies to increase/improve, engage/inspire motivate teachers/students in the teaching and learning process: ink cartridges, paper, flash-drives, pens/pencils, folders, reading rugs, binders, educational games, books/magazines, etc.	

211	Assistant Attendance Officer to monitor students' attendance, report chronic cases, work with teachers and parents to ensure accountability and monitor attendance programs. Attendance is low due to transient and POHI students.
216	Social Worker or other health professional will assist with meeting the diverse physical and mental needs of Carstens' students connecting school to home and community.
221	Professional Learning designed to assist the instructional staff in planning, developing and evaluating the process of providing challenging and natural learning experiences for students. Activities center around curriculum development, techniques of instruction, child development and understanding, in-service training for instructional staff: EduVation, Competitive Ed Solutions, Inquiry Bridge (Partner Provider) with Workshops and Common Planning (stipends and supplies).
221	Financial incentives will be provided to any instructional staff who successfully demonstrates student growth (20%) on one short cycle assessment (BOY to EOY) and one formative assessment.
221	A Data Coach will be responsible for, but not limited to, leading data discussions within related professional learning settings, PLCs, teams, PAC-SA meetings, etc., conducting analyses on assessment results, graphing and displaying data, collaborating with key personnel to ensure students are rotated within flexible groups and establishing a data center and an Instructional Specialist to design and assist with Learning Centers, Small Flexible Groups, analyze data, develop a data center, assist teachers with instructional delivery and planning, etc.
225	Instructional Related Technology: Tools to improve learning using activities and services for the purpose of supporting instruction; costs related to the operation and support of computer learning labs, media centers, technology centers instructional networks and establishing technology for distance learning (when applicable): ipads, PCs, carts, laptops, Smartboards/tables, labs (furniture, hardware, software, setup, maintenance/warranty), color printers,
241	SIG Coordinator, who may not serve simultaneously as the building principal, will be responsible for coordinating the implementation of the grant and ensure that the requirements of the Transformation Model are in place. Additional responsibilities include but are not limited to, preparing local, state and federal written reports, maintaining a database to store and analyze data related to the SIG III, collaborating with external providers, assisting building leaders with reform initiatives.
331	Parent/Community Resource Director/Coordinator will be responsible for, but not limited to, designing, sponsoring and/or facilitating parent workshops, professional learning, school-to-home relationships (liaison), outside learning experiences, family nights (assist with school fairs, parent grade level meetings, etc.). Addition duties include supporting instructional staff with strategies, collecting and compiling data, discuss the school/parent compact, communicate school data.

Section D.
Baseline Data Requirements

The MDE is required to send this information to the United States Department of Education (USED) on a yearly basis.

USED 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	
Which intervention was selected (turnaround, restart, closure or transformation)	Transformation Model
Number of minutes in the school year	1098 Minutes
Dropout rate (Numeric %)	N/A
Number of Disciplinary Incidents	FY: 2013-2014 (September through March) TOTAL LEVEL 1 OFFENSES: 50 TOTAL LEVEL 2 OFFENSES: 39 TOTAL LEVEL 2 OFFENSES: 3 <u>TOTAL SUSPENSIONS: 92</u> FY: 2012-2013 (September through July) TOTAL LEVEL 1 OFFENSES: 108 TOTAL LEVEL 2 OFFENSES: 84 TOTAL LEVEL 3 OFFENSES: 7 <u>TOTAL SUSPENSIONS: 199</u>
Number of Students Involved in Disciplinary Incidents	37
Increased Learning Time	
ILT – Longer School Year	3 Weeks
ILT – Longer School Day	N/A

ILT – Before or After School	21st Century Making Strides
ILT – Summer School	N/A
ILT – Weekend School	Saturday School STEM @ HWF
ILT – Other	21st Century Block Scheduling Student Consultant Services
Student attendance rate (Numeric %)	86%
Advanced Coursework	Project Seed InsideOut STEM Genius
Dual Enrollment Classes	N/A
Advanced Coursework and Dual Enrollment Classes	N/A
International Baccalaureate	N/A
Early college/college credit	N/A
High School Graduation Rate	N/A
College Enrollment Rates (Numeric %)	N/A
Truants (Numeric)	65
Teacher Attendance Rate	84% Average
Highly Effective Teachers (Numeric %)	2012 – 2013 = 73% 2013 – 2014 = 14%
Effective Teachers (Numeric %)	2012 – 2013 = 16% 2013 – 2014 = 60%

Minimally Effective Teachers (Numeric %)	2012 – 2013 = 11% 2013 – 2014 = 12%
Ineffective Teachers (Numeric %)	2012 – 2013 = 0% 2013 – 2014 = 14%
Explanation of other types of increased learning	2012 – 2013 2013 – 2014

Fiscal Information

The MDE has asked for a waiver of section 421(b) of General Education Provisions Act 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. Line item budgets must be submitted for school years 2014-2015, 2015-2016, and 2016-2017.

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.

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 intervention models at the school.

Select only 1 Model

Attachment A--Transformation Model

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

1. Replace the principal

Principal Donna Thornton, Ed.S was assigned to Carstens on July 1, 2012 and has remained principal for two consecutive years. Principal Thornton meets the five turn-around competencies as outlined in the Transformation Model and has a proven record for successfully implementing school reform and redesign.

2. Include student data in teacher/leader evaluation

Teacher Evaluation Tools allow for school-based administrators to evaluate teachers on their ability to positively increase student performance. Multiple data sources are used to properly and fairly determine whether instructors have demonstrated student growth which is Domain V on the PD360 Teacher Evaluation Tool. Teachers are evaluated on Five Domains for demonstrating pedagogical skills.

3. Evaluations that are designed with teacher/principal involvement

The teacher and principal evaluation tools were developed collaboratively with representatives of each group in conjunction with District Level Administration, Union Representatives and other key stakeholders. The teacher and principal tools are available on PD360.

The evaluation tool is based on a continuous improvement model comprised of the following key elements:

Evidence of the 5 Core Elements:

Core I:

- a) Knowledge of Subject
- b) Planning for Instruction
- c) Delivery of Instruction

Core II:

- a) Designing Assessments
- b) Utilizing Assessments in Instruction
- c) Demonstrating Student Growth (data from formatives and summatives)
- d) Using a Variety of Techniques to Communicate Progress in a Timely Manner

Core III:

- a) Managing Instructional Time
- b) Managing Students Behaviors
- c) Creating an Atmosphere of Mutual Respect
- d) Creating and Facilitating a Learning Space and Stimulating Learning Environment
- e) Maintaining Accurate Grade Books, Lesson Plans and Students Records

Core IV:

Professional Learning, Reflection and Growth

Core V:

Significant Accomplishments/Contributions to School/Education

The principal evaluation process has six domains that been developed in collaboration with building level administrators.

1. Areas of continuous improvement
2. Instructional Leadership
3. Managerial Leadership
4. Cultural Leadership
5. Professionalism/Meeting Deadlines
6. Accomplishments

4. Remove leaders/staff that have not increased achievement

Using the teacher and principal evaluation tools, as agreed upon in the teachers' Collective Bargaining Agreement, ineffective leaders and staff will be removed from High Priority Schools. With the support of school administration, instructional leaders and central office interventions, teachers have three years to earn a status of Effective or Highly Effective before termination; building leaders are "at will" employees and can be terminated at the end of their contract if proven to be ineffective.

5. Provide on-going job embedded staff development

Members of Carstens' staff will participate in on-going, relevant (and often teacher-lead) professional learning at least eight hours per month. Each Thursday Carstens' instructional staff will meet from 8:00am – 8:55am in Horizontal or Vertical Teams to engage in data discussions, evaluate school-wide processes and grade level interventions. Furthermore, during District-wide staff sessions which occur on Wednesdays from 4:10pm until 6:00pm; at least ninety minutes of the agenda will be dedicated to professional learning and will be conducted by lead teachers. Additional on-site training will be conducted by WRESA coaches, Carstens Instructional Specialist, Title I teachers and other District representatives as needed.

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

Financial incentives will be provided to any instructional leader who has demonstrated student growth with evidence within the guidelines of the SIG III proposal; teachers will be encouraged to attend professional learning that will benefit their career growth. Teachers will be encouraged to conduct professional learning sessions and attend sessions, such as, SIP 101, AEA/AP Boot Camps, School Culture and Climate Seminars, lead teacher meetings, etc.

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.

Carstens' Instructional Leadership Team (ILT) will use MDE's Program Evaluation Tool and survey results from school perception and process data to monitor, assess and evaluate school-wide programs and initiatives. Data discussions will take place during team meetings, such as, Carstens' ILT, Data Team and Horizontal/Vertical Teams. Carstens' ILT will also ensure that the programs are research based and aligned by grade level and with Carstens' approved Reform and Redesign Plan. The SIG Community Resource Coordinator and Chairperson of the Data Team will ensure proper dissemination of data and information to parents, partners and community members. Review on Carstens' instructional program will occur at least annually. Additionally, staff will utilize testing tools such as STAR, MAP, DIBELS and District Benchmarks to improve data-driven instruction and emphasize reading using MONDO and Guided Reading programs.

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

Two teams will be accountable for ensuring and promoting continuous use of data to drive instruction: The Instructional Leadership Team (ILT) who will analyze and discuss data, identify building targets and goals, assess and adjust school-wide initiatives and programs, ensure SIG/SIP/R & R alignment and monitor implementation and communicate progress with the school community and a Data Team to lead and conduct data dialogues for data-driven instruction.

9. Provide increased learning time

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

A rigorous Extended Learning session has been developed to address the needs of the whole school. Horizontal and Vertical Teams (V/H Teams) will design a themed Instructional Learning Cycle (ILC) using classroom data and State Standards. ILC's provide opportunities for teachers to reflect on the quality of classroom instruction, as well as, the quality of the students' learning. ILC's focus the efforts of V/H Team members on the implementation of Instructional Strategies linked to a school-wide instructional priority. Within an ILC, V/H Teams focus on a single instructional strategy related to specific content expectation and/or Common Core State Standards. Students will also engage in extended instruction through block scheduling in English Language Arts and mathematics. Research indicates block scheduling has positive effects if implemented with rigor.

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

Carstens' students also engage in academic enrichment programs in core subjects.

- Math: Academic Games provides tutoring and competition; Project Seed provides instruction in advanced subjects and includes a Parent/Community Night.
- ELA: InsideOut provides development of creative writing and publishing.
- Science: STEM Genius provides hands-on instruction as a push-in program; 21st Century provides STEM instruction, tutoring and enrichment; Got Science provides hands-on demonstrations and has a parent component; Cranbrook Science has traveling demonstrations and exhibits.
- Social Studies: Student Government provides students with a rigorous curriculum in leadership and youth development.
- School Culture and Climate: Go Green provides students with competitive opportunities to recycle, reuse and reduce; Garden program provides students with a healthy initiatives project.
- Tutoring and Mentoring: Making Strides provides after-school tutoring and homework assistance with a Saturday School STEM component; Sisters Inspiring Sisters is a mentoring program that addresses the needs of middle school girls; Entrepreneur Works is a mentoring program that address the needs of middle school boys.

c. Teachers to collaborate, plan and engage in professional development

Carstens' Professional Learning and Design Team (PLDT) will monitor and coordinate school-wide professional learning opportunities for all staff using data collected from multiple assessments. The school's Data Team will involve the staff in meaningful data discussions and Vertical/Horizontal Teams will meet, at minimum, once per week to align instruction with data and participate in the Shared Decision Making process. Members of the Instructional Leadership (ILT) include teachers who represent the different subject areas, grade levels and departments who engage in after-school meetings and Train-the-Trainer conferences to ensure that school-wide professional learning occurs.

10. Provide ongoing mechanisms for family and community engagement

Carstens hosts an annual Parent University (PU) for parents and community members. PU is a four week program that focuses on parent and community needs, such topics include, but are not limited to, Anti-Bullying, Health and Academics, Home Buying, Resume Writing, Keyboarding, etc. Carstens also hosts three annual parent/community activities: a Science Fair in March, an Academic Fair in April and a Health Fair in May. 21st Century hosts a community Hustle Night, Project Seed and Got Science host a Family Night. Pedagogical Solutions and Allstate Sales provide training and focus on parenting skills. Winter and Spring Concerts also draw large participation for parents. The SIG Community Resource Coordinator will broaden and strengthen these bonds and rapports.

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

Shared decision making allows the leadership team to determine the work rules and working conditions that are required for their school in order to fully and successfully implement a school calendar and adjust the use of time so that it will positively impact student achievement. The Instructional Leadership Team will work collaboratively in identifying issues, defining goals relative to academic achievement, developing school budgets, evaluating staffing concerns and establishing policies and practices by consensus. Carstens' School Improvement Team which also serves as the Instructional Leadership Team has begun to establish guidelines for this process. Shared-decision making will allow Carstens to have more flexible work conditions according to our Comprehensive Needs Assessment. Customized Educational Development Plans are created to providing flexibility for students to learn at their maximum capacity levels during small group interventions. As learning targets and lessons are mastered, students move in and out of flexible groups while trained personnel guide and facilitate student learning at appropriate skill levels.

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 has committed to supporting Carstens and its implementation of the Transformation Model. The District will continue to provide instructional support to Carstens instructional staff through its Office of School Turn-Around and initiatives with Wayne RESA (ISD). Instructional Specialists and Content Coaches will continue to serve Carstens' instructional and support staff with the implementation and facilitation of research-based strategies and programs and will continue to do so throughout Carstens' designation as a High Priority School.

The following items are permissible elements of the transformation model. Provide a brief description after each element that the school plans to implement under the proposed reform plan.

1. Provide additional funding to attract and retain staff.

All staff members assigned to Carstens will be compensated at their regular rate of pay for the extended school year which increases each member's annual income. Staff members who participate in outside professional learning sessions designed by Carstens will receive stipends. SIG III funds will be used to provide financial incentives for staff that demonstrate with tangible evidence student growth.

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

Four teams will assume responsibilities related to implementation: 1) Instructional Leadership Team (ILT): comprised of representatives from administration, the SIG Facilitator, each core subject, specialized services, grade level certifications, SIG Community Resource Director/Coordinator, and Inquiry Bridge who will analyze and discuss data, identify building targets and goals, assess and adjust school-wide initiatives and programs and ensure SIG/SIP/R & R alignment and monitor implementation 2) Professional Learning and Design Team (PLDT): comprised of staff volunteers who will monitor and coordinate school-wide professional learning opportunities for all staff 3) Data Team: comprised of the SIG Data Coach, an Instructional Specialist and staff most familiar with data analyses and data-driven instruction and 4) Vertical and Horizontal Teams: comprised of staff members based on instructional certifications who will also have responsibility for the for the Shared Decision Making process defined in the DFT Collective Bargaining Agreement (from LEA SIG Application).

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

The teachers' union representative, Detroit Federation of Teachers (DFT), and the District have established a Collective Bargaining Agreement that clearly outlines the assignment and release of teachers aligned with a performance based evaluation tool. (The CBA can be found in the LEA SIG Application).

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

Annual reviews of program effectiveness will be conducted by Carstens' Instructional Leadership Team to determine if programs, procedures and processes are affecting students' learning and positively impacting student achievement. Evaluations of such programs will be formally uploaded to the AdvancEd Assist Platform.

5. Implement a school wide Multi-Tiered System of Supports model.

Carstens has focused instruction on a tiered system to provide immediate interventions as students are identified. Tiered I learning will include school-wide initiatives such as block scheduling in all English language arts and mathematics courses, Silent Sustained Reading and Writing programs, project-based assignments and Extended School Year. Advanced students will participate in programs such as Project Seed and InsideOut. Tiered II learning will occur through Learning Centers and push-in services and Tiered III learning will occur through small flexible groups identified by progress monitoring. Response to Intervention (RTI), Positive Behavior Intervention Systems (PBIS) and Michigan's Integrated Behavior and Learning Initiative (MiBLSi) will all support Carstens Multi-Tiered proposal.

6. Provide professional development to teachers/principals on strategies to support students in least restrictive environment and English Language Learners.

A Professional Learning and Design Team (PLDT) has been established to monitor and coordinate school-wide professional learning opportunities for all staff, in collaboration with, Carstens' Data Team which will assist with data analyses and ensure that all professional learning is data-driven and supports learning based on Carstens School Improvement Plan and Big Ideas listed in the Reform and Redesign Plan.

7. Use and integrate technology-based interventions.

Increasing reading comprehension through the usage of technology is one of Carstens' Big Ideas. Carstens staff will receive professional learning opportunities to support the usage of technology in the teaching and learning process. Students will have regular access to iPads and/or iPad carts. Several formal and informal assessments will be administered to the students using laptops/desktops. SmartBoards and Smart Tables will be available for teacher usage as well. All eighth graders will either receive an iPad or Netbook for home usage (based on parental permissions).

8. Increase rigor through programs such as Advanced Placement, International Baccalaureate, Science, Technology, Engineering, Arts and Mathematics (STEAM), and others.

Carstens' staff welcomes opportunities to supplement learning and support the curriculum with outside programs such as STEM Genius, 21st Century: STEM and the Horatio Williams Foundation. Programs such as Cranbrook Science and Got Science continue to support Carstens' initiative to increase rigor and relevance in the area of science.

9. Provide summer transition programs or freshman academies.

Carstens Extended School Year will encompass a component to address students' transitional needs. Eighth grade students will be allowed to participate in high school bridge programs which are designed and facilitated by the accepting secondary program. Pre-school, Kindergarten and Fifth Grade will participate in a promotional ceremony to mark another academic step.

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

Carstens has implemented Small Learning Communities and block scheduling in an effort to increase the eighth grade promotion rate and simultaneously reduce the retention rate for middle school students. Gender-Based mentoring programs have also been established as a means of corrective discipline and positive behavioral development. MiBLSi is another program which will begin implementation in the fall of 2014 to assist with the alignment of students' behaviors and the promotional rate. The presentation of the stage play, "Under the Influence" by Seed Time and Harvest Productions, is based on the book, The Pact, will deliver a positive message about choices, the pressures of school and the need to succeed. To further address retention rates Carstens participates in the Superintendent's Drop-Out Challenge. 10-15 students from grades K-8 who are nearing or in a transition year with multiple dropout risk factors are provided

research-based support and interventions. Concentration on attendance is a priority. This concentration includes a commitment from all instructional staff to:

- Monitor students' attendance - daily
- Monitor instruction and make adjustments to ensure all students are engaged in learning
- Practice self-reflection focused on improving students' outcomes
- Engage in collaborative discussions through Vertical and Horizontal Teaming efforts to identify students' needs and strategies for improvement
- Engage in peer observations as defined in the teacher contract and team discussions of strategies for improving student performance outcomes
- Take an active role in developing and implementing pro-active classroom practices and procedures that reinforce positive high expectations, rather than punitive responses to misbehavior and
- Communicate with parents frequently and collaboratively with the common goal of student success, including the use of MI STAR Grade Book, an on-line system for reporting students' grades and progress and School Messenger to increase the frequency of school to home communications.

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

A system to progress monitor students has been established. Using STAR, DIBELS and MAP assessments with a cyclical process immediately identifies students who fall in the categories of below (yellow) and well-below (red) basic standards. Progress monitoring allows for students to be moved in and out of flexible small groups as mastery is achieved using direct intensive interventions. Progress Reports and parent grade level meetings are also forms to monitor and communicate students' progress.

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

Carstens has partnered with Chrysler UAW, Immanuel Grace (faith-based organization), the Department of Human Services, Neighborhood Legal Services, Horatio Williams Foundation, Cartwright and Associates and the Children's Choir to address the emotional, social and health needs of our students to develop well-round individuals.

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

Carstens' master schedule has been designed to include block scheduling for ELA and mathematics, leadership classes to develop transitional activities and establish student/teacher rapport.

14. Implementing approaches to improve school climate, culture, and discipline.

Members of Carstens' Instructional Leadership Team participate in Train-the-Trainer Sessions through School Culture and Climate Boot Camps. Research-based strategies are provided to team members who return and train the staff on implementation. Vendor consultants are scheduled to introduce ILT members with a variety of approaches to improve Climate and Culture. Competitive Educational Solutions has been selected to partner with Carstens on this initiative. There is also a need to address students' and staff's attendance. Attendance rates directly affect teaching and learning. MiBLSi is a recently adopted behavior and learning program with implementation plans for the fall 2014.

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

Carstens grade level expansion includes student enrollment in preschool through eighth. Both pre-kindergarten and kindergarten classes receive seven hours and ten minutes of rigorous instruction daily. Kindergarten students attend classes five days per week and pre-school/pre-kindergarten students attend school only four days per week. Carstens' pre-kindergarten POHI class attends five days per week.

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

The district has created an Office of High Priority Schools to oversee the priority schools and allow for building level autonomy.

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

See budget development for per pupil capita. The budget was developed with input from interested stakeholders and aligned with Carstens' approved Reform and Redesign Plan.

CARSTENS ACADEMY
SEMESTER II 2012 - 2013
CALENDAR OF PROFESSIONAL DEVELOPMENT

PROFESSIONAL LEARNING OPPORTUNITY	SUBJECT/CORE TOPIC	AUDIENCE	DATE	REGISTER?
REGULAR - ON-GOING - EMBEDDED				
Carstens' Grade Level Meetings	Core Curriculum	Elementary	Every Wed. 8:15am - 8:45am	N/A Sign-In Sheets
Carstens' Grade Level Meetings	Core Curriculum	Middle School	Every Thurs. 8:15am - 8:45am	N/A Sign-In Sheets
School Improvement/Data Analysis	Carstens' Academic	Data Analyses Team/SIP	Monthly on Tues: TBD 4:30pm - 5:30pm	N/A Sign-In Sheets
Team P.R.I.D.E.	DPS Instructional Asst. Superintendent's	DPS Administration Principals	Thursdays(bi/wkly) See attached schedule.	N/A
Administrative Training and Professional Development	DPS Instructional And Operations	Assistant Principals and Academic Engagement Administrators	Monthly TBD	Yes Solutionwhere
Instruction for Students w/ Disabilities	Common Core Instructional Practices	Specialized Student Service Staff	Every Third Wed	N/A
Teach for America Institute: Professional Saturdays	Common Core Instructional Practices	Teach for America	Monthly Dates: TBA	N/A
Whole Faculty Study Groups	Carstens Planning	Whole Faculty	Every Wed. 4:15pm - 6:15pm	N/A Sign-In Sheets
Parent Workshops	Community (LSCO)	LSCO and Title I Community & Partners	Third Friday 9:30am - 10:30am	N/A
WRESA - Core Coaching: Classroom Instruction / Marva Blocker	Mathematics	Carstens' Instructional Staff (Target Group: Math Teachers)	Monthly: On-going 48 Hours of Service	N/A
WRESA - Core Coaching: Classroom Instruction / Mary Moore	ELA	Carstens' Instructional Staff (Target Group: ELA Teachers)	Monthly: On-going 48 Hours of Service	N/A
JANUARY & FEBRUARY				

CARSTENS ACADEMY
SEMESTER II 2012 - 2013
CALENDAR OF PROFESSIONAL DEVELOPMENT

PROFESSIONAL OPPORTUNITY	SUBJECT/CORE TOPIC	AUDIENCE	DATE	REGISTER
Imagine It	Adopted Curriculum & Instruction	All Carstens Staff	January - February	Yes Solutionwhere
High School Examination	Administering the Examination for DPS High Schools	Counselor Andrews	January 8, 2013	Yes
High School Fair	High School Enrollment	Seventh & Eighth Graders Carstens Academy	January 15, 2013	N/A
Science Fair	Science Fair	Science Dept.	January 25, 2013	Yes
NAEP In-Service	Test Administration	Instructional Specialists & Testing Coordinators	January 2, 2013	Yes
MARCH AND APRIL				
DPS Professional Development District-wide	Data Analysis Curriculum Instruction	DPS STAFF	Tuesday March 19, 2013	N/A Sign-In Sheets
DPS Professional Development Carstens' Academy	Data Analysis Curriculum Instruction Culture and Climate	Carstens' Staff	Wednesday March 20, 2013	N/A Sign-In Sheets
MAY AND JUNE				

CARSTENS ACADEMY
SEMESTER II 2012 - 2013
CALENDAR OF PROFESSIONAL DEVELOPMENT

ADDITIONAL TRAINING & IN-SERVICES

MONTHLY CORE MEETINGS: ELA, MATH, SCIENCE, SOCIAL STUDIES

NEW TEACHER IN-SERVICE

MATH & SCIENCE INSTRUCTIONAL SPECIALIST PIECE

COMMON CORE VIDEOS AND WEBINARS

TOTTY AND PENA FOR PRK K ADMINISTRATION

CARNICK FOR DIBELS NEXT

OFFICE OF SCHOOL TURNAROUND SUPPORT (PORTER, BENJAMIN, BROOKS)

ANDREWS: DIFFERENTIATED INSTRUCTION AND RCT

COUNSELING PROFESSIONAL DEVELOPMENT

ANTI-BULLYING IN-SERVICE

LEMONADE DAY TRAINING

AP/AEA BOOTCAMP

RENAISSANCE LEARNING

MONTHLY PRINCIPALS' MEETING