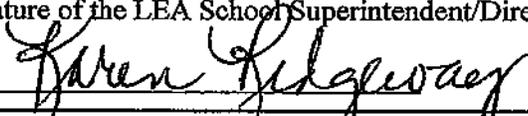
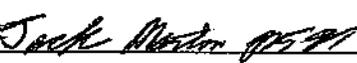


Attachment B

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	Zip Code 48215	Signature 
City Detroit	Telephone (Area Code/Local Number) (313) 866 - 5500	Date Signed (m/d/yyyy) 05/29/2014
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: Carleton Elementary School	Mailing Address: 11724 Casino Detroit, MI 48224
School Building Code: 055	
School Building Contact for the School Improvement Grant Name: LaChelle Williams Position and Office: Principal Contact's Mailing Address: 11724 Casino, Detroit, MI 48224 Telephone: 313-866-8322 Fax: 313-866-8333 Email address:	
LEA School Superintendent/Director (Printed Name):	Telephone:
Signature of the LEA School Superintendent/Director: X <i>Aren P. Ridgeway</i>	Date:
LEA School LEA Board President (Printed Name):	Telephone:
Signature of the LEA Board President: X _____	Date:
Building Principal (Printed Name): <i>LaChelle Williams</i>	Telephone: <i>(313) 866-8322</i>
Signature of the Building Principal: X <i>LaChelle Williams</i>	Date: <i>May 29, 2014</i>
Union Representative (Printed Name): <i>MARILYN MALICK</i>	Telephone: <i>(313) 866-8322</i>

Section A

1. Analysis of data. Maximum length 1 page

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

What sources of data did the school use in their analysis?

Based on the analysis, what are the major areas of need that the school's plan will target.

Identify 3 things that the school will fundamentally change for turnaround to be successful.

Analysis of Data:

At the end of the 2012-2013 school year, the overall performance level for Carleton Elementary School was 1% on the Top to Bottom State ranking. In an effort to identify and prioritize three learning priorities for our turnaround plan to be successful, we analyzed our most current MEAP reading and math achievement data, Renaissance Learning Star Reading and Math data, perception data, process data, and demographic data. As a chronically underperforming school, all subgroup performance falls far below state expectations. Our subgroups include the bottom 30% of the students that took the MEAP and our special education population.

Demographic Data: Carleton Elementary is a pre-K through 5 school with an enrollment of 381 students; 99% of the students are African American; 93% of our students are economically disadvantaged and 14% are identified with as students with disabilities. The daily attendance rate for the 2012-2013 school year is 86%. During the 2012-2013 school year, 40% of our students were referred to the office for disruptive misconduct.

Process Data: Our CNA School Process Report shows that we need to implement our 2 Reform Plan ideas, RTI with differentiated instruction and PLCs with fidelity. Based upon our 2011-2012 SPR40, Carleton will focus on existing effective structures and processes to support systematic change focused on ensuring effective instruction, addressing the social/emotional needs of our students, increasing positive attendance and behavior, and providing job-embedded, data-driven informed professional learning that focuses on the use of data to inform change efforts, monitor implementation and assess impact.

Perception Data: Based upon our parent surveys sent out in 2013, the survey showed that 97% of our parents feel that our school is working toward providing our students with a quality education where their children will succeed. Sixty-five percent of our parents feel that our school has slightly high expectations for students. Parents expressed a concern for extracurricular activities such as tutoring, after-school clubs, and extended educational opportunities outside of the normal school day. According to the staff survey, the staff feels as though collaboration between the staff and having a supportive staff and principal are our strengths. Primary areas of concerns include a lack of planning time and disruptive behavior. Surveys were administered to all stakeholders, parents, staff, students, and community members. The data gathered from the surveys indicated that there was a strong desire to improve student learning and enhance student achievement through extracurricular activities and an extended learning day.

Achievement Data: Based upon the 2011-2012 and 2012-2013 MEAP Assessments, the content area of math has shown a negative trend in achievement. Our overall math score increased by 6.3% (Our proficiency score on the 2011-2012 assessment was 2.6% , in 2012-2013 it was 3.3% and in 2013-2014 it was 9.0%). In 3rd grade 0% (2011-2012), 3.3% (2012-2013) and 15.2% (2013-2014) of our students scored at a proficiency level. In 4th grade 7.4% (2011-2012), 0% (2012-2013) and 10% (2013-2014) of our students were proficient. In 5th grade 1.2% (2011-2012), 6.1% (2012-2013) and 2.0% (2013-2014) of our students were proficient. The MEAP reading achievement for the past five years is still significantly below State and District levels. Our MEAP Reading scores increased by 9% with a score of 23.7% in 2012-2013 and 32.7% in 2013-2014.

Based upon our 2012-2013 STAR Reading data, 7% of our 1-5 graders scored at a proficient level. According to our 2012-2013 STAR Math data, 16% of our 1-5 graders scored at a proficient level. The majority of our students (84% in math and 93% in reading) scored well below the benchmark level.

Based upon this data and our three priorities we will work to build the capacity of our staff as a Professional Learning Community (PLC) as we implement a Response to Intervention and Multi-Tiered Support System. In addition we will pursue a Positive Behavior Support System (PBIS) that enhances cognitive and affective student engagement. Lastly, we will adopt an extended school day that provides students with additional instructional time in both reading and math.

2. School Building Capacity – Resource Profile Maximum length 1 page

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

- School Improvement Grant Coordinator/Facilitator (may not be the school principal)
- Family liaison position
- Data Coach
- Funding to support mental health services

- The SIG Coordinator will guide and monitor school site implementation of SIG goals and activities.
- The Family Liaison will serve as a liaison between our ILT and Title I Staff and parents. They will provide feedback and support to the ILT to help bridge internal and external efforts that support improvement goals.
- The Data Coach will work closely with the ILT and will be responsible for developing school-wide data strategies in collaboration with the Instructional Leadership Team and providing data focused professional development sessions to all academic stakeholders.
- The Counselor will address the developmental needs of all students through a comprehensive school counseling program addressing the academic, career and personal/social development of all students. The counselor will lead Carleton's positive behavior support system.

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

Besides the monthly district content areas meetings for teacher leaders and monthly instructional specialists meetings, professional development will be ongoing, systematic, and job-embedded to enrich and enhance the skill sets of teachers in the areas of planning and preparing, engaging students in learning through high quality instruction, as well as utilizing assessment appropriately. The lead teacher and instructional specialists will report back instructional progress during weekly staff meetings. Administrators will receive professional development to improve instructional leadership to become more reflective, maintain accurate records, grow and develop professionally, and show professionalism. The administration staff and instructional specialists, will monitor the implementation of professional development programming. Paraprofessionals will also receive on-going professional development from the instructional specialists to help support RTI. We will utilize early dismissal days, weekly PLC meetings, weekly staff meetings, Saturdays, and district provided PD days for training as well as self-selected online webinars.

Instructional Learning Cycles will be implemented every 4-6 weeks and will help create a culture of professional collaboration and collective responsibility and provide a structured way for teachers to talk about improving student and adult learning and promote the actions needed to produce results. During the PLC meetings and as an effort to support job-embedded professional development, teachers will analyze student work in an effort to plan for future differentiated instruction for all students.

The Instructional Specialists with the support from MSU will schedule two yearly in-house walkthroughs that focus on what the main point of observation will be, e.i., student engagement, teaching and learning, and/or classroom environment. These instructional rounds will help improve teaching practices and student performance. In addition to Instructional Rounds, twice a year, specialists will facilitate teachers videotaping their lessons focused on differentiated instruction. Administrators, teachers, and students will benefit from the involvement of these specialists whom will strategically support PLC's and practices that increase our focus on student achievement.

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

c. Title I Part A provides us with two instructional specialists, paraprofessionals, classroom supplies, extended learning opportunities, PD for staff and PD for parents. Also, our Schoolwide Title I funding helps enrich our technology, workshops for parents, teaching and testing supplies, and extended learning opportunities. Our Special Education funds will support our efforts with inclusion or TIER II and TIER II instruction through the assistance of special education teachers, school social worker, school psychologist, occupational therapist, speech and language pathologist, visual and mobility therapists, and a Department of Human Services Worker. Head Start provides preschool teachers, noon-hour-aides and school service assistants, meals for the students, professional development for the teachers and parents, technology, and supplemental materials for the students.

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

3. School Building Commitment

Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence-based research, collaboration, and parental involvement. Union representation must be included in the development of this grant application. Michigan Department of Education staff will conduct face-to-face or conference call interviews with the SIG teams of each school that is selected to receive a School Improvement Grant prior to the grant being awarded. **Maximum length 1 page**

- a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.
- b. Explain the district and school's ability to support systemic change required by the model selected.
- c. Indicate whether or not an agreement with the union will be required to support extended learning time, and if so, will the agreement be signed prior to SY 2014-15?

A. Adhering to the requirements of the Transformational Model, the district hired a new principal LaChelle Williams who understands and supports the redesign model and has been given maximum control and flexibility in the decision-making process in order to meet the goals of the school improvement plan and reform plan. She has chosen a staff committed to the vision and focal point of increased student achievement. Additionally, all staff selected for Carleton Elementary School agreed to the Detroit Federation of Teachers Priority Schools Letter of Agreement upon acceptance of the position offered.

Representatives from all stakeholder groups at Carleton (including administrators, instructional staff, support staff, parents, and community representatives) were involved in the preparation of the Carleton's SIG application. After attending a SIG meeting at Wayne RESA on March 4, 2014 during a general staff meeting, the current Principal, LaChelle Williams and the Instructional Specialist, Tania Curtiss, debriefed the staff sharing general information about the school improvement grant and invited staff to volunteer to work with the Instructional Leadership Team, in completing the grant application. Once the staff was given the SIG application and rubric, they were surveyed to determine interest. An Instructional Leadership Team, which meets twice

monthly, reported out on an SIG updates during weekly staff meetings. All SIG updates were shared with parents during a meeting in April and May of 2014.

In an effort to implement RTI with fidelity, the Instructional Specialists will host three monthly meetings to meet with parents of whom their children are receiving TIER II or TIER III instruction. During these informal and informative meetings, the Instructional Specialists will share data, introduce activities, and model strategies that could be done at home with parental support.

We will address the need for improved academic achievement by following the state guidelines for the Transformational Reform Model integrated within our Reform and School Improvement Plan. A new master schedule has been implemented to allow double dosing in both math and reading, as well as planning time for teachers to collaborate and offer collegial support. Comprehensive teacher evaluations will ensure instructional strategies are based on best practices and offer the students an academic rigor of the highest expectations. Student behavior and attendance will be addressed through a comprehensive PBIS program.

B. DPS will support systematic change by ensuring time and resources focus on improving and refining our Instructional Leadership Team and the School Support Team, which will plan and conduct our PLC's with the support of our partner providers Michigan State University and Pearson. DPS will also ensure that 15 members of Carleton partake in an intensive Teaching For Excellence PEAK Summer Institute before the opening of school and on-going on-site professional development throughout the school year for teachers and the principal alike.

DPS will also partner in the development and implementation of a comprehensive RTI Model with MSU Specialist, Dr. Sean Williams. DPS will also provide direction and support for Reading Recovery. In addition DPS hired an ELA and Math Instructional Specialist to work with teachers on assessment, intervention, proper curriculum implementation and effective use of resources while Wayne RESA Coaches support the teaching and learning in all science and social studies classrooms. To maximize the effectiveness in SuccessMaker, DPS helped develop 4 labs to facilitate instruction. In an effort to promote a strong home and school relationship and to extend the learning beyond the school day and week, any parent with internet access will be able to access their child's curriculum, assignments, and test results.

C. The District already has an agreement with the union for extended learning time. DPS and the union also have limited the number of prep periods to two a week in-order to extend learning time.

4. School Improvement Plan

Attach School Improvement Plan (**DO NOT insert here, upload as a separate file**) - Per the guidelines our School Improvement Plan is included as an attachment.

5. External Provider Selection

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

Members of the Carleton Elementary School 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 principal, who in collaboration with the leadership team, selected three providers with whom they were interested in learning 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. This additional information was shared with the School's Leadership Team, the entire staff at several staff meetings and parents at two monthly PASCA meetings before a final selection was made. Carleton's Elementary School Leadership Team reviewed and discussed the needs of our students and how student achievement relates to our three big ideas, and evaluated the current vendors on the state's list to determine what can be provided to meet those needs as well as those of our staff and building. The following state preferred providers were chosen: Michigan State University, Pearson, Scholastic, and Playworks. These 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; Pearson's Schoolwide Improvement Model and two decades of verifiable third-party research, experience, and results, will supply Carleton with Success Maker, a software tool to help support personalized learning; Scholastic will aide us in implementing our guided reading instruction or TIER II instruction with fidelity. Scholastic Guided Reading Programs are based on reading research, including research on the five elements of reading instruction (National Institute of Child Health and Human Development. *Report of the National Reading Panel: Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction* (2001)); and Playworks has been successfully used as an effective strategy in supporting teaching and learning. Playworks is a proven scalable program that currently operates in 23 cities, including Detroit, serving over 400 schools and more than 13,000 students daily. Playworks will assist our teachers in delivering age appropriate services to Kindergarten through 5th grade, daily, using strategies proven to target indicators that are impeding academic success for our students.

6. Alignment of Resources

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

Maximum length 1 page

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

The District hired Ms. Williams in 2012-2013 as the principal of Carleton Elementary School. She has been employed with Detroit Public School for 28 years and has been a principal for the past six years. The District assigned Ms. Williams to her previous schools because they were all in need of a change agent as it pertains to the culture and climate of the building and student achievement. Ms. Williams was selected for Carleton because she is fueled by passion and inspires passions in others. As a transformational leader, Ms. Williams relies heavily on

collecting and analyzing data in effort to identify crucial problems that can be fixed quickly. Through data analysis, teacher evaluations, peer coaching opportunities, and shared leadership, she focuses all of the school's resources where they will best improve results.

The Districts' Human Resources recruitment activities are focused on recruiting a diverse group of highly qualified teachers into classrooms throughout the District. In state and out of state Teacher Education Career Fairs, National Education Conventions, as well as presentations at teacher training institutions and regional meetings are typical. At the school level and in an effort to attract high-quality teachers, when given the opportunity to select, the Instructional Leadership Team seeks to interview the person(s) to determine if the applicant's teaching qualifications, background experiences, and personal goals and ambitions fit into the high standards we use. We look for individuals that share the same vision that we attain.

At Carleton we believe in embedding intrinsic career growth opportunities in the day-to-day organization of the school. All staff members are encouraged to accept leadership roles in the form of committee chair people, student teacher or colleague mentors, professional development facilitators, participating in collegial walkthroughs, becoming a teacher leader, and sharing in the interview process for interested applicants. Highly effective teachers will be asked to serve on the Instructional Leadership Team. Teacher accomplishments will be included in weekly notes and newsletters to parents. There are numerous career path opportunities with regard to the advancement of teachers. To further the connection between academic achievement and school performance, a school based performance bonus will be offered to Carleton's staff. The criterion and benchmarks for school-based performance pay will be decided by Carleton's Instructional Leadership Team.

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

Carleton Elementary School will align building and community resources to facilitate implementation of our school leadership plan. This will take coordination of federal, state, and local program and resources.

Federal, state and local programs and resources support the school improvement initiatives by providing and fostering a sense of cooperation and communication among families, communities and schools. Together they provide funding for staff and parent involvement, healthcare, mentorship, after school programs, free meals, tutoring, and other supports to increase student learning and achievement. Carleton is constantly working to maintain a community-orientated environment with emphasis on family and community engagement. We have a wide range of resources located in the building that serve our student needs. Our Resource Coordinating Team is designed to provide assessments and testing of student for special services, counseling for students and parents, support services for teachers, prevention, crisis, conflict resolution, and program modifications for special learning and/or behavior needs. Our faith-based partners New Beginnings Church will provide mentoring support to our students as well as books and uniforms. Our Reading Corp Volunteers have been assigned to our preK-2 students that have been identified as needing additional support in mastering early literacy skills. The current programs that are aligned to facilitate implementation of our Reform Plan include: a boys mentoring program, Superintendent Drop Out Challenge intervention, Chess, Choir, Science Club, Writing Club, Yearbook, Soccer, Basketball, Dance, and Academic Games. MSU's Fellowship program will be utilized to help us build the capacity to analyze the effectiveness of our initiatives and help allocate resources appropriately which will be done in the future by our building leadership team.

7. Modification of local building policies or practices

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

Maximum length 1 page

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

The District, in collaboration with the Detroit Federation of Teachers, has established a common language relevant to the operation of Priority Schools. Special provisions for Priority Schools include, but are not limited to, the following: Schools identified as Priority Schools will participate in Shared Decision-Making Program as outlined in the collective bargaining agreement. Upon the selection of the staff, each Priority School will select a School Leadership Team (SLT) as described in the collective bargaining agreement. Members selected for the Priority Schools must be Highly Qualified in their content areas. Teachers in Priority schools shall be required to complete prescribed professional development as designed to meet the instructional needs of the school. Flexible working conditions may be necessary to accommodate special requirements in the school.

The principal was replaced for the 2012-2013 school year. The new principal, LaChelle Williams, has been given maximum flexibility in the decision-making process and great latitude in choosing a new staff who will be committed to the goals of the School Improvement Plan. Rigorous instruction, extended learning opportunities, new leadership, creative scheduling and selection of dedicated staff are among the agreed upon terms set by both parties. Shared decision making will be the catalyst for change as the program is built collaboratively.

Staff was selected to work at Carleton Elementary School through an interview process conducted by Ms. LaChelle Williams and a few members of the Leadership Team. The staff that was chosen has agreed to work with Ms. Williams and the Leadership Team and participate in shared decision-making, engage in professional development aimed at effective teaching and learning practices, to use data for targeted instruction, to create individualized learning plans for students and to provide extended learning opportunities for students. Teachers will also support creative teaching methods to accelerate improved student achievement, as well as participating in activities to engage parents and the community.

Beginning 2014-2015, the school day will be lengthened by 1 hour. We will add 30 minutes to the beginning of the day and 30 minutes to the end of the day. This will provide our students with 135 minutes of literacy instruction and 135 minutes for math. By extending the school day our students will be given an additional 30 minutes of reading instruction and an additional 30 minutes of math. Besides extending the official school day, we will offer hybrid math and reading learning labs before and after school. There will be four learning labs available before and after

school for one hour each day. The morning learning labs will be available M-F and the afternoon learning labs will be available M, T, TH, and F.

Carleton has made the commitment to mirror the goals of the Redesign Plan. The number of committees was increased to give the teachers an increased leadership opportunity in their school. Each committee is headed by at least one chairperson but many of the committees have co-chairs. This decision has increased leadership opportunities further for the teaching staff. The description of the role of the committees was distributed to the staff and they selected the committee for which they felt their strengths were best suited to serve the school. A total of 12 staff members are now members of a leadership committee that assist in decision making, data dissemination, and information distribution to the entire staff.

8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2014-2015 school year.

Objective: School will provide maximum learning opportunities for all students throughout the school year

Activity	Person Responsible	Indicator of Success	Timeline
Develop a schedule of educational field trips for students to enhance their educational experience throughout the school year	Principal Instructional Leadership Team Teachers	Attendance Increased student achievement	Pre-implementation Years 1-3
Create individual learning plans for all students	Teachers	Completed Plans	Years 1-3
Success Maker - implement hybrid learning model for reading and math, grades K-5	Principal Learning Lab Teacher Data Coach Pearson Coach (External Provider)	Increased Test Scores	Years 1-3
Learning labs will be open before and after school for	Principal Learning Lab	Increased Test Scores	Years 1-3

online learning	Teachers Pearson Coach (External Provider)		
Fall , Winter & Spring targeted after school test preparation opportunities for 3-5 graders	Principal Instructional Specialists Wayne RESA Coaches	Increased Test Scores	Years 1-3
MTSS – RTI	Principal Instructional Specialists Teachers Michigan State University	Increased positive behavior Decreased suspensions Increased attendance Increased student achievement	Pre-implementation Years 1-3
Nuts About Science – After School Science Class (K-5)	Principal	Increased student achievement	Pre-implementation Years 1-3
Team Support Room / Assistance Students may attend during their lunch hour for additional academic support	Teachers	Increased student achievement Increased attendance Increased positive behavior Decreased student suspensions	Years 1-3
Focus: Quick Wins in School Improvement	Principal Leadership Coach (MSU – External Provider) Instructional Leadership Team School Support Team	Positive School Culture and Climate	Years 1-3

Objective: School will emphasize rigorous grade level instruction

Activity	Person Responsible	Indicator of success	Timeline
ELA, Math, Technology Instructional Specialists will provide instructional support, interpret data and monitor progress	Principal	Instruction focused on rigor and relevance	Pre-Implementation Years 1-3
Reading Recovery teachers will address the deficits in early literacy.	District Principal	Improved DIBELS and STAR Early Literacy data.	Years 1-3
A Data Coach will be hired to assist the teachers with gathering, analyzing, using data to drive instruction.	Principal	Increased Student Achievement	Pre-implementation Years 1-3
Wayne RESA Coaches for social studies and science 2 full days per week for 28 weeks	Principal Wayne RESA Coaches	Increased student achievement	Years 1-3
Scholastic Coach will provide individualized coaching focused on guided reading instruction (TIER II instruction)	Principal Scholastic Coach ELA teachers Instructional Specialist	Increased Student Achievement	Years 1-2
Scholastic Coach will provide coaching during PLC meetings	Principal Scholastic Coach ELA teachers Instructional	Increased student achievement	Years 1 – 2

	Specialist		
Writing Across Time (K-5)	Instructional Specialist Content Area Teachers	Proficient writing skills	Years 1-3
Instructional Learning Cycles every 4-6 weeks in all content areas	Instructional Specialists Wayne RESA Coaches for science and social studies Content Area Teachers Data Coach	Increased student achievement focused on specific objectives	Years 1-3

Objective: School will incorporate technology aids to enhance the instructional program

Activity	Person Responsible	Indicator of success	Timeline
Professional Development will assist teachers in incorporating technology into their instructional program.	Principal, Technology Specialist Pearson (External Provider) MSU (External Provider)	Increased use of technology through observation	Pre-implementation Years 1-3
Purchase of laptops for teacher use as an instructional and management tool.	Principal Technology Instructional Specialist	Increased student achievement	Year 1
Document cameras and LCD projectors for each classroom	Principal Technology Instructional Specialist	Observation of Use	Year 1
Hatch Smart Tables for K and 1 st grade	Principal Technology Instructional Specialist	Increased student achievement	Year 1

Hatch Computers for K and 1 st grade	Principal Technology Instructional Specialist	Increased student achievement	Year 1
Poster Maker	Principal Technology Instructional Specialist	Increased Community and Parent Support	Year 1
Printer for each classroom	Principal Technology Instructional Specialist	Increased data analysis and increased student achievement	Year 1
Laptop Stations for each classroom (PreK – 5)	Principal Technology Instructional Specialist	Increased student achievement	Year 1
Clicker System	Principal Technology Instructional Specialist	Increased student engagement Increased student achievement	Year 1
SuccessMaker Software and Coaching by Pearson	Principal SIG Coordinator Pearson	Increased student achievement	Pre-implementation Years 1-3

Objective 1.4: School will provide additional support services for students with behavioral, social or emotional needs

Activity	Person Responsible	Indicator of success	Timeline
School will work with community partners, Mental Health Support Person (Counselor), and PASCA parent members to provide workshops for parents and students that	Principal PASCA Parent Group Counselor Instructional Leadership Team	Decreased discipline referrals, decreased suspensions, healthy school climate	Pre-Implementation Years 1-3

address social and emotional needs (anti-bullying & conflict resolutions, raising a generation of readers, etc.)			
Character Education Workshops, guest speakers, motivational assemblies and rallies	Principal Counselor Instructional Leadership Team	Observations of improved behavior, less discipline referrals	Pre-implementation Years 1-3
Chess Club – Tiered Clubs (Beginning, Intermediate, Advanced) – Flexible Grouping	Principal	Increased student achievement	Years 1-3
In-House Suspension Program	Principal Counselor Instructional Leadership Team	Decreased suspensions Increased attendance Improved culture and climate of school	Years 1-3
Men of Carleton	Principal Teachers Community Members Parents	Increased student achievement Increased positive attendance and behavior	Years 1-3

Objective: Based on assessment and achievement data, school will develop a year long and on-going professional development plan emphasizing job embedded processes

Activity	Person Responsible	Indicator of success	Timeline
MSU Fellowship of Instructional Leaders Program	MSU Principal Instructional	PLC meetings Shared Leadership Student	Preimplementation Year 1 – Beginning the Work Year 2 – Deepening the Work

	Leadership Team	Achievement	Year 3 – Sustaining the Work
Plan will emphasize shoulder-to-shoulder modeling, coaching and assisting teachers with real-time intervention and will build internal capacity	Principal External Providers (MSU, Wayne RESA, Scholastic, Pearson, Playworks, PEAK) Instructional Specialists	Completed Plan	Years 1-3
PD or support for MTSS and RTI	MSU	Student achievement	Preimplementation Year 1 – Beginning the Work Year 2 – Deepening the Work Year 3 – Sustaining the Work
Plan will integrate PD for virtual and traditional teacher teams	Principal, partner	Completed plan	Years 1-2
Plan will incorporate curriculum alignment to district, state, and national standards	Principal External Provider (MSU and Pearson) Instructional Specialists Data Coach Lead Teachers	Lesson plans Observations	Year 1
Two In-House Walkthroughs per year – Peer Observations	Instructional Specialists Teachers	Increased student engagement Increased student achievement Positive culture and climate	Years 1-3
Shoulder-to-Shoulder Guided Reading Coaching	Principal Instructional		Years 1-2

4 times per year (1 hour visit per teacher)	Specialist Scholastic (External Provider)		
A scholastic coach will attend 6 PLC meetings per year for a two hour visit for 3 years.	Principal Instructional Specialist Scholastic (External Provider)	Student achievement	Pre-Implementation Years 1-3
<i>SuccessMaker</i> Best Practices Full Curriculum Professional Development	Principal All teachers Pearson (External Provider)	Increased student achievement	Year 1 – 3
<i>SuccessMaker</i> On-Site Coaching during the school day	Principal Learning Lab Teachers Pearson (External Provider)	Increased student achievement	Year 1 – 3
Best Practices will be shared by teachers for teachers during common planning time	Principal Teachers	Increased student achievement Increased student engagement	Pre-Implementation Year 1-3
Book Studies	Instructional Specialists	Increased student achievement	Years 1-3
Coaching in and for Teaching for Excellence by PEAK	Principal Instructional Leadership Team	Increased student achievement	Years 1-3

Objective: Parental and Community Involvement will increase by 50%

Activity	Person Responsible	Indicator of success	Timeline
Curriculum focus nights for families will be planned for	Principal Lead Teachers	Attendance Increased parental and community	Years 1-3

core content areas	Parent Liaison	involvement	
Community School Partnerships will be brought into the school	Principal Counselor Parent Liaison DHS Worker	Improved participation	Pre-Implementation Years 1-3
We will identify a Parent/Community Engagement Specialist (Family Liaison Position) who will facilitate the coordination of all activities related to parent and community involvement.	Principal Parent Liaison	Increased student attendance Increased parent attendance at events Increase parent involvement	Years 1-3

Objective: Student Attendance will increase to above 90%

Activity	Person Responsible	Indicator of success	Timeline
Motivational prizes and incentives will be given for increasing attendance and achievement	Principal Counselor Parent Liaison MSU (External Provider)	Increased attendance	Pre-implementation Years 1-3
The Blackboard system adopted by the District will provide a process of calling the parents/guardians of absent students.	Principal Parent Liaison	Increased attendance	Pre-Implementation Years 1-3
Positive Behavior Support Program	Counselor	Increased attendance	Years 1-3
Extracurricular Events	Coaches	Increased attendance	Years 1-3

Objective: School staff will be trained and guided to use data to guide their instructional program

Activity	Person	Indicator of	Timeline
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	Responsible	success	
Our partner will concentrate on modeling coaching and guiding teachers on using data to drive instruction	Principal, partner	Observation	Years 1-3
Administration will be trained on using data effectively and using data to lead professional development opportunities	Principal, partner	Observation, increased test scores	Year 1
Data will be made public through the use of displays, data walls, and related activities	Principal, partner	Observation, increased test scores	Pre-Implementation Years 1-3
Teachers will be trained on developing classroom assessments that can guide instruction and identify student remediation needs.	Principal, partner	Observation, increased classroom performance	Year 1

9. Annual Goals

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

	Current Proficiency Rate	Goal for 2015-2016	Goal for 2016-2017	Goal for 2017-2018

	2014-15			
Reading	32.7%	37.5%	44.5%	54.5%
Mathematics	9.0%	14%	21%	31%
Writing	16.0%	21%	28%	38%
Social Studies	0.0%	5%	12%	22%
Science	0.8%	5.8%	12.8%	22.8%

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application. **Maximum length 1 page**

All representatives from all stakeholder groups at Carleton (including the administration staff, teachers, support staff, parents, students and community representatives) were involved in the preparation of our Transformation Plan. Similar to the process of writing our SIG application, the president of Carleton's PASCA parent organization is also a member of our Instructional Learning Team (formerly known as our School Improvement Team). She shared all Reform updates with the rest of the parents at monthly parent meetings as evidenced in agendas and sign-in sheets. (All discussion, review, and revisions of our Transformation Plan and SIG application are evidenced in agendas, meeting notes, and sign-in sheets.) The principal attended all monthly parent meetings to assist with the interpretation of the Reform Plan and to address any concern or questions. Parents were actively engaged through the completion of surveys that focused on the school's culture and climate and professional development for parents which helped the ILT plan for programs and activities focused on our two big ideas, RTI with an emphasis on differentiation and Professional Learning Communities. Periodically the ILT brought changes that were made to the Reform Plan to the rest of the staff via staff meetings. During this time, the staff helped modify the Reform Plan, if it was necessary. The ILT voted and came to a consensus as to the necessary changes to make to the Reform Plan. The Reform Plan was continuously shared with the rest of the staff by the ILT at the opening of designated staff meetings so they can look it over, revise (if needed), and approve the plan. Each staff member was given an electronic copy of each revision to our Reform Plan.

As for the completion of our SIG application, DPS, led by the Office of School Turnaround, collaborated with the school leadership team, ISD facilitator, and MiExcel specialist to identify the most significant factors impacting student's achievement. Using student achievement, demographic, perception and process data, we determined that our limited strength in differentiated instruction and tiered instruction, student engagement, and collegial planning time a root cause of our low achievement scores. These stakeholders assisted our school in the review of research-based strategies designed to improve both our collaborative culture and instructional coherence. On May 12, 2014 we attended an approved SIG provider fair together and participated in multiple demonstrations before choosing the Fellowship of Instructional leader program, as one of the programs that we would investigate further. We then examined the associated literature and requested a demonstration by Fellowship facilitators and Pearson.

After the demonstrations, our ILT, which include Carleton's PASCA president, held discussions, as evidenced in agendas and sign-in sheets, with the district leadership, ISD Facilitator, and MiExcel Specialist to determine if MSU's Fellowship program, PEARSON's Hybrid Learning

Model, Playworks, and Scholastic' Guided Reading Coaching Model met our needs according to our multiple forms of data, school improvement plan, and reform plan. We determined that all four providers, especially the Fellowship, provided the support and assistance in establishing the capacity within our school to both improve and sustain our ability to support students.

Included as a member of Carleton's Instructional Leadership Team is a parent. The parent is invited to all Instructional Leadership Team meetings. As evidenced in our PASCA (parent organization) agendas and sign-in sheets, this parent, along with Ms. Williams, the principal, shared any updates in reference to our SIG application with other parents during two monthly PASCA meetings. Suggestions given by the parents will then be brought back to the Instructional Leadership Team for further discussion and review. This process continued until the ideas and activities within our SIG application are agreed upon.

11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends. **Maximum length 1 page**

We will work with our external providers to review Carleton's budget and identify potential funds to support the reforms in our Transformation Reform Plan. We will sustain these initiatives for all students through the use of district funding and other grant sources once the SIG is phased out. We will continue to use our Title I Part A dollars to provide additional support for our struggling students. These funds will continue to provide us with an ELA and Math Instructional Specialist, four paraprofessionals, extended learning opportunities, PD for staff and parents and classroom supplies. We will continue to use our Schoolwide Title I dollars to keep up with the newest technology, workshops for parents, teaching and testing supplies, and additional extended learning opportunities. Our Special Education funds will continue to fund special education teachers, a social worker, a school psychologist, occupational therapist, speech and language pathologist, visual and mobility therapist, and a Department of Human Services Worker. Head Start will provide preschool teachers, noon-hour-aides, paraprofessionals, meals for students, professional development for teachers and parents, technology, and supplemental materials for students. PD to support these initiatives will be phased out where possible as our teachers will train new staff members. Software and technology will have been purchased and will only require updates and maintenance.

Detroit Public Schools and Carleton Elementary School will participate in reporting data and sharing successful strategies and best practices as required by the Michigan Department of Education. Our content area lead teachers and instructional specialists will attend monthly district meetings in an effort to stay abreast of teaching best practices and district or MDE requirements. Newly learned information will be shared with the rest of the staff during weekly PLC meetings. The reading and math Instructional Specialists will continue to facilitate the PLC meetings along with assisting with intervention, curriculum implementation and data analysis. The Data Coach position will be sustained through the expertise of the Instructional Specialists and teachers through the previous years coaching. As a result of MSU Fellowship Program and Leadership Program, we will have the fundamentals to sustain instructional improvement as well as practical tools and skills to identify which changes will translate into significant gains in student achievement. In addition, Carleton's staff will cooperate and collaborate with the MDE facilitators/monitors.

As the initiatives and strategies in the SIP and Reform Plan become a part of our school culture, the need for external supports will be decreased. The principal and staff will take more responsibility for the Reform Plan and direct oversight will no longer be needed. We will continue to use the state SIP tool to ensure that the needed initiatives are continued after the life of the School Improvement Grant.

DPS will continue to provide monthly content area meetings for lead teachers and Instructional Specialists. The lead teachers and Instructional Specialists will continue to share updates or newly learning information with the entire staff during weekly PLC meetings and/or staff meetings. DPS will contract the services of Wayne RESA will continue for science and social studies. The District will also employ district Instructional Specialists that will offer their services and support to our building.

12. State Reform Plan

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

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.

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

Example:

LEA XX BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementati			

Select only 1 Model

Attachment A--Transformation Model

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

1. Replace the principal

Ms. LaChelle Williams was selected as the principal of Carleton Elementary School in 2012-2013. The District assigned Ms. Williams to Carleton because the school community was in need of a change agent as it pertains to the culture of the building and student achievement. Ms. Williams was selected as the leader of Carleton because she is fueled by passion, and inspires passion in others. As a school leader, she sets clearly defined, realistic goals for herself. She has done an excellent job at team building to bring together key stakeholders and establish effective working groups, and to define and delegate respective responsibilities. She has proven herself to be an effective planner who is willing to take risks. She leads by example and has brought about academic and climate changes in all schools she has been assigned to.

2. Include student data in teacher/leader evaluation

The District has developed an evaluation process for teachers and school leaders that is based on the following: a set of professional standards that define effective teaching and leadership, student achievement outcomes, and continuous improvement and accountability. In order to evaluate teachers as objectively as possible, DPS will weight appropriate standardized assessments (MEAP, MAP) as 30% of a teacher's evaluation score. MEAP scores will be tracked for each student each year and for teachers in MEAP assessed subjects. The District will analyze trends in students' scores and assess improvement over previous years. Those teachers whose students consistently improve in standardized assessments will be rated favorably; those teachers whose students consistently do not improve will be rated unfavorably.

3. Evaluations that are designed with teacher/principal involvement

DPS initiated a teacher evaluation that resulted from 10 months of planning, collaborative discussions among DPS divisions of Academics, Human Resources and Labor Relations, active participation by district leadership, and collaboration with union leaders. The extensive rubric for the DPS teacher evaluations was first drafted and shared with the Detroit Federation of Teachers. Once revised and approved by DFT, the rubric was rolled out to all district leaders and then teachers and principals during professional development workshops.

DPS asked for all principals to provide feedback to the initial principal evaluation. This discussion occurred during a principal meeting/workshop. During this time, principals provided ideas for evidence or artifacts in relationship to the five core elements. The five Core Elements include: Continuous Improvement, Instructional Leadership, Managerial Leadership, Organizational Leadership, and Professionalism.

4. Remove leaders/staff that have not increased achievement

Teachers who do not show adequate student growth will be removed based upon the evaluation system that is in place. Administrators will conduct monthly walkthroughs. Four formal observations will be conducted per year. Teachers will receive feedback at the conclusion of each observation. Recommendations will be made to each teacher, as needed. Teachers will receive multiple opportunities to improve professional practice. Those teachers will receive coaching from our Instructional Specialists, Wayne RESA Coaches, and our principal. They will also be invited to observe other teachers or their peers in the classroom. Professional development will also be recommended. If there is no student growth on formal, informal, standardized assessments and learning cycle assessments then the teacher will receive a low evaluation score. Ineffective teachers will have an opportunity to visit with their peers and see how effective instruction actually looks. They will be assigned a mentor teacher. These teachers will also be invited to visit teachers in their content area within other school settings.

As for the school teacher's employment agreement, it is based upon certain specified performance indicators, particularly student achievement. Their annual performance review will include, but not be limited to, the following: achieving prescribed student performance targets set by the District as measured by the District as measured by the State MEAP. Targets will be composite as well as specific for each subgroup measured by the state examinations/assessments, student attendance goals, suspension/expulsion goals, thoughtful implementation of program recommendations as a result of school diagnostic reviews, and satisfactory completion of the SIP academic plans.

5. Provide on-going job embedded staff development

Professional development will include on-going, systematic, and job-embedded experiences to enrich and enhance the skill sets of teachers in the areas of planning and preparing, engaging students in learning through high quality instruction, as well as utilizing assessment appropriately in instruction. The Instructional Leadership Team will look closely at our school's data to plan for continuous, job-embedded learning for all educators so that the staff stays up-to-date on the most current research and best teaching practices. Through data analysis, the ILT will plan for future professional development for all staff members. Teachers will be encouraged to share their expertise with their colleagues through planned workshops, in-house walkthroughs, PLC meetings, and staff meetings. Teachers will also video tape themselves teaching a lesson focused on a specific teaching strategy or big idea. After viewing their lesson, teachers will

complete a learning plan which will be shared with the Instructional Specialist. The Instructional Specialists, along with the Wayne RESA Coaches will support the goals set forth in each teacher's learning plan.

Professional development is seen as a collaborative staff activity. Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities. Carleton's staff continuously collaborates to adjust instruction based on on-going student performance. Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.

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

As for career growth, the Transformation Schools have numerous career path opportunities with regard to the advancement of teachers. The positions include both instructional and administrative responsibilities. Growth and/or career opportunities include cooperating teachers, coaches, instructional specialists, academic engagement officers, assistant principals and principals. The Transformation/Turnaround Schools with the support of the District's Compensation and Benefits Department will enhance retention strategies by re-evaluating the existing compensation program and determining inequitable practices and making adjustments as appropriate. There are plans for the incorporation of a wellness program and addressing the needs of the District's aging Teacher population. Additional efforts are being made to enhance the existing Family Medical Leave Program, through the incorporation of earned vacation time for absences occurring within such a period. Continuous use of the sick leave donation program will assist with retention efforts for teachers struggling with medical related factors.

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.

In an effort to 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, Carleton has adopted the Common Core State Standards (CCSS) as the K-12 framework to prepare our students for college and career readiness. We will implement a Response to Intervention Model (RtI) and a Multi-Tiered Support System (MTSS) to address students' diverse needs and foster school improvement. Beginning of the year screener assessments (STAR Math, STAR Reading, Early Literacy, SuccessMaker for reading and math) will be administered during the beginning of each year and we will use the results of these assessments to identify the students who need additional instruction. This tiered instructional approach will be rooted in ongoing and comprehensive assessment and progress monitoring, aligned to standards and the Common Core, informed by research-based curricula that is implemented with fidelity and paced intelligently.

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

At Carleton Elementary all teachers will have input into all assessments used in their classrooms. Due to the fact that RTI is a Big Idea in our Reform Plan, we use STAR Reading, STAR Math, STAR Early Literacy and SuccessMaker as our screener assessments. Grade level teachers agree on a teacher made assessment made in Data Director that is given every six weeks and is based on the current school year's MEAP Gap Analysis. The teachers use the assessments required by the District, the State, and our school to adjust teaching and recommend students for interventions. Based upon the data from the listed assessments, the teachers actively participate in in-house walkthroughs that focus on raising student achievement by focusing on teaching and learning, the classroom environment, student engagement, and non-negotiables. With the integration of teacher made assessments and the support of academic achievement tests, teachers evaluate the usefulness of school assessments in determining the strategies for student improvement. The data is visually displayed on data boards posted in our data room. Teachers can also follow the progress of students by updating and keeping data boards in their classrooms. The process used to identify students experiencing difficulty mastering the State's Academic Achievement Standards at an advanced or proficient level (Levels 1 or 2) involves a dedicated response to intervention by each teacher examining the specific GLCE's that are identified for each student to determine the deficit area. Students are given assignments at a level that meets the student where they are currently at and raises the expectations gradually over time to help the student to achieve a higher level of success.

Assessments will be administered in a timely manner and data review will follow. The following academic assessments will be used to provide prescriptive teaching: DIBELS, SuccessMaker, Open Court specific assessments, MAP Assessment, STAR Reading, Accelerated Reading, STAR Math, and the MEAP.

9. Provide increased learning time

- a. Extended learning time for all students in the core areas
- b. Instruction in other subjects and enrichment activities that contribute to a well-rounded education
- c. Teachers to collaborate, plan and engage in professional development

Extended learning time for all students in the core areas: Beginning 2014-2015, the school day will be lengthened by 1 hour. By extending the school day our students will be given an additional 30 minutes of reading instruction and an additional 30 minutes of math. We will offer hybrid math and reading learning labs before and after school. Common lunch periods and planning time are used to discuss student work, plan lessons and develop behavior incentive plans. Committees will meet on a monthly basis to review, discuss and plan for programs or

events geared towards a positive school culture and climate, in addition to social and academic excellence.

Content Area Teacher Leaders, the reading and math Instructional Specialist, and the Wayne RESA science and social studies coaches will continue to provide coaching services to teachers. The Instructional Leadership Team, along with the Wayne RESA coaches, will facilitate discussions and instructional decision making geared towards allocating resources that will support each goal within our Reform Plan and School Improvement Plan.

10. Provide ongoing mechanisms for family and community engagement

Ms. Williams, the principal, the Instructional Leadership Team, and the School Support Team, which includes parents, will work on building strong, effective relationships between the school, the parents, and the community for the purpose of student academic success. Similar to developing a Leadership Team, we will develop an Action Team for Partnerships (ATP). This action team will be dedicated to strengthening the existing ties between the school and the community and creating new ones. It is the ATP's job to continually monitor, evaluate, and improve the action plan to meet the current needs of the students,

Parents have been informed in the first Title 1 meeting of the school's redesign plan which focuses on teaching and learning to accelerate student achievement. Parents were in agreement with the decision to focus the bulk of school funds and any additional funds received on staffing to support math and literacy, professional development for teachers and technology to enhance instruction. The hybrid model allows for parents to access virtually what their children are learning, interact with the virtual and physical teachers online, post messages, email, chat and other forms of engagement between the child's school, teacher, and home.

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

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for operational flexibility that will support school transformational/turnaround efforts. This operational flexibility includes flexibility with staffing, school calendars, school times, budgeting, professional development activities, and other operational duties that will support the comprehensive approach to substantially increase student achievement and increase graduation rates.

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

Detroit Public Schools will ensure that each Priority School receives ongoing and intensive technical assistance to support their school turnaround efforts. Detroit Public Schools is committed to providing all Priority Schools with a high level of differentiated support based on their school's need. DPS has established an Office of School Turnaround that includes the following:

- An Assistant Superintendent assigned to the Office of School Turnaround
- Instructional Specialists to provide coaching in data-analysis, strategic planning, differentiated instruction, scheduling, student engagement, and strategic family/community planning aligned with the SIG
- Designated individuals in the Office of Grant Compliance and the Office of Procurement and Logistics to assist schools in aligning resources to support school improvement initiatives.

Detroit Public Schools will provide extensive monitoring. Five Reform/Redesign Monitors will monitor the implementation of 6-7 schools. The Reform/Redesign Monitors will utilize a tiered approach to monitoring. This includes:

- Frequent Site Visits
- Required Data Reporting
- Formal Quarterly Benchmark Meetings

The monitors will evaluate local progress and provide guidance to the district level in meeting the student achievement goals and the selected intervention models. Monitors will submit monthly reports to the Office of School Turnaround detailing the school's efforts and progress. Feedback will be utilized to guide the level of professional development and type of technical support based on the school data.

Detroit Public Schools will continue to seek the support offered through Michigan Statewide System of Support and School Reform Office.

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.

We have included monetary incentives for teachers in its current budget. These monetary incentives are geared towards student achievement across all grade levels and content areas. To further the connection between academic achievement and school performance, a school based performance bonus will be offered to Carleton's staff. Criterion and benchmarks for school-

based performance pay will include measurable improvements in student attendance and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average, and other provisions identified by Carleton's Instructional Leadership Team.

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

MSU will support Carleton's In-House Walkthroughs or Instructional Rounds that is specifically designed to measure and provide data on the effectiveness of PD and changes in instructional practices. Standard look fors include student engagement, explicit and systematic teaching, learning environment, differentiation, and rigor and relevance. The data gathered from this type of job embedded professional development is used as a springboard for reflective dialogue and feedback is given to all staff members. Teachers will be invited to share their best practices with their colleagues during weekly staff meetings.

DPS requires staff members to report back or present newly learned information to the rest of the staff during an upcoming staff meeting or PLC meeting. Implementation of recent professional development will be evident in lesson planning, classroom walk-throughs, the peer review process, and official teacher evaluations.

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

As a High Priority School, Carleton Elementary is able to interview, hire, and relieve of duty all faculty, staff, and administration that do not meet the expectations of the goals set in the school improvement plan, redesign/reform plan, and employee individual development plans.

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

Peer Reviews conducted by the Instructional Leadership Team and evaluations conducted by the building principal and Academic Engagement Administrator will be used to monitor the fidelity all faculty have to the curriculum. The DPS Hub system has been implemented as a resource that provides teachers and administrators with universal access to the following information critical to the teaching and learning process:

- A. Curriculum Mapping
- B. Standard Alignment
- C. Supplemental Content to support Literacy and Math Models of DPS
- D. Differentiated Instructional Methods

Lesson plans will be reviewed weekly by the administration staff. Instructional Learning Cycles will also help ensure that the curriculum is being implemented in a way that impacts positive student achievement.

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

Carleton Elementary School, with the assistance of MSU, will design, develop, and implement a three-tiered data-based Response to Intervention (RTI) and a Multi-Tiered Systems of Support (MTSS) approach to improve teaching practice, student achievement and student behavior.

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

General Education teachers and Special Education teachers will be provided professional development in the areas of differentiated instruction, Response to Intervention (RTI) and Multi-Tiered Support System (MTSS). The Special Education Lead Teacher will attend monthly district meetings focused on best practices, IEP guidelines, and inclusion. The lead teacher will report out about newly learned information during weekly PLC meetings or staff meetings.

7. Use and integrate technology-based interventions.

Technology will support student achievement in a number of ways including the following: SuccessMaker is an award-winning educational software program that delivers supplemental instruction in English/language arts and mathematics for learners in grades K-8 to support Common Core-driven classroom instruction. The program is built on a system of unique, proprietary, research-based algorithms allowing SuccessMaker to emulate an expert human tutor, quickly and efficiently identifying and addressing the unique learning needs of every individual learner within a one-on-one digital setting.

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

9. Provide summer transition programs or freshman academies.

Not Applicable to our PreK-5 student population.

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

Not Applicable to our PreK-5 student population.

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

A Customized Program of Expert Support (CPES), which includes MSU Faculty, MSU Office of K-12 Outreach Specialists, Doctoral students and other University staff in provision of access to research-based practices, resources and strategies will support Carleton's MTSS and RTI Model. By using our School Improvement Plan and multiple forms of student data we will identify an appropriate problem of practice and theory of action in order to provide aligned content and RTI structures for targeted skill development. We will develop a shared understanding and application of relevant data for the purpose of providing tiered interventions.

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

The Counselor will address the developmental needs of all students through a comprehensive school counseling program addressing the academic, career and personal/social development of all students. The counselor will lead Carleton's positive behavior support system. The student counselor will work collaboratively with consultants to implement programs designed to teach students how to recognize, manage, and avert situations, groups, and individuals that exhibit anti-social behaviors.

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

Beginning 2014-2015, the school day will be lengthened by 1 hour. We will add 30 minutes to the beginning of the day and 30 minutes to the end of the day. This will provide our student with 135 minutes of literacy instruction and 135 minutes for math. By extending the school day our students will be given an additional 30 minutes of reading instruction and an additional 30 minutes of math. Besides extending the official school day, we will offer hybrid math and reading learning labs before and after school. There will be four learning labs available before and after school for one hour each day. The morning learning labs will be available M-F and the afternoon learning labs will be available M, T, TH, and F.

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

Working as a team, the principal, the Instructional Leadership Team, and MSU Fellowship coaches, will create a culture of improvement, including an accountable professional community. This type of accountable professional community includes a vision of what is possible; including a shared understanding of instructional program coherence and the role students have in their own education. MTSS and our positive behavior support system will facilitate positive attendance and behavior.

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

Both full-day kindergarten and pre-kindergarten are offered at Carleton Elementary School.

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

Carleton Elementary School has established a Shared-Decision-Making process to govern the operations of the school. The Instructional Leadership Team will establish several sub-committees to create forums for leveraging and channeling the school's collective energies.

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

Attachment B—Turnaround Model

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

1. Replace the principal.
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.
3. Screen all existing staff and rehire no more than 50 percent.
4. Select new staff.
5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.
6. Provide staff ongoing, high-quality, job embedded Professional Development aligned with instructional program and designed with school staff.
7. Adopt a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)
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.
9. Promote continuous use of student data to inform and differentiate instruction to meet student needs.

10. Establish schedules and implement strategies that provide increased learning time.
11. Provide appropriate social-emotional and community-oriented services and supports for students.

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

Attachment C—Restart Model

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

1. A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization that has been selected through a rigorous review process.
2. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

Attachment D—School Closure

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

1. School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving.
2. The receiving schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

**Carleton Elementary School
11724 Casino
Detroit, MI 48224**

SIG III Budget Narrative

Function Code 110 – Instruction – Basic Programs

- **The SIG Coordinator** will guide and monitor school site implementation of SIG goals and activities. Our current Instructional Specialist will become the SIG Coordinator. (\$67,000 salary and 36,831 fringe benefits – per year for 3 years)
- **The Data Coach** will work closely with the ILT and will be responsible for developing school-wide data strategies in collaboration with the Instructional Leadership Team and providing data focused professional development sessions to all academic stakeholders. A current teacher will become our data coach. (\$60,000 salary and \$34,508 fringe benefits – per year for 3 years)
- **The Technology Instructional Specialist** will facilitate and support teachers in an effort to close the disparity between educational technology advances and the skills of teachers to use those advances in the classroom. A teacher with specific qualifications will become our technology instructional specialist. (\$67,000 salary and \$36,830 fringe benefits – per year for 3 years)
- **The Technology Teacher** will assist with the preparation of resource rich lessons and interactive technology activities for students. This person will also teach lessons in the media center in an effort to promote effective digital citizenship and web activity. (\$59,493 salary and \$34,340 fringe benefits per year for 3 years)
- **The Family Liaison** will serve as a liaison between our ILT and Title 1 Staff and parents. They will provide feedback and support to the ILT to help bridge internal and external efforts that support improvement goals. A current staff member will become our family liaison. (\$60,000 salary and \$34,508 fringe benefits per year for 3 years)

Function 120 – Instruction Added Needs

- **Two Substitute Certified Teachers** will provide coverage for teachers while teachers are released from their classrooms to work with other teachers in designing and previewing lessons, completing walkthroughs, and discussing data. (\$64,000 combined salary and \$21,235 combined fringe benefits per year for 3 years)
- **Additional Instructional Time (Extended Day):** The school day will be increased by 60 minutes and the teachers' salaries will need to increase in correlation. (\$135,000 salary expenses for all staff members and \$44,793 fringe benefit expenses for all staff members per year for 3 years)
- **The Teaching and Testing materials** will support the following components: student field trips, teachers' site visits related to professional development, supplemental curriculum, clickers, and assessments, and printer cartridges. (\$88,000 for year 1, \$70,000 for year 2, \$40,000 for year 3)
- **PD supply funds** will purchase general supplies such as pens, paper, flash drives (\$3,000 for year 1, \$3,000 for year 2, \$3,000 for year 3)

Function 210 – Pupil Support Services

- **The Learning Lab teachers** will provide quality TIER II instruction in the form of hybrid learning an hour before and after school. (\$97,344 combined salary for 8 teachers and \$32,298 fringe benefits for 8 teachers per year for 3 years)
- **Nuts about Science:** This vendor will provide science based learning after school (two classes a week for 3 years) through enrichment classes that are educational and exciting. Working with STEM and the common core science standards classes will be designed to meet the educational needs of our students. Topics will be chosen based upon MEAP data and district pre and post assessment analysis. (\$18,100 per year for 3 years)

Function 212 – Guidance Services

- **The Counselor** will address the developmental needs of all students through a comprehensive school counseling program addressing the academic, career and personal/social development of all students. The counselor will lead Carleton's positive behavior support system. Our current counselor will also provide counseling assistance before and after school under the guidelines of this SIG position. (\$67,000 salary and \$36,831 fringe benefits per year for 3 years)

Function 220 – Instructional Staff Services

- **PEARSON:** SuccessMaker is a software program that addresses the Common Core State Standards instructional shifts with personalized learning, student data management and accountability. The total amount includes the software, software maintenance and product support, professional development, and onsite coaching. (\$116,000 for year 1, \$35,670 for year 2, and \$35,670 for year 3)
- **Michigan State University:** Michigan State will support our efforts in implementing a Response to Intervention (RTI) and a Multi-Tiered Support System (MTSS). MSU will also support our efforts in building capacity among staff to support student learning through their Fellowship of Instructional Leaders Program. (\$300,000 for years 1 and 2, \$200,000 for year 3)
- **PEAK:** PEAK will lead us in an effort to increase student achievement through multifaceted professional development and through building capacity to lead, coach and manage Teaching for Excellence. (\$87,335 for year 1, \$87,335 for year 2, and \$50,000 for year 3)
- **Scholastic:** This quote provides (1) one hour of one-on-one training, for 12 of your teachers, 4 times per year (total 48 hours per year). The training would be delivered to each teacher individually with dates TBD by the teacher and Scholastic Trainer prior to each scheduled session. Topics discussed during these sessions will be customized based on the teacher feedback, Guided Reading knowledge base of the teacher, and administrator input and observations/professional judgment of the Scholastic Literacy Consultant. The quote also includes a Scholastic Literacy Coach to participate in (6) six PLC meetings, at your building, for a two hour time period each time, each year, for the three year contract term (total of 12 hours per year). Staff attending these PLC meetings will be determined by the principal. Meeting dates TBD by principal and Scholastic Literacy Coach. (\$100,000 for years 1 and 2, \$75,000 for year 3)
- **Wayne RESA:** Science and social studies coaches will be contracted over the next three years to provide shoulder-to-shoulder coaching and facilitate discussion around best instructional practices. (\$112,000 salary for 2 coaches for years 1 and 2, \$80,000 salary for year 3)

- **Playworks:** Playworks will assist our teachers in delivering age appropriate services to K-5 grade using strategies proven to target indicators that are impeding academic success for our students. (\$31,000 for year 1, \$19,500 for year 2, \$10,000 for year 3)

Function 221 – Improvement of Instruction

- **Full Time Annual Bonuses (Certificated):** Provides monetary bonuses if the school site as a whole meets the student achievement criterion and benchmark goals set by the Instructional Leadership Team directly supervised by the site principal. (Set aside \$30,000 for all three years)
- **Workshop stipends** have been included for all staff members. Professional development will include no less than 8 hours of PD per month. PD will take place on Saturdays, early dismissal days, required weekly staff meetings, common planning time, weekly PL C meetings, committee meetings, and during the summer. (\$25,000 salary and \$8,295 fringe benefits per year for 3 years)
- A workshop stipend has been included for staff members that attend monthly Instructional Leadership Team meetings and monthly School Support Team meetings. (\$12,228 combined salary for 8 people, 8 meetings, \$4,077 combined fringe benefits per year for 3 years)
- Funds have been set aside for two conferences: Leading for Excellence and Teaching for Excellence. Both conferences are held in Michigan. (Leading for Excellence: \$13,450 (\$1345 per person) for 5 staff members to attend the conference in 2014-2015 and 2015-2016) (Teaching for Excellence: \$15,450 (\$1545 per person) for 5 staff members to attend the conference in 2014-2015 and 2015-2016)

Function 225 Instruction Related Technology

- **Sound System (Includes Install)** Provides consistent opportunities for students to engage through multimedia increasing student focus and attention, ensuring all students become actively engaged in classroom discussions despite any language and/or communication issues they may be experiencing. (\$10,000 for year 1)
- **Laptop Carts:** This purchase includes a locked cabinet to store laptops. This purchase allows for mobility of laptops to other areas of the school. (13 laptop carts for \$353,388 for year 1)
- **Thirteen Printers:** These printers will be given to classrooms. The teachers will use the printers to print out each students Individual Learning Plan, data charts, and lesson plans. (13 printers at \$9,100 for year 1)
- **Eighteen Printers:** These printers will be stored in our two renovated HP computer labs. The Technology Instructional Specialist will assist with the preparation of resource rich lessons and interactive technology activities for students. This person will also teach lessons in the media center in an effort to promote effective digital citizenship and web activity. (18 printers at \$12,600 for year 1)
- **Hatch tables:** With six game types of Uncover, Sort, Find, Vote, Turns, and Connect, children are presented with information in a large variety of conceptual and cognitive formats to encourage **symbolic thought and reasoning**. Children are invited to explore many roles. As these **interactions occur with peers**, children practice thinking about (considering and appropriately reacting to) the viewpoints of their peers. (4 Hatch tables at \$34,000 for year 1)

- **Hatch Desktop:** The main activities in CoreFocus (the software on a Hatch Desktop) are in the areas of reading and mathematics. In particular, they are informed by the findings and recommendations of the National Reading Panel and the National Early Literacy Panel, and the National Research Council Committee on Early Childhood Mathematics. For reading/literacy, these include print concepts, alphabet knowledge, language (including vocabulary), phonological awareness, phonics, fluency, comprehension, and writing. For mathematics, the activities are in the areas of counting, operations & algebraic thinking, data & measurement, and geometry. (4 Hatch Desktops at \$10,000 for year 1)
- **Ebook Subscription:** All eBooks will be Accelerated Reading Books. Students will choose to read books at their own instructional level. Due to the fact that our library is smaller in size, this eBook subscription will enhance our library without adding volume. (\$20,000 for year 1)
- **Poster Maker:** The Data Coach will use the poster maker to make data charts and graphs for our data room, school hallways, and classrooms. (\$10,000 for year 1)
- **Digital Cameras:** We will use digital cameras to take pictures of students for use in the classroom, and to take pictures of projects and activities to show at open houses and (with parental permission) to publish on the Web. Our P.O.P. Club members and Yearbook members will use digital cameras for the yearbook and monthly writing projects. (2 cameras per classroom, 13 classrooms, total of \$3,900 for year 1)
- **HP Computer Labs:** Our current technology labs will be renovated to include new HP desktop computers, printers, and computer furniture. All computers will be equipped with new headphones and each computer will have a mouse. (2 renovated computer labs at \$52,000)

Carleton Elementary School SIG Budget					
	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	\$1,607,747	\$ 6,000,011
Total Budget	\$2,536,241		\$1,856,023	\$1,607,747	\$6,000,011

Carleton Year 1

NARRATIVE

fringe rate 0.3318

Func	Title	Descrip	Num of Staff	Total Salary	Health	fringe	TOTAL	PURCHASE SERVICE	SUPPLIES/ TECHNOLOGY	TOTAL
241	SIG Coordinator	instru spec	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831			
212	Counselor	counselor	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831			
221	Data Coach	TEACHER	1	\$ 60,000	\$ 14,600	\$ 19,908	\$ 94,508			
331	Parent Liaison	Teacher	1	\$ 60,000	\$ 14,600	\$ 19,908	\$ 94,508			
111	Technology Teacher	TEACHER	1	\$ 59,493	\$ 14,600	\$ 19,740	\$ 93,833			
221	INSTRUC SPEC	technology	2	\$ 134,000	\$ 29,200	\$ 44,461	\$ 207,661			
111	addl assignment learning	teachers	8	\$ 32,448		\$ 10,766	\$ 43,214			
111	in-house subs	teachers	2	\$ 64,000		\$ 21,235	\$ 85,235			
111	Extended Year/ Day	all staff	1	\$ 135,000		\$ 44,793	\$ 179,793			
241	Workshop stipends (SI Team)	8 sessions x 6hrs x \$32	1	\$ 12,228		\$ 4,077	\$ 16,305			
221	workshops stipends	all staff	1	\$ 25,000		\$ 8,295	\$ 33,295			
221	Staff incentives	teachers	1	\$ 30,000		\$ 9,954	\$ 39,954			
221	PEARSON							\$ 116,000		
221	PEAK							\$ 37,335		
221	PEAK							\$ 50,000		
221	MSU							\$ 300,000		
111	SCHOLASTIC							\$ 100,000		
221	WRESA content coaches	(Science/Soc)						\$ 112,000		
111	Nuts about science							\$ 18,100		
111	Playworks							\$ 31,000		
225	laptop carts (13)								\$ 352,388	
225	printers (18)								\$ 12,600	
225	classroom printers (13)								\$ 9,100	
225	HP computer labs (2)								\$ 52,000	
225	ipad carts (2)								\$ 54,000	
225	hatch tables (4)								\$ 34,000	
225	hatch laptop (4)								\$ 10,400	
111	audio technology for auditorium								\$ 20,000	
111	ebook subscription								\$ 12,000	
225	Poster maker								\$ 3,900	
111	Digital Cameras 2 per class x 13=26 @\$150								\$ 20,000	
111	Field Trips								\$ 68,000	
111	teaching testing supplies, manipulatives, printer cartridges, etc								\$ 3,000	
221	PD supplies paper pens flash drives									
221	Leading for Excellence conf. Lansing, MI (5 staff x \$1345 pp)							\$ 6,725		
221	Teaching for Excellence, Conf Lansing (5 staff x \$1545 pp)							\$ 7,725		

TOTAL \$ 1,095,968 \$ 778,885 \$ 661,388 \$ 2,536,241

3 YEAR BUDGET \$ 6,000,000

Carleton Year 2

NARRATIVE

fringe rate 0.3318

Func	Title	Descrip	Num of Staff	Total Salary	Health	fringe	TOTAL	PURCHASE SERVICE	SUPPLIES/ TECHNOLOGY	TOTAL	
241	SIG Coordinator	IS	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831				
212	Counselor	counselor	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831				
221	Data Coach	TEACHER	1	\$ 60,000	\$ 14,600	\$ 19,908	\$ 94,508				
331	Parent Liaison	Teacher	1	\$ 60,000	\$ 14,600	\$ 19,908	\$ 94,508				
111	Technology Teacher	TEACHER	1	\$ 59,493	\$ 14,600	\$ 19,740	\$ 93,833				
221	INSTRUC SPEC	technology	2	\$ 134,000	\$ 29,200	\$ 44,461	\$ 207,661				
111	add assignment learning	teachers	8	\$ 32,448		\$ 10,766	\$ 43,214				
111	in-house subs	teachers	2	\$ 64,000		\$ 21,235	\$ 85,235				
111	Extended Year/ Day	all staff	1	\$ 135,000	\$ -	\$ 44,793	\$ 179,793				
241	Workshop stipends (SI Team)	8 sessions x 6hrs x \$32	1	\$ 12,228		\$ 4,077	\$ 16,305				
221	workshops stipends	all staff	1	\$ 25,000	\$ -	\$ 8,295	\$ 33,295				
221	Staff incentives	teachers	1	\$ 30,000		\$ 9,954	\$ 39,954				
221	PEARSON							\$ 35,670			
221	PEAK							\$ 37,335			
221	PEAK							\$ 50,000			
221	MSU							\$ 300,000			
111	SCHOLASTIC							\$ 100,000			
221	WRESA content coaches	(Science/Soc)						\$ 112,000			
111	Nuts about science							\$ 18,100	20,000		
111	Playworks							\$ 19,500	50,000		
111	Field Trips								3,000		
111	teaching testing supplies, manipulatives, printer cartridges, etc										
221	PD supplies paper pens flash drives							6,725			
221	Leading for Excellence conf. Lansing, MI (5 staff x \$1345 pp)							7,725			
221	Teaching for Excellence, Conf Lansing (5 staff x \$1545 pp)										
TOTAL								\$ 1,095,968	\$ 687,055	\$ 73,000	\$ 1,856,023

Carleton Year 3

NARRATIVE

fringe rate 0.3318

Func	Title	Descrip	Num of Staff	Total Salary	Health	fringe	TOTAL	PURCHASE SERVICE	SUPPLIES/ TECHNOLOGY	TOTAL	
241	SIG Coordinator	IS	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831				
212	Counselor	counselor	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831				
221	Data Coach	TEACHER	1	\$ 60,000	\$ 14,600	\$ 19,908	\$ 94,508				
331	Parent Liaison	Teacher	1	\$ 60,000	\$ 14,600	\$ 19,908	\$ 94,508				
111	Technology Teacher	TEACHER	1	\$ 59,493	\$ 14,600	\$ 19,740	\$ 93,833				
221	INSTRUC SPEC	technology	2	\$ 134,000	\$ 29,200	\$ 44,461	\$ 207,661				
111	addl assignment learning	teachers	8	\$ 32,448		\$ 10,766	\$ 43,214				
111	in-house subs	teachers	2	\$ 64,000		\$ 21,235	\$ 85,235				
111	Extended Year/ Day	all staff	1	\$ 135,000	\$ -	\$ 44,793	\$ 179,793				
241	Wrkshop stipends (SI Team)	8 sessions x 6hrs x \$32	1	\$ 12,228	\$ -	\$ 4,076	\$ 16,304				
221	workshops stipends	all staff	1	\$ 25,000	\$ -	\$ 8,295	\$ 33,295				
221	Staff incentives	teachers	1	\$ 30,000	\$ -	\$ 9,954	\$ 39,954				
221	PEARSON							\$ 35,670			
221	MSU							\$ 200,000			
111	SCHOLASTIC							\$ 75,000			
221	PEAK							\$ 50,000			
221	WRESA content coaches	(Science/Soc)						\$ 80,000			
111	Nuts about science							\$ 18,100	20,000		
111	Playworks							\$ 10,000	20,000		
111	Field Trips								3,000		
111	teaching testing supplies, manipulatives, printer cartridges, etc										
221	PD supplies paper pens flash drives										
TOTAL								\$ 1,095,967	\$ 468,770	\$ 43,000	\$ 1,607,737

		on			
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	1098 hours of instruction
Dropout rate (Numeric %)	N/A
Number of Disciplinary Incidents	55
Number of Students Involved in Disciplinary Incidents	70

Increased Learning Time	<p>Extended the year for the 2012-2013 school year.</p> <p>Extending our day for the 2014-2015 school year.</p>
ILT – Longer School Year	<p>September 2013 – July 9, 2014</p> <p>18 days of extended year</p>
ILT – Longer School Day	<p>September 2014 – June 2015</p> <p>60 additional minutes of daily instruction</p> <p>8:15 to 4:15</p>
ILT – Before or After School	N/A
ILT – Summer School	N/A
ILT – Weekend School	N/A
ILT - Other	N/A
Student attendance rate (Numeric %)	87%
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)	28 tardies a day
Teacher Attendance Rate	92%
Highly Effective Teachers (Numeric %)	95
Effective Teachers (Numeric %)	4
Minimally Effective Teachers (Numeric %)	1
Ineffective Teachers (Numeric %)	0
Explanation of other types of increased learning	In 2014-2015 we will offer Learning Labs 1 hour before school M-F and 1 hour after school M,T,Th,F.

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.

Carleton Elementary School

We can. We Will. Do Our Best! No Excuses!

- November 7, 2012 Parents - Academic Strengths and Weakness Workshop
- November 7, 2012 Grade-Level Meetings - Develop Common Assessment Tests in Writing, Science, and Social Studies
- November 12, 2012 In-House Walk Through/Professional Learning Community
- November 13, 2012 Parents - Academic Strengths and Weakness Workshop, In-house Walk Through/Professional Learning Community
- November 14, 2012 In-House Walk Through/Professional Learning Community
- November 14, 2012 Committee Meetings - Continue Development of Assessment Test in Writing, Science and Social Studies
- November 15, 2012 In-House Walk Through/Professional Learning Community
- *November 17, 2012 Data Driven Dialogue - Workshop for Principals*
- November 20, 2012 Parents - Academic Strengths and Weakness Workshop
- November 28, 2012 Reform, Redesign Planning Meeting
- *December 1, 2012 Elevating the Essential to Radically Improve Student Learning - Workshop for Principals*
- December 4, 2012 Parents - Academic Strengths and Weakness Workshop
- December 5, 2012 Progress Reports/ Data Folders updated & preparation for Parent Teacher Conferences
- December 11, 2012 Parents - Academic Strengths and Weakness Workshop
- December 12, 2012 School Improvement Team - Data Dig
With Nancy Fenton - Rest of staff - Grade Level Teams - Assessments continued

- *December 15, 2012* *School Turnaround - Workshop for Principals*
- January 9, 2013 Content Area Meeting - Share Student Work & Successful Teaching Strategies
- January 10, 2013 Parent Workshop - Parenting With Love and Logic
- January 15, 2013 Parents - Academic Strengths and Weakness Workshop
- January 16, 2013 Grade Level Teams - Field Trip Planning, Paperwork Completion & Submission
- January 23, 2013 School Improvement Team and Committee Meetings
- January 26, 2013 Parent Literacy Workshop with our Instructional Specialist 9:00 - 12:00
- January 29, 2013 Parents - Academic Strengths and Weakness Workshop
- January 30, 2013 Nancy Fenton - Data Dig with the entire Staff
- February 5, 2013 Parents - Academic Strengths and Weakness Workshop
- February 7, 2013 Parent Workshop - Roots of Underachievement
- February 12, 2013 Parents - Academic Strengths and Weakness Workshop
- February 13, 2013 General Staff Meeting - Data Digs - PD 360 on Professional Learning Communities
- February 27, 2013 School Improvement Team Meeting - Grade Level Team Meetings - Professional Learning Communities
- **March 2, 2013** **Staff Professional Development - Professional Learning Communities - SDE Presenting**
- March 5, 2013 Parents - Academic Strengths and Weakness Workshop
- March 6, 2013 Content Area Meetings & Learning Cycle Planning
- March 12, 2013 Parents - Academic Strengths and Weakness Workshop
- March 13, 2013 Staff Meeting - PLC implementation discussion

- **March 16, 2013** **Staff Professional Development – RTI – SDE Presenters**
- **March 19, 2013** **District-wide Staff Professional Development**
- **March 20, 2013** **MEAP Gap Analysis**
- **March 26, 2013** **Parents – Academic Strengths and Weaknesses
Workshop**
- **March 27, 2013** **School Improvement Team and Grade Level Team
Meetings**
- **April 9, 2013** **Parents – Academic Strengths and Weakness Workshop**
- **April 10, 2013** **Learning Cycle Planning**
- **April 13, 2013** **Staff Professional Development – Common Core – SDE**
- **April 16, 2013** **Parents – Academic Strengths and Weakness Workshop**
- **April 18, 2013** **Parent Workshop – Parenting with Love \And Logic**
- **April 23, 2013** **Parents – Academic Strengths and Weakness Workshop**
- **April 24, 2013** **School Improvement Team Meeting**
- **April 27, 2013** **Staff Professional Development – DI – SDE Presenting**
- **May 1, 2013** **Content Area Meetings – Sharing Successful lessons and
Student work**
- **May 8, 2013** **Grade Level Meetings**
- **May 15, 2013** **School Improvement Team and Grade Level Meetings**
- **May 18, 2013** **Parent Literacy Workshop with our Instructional Specialist
from 9:00 – 12:00**
- **May 22, 2013** **School Improvement Plan/2012-2013 Calendar Year
Evaluation – Strategies and Ideas for Improvement**
- **June 5, 2013** **School Committees Meet**

- June 19, 2013 School Improvement Team Meets and Content area meetings
 - June 26, 2013 Grade Level Meetings/Field Day Planning
 - July 3, 2013 Calendar and Event Planning for 2013 - 2014 School Year
 - July 10, 2013 Closing Notes - Closing 2012 - 2013 and
Additional planning for 2013 - 2014
-
- August 26, 2013 Committee formation, Team Building, MEAP Data Analysis
 - September 4, 2013 MEAP Data Analysis - Strategies to close the Gap
 - September 11, 2013 Committees - Open House, MEAP Rally, Count Day Plans
 - September 14, 2013 **Assessment: rigorous, Instructional, Varied, Frequent & Formative - SDE**
 - September 18, 2013 Content Area Meetings - covering 9/14/13 PD
 - September 25, 2013 General Staff Meeting - Open House/MEAP Rally/School Improvement Team Meeting
 - September 28, 2013 **Struggling and Underprepared Students - SDE**
 - October 9, 2013 Content Area Meetings - Covering 9-28/13 PD
 - October 12, 2013 **Project-Based Learning - SDE**
 - October 16, 2013 Content Area Meetings - Covering 11/12/13 PD
 - October 23, 2013 Content Area Meeting - Student Work/School Improvement Team Meeting
 - November 6, 2013 Grade Level Meetings
 - November 13, 2013 Data Dialogues and the Learning Cycle ELA & Math
 - November 27, 2013 School Improvement Team Meeting/Committees
 - December 4, 2013 Grade Level Teams- Themes/Projects
 - December 11, 2013 School Improvement Team/Grade Level Teams Meeting - Themes/Projects
 - January 8, 2014 General Staff Meeting
 - January 15, 2014 Content Area Meetings/Teaching Strategies that Work
 - January 22, 2014 Grade Level Meetings
 - January 29, 2014 School Improvement Team meeting
 - February 5, 2014 PD 360 Video Presentation and Discussion
 - February 12, 2014 Mini - Lesson Presentations
 - February 26, 2014 School Improvement Team Meeting

- March 5, 2014 Discussion of Reading from assigned book
- March 12, 2014 Mini - Lesson Presentations
- March 18, 2012 District-Wide Staff Professional Development
- March 19, 2014 MEAP Gap Analysis
- March 26, 2014 School Improvement Team Meeting
- April 9, 2014 Learning Cycles Planning
- April 16, 2014 Mini - Lesson Presentations
- April 23, 2014 Discussion of Reading of assigned text
- April 30, 2014 School Improvement Team Meeting
- May 7, 2014 PD 360 Video and Discussion
- May 14, 2014 Grade Level Meetings
- May 21, 2014 School Improvement Team Meeting
- May 28, 2014 2013 - 2014 School Improvement Plan Evaluation - Strategies and Ideas for Improvement
- June 4, 2014 Calendar and Event Planning for 2014 - 2015 School Year
- June 11, 2014 Closing Notes and additional Planning for 2014 - 2015

Detroit Public Schools Professional Development 2012-2013 Calendar

Date	Title	Number of Sessions	Number of Days	Number of Participants
Social Studies Offerings				
9/13, 10/11, 11/8, & 12/13/2012	Intro to GIS	4	4	100
9/14/2012 & 9/15/2012	African American Child Symposium	2	2	300
9/17 & 9/20/2012	Online MEAP Test & Prep	2	2	50
9/18 & 9/20/2012	Anti-Bullying	2	2	100
9/25/12	Social Studies Gr K-2	1	1	50
9/27/12	Social Studies Gr 3-4/Michigan & Communities	1	1	50
	Social Studies Gr 6-7/Eastern & Western Hemispheres	1	1	50

10/2012 - 3/2012	Social Studies Lead Tchrs	6	6	300
Literacy Offerings				
10/2 & 10/9/2012	Content Area Reading and Writing (Fall)	4	2	200
10/4 & 10/11/12	Adolescent Literacy (Fall)	4	2	200
11/8 & 11/15/201 2	Direct Interactive Instruction	2	2	100
1/14 & 1/15/2013	CCSS Reading: Key Ideas and Details	2	2	100
1/28 & 1/29/2013	CCSS Reading: Craft and Structure	2	2	100
2/4 & 2/11/2013	Content Area Reading and Writing (Spring)	2	2	100
2/6 & 2/13/2013	Adolescent Literacy (Spring)	2	2	100
2/11 & 2/12/2013	CCSS Reading: Integration of Knowledge & Ideas	2	2	100
3/4 & 3/14/2013	CCSS Reading: Text Complexity	2	2	100
3/7 & 3/14/2013	Direct Interactive Instruction	2	2	100
3/11 & 3/12/2013	CCSS Writing: Text Types and Purposes	2	2	100
3/18 & 3/19/2013	CCSS Writing: Production & Distribution of Writing	2	2	100
3/25 & 3/26/2013	CCSS Writing: Research to Build & Present Knowledge	2	2	100
4/15 & 4/16/2013	CCSS Writing: Range of Writing	2	2	100
Science Offerings				
Jan - May 2013	Poverty Parts 1-5	5	5	100
24-Jan-12	Orientation for AWIM	1	1	30
7-Feb-12	Orientation for GEE	1	1	30
14-Feb-12	You Be the Chemist (Tentative)	1	1	50
Feb-May 2013	FOSS Kits Parts 1 & 2- A & B Group	4	4	100
October - May 2013	Science Champions 1-9	9	9	80
4-Oct-12	Science Fairs 101 & 102	1	1	50
8-Oct-12	Woodrow Wilson Mentors (Monthly Meetings)	8	8	30
9-Oct-12	New Teacher Orientation	2	2	25
10-Oct-12	Future City	1	1	30
10-Oct-12	Future City Orientation	1	1	25
13-Oct-12	Using Technology to Close the Gap pts. 1-7	1	1	30
18-Oct-12	Planning Science Fairs	1	1	25

22-Oct-12	Reflecting on Best Practices in Science Today 1-4	4	4	100
23-Oct-12	Arts & Scraps Science	1	1	25
23-Oct-12	Authentic Literacy	2	2	25
27-Nov-12	Feeder Professional Learning Communities	2	2	50
6-Dec-12	A Zoo in My School???	2	2	50
7-Jan-13	Got Science???	2	2	50
31-Jan-13	Creating Rigorous, Relevant & Engaging Lessons	2	2	50
7-Feb-13	The Science of Love & Learning: The 5 Love Languages for Children	2	2	30
21-Mar-13	U of M Environmental Interpretive Center	1	1	30
11-Apr-13	The Science of Good Health	1	1	50
25-Apr-13	The Science of Safety	1	1	50
2-May-13	Using Technology the "SPARK" Way	1	1	50
6-May-13	Putting the 7 E's All Together in Science K-12	1	1	25
16-May-13	Special Event	1	1	100
4/8/2013	E-7 Expanding Student Growth in Science K-12	1	1	30
12/3/2012	E-3 Exploration Activities in Science K-12	1	1	30
2/4/2013	E-5 Elaborating & Applying Science Concepts K-12	1	1	30
1/7/2013	E-4 Writing Explanations in Science K-12	1	1	30
3/4/2013	E-6 Developing Evaluations Tools in Science K-12	1	1	30
11/5/2012	E-2 Engaging / Do Now Activities in Science K-12	1	1	30
10/5/2012	E-1 Eliciting Prior Knowledge in Science K-12	1	1	30
	Mathematics PD Offerings			
9/15/12	Cross Curricular Connections	5	5	100
9/25/12	Carnegie Learning	3	3	\$25
9/25/12	How to effectively facilitate a Mathematics Professional Development (Train-the-trainers)	5	5	40
10/16/12	Incorporate Key Literacy Strategies as a Part of a Daily Mathematics	5	5	40
10/19/12	How to Incorporate Best Practices and Pedagogy - Series 1	5	5	25
10/29/12	How to Incorporate Best Practices and Pedagogy - Series 2	5	5	25
11/1/12	Train-the-Trainer (Tinkerplots & Geometer's Sketchpad) Grades 3-12	1	1	100
11/1/12	Differentiated Instruction (NCTM Illuminations and Geometer's Sketchpad)	5	5	25
11/13/12	Differentiated Instruction with Tinkerplots Grades 3-5	5	5	25
11/19/12	Algebra 1 - 8th Grade Implementation	5	5	40
11/27/12	Ratios, Proportions, and Proportional Reasoning	5	5	40
12/6/12	Number and Numeration for Teaching Mathematics	5	5	40
1/5/00	Addition and Subtraction for Teaching Mathematics	5	5	40
1/15/13	Functions for Teaching Mathematics (Series I)	5	5	40
2/26/13	Rational Numbers for Teaching Mathematics	5	5	40
2/28/13	Teaching for Geometry (Geometer's Sketchpad, version 5)	5	5	40
3/9/13	Blended Mathematics Instructional Technology (Blackboard	5	5	40

	Collaborate)			
3/19/13	A World in Motion Training	2	2	40
4/9/13	Multiplication and Division for Teaching Mathematics	5	5	40
4/9/13	Teaching for Geometry (Geometer's Sketchpad)	5	5	40
4/27/13	Series II Blended Mathematics Instructional Technology	5	5	25
5/14/13	Algebraic Thinking for Teaching Mathematics	5	5	40
	More PD Offerings			
9/24/12	Inter-Rater Reliability Training	9	5	250
9/26/12	New Teacher Orientation - Technical Assistance	2	1	80
10/4/12	Data Clinic - Analyzing Data from Standardized Tests	3	3	150
10/5 - 10/30/12	Inter-Rater Reliability Coaching Sessions	84	21	200
10/11/12	New Teacher Orientation - Classroom Organization	2	1	80
10/16/12	New Teacher GradeBook Training	2	1	80
10/18/12	New Teacher Orientation - Behavior Management	2	1	80
10/25/12	New Teacher Best Practices Series	2	1	80
11/1/12	National Board Take One Portfolio Development	6	6	25
11/6/12	Effective Teacher Series - Exploring Tenants of Professional Practice	8	8	100
11/6/12	Paraprofessional Training- Roles and Responsibilities of Paraprofessionals	1	1	270
11/12/12	New Teacher Learning Village Training	2	1	80
11/13/12	How to Build a Portfolio in PD360	4	4	200
11/14/12	New Teacher Data Director Series	2	2	80
12/4 - 12/15/12	Train-the-Trainer Series for Professional Developers	3	3	25
12/4/12	Paraprofessional Training- Utilizing Technology to Increase Student Achievement	4	4	200
12/5/12	Refresher Skills - Classroom Management for Veteran Teachers	2	2	100
12/7/12	Observation 360 Reports	4	4	90
12/8/12	Utilizing PD360 to Track Professional Growth	4	4	200
12/12/12	Paraprofessional Training - Strategies for Small Group Work	4	4	200
1/8/13	Class Size Reduction Teacher Training - Managing Centers	4	4	65
1/15/13	Paraprofessional Training - Strategies for Intervention	2	2	100
1/17/13	Intro to Observation 360 Platform	2	2	100
1/24/13	Observation 360 Processes	2	2	100
1/31/13	PD360 - Building Courses	4	4	350
2/1/13	PD360 - Analyzing Individual User Reports	4	4	350
2/5/13	PD360 - Uploading Teacher Practice Videos	4	4	200
2/12/13	PD360 - Completing Reflection and Follow-Up Assignments	4	4	200
2/12/13	Class Size Reduction Teacher Training - Managing Student Behavior	4	4	65
3/4/13	Designing Assessments using CCSS in Data Director	6	6	300
3/5/13	Intro to Gaggle	4	4	150

3/11/13	Intro to Moodle	4	4	150
3/12/13	Utilizing Custom Reports to Track Student Growth in Data Director	8	8	400
3/12/13	Class Size Reduction Teacher Training - Make&Take Centers for Core Subject Areas	4	4	65
12/11/13	Class Size Reduction Teacher Training - My Differentiated Classroom	2	2	65
Department of Multilingual/Multicultural Education				
Oct/ Nov, 11	Engaging all our students in the Global Language classroom	1	1	80
Jan- June, 11	Developing our own Language skills and methodologies (Spanish/ French)	2	5	60
	How to Incorporate Global Language Standards in Engaging Lessons	3	3	60