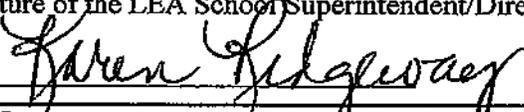
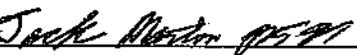


Attachment B

SIG GRANT--LEA Application FY 13

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

<p>Legal Name of Applicant: School District of the City of Detroit (Detroit Public Schools)</p>	<p>Applicant's Mailing Address: 3011 W. Grand Blvd. Fisher Bldg., Ste. 450 Detroit, MI 48202</p>
<p>LEA Contact for the School Improvement Grant</p> <p>Name: Bilal Tawwab</p> <p>Position and Office: Assistant Superintendent, Office of School Turnaround</p> <p>Contact's Mailing Address: 3011 W. Grand Blvd., Fisher Bldg., 9th Floor, Detroit, MI 48202</p> <p>Telephone: (313) 873-6178</p> <p>Fax: (313) 873-3371</p> <p>Email address: bilal.tawwab@detroitk12.org</p>	
<p>LEA School Superintendent/Director (Printed Name): Karen Ridgeway</p>	<p>Telephone: (313) 873-6205</p>
<p>Signature of the LEA School Superintendent/Director: X </p>	<p>Date: May 29, 2014</p>
<p>LEA Emergency Manager (Printed Name): Jack Martin</p>	<p>Telephone:</p>
<p>Signature of the Emergency Manager: X </p>	<p>Date: May 29, 2014</p>
<p>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.</p>	

GRANT SUMMARY

District Name: Detroit Public Schools
ISD/RESA Name: Wayne RESA

District Code: 82010
ISD Code: 82000

FY 2013
School Improvement Grant – Section 1003(g)
District Proposal Abstract

For each of the models listed below, indicate the number of Schools within the District/LEA that will implement one of the four models: attach the full listing using form below in Section A , Schools to be Served, and the criteria for selection as attachments to this grant.

Close/Consolidate Model: Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district.

9 Transformation Model: Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools.

2 Turnaround Model: Replace principal and at least 50% of the staff, adopt new governance, and implement a new or revised instructional model. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.

Restart Model: Close the school and restart it under the management of a charter school operator, a charter management organization (CMO) or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the Priority schools it will serve with a School Improvement Grant.

From the list of eligible schools (Attachment I), an LEA must identify each Priority school the LEA commits to serve and identify the model that the LEA will use in each Priority school. Detailed descriptions of the requirements for each intervention are in Attachment II.

<u>SCHOOL NAME</u>	<u>NCES ID #</u>	<u>INTERVENTION</u>			
		turnaround	restart	closure	transformation
<u>Ronald Brown</u>					<u>x</u>
<u>Carstens</u>					<u>x</u>
<u>Carlton</u>					<u>x</u>
<u>Carver</u>		<u>x</u>			
<u>DCP @ Northwestern</u>					<u>x</u>
<u>Neinas</u>					<u>x</u>
<u>Nichols</u>					<u>x</u>
<u>Noble</u>					<u>x</u>
<u>Osborn-College Prep</u>					<u>x</u>
<u>Osborn - Evergreen</u>					<u>x</u>
<u>Coleman A. Young</u>		<u>x</u>			

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant. LEA's are encouraged to refer to their Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) to complete the following:

Provide a narrative description following each of the numbered items below for each school the LEA plans to serve with School Improvement Grant funds.

For each Priority school that the LEA commits to serve, the LEA must:

- 1. Describe the process the LEA used to analyze the needs of the school and how the intervention was selected for each school.**

The LEA must analyze the needs of each Priority school using complete and consistent data. (The school building plan provides a possible model for that analysis. Do not attach a copy of the district or building CNA.) **Maximum length 1 page**

The Detroit Public Schools (DPS) Office of School Turnaround completed a thorough analysis of the needs of priority schools eligible to participate in the SIG application. The following processes are conducted on an annual basis and were used to analyze the needs of the schools and necessary interventions for student success.

Process Step 1: Collection of Needs assessment Data from Sources including:

- Longitudinal and within cohort analysis of schools' academic performance (all groups and subgroups) by grade level on state assessment (MEAP) in each academic area
- Number of each school's subgroups such as special education compliance issues, referrals, and number of students exiting special education programs and English Language Learners academic performance as evidenced by the ELPA.
- Average student daily attendance, promotion and retention rates, suspension and serious incidences reports.
- Changes in student population due to consolidation/mergers
- Qualitative data collected by Office of Turnaround Schools during walkthroughs
- Principal performance review ratings and number of ratings returned by school staff
- Previous reform efforts for each school and identified lessons learned
- Comprehensive Needs Assessment (CNA), District Improvement Plan (DIP), and School Improvement Plans
- Staff turnover rate and staff seniority rates.

Process Step 2: Strategic Categorical Team identified Gaps both District-wide and School Building levels during monthly meetings from November 2013 - Present. Team is comprised of representatives such as central administrators (Research, Assessment, and Evaluation, Office of School Turnaround, Finance, Curriculum) and school principals and teachers.

Process Step 3: School Buildings were identified. Decisions made based on assessment data, emphasizing a. student achievement scores, b. likelihood of SIG building success given community contextual factors, c. supportive resources (within and outside of DPS), and d. trend data for student population.

Process Step 4: School Building administration contacted and commitments secured.

Administration, in collaboration with the Strategic Categorical Team, and leadership from the Office of Turnaround Schools selected the models of intervention.

Turnaround models were selected specifically for schools with the following variables:

- Continuous decline of student performance data over a minimum of four years (all and/or subgroups)
- Previous intervention models yielded minimal success
- Contextual factors of the school significantly impacts the likelihood of improvement without substantial reform efforts (e.g. climate, high seniority rate of building staff)
- Student enrollment trends are expected to remain stable over time

Transformational models were selected specifically for schools with the following variables:

- Minimal growth of student performance data over a minimum of four years (all and/or subgroups)
- Previous intervention models yielded moderate improvements
- Contextual factors of the school, including systems and structures, have allowed for some progress in previous reform efforts
- Staff exhibit an urgency and willingness to implement necessary intervention strategies

Process 5: MDE approved providers introduced at large principal orientation/meeting

Process 6: Strategic Categorical Team and the Office of Turnaround Schools staff, in collaboration with building principals, reviewed needs assessment data, intervention model, and MDE approved vendors.

Process 7: Building principals selected providers based upon needs and willingness of vendors to tailor programming given building level student, staff, and facility needs.

2. Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Priority school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Maximum length 1 page

Note: If the LEA is not applying to serve each Priority school, explain why it lacks capacity to serve each Priority school.

If an LEA claims lack of sufficient capacity to serve each Priority school, the LEA must submit written notification along with the School Improvement Grant application, that it cannot serve all Priority schools. The notification must be signed by the District Superintendent or Public School Academy Administrator and the President of the local school board. Notifications must include both signatures to be considered.

The notification must include the following:

- *A completed online Michigan District Comprehensive Needs Assessment indicating that the district was able to attain only a "Getting Started" or "Partially Implemented" rating in at least 15 of the 19 areas with a description of efforts to improve.*
- *Evidence that the district lacks personnel with the skills and knowledge to work with struggling schools. This includes a description of education levels and experience of all leadership positions as well as a listing of teachers who are teaching out of certification levels.*

DPS has the capacity to use school improvement funds to provide adequate resources and related support to schools identified in order to implement, fully and effectively, the required activities of the school intervention model. Schools included in this application were specifically identified for reasons outlined in Q.1. In addition, the Priority Schools requesting support through this LEA SIG application are not included in other various District wide support programming. Detroit Public Schools have consistently received exemplary scores on their process rubric for their capacity to serve Priority Schools.

Management Capacity. In response to urgent systems change requirements, DPS recently developed the Office of Turnaround Schools. The Office of Turnaround Schools, with a budget exceeding \$20 million, is led by an Assistant Superintendent, who reports directly to the Superintendent of DPS and the Emergency Financial Manager. Mr. Bilal K. Tawwab serves as the Assistant Superintendent, Office of School Leadership and Educational Accountability, and the Office of School Turnaround (Priority Schools/SIG). He is responsible for addressing and coordinating the needs of all Priority Schools in DPS. In addition, the Assistant Superintendent assesses and evaluates the effectiveness of support resources on student and other school building outcomes. Mr. Tawwab serves as the advocate for Priority Schools in decision making that affects the district as a whole including supporting school building level oversight on human resource and budget concerns.

Two Student Achievement and Assessment Managers will report to Mr. Tawwab. This person is responsible for tracking school building level data on student achievement and developing reports and recommendations for reform effort modifications.

Finally, DPS has instituted the Strategic Categorical Team that monitors Priority School processes, including budgets. The team monitors the finances of the schools to ensure that the budget is being used for the intended purposes and that each school is maximizing resources already available through the DPS system. Relative tracking and recordkeeping occurs at the building level. This tiered supportive system streamlines and expedites budget related processes and procedures.

Professional Development. As described in the intervention protocol, DPS has created strategies to build the leadership pipeline through targeted professional support including a formal Instructional Academy and targeted professional development workshops. In addition, Priority School Coaches are instituted in DPS. Content area coaches and school improvement coaches will assist Mr. Tawwab. School Coaches are responsible for providing on-site professional development and support for principals and teachers around the work required by the reform intervention. Coaches are also responsible for collecting data (walk-throughs, teacher satisfaction), to inform professional development and supportive programming. Coaches are assigned no more than seven schools, spending four days a week at the school. The fifth day each week is spent on professional development and follow-up for coaches.

Human Resources and staff recruitment, retention, and mentoring. DPS is pleased with its recent completion of a reliable and valid instrument to assess the effectiveness of teacher instruction in Priority Schools. The instrument is one method for recruiting talented teachers for the leadership pipeline, reinforcing and acknowledging talented teachers for their skills in working with at-risk youth, and supporting teachers struggling to meet the needs of DPS students.

- 3. For each Priority school in this application, the LEA must describe actions taken, or those that will be taken, to Maximum length 3 pages:
 - a. Design and implement interventions consistent with the final requirements****

DPS intends to meet the intervention requirements for the two selected models. Actions that will be taken for identified schools include the following:

Transformation Model

DPS has already and/or will design and implement strategies to:

- Develop teacher and leader effectiveness. (1) Beginning in Summer 2014, DPS will offer a School Leadership Academy, in collaboration with Michigan State University. The academy is designed for principals, highly effective assistant principals, and emerging leaders among the teaching faculty. The purpose of the academy is to building district level capacity for current and emerging talent, while improving individual skills (e.g. how to articulate and use actionable feedback and data, goal setting, breaking organizational norms, acting quickly, galvanizing staff, becoming an instructional leaders, rigorous standards based instruction, and instruction learning cycle)

In addition,(2) DPS will implement Job Embedded Professional Development (JEPD) in identified schools. Coaching and instruction will occur over 2014 on issues such as a. model instruction, b. data driven instruction, c. facilitating complex learning, d. guiding deeper thinking, e. teaching foundations, f. goals and scales, g. conditions for learning, and h. guided reading.

DPS Office of Turnaround Schools will provide (3) all identified schools with one additional ELA and math teachers to provide push-in and pull-out support. Since 2013, 50 of the 72 intended Title I teachers in the areas of ELA and Math have been filled and deployed to DPS Priority Schools.

Finally, DPS has implemented, in partnership with WRESA, (4) the Instructional Learning Cycle in all identified schools. The Instructional Leadership Team (ILT) has been established to serve as the primary link between the actions and strategies outlined in the school plan. This team includes the school's administrators, Lead Teachers of the Horizontal Teams, Vertical Team members, and a parent and student when deemed necessary.

- Implement comprehensive instructional programs using student achievement data. Session will begin in Summer 2014 for the Common Core Academy, designed to bring district curriculum leadership together to perform a deep five around the Common Core State Standards (CCSS) and the College and Career Readiness Standards (CCRS). DPS will continue to implement a mandatory 120 minute literacy block and 90 minute math block for all students in grades pk-8. Double dosing for 9th grade students will continue for both English and Math, allowing students to stay on track with support necessary to successfully complete coursework before 10th grade.
- Provide extended learning time. Beginning in 2010-2011, an extended day program began, providing students in grades 1-8 additional support, intervention, and acceleration in the areas of reading and math; resulting in an extended 2.5 additional hours as instructional time. The student ratio is 15:1. Through the 21st Century After-School Programs, students are provided with out-of-school and summer programming to enhance academic and enrichment opportunities. The program is designed as an extension of learning opportunities for all students. An Oral Language (K-3), Reading Recover (1), Middle/High School Literacy Initiative (6-8), and Guided Reading (K-12) programs will be implemented in identified schools. Finally, DPS instituted a credit recovery program designed to provide opportunities for students to retake courses in which they were unable to earn the necessary credits required for graduation and /or progression to the next level course. These online and "in classroom" credit recovery courses are offered for grades 9-12.
- Create community-oriented schools. Began in March 2014 DPS hosts the Culture and Climate Institute, an initiative designed to engage educators, community leaders, and families to transform the culture and climate of the schools. Coaching services around culture and climate occurred in 11 schools in 2013-2014, and an additional 14 schools (including identified SIG grantees) will receive similar services for 2014-2015.

b. Select external providers from the state's list of preferred providers

As indicated in a previous section, the LEA convened all school building administrators to meet with MDE approved preferred providers Monday, May 5, 2014, from 3:00pm – 5:00pm at Northwestern HS' Center for Professional Learning and Development. Attendance by eligible SIG building personnel was 100%.

The purpose of the orientation/meeting was for principals to discuss and match their needs to the providers. As well, the preliminary meeting was designed for administrators to outline their implementation requirements of each provider to maximize grant impact and reduce implementation obstacles. As described earlier, the LEA has guided the school building in developing their SIG applications, but decision-making was conducted, not from central administration, but rather by local level school buildings.

Providers selected by building principals include:

- Pearson Learning Teams
- Competitive Education Solutions
- Liberty Leadership Development Inc.
- Inquiry Bridge L.L.C.
- Amplify (Wireless Generations)
- Michigan State University (K-12 outreach)
- Project SEED Mathematics Professional Development and Instruction

Select service providers were then invited to submit proposals and present to each building's Instructional Leadership Teams (ILT) to outline the products and services recommended to address the specific needs of the school.

Providers will be provided a performance-based contract for services and will be monitored closely by DPS as well as through MDE contracted WestEd evaluation.

c. Align additional resources with the interventions

As describe in Question 2, DPS intends to align current and future resources with the interventions to maximize reform efforts. This strategies include:

- Maintaining staff and associated partners of the Office of Turnaround Schools in support of reform efforts
- Leveraging funding (internal and external) from private and public sources to support interventions
- Engaging school building personnel to take "ownership" for reform success. Autonomy at the school level is paramount to reform efforts with Priority Schools. School personnel are actively engaged in developing and executing school improvement plans so that strategies may be tailored to the specific culture of the school.
- Developing scaffolding model for teachers and administrators of previously successful SIG grant building personnel to work with new grant recipient personnel
- Leverage relationships with members of the Strategic Categorical Team to sustain programming beyond the funding period.

d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively

DPS has taken the following actions to enable schools to implement the interventions fully and effectively:

1. DPS maintains a "Priority Schools" agreement with collective bargaining units to facilitate:
 - PLAs to recruit, select, retain, and release staff without adherence to seniority rules. The Highly Qualified Principal must now meet 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.

The following reflects anticipated release and recruitment data for teachers in Fall 2014.

SCHOOL	RETENTION FIG. TEACHERS 2012-2013	RETENTION FIG. TEACHERS 2013-2014	AVERAGE TEACHER SENIORITY	ANTICIPATED NO. NEW TEACHERS FALL 2014
BROWN, RONALD	36	36	14 YRS	4
CARLETON	22	21	15 YRS	3
CARSTENS	10	26	12 YRS	5
CARVER	20	23	16 YRS	4
NEINAS	13	16	10 YRS	3
NICHOLS	13	12	17 YRS	0
NOBLE	26	21	15 YRS	8
DCP@ NORTHWESTERN	18	16	15 YRS	5
OSBORN COLLEGE PREP	22	14	15 YRS	18
OSBORN EVERGREEN	18	23	12.5 YRS	6
YOUNG, COLEMAN A.	31	28	20 YRS	0

- Shared decision-making allows PLAs operational flexibility to make decisions about work rules and operations that best meet the needs of their school population
- Extended school year and day
- Mandatory prescribed professional development aligned to the academic programs and reform option.

2. DPS is currently completing a standardized instruction reform instrument to measure teacher effectiveness, in compliance with DPS human resources standards and collective bargaining units.

3. DPS has streamlined outreach to community resources and sponsors (Foundations, corporations) to further support the overall success of identified schools, while leveraging general and Title funding to maximize reform efforts.

e. Sustain the reforms after the funding period ends

As described previously, DPS has instituted significant systems reform efforts, including the development of an entire Office for School Turnaround. The Office has staff, budget, and relative autonomy from traditional large school district systems. The result is an Office with continuous improvement opportunities that are responsive, expeditious, and relevant to the needs of the school. The DPS Office for Turnaround Schools is one significant and sustainable reform effort strategy.

In addition DPS will:

- Build staff capacity to take on site level "ownership" of school reform efforts beyond the funding period. The strengthened leadership pipeline will encourage effective teachers to become emerging school administrators.
- Scaffold effective reform schools, funded previously through SIG, with schools new to reform efforts. Scaffolding efforts will continuously evolve as school move into and out from clusters of low, moderate, and highly effective schools.

Despite recent news reports of a diminishing population (US Census, 2013), identified schools have demonstrated almost a 10% increase since Fall 2011. If this trend continues, sustainability of reform efforts will be paramount to DPS and will be an ongoing issue for the SIG Oversight Committee (described in Q. 8).

4. Include a timeline delineating the steps to be taken to implement the selected intervention in each Priority school identified in the LEA's application. Include the action steps to be taken, who is responsible, start and end dates, and the metric to be used to determine completion. For example:

Action Step	Person Responsible	Start Date	End Date	Success Metric
Hold weekly meeting with awarded school principal(s) with the SIG Strategic Categorical Team	Bilal Tawwab and SIG Project Manager	June 24, 2014	September 30, 2017	The role of each department in the success of the individual school implementation is clearly defined
Leadership Academy	Bilal Tawwab	June 26, 2014	September 30, 2017	All participants are registered by June 26, 2014
Transformation University	Bilal Tawwab	June 26, 2014	September 30, 2017	All participants are registered by June 26, 2014
Finalize bell and bus schedules for extended learning time	James Minnick (Transportation)	July 1, 2014	July 30, 2014	All bell and bus schedules are published by the deadline
Finalize contract(s) between the external provider and the District	Sharon Vandyke (Procurement and Logistics)	July 1, 2014	July 31, 2014	All providers are able to start August 1, 2014
Post and fill all required positions and positions specific to the District and school(s)	Bilal Tawwab and Gregory Stokes (Human Resources)	July 1, 2014	August 1, 2014	All position are filled by the deadline
Order all supplies and technology	School Principal(s) and Sharon Vandyke	July 1, 2014	August 1, 2014	
Perform and review data collected from performing instructional audits	Bilal Tawwab and SIG Project Manager	September 12, 2014	September 19, 2014	All audits and data reviews are completed within time line
Hold monthly meeting with external providers and school Instructional Leadership Team	School Principal Bilal Tawwab and SIG Project Manager	August 1, 2014	September 30, 2017	Meetings are held monthly supported with evidence of sign-in sheets and agendas

5. Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor Priority schools that receive school improvement funds.

In accordance to the MDE District and School Proficiency Targets, DPS calculates the 2014-2015 proficiency rate and subtracts it from the end 85% proficiency rate for the 2021-2022 school year. That number is then divided by seven (the number of years between the two data points) to determine the annual increment for the subject target rate. This increment is added to the 2014-2015 subject proficiency rates and then again each year leading up to the 2021-2011 school year. Target rates for reading/language arts and mathematics may be found in the below table.

SCHOOL	READING/LANGUAGE ARTS 2013 - 2016				MATH 2013 - 2016			
	Annual Increment	Target 13-14	Target 14-15	Target 15-16	Annual Increment	Target 13-14	Target 14-15	Target 15-16
BROWN, RONALD	3.06%	60.49%	63.55%	66.62%	5.82%	38.44%	44.26%	50.08%
CARLETON	6.26%	34.92%	41.18%	47.44%	7.94%	21.52%	29.46%	37.39%
CARSTENS	6.35%	34.2%	40.55%	46.9%	8.03%	20.74%	28.77%	36.8%
CARVER	5.71%	39.34%	45.05%	50.76%	8.14%	19.87%	28.01%	36.15%
NEINAS	6.50%	33%	39.5%	46%	7.67%	23.6%	31.3%	38.9%
NICHOLS	4.6%	48.03%	52.65%	57.27%	7.37%	26.02%	33.39%	40.76%
NOBLE	6.14%	35.87%	42.01%	48.15%	7.88%	22%	29.88%	37.75%
DCP@ NORTHWESTERN	7.73%	23.15%	30.88%	38.61%	8.5%	17%	25.5%	34%
OSBORN COLLEGE PREP	6.46%	33.33%	39.79%	46.25%	8.5%	17%	25.5%	34%
OSBORN EVERGREEN	7.83%	22.34%	30.17%	38%	8.06%	20.55%	28.61%	36.66%
YOUNG, COLEMAN A.	5.42%	41.68%	47.1%	52.51%	8.14%	19.89%	28.03%	44.31%

- 6. For each Priority school the LEA commits to serve, identify the services the school will receive or the activities the school will implement. (No response needed.)**
- 7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Priority schools that receive school improvement funds. (No response needed.)**
- 8. As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA's application and implementation of school improvement models in its Priority schools. Describe how this process was conducted within the LEA. Maximum length 1 page**

The DPS Office of Turnaround Schools has met regularly with a diverse group of stakeholders for the past several years on Priority School issues, including the development of this application and selection of school improvement models. The Strategic Categorical Team meets bi-monthly and consists of central administration staff, principals, teachers and teachers. Member of the Team regularly reported on their continuous improvement processes. Stakeholders were selected to participate based upon their job responsibilities in central administration, as well as their "sphere of influence". Team members identified gaps both district-wide and at school building levels during monthly meetings from November 2013 - Present.

School building administrators were integral to the development of both the LEA and building level SIG grant applications. 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 the plan. Through modeling, organizational restructuring, improving two-way communication 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 school-wide strategies are implemented to meet school goals. These articulated goals are reflected in the SIG school building applications.

Parent/guardian and student involved in school improvement efforts have been coordinated through the Office of Turnaround Schools, 21st Century Community Learning Centers After-School Program. Participants regularly provide input on academic and enrichment opportunities available at the school level to engage parents/guardians and facilitate student success.

Recently, the Office has created a SIG Oversight Committee. The Committee members will begin meeting to support SIG recipients. Members as well as students, parents, community and business leaders, as well as members from local foundations. The purpose of the SIG Oversight Committee is to maximize student outcomes through grant funded programming and infrastructure efficiency.

The SIG Oversight Committee will meet one time each month. The goals of the committee include: provide guidance on SIG grant compliance, support the collection and analysis of process data, implement program revisions, and create sustainability strategies for the program.

The SIG Oversight Committee is led by Mr. Bilal Tawwab, Assistant Superintendent. His project director will facilitate meeting notices, venues, minutes, and engagement of presenters and documentation, as needed.

In addition, the Office of Turnaround Schools has developed a system of support that assisted with the application and will assist with the school improvement models. Wayne County RESA has provided School Achievement and Content Consultants, and Michigan State University has guided DPS through its intervention specialists and K-12 outreach components.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve.

- The LEA must provide a budget (*see budget submission packet, beginning on the following page*) that indicates the amount of school improvement funds the LEA will use each year to—
 - Implement the selected model in each Priority school it commits to serve;
 - Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Priority schools; and
 - Support school improvement activities, at the school or LEA level, for each Priority school identified in the LEA’s application.

Note: An LEA’s budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Priority school the LEA commits to serve.

An LEA’s budget for each year may not exceed the number of Priority schools it commits to serve multiplied by \$2,000,000.

LEA DETROIT PUBLIC SCHOOLS BUDGET

Priority School	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Carleton Elementary	\$300,000	\$2,236,241	\$1,856,023	\$1,607,736	\$6,000,000
Carstens Elem/Middle		\$2,336,239	\$1,907,454	\$1,756,307	\$6,000,000
Carver		\$2,262,971	\$1,905,371	\$1,831,371	\$5,999,713
Coleman A Young		\$2,417,570	\$1,867,564	\$1,705,570	\$5,990,704
DCP @ Northwestern		\$2,139,049	\$1,704,549	\$1,704,549	\$5,548,147
Neinas Elementary		\$2,402,020	\$1,701,940	\$1,576,941	\$5,680,901
Nichols Elem/Middle		\$2,214,571	\$1,789,571	\$1,699,571	\$5,703,713
Noble Elem/Middle	\$8,183	\$2,597,969	\$1,713,167	\$1,680,485	\$5,999,804
Osborn College Prep		\$2,029,490	\$1,793,590	\$1,793,590	\$5,616,670
Osborn Evergreen		\$2,453,038	\$1,659,110	\$1,723,816	\$5,835,964
Ronald Brown Academy		\$2,830,188	\$1,644,858	\$1,524,858	\$5,999,904
LEA-level Activities	\$384,243		\$376,949	\$361,349	\$1,122,541
Total Budget	\$26,611,772		\$19,920,146	\$18,966,143	\$65,498,061
LEA-level Activities	\$384,243		\$376,949	\$361,349	\$1,122,541
Total Budget	\$26,611,772		\$19,920,146	\$18,966,143	\$65,498,061

Detroit Public Schools LEA Budget Narrative
 SCHOOL IMPROVEMENT GRANT - COHORT III

FUNCTION	DESCRIPTION	YEAR 1	YEAR 2	YEAR 3	TOTAL
221	Sig Coaches - SIG Central Office: Two (2) SIG Coaches to assist in implementation of reform model, give on-site professional development related to academic programming and ensure achievement of academic targets. Salary \$68,000+Fringe \$37,163=\$105,162 x 2 staff = \$210,325 per year.	210,325	210,325	210,325	630,975
221	Extended school year - Pre-Implementation (summer 2014)- 3 weeks of Extended year and workshop salary/fringe for SIG Coaches to provide support to SIG school. 3 weeks of Salary= \$3,865+fringe of \$1,282= \$5148 x 2 staff = \$10,294	10,294	-	-	10,294
221	Extended school year - 3 weeks of Extended year and workshop salary/fringe for SIG Coaches to provide support to SIG school. 3 weeks of Salary= \$3865+fringe of \$1,282= \$5148 x 2 staff = \$10,294. Year 1 Summer 2015 - Year 2 Summer 2016, Year 3 Summer 2017	10,294	10,294	10,294	30,882
283	SIG Project Director - Assistant Superintendent @ .3 FTE to oversee district wide SIG implementation.	56,320	56,320	56,320	168,960
283	Administrative support -.5 FTE Clerical to provide administration support in the implementatin of the SIG program.	39,265	39,265	39,265	117,795
283	SIG Compliance admin - .3 FTE Compliance administrator to provide fiscal oversight and ensure grant compliance for the SIG program.	34,345	34,345	34,345	103,035
283	Administrative supplies - Support Material and Supplies to for Central Office staff to assist in SIG program implementation. Suppliles include Ipads for mobility and walk throughs, works stations (desk top and/or Laptops) and day to day operational supplies (notebooks, pen, paper, ink, toner, filing carts, folder, binders, etc.	3,100	2,600	1,500	7,200
283	Conference costs for SIG approved travel that focus on increased knowledge on school improvement strategies and teacher collaboration. Costs include mileage for State Meetings and local travel for up to 5 SIG Central Office Staff. Varlous Lansing workshops, Michigan Center for Educational Networking Conferences (School Improvement (MASA) SIP Professional Learning Communities and ASCD Conference in Washington D.C. , International Reading Association (IRA) Learning Science International, Harvard Institute.	20,300	23,800	9,300	53,400
TOTAL		384,243	376,949	361,349	1,122,541

SCHOOL IMPROVEMENT GRANT BUDGET

APPLICANT INFORMATION

TYPE OR PRINT:

	Legal Name of District School District of the City of Detroit	District Code 82010
APPLICANT	Address of District 3011 W. Grand Blvd., Fisher Bldg., Ste. 450	
	City and Zip Code Detroit 48202	Name of County Wayne
	Name of Contact Person Bilal Tawwab	Title Assistant Superintendent
CONTACT PERSON	Address 3011 W. Grand Blvd., Fisher Bldg., 9 th Floor	City Detroit
	E-Mail Address Bilal.tawwab@detroitk12.org	Zip Code 48202
		Telephone (Area Code) (313) 873 - 6178
		Facsimile (A.C./No.) (313) 873 - 3371

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

[Handwritten Signature]

Date

5/29/14

SIGNATURE OF EMERGENCY MANAGER

[Handwritten Signature]

Date

5/29/14

SCHOOL BUILDING BUDGET

Districts and ISDs may apply for School Improvement grants for individual eligible school buildings within their jurisdiction for the purposes of this grant, eligible school buildings are those identified as a Priority school. Signature by the authorized representative indicates that the authorized representative of the school building will work cooperatively with the administrative and fiscal agent for this project. List the name of the school building for which you are applying below. **(Please use duplicate pages as necessary. A separate budget and budget detail narrative is required for each building. The budget must cover the three-year period of the grant. Year 1 must be separated into Pre-implementation activities and Implementation activities. See Page 7 for example.)**

SCHOOL BUILDING

Legal Name of School Building Carstens @ Remus Robinson E.M	Building Code 105600	Name and Title of Authorized Representative Donna M. Thornton, Ed.S	
Mailing Address (Street) 13000 Essex Avenue		Signature 	Date Signed (m/d/yyyy) 05/29/2014
City Detroit	Zip Code 48215	Telephone (Area Code/Local Number) (313) 866 - 5500	
Name and Title of Contact Person Donna M. Thornton, Principal		Mailing Address (If different from agency address) Same	

4. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

ASSURANCES AND CERTIFICATIONS

STATE PROGRAMS

- **INSTRUCTIONS:** Please review the assurances and certification statements that are listed below. Sign and return these pages with the completed application.

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LL*Disclosure Form to Report Lobbying*, in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. **OG-4929**

ASSURANCE WITH P.L. 111-117 OF THE U.S. DEPARTMENT OF EDUCATION OMNIBUS APPROPRIATION ACT OF 2010

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Department of Education."

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C. 7905, 34 CFR PART 108.

A State or subgrantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

PARTICIPATION OF NONPUBLIC SCHOOLS

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92' of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

AUDIT REQUIREMENTS

All grant recipients who spend \$500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers upon the request of the Michigan Department of Education.

ASSURANCE AGAINST TRAFFICKING IN PERSONS

The applicant assures that it adopts the requirements in the code of Federal Regulations at 2CFR 175 as a condition for this grant. You as a sub recipient under this award and your employees may not—

- I. Engage in severe forms of trafficking in persons during the period of time that the award is in effect,
- II. Procure a commercial sex act during the period of time that the award is in effect; or
- III. Use forced labor in the performance of the award or sub awards under the award.
- IV. Under this condition, the Federal awarding agency may terminate this grant without penalty for any violation of these prohibitions by the grantee, its employees or its sub recipients.

ASSURANCE REGARDING THE PROHIBITION OF TEXT MESSAGING AND EMAILING WHILE DRIVING DURING OFFICIAL FEDERAL GRANT BUSINESS

The applicant assures that it prohibits text messaging and emailing while driving during official grant business. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS

The applicant or grant recipient certifies it will meet the requirement for supplying a Data Universal Numbering systems (DUNS) number. As a condition of a sub recipient of a federal grant award, you must supply a DUNS number to the MDE. No entity may receive a federal sub award without a DUNS number. The MDE will not make a sub award to an entity unless that entity has provided its DUNS number.

ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS

The Federal Funding Accountability and Transparency Act (FFATA) is designed to increase transparency and improve the public's access to Federal government information. To this end, FFATA requires that subaward data be reported for all new Federal grants funded at \$25,000 or more with an award date on or after October 1, 2010.

An applicant or subrecipient assures that it will timely report data as needed to the MDE for the purposes of federal reports for any subaward on a grant awarded by the U.S. department of Education will be reported for each action or subaward that obligates \$25,000 or more in Federal funds that does not include Recovery funds (as defined in section 1512(a)(2) of the American Recovery and Reinvestment Act of 2009, Pub. L. 111-5).

IN ADDITION:

This project/program will not supplant nor duplicate an existing School Improvement Plan.

SPECIFIC PROGRAM ASSURANCES

The following provisions are understood by the recipients of the grants should it be awarded:

1. Grant award is approved and is not assignable to a third party without specific approval.
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Improvement and Innovation unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority school that it serves with School Improvement funds.
7. If the recipient implements a restart model in a Priority school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
8. The recipient must monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
9. The recipient must monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.
10. The recipient must report to the SEA the school-level data required under section III of the final requirements.

ASSURANCES AND CERTIFICATION: By signing this assurances and certification statement, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications on page 2, and will comply with all state and federal regulations and requirements pertaining to this program. The applicant certifies further that the information submitted on this application is true and correct.

SUPERINTENDENT OR
AUTHORIZED OFFICIAL

DATE: May 29, 2014

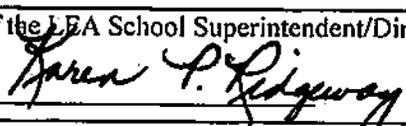
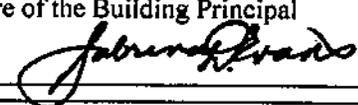

SIGNATURE

TYPED NAME/TITLE: Karen Ridgeway, Superintendent of Academics

SIG GRANT—School Building Application FY 13

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: George Washing Carver STEM Academy School Building Code: 057	Mailing Address: 18701 Paul St. Detroit, MI 48228
School Building Contact for the School Improvement Grant Name: Sabrina Evans Position and Office: Principal Contact's Mailing Address: 18701 Paul St. Detroit, MI 48228 Telephone: (313) 240-6622 Fax: (313) 240-8741 Email address: sabrina.evans@detroitk12.org	
LEA School Superintendent/Director (Printed Name):	Telephone:
Signature of the LEA School Superintendent/Director: X <u></u>	Date:
LEA School LEA Board President (Printed Name):	Telephone:
Signature of the LEA Board President: X _____	Date:
Building Principal (Printed Name): Sabrina Evans	Telephone: 313-408-5706
Signature of the Building Principal X <u></u>	Date: May 30, 2014
Union Representative (Printed Name): <u>Nicole Ames - Powell</u>	Telephone 313-240-6622

Signature of Union Representative: x <i>Nicole Ames Powell</i>	Date: <i>5/30/14</i>
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. Analysis of data.

At the end of the 2012-2013 school year, the overall performance level for George Washington Carver STEM Academy was 4% on the Top to Bottom State ranking. The team analyzed Reading and Math achievement data from MEAP, MAP, Renaissance Learning Star Diagnostics for Reading and Math from 2008 to 2014 school years to consider evidence of need. Based upon the team's analysis the identified areas of need are Reading and Math content areas. Students with disabilities and the economically disadvantaged students demonstrated the greatest needs. **Demographic Data:** Carver STEM Academy is a pre-k through 8 school with an enrollment of 386 students; 85% of the students are African American; 75% of our students are economically disadvantaged and 77% are identified as students with disabilities. The daily attendance rate for the 2013-2014 school years is 88% which is below the required daily attendance rate of 90%. **Perception Data:** The school used a variety of strategies to facilitate and improve communication with its stakeholders. Surveys and inventories were administered to parents, staff, students, and community partners to ascertain information on the various perceptions with regards to the effectiveness of the school's process and procedures. The data results collected indicated that there was a strong desire to improve student learning and enhance student achievement using STEM related programs and activities. **School Program/Process Data:** The School Process Rubrics 90 was examined and identified impediments to the teaching and learning process. The following areas indicated were identified as areas of the highest need: ineffective instructional pedagogy and a lack of quality collaborative time for teachers and educational support staff. Data collected through parent and student surveys indicated that parents lacked effective strategies for meeting their children's academic needs. **Achievement Data:** Since 2008-2009, the MEAP Math achievement level has consistently declined from a proficiency of 8% in 2008-2009 to 5.5 % proficient during the 2013-2014 school year. When comparing the grade level math scores from 2012-2013 to 2013-2014, the greatest decline was at grade 4 from 7.1% to 2.9% proficient. None of the students in grade 6 were proficient on the 2013-2014 MEAP Math test. NWEA (MAP) Math results also showed similar low performance. Carver students scored at least 10-20% below the norm at the beginning of the 2013-14 school years across each grade level. By the middle of the year, they were still 10-20% below national norms at each grade level. On the Renaissance Learning Star Math Diagnostic, 173 of our 284 students ranked below the 25th percentile. The MEAP reading achievement for the past five years is still significantly below State and District levels. During the 2008-2009 school years, Reading proficiency levels were significantly higher than Math scores at 43%. By the 2013-2014 school years, the reading achievement had steadily declined to 29.3%. Renaissance Learning Star Reading Diagnostic showed that 183 of our 276 students were below the 25th percentile. Data for the subgroups indicate females have consistently scored higher in all content areas, except for mathematics, in relationship to their male counterparts. The identified changes includes: implementing a comprehensive STEM/STEAM educational program model; implementing a rigorous staff development agenda; and extending the school's master schedule to provide students with additional instructional time in the core content areas. The incorporation of a Comprehensive STEM/STEAM program model is expected to occur at all grade-levels and within all content areas. Teams will receive coaching support in identifying and developing instructional practices that support the exploration and application of this model. This will give teachers the opportunity to survey new instructional resources, with an emphasis being placed on interactive and technology-based resources. A spotlight will be placed on monitoring, analyzing and applying data, resources and instructional coaching/mentoring to innovative instructional practices and materials for their purpose of engaging students at a higher-level in a rigorous researched-based curricula designed to broaden their understanding of interrelated concepts in academia the workplace and society.

2. School Building Capacity – Resource Profile

George Washington Carver STEM Academy will coordinate and integrate School Improvement Grant funds with other capital including: (i.e. General Funds, Title I Part A, and Title II Part A) to provide a seamless system of support for all students. As dictated by the School Improvement Grant process the following four positions will be created: SIG Coordinator, Data Coach, Parent Liaison, and Mental Health Specialist. In developing and aligning job specs for these positions, the school, in collaboration with the Detroit Public School's Office of School Turnaround, will make certain that aspects of the position's core responsibilities relates directly to the identification of additional and supporting resources for the school, its students and its families. The School Improvement Grant Coordinator has the major responsibility of developing and strengthening partnerships that supports swift and effective, programmatic development and fiscal soundness for all reform initiatives being facilitated through the school. For the initial three years of service, the full salary and fringes (100%) for this position will be funded through the School Improvement Grant and leveraged from other budgetary sources such as Title 1 and/or General Funds for all successive years. Currently there is a Site Coordinator from Communities-In-Schools who works closely with the school's administrators, staff and community partners to coordinate community resources for the benefit of Carver's students and families. The full salary and fringes for this position is presently being funded through the school's Title 1 fund. In an effort to sustain capacity in the school- home-community partnership, the school will expand the duties of this position to include those outlined in the Family Liaison job spec including collaborating with members of the parent organization and the school advisory council to provide an integrated approach to providing social services to the school's children, youth, and families. Fifty percent (50%) of the salary and fringes for the Family Liaison position would be funded through SIG and the other fifty percent (50%) through Title 1 Part A for the duration of the grant funding period. Under the guidance of the School Improvement Grant Coordinator, all duties of the Family Liaison position would rollover to a part-time employee (<25 hrs) or a volunteer trained by the Communities-in-Schools Site Coordinator upon termination of SIG grant funds. The primary role of the Data Coach will be to mentor and support teaching and learning through data analysis, modeling, coaching and professional development to promote and improve student achievement through quality instruction. During the first three years of service, the full salary and fringes (100%) for this position will be funded through the School Improvement Grant and leveraged from Title 1 and/or General Funds thereafter. The position of Mental Health Specialist will work closely with the school's special services team to address the physical/mental health needs of students for the purpose moving them toward positive behavior modification , thereby, focusing them on academic growth and development. The responsibilities of the Mental Health Specialist position will be split between 2 contracted positions that of a part-time (< 25 hrs) registered nurse and a part-time (<32) behavioral specialist; 100% of the wage for both positions will be funded through SIG over a three year period and through Section 31a from then on. Title I Part A funds will also be aligned to allow Title I instructional and non-instructional staff to be included the school's master calendar for increased learning time; to reduce teacher/student ratio; to provide for staffing in parallel blocks; to provide staffing for after school programs and assist in the implementation of reform activities. Title II funds will be aligned to provide additional professional development for usage of all integrated technological programs.

Integration of Science, Technology, Engineering, the Arts, and Math has been a major emphasis of the school's education reform model. To date, several STEM/STEAM-oriented programs have donated resources and/or volunteered with Carver's students on various projects and initiatives. A portion of the funds acquired from SIG will be used to identify and developed sustained partnerships with members in the STEM/STEAM community. A value-added result of the acceptance of this proposal will permit various staff the opportunity to investigate and bring in STEM/STEAM resources to the school to enhance the theory that is taught in the classroom as means of increasing academic achievement. A portion of salaries for positions created beyond the required SIG positions would be leveraged through federal, state and local budget resources.

Funds acquired through the School Improvement Grant will also be used to build the school’s capacity to plan and deliver a STEM/STEAM standards-based instructional program as well as to ensure successful implementation of the Turnaround Plan. Building capacity and leaders at all levels is the goal for the Turnaround Reform Model. Professional development, coaching/mentoring, program evaluative tools, as well as displays of data walls provide for systemic accountability and responsibility. Professional development activities will be data-driven, on-going and evaluated for effectiveness. The school schedule will be flexible to include additional opportunities for increased instructional time based on the students’ instructional needs. Carver will focus its goals on school-wide Instructional Learning Cycles (ILC), Professional Learning Communities (PLC), Instructional Rounds, Grade-level and Content Area Clusters Collaborations, Job-embedded, District and State mandated professional development trainings to provide the administrators, faculty and staff with the required monthly minimum of eight hours of professional learning time as established by the School Improvement Grant guidelines. Cost associated with professional learning opportunities imparted by the school’s External Providers will be built into the final program cost for their services. Any additional cost for professional development will come from the school’s Title I funds. As teachers become proficient and build professional competencies, the need for coaching and support will transfer from the school’s External Providers to the Professional Learning Communities within the school. As a form of sustainability, teachers will be expected to function in the capacity of teacher trainers providing job-embedded professional development and in-service trainings to members within the Carver STEM Academy’s school community.

<input checked="" type="checkbox"/> General Funds <input checked="" type="checkbox"/> Title I Part A <input checked="" type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input checked="" 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 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"/> Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools.)			

3. School Building Commitment

Adhering to the collective bargaining agreement established between the District and the Union and mandated by the Michigan Department of Education as related to Priority School, Sabrina Evans was selected to serve as Principal of George Washington Carver STEM Academy. She understands and supports the reform model and has been given maximum control and flexibility in the decision-making process in order to meet the goals represented in the school reform plan. Ms. Evans has identified a staff that is committed to the focal point of increased student achievement; who believe all students are educable and who set high expectations for all students. She took great care in making certain that her staffs' educational philosophies fit the mission and vision of the school. Ms. Evans governance structure supports shared leadership and systemic change. A proponent of the Charlotte Danielson Framework, Ms. Evans takes pride in being an Instructional Leader. She frequently assesses the effectiveness of her instructors' pedagogy in successfully progressing students' through academic process. Sabrina Evans is dedicated to working side-by-side with her staff to unearth solutions to authentic and immediate problems presented in the educational process. Ms. Evans expects her staff to fully implement the reform strategies set in place with the intent of exceeding program compliance criteria. Teachers exemplifying superior ability to use achievement data to inform their instructional approach to advance student s' learning through researched-based strategies will be extended an invitation to continue in their employment with Carver STEM Academy. Upon their acceptance of employment, the teachers are expected to continue meeting all evaluative criteria including having a demonstrated commitment to turn the school around. Per the Memo of Understanding signed by both, the District and the Union, Ms. Evans recognizes if awarded the School Improvement Grant she will be afforded the right to refuse any teacher service who has demonstrated an inability to meet the demands of the position. The Detroit Public Schools System has approved Carver's Turnaround Plan and will support all initiatives including allowing the building to have operational flexibility. The calendars and times will be set with collaboration from the District and the Union. As part of a cycle of continuous improvement, Ms. Evans is considering selecting dates and times for early release and/or late start to allow for professional learning community meetings. The Office of State and Federal Programs has been involved throughout the entire process and will fund required program initiatives. The Union has also agreed to support initiatives set forth by the District. Carver STEM Academy will maintain control over the majority of its budget. To the extent possible, all funds will be directed in support of student achievement goals. Shortly after becoming Principal and choosing her staff, Ms. Evans extended an invitation to them to serve on the School Improvement and Planning Team. She designated members from that team to act as the school's Leadership Team. To ensure that the school reform process is carried out with integrity, a School Advisory Council has been put into place. It is the collective responsibility of these committees to oversee the development, implementation, and evaluation of all school reform and improvement efforts. To ensure that the school improvement process is effective and transparent, Carver continues to receive support at the District-level through the Office of School Turnaround, the Superintendent of Academics and Wayne RESA. Together they provide ongoing, intensive assistance with the implementation of the school's reform plan. Community outreach initiatives facilitated through Carver's Parent Advisory Council on Student Achievement (PACSA), Communities-in-Schools and Michigan State's Department of Human Services Pathways to Potential Program as well as the School Advisory Council the public perception of the school has been positively impacted. The school has experienced an influx of returning students and parental involvement has demonstrated a 23% growth. The District and the Union have established an agreement focused on enhancing student achievement through instructional, economic and operational reforms in the establishment of Priority Schools. It is the intention of Priority Schools to offer a rigorous educational program, which includes extended learning time and measurable expectations for school reform. To implement the Priority Schools' reform, an executed addendum was established between the District and the Union with provisions to accommodate the necessary and unusual requirements and changes needed for this reform. (See executed addendum in the appendix).

4. School Improvement Plan

PLEASE SEE THE ATTACHED DOCUMENT.

5. External Provider Selection

Members of George Washington Carver STEM Academy's Leadership Team attended an External Providers Fair hosted by the Detroit Public Schools' Office of School Turnaround. This forum provided a platform for the leadership team to survey services offered by those providers in attendance. Descriptions of the providers' offerings were forwarded to the Carver STEM Academy's School Advisory Council, who in collaboration with, the Leadership Team, selected three providers with whom they were interested in learning more about. Over a period of two days, the Office of School Turnaround hosted follow-up meetings with the school's Principal, members of the school's Leadership Team as well as representatives from the External Providers. These meetings offered a great opportunity for the school to interview the providers to determine whether or not their scope of services aligned with the mission, vision and educational program model adopted by the school. Providers were selected based upon their proven/demonstrated success with the following: MSU has a proven-track record in developing, implementing, and evaluating instructional reform program models in high-needs schools/districts. MSU will partner with Carver STEM Academy to ensure that the school's Administrative and Instructional Teams have the fundamental resources necessary to begin and sustain school-wide instructional improvement as well as the practical tools and skills to identify which changes will translate into significant gains in student achievement. Eduvation have consistently demonstrated a strong ability to improve instructional pedagogy through use of such methods as facilitating job-embedded professional development trainings, conducting instructional audits, and providing 1-to-1 coaching and mentoring services to build instructional capacity across the board. Eduvation will partner with Carver STEM Academy to provide instructional consultancy and job-embedded professional development to teachers and the Instructional Leadership Team through its Instructional Risk Management System. Project Seed has been a pillar in the education community for over 50 years during which time they were awarded the highest ranking from Building Engineer and Science Talent (BEST) commission by U.S. Congress to assess best practices in keeping women, minorities and person with disabilities on the educational path in science and engineering. Project Seed will partner with Carver STEM Academy to provide a platform for intensive professional development, allowing teachers to utilize the Socratic methodology in the presentation of their grade-level math curricular materials while exemplifying all eight Common Core State Standards for Mathematical Practice.

6. Alignment of Resources

George Washington Carver STEM Academy is committed to ensuring that its students are afforded an equal opportunity to gain access to innovative, research-based educational and social programs and services imparted by knowledgeable professionals. The school's Administrative Team will work closely with Detroit Public Schools' Human Resources Division, Office of School Turnaround and Office of Talent Acquisition to attract and retain highly-qualified education professionals. A strategic focus will be placed on screening, recruiting, interviewing, and placing staff using concentrated recruitment activities such as: face-to-face interviews; career fairs; recruiting presentations; partnering with alternative teacher preparation and placement programs/agencies; and postings job specs on the Districts and other employment websites. Carver's Administrative and Leadership Teams will work collaboratively with its School Advisory Council, parent organization and instructional staff, to investigate and select education resources to increase student achievement across the board.

In addition to the four required SIG positions, the school will hire a STEM Science Coach whose responsibilities will include: focusing the school's STEM/STEAM educational program to goals set-forth by the school's reform plan as well as working with the instructional staff to align the instructional activities to Common Core State Standards, National Science Standards and Next Generation Science Standards. Other positions that will be created to drive student achievement is a that of a Computer Education Teacher who will have the dual responsibility of facilitating simulated STEM/STEAM-based activities within a STEM SmartLab™ learning environment, which the school will install pending funding from the School Improvement Grant. Additional responsibilities for this position will include assessing, repairing, updating and maintaining the school's pre-existing and newly purchased computer hardware and software. An Attendance Officer will be hired to extend every effort possible to ensure that students are in class daily and on-time and are ready to engage in the learning process. The school will contract the services of a nurse and behavioral specialist to address the physical and mental health needs of the students. Recognizing the need to create opportunities for those students, who would otherwise be excluded from the learning process due to medical excused absences or suspensions, to remain actively involved in the instructional process; the school will also invest in virtual media technologies such as the VECs systems. The school will also purchase I-pad/HP media carts and single devices; Smartboards and tables/LCD projectors/Elmo document cameras/ an AV Broadcasting network/ E-rate services for the purpose of implementing a comprehensive technology program and to strengthen the school's instructional capacity. To build the school's leadership and instructional capacities the school will employ the services of MSU, EduVations, and Project Seed, who will work together to provide the school's Administrative, Leadership and Instructional Teams with a blanket of professional development and coaching services to drastically improve the school's teaching, learning and leadership routines. As means of increasing the amount of time that teachers have to collaborate, plan, and engage in professional learning activities, the school will hire a building substitute teacher as well as amend the school's master schedule to accommodate grade-level, content cluster, peer coaching/mentoring and job-embedded professional development trainings. Under the auspice of the Arts and Humanities, the school will hire a foreign language, a performing arts, and a visual arts teacher who will work collaboratively to develop a cultural immersion and study-abroad program for students to broaden their understanding of international language, literature, visual and performing arts to assist them in augmenting their ability to function in a multi-cultural, pluralistic, global society.

7. Modification of local building policies or practices

During the 2011-2012 academic years, George Washington Carver Elementary/ Middle School was identified as a Priority School due to its persistent academic failure on the State's assessments of measure. The Detroit Public Schools System took action to restructure the school during the 2012-2013 school-years which resulted in 99% of the school's staff being replaced. Sabrina Evans was selected to serve as Principal of the newly reformed George Washington Carver STEM Academy during the 2013-2014 academic-year. She was given full flexibility and support by the Detroit Public Schools to develop policies and procedures to ensure that the school operates at maximum efficiency. To improve the quality of teaching and learning as well as improve the school's overall culture and climate, Ms. Evans with the assistance of her Leadership Team has modified school-based policies and procedures to better align them to the school's mission, vision, and educational program model. ***Instructional Accountability:*** In order to eliminate achievement gaps across the board, Ms. Evans with the assistance of her Leadership Teams researched a number of instructional accountability programs and concluded that the school would employ a number of strategies (i.e. Charlotte Danielson Teacher Evaluation Framework, Professional Learning Plans, Instructional Rounds, Professional Learning Communities and Self-Reflection Inventories) to ensure that the instructional process was efficient, transparent and conducted with fidelity.

Class Size Reduction: Smaller class sizes are paramount to student learning and achievement. Ms. Evans prioritizes budgeting for Class-size Reduction Teachers to decrease oversized class population and increase opportunities for individualized, small group and differentiated instructional support as well as reduce incidences of truancy and grade-level retention. ***Extended Learning Time:*** In accordance to guidelines set-forth by the Michigan Department of Education, the Union and the District, Carver STEM Academy has extended the school year by an additional 4-week of service to ensure that the reform plan is properly implemented. During this time students are engaged in small group, whole group, self-guided, cooperative and collaborative and individualized learning opportunities. They receive vigorous instructional support through differentiated lessons and projects designed complement their individual learning styles. Additionally, targeted students are invited to attend either the Title I or the Schools of the 21st Century Afterschool Program, where they receive an additional 180 – 240 minutes of academic enrichment in reading and mathematics. Teachers at both, the elementary and middle levels also volunteer during their lunch breaks to provide supplementary instruction in the core content areas. ***Increased Time for Instructional Planning:*** The school will adjust its master schedule to increase the amount common planning time teachers have to work together in their teacher teams to plan and prepare a challenging educational experience for students. Content area and grade-level teams will meet during the two hour block, twice monthly during the Wednesday staff meeting to review the planned sequence of instruction in content area classes and ensure that classroom instruction aligns with academic standards. The discussion in these teams are expected to enhance and focus the work of planning classroom instruction and identifying gaps that need additional attention, especially learning gaps that cross-content area boundaries. ***Increase Technology-based Learning Opportunities:*** With the adoption of the STEM/STEAM instructional program model, the school has identified a need to increase the quality and quantity of technology being used in the instructional process to drive student achievement. The school has developed a comprehensive technology plan that would require it to make updates to the existing technologies as well as purchase new technologies that support 21st century information-processing.

8. Timeline (See attached for STEM IMPLEMENTATION TIMELINE)

EDUVATIONS: Instructional Risk Management and the Professional Development Laboratory: (Pre-implementation) An EduVations Program Coordinator will work with the Principal, the SIG Coordinator, the Leadership Team and the Instructional staff to identify the level of risk associated with each classroom. The initial identification of risk will consist of an analysis of summative data and audits of instructional practices. Every classroom will receive a risk rating. Risk ratings will be based on student summative and screening assessment data. The school level Instructional Risk Management staff will work with the school's Administrative and Instructional Teams to determine the primary risk levels for each classroom. The Principal, teachers and school support personnel will examine the data to identify initial risks. The instructional leadership team and teachers will set classroom and school achievement goals.

YR1

2014-2015

Increasing individual and collective capacity in teaching and learning. The instructional core, analysis of student learning and instructional leadership will be the essential features of this deliverable. The instructional leadership team and staff will receive in-depth training in the following professional learning opportunities: The Instructional Risk Management System; Instructional Audits & Instructional Mitigation Sessions; Develop Instructional Execution School-Wide Plan; Identifying Professional Development Targets; Customized and Differentiated Professional Learning; Instructional Monitoring Session; Prioritizing and Strategically Allocating Instructional Resources; Evidenced-Based Professional Development Models; Develop Classroom Achievement Matrices & Data Profiles; Vertical Alignment of Instruction across Content Areas ; Professional Development Transfer.

YR2

2015-2016

Eduvation and the Instructional Leadership Team will collaborate to further develop and enhance the instructional culture. Supporting the team with monitoring established and new systems while making connections and identifying disconnects is a way to extend ownership to the staff. Professionals will continue to the Year 1 activities while engaging at a deeper level. Additional activities will include: Instructional Designing Methods; Critically examining and analyzing core programs; A Multi-Tiered Approach for Professional Learning; Systematically Identifying Instructional Gaps.

YR3

2016-2017

The instructional leadership team will utilize multiple data points to make decisions about the effectiveness of professional learning and student learning. In Year 3, frequent monitoring of progress will be the norm. Gradual release of support will also occur at this time. It is expected that the school will be able to sustain these efforts by the end of year 3.

MICHIGAN STATE UNIVERSITY (MSU): Leadership Fellowship and CREATE for STEM: (Pre-implementation) Using the school's Comprehensive Needs Assessments, School Improvement Plan and Reform/Redesign (Turnaround) Plan, Carver's staff and administration will identify action steps for facilitating as school-wide reform over the next three years. Before the end of the current academic year (2013-2014), the school's Administrative Team will identify participate who attend the Leadership Fellowship and Create STEM trainings. Working closely with MSU, Carver's Administrative and Leadership Teams will make a concerted effort to identify two program goals that will be the focus of school improvement and reform, allowing its staff to build capacity within a systematic and coherent structure. The Administrative and Leadership Teams will outline a professional development calendar which includes training dates, team meeting dates, and dates for entire staff development focused on the incorporation of new and improved school- wide practices.

YR1
2014-2015

Leadership Fellowship: Working as a team, the Principal, SIG Coordinator and Instructional Leadership Team work on: Creating a culture of improvement, including an accountable professional community; Creating a collective vision of what is possible, including a shared understanding of instructional program coherence and the role students have in their own education; Understanding the data available to inform decisions about instructional improvement; Learning about the change process and how it impacts staff, students and families; Developing a clear understanding of effective instruction that leads to improved student achievement and Identifying effective organizational structures that support improved student achievement.

CREATE for STEM: CREATE for STEM faculty and doctoral students will provide professional development and support in an area of expertise aligned with an identified STEM need. The level of support will include: Designing a customized support plan based on the results of the school-based needs assessment; Identifying STEM curriculum for K-8 students and providing professional development and technical assistance in classroom implementation to align teaching and curriculum with the 3-dimensional science teaching practice described in the Framework for K –12 Science Education and the Next Generation of Science Standards; Access to the latest, best practices, strategies and resources in 3-dimensional teaching, including professional development for Getting to Know the Next Generation of Science Standards, Developing Curriculum Aligned with the Next Generation of Science Standards, Development and Use of Formative Assessments, and Building Connections from STEM to Language Arts through Outdoor Learning Experiences (for elementary teachers); IQWST materials align with the NGSS as they focus on developing core ideas and scientific practices to enable students to explain phenomena and solve problems; Development of professional learning community and a culture of sustainability.

Leadership Fellowship: The Principal, SIG Coordinator and Leadership Team will continue their growth by expanding the capacity to implement effective instructional and leadership practice; Increasing skills in using data and in helping others become adept in data analysis; Continuing to learn how to manage complex changes in schools; Using the School Improvement Plan to identify an appropriate problem of practice and theory of action in order to provide focus for school improvement efforts that will leverage the greatest student improvement and Expanding our professional community to include feeder schools and central offices.

CREATE for STEM: CREATE for STEM faculty and doctoral students will continue their support of school leadership growth by: Strengthening the capacity of school personnel to implement effective science teaching practices.

Leadership Fellowship: The Principal, SIG Coordinator and the Leadership Team will work on institutionalizing a culture of accountable practice by: Developing proficiency towards implementation of the strategies that result in increased student achievement; Demonstrating data proficiency in all aspects of the school's work; Ensuring instructional program coherence across and between grade levels/subjects; Planning for continued progress and Continuing to place an emphasis on effective and efficient school organization.

CREATE for STEM: CREATE for STEM faculty and doctoral students will support the school staff in creating an institutionalized culture of 3-dimensional science teaching and learning practices: Supporting the development of proficient school-based science teachers who are capable of implementing strategies that result in increased student achievement; Supporting instructional program coherency across and between grade levels/subjects and Assisting in the planning for continued progress.

PROJECT SEED: (Pre-implementation) A Project Seed Math Specialist will work with the Principal, SIG Coordinator and the Leadership Team to coordinate services to meet the achievement goals set for each grade-level participating in the first year of services. Additionally, a program delivery schedule will be developed for both, the instructional and parent service. Up to seven “Pilot” teachers in grades 2 – 8 will be selected as “Group Alpha,” to receive the intensive on-going training in the first year, and will participate as described in the following chart. Additionally, four teachers will be identified as “Group Alpha K-1,” to receive 2 weeks of in-class instructional modeling with their students

SERVICES	Yr. 1 2014-2015	Yr. 2 2015-2016	Yr. 3 2016-2017
SUPPORT FOR PILOT TEACHERS	GROUP ALPHA	GROUP BETA	GROUP GAMMA
<p>Intensive on-going job-embedded professional development training</p> <p>daily classroom demonstrations of advanced mathematics to students</p> <p>critical thinking/problem solving</p> <p>academic confidence building</p> <p>mathematics discourse</p> <p>exemplifies Common Core State Standards-Math Practices</p> <p>1-on-1 coaching: constructive feedback; effective lesson planning</p> <p>Project Seed Math Specialist Observations</p> <p>small group meetings/ grade-level / whole staff workshops</p> <p>mathematics resources</p> <p>continued mentoring & support</p>	<p>Advanced Mathematics Instruction for 7 sections of students in grades 2-8 for 10-12 weeks</p> <p>Intensive Training for up to 7 Teachers in Year 1 (Group Alpha)</p> <p><u>Approx. Hours:</u> 386 hrs (Modeling 336 hrs; 1-on-1 Coaching: 21 hrs; Grade-level Demos.: 21 hrs; PD: 8 hrs)</p>	<p>Advanced Mathematics Instruction for 7 sections of students in grades 2-8 for 10-12 weeks</p> <p>Intensive Training for up to 7 Teachers in Year 2 (Group Beta)</p> <p>Up to 7 Teachers (Group Alpha) receive 1 week of coaching and modeling with students</p> <p><u>Approx. Hours:</u> 414 hrs</p>	<p>Advanced Mathematics Instruction for 7 sections of students in grades 2-8 for 10-12 weeks</p> <p>Intensive Training for up to 7 Teachers in Year 3 (Group Gamma)</p> <p>Up to 7 Teachers (Group Beta) receive 1 week of coaching and modeling with students</p> <p>Up to 7 Teachers (Group Alpha) receive 1 week of coaching and modeling with students & assist with training <u>Approx. Hours:</u> 442 hrs</p>

9. Annual Goals

	Current Proficiency Rate 2014-15	Goal for 2015-2016	Goal for 2016-2017	Goal for 2017-2018
Reading	29.3	39.3	40.3	50.3
Mathematics	14.3	24.3	34.3	44.3
Writing	5.5	15.5	25.5	35.5
Social Studies	3.4	13.4	23.4	33.4
Science	3.6	13.6	23.6	33.6

Through a collaborative process, Carver’s administrators and instructional staff reviewed and discussed the school’s MEAP assessment scores and decided that the school would strive to increase proficiency in the core content areas by 10 % each year over a three year period. In an effort to drastically improve student learning and academic proficiency by the end of the grant funding period, the school will allocate resources toward purchasing the services of Michigan State University’s Create STEM to assist Carver’s administration and instructional staff in identifying a comprehensive STEM/STEAM program model that could be implemented across grade-levels. Additionally, Michigan State University will provide rigorous professional development trainings on the Next Generation Science Standards to the school’s instructional staff as well as STEM/STEAM Leadership Training to the administrators. To improve the school’s Mathematics performance scores, Carver will use a portion of the SIG funds to purchase the services of Project Seed who will partner with the instructional staff in motivating students in mastering the Common Core State Standards for Mathematical Practice. Finally, the school will use SIG funds to purchase the services of EduVations to build and sustain a culture of continuous instructional improvement in all content areas. Carver STEM Academy will continue with the implementation of the following programs due to their proven effectiveness towards increasing student learning and achievement: Instructional Learning Cycles (ILC), Reading Recovery, and Scholastic Guided Reading. The school will also continue its use of the Renaissance Learning Star Constellation Assessments (Star Early Literacy, Star Reading, and Star Math), and the practice management tools of Accelerated Reader, Accelerated Math, and Math Facts in a Flash. Both the amount of time and quality of instructional time will be expanded for all students, with special emphasis on the core subjects and STEM/STEAM-based courses. Schedules will be restructured to protect academic learning time, and to provide additional time for students who failed to demonstrate proficiency. Instructional time includes ample opportunities for deliberate, structured practice particularly in reading, math facts and problem-solving, and elements of writing. Academic learning time is regularly measured by direct observation and through data from mastery measurement tools (i.e. portfolios, computer-based, curricular, teacher generated assessments).

10. Stakeholder Involvement

George Washington Carver STEM Academy is working toward building capacity for parental involvement in order to ensure effective involvement of parents and to support the partnership between the school, parents, and community, for the purpose of improving student academic achievement. The entire school staff at Carver STEM Academy is dedicated to providing assistance to the families of all of its students. The school is committed to bridging the gap between community resources and the socio-economic needs of its children, youth and families. Through its relationship with the State of Michigan's Department of Human Services, Pathways to Potential Program and Communities-in-Schools Program, the school is committed to providing such need-based services as food banks, housing, clothing, and transportation to ensure that students are in school daily, on-time, and prepared to learn. Additionally, through the school's partnership with the State of Michigan's Department of Human Services, Project Pathways Program, parents are provided job leads for which they could directly apply for employment.

George Washington Carver STEM Academy exist by the creed that "It takes a village to educate a child". Carver communicates regularly with its parents, staff, students, and community partners using a number of in-house and mobile technologies. The home/school connection is supported through such lines of communication as open houses/ curriculum nights; Carver Chronicle (the school's newsletter); the use of "robocalls" mass callings system; flyers, face-to-face conferences and meetings as well as through e-mail, text-messaging, and web-based discussion boards. It is through these modalities that the school's stakeholders gain access to the school's monthly calendar, the district's academic calendar, class/teacher newsletter, important events and much more. There is also an active Parent Advisory Council on Student Achievement (PACSA) group at Carver that meets regularly (once a month) and plays an active role in establishing a school-home communication concerning things that are occurring at the school. During the monthly PACSA meetings as well as at other designated times throughout the school-year members of Carver's Administrative and Leadership Teams as well as other guest speakers are invited to present on topics that are of concern the school's families.

Additionally, Carver STEM Academy organized a School Advisory Council, comprised of teachers, students, administrators, parents, and community partners, to assist with the development, implementation, and evaluation of the School Improvement Plan. Since its inception in the March of 2014, Carver STEM Academy's School Advisory Council has met twice to identify and select the External Providers to be employed as part of the School Improvement Grant process. Carver's School Advisory Council will meet monthly to evaluate the effectiveness of the school in implementing the School Improvement and Reform/Redesign Plans. Carver STEM Academy values the opinion of every member in its school community. The school recognizes that not everyone within its community is able to attend onsite meetings. Therefore we administer annual surveys and inventories to make certain that every voice is heard. By using surveys inventories and face-to-face meetings, the school is better positioned to effectively address our stakeholders inquires.

11. Sustaining Reforms

Carver STEM Academy has made a concerted effort to ensure that the programs and resources that will be implemented under the School Improvement Grant are able to be sustained after funds run out. The initial costs of goods and services with the School Improvement Grant will be frontload to ensure that that they are paid out prior to the end of the funding period. Carver STEM Academy will utilize a number of funding services to sustain programs and maintain equipment purchased with SIG Funds. The cost associated with the LEA's budget proposal will build the necessary infrastructure for sustainment of the District's efforts independent of the School Improvement Grant.

12. State Reform Plan

PLEASE SEE THE ATTACHED DOCUMENT.

Section B.

ATTACHMENT B: TURNAROUND MODEL

1. Replace the Principal.

Sabrina Evans was identified to serve as Principal of George Washington Carver STEM Academy for the 2013-14 academic years. She will continue as the school's Principal during the 2014-15 academic years. Ms. Evans is a seasoned education professional with over 21 years of experience in curriculum and instruction, early childhood education, elementary education, and educational administration and supervision. She currently holds a Masters Degree in Curriculum and Instruction and an Education Specialist Certificate in General Administration and Supervision. Ms. Evans is preparing to defend her doctoral dissertation in Teacher Leadership. Additionally, she holds a teaching certificate in elementary and middle-school education. Her vision for turning George Washington Carver STEM Academy around is inclusive of, but not limited to:

- Adopting a STEM/STEAM instructional program model
- Setting high standards for raising student achievement through the implementation of monthly instructional rounds (CCSS Crosswalks)
- Strongly promoting cross-disciplinary, cross-functional, data-driven decision making
- Developing and implementing extended-learning opportunities
- Improving School-Home relationships
- Building and sustaining effective corporate and community partnership

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

At the beginning of every academic year, the instructional staff at George Washington Carver STEM Academy is required to develop a Professional Learning Plan (PLP), which is a self-reflective record of their personal and professional developmental goals and the means by which they will attain them. It is through the construction of the PLP that Carver's instructional staff has the opportunity to critically examine their educational philosophy and instructional pedagogy in an effort to identify and improve their professional shortcomings. Student Service Assistants and Trainable Aides complete an Educational Development Plan (EDP) in which they identify their strengths and weaknesses in providing support to the instructional staff as they work to increase students' academic proficiency and performance.

To measure the effectiveness of organizational and instructional approaches as well as to remain in compliance with District and State guidelines, Carver's Administrative Team uses a web-based classroom observation and teacher evaluation data collection and management software. This software allows them to assess teachers in the following domains: student growth, classroom management, relevant educational training, and educational responsibility during classroom walkthroughs, teacher observations, and instructional rounds.

During these classroom visits the school leaders seek to observe such things as: the rigor of the instructional delivery, student engagement, classroom and behavior management systems, and the use of data in the instructional process.

The instructional staff is expected to demonstrate through their teaching practices and collaborative staff interactions that they have extensive knowledge within their content area and the grade-level to which they have been assigned. If it is determined that a teacher continuously lacks the awareness, knowledge, or inclination to perform certain tasks assigned to them, the administrative team takes a directed approach to move them forward. This approach requires the school's leadership to exert such authoritative behaviors: a.) explicitly stating the problem; b.) requiring the teacher to provide input into why the problem exist c.) make deliberate attempts to understand the teacher's point of view; d.) identify possible solutions to the problem; e.) communicate their expectations to the teacher; f.) request input from the teacher into establishing additional expectations; g.) provide the teacher with the resources, timelines, and criteria for expected success; h.) periodically review the action plan with the teacher to ensure that the expectations are being met. To make for an effective and transparent process, teachers are provided feedback within a timely manner.

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

The improvement of student progress is the over-riding determinant of the distribution of human resources. Student Achievement data is gathered on a continuous basis to inform decisions regarding budgeting for teacher services. The school's Administrative Team allocates and manages human resources based upon the school's vision, mission, and educational goals. They employ student achievement data to measure the effectiveness of these allocations.

Teachers are required to keep a professional portfolio in which a copy of their Professional Learning Plan (PLP) as well as any supporting artifacts and data is kept. The Teachers' Professional Portfolio must reflect their efforts in driving student achievement over the course of the academic year. As part of the end-of-the-year activities, teachers are required to formally present their professional portfolio to the school's Principal who in turn uses the information to finalize the teacher evaluation process.

Student Service Assistants and Trainable Aides are required to maintain an activity log that speaks to their efforts in advancing student learning. These logs are reviewed, periodically, by the school leadership who uses the data to inform their decisions on retaining or releasing educational support staff.

4. Select new staff.

The school's Principal continues to partner with the Detroit Public Schools (DPS), Department of Human Resources to recruit, screen and hire a diverse group of highly qualified education professionals to occupy various positions at George Washington Carver STEM Academy. To scout talent, members of Carver's school leadership team and district representatives frequent teacher education career fairs, national educational

conventions. Carver also participates in the district's Student Teacher Program facilitated through the Office of Talent Acquisition.

Carver utilizes this partnership as a vehicle for establishing a pipeline for meeting its overall staffing objectives. Pre-service teachers are assessed on their readiness to enter into full-time employment throughout their student teaching service.

5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.

Carver STEM Academy will implement a teacher incentive / retention program over the course of the next 3 years pending SIG funding. This program would support efforts to develop highly effective teachers, who would be responsible for their own professional growth by providing non-monetary and monetary compensation for increased teacher effectiveness and increased student academic achievement.

The compensation package might include but not be limited to the following: Substitute Service to be used to increase planning and preparation time; Paid Professional Development, Conferences, and/or Conventions; Performance-based compensation package as well as obtaining National Board Certification/or STEAM/STEM certification. The Performance-based compensation system will consider gains in student academic achievement as well as teacher evaluations conducted multiple times during each school year. Teachers would be awarded points in each of the five following domains on the scoring rubrics: Planning/Preparation for Learning; Classroom Management; Delivery of Instruction; Monitoring, Assessment and Follow-up and Professional Responsibilities. Using random sampling, teachers would be selected to be anonymously observed as part of the instructional round process. Teachers could earn a maximum of 200 points in which case they could earn the highest compensation of \$1500. A tiered scoring system (see below) would be used for those teachers not receiving the maximum award. All bonuses are contingent upon the teacher's professional performance. Those teachers who receive less than 134 points on their evaluation are considered ineffective and will not be considered for monetary compensation. Systems will be in place to work with those teachers who have been deemed ineffective in an effort to bring them to a place where they are considered highly effective.

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

The partner provider, through a quality review, will identify professional development needs and assist the school in the development of a yearlong professional development focus, based on identified needs and rigorous standards based instruction. The emphasis for the partner provider on administering a PD process is job embedded in nature.

The partner will be available for traditional PD activities but the primary focus of the PD will be modeling and coaching, and leading in the development and the administration of grade level and vertical team meetings as a professional development model.

In addition to the External Partner Providers quality review process, the staff of George Washington Carver STEM Academy completed a comprehensive analysis of professional development needs based on school achievement data and teacher perceptions. Professional Development topics include using data to drive instruction, effective instructional practices, student learning styles and technology integration.

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

In 2012, Detroit Public Schools took radical and persistent action to restructure academically-failing schools and reduce operating costs through the enactment of the Renaissance 2012 Plan which resulted in the establishment the Office of School Turnaround. Under the tutelage of Assistant Superintendent Bilal Tawwab, this entity is responsible for introducing the best and most innovative approaches to educating students from across the country to the District. It is also the responsibility of the Office of School Turnaround to monitor all Priority Schools to make certain that they function in compliance with all district, state and federal instructional, operational and budgetary guidelines.

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

The Michigan Department of Education, Successline, Golden Package data review of Carver's 2009-2012 MEAP data revealed that our students consecutively scored low in the areas math and science. During the 2009-2010 school-years, our students scored in the lowest one (1) percentile in reading and mathematics. In the 2010-2011 school-years, none of our students demonstrated proficiency in the core content areas. There was a slight increase in student achievement in the fall of 2010-2011; two percent (2%) of our students exhibited proficiency. The increase continued in the fall 2011-2012; three percent (3%) of our students were proficient in science. The Golden Package data further revealed that there was a steady decline in our students' proficiency in mathematics. During the 2007-2008 academic years, fourteen percent (14%) of our students were proficient in math. During the 2008-2009 school-years, the percent of those students proficient in math declined to eight percent (8%). During the 2009-2010 and the 2010-2011 academic years, only four percent (4%) of our students were proficient. The decline continued into the 2011-2012 school-years were only 3% of our students were proficient. Further disaggregation of the data revealed that only seven percent (7%) of the economically disadvantaged students in grade 3 were proficient in math; three percent (3%) were proficient in grade 5; while twenty-five percent (25%) of non-economically disadvantaged students were proficient in math in grade 6; and only eleven percent (11%) in grade 7; while three percent (3%) of the economically disadvantaged students were proficient in math in grade 8. Based on data gathered through the Renaissance Learning: Star Diagnostic in mathematics it was determined that thirty percent (30%) of our third graders are performing below proficiency. Disaggregation of the science data for economically disadvantaged vs. non disadvantaged populations yielded that none of our non-economically disadvantaged students were proficient in science, while three percent (3%) of our economically disadvantaged students were proficient in science in grade 5. None of our economically disadvantaged eighth grade population was proficient in science; while three percent (3%) of the non-economically disadvantaged students in the eighth grade were proficient in science. Based on review of this data, we selected science, technology, engineering, the Arts and mathematics (STEAM) as our educational program model focus.

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

The school will use data generated by multiple sources, including student test, formative data, summative data, norm-referenced data as well as using observational data and teacher evaluation system to drive instruction and determine individual learning plans for students as well as provide ongoing professional development to aid

teachers in strengthening their instructional pedagogy. Authentic assessments and formative assessment will be administered in an ongoing and regular basis. Teacher observations and evaluations will be ongoing and feedback provided by the External Providers. Collaborative time will be available for teacher teams to use all the information to guide their decision-making. The school has already completed comparative item analysis of MEAP data. This analysis has led to the selection of a STEM/STEAM educational model. A comprehensive STEM/STEAM program model will require extensive professional development and coaching to implement with fidelity.

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

Research has long suggested that significantly increasing quality time in school for teaching and learning can have a positive impact on student achievement. Recognizing this connection, George Washington Carver STEM Academy will expand its master schedule to make full use of the reform initiatives set in place. Teachers will be provided additional time to collaborate with each other in grade-level and content area teacher teams as well as through job-embedded professional learning communities. This amendment will optimize the amount of time teachers have to conduct assessments, analyze, and respond to data. The greatest benefit will come in the form of improved content and support for struggling students. The schedule will be adjusted to accommodate additional time for students to engage in dynamic instructional experiences that foster a deeper understanding of educational theory and practices in the core academic areas.

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

Carver STEM Academy recognizes that students cannot do well academically if their primary needs are not addressed. Because of the high percentage of students whose families are economically disadvantaged, the school has worked with Community-in-Schools and Michigan State's Department of Human Services Project Pathways to provide such emergency services as food banks, shelter and utilities, clothing, and other resources for students and families who need them. The school provides career information and exploration including interest inventories, and encourages all students to realize they are able to succeed as encouraged by the Neighborhood Legal Services Financial Literacy Program. Their Parents are also provided with job-leads and other career readiness services to assist them in securing adequate employment.

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

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

Attachment A—Transformation Model

5. Provide on-going job embedded staff development

Carver STEM Academy has a comprehensive professional development calendar that encompasses career-embedded, continuous staff development. Our Instructional Leadership Team, which is comprised of two administrators and five teachers, will guide the professional development meetings. Three mandatory professional development days the week before the school year starts will be prepared as such: District-level initiatives will be communicated to staff on Monday, targeted initiatives will be completed in Professional Learning Communities on Tuesday, and school initiatives and development will be discussed on Wednesday.

Teachers will work collaboratively with administration to build an Individual Development Plan to help document professional development over time and provide a framework for professional development opportunities to come. Professional development sessions will sometimes take place during staff meetings. The focus of these professional development sessions will be data analysis, Professional Learning Communities, Instructional Learning Cycles, best instructional practices, and STEM initiatives.

Instructional staff in need of individualized professional development will be provided numerous opportunities. Through the PD360 evaluation tool, walkthroughs, and teacher surveys, teachers' needs will be analyzed and staff will be given leeway to attend professional development based on the needs. That professional development support will come from the District, staff within the school, and Wayne RESA, our local intermediate school district. Teachers will develop an Individual Development Plan for each school year. A SIG Coordinator or administrator will contribute to informing staff of professional development opportunities that are specific to their individual needs.

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.

Data gleaned from classroom walkthroughs and observations, formative and summative assessments, and artifacts from engaged instructional time will be used. Surveys will be used to collect data as it pertains to the efficiency of professional development occasions to assist in gauging changes in instructional practices.

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

Students who are referred by staff to a counselor or school social worker can be a candidate for the Resource Coordinating Team (RCT). The RCT consists of school administrators, teachers, the counselor, social worker, speech pathologist, psychiatrist, parents, and other concerned individuals, which may include the student.

The RCT inspects information about the child such as student work, assessment data, discipline, attendance, and any contributions the parents wish to give concerning their child to conclude what the best strategies to assist the child are.

One purpose of our partnership with Michigan State University is to research, choose, and implement a school-wide STEM curriculum that is aligned with District and State standards. Our vision is to have ladder learning opportunities, whereby the curriculum taught in one grade prepares those children for the STEM goals, expectations, and benchmarks for the upcoming grade. All staff will develop and implement pre and post assessments to gauge the success of their instruction.

Data used to track the success of the chosen STEM curriculum will be used from: pre and post tests, and Science and Math scores from NWEA MAP, Data Director, STAR (Math), and the MEAP or Smarter Balance. With additional focus given to the core subjects Science and Math through our chosen STEM curriculum, the expectation is that students should display a sharp increase in their Science and Math scores.

Our staff will take advantage of continued use of classroom walkthroughs and crosswalks. These two strategies are used to collect data on instruction and knowledge with an emphasis on pupil engagement and best practices teaching strategies. This, along with quarterly assessment data will be reviewed and discussed regularly during Professional Learning Community meetings to generate common, targeted interventions for students, beneficial professional developments for teachers, and to evaluate alignment of instruction. A SIG data coach will analyze the significant factors of this data and determine how to best use it to drive our instruction.

9. Provide increased learning time

- Instructional time will increase for all students during an extended school day program.
- Instructional time will be increased during the lunch hour. Students will use half their time to eat lunch and the second to read in small groups.
- Instruction in non-core subjects (e.g. Art, Music, Physical Education, etc.) and enrichment activities that are STEM focused will yield a robust education across the curriculum in science, technology, engineering, and math.
- Teachers will work in partnership to plan and participate in grade level meetings, instructional learning cycles, and professional learning communities to help increase instructional time in all grade levels.

In order to provide our students with increased learning time, we are creating a time table which would include an extended school year, after school tutoring, Professional Learning Communities, and Instructional Learning Cycles.

- After-school tutoring (for the 2014-2015 school year) would be offered for those elementary school students who need intervention in any of the core subjects. 21st Century after school tutoring for middle school students who need intervention in any of the core subjects.
- To address how increased learning time would benefit teachers, Professional Learning Communities and Instructional Learning Cycles would provide teachers with an escalation in opportunities for shared collaboration time, a longer instructional day, and after school tutoring.
- Teachers will participate in a prolonged planning time that will be used to enable a Professional Learning Community. Furthermore, professional development sessions will be offered during the 2014 summer to guarantee the instructional staff is sufficiently trained in Professional Learning Communities. Additionally, there will be a staff retreat to solidify these ideas.

10. Provide ongoing mechanisms for family and community engagement

Communities-in-Schools Coordinator

Carver STEM Academy will continue the Communities-in-Schools Coordinator position. The coordinator is responsible for keeping contact with parents, providing them with resources for food, clothing, and shelter, and presenting meetings and seminars so that parents are abreast of school policies, activities, and initiatives.

Parenting

Carver STEM Academy's staff acknowledges that parental involvement is vital to the achievement of the child. Our intention is to provide school programs and activities that involve prepare our students and their parents with essential skills and resources that will aid their child in achieving their greatest success. Every parent will be expected to actively participate in his or her child's academic process. Parental involvement will be inspired and monitored by a committee whose responsibility is invigorate parents to be involved in school activities that directly impact their child's learning.

Parents will be emboldened to work with small groups and individuals, other parents and school staff members. The Communities-in-Schools Coordinator will share achievement data with parents during Parent Advisory Council on Student Achievement (PACSA) meetings, Parent-Teacher Conferences, and family events at school

in an effort to maintain dialogue between parents and staff that will encourage the improvement of school goals and initiatives. The Communities-in-Schools Coordinator will take part in the writing, monitoring, and improvement tactics in the School Improvement Plan and Title I enterprises.

Communicating

Teachers connect with parents via telephone calls, notes sent home, email, text messaging, report cards, progress reports, class newsletters, and parent meetings.

Results of student achievement are given to parents in a well-timed, clear fashion, and presented in a way that is understood by parents. Parents also receive score analyses for standardized tests so that they can deduce and discuss the precise needs of their child.

Volunteering

Parents are always welcome to be an active participant at the school. To that end, parents are encouraged to: be members on the School Improvement Team and Instructional Leadership Team, coach team sports, assist in classroom preparations, presentations, and field trips, and help with fundraising endeavors.

Parent Involvement Policy

So that a vested interest in student achievement is shared with parents, Carver STEM Academy will:

- Hold a yearly Title I meeting for parents to explain Carver's Title I participation, Title I requirements, and the parents' rights to be involved.
- Propose several meetings with varied times to yield maximum parent participation. Funding may be provided for child care, home visits, transportation, and other services as they relate to parent involvement.
- Include parents in Title I planning, review, and program improvement, which also involves the school-wide parent involvement policy.
- Deliver to Title I parents timely information.
- Upon parent request, provide regular times to meet to articulate suggestions, converse about concerns that relate to their child's education, and aid in decision making where appropriate. Parent comments in reference to the school's Title I plan will be made available.
- Provide parents reasonable access to staff, occasions to volunteer in their child's classroom, and the opportunity to observe activities in the classroom.
- Nurture parental involvement by giving materials and training that will assist parents in working with their child to improve achievement. A description and explanation of the school's curriculum, the many forms of assessment used to measure the child's progress, and the aptitude levels that students are expected to meet will be provided.
- Educate teachers, student services staff, Principals, and other staff in the value of parental contributions that shall include ways to involve parents.
- Provide practical support for requested parental involvement in school activities.
- Provide participation opportunities and frequent school reports on student progress in a layout that will be easily understood by parents, including those parents with limited English proficiency, parents with disabilities, and parents of migratory students, and to the degree possible, in a language that the parent will understand.

- Develop a compact that outlines the shared responsibility of school staff, parents, and students for improving student academic achievement and the resources by which the school and parents will construct and develop a partnership to help students achieve Michigan state standards.
- Ensure that the compact is discussed yearly in the schools at the Parent-Teacher conferences as it relates to the child's achievement.

At Carver STEM Academy, parents are involved in all facets of the educational program. We request parental input and work to foster an acquainted relationship between staff and parents. Parents are encouraged to attend open houses, conferences, academic nights, PACSA meetings, and parent education sessions through monthly calendars, notices, and School Messenger telephone calls to become involved in the School Improvement Plan and School Improvement Team.

Carver STEM Academy's staff believes all students can learn. With that in mind, the staff agrees to provide a safe, secure, industrious atmosphere that offers a myriad of educational opportunities that will facilitate children to become contributing, successful members of society. Our staff will make every effort to endow every child to attain his or her potential as a lifelong learner.

Carver STEM Academy's staff will:

- Emphasize engaging parents and the community on student learning and achievement.
- Create partnerships with the community.

Our Communities-in-Schools Coordinator currently surveys parents on a frequent basis to gauge their ideas, needs, requests, and concerns. This data is shared at staff meetings and circulated through notices to parents and at conferences.

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

Our Reform/Redesign Plan has been approved and will sustain all initiatives, which will include providing the building a degree of autonomy and operational flexibility. The calendars and times will be agreed upon with input from the District and the Union. This contract gives Administration the capability to transfer staff for one year as needed. The Union and the District are expected to agree to support initiatives put in place by the building. Carver STEM Academy manages the majority of its budget. To that end, all funds are intended for the support of our students' goals. The Principal has control of the teaching and supply budget and added cost dollars from STEM educational programs. An example of operational flexibility is within the calendar; for the 2014-2017 school years, the school will choose their Parent-Teacher Conference dates and times and after school tutoring house. The school will also select dates and times for early release for Parent-Teacher Conferences, and possibly for Professional Learning Community meetings.

The Principal is granted right-of-refusal for any instructional position in the building, per the memo of understanding signed by the District and the Union. Based upon the approval of SIG funding, both administrators and our SIG Coordinator will work collaboratively to support instructional leadership and ensure efficient and effective implementation of the SIG outlines. The SIG Coordinator will report to the Principal on the progress and process of the School Improvement Grant's implementation. The overall responsibilities of the SIG Coordinator are to: coordinate activities of the administrators and Instructional Leadership Team; provide guidance in writing and evaluating the School Improvement Grant; support the building in improving its educational programs; perform short and long range educational planning for staff

improvement; arrange and promote programs for staff professional development; evaluate the instructional program and make suggestions for change to the Principal; assist the building in the selection and use of teaching materials and resources; organize or participate in preparing required grants, reports, and projects that seek funding for the instructional program; provide direction for identifying staffing patterns and staff utilization for effective placement; aid school administrators in creating a master schedule for designing a school-based professional development plan that is of stellar quality and career embedded (Professional Learning Communities); offer and synchronize technical assistance to the building based on data, on-site reviews, District goals, reports, and other audits of educational programs; assist school administrators with the execution of the School Improvement Plan, which will include identifying suitable professional development for all applicable staff and a monitoring process for constant improvement; guide school administrators in designing and using a balanced evaluation system to notify and differentiate instruction; aid school staff in finding proper social-emotional and community oriented services and supports for our students; assist school administrators and staff in monitoring and evaluating the progress of the implementation of the updated School Improvement Plan and the School Improvement Grant; work in conjunction with other state and local officials to guarantee that technical assistance is given to the building for enhancement; hold the building responsible for short-term improvement leading to long-term academic progress.

As part of our continuous high quality job embedded professional development, the building will have sufficient operational flexibility to execute a complete approach to significantly improving student achievement and student promotion rates. The school will determine how to use the following initiatives involving professional development and increased learning time:

- After school tutoring for elementary school students
- 21st Century tutoring for middle school students
- Professional Learning Communities
- Instructional Learning Cycles

Section C.

Carver STEM Academy developed a comprehensive and conscientious budget to support a STEM/STEAM curriculum model with a focus on Science and Mathematics. We understand we will have to continue to support this model with school-level funding and support from the district once the SIG Grant funding is complete. The budget is designed to gradually phase out personnel, programs, and activities over the three year period. However, allowing Carver to build a comprehensive program, capacity and eventually support a new STEM/STEAM core curriculum with our own funds. We are requesting the full grant amount to ensure the vision of a 21st Century STEM/STEAM curriculum in Detroit Public Schools; an urban school district is necessary to increase knowledge and a love for Science, Technology, Engineering, Mathematics, and the Arts, which will lead students to focus on STEM/STEAM colleges and careers. This grant will allow us to build capacity and support our own program with the support of the district.

A. Personnel

Carver STEM Academy will utilize the following positions to ensure that the programs and activities we have outlined in our SIG Grant proposal are evident for a partial to full STEM/STEAM curriculum. The positions, the percent of time contributed, the number of months per school year, and the total amount of salary to be paid is factored in the budget for the three years. We also have included how the positions that are not being phased out will be sustained after the grant period. Also, a justification and description of each position (including vacant positions) are outlined in job specs provided by the school district.

B. Fringe Benefits

The Fringe benefits are applicable to direct salaries and wages based on the Budget Department and confirmed with Federal and State Grant Compliance Department. The fringe benefit rates are included in the detailed budget with clear description of how the computations of fringe benefits were done. The budget justification should be reflected in the budget description (See attached).

C. Travel: In State and Out of State Travel

Carver STEM Academy in conjunction with the District and SIG Grant funds to provide staff and students with travel accommodations to local, state, and national competitions, student summits, workshops, conferences, and professional development. Mileage is to be paid to staff using their own vehicles to attend competitions and professional development with a maximum of 4 a school year. All travel must be approved and meet the guidelines of the district, school, and STEM/STEAM program and activities. The district, school administration, and SIG Coach will approve all travel. If per diem/lodging is to be paid it should not exceed 5 days. Also the cost of travel may include ground transportation. Travel for consultants is included in their scope of services.

D. Supplies

Carver STEM Academy has specific program objectives outlined to provide a comprehensive STEM/STEAM curriculum that will require various supply items related to fund ALL the program needs. It is recommended that computers, training materials (pamphlets, notebooks, videos, and other various handouts), furniture, and necessary classroom and office supplies are kept on hand to ensure program goes without a glitch.

E. External Providers

Carver STEM Academy has selected a third party contract to perform program activities. Approval to initiate program activities through the services of an External Provider meets the needs of our program. The providers, the method of selecting them, how long the contract period, their scope of work, and how we will measure the external providers accountability and sustainability is outlined in the program budget.

G. Outside Consultants

Carver STEM Academy will take appropriate measures when hiring an individual to give professional advice or services (e.g., training, financial, writing, policy, professional development, etc.) that is not an employee of the school. Consultants must obtain written approval from administration team prior to establishing a written agreement for consultant services. The budget will include necessary information about the consultant to be hired for service, as well as a scope of work for payment to be rendered.

H. Other Discretionary Cost

Carver STEM Academy may have items not included in the previous categories. The discretionary cost can include, but not limited to, printing, telephone, postage, student incentives, club cost, food, rental space for training (if required), training materials, speaker fees, substitute teacher fees, and any other applicable expenses related to the training, staff or student related activities, etc.). All costs associated with training, programs, activities, trips, and all other expenses anticipated to ensure reading, writing, and STEM/STEAM, activities is not exhaustive.

Section D.

Baseline Data Requirements

Metric	
Which intervention was selected (turnaround, restart, closure or transformation)	Turnaround
Number of minutes in the school year	68,880
Dropout rate (Numeric %)	N/A
Number of Disciplinary Incidents	91 (2013-14)
Number of Students Involved in Disciplinary Incidents	139 (2013-14)
Increased Learning Time	EY with 21 st Century = 411 hrs EY with Title 1 = 383.5 hrs
ILT – Longer School Year	4 wks. or 150 hrs
ILT – Longer School Day	N/A
ILT – Before or After School	21 st Century- 261hrs Title 1-232.5hrs
ILT – Summer School	N/A
ILT – Weekend School	N/A
ILT – Other	May Vary
Student attendance rate (Numeric %)	86.6%

Advanced Coursework	N/A
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)	0
Teacher Attendance Rate	95%
Highly Effective Teachers (Numeric %)	75%
Effective Teachers (Numeric %)	10%
Minimally Effective Teachers (Numeric %)	12%
Ineffective Teachers (Numeric %)	3%
Explanation of other types of increased learning	Supplementary tutoring during lunch break

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.

Carver S.T.E.M. Academy's
Professional Development Calendar
2014-2017

Workshop Title	Anticipated Date	Expected Outcomes
Job-Embedded PD	Ongoing through 2017	Instructional Specialists will provide job-embedded coaching of identified strategies. They will also provide support through individual coaching of specific needs of individual teachers.
Instructional Learning Cycle Meetings	Ongoing through 2017	ILC Teams will meet to discuss student data and provide support for all students.
Professional Learning Communities	Ongoing through 2017	Professional Learning Communities will take place bi-weekly to support the identified strategies in the plan.
School Improvement Planning	October 2014	To discuss and review the Turnaround Plan and allow staff to offer input before submission
Pedagogical Solutions Part 1	January 2014	Participants will engage in a series of workshops that will examine Common Core Standards in comparison to current teaching practices
Wayne County Neighborhood Legal Services	February 2014	Participants will examine ways to use conflict resolution to decrease episodes of violence in the classroom
MONDO Training Part 1	April 2014	Participants will receive training on how to assess oral language patterns in students grade K-3
Key Literacy Strategies in the PK-12 mathematics Classroom	March 11, 2014	Participants will become familiar with strategies to implement key mathematical concepts in grades PK-12
Annual ASCD Conference	March 2014	Participants will select from a variety of workshops geared towards raising student achievement
Writing Workshop provided by the Instructional Specialist	March 2014	Participants will discover ways to implement writing across the curriculum
Common Core Writing Workshop Provided by Instructional Specialist and ELA teacher Leads	May 2014	Participants will engage in several strategies to implement Close Reading within the curriculum

Carver S.T.E.M. Academy's
Professional Development Calendar
2014-2017

Workshop Title	Anticipated Date	Expected Outcomes
Data Analysis	May 2014	Participants will examine the current MAP, NWEA , Star Reading/Math and DIBELS to plan for instruction for the 2014-2015 school year
Interpreting MAP and MEAP	July 2014	Participants will analyze Data in an effort to plan programs for 2014-2015 school year
Go Green (S.T.E.A.M.) training	September 2014	Participants will receive training on how to use the Green how to sustain a fresh fruits garden
DAPCEP (S.T.E.A.M)	October 2014	Participants will receive information on how the Detroit AREA Pre-College and Engineering program can enhance Science instruction
NASBE convention	November 2014	Participants will develop strategies to implement content across subject areas
Annual NCSS Social Studies Conference	November 2014	Participants will engage in a series of professional development geared towards increasing literacy in the area of Social Studies
Renaissance Learning	November 2014	Participants will review how to retrieve reports for Accelerated Reading/Star Reading and Math
Mclass Learning Systems	January 2015	Participants will learn how to access reports and use the Home tab to provide additional resources for students and parents
Guided Reading Training	January 2015	Participants will receive training on how to implement the guided reading curriculum
Smarter Balanced Assessment	February 2015	Participants will receive information on how to begin the Smarter Balanced Assessment Process
ASCD	March 2015	Participants will select from a wide variety of PD sessions on various topics to increase student achievement
Renaissance Learning	March 2015	Participants will review how to retrieve reports for Accelerated Reading/Star Reading and Math

Carver S.T.E.M. Academy's
Professional Development Calendar
2014-2017

Workshop Title	Anticipated Date	Expected Outcomes
Mclass Learning Systems	March 18, 2015	Participants will learn how to access reports and use the Home tab to provide additional resources for students and parents
Data Analysis	May 2015	Participants will examine the current MAP, NWEA , Star Reading/Math and DIBELS to plan for instruction for the 2015-2016 school year
School Improvement	May 2015	Participants will examine the SIP in an effort to revise or adjust as necessary
Pedagogical Solutions Part 2	May 20, 2015	Participants will engage in a series of workshops that will examine Common Core Standards in comparison to current teaching practices
Instructional Specialist Training	June 2015	TBD
Implementing S.T.E.A.M. into the curriculum (PLC's)	June 2015	Participants will discover strategies to implement S.T.E.A.M. lessons within their curriculums
Parent Compact Review	September 2015	Participants will engage in Professional Development to direct parents towards the review of the Parent Compact
Instructional Specialist Training	October 2015	TBD
Annual NCSS Social Studies Conference	November 2015	Participants will engage in a series of professional development geared towards increasing literacy in the area of Social Studies
NASBE convention	November 2015	Participants will develop strategies to implement content across subject areas
Renaissance Learning Support	January 2016	Participants will receive support on how to utilize the AR program to support reading development
PLC implementation	February 2016	Participants will develop strategies on how to implement PLC around the S.T.E.A.M. curriculum
ASCD Annual Conference	March 2016	Participants will receive information on how to increase student achievement across content areas

Carver S.T.E.M. Academy's
Professional Development Calendar
2014-2017

Workshop Title	Anticipated Date	Expected Outcomes
Annual Teachers of Science Conference	April 2016	Participants will receive strategies on how to increase Science achievement
Art Education Conference (S.T.E.A.M)	May 2016	Participants will receive information on how to implement the Arts into the curriculum
School Improvement	June 2016	Participants will review the SIP in an effort to revise
Parent Compact	September 2016	Participants will gather to discuss ways to involve parents on the revision of the Parent Compact
National Conference for Social Studies Teachers	October 2016	Participants will engage in strategies on how to increase Social Studies achievement
NASBE conference	October 2016	Participants will select from a wide variety of topics on various content areas to develop strategies to increase student achievement
Training from the Instructional Specialist	November 2016	TBD
School Improvement	November 2016	Participants will review the SIP to edit or revise content
ART PLC (S.T.E.A.M.)	January 2017	Participants will engage in strategies of how to implement Art in the curriculum
Mclass Learning Support	February 2017	Participants will receive assistance with the Mclass Learning Curriculum
Instructional Specialist Training	February 2017	TBD
ASCD Conference	March 2017	Parents will engage in a series of workshops designed to increase student achievement across content areas
Training from the Instructional Specialist	April 2017	TBD
Data Discussions	May 2017	Participants will review the 2016-2017 MAP and MEAP/Smarter Balanced assessments
School Improvement	June 2017	Staff will revise/edit the SIP as needed

**Letter of Agreement
between
The School District of the City of Detroit
and
The Detroit Association of Educational Office Employees
AFT Local No. 4168, AFL-CIO**

INSTRUCTIONAL REFORM – PRIORITY SCHOOLS

The School District of the City of Detroit ("District") and the Detroit Association of Educational Office Employees, ("Union") agree, by their representatives' signatures below, to abide by the following procedures for the establishment of Priority Schools.

The Priority Schools intend to offer a rigorous educational program which includes extended day/year and measurable expectations. The District shall provide all adopted instructional materials to effectively address the educational and instructional needs of students and staff, including textbooks, supplemental supplies, and equipment.

To implement the Priority Schools' educational program it is essential that there be cooperation between the District and the Union, which parties have agreed to accommodate necessary and unusual requirements in order to implement the Priority Schools – creative teaching methods; acceleration of improved student achievement as measured by MDE standards; creative scheduling; dedicated staff assigned to each school; extended school day/extended year; and parental and community engagement.

This Letter of Agreement ("Agreement") is made by and between the District and the Union for the purpose of establishing certain work rules to govern the operation of Priority Schools. The parameters for the Priority Schools will accommodate the following:

1. The District shall identify the criteria for the establishment of "Priority Schools." Determination of such schools shall be based upon data inclusive of, but not limited to, student performance on standardized tests, student attendance, transiency, chronic discipline and/or violence concerns, and Adequate Yearly Progress (AYP) status, and other provisions identified by No Child Left Behind (NCLB). Priority schools shall not be limited to low performing schools.
2. Schools identified as Priority Schools shall participate in the Shared Decision-Making Program as outlined in the collective bargaining agreement. Upon the selection of the staff, each Priority School shall select a School Leadership Team (SLT) as described in the collective bargaining agreement.
3. The District shall determine which schools will be designated Priority Schools. The Principal will be responsible for interviewing and selecting staff at Priority Schools.
4. Staffing at Priority Schools shall be on an application basis. Criteria for selection shall be pre-determined.

5. In the event a Priority School is unable to fill positions; any qualified member from a lay-off list may apply based on a job posting and be selected regardless of position on the lay-off list. If no one from the lay-off list applies or is selected, the position may be posted on the District's website for external candidates.
6. There shall be an extended day/school year for the Priority Schools contingent upon funding. If the Priority Schools have an extended school year, members of the bargaining unit shall be paid at their regular hourly rate. Any hours worked beyond the regular school day will be paid at the hourly rate and in compliance with the Fair Labor Standards Act (FLSA).
7. Upon selection to serve in a Priority School, a member will be required to complete prescribed professional development specifically designed to meet the instructional needs of the Priority Schools. During employment at a Priority School, members selected and assigned to a Priority School shall do so with the understanding that their ongoing assignment at the Priority School shall be contingent upon staff meeting evaluative criteria in an annual review process.

The evaluative criteria shall include, but not be limited to, the member maintaining the requirements of the job posting, meeting pre-established benchmarks and targets, making a continuing commitment to all that is prescribed in this Agreement. The established goals and objectives along with the evaluative criteria must be clearly articulated to all members of the bargaining unit at the time of the job posting and selection.

A member who is not meeting the evaluative criteria required by the Priority School, using supportive evidence and data, will be informed of the basis for evaluative findings and may be subject to termination based upon the evaluative findings.

8. In the event a member decides not to return to the Priority School or the Principal advises a member that he/she will not be retained for the following school year, the District shall post the position and the Principal will interview and select a replacement.
9. In the event a member decides not to return to the Priority School or the Principal advises a member that he/she will not be retained for the following school year, that member shall maintain the same rights as any other Union member and be referred to the Division of Human Resources for placement in a vacancy.
10. District-wide layoffs shall occur in accordance with the layoff provisions of the collective bargaining agreement. However, should the district decide to retain members assigned to Priority Schools who would otherwise be laid off, the member with the next highest seniority shall be released from their current assignment until a vacancy becomes available for which the member is qualified.
11. All other members of the bargaining unit who are laid off shall maintain the same rights as any other member.

For the Union:

Ruby G. Newbold
Louis J. Moore

Date: 5/19/2010

For the School District of the City of Detroit:

Shwendolyn A. deGruya

Date: 5/19/10

Approved: Robert C. Bobb / RAB
Robert C. Bobb, Emergency Financial Manager

SCHOOL DEMOGRAPHIC REPORT

2013/14

Percent of Subgroups meeting State Proficiency Standards (MEAP)

George Washington Carver S.T.E.M. Academy

Group: Grade 3	Reading Percent at						Mathematics Percent at							
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Level 1 & 2	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Level 1 & 2
Social Economic Status (SES)	37	309	32	46	19	3	22	37	302	89	8	3	0	3%
Race/Ethnicity														
Black	33	312	33	42	21	3	24	33	302	88	9	3	0	3
White														
Students with Disabilities														
Limited English Proficient (LEP)														
Homeless														
Neglected & Delinquent														
Migrant														
Gender														
Male	18	303	44	33	22	0	22	18	302	83	17	0	0	0
Female	19	314	21	58	16	5	21	19	302	95	0	5	0	5
Aggregate Scores	37	309	32	46	19	3	22	37	302	89	8	3	0	3
State	105010	332	9	29	53	8	61	105795	331	36	24	32	8	40

SCHOOL DEMOGRAPHIC REPORT

2013/14

Percent of Subgroups meeting State Proficiency Standards (MEAP)

George Washington Carver S.T.E.M. Academy

Group :	Reading Percent at						Writing Percent at						Mathematics Percent at								
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2
Social Economic Status (SES)	33	405	30	39	30	0	30	34	380	18	71	45	0	12	34	401	88	9	3	0	3
Race/Ethnicity																					
Black	32	404	31	41	28	0	28	33	379	18	70	12	0	12	33	399	91	9	0	0	0
White																					
Students with Disabilities																					
Limited English Proficient (LEP)																					
Homeless																					
Neglected & Delinquent																					
Migrant																					
Gender																					
Male	17	403	35	35	29	0	29	18	374	22	72	6	0	6	18	400	83	11	6	0	6
Female	16	407	25	44	31	0	31	16	386	13	69	19	0	19	16	401	94	6	0	0	0
Aggregate Scores	33	405	30	39	30	0	30	34	380	18	71	12	0	12	34	401	88	9	3	0	3
State	106654	434	10	20	63	7	70	106836	400	4	46	41	10	50	107668	432	38	17	36	10	45

SCHOOL DEMOGRAPHIC REPORT

2013/14

Percent of Subgroups meeting State Proficiency Standards (MEAP)

George Washington Carver S.T.E.M. Academy

Group: Grade 5	Reading Percent at							Mathematics Percent at							Science Percent at						
	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1&2	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1&2	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1&2	
	No. of Students Assessed																				
Social Economic Status (SES)	512	24	52	17	7	24	29	503	83	10	7	0	7	32	501	88	9	0	3	3	
Race/Ethnicity																					
Black	511	29	46	21	4	25	25	500	88	8	4	0	4	28	498	89	11	0	0	0	
White																					
Students with Disabilities																					
Limited English Proficient (LEP)																					
Homeless																					
Neglected & Delinquent																					
Migrant																					
Gender																					
Male	514	23	46	23	8	31	14	507	71	14	14	0	14	16	506	88	6	0	6	6	
Female	511	25	56	13	6	19	15	499	93	7	0	0	0	16	497	88	13	0	0	0	
Aggregate Scores	512	24	52	17	7	24	29	503	83	10	7	0	7	32	501	88	9	0	3	3	
State	539	9	19	54	18	72	109248	530	36	19	39	6	45	109248	525	52	31	11	6	17	

SCHOOL DEMOGRAPHIC REPORT

2013/14

Percent of Subgroups meeting State Proficiency Standards (MEAP)

George Washington Carver S.T.E.M. Academy

Group: Grade 6	Reading						Mathematics						Social Studies								
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1&2	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1&2	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1&2
Social Economic Status (SES)	26	609	35%	31%	35%	0%	35%	25	595	88%	12%	0%	0%	0%	28	597	43%	54%	4%	0%	4%
Race/Ethnicity																					
Black	21	605	38	38	24	0	24	20	593	90	10	0	0	0	23	596	43	52	4	0	4
White																					
Students with Disabilities																					
Limited English Proficient (LEP)																					
Homeless																					
Neglected & Delinquent																					
Migrant																					
Gender																					
Male	12	600	58	25	17	0	17	11	588	100	0	0	0	0	14	593	57	43	0	0	0
Female	14	616	14	36	50	0	50	14	601	79	21	0	0	0	14	600	29	64	7	0	7
Aggregate Scores	26	609	35	31	35	0	35	25	595	88	12	0	0	0	28	597	43	54	4	0	4
State	106430	635	12%	16%	49%	23%	72%	106875	626	40%	19%	33%	9%	41%	110494	612	18%	55%	23%	4%	26%

SCHOOL DEMOGRAPHIC REPORT

2013/14

Percent of Subgroups meeting State Proficiency Standards (MEAP)

George Washington Carver S.T.E.M. Academy

Group: Grade 7	Reading Percent at						Writing Percent at						Mathematics Percent at								
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2
Social Economic Status (SES)	29	703	41	31	24	3	28	29	691	0	83	14	3	17	29	705	69	24	7	0	7
Race/Ethnicity																					
Black	21	694	52	29	19	0	19	21	688	0	86	14	0	14	21	700	81	14	5	0	5
White																					
Students with Disabilities																					
Limited English Proficient (LEP)																					
Homeless																					
Neglected & Delinquent																					
Migrant																					
Gender																					
Male	18	704	33	39	22	6	28	18	688	0	89	6	6	11	18	707	67	22	11	0	11
Female	11	701	55	18	27	0	27	11	694	0	73	27	0	27	11	703	73	27	0	0	0
Aggregate Scores	29	703	41	31	24	3	28	29	691	0	83	14	3	17	29	705	69	24	7	0	7
State	110379	732	15	24	45	16	60	110537	701	6	41	45	8	53	110743	725	38	23	34	5	39

SCHOOL DEMOGRAPHIC REPORT

2013/14

Percent of Subgroups meeting State Proficiency Standards (MEAP)

George Washington Carver S.T.E.M. Academy

Group: Grade 8	Reading Percent at						Mathematics Percent at						Science Percent at								
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2
	23	811	26	35	9	39	23	23	23	802	70	17	13	0	13	22	808	82	14	5	0
24	810	25	42	25	8	33	33	24	801	75	13	13	0	13	23	806	83	13	4	0	4
Students with Disabilities Limited English Proficient (LEP)																					
Homeless																					
Neglected & Delinquent																					
Migrant																					
Gender																					
Male	16	816	19	38	31	13	44	16	806	63	13	25	0	25	16	811	75	19	6	0	6
Female	11	812	27	36	27	9	36	11	799	82	18	0	0	0	10	803	90	10	0	0	0
Aggregate Scores	27	814	22	37	30	11	41	27	803	70	15	15	0	15	26	808	81	15	4	0	4
State	111879	837	10	17	45	28	73	111957	820	42	24	27	7	35	114915	823	55	26	13	6	20

8. TIME LINE: Comprehensive Stem Program Model: INFRASTRUCTURE

GOAL: STEM implementation has highly collaborative environment between teachers, students, staff, and community. Teachers involved in the STEM implementation may have common planning times in order to collaborate. Teachers may be offered the freedom to partner with each other to create new STEM opportunity classes. The leadership team will provide guidance and support to faculty, as well as, provide communication to students, the community and businesses.

ACTION ITEMS	METRIC	RESPONSIBLE	TIMELINE
Identify and implement modifications to school structure and schedule in order to accommodate STEM educational programming within the entire school	<ul style="list-style-type: none"> Meet with community partners, parents, school district officials, school students, and parents to determine the school structure 	Administrative Team Leadership Team Instructional Staff	September 2012
Collaborative leadership team develops a shared mission and vision, set high expectations for students, end of program goals, and structures for collaboration time and professional learning	<ul style="list-style-type: none"> Vision and mission are clearly defined and communicated to all stakeholders. Student expectations are shared with teachers, parents, and community members A schedule for collaborative time and plan for professional learning is in place Leadership team meets on a regular basis to monitor program goals and provide guidance and support List and summarize research included in developed implementation plan that will connect to all aspects of implementation 	Administrative Team Leadership Team Instructional Staff	September 2012- Ongoing
Professional learning communities define roles and responsibilities that align to the mission, vision, goals, and expectations	<ul style="list-style-type: none"> Professional Learning Communities are created with a clearly outlined set of roles and responsibilities. 	Administrative Team Leadership Team External Providers	June 2014-October 2014
Laboratory space, resources, and supplies are identified and included in implementation	<ul style="list-style-type: none"> Classrooms are stocked and set up by the beginning of the school year 	Administrative Team Leadership Team Instructional Staff	July 2014- Dec. 2014
Develop intensive programs to train or refresh new and existing staff	<ul style="list-style-type: none"> Schedule of STEM related professional development activities 	Administrative Team Leadership Team External Providers	July 2014- October 2014

ACTIONS/ITEMS	METRIC	RESPONSIBLE	TIMELINE
<p>A strategic plan exists for a natural progression into classrooms from grade to grade and subject to subject</p>	<ul style="list-style-type: none"> Curriculum maps and progressions Time for planning vertically with other teachers included in schedule 	<p>Administrative Team Leadership Team</p>	<p>June 2014-October 2014</p>
<p>School schedules allow for adequate time for projects, teacher planning, and non-traditional courses</p>	<ul style="list-style-type: none"> School schedule is adequate for STEM education Schedules are prepared in advance of the school year 	<p>Administrative Team Leadership Team</p>	<p>June 2014-October 2014</p>
<p>Modify current scheduling to allow for adequate time for projects, teacher planning, and non-traditional courses</p>	<ul style="list-style-type: none"> Adopt either a block schedule or combine courses into blocks such as a STEM block and Humanities Block 	<p>Administrative Team Leadership Team</p>	<p>June 2014-October 2014</p>
<p>Identify ways in which classes and curriculum can be integrated across multiple STEM disciplines and allow for co-teaching of the material</p>	<ul style="list-style-type: none"> Schedule teacher preparation period and classes together that will require co-teaching. Also begin using common planning spaces for further collaboration STEM curriculum team identifies integrative curriculum and provides support to teachers and staff around STEM instruction 	<p>STEM Coach External Providers Leadership Team Administrative Team</p>	<p>June 2014-October 2014</p>
<p>Identify and adopt appropriate technologies aligned to the school's curriculum</p>	<ul style="list-style-type: none"> Technology needs assessment Funds/budget aligned for programs, technology, and partnerships 	<p>Administrative Team Leadership Team</p>	<p>June 2014-Dec. 2014</p>
<p>Arrange classrooms for collaboration and lab or project based experiences</p>	<ul style="list-style-type: none"> Install STEM SmartLabs™ Classrooms have tables and lab benches for students instead of individual desks 	<p>Administrative Team Leadership Team Instructional Staff Creative Learning Systems</p>	<p>July 2014- Dec.2014</p>
<p>Leadership team regularly evaluates program effectiveness</p>	<ul style="list-style-type: none"> Data Analysis meetings Regularly scheduled meetings among leadership, teachers, parents, and community 	<p>STEM Coach External Providers Leadership Team Administrative Team</p>	<p>September 2014- Ongoing</p>

INSTRUCTION

Comprehensive Stem Program Model:

GOAL: STEM experiences will be facilitated school-wide. Classes will be typical length but will be highly project or inquiry based and allows students to solve real world problems that are relevant to them. Students work in teams towards goals. Teachers will cross-collaborate for multidisciplinary units.

ACHIEVEMENTS	METRIC	RESPONSIBLE	TIMELINE
<p>Facilitate student participation in problem based learning through STEM investigations, open-ended inquiry, and authentic, real world problems</p>	<ul style="list-style-type: none"> Increased students' time on task and student engagement Use of student self-reflection and assessment Observation of student approaches to investigation of a problem to include collaboration, questioning, data, communication, evidence-based claims, and critical thinking 	<p>STEM Coach Instructional Team</p>	<p>September 2014- July 2015</p>
<p>Use innovative and non-traditional instructional strategies for learning in an integrated educational environment, such as a "flipped classroom" or virtual learning days</p>	<ul style="list-style-type: none"> Curriculum leadership team identifies instructional strategies appropriate for STEM education and project based learning Teachers are provided training for these strategies 	<p>STEM Coach Instructional Team Leadership Team External Providers Wayne RESA</p>	<p>September 2014- July 2015</p>
<p>Professional development of teachers that provides cross-curricular teamwork and planning</p>	<ul style="list-style-type: none"> Calendar of professional learning activities Peer observation and dialogue Lesson studies 	<p>STEM Coach Instructional Team Leadership Team External Providers Wayne RESA</p>	<p>September 2014- Dec. 2014</p>
<p>Develop strategies for identifying student abilities, interests, and strengths for continued engagement</p>	<ul style="list-style-type: none"> Data driven decisions; data meetings Teacher/student conferencing and survey data 	<p>STEM Coach Instructional Team Leadership Team External Providers Wayne RESA</p>	<p>September 2014- July 2015</p>
<p>Employ Contextual learning, Problem-based learning, Project-based learning, and Inquiry-based learning</p>	<ul style="list-style-type: none"> School-wide instructional practice Teacher professional development Teacher collaboration and dialogue 	<p>STEM Coach Instructional Team Leadership Team External Providers Wayne RESA</p>	<p>September 2014- July 2015</p>
<p>Increase teacher's content knowledge in the fields of STEM, providing explicit instruction on how to integrate content with PBL</p>	<ul style="list-style-type: none"> Align professional development with the instructional calendar Specific instruction to teachers in STEM content 	<p>STEM Coach Instructional Team Leadership Team External Providers Wayne RESA</p>	<p>September 2014- July 2015</p>

Comprehensive Stem Program Model: CURRICULUM

GOAL: Classes will be aligned to Michigan Common Core State Standards, National Science Standards and Next Generation Science Standards.. The school will integrate opportunities for students to engage in simulated investigation with the confines of a Biochemistry and Physical Science STEM SmartLab™ learning environment. The school will be creative in developing the master programming schedule. Classes will be strategically scheduled to provide a natural progression from subject to subject. Courses may be combined with multiple teachers spanning multiple periods

ACTION ITEMS	METRIC	RESPONSIBLE	TIMELINE
Adopt inquiry and project-based curriculum and modify existing curriculum	<ul style="list-style-type: none"> Consistently utilize Inquiry and PBL 	STEM Coach Instructional Team Leadership Team External Providers	September 2014- July 2015
Interdisciplinary STEM content is the focus of the school curriculum	<ul style="list-style-type: none"> Curriculum maps reflect STEM focus Concept maps that explicitly show the points of integration in the curriculum 	STEM Coach Instructional Team Leadership Team External Provider	September 2014- Ongoing
Develop a well-defined set of learning objectives that support teaching for deeper understanding of STEM based on current research on how students learn	<ul style="list-style-type: none"> School based learning objectives Student Learning Objectives for STEM education 	STEM Coach Instructional Team Leadership Team External Providers	September 2014- Ongoing
Develop a comprehensive K-8 alignment of STEM standards and assessments	<ul style="list-style-type: none"> STEM progressions through middle 	STEM Coach Instructional Team Leadership Team External Providers	September 2014- Ongoing
Curriculum is aligned to Common Core State Standards and Next Generation Science Standards,	<ul style="list-style-type: none"> Curriculum maps 	STEM Coach Instructional Team Leadership Team External Providers	September 2014- Ongoing
Curriculum is connected to real-world contexts and careers in STEM fields, aligned to local or regional needs	<ul style="list-style-type: none"> Curriculum maps reflect this connection Curriculum provides instruction on STEM workforce skills 	STEM Coach Instructional Team Leadership Team External Providers	September 2014- Ongoing
Research based authentic and integrated assessments are utilized to capture student learning and growth	<ul style="list-style-type: none"> Pre/post tests Innovative or non-traditional assessments 	STEM Coach Instructional Team Leadership Team External Providers	September 2014- Ongoing
Opportunities exist for guest speakers, field work, and application of concepts	<ul style="list-style-type: none"> Calendar of in-school and out-of-school opportunities for students Partnerships with business and community 	STEM Coach Instructional Team Leadership Team Parents/ Community Partners	September 2014- Ongoing

Comprehensive Stem Program Model:

EXTENDED LEARNING

GOAL: Learning does not stop at the end of the school day. This type of school offers opportunities outside of the classroom and school through afterschool programs, volunteering, work studies, etc. Often the school staff participates in or even runs the programs for extended learning.

ACTION ITEMS	METRIC	Administrative Team Leadership Team	TIME LINE July 2014- Dec. 2014
Identify and partner with after school providers to continue educational opportunities in the after school setting	<ul style="list-style-type: none"> Leadership team identifies approved after school programs School provides facilities for conducting after school programs or identifies satellite locations and provides transportation for students 	Administrative Team Leadership Team	July 2014- Dec. 2014
Alignment of the school curriculum and schedule to allow for extended learning activities to continue the work of the school day	<ul style="list-style-type: none"> Transportation opportunities exist for all students Curriculum extension documents connecting in-school curriculum to extended day learning 	Administrative Team Leadership Team Instructional Staff	July 2014- Ongoing
Bridge and connect in-school and out-of-school learning opportunities	<ul style="list-style-type: none"> Extended Learning curriculum maps Opportunities for after school staff to work with teaching staff 	Administrative Team Leadership Team Instructional Staff	July 2014- Dec. 2014
Extended day curriculum is research-based and offered to all students	<ul style="list-style-type: none"> After school program adopts inquiry or project based learning 	Administrative Team Leadership Team Instructional Staff STEM Coach	July 2014- Dec. 2014
Parents and community members are included in extended day learning	<ul style="list-style-type: none"> Newsletters, websites, and social networks are utilized to provide information to stakeholders Parents and community members participate in the activities 	Administrative Team Instructional Team Instructional Staff STEM Coach STEM Coach Instructional Team Leadership Team Parents/ Community Partners	September 2014- Ongoing