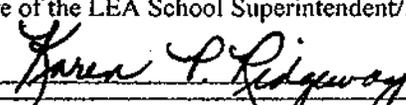
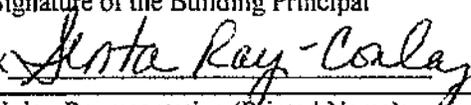
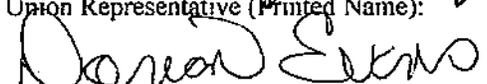


SIG GRANT—School Building Application FY 13

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Osborn College Preparatory Academy	Mailing Address: 11600 E. 7 Mile Rd. Detroit, MI 48205
School Building Code: 00030	
School Building Contact for the School Improvement Grant Name: Senta Ray-Conley Position and Office: Principal Contact's Mailing Address: 11600 E. 7 Mile Rd. Detroit, MI 48205 Telephone: 313-866-0350 Fax: 313-866-9069 Email address: senta.rayconley@detroitk12.org	
LEA School Superintendent/Director (Printed Name):	Telephone:
Signature of the LEA School Superintendent/Director: X 	Date:
LEA School LEA Board President (Printed Name):	Telephone:
Signature of the LEA Board President: X _____	Date:
Building Principal (Printed Name): Senta Ray-Conley	Telephone: 313-866-0350
Signature of the Building Principal X 	Date: 5-27-2014
Union Representative (Printed Name): 	Telephone: 313 866-0350

Section A

1. Analysis of data. Maximum length 1 page

Osborn College Preparatory Academy (Oprep) has been identified as a Priority School based on the results of the 2013 Spring Administration of the MME. Based on those results; Oprep was ranked as one of the bottom 5% on the State of Michigan's Top to Bottom list. Oprep's bottom 3% standing indicates that its overall student achievement is far below the state's average. According to the MME data, the following results are presented:

MME	2012 Percent Proficient	2013 Percent Proficient
Reading	22%	22.2%
Math	0%	0%
Science	0%	0%

ACT Scores	2012 Content Scores	2013 Content Scores
English	13.6	12.22
Math	14.9	15.2
Reading	15.1	14.9
Science	14.5	15
Composite Scores	14.7	14.4

Osborn College Preparatory Academy serves predominantly economically disadvantaged minority students. African Americans represent 260 of the 262 students currently enrolled in the school. Data in this application covers a period of two years, the length of time that the school has been self-governed. From the time the school opened in 2009, there has been an increase in enrollment as Oprep added one grade level per year. The number of African American males increased, as well as the number of students with disabilities. There was also an increase in the absence rate. The number of Asian students decreased. Currently, there is a larger population of male students than female students. 80% of the students are economically disadvantaged. The school has an attendance rate of 74%. With the class of 2013 being the first graduating class, there was a 77.9% graduation rate. Its discipline records indicate that during the 2012 school year, there were 134 Level 1 (minor violations, requiring at least one day suspension), 48 Level 2 (requiring three or more days of suspension) and 6 Level 3 (requiring long term suspension or hearings) offenses committed. Academic challenges are significant. MME assessment results show no students proficient in the content areas of math and science, and only 3% in social studies. Especially alarming is that in science (97%) and in mathematics (87%) of the students were not able to achieve above the lowest level of proficiency, which is level 4. These data indicate that all of the students are in need of extreme achievement improvement. Only gender had the minimum sub-group size of ten needed for public reporting. Even in the lowest level of proficiency, females out-performed males in all subject areas on MME. Especially alarming is the gender gap in reading (19%) and social studies (21%). The need for special attention to young men is apparent. All other sub-groups had less than ten, e.g. special education with only seven students.

The spring 2013 ACT PLAN for grade 11 shows percentages of students College Ready in math and science as zero (0%) in both areas and reading only six (6%). Only 2% of all students scored at or above proficiency on the state required assessment in social studies, leaving a 6% gap between Oprep and Detroit Public Schools and a 39% gap between Oprep and the state of Michigan. In the area of reading the 2012- 2013 reading data show 9th and 11th grade reading proficiency slightly increasing and 10th grade reading proficiency decreasing. The 2012- 2013 data show 9th and 10th grade writing/ELA proficiency decreased, and 11th grade writing/ELA increased. In mathematics, the 2012- 2013 data show 9th and 10th grade mathematics proficiency increasing, but 11th grade mathematics proficiency has remains unchanged. A deeper analysis of data is needed to determine why inconsistent proficiencies exist and how to target the systemic instructional problem. An overarching reveal is that low performance in core content areas must be address forthwith. After an analysis of data, the Osborn College Preparatory Academy staff has chosen to implement a research based whole school systemic approach targeting the following areas for rapid improvement:

- Student Achievement: Reading, Writing, Mathematics, Science & Social Studies
- Student Attendance
- Student, Parent and Community Engagement
- Continuation of developing the Small Schools – Leadership/Entrepreneur

2a. School Building Capacity–Resource Profile - Required Positions:

In order to rapidly transform Oprep the following positions are included:

1. School Improvement Grant Coordinator/Facilitator whose responsibilities will be to facilitate (a) the continuous improvement process of School Improvement in collaboration with the building principal, school staff and education and community partners, (b) provide feedback and guidance around School Improvement activities, (c) assist in coordination of services to reduce duplication and provide focus in the implementation of School Improvement, (d) provide communication and collaboration among stakeholders to revise and implement the School Improvement Plan, (e) assist in the review and analysis of the design and operation of the school's instructional program, (f) assist in the review and analysis of school data, assist the school in developing recommendations for improving student performance and (g) support Grade Level or Content Area teams to develop and implement Grade Level/Content Area Action Plans.

2. Family Liaison to provide on-going mechanism for student and family engagement, while serving as a liaison between administrators and staff regarding parent involvement issues and sponsor parent involvement training sessions to help parents work with their children at home and engage community agencies in supporting students and their families.

3. Data Coach to analyze and distribute effective use achievement, perception, demographics and program process data and develop teachers' ability to analyze these data. **4. Funding to support mental health services** to work with groups, families and individuals to provide treatment and support to ensure that those in need are at optimal health, can help make positive choices and improved behavioral changes.

2b. Professional Development On-Going at Oprep will focus on developing a community of leaders and learners. Teachers and building administrators will become proficient instructional leaders by participating in research based professional development training and practices resulting from the body of research on *Effective Schools* (Lezotte), *138 Influences on Student achievement* (Hattie), *Rigor and Relevance* (Daggett), *Teaching for Rigor: 13 Strategies* (Marzano) and other research on teaching 21st century skills. Osborn College Prep Academy will use the Competitive Education Solutions (External Provider) research based rapid improvement professional development model, which features instructional strategies and best practices by classroom teachers to improve student achievement. The model includes implementing an instructional management system with a plan-do-study-act process that targets individual students' academic needs. The model involves implementing a professional academic support system for teacher collaboration coupled with parent/community engagement which aligns with Osborn's goal of assisting all instructional staff with becoming fluent practitioners. Professional development sessions will be offered in multiple formats, which include a combination of early release, days without students, summer and extended day sessions. Scheduled professional development sessions will meet and exceed 8 hours each month. Every session will have clear learning outcomes designed for immediate classroom planning and implementation. Specific professional development sessions and schedules will be designed in consultation with the school and district.

Workshop participants will learn the latest approaches to teaching, learning and leadership by developing and implementing rigorous and focused instructional objectives based on College Readiness and Common Core Standards in the content areas. They will participate in weekly Professional Learning Communities (PLC's) to assess students' proficiency levels over the content taught the preceding week. During the sessions, teachers will devise follow up accelerated or remediated lessons to increase students' proficiency levels in English, social studies and mathematics. In some instances, teacher teams will be involved in this practice. In other situations, teachers may change their instructional strategy and work in a one-on-one session with a content coach. Job embedded coaching in a one-on-one session deepens teachers' knowledge and skills needed to teach differently. Year 2 extends the sessions offered in Year 1 to include consistency in teaching a rigorous curriculum to increase students' level of proficiency. Year 3 involves the automaticity of teaching a rigorous curriculum to ensure that students reach a high level of proficiency consistently.

C. Explanation of the use of funds included in the chart below to support the implementation of the Transformation Model follows: **General Funds** supports (2) Administrators and (7) General Education Teachers **Title 1A** supports (2) General Education Teachers, (1) Counselor, Professional Learning, Field Trips, Technology **Title 2A** supports (1) General Education Teacher, Professional Learning, Field Trips, Technology **Section 31A** supports (1) General Education Teacher, (1) Climate and Culture Facilitator **Special Education** supports (6) Special Education Teacher and Materials for Special Education Teachers.

<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 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 checked="" type="checkbox"/> Special Education

3. School Building Commitment – Maximum length 1 page

3a. Staff involved in and support of the application

Planning for this application was led by the Principal with input from the Instructional Leadership Team, School Support Team, parents and school partners. During bi-monthly staff meetings, teams were divided into sub-committees to address their respective content areas and/or relevant sections prior to whole group discussions. At Parent Advisory Council on Student Achievement (PACSA) meetings, parents were involved in focus group discussions to provide their unique perspectives regarding the school community needs. The sub-committee chairpersons provided parents with up-to-date summaries, analyses and explanations regarding achievement, demographics, and program/process and perception data. This information built a foundation for providing a platform for discussions regarding needs for Osborn College Preparatory Academy. The following data points were discussed and reviewed during the comprehensive needs assessment sessions: Demographic information using the Data Profile/Analysis, Annual Education Report; perception data using parent/staff/student surveys; and program/process data using SPR 40 data. Student achievement data consist of the 2013 STAR Reading & Mathematics, 2013-2014 NWEA Measuring Academic Progress Reading, Language Usage and Mathematics, 2012 and 2013ACT, 2012 and 2013Michigan Merit Examination (MME) and teacher designed school based assessments.

3b. District and school's ability to support systemic change

Detroit Public Schools implemented several bold initiatives to support school transformation. It established an **Office of Priority Schools** which is currently under the leadership of Assistant Superintendent Bilal Tawwab, an experienced central office systemic change agent and successful building administrator. His office is supported by Priority Schools Coaches, a Priority School Budget Implementation/Compliance Officer and clerical support. The Assistant Superintendent's Office ensures that the teacher and principal's evaluations include student achievement. The Redesign Plan for Oprep is comprised of research based practices, strategies, and support at varying levels of expertise to promote systemic change in teaching, learning and assessment. The Redesign Plan is the result of collaboration of all stakeholders in the building in conjunction with parents and community partners. Annual educational goals are established to address academic needs of students, including high expectations, increased rigor, professional learning and needs identified in the CNA. In order to sustain the Transformation Model, the District began the process by appointing a new principal in August 2013. The principal is the instructional leader and a key visionary who ensures that professional development, on-going assessments and other aspects of the model positively impact student achievement. The model requires an evaluation of the staff and/or a change in grade level or content area appointments and a strong commitment to on-going professional development, common planning, full inclusion, extended day or year, use of technology and instructional assistance. Oprep's hiring process will include staff commitment to components of the transformation model as it focuses on the school's vision, mission and most importantly the students' needs.

3c. Union agreement

DPS has a Priority Schools agreement that will be used going forward, which includes extended learning time. The current agreement between DPS and the **Detroit Federation of Teachers allows the implementation of school reform initiatives with support of the teachers' union.** Elements in the Priority School Agreement include:

- Extending the school day and year.
- Interviewing all staff prior to the opening of the school year and hiring highly qualified teachers who are committed to the educational program.
- Using data as a driving force behind rigorous, relevant, instructional programs that are research-based and aligned to state standards/Common Core Standards and College/Career-Readiness Standards.
- Expanding learning time, flexibility and offering enhanced learning options.
- Establishing an effective shared decision-making system, driven through a School Leadership Team.
- Implementing an educator evaluation system in which 30% of teachers overall evaluation is based on student achievement. The evaluation instrument aligns with state requirements for students' growth.

4. School Improvement Plan – Per the guidelines, the School Improvement Plan is attached.

Attach School Improvement Plan (**Upload as a separate file**)

5. External Provider Selection 1 paragraph

Process Used to Screen and Select External Provider

In search of an External Provider that would be a good fit for Osborn College Preparatory Academy, the school teams looked for a success model that is grounded in research with a track record of proven sustainable success strategies for transforming schools with like demographics. The overall process involved several steps. Initially, the school determined its needs using the **Comprehensive Needs Assessment**. Next, staff established priorities based on assessment results, formulated goals for the next three years and attended an External Provider Fair hosted by the school district. In April, the Instructional Leadership Team met with **DPS vetted** external providers to select a vendors whose services best aligned with meeting the school’s goals. After the initial meeting, the Instructional Leadership Team attended a follow-up session with the identified provider to solidify that the provider’s services were the “best fit” for meeting Oprep’s needs. The team selected Competitive Education Solutions (CES) as meeting the criteria to serve as its external provider. After selecting CES, Oprep emphasized that the partner provider must meet regularly with the staff and the Office of Priority Schools to ensure school professional support is appropriately aligned. CES offers a personalized approach to developing high performing students in high performing schools by building the instructional capacity of staff while developing a culture of learning for all. Especially of interest to our team was their use of research based strategies to improve individual student achievement and connecting the school with the home/community. CES trains staff to use data and research to guide tiered instruction for all students to learn. CES is on the state of Michigan’s External Provider list with an application rating of 100%. The team has been successful in assisting Western International High School, another reform model to the position of the third ranked DPS high school in academic improvement, only behind two application schools (where students must pass a proficiency test to be admitted).

6. Alignment of Resources-1 page

6a. Detroit Public Schools’ building human resources support is displayed in its deliberate and intentional negotiated Priority Schools agreement with the Detroit Federation of Teachers. The fact that the teachers’ union reached an agreement regarding hiring procedures is indicative of a level of support and understanding that transforming schools requires the support and assistance of all stakeholders, especially the teachers. It also means doing business differently. Both of which, result in benefitting students and ultimately benefitting all stakeholders. Elements of the agreement indicate when, how, and by whom staff is screened and hired into positions in Priority Schools. Examples Follow:

1. Interviewing all staff prior to the opening of school
2. Expanding learning time, offering flexibility and enhanced learning options
3. Establishing shared decision-making system
4. Extending the school day and the school year
5. Providing Summer Bridge transition programs for students
6. Engaging every staff member in on-going, job embedded professional development
7. Compensating staff who work beyond the regular school day
8. Updating and realigning educators’ evaluation with Michigan’s achievement growth model.

Teachers and other staff seeking a position at Oprep will do so with full knowledge and agreement that they will be considered only if they are the “best fit” to assist in the school’s transformation. Such was the case with the

appointment of Ms. Senta Ray-Conley as building principal. Having previously served as the Dean of Instruction and Head of the Science Department, Mrs. Ray-Conley was experienced, poised and well prepared for the leadership position at Oprep. Her background in organizing school leadership teams to work collaboratively among themselves, as well as, with other entities to optimize student achievement is exactly what the school needs in its leadership position.

6b. Community resources alignment to facilitate implementation of the transformation model will be made possible through the use of leadership teams with the primary role of transforming the school with emphasis on instructional improvement. Oprep's staff will implement seven correlates of *Effective Schools*. Specific instructional strategies will include Marzano's 13 most significant student engagement practices, along with Hatties' most significant impact teaching practices. Teachers will serve on instructional leadership teams. Their primary responsibility will be to improve students' proficiency levels in the core content areas. Non-instructional, instructional staff, parents and community representatives will serve on school teams. Parent school/community teams will be involved in support roles and activities to positively impact significant variables that increase students' ability to meet academic proficiency standards. Examples include attendance, mentoring, entrepreneurship and leadership. The school's instructional leadership team will have the role of monitoring and supporting team efforts and making decisions about school goals and additional planning. Teams will be supported by coaches from CES. Oprep is committed to educating the whole child. The school engages in partnership agreements, collaborations and collegial relationships with parents, community agencies, higher education, businesses, local organizations and foundations to provide a continuum of support resources to better service its students and families. Through the alignment of support resources, each entity optimizes its level of services to student and parents without duplicating services or efforts. The collateral gains of organizational collaboration benefit the whole school community. Some significant organizations are as follow: Skillman Foundation, United Way of Southeastern Michigan, City-Year Corp., Wayne Mediation, Children's Aid Society, Made Men, Black Family Development, Think Detroit P.A.L., Osborn College Preparatory Academy PACSA, Osborn Neighborhood Alliance and Detroit Parent Network.

7. Modification of local building policies or practices- 1 Page

How Extended Learning Time will be scheduled

There are several modified policies and practices designed to successfully implement the Transformation Model. First, students in grades 9-11 will be given a double dose in mathematics, a reading class and their grade level English class. Secondly, all students in grades 9-11 will be scheduled in reading classes in lieu of an elective. Next, all students in grades 9-11 will have a double dose of math classes. Summer credits will focus on reading and math, unless additional courses are needed to meet graduation requirements. Embedded in the first hour class, thirty minutes will be used to teach cross curricular academic skills. Modifications of local building policies will be those listed in the Priority School's Agreement.

Further modifications will include extended learning time. It will be scheduled by adding an extra 19 days on the school's regular academic calendar. These days will be integrated into the calendar to provide teachers and students extra time to become more proficient in skills development as demonstrated by improved levels of academic success in core content areas. Further extended learning time will focus on critical skills in mathematics and reading. Specifically in these content areas, cross curricular skills will be identified by the Instructional Leadership Team, taught by teachers, assessed and mastered by students at the end of each marking period. It will also be used to further promote teacher and student relations. Additionally, the district has negotiated extended learning time in its Priority School's Agreement. According to the agreement, only teachers who agree to the terms are able to receive an assignment at a Priority school.

The time needed to close the achievement gap for the students at Oprep were considered in extending the school year. According to the *Effective Schools* research, students across the country will experience a summer decline in academic achievement if they are not involved in some rigorous summer experiences. The decline is even greater for students from low socio-economic families. Data from the 2012-2013 school years at Osborn Preparatory Academy indicate that the majority (80%) of students fall into a low socioeconomic status. This variable coupled with the fact that their overall achievement scores are below average make a strong case for more time on task and supports a compelling need for increased learning & quality teaching time. Osborn College Preparatory Academy's SIG plan is to decrease the summer achievement gap by creatively using the time accessible for students to learn. To that end, there will be a 24 day summer program focusing on math and reading for the next three years. Next, Oprep's staff will implement student engagement strategies for maximizing the teaching & learning time during the day. Dr. Lezotte's studies indicate that educators will find additional minutes of instruction by managing the teaching and learning activities during the classroom period by actively engaging all students from the time the class starts to the time the class ends. Routine classroom management strategies will be implemented, in addition to research based high impact strategies designed for engaging all students the entire class period. Secondly, additional minutes of instruction will be captured by the involvement of students participating in after school activities. Sample activities include structured tutoring, competitive academic games, enrichment clubs and athletic activities. Thirdly, the Oprep staff has increased the minutes of instructions by adding 19 additional days to the school year. This additional time provides increased time for core content subjects, enrichment and professional learning. It also provides additional time for teaching and learning for Tier I, Tier II and Tier III students.

8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention.

Pre-implementation Phase of the Grant - Before the start of the 2014-2015

Osborn College Preparatory Academy along with Competitive Education Solutions will execute a multi-tiered technical assistance and professional development approach over the next three school years, or for the entire duration of the School Improvement Grant. The approach is designed to have experienced CES coaches collaborating with school staff to put structures in place to support instructional leadership in every subject and at each grade level. Using systemic scaffolding techniques, coaches will model research based leadership and instructional practices integrating them into daily activities. Coaches will provide mentoring, training and support to individuals, as well as, teams using gradual release strategies. At the end of the third year, building level staff will have institutionalized research-based practices to the point of sustainability.

2014-2015 Transformation Timeline

Pre-Implementation Phase-Summer2014

Description of Tasks	Persons Responsible
Build unity and coherence around four strategic categories of leadership teams and 7 correlates of effective schools <ol style="list-style-type: none"> 1. Instructional 2. Academic support & attendance 3. Parent/school community 4. Culture/climate 	CES, Principal and School Improvement Chairperson
Complete instructional assignments for Fall	Principal
Develop staff's understanding of school transformation <ol style="list-style-type: none"> 1. Emphasis on instructional efficacy 2. Research based practices that yield positive results 3. Establish school operational structure to support students achieving higher levels of proficiency 4. Purposefully abandoning practices that are not working 	CES, Principal and School Improvement Chairperson
Identify students' academic needs in each content area <ol style="list-style-type: none"> 1. Develop teams of students based on needs. 2. Develop partnership with students and their parents to put together a personal plan to address academic deficits. 	CES, Principal and School Improvement Chairperson
Establish community support structures for meeting students' needs	CES, Principal and School Improvement Chairperson
Finalize technology and equipment infrastructure to support goals in R&R Plan	Principal Designated Staff
Establish roles and responsibilities of support stakeholders.	CES, Principal

Pre-Implementation Summer 2014 Two Day Summer Institute

Preparing for School Transformation: Using Pedagogy and Practices for Improving Student Achievement by Changing the Way We Teach

Establishing Baseline Data

Identify Process Data

Identify Product Data

Identify When, How, Why and Persons Responsible

Year I (2014-2015)

Establish Content, Vertical & Horizontal Teams ELA –Reading and Writing Mathematics Science Social Studies.	Principal and Teachers
Identify prerequisite skills that will be taught, assessed and factored into the students’ grade each marking period.	CES, Principal and Teachers
Establish individual, content and grade level incentives for academic improvement.	Principal, Teachers and Support Teams
Establish individual, content and grade level incentives for attendance improvement.	Principal, Teachers and Support Teams
Develop entrepreneurship theme for the school that links to students’ college and career preparation.	Principal, Teachers and Support Teams
Develop leadership theme for the school that links to students’ college and career preparation.	Principal, Teachers and Support Teams
Align assessments of skills with content taught each marking period.	CES, Principal and Teachers
Chart assessment results and engage students in charting their own assessment results.	CES, Principal and Teachers
Train and coach teachers on how to teach a rigorous curriculum.	CES
Implement an instructional management system with a cycle of plan-do-study-act for teachers and students for each instructional learning cycle.	CES, Principal and Teachers
Conduct baseline assessments of all students in all grades, if no current data is available.	CES, Principal and Teachers
Integrate the 7 correlates of <i>Effective Schools</i> in the established school teams	CES
Conduct professional development training and coaching with all staff on the following: A. Identifying Critical Content B. Previewing New Content C. Organizing Students to Interact with Content D. Helping Students Process Content	CES

E. Helping Students Elaborate on Content F. Helping Students Record and Represent Knowledge	
Integrate Hattie's research on High Impact instructional practices to improve achievement	CES
Collect marking period, semester and year end data	CES, Principal and Teachers
Collect and analyze data on processes and products	CES, Principal and Teachers

**Two Day Summer Institute
Using Achievement, Perception and Program/Process Data
To Make Systemic Adjustments in the Way We Teach**

Year II (2015-2016)

Conduct training and coaching to teachers on implementing the following practices: A. Managing Response Rate with Tiered Questioning Techniques B. Reviewing Content C. Helping Students Practice Skills, Strategies and Processes	CES
Provide professional development training and coaching to content area teachers in the areas listed below: A. Helping Students Examine Similarities and Differences B. Helping Students Examine Their Reasoning C. Helping Students Revise Knowledge	CES
Integrating the use of technology in teaching a rigorous curriculum.	CES
Launch a train-the-trainer model of managing instructional efficacy for sustainability purposes.	CES, Principal and staff
Review Process and Product Data	CES
Integrating parent/community support in the instructional efficacy process.	Principal, CES, staff
Monitor progress toward accomplishing specified goals.	Principal, CES, staff
Monitor consistency in teachers' use of the 13 elements of teaching a rigorous curriculum.	CES and Principal
Establish rounds for teachers to observe, critique conduct reflective conversations about their peer's implementation of the research	CES and Principal

based practices.	
Provide professional development training and coaching to content area teachers in the areas listed below: A. Helping Students Examine Similarities and Differences B. Helping Students Examine Their Reasoning C. Helping Students Revise Knowledge	CES
Identify Teacher Leaders to Model Research based Practices.	Principal
Integrate Daggert's Rigor, Relevant Framework	CES

Two Day Summer Institute

Developing a Community of Leaders and Learners in a Learner Centered School

Year III (2016-2017)

Coach Identified Team Leaders in Implementing the Instructional Efficacy Practices	CES
Coach lead team members on how to manage and operate student support systems to eliminate duplication and optimize sustainability and accountability	CES
Reinforce 13 effective instructional practices.	CES
Reinforce 7 correlates of <i>Effective Schools</i> .	CES
Observe lead teachers and staff implements practices and provide constructive feedback.	CES, Principal and Teachers
Continue to collect, analyze and chart achievement results by content and grade.	CES, Principal and Teachers

CES RAPID TRANSFORMATION MODEL

Comprehensive Needs Assessment

Reform & Redesign Plan

Professional Development

Instructional Leadership-Learning Centered with Community Support

Individual & Team Job Embedded Leadership Training

Coaching, Modeling & Managing-Instruction by Content

Managing, Operating and Monitoring Instructional & Student Support Systems

Lezotte's 7 Correlates of *Effective Schools* Research

- Instructional Leadership
- Clear and Focused Mission
- Safe and Orderly Environment
- Climate of High Expectations
- Frequent Monitoring of Student Progress
- Positive Home-School Relation
- Opportunity to Learn and Student – Time on Task

Marzano's 13 Essential Classroom Strategies for Teaching Rigor

Hattie's Strategies to Impact Achievement

- Identifying Critical Content
- Previewing New Content
- Organizing Students to Interact with Content
- Helping Students Process Content
- Helping Students Elaborate on Content
- Helping Students Record and Represent Knowledge
- Managing Response Rates with Tiered Questioning Techniques

**Professional
Development**

Leadership

Improved Student Achievement

**Research
Based
Practices**

**Curriculum
Instruction
Assessment**

9. Annual Goals

Content Subjects	Current MME Proficiency Rate 2014-2015	Goal for 2015-2016	Goal for 2016-2017	Goal for 2017-2018
Reading	22% (2013)	25%	30%	35%
Mathematics	0% (2013)	10%	10%	20%
Writing		10%	12%	14%
Social Studies		6%	10%	20%
Science	0%(2013)	6%	10%	20%

10. Stakeholder Involvement -1 page

Detroit Public Schools provided vision, leadership and direction in the process for identifying and involving stakeholders in the selection of the transformation model. It began as early as 2011 when Osborn College Preparatory Academy became a self-governing school. Continuing its course to school transformation, the district negotiated a Priority School's Agreement with the Detroit Federation of Teachers to allow flexibility in hiring and placing teachers in designated low achieving schools. The agreement represents all of the teachers in the district, which reaffirmed wide-spread support for school reform. On August 2, 2013 Principal Senta Ray-Conley was selected as the instructional leader for Osborn College Preparatory Academy. Her background and experience as a change agent who uses data for making decisions regarding teaching and learning, and her use of research based strategies to teach helped the district to accelerate its Transformation efforts.

Under the leadership of Principal Senta Ray-Conley, the School Improvement Team embarked upon the task of engaging all stakeholders in the school, in completing a Comprehensive Needs Assessment and a Reform Redesign Plan (R&R). Using achievement, perception, demographic and program/process data gleaned from these aligned documents (CNA & R&R), the School Improvement Team in concert with the PACSA and the school's agency support staff, developed strategic achievement goals to address students' low academic proficiency rates. Gathering and analyzing data built the foundation for stakeholders in the school to make informed decisions about the specific transformation models that would be the best fit for the students, staff and parents/community for Osborn College Preparatory Academy. The district provided the support of Priority School coaches to prepare schools for the process of selecting a model based on research.

The structure of school teams is comprised of parents, staff, higher education, business supports and community agencies. The Instructional Leadership Team meets at least twice a month to review and analyze data gathered from implementing the Transformation Model. Decisions and adjustments are made based on assessment results. Other evidence of stakeholder involvement is the school's leadership team's use of the School Improvement Planning process and the Reform Redesign Planning process. Records of the work sessions will be maintained on file at the school, along with sign in sheets and copies of the agendas. During quarterly collaborative review and feedback sessions, team members will use the expertise of internal and external professionals.

11. Sustaining Reforms

How the intervention will be sustained

Rapid transformation will be sustained through the establishment of foundational protocols, implementation of best practices and the realignment of school support resources. In order to continue progressing forward in the transformation process, well trained instructional staff, organized leadership teams and student support systems will be in place by the end of the third year. The following list of accomplishments will be sustained upon completion of the three year funding period:

1. Trained Staff on Implementing the Transformation Model
2. School leadership teams with defined role and responsibilities
3. Instructional Management System
4. Two Small Schools Developed
5. Support Systems for Truant Students
6. Support Systems for Male Students
7. Support and Commitment from the School Staff
8. Teacher's Acceptance of the Practice
9. Process for Orientating New Staff to the Rapid Transformation
10. Baseline, Benchmarking and Out-Come Data
11. Peer Monitoring Process
12. Stakeholder Involvement in the Model
13. Technology Needed to Support Instruction and Assessment
14. Policy Adjustments to Support Rapid Transformation

School leaders will have the responsibility for carrying on those practices that result in improved student performance such as double dosing of math, expanding reading, lengthening the school year, implementing academic support activities, altering the daily schedule to teach cross curricular skills, using data to inform instruction, implementing short cycle assessments and other turnaround strategies to improve operations and instruction. The school community will be embedded in the planning and implementation process. Involving the community in this way builds ownership of the model and the process of improving student achievement. By the end of the third year, including parents and community in the Transformation process will be institutionalized.

12. State Reform Plan

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

Section B.

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

- Attachment A – Transformation
- Attachment B – Turnaround
- Attachment C – Restart
- Attachment D – Closure

Section C.

OSBORN PREP YEAR 1

NARRATIVE

fringe rate 0.3318

Func	Title	Descrip	Num of Staff	Total Salary	Health	fringe	TOTAL SALARY	PURCHASE SERVICE	SUPPLIES/ TECHNOLOGY	TOTAL
241	SIG Coordinator	AEA	1	\$ 90,000	\$ 14,600	\$ 29,862	\$ 134,462			
212	Counselor	counselor	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831			
221	Data Coach	Instr Spec	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831			
331	Parent Liaison	teacher	1	\$ 60,000	\$ 14,600	\$ 19,908	\$ 94,508			
221	Technology Coach	Tech	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831			
221	Content coach	Math /Science	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831			
211	Attendance Agent	Attendance agent	1	\$ 51,000	\$ 14,600	\$ 16,922	\$ 82,522			
113	Teachers for small group addl assignment learning lab Credit	teachers	3	\$ 180,000	\$ 43,800	\$ 59,724	\$ 283,524			
113	Recovery/tutoring	teachers	8	\$ 32,448		\$ 10,766	\$ 43,214			
113	Extended Year/ Day	all staff	1	\$ 135,000	\$ -	\$ 44,793	\$ 179,793			
221	workshops stipends	all staff	1	\$ 28,000	\$ -	\$ 9,290	\$ 37,290			
221	Staff incentives	teachers	1	\$ 30,000		\$ 9,954	\$ 39,954			
331	Communities in Schools	parent liaison						\$ 45,000		
221	flippen group							\$ 50,000		
113	Credit Recovery							\$ 20,000		
221	Competitive Edu Solutions							\$ 270,000		
225	Computer Lab furnishings hardware								\$ 75,000	
113	Academic Games								\$ 15,000	
225	desktop for each classroom teacher								\$ 16,000	
225	HP Carts for 4 (math/science/ELA classrooms								\$ 108,000	
225	ipads for admin and coaching staff (10)								\$ 7,500	
225	Smart projectors								\$ 18,900	
225	printer for 15 classrooms								\$ 10,500	
113	Field Trips								\$ 30,000	
113	classroom supplies materials, printer ink cartridges, paper folders for ILT)								\$ 50,000	
221	Professional Development supplies (flashdrive, paper, pens, folders)								\$ 3,000	
TOTAL							\$ 1,310,590	\$ 385,000	\$ 333,900	\$ 2,029,490
3 YEAR BUDGET		\$	5,616,670							

OSBORN PREP YEAR 2

NARRATIVE

fringe rate 0.3318

Func	Title	Descrip	Num of Staff	Total Salary	Health	fringe	TOTAL SALARY	PURCHASE SERVICE	SUPPLIES/ TECHNOLOGY	TOTAL
241	SIG Coordinator	AEA	1	\$ 90,000	\$ 14,600	\$ 29,862	\$ 134,462			
212	Counselor	counselor	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831			
221	Data Coach	Instr Spec	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831			
331	Parent Liaison	teacher	1	\$ 60,000	\$ 14,600	\$ 19,908	\$ 94,508			
221	Technology Coach	Tech	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831			
221	Content coach	Math Science	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831			
211	Attendance Agent	Attendance agent	1	\$ 51,000	\$ 14,600	\$ 16,922	\$ 82,522			
113	Teachers for small group addl assignment learning lab Credit	teachers	3	\$ 180,000	\$ 43,800	\$ 59,724	\$ 283,524			
113	Recovery/tutoring	teachers	8	\$ 32,448		\$ 10,766	\$ 43,214			
113	Extended Year/ Day	all staff	1	\$ 135,000	\$ -	\$ 44,793	\$ 179,793			
221	workshops stipends	all staff	1	\$ 28,000	\$ -	\$ 9,290	\$ 37,290			
221	Staff Incentives	teachers	1	\$ 30,000		\$ 9,954	\$ 39,954			
331	Communities in Schools	parent liaison						\$ 45,000		
221	flippen group							\$ 50,000		
113	Credit Recovery							\$ 20,000		
221	Competitive Edu Solutions							270,000		
113	Academic Games								15,000	
113	Field Trips								30,000	
113	classroom supplies materials, printer Ink cartridges, paper folders for ILT)								50,000	
221	Professional Development supplies (flashdrive, paper, pens, folders)								3,000	
TOTAL							1,310,590	385,000	98,000	1,793,590

OSBORN PREP YEAR 3

NARRATIVE

fringe rate 0.3318

Func	Title	Descrip	Num of Staff	Salary	Health	fringe	TOTAL SALARY	PURCHASE SERVICE	SUPPLIES/ TECHNOLOGY	TOTAL
241	SIG Coordinator	AEA	1	\$ 90,000	\$ 14,600	\$ 29,862	\$ 134,462			
212	Counselor	counselor	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831			
221	Data Coach	Instr Spec	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831			
331	Parent Lialson	teacher	1	\$ 60,000	\$ 14,600	\$ 19,908	\$ 94,508			
221	Technology Coach	Tech	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831			
221	Content coach	Math Science	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831			
211	Attendance Agent	Attendance agent	1	\$ 51,000	\$ 14,600	\$ 16,922	\$ 82,522			
113	Teachers for small group addl assignment learning lab Credit	teachers	3	\$ 180,000	\$ 43,800	\$ 59,724	\$ 283,524			
113	Recovery/tutoring	teachers	8	\$ 32,448		\$ 10,766	\$ 43,214			
113	Extended Year/ Day	all staff	1	\$ 135,000	\$ -	\$ 44,793	\$ 179,793			
221	workshops stipends	all staff	1	\$ 28,000	\$ -	\$ 9,290	\$ 37,290			
221	Staff Incentives	teachers	1	\$ 30,000		\$ 9,954	\$ 39,954			
331	Communities in Schools	parent lialson						\$ 45,000		
221	flppen group							\$ 50,000		
113	Credit Recovery							\$ 20,000		
221	Competitive Edu Solutions							\$ 270,000		
113	Academic Games								\$ 15,000	
113	Field Trips								\$ 30,000	
113	classroom supplies materials, printer ink cartridges, paper folders for (LT)								\$ 50,000	
221	Professional Development supplies (flashdrive, paper, pens, folders)								\$ 3,000	
TOTAL							1,310,590	385,000	98,000	1,793,590

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2014-15. Complete budgets for each building together with narratives must be entered into the MEGS+ system.

Attached

Example:

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

Section D.

Baseline Data Requirements

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

USED Baseline Data Requirements

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

Metric	
Which intervention was selected (turnaround, restart, closure or transformation)	Transformation
Number of minutes in the school year	73669.62
Dropout rate (Numeric %)	-

Number of Disciplinary Incidents	188
Number of Students Involved in Disciplinary Incidents	—
Increased Learning Time	19 Days
ILT – Longer School Year	
ILT – Longer School Day	
ILT – Before or After School	
ILT – Summer School	24 days
ILT – Weekend School	—
ILT - Other	—
Student attendance rate (Numeric %)	79%
Advanced Coursework	—
Dual Enrollment Classes	3
Advanced Coursework and Dual Enrollment Classes	3
International Baccalaureate	—
Early college/college credit	3
High School Graduation Rate	77.9%

College Enrollment Rates (Numeric %)	
Truants (Numeric)	176 average number per year
Teacher Attendance Rate	114 days
Highly Effective Teachers (Numeric %)	21.7%
Effective Teachers (Numeric %)	65.2%
Minimally Effective Teachers (Numeric %)	8.6 %
Ineffective Teachers (Numeric %)	4.3%
Explanation of other types of increased learning	-----

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.

Attachment A--Transformation Model

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

1. Replace the principal

Senta Ray-Conley was selected as principal at Osborn College Preparatory Academy on August 2, 2013 based on her evaluations and positions held within the district as a Dean of Instruction and science department lead teacher. As Dean of Instruction, she completed classroom visits to identify key areas of focus that will ensure big payoffs. She has helped teachers refocus on areas such as classroom routines, procedures, student engagement and using data to drive instruction. She consistently used data to evaluate school processes and procedures. Further, Mrs. Ray-Conley used perception data from staff, students and parents, as well as academic data to evaluate the effectiveness of school culture routines, student schedules and teacher programming. Mrs. Ray-Conley has rallied staff together to get collective input to institute change. To many, she was seen as the leader, taking on responsibility and addressing internal issues that were not addressed by the previous principal.

2. Include student data in teacher/leader evaluation

Student data are included in the teacher/leader evaluation process as required by **SB 981** of the state of Michigan. In 2011, Detroit Public Schools negotiated a Master Agreement with the Detroit Federation of Teachers' Union to include 30% of teachers' evaluation based on student growth as evidenced by assessment results on national assessment instruments (NWEA) or local pre/post formative assessment instrument. The evaluation is based on five core elements, to obtain a retention rating score from performance evaluations, disciplinary actions, attendance and significant relevant accomplishments and contributions. Principals' evaluation align with the teachers' evaluation in that it also meets the requirements of SB 981 and includes student data as a significant variable to determine administrative effectiveness.

3. Evaluations that are designed with teacher/principal involvement

A year prior to the adoption of the current Master Agreement with the Detroit Federation of Teachers' Union, Detroit Public Schools engaged the teachers in providing input into the development of the new evaluation instrument through their participation on building and district level planning committees. Meetings were held in the building and at central locations throughout the district to voice their input into the instrument. In addition, teachers completed and signed off on their personal professional development plans, in which they included ideas for training needs in order to be effective in their roles as teachers. The results of this process built a foundation for the revised and updated agreement and the design for professional development for the district's annual professional development plan.

4. Remove leaders/staff that have not increased achievement

In keeping with the Master Agreement and the Priority Schools' Agreement negotiated with the Detroit Federation of Teachers' Union, teachers are evaluated and rated highly effective, effective, minimally effective and ineffective based on student achievement and four core elements. Pending the outcome of the evaluation, they remain in the building or are removed.

Principals are evaluated each year and are allowed to remain or are removed based on the outcome of their evaluation. The principal was removed in 2013.

5. Provide on-going job embedded staff development

Competitive Education Solutions (CES), in collaboration with the Oprep school staff and external experts will provide focused high quality ongoing professional development through multiple methods including job embedded one-on-one sessions, mini summer institutes, workshop series and day long sessions. Sessions will be aligned with teaching Common Core State Standards or the state required curriculum. Each professional development session models research based instructional strategies which provide learning outcomes, collaborative reflections and hands on discovery. Workshop participants will learn "best practices" in teaching and leadership. Some examples are that of teachers developing walkthrough plans to monitor the implementation new instructional strategies, completing analyses of assessment results and formulating student instructional support plans. Walkthroughs will be utilized frequently enough to provide a continuous flow of performance data to allow the leadership team, and instructional teams, to effectively monitor the impact of their instructional planning, teaching strategies and instructional interventions. The expectation is that every classroom will be observed multiple times each week. Walkthroughs will also extend beyond the classroom to identify areas of success and areas of concern throughout the school (hallways, lunchroom, attendance) to monitor the impact on overall school culture and climate.

Professional development sessions will include the integration of research based strategies cited in the body of research on *Effective Schools (Lezotte)*, *Teaching for Rigor: 13 Strategies (Marzano)* *138 Influences Related to Achievement (Hattie)* and *Rigor and Relevant Framework* by William Daggert. Staff members will serve on grade level, horizontal, vertical, content and student support teams which will provide opportunities for collaborative planning, reflective discussions and curriculum alignment discussion to take place. The ultimate goal is to ensure that all students' master content and skills required in a rigorous curriculum-Common Core State Standards. Initially, CES will lead; model and coach research based instructional practices. Then, CES will launch a train the trainer model to build the foundational support for school leadership teams to gradually assume leadership for sustainability purposes.

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

Oprep anticipates using School Improvement Grant funds to provide career incentives and/or flexibility in schedules for teachers and team leaders who display and routinely incorporate research based "best practices" in their classroom that result in improved student achievement greater than the projected annual increases in the core content areas. Funds will also be utilized for staff to attend professional development training/conferences, reward instructional initiatives and provide other interschool based seminars which would further develop teachers' expertise in engaging students in their classroom on a routine basis. Teams of Oprep teachers in collaboration with CES and external partners from local higher education institutions will execute weekly instructional rounds after the first semester to monitor teachers' implementation of new instructional strategies and their effects on improving student achievement. Other incentives aligned with the proposed DFT agreement for improving school and student performance.

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.

Beginning with the collection and analyses of achievement, demographic, programmatic and perception data, Oprep staff became immersed in the concept of using data to make informed decisions regarding the identification and implementation of an instructional program to benefit students. Using data reported in the Comprehensive Needs Assessments (CNA) coupled with the perception data, Oprep developed school teams to address achievement goals that align with state academic standards. School teams represent a structural change in operational procedures which includes parents/community that will establish the opportunity for staff members to collaborate and make best use of students' performance data to impact instruction. Content teams in core content areas will meet minimally twice per month to review their planned sequence of instruction. In keeping with Common Core Standards, teachers will ensure that the requirements are not only taught, but also mastered within a specified period of time (two weeks). Short cycle formative assessments provide opportunities for teachers and students to extend or remediate what has been taught. These short cycles serve as benchmarks to identify which students may need interventions, which will lead to Tier I, Tier II and Tier III instruction.

Teachers will discuss among themselves, their success and challenge and plan together to become more effective with students in their classes. The teachers in these teams will have discussions that include 13 instructional strategies to increase rigor by Marzano. Each strategy will be taught at the end of one instructional learning cycle to determine the next steps for teachers to take to determine all students have mastered the content and skills taught. Additionally, teachers will use assessment the results to focus attention on learning gaps and skills that are applicable in multiple curricula areas. Examples include the integration of math and science skills or ELA and social studies skills. The experience of grade level teams in planning integrated curricula activities will inform discussions about how to better sequence presentation of concepts and practices in building and maintaining foundational skills that will positively impact students' academic proficiency levels on Common Core State Standards. Vertical aligned teams provide support for connecting grade level teachers to each other, which ensures that core content areas are void of gaps.

The implementation of two Small Learning Communities-Leadership & Entrepreneurship will focus on improving attendance, motivation and student effort. These implementations will support increasing the achievement levels of all students, especially African American males. This subgroup was identified as having difficulties with achievement as well as attendance.

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

The main emphasis of Oprep's school improvement plan is to improve student achievement in core content areas. The strategy that various school teams will use is to use multiple sources of achievement data to determine what instructional adjustments need to be made that will result in improved achievement. The team approach requires and supports teacher's continuous use of data to inform instruction. All teachers will implement Instructional Learning Cycles (ILC) as they teach Common Core Standards or the state required high school curriculum. Collecting and analyzing data on a continuous basis are necessary steps in the ILC process. These steps aid teachers in determining appropriate levels (Tier I, II or III) of intervention to use for instructional acceleration and/or remediation. On a daily basis or at the end of a lesson, teachers will use teacher made aligned formative assessments to determine whether or not students learned at 80-90% level.

They will also utilize assessment data from benchmark (semester examinations), short cycle (one to two weeks), classroom walkthroughs (one per week), peer observations (one per month), analysis of student work products, surveys of staff, students and community, and external observers with expertise in core areas.

Team leaders and Competitive Education Solutions will serve as catalysts for facilitating discussions and developing hypotheses that will provide cohesiveness and research based solutions in achievement and attendance. An Academic Engagement Specialist position will be created and supported by SIG grant funds, to assist in building school-wide capacity in collecting and analyzing data to sustain these initiatives into the future. Achievement and attendance data will be collected from daily/weekly exercises will be used to focus instruction by providing analysis and immediate feedback to teachers, as well as, students. The data coach will collect and analyze attendance and assessment data on a daily/weekly basis. In order to ensure that all students learn the Common Core Standards, Oprep's staff will use a multi-level prevention system which includes differentiated instruction and three levels of intensity or prevention. The primary prevention level includes high quality core instruction. The secondary level includes evidence-based intervention(s) of moderate intensity. The tertiary prevention level includes individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention. Data analysis and decision making will occur at all levels of RTI implementation and all levels of instruction. Teams use screening and progress monitoring data to make decisions about instruction, movement within the system. Progress monitoring is used to assess students' academic performance, to quantify students' rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. In progress monitoring, attention will focus on fidelity of implementation and selection of evidence-based materials, with consideration for gender responsiveness and recognition of student strengths.

9. Provide increased learning time

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

Extended learning time for all students is made possible through the addition of 19 extra days in the school calendar embedded into each marking period to allow extra time to teach, assess, extend and re-teach Common Core State Standards or the state required curriculum. In addition the same process will be used with prerequisite skills in the areas of English, mathematics, science and social studies. Increased learning time will provide students more opportunities to learn. Student's mastery of specified skills will be assessed bi-monthly. Upon mastery of the pre-identified skills, students will be given credit by factoring skill assessment results in with their grades for mastering content.

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

Other activities included in extended learning time are:

- The establishment of an academic center during the regular school day to provide tutorials assistance to students in need of extra academic support at school.
- After-school tutorial support and small group instruction will be available to students after the first marking period ends and continuing during the year.
- Double periods of mathematics for grades 9, 10 and 11 with one period with focusing on grade level core content and the other one emphasizing personalized support for numeracy, algebra and geometry skills.
- Double periods of English Language Arts with one period focusing on grade level core content and the other one emphasizing literacy skills.
- University camps available to students during the summer.
- Computer labs will be available for online courses, tutorials and differentiated learning opportunities.

- Camps will be available to provide students with additional practices in MME/ACT preparation.
 - Academic Enrichment activities that support students engaged in a rigorous curriculum such as Robotics, Academic Games, Chess Club, Debate Team, Drama and Performing Arts.
- c. Teachers to collaborate, plan and engage in Professional Development

Professional Development time will be dedicated every Wednesday as part of the weekly schedule. Students will be dismissed early to allow teachers to meet and engage in professional learning.

10. Provide ongoing mechanisms for family and community engagement

The establishment of the Oprep/Community Collaborative will be the ongoing mechanism for family and community engagement. This group comprised of parent/community partners, Department of Human Services, foundations, community support agencies, representatives from corporate and higher education agencies will meet once a month to address the needs of students and families in the school. In addition, the SIG grant requires the hiring of a Family Liaison Position and funding to support mental health services. These positions in collaboration with DHS and Oprep's staff, especially the school's counselor and social worker will provide support for students' social-emotional and community-oriented service needs. Oprep will continue to build partnerships with local churches, businesses, universities, community agencies and organizations to unite community support for students in a systematic manner.

Current partners are as follows: Detroit Parent Network, PACSA, United Way, Build-On, Inside-Out, Jaye Hill, City Year, NSO, College 101, Wayne Mediation, Mentor Program 180, Women of Tomorrow, Black Family Development and Male Mentors. The combined efforts of current and future school partners will provide additional coordinated and aligned social-emotional and community services and support for students.

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

Oprep will provide operational flexibility in staffing, calendars, time and budgeting. Operational flexibility will be accomplished through staffing using major roles that focus on improving student achievement, attendance and increasing the graduation rate. Academic Engagement Officer (AEO) will ensure that students have access to courses that they have failed in order to recover credits and keep the cohort groups pure, which also impacts the graduation rate. Flexibility in the calendar and time will be accomplished by adding 19 days to the school year. The addition of 19 extra days in the school calendar embedded into each marking period to allow extra time to teach, assess, extend and re-teach Common Core State Standards or the state required curriculum. Additional operational flexibility will be accomplished by dismissing students at 1:27pm every Wednesday for teachers to participate in mandatory professional development. Another operational flexibility is accomplished by extending the first period class by 30 minutes to include time to teach students cross curricula skills. Budgeting flexibility will be accomplished by giving teachers incentive pay for exceeding the academic targets in the school plan.

Other flexibility opportunities include:

The establishment of an academic center during the regular school day to provide tutorials assistance to students in need of extra academic support at school.

After-school tutorial support and small group instruction will be available to students after the first marking period ends and continuing during the year.

Double periods of mathematics for grades 9, 10 and 11 with one period focusing on grade level core content and the other one emphasizing personalized support for numeracy, algebra and geometry skills.

Double periods of English Language Arts with one period focusing on grade level core content and the other one emphasizing literacy skills.

University camps available to students during the summer.

Computer labs will be available for online courses and blended and differentiated learning opportunities.

Saturday Camps available to provide students with additional practices in MME/ACT preparation.

Academic Enrichment activities that support students engaged in a rigorous curriculum such as Robotics, Academic Games, Chess Club, Debate Team, Drama and Performing Arts.

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

In order to ensure that the school receives ongoing, intensive technical assistance and related support from LEA, SEA or the designated external partner Oprep will provide an annual professional development calendar. Dates, topics, time, professional development locations will be keep on file through agendas, sign-in sheets and minutes. Based on the teacher's, Professional Learning Plans, Oprep will access support and assistance from the SEA, LEA and external providers. The annual professional development calendar will be monitored and updated quarterly.

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

1. Provide additional funding to attract and retain staff.

Oprep's Instructional Leadership Team in collaboration with community partners will seek funding from foundations and community organizations to support its efforts to attract and retain highly effective instructional staff.

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

The instructional and leadership staff at Oprep will use a researched based practice to institute a system for measuring changes in instructional practices that result from professional development. The preferred system is iObservation developed by Marzano. iObservation is an instructional and leadership improvement system. It collects, manages and reports longitudinal data from classroom walkthroughs, teacher evaluations and teacher observations. Teacher growth and leadership practices inform professional development differentiated to individual learning needs for every teacher and leader to increase his/her classroom effectiveness each year.

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

The 2011 Detroit Public Schools Priority Schools Agreement would be the Detroit Federation of Teachers ensures that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.

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

Using data from the instructional management system (iObservation), benchmarking sessions will be conducted monthly by the Instructional Leadership Team to assess the extent to which the curriculum is implemented with fidelity and to assess the progress students are making towards academic proficiency. Teachers will review the data at least twice a month.

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

The multi-tiered system of support for students and their families consist of academic, socio-emotional, economic, health/wellness, continued education and employment and food/nutrition.

Academics	Socio-Emotional	Economic	Health/Wellness& Food/Nutrition	Continued Education/Employment
Differentiated Instruction	Behavior Intervention	Department of Human Services Support	Dental Program Hearing Program Vision Screening Health Appraisal	Alternative Education for Parents
Tier I, Tier II, Tier III Instruction	Conflict Resolution	Career Planning	Occupational Therapy	Community College and Higher Education Experience for Parents
Project/Process Based Learning	Peer Mediation	Job Shadowing	Speech Therapy	Job Placement Services for Parents (Michigan Works)
Accelerated Learning	Positive Behavior Intervention Supports	Internships	Physical Therapy	
On-Line Instruction		Homelessness	Managing Chronic Illnesses	
Credit Recovery		Family shelter, food and clothing needs	St. John's Health System	
Technology Infused in Instruction			Weekend Food Packages for Families	

Full Inclusion			Community Food Banks	
Tutorial Programs				

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

Oprep uses the state mandated process for placing students in the least restrictive environment. The school collaborates with Evergreen (a school located in the same facility) to accommodate students that may need a more restrictive environment.

7. Use and integrate technology-based interventions.

The leadership team and instructional staff at Oprep will use and integrate technology-based interventions in several ways. Teachers will use technology to assist in routine classroom management support, take attendance, communicate the progress of students and generate reports. With the use of this technology, teachers and students will need assistance in online assessment systems. This technology will also be used to expand course offering through online learning to increase the graduation rate. In English, students will receive supports in the writing process which allows teachers to share lessons they develop and to receive feedback. The instructional style of the teacher will shift from lecture to help students reach proficiency in the Common Core Standards by creating, exploring and designing.

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

Oprep will increase rigor through programs such as learning opportunities through online AP course, concurrent and dual enrollment. Students will be allowed access to application schools or other schools in the district that offer AP or honors courses.

9. Provide summer transition programs or freshman academies.

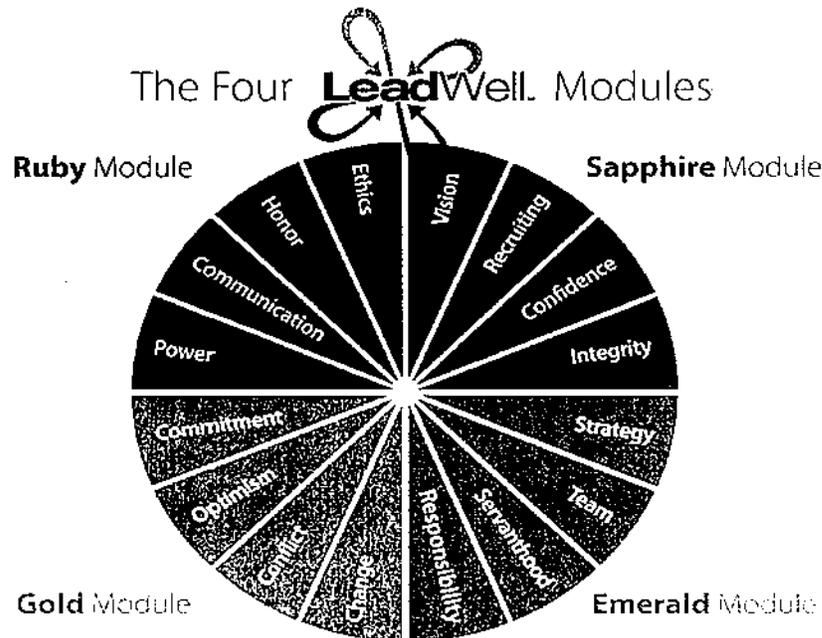
Oprep does not have a feeder school, however staff will implement freshman academy for incoming freshmen.

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

During the next three years, Oprep staff will implement a comprehensive credit recovery program to provide opportunities for students to earn credits needed to graduate within four years. The academic support team will organize and maintain an accountability system for each grade level cohort group. The school is implementing two **Small School Communities** - leadership and entrepreneurship, which will attract and maintain students' interest by involving them in college and career preparation.

Additionally in 2014, Osborn College Preparatory Academy will embark upon the task of expanding the development of the Leadership and Entrepreneurship Learning Communities within the school. The vision for the Leadership Small School is to provide students with real-world experience through the integration and implementation of the **LeadWell** curriculum developed by Dr. Alan Nelson, author of "*Lead Young: What You Need to Know as a Young Leader*" that is based on 16 key leader qualities. Nelson also is a frequent writer for Student Leadership Activities magazine published by the National Association of Secondary School Principals (NASSP). Students will learn how to receive healthy feedback, preparing them for a lifetime of continual

leadership improvement. Following is a copy of the four LeadWell modules:



The Entrepreneurship Small School will expand to include experiences that teach students entrepreneurship in combinations with innovations. Through interactive lectures, short case studies, visits from guest entrepreneurs, and structured activities, students explore the elements of the new venture planning process in an innovative modular format. Each module provides students with the knowledge and tools required to develop a comprehensive planning document for their team's venture idea. The five modules are as follows: 1) New Venture Planning Process; 2) Opportunity Identification and Strategy Formation; 3) Innovation Strategies and Product Development; 4) Leadership, Functional Organization, and Operations; and 5) Financial Planning and Capital Acquisition. At each stage of venture plan development, students learn critical terms, apply tools that support research and decision making, and develop a deep understanding on how each major planning activity fits into formal venture creation.

Students work through a series of structured assignments that correspond with each phase of new venture planning. Students assess the industry and market appropriate for their venture ideas, form competitive strategies, develop new products and services, create sales and marketing strategies, and generate full financial statements. This course also allows its participants to hone critical professional skills including creative problem solving, communication and negotiation, project management, financial analysis, and collaborative leadership.

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

Using data gathered from attendance reports, student progress reports and behavior trackers, the school teams will embrace the students and surround them with the multi-tiered support systems to increase their academic success rate.

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

The multi-tiered level school supports implements safe school environments that meet the students' social, emotional and health needs. Social supports will include partnerships that address tolerance, bullying, acceptance and empathy. Character education, honesty and integrity will help facilitate a more acceptance and nurturing environment. Other programs to help parents interact with their children will be implemented.

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

Oprep is restructuring its school day by adding thirty minutes to the first hour class in order to implement strategies to build student and teacher relationships. This process is made possible as teachers teach cross curricular skills and use strategies in *Making Learning Real* by Carol Miller Lieber. This book outlines practices and procedures that engages all learners in secondary classrooms, topics include, personalized relationships and learning in the classroom, co-create a respectful, responsible high performing and cohesive learning community and meeting adolescence's developmental and cultural needs (etc...)(Lieber).

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

Based on research by the Center on Innovation and Improvement, the following approaches will be used to improve school climate, culture and discipline. Link individual classroom management strategies to the school-wide behavioral support system. Use effective universal classroom management practices for all students and then determine which students need additional support and more individualized interventions. Ensure that relationships between and among students and adults in the school are grounded in respect and trust by providing high expectations, fair and consistent discipline, and by modeling and teaching good social, emotional and academic skills. Collect and use data regarding discipline and school climate to guide decision making. Provide opportunities for celebration and association-face-to-face connection among members of the school community.

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

Not Applicable

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

The school is under new governance. Oprep is a self governing school. Under the self-governing model: DPS will set clear academic and financial goals for each self-governing school. A Governing Council appointed by Emergency Manager Roberts of civic, community, business, government, and local leaders, along with parents, will take responsibility for the performance of the school in partnership with the principal and teachers at this school. Local schools will have control over budget, hiring, curriculum, and operations, with DPS providing careful oversight. Schools will be encouraged to take advantage of the added flexibility and autonomy to pursue learning strategies that they feel will work best for their students. All collective bargaining agreements with DPS will apply.

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