

SECTION B

5 Year Budget Option 2

LEA Application - School Building Level Information

MICHIGAN SIG COHORT V

APPLICATION COVER SHEET

COMPLETE IN ENTIRETY FOR EACH SCHOOL APPLYING FOR A GRANT

School Building Information

Legal Name of School Building: Edwin C. Denby High School

School Building Code: 00902

Mailing Address: 12800 Kelly Road, Detroit, MI 48224

School Building Contact for the School Improvement Grant

Name: Tanisha Manningham

Position and Office: Principal

Contact's Mailing Address: tmanningham@eaaofmichigan.org

Telephone: 313.866.7200

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Tanisha Manningham

Building Principal (Printed Name)

Tanisha Manningham

Signature of the Building Principal

313-866-7200

Telephone

7/7/16

Date

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

ASSURANCES AND CERTIFICATION: By signing this cover sheet, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications in **Attachment G**, 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.

Section B
Budget Option 2
Michigan SIG Cohort V

Edwin C. Denby High School
School Building Code: 00902
Intervention Model: **Evidence-Based Whole-School Reform Model**

1A. Analysis of Need

Intervention Model: Evidence-Based Whole-School Reform Model

Identification Status of the School (Priority or Focus): Priority

Edwin Denby High School is situated on the east side of Detroit in one of the more violent and economically challenged areas in the country. Denby's 581 students face a multitude of hurdles. Denby's students walk to school past blighted houses in a neighborhood rife with crime and unemployment. Despite the challenges our students face, the student body is resilient--constantly working to overcome daily challenges in order to create better futures for themselves and those around them.

Over the last two years, Denby High School has worked hard to re-define itself as an educational institution. Denby is currently in the process of building school-wide systems that are geared towards meeting the needs of the whole student--educationally, socially, and emotionally. Denby's primary mission is to create well rounded students who, if they so choose, are prepared for success in college. While Denby has made great strides towards this goal, there is still much work to be done. The data, in fact, tell us exactly that.

An analysis of both student and subgroup achievement data shows a 3 year trend of persistently low test scores in all content areas coupled with severe gaps in benchmark achievement and high levels of chronic absenteeism. This trend holds true for both males and females as well as special education and general education students. A primary subgroup concern at Denby High School are those scoring in the bottom 30% as measured by normed reference testing (ACT/SAT/NWEA) and content specific benchmark achievement tests. Prior 30/40/30 analyses reveal that students with learning disabilities, as a group, are more likely to score in the bottom 30% in all content areas except Math, an area where the entire population struggles to grow. As a result, Denby has identified a crucial need in improving proficiency in both literacy (reading and writing) and numeracy across all content areas while also providing interventions (in school and after) to persistently underachieving students in an effort to close the gap.

The decision to implement an Evidence-Based Whole School Reform Model (EBWSRM) is based on a needs assessment analyses of data pulled from 6 sources: SAT, M-STEP, NWEA, MiCepi, School Quality Review (SQR), and EdYes! Interim Assessment Data.

As a result Denby has partnered with the Institute of Student Achievement (ISA), a turnaround model organization that bases school and student success on 7 core principles of creating a college ready student. ISA's mission directly aligns with what Denby believes are its 5 indicators for whole school success:

- **Increase effectiveness of numeracy and literacy based instruction (reading/writing) in all content areas through data driven decision making**
- **Create focused interventions for the bottom 30% as well as students with learning disabilities**
- **Heighten levels of student engagement and parental involvement**
- **Create coherent and consistent school wide systems**
- **Implement non-academic wrap around services and support for all students**

The process for identifying the intervention model was done by analyzing school perception, process, and demographic data (as stated above) which shows that in order for Denby students to close achievement gaps, Denby needs to improve school wide systems, provide more wrap-around service support, become more data driven in classroom instruction, and increase student/parental engagement. ISA provides content coaches to work with teachers, leadership coaches to work with principal and administrative team, and assistance in coordinating instruction around a data driven model. In ISA's unique model of "distributed counseling", all staff are responsible for building relationships, engaging students, and providing a caring, safe, and supportive environment through each of their four years. To ensure the appropriate systems and protocols are in place, ISA provides job-embedded coaching to the leadership team. ISA is the perfect partner for Denby High School and its underserved student body population.

1B. Parent and Community Involvement

Denby High School places a high value in both community involvement and building parental relationships. Over the years, Denby High School has created a multitude of opportunities for both community involvement and parental voice. In August of 2016, Denby High School will be joining a local community organization named Life Remodeled in a \$5 million community revitalization program in which the staff, students, and parents of Denby High School will join 10,000 volunteers and, over the course of 6 days, participate in an expansive beautification program, blight removal, local home remodels, and assist in the construction of Skinner Playfield, a community park which sits adjacent to Denby High School. Partnering with Life Remodeled and Denby High School is the Denby Neighborhood Alliance, a group of local community members headed by a parent of a Denby High School student. The Denby Neighborhood Alliance holds monthly meetings here at Denby High School in order to discuss a range of issues from community partnerships to school sponsored community events. It is through these meetings where parents and community members alike expressed serious concern over the safety of their children within the community, their ability to get to school in a safe manner, and the detrimental impact crime and blight have on a child's opportunity to succeed.

In order to incorporate the voice of parents into specific school wide reform efforts, Denby High School has parents who serve on the School Improvement Team. Those parents were recruited through phone calls home and conversations with school leaders at the Title I Parent meeting which is held at the beginning of each year. The parents who sit on the School Improvement Team have an equal voice and share in the decisions made by school leadership. School Improvement Team meetings occur once a month.

Based on Parent Perception data, it's evident that parents are concerned about proper amounts of academic support provided within the school, opportunities for their children to do something post-graduation, and their child's ability to graduate on time. By focusing on an increased level of wrap around services, Denby High School can continue to work with parents in order to address those concerns. A whole school reform model can assist in strengthening communication between Denby staff and parents, provide non-academic support for student and parents, improve educational opportunities through extended day learning, and maximize community relationships with groups like the Denby Neighborhood Alliance in order to best serve the educational, emotional, and socio-economic needs of our student population.

As identified by our School Quality Review audit in May of 2016, Denby's main strengths in parental engagement involve strong relationships between school personnel and parents as well as school leaders strategically identifying and leveraging parental partnerships in service of school improvement goals. The area of highest need exists in the fact that students and their parents are not regularly surveyed or asked to indicate what the school should do to further enhance a welcoming, supportive, educational environment. Through the implementation of a whole school reform model, and in conjunction with ISA, it's a primary goal of Denby High School to become more data driven in *all* decision making opportunities. By increasing our ability to both provide surveys and analyze the data, Denby High School can further embed the voice and concern of our parental population while also continuing to improve on the already solid relationships it has with parents and community members.

2. Baseline Data (Attachment A)

Attached as an excel document.

3. Intervention Model: Evidence-Based Whole-School Reform

3A. Attachment B (See Below)

3B. Implementation Strategies

Denby High School's primary evidence based strategy, as proposed for the SIG Whole School Reform Model, is a partnership with the Institute of Student Achievement (ISA). ISA uses a Whole School Reform framework based on seven principles in order to transform a school's organization and educational practices. The top to bottom framework of reform is intended to assist underperforming schools in ensuring all students graduate ready for success in either college and/or career. The seven principles of ISA include:

- Improving student academic achievement and attainment through a college preparatory instructional program
- Extended school day and year
- Continuous professional development
- Personalization and student advocacy through distributive counseling
- Dedicated team of teachers and counselors
- Parental Involvement
- Continuous organizational improvement

In order to support implementation of these Whole School Reforms, ISA provides guidance around the development of robust advisory programs, job embedded coaching for the four core content areas, and systems consultation for evidence-based practices in each area. ISA also uses a capacity building approach in order to improve overall student achievement through an effective distributive leadership methodology. In doing so, ISA provides direct coaching and specific system creation around a whole school data driven model that begins with school leadership coaching, extends to content area coaching (focused on improving learning through data driven decision making and extending numeracy and literacy skills across all contents), while also serving to provide students with the social and emotional support necessary for success by assisting the school to foster heightened levels of family and community engagement.

ISA can and will be implemented as an Evidence Based Strategy (EBS) within the SIG model in order to ensure Denby makes progress towards its stated goals of increasing effectiveness of numeracy and literacy based instruction through data driven decision making, establishing focused interventions for our subgroups containing our lowest achieving students and students with disabilities, heightening levels of student engagement and parental involvement as a means of increasing attendance rates,, creating coherent and consistent school wide systems, and implementing non-academic wrap around services and support for all students.

A brief overview of how ISA can provide these services are as follows:

- Through an extended day and school year, ISA will assist Denby in providing students with opportunities for both enrichment and remediation in order to improve student academic achievement. The additional time built into the day and year will create opportunity for more individualized instructional opportunities that will provide students with the necessary supports in helping them close the achievement gap. ISA will also provide faculty with individual and team coaching, instructional resources, and development around embedding college preparatory skills through math, reading, writing, and counseling/advisory programs.
- Leadership coaching is another function implemented within ISA's reform model. ISA will help school leadership identify measurable goals, outcomes, and priorities for school and student achievement. They will also develop strategic implementation plans, measurable communication and engagement strategies for school stakeholders, and processes for monitoring and assessing strategy implementation. The goal of these systems evaluations is to ensure a data driven model that will help determine how to better coordinate school services and protocols to serve students' academic and non-academic needs and, in doing so, increase teacher effectiveness, student learning, and parental engagement.

3C. Evaluation for Effectiveness

In order to evaluate the School Improvement Grant/Plan and our external service provider (ISA) for effectiveness, Denby High School will establish an ongoing process of data collection, analysis, and evaluation. Using the 2010 program evaluation of ISA which was completed by the independent, nonprofit research and evaluation organization The Academy for Educational Development (AED) as a guide, Denby High School's leadership team, staff, students, and parents will evaluate ISA in the following areas:

- Effective implementation of the seven principles
- Effective growth outcomes of students as determined by NWEA/SAT/EOC assessments
- The extent in which teachers, school leadership, and ISA, implements strategies
- The impact of ISA on teaching strategies and school climate
- Impact of ISA PD/Strategies as determined by teacher/student survey results
- Impact of ISA strategies on improving overall attendance of student body

As highlighted above, ISA's implementation, impact, and outcomes will be measured using a number of metrics, processes, and demographic data.

Student achievement data will be measured using PSAT (9/10), SAT (11), NWEA (9-12), End of Course Exams (EOC), and teacher created classroom assessments. NWEA whole school data will be collected tri-annually as a way of monitoring progress in reading and math while also helping to identify areas of focus to improve student outcomes moving forward. Additionally, PSAT and SAT data will be reviewed annually in order to identify and respond to learning trends and gaps that will drive decisions around curriculum development, pedagogical methodologies, and intervention strategies.

Process data will be collected using the EdYes Interim Self-Assessment in conjunction with the School Quality Review (SQR) audit and report. Student, parent, leadership, and staff surveys will be analyzed for perception of progress and program usefulness. Finally, attendance and discipline dashboards will also be used as measures of success for Denby High School/ISA's programs and systems implementation.

Academic Support and Teacher Development will be evaluated by examining the effectiveness of Denby's college-preparatory data driven instructional program, grade level multi-disciplinary teams of teachers and counselors, extended school day/year, and continuous professional development. Denby will incorporate into its analysis national, state, and classroom assessment data, perception data from teachers on coaching efficacy, instructional practice, and relevancy of PD, perception data from students on pedagogical efficacy and classroom satisfaction, teacher observations and, also, graduation rates.

Non-academic support/Parental Engagement/School Leadership Programs will be evaluated by measuring metrics of perception data from students on school belonging and staff relationships. Denby will also take into account perception data from parents on school belonging and accountability, perception data from teachers on efficacy of distributed counseling programs and curricula, perception data from school leadership on the effectiveness and relevancy of ISA coaching, comparative school process data from previous years, and demographic data including discipline/suspension rates, attendance rates, etc.

The following parties will be responsible for monitoring both SIG implementation and ISA effectiveness:

- **SIG Data Coach:** responsible for the creation of data collection process and the analysis of data metrics to ensure alignment with SIG targets and school-wide goals.
- **The School Improvement Team:** responsible for facilitating data collection and collaborating with school leadership team on data communication plans
- **SIG Facilitator:** responsible for monitoring program and system implementation for both compliance and effectiveness
- **School Administration:** oversees program implementation and monitoring processes. The creation of a data leadership team working parallel to the school improvement team and SIG Coordinators will assist with SIG evaluation by meeting quarterly to review data, analyze the progress towards school-wide goals, and provide support for the refinement of the iterative data collection process.
- **Leadership Team:** consisting of building and teacher leaders will also monitor the progression of the action plan and its impact on student achievement while making sure the activities and tasks related to each school-wide goal are concurrent to the established time frame.

The monitoring process was developed by ensuring proper resources are available or will be secured for implementation. A realistic timeline of reform has been created in conjunction with ISA (Attached), a year-long professional development plan that addresses the needs of the building-wide reform goals has been established (Attached), and an aligned school improvement plan along with a

stakeholder review and refinery plan is also being created. Finally, Denby High School will work with ISA leadership coaches in order to enact a Curriculum-based Measurement (CBM) to monitor student achievement through strategically designed and teacher created progress monitoring assessments.

All outcomes derived from data evaluation will be shared with stakeholders through multiple means. Quarterly progress review meetings will be held with parents/guardians and community members. In addition, all pertinent information will be shared through quarterly newsletters sent home with students while also posted on the school website. Data Walls will be posted in the Parent Resource Room, along with staff lounge and classrooms in order to promote both transparency and data dialogues. Grade level student assemblies will be held both pre- and post- NWEA assessments in order to communicate purpose and results. Data Dives will also occur within both content and grade level PLC's and data talks will occur regularly between teachers and students in our advisory program.

3D. Title VI Rural Schools Element Modification: N/A

3E. Family Engagement

Increasing parental involvement is a cornerstone of Denby High School's reform and redesign plan. Currently, parents are involved in a decision making capacity with the school improvement team. We also hold monthly parent events coordinated by our parent liaison. Those events generally center around a community provided meal, an agenda directed conversation or town hall style event. At the conclusion of each event, there is always a survey which provides feedback to the school leadership. At these events, parents have the opportunity to ask questions of school leaders and express concerns they may have about their students from both an academic and non-academic perspective. Denby intends to continue such events ensuring that the data collected from these meetings is more effectively gathered, documented, and analyzed for decision making purposes.

Denby High School understands that if parental involvement is maximized then so is our ability to be successful as an educational institution and so is our students opportunity to leave Denby High School as well rounded and college ready. We have plans in place for the coming year to continue our monthly parent meetings. Next year, however, we are planning on a more interactive experience that involves more teachers, students, all building leaders, and the presence of the Denby Neighborhood Alliance--a parent created neighborhood action group who works in close conjunction with Denby High School. Schools work best when they are community anchors and we want to ensure our presence extends beyond the walls of the classroom by having a tangible impact on the surrounding community.

Denby High School principal, Tanisha Manningham, also plans on holding bi-weekly parent chats called "Mingle with Manny." This is an opportunity for a parent, or group of parents, to schedule a 60 minute meeting with the principal in order to express concerns, receive information, and become a more involved member of the Denby High School community. These engagement meetings are planned in conjunction with ISA leadership coaches who are helping Denby build a robust parent association whose involvement will be more than the occasional attendance at a monthly meeting and extend into decision making opportunities and school wide evaluation processes.

Denby High School, in conjunction with the principal and ISA leadership coaches are also formulating a teacher led parental engagement committee. This committee will meet twice a month (once with the principal) and develop teacher created events and strategies to ensure more parental involvement in the classroom. The parental engagement committee will be tasked with creating the process around Student Led Conferences in which students take the primary lead on our parent/teacher conference days. They will also build systems and processes around communicating academic and extracurricular events while taking the lead on increasing parental attendance at such events.

Finally, Denby High School will do a much better job of responding to parent concerns as indicated in parental surveys and School Insight Survey results. The parent liaison, school leadership, and advisors will reach out to parents in order to hear their concerns, record those concerns in a systemized format, and respond to those concerns when decisions are made.

4. Resource Profile

4A. District Leverage of State and Federal Funds

The monies received from the SIG enables Denby High School to further support programs and initiatives to increase student achievement. Currently, the **General Fund and Title I funds** are earmarked to hire teachers to provide instruction in the classroom. The funds received from the SIG will provide us with the ability to hire additional personnel to support instruction and learning like consultants and Instructional Interventionists that have experience working in turnaround schools. They will offer further support to the teachers with lesson planning and development that is aligned to the common core standards, incorporating assessment data into their planning, backwards planning by design, as well as, ensuring that teaching and learning is unyielding and increases student achievement. SIG funding will further enable Denby High School to purchase additional intervention and supplemental programs/resources to support students who are below grade level in literacy and numeracy. Additionally, it will allow Denby High School to hire Educational Technicians to foster the student's educational development in the computer lab setting.

Professional Development for Denby High School is currently funded through Title II funds. These funds allow for teachers and support staff to attend local training within the Regional Educational Service Center. Additional funding from SIG will allow us to further leverage the professional development of staff by hiring consultants to work with staff directly on our building level focal points. Additionally, it will provide opportunities for staff to travel and visit high performing schools with similar demographics, instructional models and framework, as well as, proven success. Furthermore, the funding will allow Denby High School the opportunity for staff members to attend national conferences to learn the latest research based initiatives, strategies, and best practices that they can be shared with the rest of the faculty. Other professional development ideas include: a staff retreat and a 9th grade staff and student weekend boot camp.

Part of Denby High School's wide focus is to create smaller learning communities among all grade levels, 9-12. As we bridge Denby High School into smaller learning communities within each grade level, the intent is to have a more intentional focus on the students' academic progress, attendance, behavior, social and emotional needs. To provide further wrap around support, the SIG monies will allow us to employ a School Social Worker, Counselor, Behavior Specialist, Tutor, College and Career Coordinator, Paraprofessional, and an ISS/PBIS Specialist for each grade level.

Denby High School currently employs a Parent Involvement Coordinator with Title I funds. With the large population of lower socioeconomic status students that attend Denby High School and the chronic absenteeism issue that continues to exist at Denby, SIG funds will enable Denby High School to hire another Attendance Agent, Family Liaison Officer and Parent Liaisons to work closely with the Parent Involvement Coordinator in an effort to provide resources and support to the families and students.

Denby High School currently offers intervention and enrichment programs to students, which are funded through Title I, like Edgenuity. By leveraging SIG funds, Denby High School would be able to purchase additional programs like ALEKS (numeracy) and Read 180 (literacy), as well as, hire a Director of Support Services and Intervention to monitor, identify and implement programs to close our achievement gap. This person would also work with at-risk students to ensure they are receiving the support needed to increase their numeracy and literacy levels. Additionally, through the hiring of a Coordinator for after school programming, we can offer additional enrichment and intervention programs for students and the community.

4B. SIG Positions

As a condition of the School Improvement Grant (SIG), Denby High School will employ a **SIG Coordinator, a Data Coach, and a Family Liaison.**

The SIG Coordinator will monitor coordination and implementation of the SIG /School Improvement Plan. This will require the coordinator to organize, communicate and collaborate with the principal and other key stakeholders to plan for grant implementation, as outlined by the grant. The SIG Coordinator will help building leadership to problem solve and improve building operations and help to plan/ coordinate program budgets in accordance with the SIG and district guidelines. The SIG Coordinator will also prepare local, state and federal reports and maintain a database to store and analyze data related to SIG (Achievement data, school surveys, etc.). The SIG Coordinator will use the data to monitor and manage progress and ensure principal awareness of all possible points. Finally, the SIG Coordinator will ensure the school has implemented systems and processes for tracking compliance and program initiatives. The SIG Coordinator will provide PD for school leadership, instructional staff and parents/ guardians as well to ensure participation opportunities are available for all stakeholders and to build capacity for future systems monitoring.

The Data Coach will assist with personnel at the school level to analyze and use data to drive effective instruction. The Data Coach will act as a facilitator, consultant, and mentor. As a facilitator, the Data Coach directs conversations. As a consultant, the Data Coach provides guidance and feedback and as a mentor the Data coach provides one on one support. The Data coach will work with school building leadership to collect baseline test data for grades 9-12, as well as analyzing summative school data and plan for improvement. The Data Coach will monitor the School Improvement Plan goal progress to ensure the school is progressing at each

grade level and thus using our SIG funds/ programs effectively. The Data Coach will conduct professional development and workshops for both staff, students and parents to ensure stakeholder understanding and participation opportunities are available. The Data Coach is primarily responsible to create a continuous process for analyzing data. This continuous process includes developing protocols to collect, analyze and disseminate data.

The Family and Community Liaison position will be created with the purpose of laying out the goals and conditions necessary to chart a path toward effective family engagement efforts that are linked to student achievement and school improvement. The liaison will be accountable for providing information on programs and services that are available to students and families as well as school activities and procedures. The Family and Community Liaison will coordinate their efforts with the Department of Human Resources in an effort to foster an ongoing partnership between the home and the school. The liaison will prepare a variety of documents, reports and written materials (registrations, homeless lists, activity logs, phone logs, etc.) for the purpose of conveying and or gathering information required to perform essential functions. In addition the Family and Community Liaison will hold on going professional development with school staff, for the purpose of building capacity based on research based best practices for the “Dual Capacity-building Framework for Family-School Partnerships.

The SIG Coordinator, Data Coach and Family Liaison will be fully funded through the SIG grant and will require but not exceed 1.0 FTE as enrollment at Denby is expected to exceed 501 students.

4C. Mental Health

The State of Michigan currently provides funding and contracts with St. John's Providence Health System to have a school based health center on site. St. John's School Based Health Centers offer a myriad of medical services ranging from physical exams, immunizations, lab work, vision and hearing screenings, sexually transmitted disease testing and health fairs.

The school based health centers, through counseling, offer services in the form of individual, family and group counseling, referrals, screenings and school consultations. Through the centers health education programming, services are offered in the areas of sexual abstinence, social development, violence prevention, blood pressure management and asthma management, and mental health services.

This program is pre-existing and will continue to be funded through the State of Michigan without pulling resources from the School Improvement Grant.

4D. Professional Development

Denby High School believes high quality, relevant professional development provides educators, building leaders, and students a pathway towards closing achievement gaps by meeting proficiency targets in math, reading, and writing standards across all contents and curricula.

Professional Development at Denby High School is aligned to our school wide reform plan and developed in close coordination with ISA. The 2016-2017 Professional Development plan is intended to address Denby's 5 indicators for whole school success:

- Increase effectiveness of numeracy and literacy based instruction (reading/writing) in all content areas through data driven decision making
 - Implementation of best practices in curriculum development
 - Backwards Planning by Design
- Create focused interventions for the bottom 30% as well as students with learning disabilities
 - Data Dives and RtI planning through Grade Level PLC's
 - Co-Teaching/SPED--full inclusion
- Heighten levels of student engagement and parental involvement
 - Project Based Learning
 - Performance Assessment development
 - Student led conferences
- Create coherent and consistent school wide systems
 - Attendance Protocols/Monitoring/Response to Truancy
 - Tightly aligned grade level cohorts and weekly PLC meetings
- Implement non-academic wrap around services and support for all students
 - Building effective relationships with students and parents
 - Teacher led committee creations and community events

Professional development will also provide support around creating a data driven decision making culture. A concerted focus will be placed on NWEA/SAT data analysis and gap identification and increasing student daily attendance averages to 90%. ISA will coordinate with Denby's leadership team in order to provide PD that will support servicing students in areas of counselling, assessment, and college and career planning.

In addition to the workshops offered at Denby High school, the staff will participate in selected book studies throughout the school year:

- School Leadership Team: *Leverage Leadership*, Paul Santoyo
- All Staff: *Driven by Data: A Practical Guide to Improve Instruction*, Paul Santoyo
- All Staff: *Teach Like a Champion*, Doug Lemov

PD Needs were determined by EdYes Interim Assessments, the School Quality Review (SQR) audit, student assessment data from NWEA, PSAT, SAT, and MSTEP, as well as administrative teacher evaluations. The results from these data points were used in order to create our school wide reform goals, our building wide non negotiables, and develop a targeted professional development plan purposely designed to meet those goals and standards.

The PD calendar includes one Friday per month that allots a minimum of six (6) hours per day for development. In addition, PD is delivered through PLCs which meet a minimum of once a week (Content and Grade Level) for one hour per session. This ensures that Denby's entire staff are meeting for PD/PLC at minimum of 14 hours per month.

(Attachment C, PD Plan--See Below)

5. External Service Provider Selection (maximum length 2 pages)

The Education Achievement Authority of Michigan uses a competitive bid process (Request for Proposals) if the estimated contract cost for a service or product is over \$50,000. The SIG district application writing team includes the principal, instructional specialist, a project manager, a former principal, and the executive director of strategic planning. Parents will also be invited to participate in the planning process. The 'SIG V Team' will write a Request for Proposals that includes an accurate and detailed description of the desired purchase, account code to be charged, and any other pertinent information. This 'SIG V Team' will take the lead in recommending an external provider. The district SIG team will submit the RFP to the Procurement Department. The Procurement Manager will develop specifications and standard language to be included in the competitive bid, will verify if budgeted funds are available, verify the account number, and verify signatures on requisitions. The Procurement Manager will then prepare the bid document and post the competitive bid. The results of the bid openings will be tabulated and further reviewed by an evaluation committee of randomly selected subject matter experts on the district and school level. This committee will thoroughly research the external service provider and/or the strategy developer. Both the ESP and the strategy developer will give a detailed presentation of their product or service to principals, school leadership teams, and Central Office staff. School and district staff will review studies that establish the ESP or strategy developer as having a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study. After conducting thorough research, the evaluation committee will review and score each item in the proposal using an established rubric. The evaluation committee will average the scores and compare the scores against the cut score published in the RFP.

Bids will be reviewed and awarded by the Board of Education. All selected vendors will be notified by the Procurement Department of the award on official EAA letterhead. The vendor and the EAA will then enter a contract negotiation. The district will prepare a purchase order, enter it into the purchasing system, and issue the purchase order to the selected vendor. Goods and services received by the schools will be checked against the purchase order for accuracy.

The EAA will regularly review the performance of external service providers and Whole School Reform developers by reviewing the following deliverables:

- Data-driven Project Plans
- Professional Development and Coaching Plan
- School Comprehensive instructional Framework Plans – One for each school
- Implementation Plan Timeline
- Monitoring Plan – Program Implementation, Student Progress, Performance Outcomes
- Transformation Strategies
- Monthly Progress Reports

6. Increased Learning Time

Since 2012, Denby High School has been a member of the Education Achievement Authority which has operated with both an extended day and school year. Denby High School students attend school from 8:00am - 3:30pm for a total of 210 school days per year, which is 30 more days than other Michigan students attend other public schools. This additional time allows students opportunities to focus on core content areas as well as credit recovery, extended day services, and other enrichment opportunities. As a result of extended day, we are able to offer 7 credits and an advisory to our student population.

Due in large part to the additional forty minutes a day, Denby High School is able to implement a true block classroom schedule of 90 minutes per block which allows for more targeted instruction and 'time on task' for all students in all classes. In order to create effective instructional practice within a block schedule, it's essential for teachers to adequately and effectively differentiate their lessons and activities. Differentiation of instruction is more effective when using various grouping formats, modifying and scaffolding assignments, allowing students to respond in multiple ways while also using re-teaching and individualized instruction. Denby's school leadership is also providing professional development for staff to ensure teachers are using the block schedule effectively as well as with classroom and behavior management strategies that reduce transition times between activities and disruptions during instructional time. With the increased span of teaching time, longer cooperative learning activities can be completed in one class period and students have more time for reflection and a less informational process over the course of a school day. The schedule provides extended time for instructional planning to meet the needs of students. Increased learning time by class session, day, and year will provide teachers opportunity to embed instructional support measures within the classroom and after school.

As part of our School Wide Reform plan, Denby intends to include after-school tutoring as part of its extended day/after-school programming. Denby leadership and teachers are currently working to develop SAT Prep session, NWEA tutoring, content level specific after school study programs, and a number of extra-curricular activities aligned to math, reading, and writing development.

Denby has also been able to take advantage of extended time by implementing a student advisory program that meets 4 times a week for 50 minutes per class (200 minutes per week). Advisories are grade level specific and include a curriculum focused on college and career readiness. Next year, Denby plans to include reading, writing, and math interventions within the advisory structure as well.

The Education Achievement Authority is a non-union district and thus will not require any additional agreements with regards to extended learning time for students.

7. Timeline (Attachment D--See Below)

8. Annual Goal

A. Attachment E (See Below)

8B. Data for Continuous Improvement

In our efforts to create a data driven decision making school culture, Denby will use data for continuous improvement as well as monitoring for student progress. Baseline data from PSAT (9/10), SAT (11), MSTEP (11), and NWEA (9-12) will be used from the 2015-2016 school year. This data will assist in evaluating yearly progress over a five year period and as a litmus for strategy and program efficacy on student achievement. These national and state mandated assessments will be evaluated semi-annually (Fall and Spring). National and state assessments will be analyzed by the Instructional Leadership Team as well as the School Improvement Team. These data points will be the basis for school improvement objectives as well as a means of evaluating trends in reading, math, writing, science, and social studies. Results will be shared with stakeholders during beginning and end of year school meetings, and also with staff during August pre-planning. The School Improvement Team will assist in conducting end of year meetings and following year planning sessions.

NWEA scores will be reviewed tri-annually (fall, winter and spring) as a means to measure whole school progress towards literacy and numeracy goals. While overall NWEA outcomes will be evaluated by the ILT and SIT, these assessments results will also be analyzed within professional learning communities (PLC) in order serve as a targeted guide for differentiated instruction to meet the needs students. NWEA's "Learning Continuum" will help instructional staff delve deeper into identifying and unwrapping necessary standards needed for overall mastery of content applied skills. NWEA data and ISA instructional coaches will help teachers create lessons (daily and unit) with content objectives aligned to skills. ISA instructional coaches will also assist in creating assessments which will serve as an ongoing means of progress monitoring within the classroom. The results of in-class assessments will be analyzed in PLC groups on a weekly basis and data will be reported to the ILT, Data Coach and SIT.

Discipline data will be tracked and reported monthly to evaluate trends in discipline for males, females and our bottom performing 30%. These results will be reviewed by the ILT, Data Coach and SIT in order to implement remediation adjustments to process and procedures. Attendance data will be collected and reported by teachers to the ILT, Data Coach and SIT. Attendance and discipline data will also be reviewed in grade level PLC groups for the purpose of stakeholder collaborative problem solving and common practice alignment.

As data is analyzed, the ILT, Data Coach and SIT will determine if redirection is required. If in fact, revisions or redirection are needed, the ILT and SIT will host meetings with parents/ guardians/ staff and students to ensure a collaborative and informed approach to improvement and problem solving takes place.

Information from progress monitoring will be shared with all stakeholders through multiple methods such as quarterly parent/ community meetings, school improvement meetings, SIT hosted meetings for staff, website and quarterly newsletter.

9. Sustaining Reforms

A strong feature of the ISA model is its Sustainable Inventory Process, which enables 4 year and above ISA schools to assess their progress implementing and sustaining the ISA reforms they have been working on.

Throughout the four years of school reform work with ISA the base of school leadership expands to include staff outside the sphere of the administration. By virtue of the creation of the Instructional Leadership Team (master teachers and lead content teachers) and the Advisory Leadership Team communication between administration and staff collaboration increases.

Next year, the Instructional Leadership Team will again consist of master teachers, lead content teachers, and will be joined by grade team leaders. The Advisory Leadership Team (AP, Special Education Coordinator, guidance department, teacher advisors), a planned Parent Council and the aforementioned Instructional Leadership Team will continue to expand communication between all stakeholders. These teams are the mechanism for fostering capacity between leadership and staff. They will meet twice a month with the administration and work to convey instructional vision, advisory practices, parent communication protocols from administration to staff while simultaneously conveying ideas, responses, concerns from staff and parents back to administration. Members of the various leadership teams will be key in working with ISA and administration in designing the sustainability plan. These key players have been identified by the school district, the administration, ISA content and leadership coaches, and self-identified by expressing interest in helping to reform the school.

The main reform that Denby HS has committed to in its work with ISA is the development of an inquiry based college bound curriculum. The initial work of reform is being carried out by the combined efforts of the ISA content coaches and the lead teachers to develop rich curriculum and planning. Content coaches and master teachers help to develop and present professional development for staff. Those efforts combined with the simultaneous work of the ISA leadership coaches with administration to understand, convey, develop and set into practice instructional and pedagogical expectations will ensure a college bound curriculum.

When the SIG grant concludes, the work of continuous curriculum design and redesign will continue by virtue of the collaborative efforts of the administration and the Instructional Leadership Team. The lead content teachers will use practices such as looking at student work, inter-visitation, vertical curriculum review, data review from content assessments to continuously create and revise curricular design. The grade team leaders will likewise look at student work, plan cross curricular intersecting units and projects, refine the current system of inter-visitation to share exemplary pedagogy, use data from grade wide assessments to differentiate instruction, co-plan and co-teach with their special education partner teachers to continue the work of instructional reform. The content teacher leaders and the grade team teacher leaders will meet twice a month with principal and assistant principal to ensure that the instructional vision is being clearly articulated, supported, and monitored. These teacher leaders will continue the work of designing and presenting staff professional development to address instructional needs.

Beyond the support of the SIG grant, the ISA practices of Advisory will continue as a means to ensure student academic, social and emotional well-being. The Leadership Team will continue the work of refining and revising ISA grade specific curricula including the currently introduced Writing Worth Doing and the district sponsored 12th grade portfolio project. The guidance counselor will continue to train teachers to track student progress through reading and interpreting transcripts. This will help advisors help students to help themselves. The AP of guidance will continue to monitor and assist teachers with on-going communication from school to home. Advisors will continue to communicate with community organizations in support of their advisees' current and future efforts towards careers and college. The guidance counselor will lead teachers in these efforts. The Advisory Team will continue to meet twice a month with administration to ensure clarity of vision for advisory and faithful use of ISA practices. Administration will take on the Leadership Coach role of working with guidance to monitor ISA model of advisory.

To monitor all of these efforts, Denby HS will use the ISA Sustainable Inventory Process. At the end of 4 years, ISA provides an external coach and a detailed process to conduct walk-throughs, interviews with all stakeholders, explication of student work and accompanying assignments, categories for data collection and ways of interpreting and using the data, recommendations based on the totality for how the school can continue on its path of self-improvement.

10A, B, C. Budget Narrative and Preliminary Budget Overview

Denby High school will choose **Option 2**: three years of full implementation not to exceed \$750,000 annually, and two years of sustaining reforms not to exceed \$500,000 annually. The narrative below explains how year 1-3 full implementation activities differ from what will be budgeted for sustaining reform in Years 4 & 5.

- **Focus Area: Curriculum** **SIG Category: Salaries and Benefits** - In Years 1-5 of the SIG there will be **continuous alignment of our curriculum and embedded tasks according to Common Core Standards**. For Mathematics, English, Social studies, Foreign Language, and Science, one teacher per subject area will be selected to serve as the departmental lead. This person will be responsible for holding weekly departmental meeting and lead the work in each department, ensure quality control for the alignment of the curriculum and to ensure academic achievement is being attained. **The total for 5 teachers at a stipend of \$2,000 per year totals \$10,000 x 5 years total \$50,000.**
Sustainability: This will be sustained through general school wide professional development spending after the SIG expires.
- **Focus Area: Instruction** **SIG Category: Purchased Services** - The goal is to provide consistent, systematic, and timely **individualized and group professional development to support all teachers and support staff**. Institute for Student Achievement (ISA) will be hired to provide these services. **The total cost for years 1-5 is \$975,000.**
Sustainability: This will be sustained through general school wide professional development spending after the SIG expires.
- **Focus Area: Instruction** **SIG Category: Salaries and Benefits**
 - The goal is to provide consistent, systematic, and timely individualized intervention to students. Teachers will be hired to **assist in providing intervention and enrichment activities for students. Teachers will be hired at an hourly rate of \$25 per hour x 2 hours a day x 2 days a week x 25 weeks for a total of \$2500 per teacher. There will be 10 teachers hired to provide services in the after school program totaling \$25,000 per year with a total cost for years 1-5 of \$125,000 for salary and benefits.** The Coordinator of Afterschool Programs will create and maintain programs **at an hourly wage of \$25 per hour.**
Sustainability: This will be sustained through general school wide professional development spending after the SIG expires.
 - The goal is to provide consistent, systematic, and timely **individualized and group support to support all teachers**. Professional development will support what students need to know according to the CCLS. **Instructional Coaches/Interventionists** will be hired to assist in the development of strategies to effectively teach students. **The Total cost for this person is \$65,000/year plus 30% is \$19,500 for benefits= \$84,500 x 5 years equal \$422,500 x 2 positions = \$845,000.**
Sustainability: This will be sustained through General School Wide Professional Development spending after the SIG expires.
 - As a requirement of SIG, the positions of SIG Coordinator, Data Coach and Family Liaison Director must be hired. **SIG Coordinator @ \$75,000/year; Data Coach @ \$65,000/year; Family Liaison Director @ \$55,000/year for a total of \$195,000/year plus 30% benefits \$58,500= \$253,500 x 3 years= \$760,500.**
Sustainability: Positions will be transferred to school budgets in years 4 and 5 and funded through Title I.
- **Focus Area: Parent Engagement** **SIG Category: Salary and Benefits:** The goal is to increase parent involvement by offering classes, workshops and seminars to support their child(ren) in the learning environment. This will be facilitated by the Parent Involvement Coordinator, Family Liaison Director, and Parent Liaison. We will provide at least (1) one workshop per month @ two hours per workshop for 10 months during the year. The **Parent Liaison** will help support the engagement of parents and the community at a salary of **\$40,000/year plus 30% benefits @ \$12,000= \$52,000 x 2 years= \$104,000.**
Sustainability: This position will be sustained through Title I funds after grant ends.
- **Focus Area: Instructional Support/Student Engagement/Incentives** **SIG Category: Supplies and Materials**
 - **Incentives (by grade level):** To fully implement sustainable support for quarterly benchmarking system incentives, teacher preparation materials, college environment support training (including school environment decorating etc.). Monthly academic achievement celebrations for Quarterly Award Assemblies, and field experiences for students.
Allotted amount \$117,143 over 5 years: Year 1 @ \$18,000, Year 2 @ \$17,643, Year 3 @ \$20,000, Years 4 & 5 @ \$30,750
 - **Professional Development:** books, materials, and supplies for teachers
Allotted amount \$110,857 over 5 years: Year 1 @ \$17,000, Year 2 @ \$17,357, Year 3 @ \$15,000, Years 4 & 5 @ \$30,750
- **Focus Area: LEA Support** **SIG Category: Other Expenditures** - A 5% fee is designated to the district for years 1-5 is **\$162,500.**

Salary and Benefits

Salary Total: \$1,490,000.00 over 5 years

Benefits Total: \$394,500.00 over 5 years

- **Years 1-3 – Salaries Total: \$360,000.00 Benefits: \$97,500.00**
- **Years 4-5 – Salaries Total: \$205,000.00 Benefits: \$51,000.00**

Sustainability: The salary and benefits will be sustained through Title I and General Funds.

The salary and benefits are inclusive of the positions to support the work of the grant. This includes the three positions required by the grant, SIG Coordinator, Data Coach, and Family Liaison Director. Funds were also allocated for other positions to support instruction, parent engagement, as well as, culture and climate. These positions include: Consultants/Coaches, Instructional Coaches, Interventionists, Core Teacher Leaders/Mentor Teachers, After School Coordinator/staff, and Parent Liaison.

Purchased Services

Extended Service Providers/Institute for Student Achievement: \$975,000.00

Years 1-3: \$225,000.00

Years 4-5: \$150,000.00

Sustainability: This will be sustained through Title I and Title II funding.

The goal is to provide consistent, systematic, and timely **individualized and group professional development to support all teachers and support staff**. Institute for Student Achievement will provide these services.

Supplies and Materials

Student Incentives/Field Experiences: \$117,143 over 5 years

- Year 1: \$18,000 per year
- Year 2: \$17,643 per year
- Year 3: \$20,000 per year
- Years 4&5: \$30,750 per year

The goal is to fully implement sustainable support for quarterly benchmarking system incentives, teacher preparation materials, college environment support training (including school environment decorating etc.). Monthly academic achievement celebrations for Quarterly Award Assemblies, and field experiences for students to colleges and other experiences related to learning.

Professional Development - \$110,857 over 5 years

- Year 1: \$17,000 per year
- Year 2: \$17,357 per year
- Year 3: \$15,000 per year
- Years 4 & 5: \$30,750 per year

The goal is to purchase supplies for professional development, cover registration costs, as well as, travel costs to various professional development opportunities to support the work of the grant.

Sustainability: These areas will be sustained through Title I and Title II funds.

Other Expenditures

5% fee to district - \$162,500 for year 1-5

\$32,500 per year

This is a district fee required by the SIG.

Sustainability: This will be sustained through SIG funds.

Attachments

Attachment A: Baseline Data (to be uploaded as a separate Excel file into MEGS+)

Attachment B: Intervention Model

Attachment C: Professional Development Calendar

Attachment D: SIG Timeline

Attachment E: Annual Goals

Attachment F.2: Budget Narrative

Attachment G: Assurances and Certifications

Attachment A: Baseline Data Collection

The SIG baseline data collection is to be uploaded into MEGS+ as a separate Excel document. Do not insert here.

Attachment B: Intervention Model

Denby High School will continue its work with the Institute for Student Achievement (ISA), an evidence based, whole school reform model that meets the What Works Clearing House standards and the SIG definition of a Whole School Reform Model Developer according to the Evaluation Studies on the website <http://www.studentachievement.org/results/research>. The three studies are: 1) AED Study: Findings from the Institute for Student Achievement Outcome Evaluation (Final report 2010), 2) IMPAQ Report: ISA Outcome Study (Final Report 2012), 3) MDRC Evaluation Study (Final 2014). These studies include large and multi-site samples. ISA's model has been approved for use in School Improvement Grants (SIG) as an evidence-based Whole School Reform model.

One study that meets with the What Works Clearinghouse evidence standards is the Academy Educational Development (AED) longitudinal study from 2003 to 2010. AED conducted a six-year longitudinal outcome study to track two cohorts of students—9th graders in 2003 and in 2004—through high school into their early post-graduation careers. This study looked in depth at ISA schools in New York City to determine ISA's impact on student, teacher, and school outcomes, using a quasi-experimental design.

Quantitative data came from student achievement records and from teacher and student surveys. Qualitative data were obtained from site visits, interviews of key school and ISA staff, and classroom observations. To determine the impact of ISA on student achievement, AED compared achievement outcomes for ISA students with those of similar students at similar large New York City public high schools and found that ISA has a significant positive impact on student achievement with no significant negative outcomes.

The evidence supporting ISA's success is based on studies of samples similar to Denby's population. Since 2001, ISA has engaged in whole school reform in cities such as Atlanta, Detroit, Minneapolis, and New York City. ISA study schools served a diverse student population; a majority of students in the study were African American or Latino/a. ISA students faced several disadvantages, including low socioeconomic status and poor prior achievement, over 70% of the students are free/reduced lunch eligible and over 60% enter 9th grade with significant deficits in math and literacy. However, despite these hurdles, students in ISA high schools have better attendance rates, accumulation of more academic credits, are less likely to drop out, and are more likely to graduate from high school within 4 years than their comparison peers.

ISA's whole-school reform model is grounded in 7 research based principles that are designed to help under-performing schools graduate all students ready for college and careers. The 7 principles serve as a framework to transform a school's organizational and educational practices to a personalized and rigorous educational program that embodies the values and goals of the school community and produces a college-going culture. The 7 research based principles are:

1. A college preparatory instructional program to provide all students with rigorous inquiry based curriculum and instruction aligned with the Common Core State Standards and which embeds content and numeric literacy in the content areas.
 - ISA's college-preparatory instructional program focuses on students' intellectual development and emphasizes the development of higher order thinking skills, habits of work, and mastery of critical skills in the core content areas. Literacy, writing, and numeracy are embedded in content areas across the curriculum. Other elements of the instructional program include a rigorous inquiry approach to curriculum and instruction aligned with the CCSS and the use of multiple forms of assessment to accurately capture students' learning, monitor students' progress, and guide pedagogical differentiation so that instruction meets the needs of diverse learners.
 - ISA will support high-quality, inquiry-based, college-preparatory instruction in all classrooms in Denby, by: (1) identifying indicators of high-quality, inquiry- and project-based instruction that aligns with the CCSS; (2) observing video and live images of high-quality instruction; (3) using an evidence-based approach in observations; (4) providing teachers with evidence-based, concrete, and actionable feedback and timelines for the implementation of changes in instructional practice; (5) using rubrics; (6) norming and moderating classroom observations; and (7) providing curriculum resources for the improvement of teaching and learning.
 - ISA's college-preparatory instructional program includes the ISA Mathematics Program, which facilitates school wide organizational and pedagogical change and supports math faculty and school leadership to develop and implement a four-year, rigorous, inquiry-based, and CCSS-aligned mathematics program that prepares all students to graduate from high school college-ready without requiring remediation. We offer Denby a customized, rigorous inquiry-based mathematics curriculum, aligned with the CCSS that develops students' capacity for mathematical thinking as well as their mastery of mathematics foundational knowledge and skills. The mathematics curriculum for Algebra 1 and 2 (pre-Calculus) and Geometry includes 1) anchor units, 2)

lessons, 3) performance tasks, 4) lesson resources, 5) formative assessments, and 6) scoring rubrics. In addition, the curriculum includes access to the Online Assessment Reporting System (OARS), a data management and reporting tool customized for ISA math performance assessments.

2. An extended school day and year to provide additional opportunities for student enrichment and remediation.
 - All ISA schools offer extended day and extended school year opportunities. The offerings available to Denby include enrichment activities, such as a school newspaper, a drama club, and an art class; academic supports, including tutoring, homework help, and SAT and ACT test preparation; and some recreational activities. Schools typically mandated attendance in extended day academic activities for students failing or at risk of failing a course. Denby will also offer credit-recovery courses through their extended-learning offerings. Summer school participants will attend an intensive 3-week inquiry-based program. Students who successfully completed this program received course credit.
3. A dedicated team of teachers and counselors that provides a consistent support network and safety net throughout the student's 4 years of high school.
 - Through each of their four years of high school, students work with a grade level multi-disciplinary team of teachers and a counselor. This structure is designed to: (1) personalize the school environment; (2) create strong, in-depth connections between students and their teachers and counselor; and (3) enable the support network to be knowledgeable and engaged. The strong relationships generated by this team organization enable teachers to elicit higher levels of student performance. The team structure allows teachers to work collaboratively and collectively to support students' success.
4. Distributed counseling in which all faculty take responsibility for students' academic, social, and emotional development and produce trusting and caring relationships with students that can be leverage to increase students' achievement.
 - ISA principles call for building a school-wide safety net of support services. In ISA's unique model of "distributed counseling"™, all school staff are responsible for knowing students well and for providing a caring, safe, and supportive environment. Counselors collaborate will closely with teachers to help them expand their role to include advising a group of students. Advisory groups will meet with a teacher and /or counselor in a small group of 15–18 students during dedicated periods of the school day. Topics covered included social and emotional issues such as stereotyping, prejudice, interpersonal skills, and peer pressure, as well as academic issues such as career and college exploration, tutoring, and study skills. Advisory programs will meet from one to four times per week and use a curriculum provided by ISA. In addition to advisories, counselors supported teachers in various ways to help them integrate counseling strategies into their pedagogy. For instance, conducting case-management sessions with teacher teams on dealing with student issues. . Counselors also participate in the ISA Counselor Network, a community of practice comprised of all counselors across the ISA network that meets both formally and informally to discuss issues, trends, and best practices; share strategies; problem-solve challenges; and develop curriculum with ongoing support provided by ISA in the areas of conflict resolution, peer mediation, and advisory.
 - We collaborate with staff to: (1) build close, caring, trusting relationships between students and teachers so that teachers know students well; (2) implement a student advocacy system whereby every student has an adult advocate/advisor who is his/her go-to person so that there is a positive family partnership and communication with families; (3) develop and implement a four-year comprehensive advisory curriculum to prepare students for postsecondary education and careers, including personal, social and financial issues; guidance in completing college and financial aid applications; and personal, and adolescent development issues; (4) build teacher capacity to serve in teacher-as-advisor roles; (5) implement case conferencing and other team problem solving structures with regard to student issues; (6) develop student self-management initiatives such as peer mediation and conflict resolution to help students develop effective and constructive problem-solving skills.
5. Continuous professional development to establish a collaborative and professional learning community in which teachers, counselors, and school leaders participate in job-embedded coaching and other forms of professional development opportunities, including ISA Summer and Winter Institutes.
 - Another way in which ISA schools strive for continuous improvement is continuing professional development. Schools work toward this principle by strengthening teachers' content knowledge and pedagogical skills in regularly scheduled common meetings for curriculum planning, problem solving, and reviewing student progress. Continuing professional development occurred in several forums, including at whole-staff meetings; during observations of and feedback to teachers by coaches, administrators, or colleagues; and at team-level meetings. ISA coaches develop and provide professional development sessions that fit these forums and are aligned with the 1) 7 model 2) principles, Denby school goals, and 3) SIG areas of Improvement.
6. Parental involvement and engagement in their child's education.

- The involvement and engagement of families in the education of their children increases students' opportunities for school success. In order to develop strong family support, the ISA school/leadership coach helps schools implement effective strategies for fostering family engagement. These strategies include: (1) providing regular communication with parents/caregivers about their child's progress (e.g. electronic communication or phone calls by advisors to parents/caregivers); (2) conducting parent/caregiver teacher conferences; (3) conducting team intervention meetings with students and parents/caregivers; (4) structuring parent/caregiver information opportunities on issues critical to students' success such as the school's curriculum and expectations, college readiness, and college-going and how parents/caregivers can support their children to be successful in school; (5) providing parent/caregiver school orientation sessions; (6) supporting parents in creating a Parents Association and participating in meetings as needed; and (7) supporting the Parents Association to connect with key community stakeholders and leaders.
7. Continuous organizational improvement through the use of multiple forms of data to monitor program implementation and student progress and performance outcomes.
- To implement ongoing organizational improvement, the ISA model calls for teams to meet regularly to ensure that the program is aligned with the seven principles and is fulfilling its goal to create and sustain an intellectually rigorous, caring, and personalized learning environment. ISA will consult and collaborate with Denby in the use of multiple mechanisms to assess their organizational and program effectiveness, including "critical friends" protocols; peer observations; reviews of student work; analysis of student performance data, such as course passing rates, attendance, and growth on periodic assessments; surveys of students' attitudes and expectations about school and their futures; and documentation reports on the implementation of ISA principles. ISA's strategic partner, NCREST, assists ISA with collecting and using these data to inform practice
 - An ISA leadership coach works with school leaders individually and as a team to build their capacity in the following areas:
 - Using the ISA model as the whole school reform strategy to: (1) identify measurable goals, outcomes, and priorities for school and student achievement; (2) develop a strategic implementation plan; (3) develop a communication and engagement strategy for school stakeholders so that they are informed and have ownership of the goals and plan; and (4) develop a process for monitoring, assessing, and problem-solving implementation.
 - Facilitating meetings, including using processes and protocols for agenda building, handling instructional issues, discussion management, decision making, decision minutes, follow up, and accountability
 - Developing and implementing organization structures to support implementation of the ISA model
 - Supporting high-quality, inquiry-based, college-preparatory instruction in all classrooms, by: (1) identifying indicators of high-quality, inquiry- and project-based instruction that aligns with the CCSS; (2) observing video and live images of high-quality instruction; (3) using an evidence-based approach in observations; (4) providing teachers with evidence-based, concrete, and actionable feedback and timelines for the implementation of changes in instructional practice; (5) using rubrics; (6) norming and moderating classroom observations; and (7) providing curriculum resources for the improvement of teaching and learning
 - Analyzing local data to identify trends and needs for support, after which school leaders monitor and use the findings to inform instructional, organizational, and professional development decisions and planning
 - Enacting actionable strategies to support teachers in improving classroom rituals, routines and classroom environments
 - Developing and implementing strategies for Distributed Counseling™, parent involvement, external learning, and extended days and years
 - Developing and implementing a professional development plan based on school goals and faculty needs to achieve those goals; and monitoring and assessing the plan's implementation for effectiveness and making appropriate modifications
 - Using multiple forms of data to inform decision-making and continuous organizational development

The continued goal at Denby High School is for all students grades 9 – 12 to receive the benefits of the creation of an ISA college readiness/inquiry curriculum in all subjects. The development and implementation of such curriculum is dependent upon ISA coaching of both the school leadership and teaching staff. Student receptivity and growth of responsiveness to ISA college curriculum is dependent on the continued development of advisory, teacher advocacy for students, student advocacy for themselves, and direct communication from school to home.

At Denby there is a strong commitment to the ISA strategies for fostering family and community engagement. The school has developed contacts with community organizations that support advisory in grades 9 and 10. Community organizations also supported 12th grade advisory final portfolio project work. As part of her work advocating for students, the guidance counselor created a career day for all grades. In response to support school/home connections the school has designated a point person to monitor advisor calls to advisee homes to inform parents of attendance, progress, social or emotional issues.

Denby has made thorough commitment to ISA's principles and a good faith effort in setting up the structures and personnel to ensure continued successful work. ISA looks forward to continuing our work with the students, staff, faculty, and leadership at Denby High School in the years to come.

Attachment C: Professional Development Plan/Calendar

Professional Development Plan

As Denby High School strives to become a model for teaching and learning, it is essential that its staff receives high-quality, job-embedded professional development (PD) that allows them to grow as educators and leaders. This Professional Development Plan outlines the various training and growth opportunities that Denby High School's faculty and administration will receive during the 2016-2017 school year.

This job-embedded PD plan was also created as a response to the following surveys and data sources:

- NWEA test scores from the 2015-2016 school year
 - SAT/PSAT test results from the 2015 cohort
 - Formative and summative data from teacher-created assessments during SY 2015-2016
 - School Quality Review Report and Analysis conducted in May, 2016
 - Insight Survey results completed by parents, students and staff members in Winter, 2015 and Spring 2016
 - District (EAA)/Administrative walkthrough observations for school year 2015-2016
 - Denby Progress Report compiled by ISA (Institute of Student Achievement) completed in Spring of 2016

Description of Professional Development

Professional Development at Denby High School will focus on the following areas:

I. Classroom Management and School Culture

Professional development in this area will be facilitated by ISA, SEN, School Administration, and the school leadership team. A committee of administrators, teachers and support staff will meet once a week to develop a schoolwide system to implement, monitor, and track interventions and a uniform system of behavior management. This committee will then utilize the "train the trainer" model to offer PD to the rest of the faculty. After the roll-out of these processes, the entire staff at Denby High School will utilize uniform procedures and routines when addressing behavior and discipline. Denby will structure itself around tightly aligned grade level cohorts in which each grade level is overseen by an administrative team member. Each grade level will also have an identified teacher leader that will ensure uniformity in both instructional and behavioral systems across all classrooms.

II. Implementing Data Driven Culture

Professional development in this area will be facilitated by SEN, ISA, School Leadership team, and teacher leaders. PD will focus on using standardized testing data (NWEA, SAT, PSAT) in order to determine learning gaps and deficiencies among our student population. Teachers will development themselves around understanding and communicating data provided from these assessments as well as ways to incorporate that information into their planning and instructional practice. Teachers will also improve their data tracking methodologies in regards to their own assessments and exit ticket trackers.

III. Instructional Practice

Professional development in this area will be facilitated by ISA (Institute of Student Achievement, School Empowerment Network (SEN) and In-School Administration. These three organizations are all experts in curriculum, assessment and instruction, and are providing various PD opportunities aligned to one common vision of Backwards Planning.

ISA and SEN will work in conjunction with Denby's Leadership Team to effectively use data to create curriculum, and then to develop standards-aligned assessments and instructional strategies. SEN's focus is to create best practices regarding the use of data to drive instruction and the development of fully aligned End of Course Exams. Leadership Team members will in turn work with their respective content-level PLCs to use these methods in their daily lesson planning and execution. ISA and SEN will also facilitate PD in scaffolded instruction in order to address different learning needs.

ISA will continue to work with content/grade level PLC's for the 2016-2017 school year. They will work in conjunction with both grade level leads and content level leads in order to develop and execute effective PD, create data analysis gathering and tracking tools, and work with teachers to ensure lesson plans (daily and unit) are effectively aligned to both Common Core standards and approved content based curricula.

Date	PD Attended	Description	Staff Member(s)
7/11/16	NWEA Data Analysis Training	Teachers will develop themselves around data analysis and skill gap identification in relationship to the NWEA exam	AP, ILT, Master/Lead Teachers
7/13 – 7/15/16	Backwards Planning PD	Develop unit planning strategies around EOC exams	School Empowerment Network, ISA
7/19 - 7/20/16	Teaching in Blocks	Develop pedagogical strategies aimed at increasing effective teaching practices in 90 minute block periods	School Empowerment Network, ISA
7/27 – 7/29/16	Content Planning and Curriculum Alignment	Develop scope and sequences, review assessments, and establish unit plans for the 2016-2017 school year	School Empowerment Network, ISA, Grade Level Leads
8/29/16	Transferring Agency-- Student Centered Learning at Denby High School	Teachers learn how to incorporate strategies which move the cognitive lift from the teacher to the students. Teachers look at their first unit plan and identify areas where they can incorporate higher levels of thinking and more activities for the students.	AP, ILT, Master/Lead Teachers
8/31/16	Grade Level Management and Culture PD	Establish norms and routines aligned within grade levels around classroom management techniques and cultural norms	AP, ILT, Master/Lead Teachers
9/1/16	Management and Cultural PD	Developing 4 non negotiable systems and routines for immediate implementation into the classroom. Teachers will create systems as well as accountability measures in line with schools non-negotiables.	AP, ILT, Master/Lead Teachers
9/7/16	RtI: Developing math/ela based interventions for advisory	Grade Level Teams meet to create objectives for math and reading during the intervention blocks of advisory. (Create the first 2 week lesson plans for math and reading)	Grade Level leads
9/14/16	Raising the bar! Effective test taking strategies inside the classroom	Teachers will examine strategies and methodologies they can incorporate in their curricula in order to help students improve test taking skills	ISA Coaches
10/7/16	Analyzing Initial Trends in Student NWEA Data	Teachers will examine areas of strength and weakness for their students. Teachers will make individual and class goals based on strands where students show the most need.	AP, ILT, Master/Lead Teachers, Data Coach
10/7/16	Depth of Knowledge PD	Teachers examine the current DOK level of activities they are asking students to complete. After receiving development teachers create a new lesson plan which aims to incorporate Level 3 and Level 4 activities and assessments.	Grade Level Leads/Teacher Leads

10/12/16	RtI: Developing math/ela based interventions for advisory	Grade level teams examine NWEA data and objectives taught thus far in intervention. Pick new objectives or discuss different teaching methods to reinforce skills.	AP, ILT, Master/Lead Teachers
10/26/16	Writing Rubrics	Teachers examine how to create an effective rubric for specific content subjects.	Content Leads, ISA Coaches
11/8/16	Strategically Aligned Assessments	Teachers look at unit assessments for the second semester and examine the alignment to standards. Teachers discuss how to adjust content to meet the students where they are while also keeping the end goal of mastering 80% of content on the EOC in mind.	Content Leads, ISA Coaches
11/8/16	Performance Assessments: Standard Aligned and Student Owned	Teachers begin work on creating performance assessments. Teachers learn how to take standards and objectives they have taught to create a quality performance assessments for second semester units.	Content Leads, ISA Coaches
11/30/16	Grade Level Management Alignment	Grade level teams examine first semester practices and create modifications to original management and culture plans.	AP, ILT, Master/Lead Teachers
12/14/16	Attendance and High Expectations	Teachers will develop communication plans through advisory in order to monitor student attendance and create a plan of expectations in order to meet the needs of both regularly attending students and students with high rates of absenteeism	Data Coach, Climate and Culture Leads
1/11/17	Second Semester Goal Setting	Grade level PLC's will meet in order to examine first semester goals while creating plans around developing second semester non negotiables	AP, ILT, Master/Lead Teachers
1/27/17	Whole School Analysis of NWEA Data	Examine NWEA data as a school. Discuss grade level trends, set new goals. Look at students doing really well and students who are struggling and discuss rationale for these extremes.	AP, ILT, Master/Lead Teachers
2/1/17	Grade Level NWEA Analysis	Grade Level NWEA Data PD that allows teachers an opportunity it identify learning gaps and create systems and plans around filling those gaps with high level, targeted instruction	Haffner, AP, ILT, Master/Lead
2/22/17	School Wide Committee PD	School Committees met to discuss progress towards goals set at the beginning of the year. Create new action plans for second semester.	Committee Leads
3/15/17	Teacher Training PD-- PSAT/SAT, ACT WorkKeys	Incorporate structure and procedure for preparing and administering state exams	Haffner, AP, ILT, Master/Lead
4/20/17	SQR Report Evaluation	Teachers meet in grade levels in order to evaluate, assess, and make plans about the SQR report.	Haffner, AP, ILT, Master/Lead

5/31/17	Mastering the EOC	How to incorporate testing strategies into lessons to get students ready for EOC. How to talk with students about the importance of EOC and finding success for every student.	Content Level Leads
6/7/16	Successful Senior Defenses	Teachers read over rubrics and prepare students for senior portfolio presentations. Schedule and questions for panelists for presentations are created.	Daniels, McLellan, Grade Level Leads

Attachment D: SIG Timeline

PROJECT ACTIVITY CHART AND CALENDAR 5 YEAR PLAN

PHASE ONE: September –November 2016

Date for Activity	Activity	Outcome	Responsible Parties	ISA
Sept. 2016	<u>Review of ISA</u> <ul style="list-style-type: none"> • Meetings with the principal, leaders, staff, and ISA: <ul style="list-style-type: none"> o Review of ISA Model and renewal process o Overview, goals, timeline, and expected outcomes of the renewal process o Role of ISA 	<p>A common understanding of the expectations and the parameters of the ISA renewal process.</p> <p>School leadership team will have a common understanding of the renewal non-negotiables: purposes, expectations, structure, and process and the role of the ISA partnership.</p> <p>Leadership team was set up and expanded 2015 -2016 school year.</p>	Denby HS leadership team, ISA leadership coaches, ISA content coaches.	<ul style="list-style-type: none"> • ISA President • ISA Senior Program Director, • ISA Project Director • NCREST Co-director
Sept. 2016	<u>Establishing Stakeholder Investment in School Renewal</u> <ul style="list-style-type: none"> • ISA Online Student Survey to assess: <ul style="list-style-type: none"> o Perceptions about connection to and engagement in school o Perceptions about self-efficacy o Students’ aspirations and ambitions o Students’ sense of agency o Perceptions of their school as a college-going culture 	<p>Stakeholder investment in renewal.</p> <p>Data to inform school renewal process.</p> <p>Report on Student Survey Results</p>	Denby HS Data Specialist	<ul style="list-style-type: none"> • NCREST Director for Research & Evaluation)

<p>Sept. 2016</p>	<ul style="list-style-type: none"> o Perceptions of opportunities to succeed in school • ISA Online Staff Survey to assess: <ul style="list-style-type: none"> o Perceptions of their school as a college-going culture o Perceptions about student behavior o Perceptions of student-faculty relationships o Professional development support o Perceptions of opportunities for collaboration. 	<p>Data to inform school renewal process Report on Staff Survey Results Compare to Staff perceptions from the previous year.</p>	<p>Denby HS Data Specialist</p>	<ul style="list-style-type: none"> • NCREST Director for Research & Evaluation)
<p>Sept. 2016</p>	<ul style="list-style-type: none"> o Perceptions of opportunities for collaboration. • Reconvening of Advisory/Seminar Committee <ul style="list-style-type: none"> o Reconvene the expanded Advisory/Seminar Committee made up of teachers, grade leaders, guidance, and administration. This committee was created and expanded 2015-2016. Principal will convene Advisory Committee bi monthly. Principal is chair of the advisory committee. Advisory Committee’s responsibility is to provide feedback on design features and decisions to ensure that the renewal maps onto the common priorities agreed to by the stakeholder groups, school goals and outcomes, and results from student and staff surveys. 	<p>Stakeholder voice and priorities inform the renewal of advisory and support continued buy-in and commitment.</p>	<p>Principal, AP, guidance, teachers.</p>	<p>ISA Leadership Coaches</p>
<p>Oct. 2016</p>	<ul style="list-style-type: none"> • Meeting of Advisor/Seminary Committee to monitor adherence to vision and priorities of all stakeholder groups – students, parents, teachers. Development of Denby Family council under the auspices of guidance department. <p>Principal, key staff, content coaches, leadership coaches visit NYC ISA schools.</p>	<p>Development of structures for student and parent voice.</p> <p>Key staff will have images of practices in operation in schools with comparable student populations. Focus will be on advisory/seminar, special education inclusion models, backwards planning, and inquiry instruction.</p>	<p>AP, guidance department, dean</p> <p>Principal, key staff, district supervisor</p> <p>Principal, AP, teachers on visit.</p>	<p>ISA Leadership coaches. ISA Project Director</p> <p>Senior programs director, ISA leadership and content coaches. NCREST</p> <p>ISA Content and Leadership coaches.</p>

	<p>One-day External Review: External Team</p> <ul style="list-style-type: none"> ▪ Review of self-study report ▪ Review of statistical data ▪ Observation of classrooms ▪ Review of representative teacher and student work artifacts <p>• Analysis and discussion of self-study and external review reports: Implications for renewal goals and priorities</p>	<p>Report on findings from External Review</p> <p>Draft stating priorities for renewal based on gaps in progress on goals and outcomes in both reports</p>	<p>Principal and Leadership teams</p> <p>Principal</p>	<ul style="list-style-type: none"> • ISA Project Director, ISA LSR coaches <p>ISA project director</p>
<p>Jan, 2017</p>	<p><u>Establishing school outcomes and priorities for the renewal based on goals and vision of all stakeholders</u></p> <p>• 1-Day Staff Retreat for the school</p> <ul style="list-style-type: none"> o Purpose: to elicit staff voice and expertise to inform the renewal process o Staff work in mixed groups <ul style="list-style-type: none"> ▪ Review data and reports from ISA college readiness assessment, student and staff surveys, parent and community focus groups, results from June 2016 summative staff meeting. ▪ Engage in open response and targeted response to the data ▪ Discuss what the evidence tells about what the school is doing effectively and what they need to improve with regard to the 5 evidence-based components of the ISA renewal process: <ul style="list-style-type: none"> ▪ Share results across groups ▪ Identify common ground across groups o Sort <ul style="list-style-type: none"> ▪ Staff work together in groups of 6-7 to identify their priorities for the goals and outcomes for the renewal 	<p>Using evidence, the school's staff comes to consensus on areas where school is effective, areas for improvement and goals, outcomes, and priorities for renewal focusing on grade team reports to help grow advisory/seminar and grade wide protocols.</p>	<p>Principal; school leadership team</p>	<p>ISA leadership and content coaches.</p>

	<ul style="list-style-type: none"> Alignment of school strategic plans for renewal with district goals 	School' strategic plans will align with district goals	Principal, district supervisor	ISA Project Director, ISA Senior Program Director
February, 2017	<u>Meeting of the school's Expanded Leadership Committee</u> <ul style="list-style-type: none"> Presentation of Strategic Plan for advisement 	<p>Stakeholders perspective inform the strategic plan</p> <p>Strategic plan reflects stakeholders' perspective and knowledge</p>	<p>Principal, district supervisor</p> <p>Principal</p>	ISA LSR coaches, ISA project director ISA LSR coaches
March-April, 2017	<u>Development of Annual Implementation Plan and Calendar for 2017-18</u> <ul style="list-style-type: none"> ISA leadership and content coaches work with key school personnel to develop an annual implementation plan for each content area so that it maps onto the strategic plan. Identification of any organizational changes, staffing needs, and reallocation of resources necessary for enactment of the 2017-18 implementation plan Identification of immediate professional development needs 	<p>Each content area will have an implementation plan and calendar for 2017-18 that maps onto the strategic plan</p> <p>Creation of the organizational supports, structures, mechanisms, and realignment of fiscal resources necessary for effective implementation of the 2017-18 implementation plan</p> <p>Plan for professional development critical to the renewal to occur in April through August, 2017</p>	<p>Principal, key staff in the content areas</p> <p>Principal, leadership teams, district supervisor</p> <p>Principal, key staff in the content areas</p>	<p>ISA Leadership and content area coaches</p> <p>ISA Leadership coaches, ISA project director</p> <p>ISA Leadership and content area coaches</p>

April-June, 2017	<u>Planning school organization, staff and student programs for 20017-18 school year based on renewal implementation plans.</u>	The organizational context to support the renewal will be in place.	Principal, key programming staff	ISA LSR
June 2017	<u>Meeting of Leadership team committee to report on progress on the goals.</u>	Stakeholders perspectives will be considered for future implementation by the committee.	Members of committee, principal, district supervisor	ISA LSR coaches, ISA project director

Phase 3: April –July; August 2017-July 2018

The subsequent implementation years follow the pattern of the 2017-18 year and conclude with ISA’s Sustainability Inventory.

Date for Activity	Activity	Outcome	Responsible Parties	ISA
April-June, 2017	<p><u>Planning for a Summer Institute: an Intensive Professional Development and Planning Institute that occurs immediately after school ends in June:</u></p> <ul style="list-style-type: none"> ● Summer Institute has three components: <ul style="list-style-type: none"> ○ School team planning sessions to review and develop plans for the coming year ○ Curriculum sessions: <ul style="list-style-type: none"> ▪ Leadership sessions for school leaders ▪ Counselor sessions on personalization ▪ Curriculum development sessions for teachers: <p>Content area teachers across school come together in sessions facilitated by an ISA expert practitioner</p> <p>Development of curriculum units, lesson plans, activities, and instructional strategies for college readiness</p> ○ Thematic sessions: 2 hour workshops on technical knowledge (e.g., strategies for integrating vocabulary into the content area) ● School pre-plans for Summer Institute <ul style="list-style-type: none"> ○ Set goals for use of team time ○ Teachers, counselors, and school leaders register and prepare for their sessions 	Plan for Summer Institute is designed to address the needs of the school to implement the renewal process	Key school staff	ISA coaches, project director, and senior programs director NCREST

	<p><u>Professional development targeted to the renewal based on school needs; possible examples:</u></p> <ul style="list-style-type: none"> ● Content area coaching to increase college readiness teaching and learning in the content areas; ● Workshops on: <ul style="list-style-type: none"> ○ Literacy across the curriculum; ○ Writing Worth Doing; ○ Role of advocate-advisor and planning/adapting advisory curriculum, etc.) ○ Role of advisor to communicate with home and families ○ Role of guidance to communicate with home and families. ○ Expansion of the family counsel under the auspices of guidance department. <p>Grade teams develop cross curricular summer readings and assignments for opening of school. Summer assignments to be collected and reviewed in advisory/seminar classes.</p>	<p>School staff have focus for their work at Summer Institute</p> <p>Faculty will have experience implementing some college ready strategies.</p> <p>Faculty will increase their understanding of new roles and/or curriculum/or pedagogy (e.g., literacy across the curriculum) Grade teams will coordinate unit plans for 2017-18 to formulate summer assignment for their grades. They will utilize Backwards Planning.</p>	<p>School staff</p> <p>Key content area faculty</p> <p>AP, master teachers, grade team leaders, parent liason.</p>	<p>ISA coaches</p> <p>ISA content area coaches, ISA senior specialists in math and literacy</p> <p>ISA Leadership coaches</p>
July 2017	<p><u>Summer Institute</u></p> <ul style="list-style-type: none"> ● Individual school team planning time ● Curriculum Sessions ● Thematic Sessions 	<p>School are prepared for the following year's renewal work; strengthen their bonds as a faculty and commitment to their school's renewal; develop a sense of common purpose as a network</p>	<p>School leaders and teachers; district supervisor</p>	<p>ISA coaches and curriculum and instruction specialists, project director, senior program director, president NCREST</p>
August 2017	<p><u>Planning for Opening School with Full Implementation of Renewal Plan</u></p> <ul style="list-style-type: none"> ● Notification to students and families about opening of school. Reminder to students and families of summer 	<p>Students and parents are informed of any new procedures</p>	<p>School leaders, parent liason,</p>	<p>ISA LSR coach</p>

	<p>assignment. Reminder to parents of Denby based meeting of parent council.</p> <ul style="list-style-type: none"> Review Summer Institute achievements and school renewal implementation plan with entire staff 	<p>regarding starting the school year</p> <p>Staff is clear on focus for renewal</p>	<p>district supervisor</p> <p>School leaders, staff</p>	<p>ISA LSR coach</p>
<p>Sept.- Oct. 2017</p> <p>Sept. 2017— June 2018</p> <p>Oct. 2017</p>	<p><u>Enactment of Renewal Implementation Plan</u></p> <ul style="list-style-type: none"> Content coaches develop coaching action plan in consultation with principal/supervisor and content area teachers targeted to the school's implementation plan for the renewal plan ISA LSR coach develops coaching action plan in consultation with the principal ISA Leadership ensure congruence of action plans of all content coaches and leadership goals. Regular leadership and content area coaching targeted to supporting faculty in the enactment of the implementation plan <p><u>Principal, AP, key staff visit to ISA NYC schools.</u></p>	<p>Coaching plans map onto the outcomes of the implementation plan</p> <p>Staff are supported to enact implementation plan</p> <p>Key staff will have images of further developed exemplary inquiry instruction, backwards planning, CTT special education inclusion classes, and seminar/advisory in action in schools with comparable student populations.</p>	<p>Master teachers and lead teachers, instructional AP, Principal</p> <p>Staff</p> <p>Principal, AP, key staff</p>	<p>ISA content coaches, ISA</p> <p>ISA LSR coach, ISA</p> <p>ISA coaches</p> <p>ISA content coaches ISA leadership coaches</p>
<p>January, 2018</p>	<p><u>Benchmark Review Retreat</u></p> <ul style="list-style-type: none"> One-day retreat to: 	<p>Monitoring progress and</p>	<p>Key school staff</p>	<p>ISA LSR coach,</p>

	<ul style="list-style-type: none"> o Assess evidence of progress toward the goals in the renewal plan o Identify effective strategies o Identify challenges regarding implementation and progress: <ul style="list-style-type: none"> ▪ Analyze problems ▪ Identify solutions ▪ Develop strategies and timeline for implementing solutions 	ensuring ongoing improvement		content coaches, ISA project director NCREST
January, 2018	<p><u>Special Meeting of Leadership Team(including Parent Council) to review the Benchmark</u></p> <p>Retreat with a focus on progress and areas still needing attention..</p>	Stakeholders’ perspectives	Members of leadership team, principal, AP,district supervisor	ISA LSR coaches, ISA project director
May, 2018	<p><u>ISA Annual Implementation Inventory</u></p> <p>Principal and ISA coach examine statistical data and student and teacher artifacts, observe classrooms, and review ISA’s indicators for a college going culture to determine what progress has been made and what gaps still exist. An external ISA coach visits the school for one day and reviews the statistical data and work artifacts, observes representative classrooms, and discusses the review of indicators for a college going culture with the principal and LSR coach. The external ISA coach provides feedback on the progress toward the goals of the implementation plan and recommendations for moving forward. This is followed by a written report.</p>	Evidence-based assessment of Progress during the 2017-2018 school year	Principal AP Data Specialist Grade team leaders.	ISA LSR coach, ISA External Coach NCREST
June, 2018	<p><u>Meeting of Leadership team Committee</u></p> <p>Report on progress on the goals.</p>	Stakeholders perspectives	Members of committee, principal, district supervisor	ISA LSR coaches, ISA project director
May—June 2018	<p><u>Planning for Summer Institute, 2018</u></p> <ul style="list-style-type: none"> ● Key leadership staff and LSR coach plan summer institute using the Annual Implementation Inventory report to inform the plan 	Plan targeted areas to address gaps noted in report.	Key leadership staff	ISA LSR coach
May, 2019, 2020,	<p><u>Plan for Sustainability</u></p> <ul style="list-style-type: none"> ● Student Survey 			NCREST

<p>2021</p>	<ul style="list-style-type: none"> ● Staff Survey ● Reports on survey findings and comparison with baseline surveys at start of the project ● ISA Sustainability Inventory <ul style="list-style-type: none"> ○ NCREST provides orientation to key school staff and provides materials for the Sustainability Inventory ○ Key school staff participate in evidence-based school self-study to determine progress toward and achievement of the goals and outcomes of the renewal that uses: <ul style="list-style-type: none"> ▪ Statistical data on indicators such as attendance, student course pass rates, college admission rates, etc., ▪ Teacher and student artifacts, ▪ Assessment of implementation indicators of a college going culture ▪ Representative classroom observations ▪ Analysis of data collected to assess progress and gaps ○ External team review: a team of ISA educators lead by an ISA coach visit the school for one day: <ul style="list-style-type: none"> ▪ They gather evidence of progress toward the goals and outcomes of the renewal and remaining gaps. They collect evidence including: <ul style="list-style-type: none"> ● Context information provided by the school and a presentation by key staff ● The school’s analysis from their self-study ● Statistical data on indicators such as attendance, student course pass rates, college admission rates, etc., ● Teacher and student artifacts, ● The school’s assessment of implementation indicators of a college going culture ● Representative classroom observations ● Focus groups of teachers, students, and parents. <ul style="list-style-type: none"> ▪ Using the evidence, the team develops a collective perspective on the school’s progress and gaps regarding the goals and outcomes of the renewal ▪ The team presents an oral report on the progress and gaps and makes recommendations for continuous improvement 	<p>Data to inform sustainability and continuous organizational improvement</p>	<p>School data specialist</p> <p>Key staff</p> <p>Key staff</p> <p>Key staff</p>	<p>NCREST ISA LSR coach</p> <p>ISA LSR coach</p> <p>External ISA leadership coach and ISA educators from other school (principal, teachers, counselor, etc.), ISA LSR coach</p>
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Sept –June 2019,2020,2021	<ul style="list-style-type: none"> The school then receives a written report based on the oral report. <p>School uses same process each year to plan inquiry instruction and backwards planning, grade team structure and teacher classroom to classroom inter-visitation, advisory work with students, growth of student and parent voice, refinement of special education inclusion structure</p>	See school year 2017-2018	All staff	NCREST; ISA External Coach
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Attachment E: Annual Goals

Insert annual goals here. A template is provided for your reference.

	Current Proficiency Rate (M-STEP) 2015-2016	Goal for 2016-2017 (M-STEP)	Goal for 2017-2018 (M-STEP)	Goal for 2018-19 (M-STEP)	Goal for 2019-20 (M-STEP)	Goal for 2020-21 (M-STEP)
Reading	1%	16.8%	32.6%	48.4%	64.2%	80%
Math	1%	16.8%	32.6%	48.4%	64.2%	80%
Writing	1%	16.8%	32.6%	48.4%	64.2%	80%
Social Studies	1%	16.8%	32.6%	48.4%	64.2%	80%
Science	1%	16.8%	32.6%	48.4%	64.2%	80%

	Percentage of Students meeting/ exceeding growth targets (NWEA) 2015-2016	NWEA Growth Goal for 2016-2017	NWEA Growth Goal for 2017-2018	NWEA Growth Goal for 2018-19	NWEA Growth Goal for 2019-20	NWEA Growth Goal for 2020-21
Reading	60%	65%	70%	80%	90%	100%
Math	60%	65%	70%	80%	90%	100%

Attachment F.2: Budget

5 Year School Preliminary Budget Overview

GRANT YEAR	MAXIMUM	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	OTHER EXPENDITURES	TOTAL EXPENDITURES
1	\$750,000	\$360,000.00	\$97,500.00	\$225,000.00	\$35,000.00	\$32,500.00	\$750,000.00
2	\$750,000	\$360,000.00	\$97,500.00	\$225,000.00	\$35,000.00	\$32,500.00	\$750,000.00
3	\$750,000	\$360,000.00	\$97,500.00	\$225,000.00	\$35,000.00	\$32,500.00	\$750,000.00
4	\$500,000	\$205,000.00	\$51,000.00	\$150,000.00	\$61,500.00	\$32,500.00	\$500,000.00
5	\$500,000	\$205,000.00	\$51,000.00	\$150,000.00	\$61,500.00	\$32,500.00	\$500,000.00
GRAND TOTAL	\$3,250,000	\$1,490,000.00	\$394,500.00	\$975,000.00	\$228,000.00	\$162,500.00	\$3,250,000.00

Attachment G: ASSURANCES AND CERTIFICATIONS

INSTRUCTIONS: Please review the assurances and certification statements that are listed below. Signatures on the application cover sheet indicate the applicant entity has read, understand, and agrees to the assurances and certifications herein.

SPECIFIC PROGRAM ASSURANCES

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

1. The LEA will use its School Improvement Grant to implement fully and effectively an intervention in priority and focus school, which the LEA commits to serve consistent with the final requirements.
2. The LEA will 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 Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
3. The LEA will report to the MDE the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
4. The LEA will ensure that each priority and focus school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
5. The grant award is approved and is not assignable to a third party without specific approval. 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.
6. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
7. Payments made under the provision of this grant are subject to audit by the grantor.
8. If the recipient implements a restart model in an eligible 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.
9. 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.
10. 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.

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 sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients 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 APROPRIATION 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 sub grantee 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 sub award data be reported for all new Federal grants funded at \$25,000 or more with an award date on or after October 1, 2010.

IN ADDITION:

This project/program will not supplant nor duplicate an existing School Improvement Plan. In the case of priority schools already implementing a state approve reform/redesign plan, the grant will be used to supplement, expand, or otherwise substantially increase the efforts and work of the selected reform model. Grant funds shall not be used for a reform model that has not been approved by the Michigan Department of Education.