

**Aisha Shule/W.E.B. DuBois Preparatory Academy**

**Redesign Plan**

**Transformation Model**

**Submitted November 16, 2010**

Aisha Shule/DuBois Preparatory Academy has a long-standing commitment to student achievement. In our 16 year history as a Michigan Public School Academy, we have graduated an average of 90% of our students enrolled as a seniors and seen an average 85% of those graduates enroll in a four-year college or university. Yet, we still find ourselves with a continuing struggle to improve the overall achievement of all of our students. Our mission implores us to strive for excellence in teaching and in student achievement. We view the process of transformation as an opportunity to fulfill our school mission as well as the vision of our founder.

Our team of teachers and other stakeholders are invested to making this plan work and doing what is best for our students in spite of the challenges that face them. Under new leadership, we are committed to honoring our school's legacy while ushering in a new era of sustained student achievement. We began this journey by meeting AYP last year after four years in improvement. This achievement has been the catalyst for our commitment to transformation and redesign.

## Table of Contents for Transformation Model Elements

Page	
26	Replace Principal Include student data in teacher/student evaluation Evaluations designed with teacher/principal involvement
27	Remove leaders/staff who have not increased achievement Provide job-embedded professional development
29	Implement financial incentives
30	Provide additional \$ to attract and retain teachers Institute system for measuring changes in instructional practice that result from PD Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards
31	Promote continuous use of student data Conduct reviews to ensure that curriculum is implemented with Fidelity
32	Implement school-wide Response to Intervention Program
33	Use and integrate technology-based interventions
34	Increase rigor (AP,STEM, IB) Summer Transition programs Increase graduation rates Provide increased learning time Provide on-going mechanisms for family and community engagement
35	Partnering with Parents and other organizations to create safe schools Extending or restructuring the school day for strategies to build relationships
36	Provide Operational Flexibility Ensure school receives intensive TA and related support from LEA, SEA or designated external leader
37	Implement a per pupil school based budget formula weighted based on student needs

## **LEA Application Part I**

## SIG GRANT--LEA Application

### APPLICATION COVER SHEET

#### SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: Aisha Shule/W.E.B. DuBois Preparatory Academy	Applicant's Mailing Address: 20119 Wisconsin Detroit, MI 48221
LEA Contact for the School Improvement Grant  Name: Holly A. Murphy  Position and Office: Principal/Chief Academic Officer  Contact's Mailing Address: 20119 Wisconsin Detroit, MI 48221  Telephone: 313.345.6050 ext. 17  Fax: 313.345.1059  Email address: administration@aishashule-duboisprep.com	
LEA School Superintendent/Director (Printed Name): Imani A. Humphrey	Telephone: 313.345.6050 ext 16
Signature of the LEA School Superintendent/Director:  X__Imani A. Humphrey_____	Date:  7/14/10
LEA School LEA Board President (Printed Name): T. Willie Blue	Telephone: 313.363.8140
Signature of the LEA Board President:  X__T. Willie Blue_____	Date:  7/14/10
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.	

**GRANT SUMMARY**

**District Name:**  
**ISD/RESA Name:**

**District Code:**  
**ISD Code:**

**FY 2010**  
**School Improvement Grant – Section 1003(g)**  
**District Proposal Abstract**

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

- Close/Consolidate Model:** Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district.
- Transformation Model:** Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools.
- Turnaround Model:** Replace principal and at least 50% of the staff, adopt new governance, and implement a new or revised instructional model. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.
- Restart Model:** Close the school and restart it under the management of a charter school operator, a charter management organization (CMO) or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

**LEA APPLICATION REQUIREMENTS**

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

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

**Note: Do not complete information about Tier III at this time.**

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
<u>Aisha Shule/W.E.B. DuBois Preparatory Academy</u>			<u>X</u>					<u>X</u>

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

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

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

1. For each Tier I and Tier II school that the LEA commits to serve, the LEA must:

- **Describe the process the LEA has used to analyze the needs of each school and how the intervention was selected for each school.** (Detailed descriptions of the requirements for each intervention are in Attachment II.) The LEA must analyze the needs of each Tier I, II or III school using complete and consistent data. (Attachment III provides a possible model for that analysis.) (Note: Do not complete analysis for Tier III at this time.)

With the guidance of coaches from Wayne County RESA's High Priority Schools Initiative, we participated in a series of professional development opportunities that focused on data analysis. All members of our school leadership team participated in these workshops. A culminating training was held with the entire instructional staff with a data coach from Red Cedar Solutions Group who led the teachers at Aisha Shule/DuBois Academy through the process of reviewing student achievement data, identifying areas that needed improvement and in the development of achievement gap statements. Based on the identified needs that were evidenced through the data analysis, our leadership team carefully reviewed the components of each improvement model and using the rubrics provided by the office of school improvement, chose the transformation model because we believe it best fits the culture and structure of our school.

- **Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.** (Data and process analysis to assist the LEA with this application may be found in the Sample Application (Attachment III) for each school and in the District Improvement Plan (Attachment IV). In the Rubric for Local Capacity, (Attachment V) local challenges are indicated by the categories "getting started" or "partially implemented."

As a PSA, we are uniquely positioned to provide the resources and support needed to implement the required activities of the school intervention model we have chosen. As an independent, single building, school district, our entire focus is on achieving our school improvement goals. Processes are being put in place to ensure that the necessary monitoring and evaluation procedures will be implemented to meet the requirements of the transformation model.

2. If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school. n/a

If an LEA claims lack of sufficient capacity to serve each Tier I school, the LEA must submit written notification along with the School Improvement Grant application, that it cannot

serve all Tier I schools. The notification must be signed by the District Superintendent or Public School Academy Administrator and the President of the local school board.  
*Notifications must include both signatures to be considered.*

The notification must include the following:

- ✓ A completed online Michigan District Comprehensive Needs Assessment indicating that the district was able to attain only a "Getting Started" or "Partially Implemented" rating (link below) in at least 15 of the 19 areas with a description of efforts to improve.
- ✓  
([http://www.advanced.org/mde/school\\_improvement\\_tasks/docs/edeyes\\_report\\_template.doc](http://www.advanced.org/mde/school_improvement_tasks/docs/edeyes_report_template.doc))
- ✓ Evidence that the district lacks personnel with the skills and knowledge to work with struggling schools. This includes a description of education levels and experience of all leadership positions as well as a listing of teachers who are teaching out of certification levels
- ✓ A completed rubric (Attachment V) scored by the Process Mentor team detailing specific areas of lack of capacity

3. For each Tier I and II school in this application, the LEA must describe actions taken, or those that will be taken, to—

- Design and implement interventions consistent with the final requirements
- Select external providers from the state's list of preferred providers;
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (Attachment VI is a rubric for possible policy and practice changes); and
- Sustain the reforms after the funding period ends.

In order to design and implement interventions consistent with the final requirements our team that includes representation from school leadership, teaching staff and our management company will continue to meet three days per week throughout the summer designing the interventions that will be implemented in the fall. An implementation timeline will be developed for presentation to the entire teaching staff when they return for pre-service professional development in late August. The intervention design will also include evaluation processes at both the classroom and school-wide levels.

Aisha Shule/DuBois Academy is considering the following external providers: AdvanED, Wayne County RESA and the CMU Center for Excellence in Education. **Aisha Shule/DuBois Preparatory Academy has selected Wayne RESA and the Michigan Principals Fellowship as External Providers.**

4. Include a timeline delineating the steps to be taken to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application. (Attachment VII provides a sample rubric for principal selection if the LEA chooses an intervention that requires replacement of the principal.)

Timeline for Implementation of Intervention Model

July 1	Appointment of new Principal
July 1 – 13	Continued Review of Data and Requirements of the Implementation Preliminary Intervention Design and Budget – Review of External Providers List
July 14	Submit Draft Proposal
July 15- August 10	Work with School Leadership Team to Continue Design and Implementation Plan for SIG; make necessary revisions to proposal; Continue to interview and hire teachers to replace those who have not shown acceptable results in student achievement
August 16	Submit Final Grant Application
August 16 – 20	Working with School Leadership team and Selected External Provider, prepare for pre-service professional development for teachers – Revise school schedules to reflect extended learning time
August 23-30	Pre-service professional development for teachers
August 31	Parent Orientation to Interventions being implemented
September 7	1 <sup>st</sup> Day of School – Implementation Begins if approved On-going professional development for teachers and quarterly monitoring of student achievement and teacher effectiveness will continue throughout each school year.
October 15	Submit Draft of Redesign Plan
November 16	Submit Redesign Plan

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

Aisha Shule/DuBois Academy has set annual goals for student achievement to meet or exceed established state targets in reading/ELA and mathematics as follows:

Grade	State Reading/ELA Goal	School Reading/ELA Goal	State Math Goal	School Math Goal
3	78%	80% or better	75%	80% or better
4	77%	80% or better	74%	80% or better
5	76%	80% or better	71%	80% or better
6	75%	80% or better	70%	80% or better
7	74%	80% or better	67%	80% or better
8	73%	80% or better	66%	80% or better
11	79%	80% or better	67%	70% or better

6. For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement. (No response needed at this time.)

7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds. (No response needed at this time.)

8. As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

- o Describe how this process was conducted within the LEA.

Aisha Shule/DuBois Academy conducted the following procedures to consult with relevant stakeholders regarding the selected school improvement model:

Teachers: A representative committee of teachers participated in the review process of the rubric provided by the office of school improvement to determine what model best fit our school. Teachers were asked to complete surveys on school culture, academic standards and to make recommendations regarding improving student achievement.

Students: Students were surveyed regarding improvements they would like to see in their school. For high school students, representatives from each grade level and student leadership participated in a focus group discussion about recommended changes in the high school program and curriculum offerings. High school students were also given the opportunity to evaluate their teachers. These anonymous evaluations helped to inform our decision making regarding changes in teaching staff as required by the school improvement model that was selected.

Parents: Parents received letters informing them of the school improvement process being under taken by Aisha Shule/Dubois Preparatory Academy. Beginning with an orientation prior to the beginning of the school year, parents will participate in quarterly evaluations of the school's progress in implementing the required changes and improvements. Parents have also been invited to participate in the development of the evaluation tool that will be used by parents throughout the school year.



**C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.**

- The LEA must provide a budget in MEGS at the building level that indicates the amount of school improvement funds the LEA will use each year to—
  - Implement the selected model in each Tier I and Tier II school it commits to serve;
  - Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
  - Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application. (No response needed at this time.)

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

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.

## **ASSURANCES AND CERTIFICATIONS**

### **STATE PROGRAMS**

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

#### **CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS**

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

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

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

#### **ASSURANCE WITH SECTION 511 OF THE U.S. DEPARTMENT OF EDUCATION APROPRIATION ACT OF 1990**

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

#### **ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT**

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

#### **CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS**

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

#### **CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C.**

##### **7905, 34 CFR PART 108.**

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

#### **PARTICIPATION OF NONPUBLIC SCHOOLS**

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

#### **ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS**

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

#### **ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS**

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

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

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity,

or be subjected to discrimination by such entity.” In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

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

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

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

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

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

**AUDIT REQUIREMENTS**

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

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

**IN ADDITION:**

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

**SPECIFIC PROGRAM ASSURANCES**

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

1. Grant award is approved and is not assignable to a third party without specific approval.
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Innovation and Improvement unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds.
7. If the recipient implements a restart model in a Tier I or Tier II school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
8. The recipient must report to the SEA the school-level data required under section III of the final requirements.

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

Imani A. Humphrey

Date

11/16/10

SIGNATURE OF LEA BOARD PRESIDENT

T. Willie Blue

Date

11/16/10

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

See the Assurances and Certifications section of the LEA Application for a complete list of assurances. LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

**5. WAIVERS: The MDE has requested all of the following waivers of requirements applicable to the LEA's School Improvement Grant. Please indicate which of the waivers the LEA intends to implement.**

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

### Baseline Data Requirements

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

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)?	Transformation
Number of minutes in the school year?	88,800
Student Data	
Dropout rate	
Student attendance rate	95%
For high schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	n/a
International Baccalaureate	n/a
Early college/college credit	6 students earned college credit = 30% of class
Dual enrollment	7 students = 34% of class
Number and percentage enrolled in college from most recent graduating class	15 students = 85% of class
Student Connection/School Climate	
Number of disciplinary incidents	5
Number of students involved in disciplinary incidents	7
Number of truant students	5
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	

Teacher Attendance Rate	94%
-------------------------	-----

## LEA Application Part II

**ATTACHMENT III**

**SAMPLE SCHOOL APPLICATION**

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

**The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.**

School Name and code Aisha Shule/W.E.B. DuBois Preparatory Academy 08047	District Name and Code Aisha Shule/W.E.B. DuBois Preparatory Academy 82903
Model for change to be implemented: <b>Transformation</b>	

School Mailing Address: 20119 Wisconsin Detroit, MI 48221	
--	--

<b>Contact for the School Improvement Grant:</b>  <b>Name:</b> Holly A. Murphy  <b>Position:</b> Principal/Chief Academic Officer  <b>Contact's Mailing Address:</b> 20119 Wisconsin Detroit, MI 48221 <b>Telephone:</b> 313.345.6050 ext 17 <b>Fax:</b> 313.345.1059 <b>Email address:</b> administration@aishashule-duboisprep.com
---

<b>Principal (Printed Name):</b> Holly A. Murphy	<b>Telephone:</b> 313.345.6050 ext 17
---	--

<b>Signature of Principal:</b> X <u>Holly A. Murphy</u>	<b>Date:</b> 7/14/10      11/16/10
--	---------------------------------------

<b>The School, through its authorized representatives, 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 District/School receives through this application.</b>
---

**SECTION I: NEED**

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis). **Please see attachment**

**Sub Group Academic Data Analysis**

Grade:	Percent of Sub-group meeting State Proficiency Standards								
	Reading			Writing			Total ELA		
	Year1	Year2	Year3	Year1	Year2	Year3	Year1	Year2	Year3
Group									
Social Economic Status (SES)									
Race/Ethnicity									
Students with Disabilities									
Limited English Proficient (LEP)									
Homeless									
Neglected & Delinquent									
Migrant									
Gender									
Male									
Female									
Aggregate Scores									
State									

### Sub Group Non-Academic Analysis

Year:

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES									
Race/Ethnicity									
Disabilities									
LEP									
Homeless									
Migrant									
Gender									
Male									
Female									
Totals									

Year:

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES						
Race/Ethnicity						
Disabilities						
LEP						
Homeless						
Migrant						
Gender						
Male						
Female						
Totals						

## Enrollment and Graduation Data – All Students

Year: 08/09

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K	11				N/A	N/A	11
1	12						12
2	12						12
3	9						9
4	18						18
5	18						18
6	15						15
7	18						18
8	25						24
9	35						35
10	18						17
11	18						14
12	21						18

## Number of Students enrolled in Extended Learning Opportunities

Year: 2008-09

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6	0				15
7	0				18
8	0		2		25
9	0				35
10	0				18
11	0				18
12	0		7		21

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.

### School Resource Profile

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

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: [www.mi.gov/schoolimprovement](http://www.mi.gov/schoolimprovement).

<input checked="" type="checkbox"/> General Funds  <input checked="" type="checkbox"/> Title I Part A  <input checked="" type="checkbox"/> Title I Schoolwide  <input type="checkbox"/> Title I Part C  <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Title I School Improvement (ISI)	<input checked="" type="checkbox"/> Title II Part A  <input type="checkbox"/> Title II Part D  <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A  <input type="checkbox"/> Title V Parts A-C	<input checked="" type="checkbox"/> Section 31 a  <input type="checkbox"/> Section 32 e  <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start  <input type="checkbox"/> Even Start  <input type="checkbox"/> Early Reading First	<input checked="" type="checkbox"/> Special Education
<b>Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at <a href="http://www.michigan.gov/schoolimprovement">www.michigan.gov/schoolimprovement</a>.)</b>			

**SECTION II: COMMITMENT**

Evidence of a strong commitment should be demonstrated through the district’s ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

1. Describe the school staff’s support of the school improvement application and their support of the proposed efforts to effect change in the school.

The staff at Aisha Shule/DuBois Academy is very invested in the proposed efforts to effect change in our school. Staff has shown their support through participation on planning committees, the school improvement team and through recommendations regarding the implementation of proposed changes.

2. Explain the school’s ability to support systemic change required by the model selected.

School leaders in cooperation with the academy board of directors have taken the necessary steps to provide the resolutions adopting changes to the school calendar and schedules in order to facilitate the systemic change required by the model selected. Necessary changes in school leadership and staffing have been made with the exception of some teaching positions that have yet to be filled. Professional development plans for teachers and school leaders are being revised to reflect the required changes being implemented and to familiarize them with the evaluative processes being put in place.

The academy has continued to make necessary changes in scheduling and professional development in order to further facilitate the changes required by the transformation model of redesign.

3. Describe the school’s academic in reading and mathematics for the past three years as determined by the state’s assessments (MEAP/ MME/Mi-Access). Please see attachment

Group/Grade	Reading			Writing			Total ELA		
	Year1	Year2	Year3	Year1	Year2	Year3	Year1	Year2	Year3

4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

Aisha Shule/DuBois Academy has committed to using data and scientifically based research to guide tiered instruction in the following ways: teachers will review student achievement data in regularly scheduled intervals as well as individually as warranted by student achievement in individual classrooms. MEAP/MME trend data analysis have helped us to identify targeted Grade Level Expectations and High School Content Standards where our students have shown challenges. Teachers will work collaboratively **during twice weekly Learning Circle Team Meetings** to research and implement strategies that impact students learning thus conducting on-going action research within their classrooms and learning circles to improve student achievement outcomes. Continued use of data to inform instructional quality will provide the necessary framework from which to guide tiered instruction to meet the needs of all learners.

5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

Aisha Shule/DuBois Academy will provide time for collaboration through changes on the school calendar and schedule. Each teacher's schedule will include an hour of collaborative time each day embedded in the overall school schedule. Collaborative time for core subject teachers in grades K-8 will be scheduled to coordinate with fine arts and physical education classes for students. High school teachers will be scheduled to start an hour before students begin each day to provide for collaborative planning.

**Teachers are divided into four Learning Circle Teams as follows:**

<b>Lower Elementary (Grades K-2)</b>	<b>Two teachers and one paraprofessional</b>
<b>Upper Elementary (Grades 3-5)</b>	<b>Three Teachers and one paraprofessional</b>
<b>Middle School (Grades 6-8)</b>	<b>Four teachers (one for each core subject)</b>
<b>High School (Grades 9-12)</b>	<b>Eight teachers (two for each core subject)</b>

**Learning Circle teams meet twice per week during the assigned collaborative time. For high school, each core subject team also meets once per week to plan for curriculum, instruction and assessment in their specific core subject area.**

**Each learning circle team develops a plan of action for the team that includes identified school improvement goals, measurable objectives, strategies and assessment. Classroom action plans are developed from the overall plan.**

6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

Aisha Shule/DuBois Academy has developed collaborative relationships with the Detroit Council of Elders, The Garden Homes Community Association, The Citizens District Council, surrounding block clubs and several experts in a variety of fields. Many community groups utilize the school facilities and are committed to working with us to meet our school improvement goals. Outside experts provide opportunities for students to job shadow or participate in internships. Our relationship with Wayne State University and the Detroit Medical center has provided our high school students with opportunities for real life engagement in labs and other medical facilities. Through a collaborative effort with fellow charter schools (Nsoroma Institute and Timbuktu Academy) our 8<sup>th</sup> grade students have worked with instructors from the University of Michigan-Dearborn on ecological projects concerning the Rouge River Basin for the past four years.

Outside experts are also a part of professional development plan and are brought in to conduct specialized instructional development workshops for teachers, leadership coaching and training for the school principal and leadership team.

Parents are our partners in their children's education and as such are always welcome in our building. Parents participate in a variety of ways including working as classroom volunteers, chaperoning school events and field trips, membership on the school improvement team, sitting as judges on senior thesis presentation panels, working with members of our board of directors on school improvement committees. Through collaboration with our management company, parents also participate in leadership training and parent development workshops.

### SECTION III: PROPOSED ACTIVITIES

1. Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.

As required by the Transformation Model, Aisha Shule/DuBois Academy will do or has done the following:

#### **Develop and Implement School Leader Effectiveness**

##### **Required activities:**

- a. *REPLACE PRINCIPAL* -The principal has been replaced and new leadership has been established for the school. The school leadership team has been restructured to include the Principal, lead teachers from each Learning Circle, Instructional leaders, the academy business officer, the academy registrar and when available the academy Board President. The leadership team meets weekly to review school improvement goals, action plans, teacher evaluations, Learning circle team meetings and activities and professional learning necessities identified through teacher evaluation and mentoring.
- b. *INCLUDE STUDENT DATA IN TEACHER/LEADER EVALUATION* – Teacher evaluation processes have been revised to include student achievement as a mitigating factor in the overall evaluation. Teachers not showing improvement in student achievement during quarterly evaluations will be provided with coaching from lead teachers and assistance in the development of plans to improve instructional practices to positively impact student achievement. Teachers who do not make improvements after interventions will be removed and replaced.
- c. *EVALUATIONS DESIGNED WITH TEACHER/PRINCIPAL INVOLVMENT* - In order to develop and increase teacher effectiveness, the school calendar and schedule will be changed to provide collaborative time for teachers during the school day as well as professional development that reflects the needs of individual teachers. Master teachers as well as subject coaches will work with teachers in their classrooms to model quality instruction and ensure that intervention strategies are being implemented in each classroom.

The Principal as well as fellow teachers will do weekly walk-throughs using Teach Scape software to monitor effectiveness of teaching in the classrooms. Teachers will be engaged in reflective practice through journaling, participation in web-based discussion boards and weekly roundtable discussions at learning Circle meetings. Formal evaluations will take place quarterly with instructional quality being the core value in each evaluation. **The principal will meet with each learning circle team prior to the beginning of each school year to review goals set based of student achievement data; establish criteria for evaluation based on successful attainment of goals at each grade level and student achievement data; schedule individual conferences with teachers to regarding targeted areas for improvement in instruction; review and revise (if necessary) the evaluation tool used by the school; and set schedule for formal evaluations throughout the year. In order to provide on-going teacher/principal collaboration regarding evaluations, the principal will meet with each learning circle team twice each month to ensure there is clarity around expectations and the evaluative process.**

Leader effectiveness will be developed and increased through continued work with a leadership coach, evaluation from representatives of the academy board of directors and management company, as well as professional development opportunities that enforce effective school leadership. The Principal and Instructional leadership team will continue work with the Michigan Principals Fellowship.

- d. *REMOVE LEADERS/STAFF WHO HAVE NOT INCREASED STUDENT ACHIEVEMENT* - Learning circle leaders and staff who have not increased student achievement have been removed from the faculty of Aisha Shule/DuBois Academy.
- e. *PROVIDE ON-GOING JOB-EMBEDDED PROFESSIONAL DEVELOPMENT* - In order to provide on-going job-imbedded professional development, an individual professional development plan will be developed for each teacher or team of teachers that is reflected of needs identified in order to improve instructional quality. Based on the review of individual plans, a calendar of professional development activities will be developed and made available to all staff at the beginning of each school year. Staff portfolios will illustrate how staff is impacted by professional development and how it is implemented in the classroom. **Learning circle teams (grade**

clusters) will meet weekly. Subject-area curriculum teams will meet bi-weekly to review lessons, discuss needed professional development in each subject area and to refine implementation of the curriculum to ensure vertical articulation amongst grade levels. Teachers will have the opportunity to participate in at least one off-campus professional learning opportunity per month. The following professional learning topics will be available to teachers through Wayne RESA each month:

Month	Topics
<b>September</b>	Using Graphing Calculators Effectively in Middle School Math Classrooms; Genre Units for High school ELA; Teaching Science to all Grades 7-12; Study Groups: Teaching Reading in all Subjects
<b>October</b>	Formative Assessments in Middle/High School Math; MLPP Grades K-2; MLPP Grades 3-5; Reading Apprenticeship Training; Graphing Calculators Effectively in High School Math Classrooms; Teaching Science to all Grades 4-7;
<b>November</b>	Mastering Marzano’s Nine for Effective Instruction; Technology in the ELA classroom; Using Geohistograms to teach World History; Biology for all; MAPSA Conference (Achievement, Choice and Accountability); Detroit Area Council of Teachers of Mathematics Conference
<b>December</b>	I Read It, But I don’t Get It; Meeting the Demands of Struggling Readers; Building Early Numeracy Skills;
<b>January</b>	The Talking Pencil (grades K-5)
<b>February</b>	Using Children’s Literature to teach K-2 Geography; Using GPS/GIS to Teach World History; Michigan Science Teachers Association Conference;

<b>March</b>	<b>When Kids Don't Read; Michigan Reading Association Conference;</b>
<b>April</b>	<b>Deeper Reading Featuring Kelly Gallagher: Improving the Comprehension of Adolescent Learners; Writing for All;</b>

**f. IMPLEMENT FINANCIAL INCENTIVES OR CAREER GROWTH OR FLEXIBLE WORK CONDITIONS - Aisha Shule/Dubois**

Academy is working with the Michigan Association of Public School Academies (MAPSA) to develop a formula to provide incentives for teachers who show improvement in student achievement; flexibility in scheduling will be available for teachers pursuing advanced degrees, and attending required professional development activities; incentives for career growth will include opportunities to conduct professional development workshops for other staff on effective implementation of strategies to improve student achievement, and participation and leadership of school committees and activities. Financial incentives will be provided for teachers who volunteer to participate in these out-of-classroom activities.

The incentive formula for improvement in student achievement is as measured on state assessments (MEAP/MME) are as follows:

Increase of 1-5% in Core Subject Areas	\$50.00
Increase of 6 – 10% in Core Subject Areas	\$100.00
Increase of 11 – 20% % in Core Subject Areas	\$250.00
Increase of 21- 30% % in Core Subject Areas	\$500.00
Increase of 31 – 45% % in Core Subject Areas	\$650.00
Increase of 46% or more in Core Subject Areas	\$1000.00

An incentive program for teachers who improve overall student achievement at the classroom level will be eligible to participate in an incentive program that provides resources for their classrooms as well as additional professional development opportunities.

**Permissible Activities:**

- g. *PROVIDE ADDITIONAL \$ TO ATTRACT AND RETAIN STAFF*** – With cooperation from our board of directors sub-committee on recruitment and teacher retention, we will development financial incentive packets for high performing teachers that include bonuses for continued achievement, a raise in pay and/or monies for classroom resources that exceed what is normally provided to teachers.
  
- h. INSTITUTE SYSTEM FOR MEASURING CHANGES IN INSTRUCTIONAL PRACTICES THAT RESULT FROM PROFESSIONAL DEVELOPMENT** – Upon attending or participating in professional development activities aimed at improving instruction, teachers will create a classroom action plan using a provided template that will identify the purpose, goals, objectives, GLCEs or HSCS as appropriate for grade level, and evaluation. Action plans will be monitored by lead teachers and evaluated by instructional administrators. All teachers participating in professional development activities will provide the principal’s office with copies of training agendas and notes. Teachers will also have opportunity to share their learning with colleagues during Learning Circle team meetings as well as general staff meeting and in-school professional development days.

**Comprehensive Instructional Reform Strategies**

**Required Activities:**

- i. USE DATA TO IDENTIFY AND IMPLEMENT AN INSTRUCTIONAL PROGRAM THAT IS RESEARCHED BASED AS WITH STATE STANDARDS** - Continued work with a data coach will help the academy to review and implement the continued use of data to inform instruction. Course outlines, unit plans and lessons plan will reflect the use of data and measured by the use of instructional strategies that support the outcomes of the data analysis. All staff has been given access to the Data4 Student Success Inquiry tool in order to review achievement data and use the data to work

collaboratively to design and implement instructional plans. Staff will also use student achievement data from a variety of assessment activities to inform instruction including teacher-made local assessments, quarterly benchmark assessments and a national normed assessment. **Aisha Shule/DuBois Preparatory Academy has implemented Kent County’s Curriculum Crafters as a framework to refine our district curriculum in order to align with state standards based on student data.** Utilizing Curriculum Crafters, teachers will identify researched-based instructional strategies that are aligned with the academy school improvement goals as well as state standards. Learning Circle teams will review student achievement data quarterly to ensure instruction is aligned with curriculum and assessment.

- j. PROMOTE CONTINUOUS USE OF STUDENT DATA TO INFORM INSTRUCTION AND MEET THE NEEDS OF STUDENTS - Each learning circle team will create and maintain a grade level data notebook. Quarterly reviews of student achievement data will be used to determine student groupings, programs for intervention as well as acceleration. Principal will conduct quarterly data dialogues with teachers and other staff members to encourage development of new strategies to inform instruction and meet the learning needs of individual students. Data dialogues will coordinate with the academy’s published assessment calendar.

**Permissible Activities:**

- k. CONDUCT REVIEWS TO ENSURE THAT CURRICULUM IS IMPLEMENTED WITH FIDELITY AND IS IMPACTING STUDENT ACHIEVMENT – The Principal, instructional leaders and lead teachers will develop a Quality Curriculum Evaluation Rubric to be used as a component of the review of instructional quality. The rubric will be based on seven components of quality curriculum: 1) a process and tools for assessing student interests, learning styles and self-directedness; 2) a process and tools for assessing student prior knowledge; 3) standards-based content outlines and learning objectives; 4) articulated leaning outcomes 5) suggested instructional strategies; 6) suggested assessment strategies; and 7) suggested instructional resources. The rubric will be used for both evaluative processes as well as self-assessment for teachers. Teacher unit and

lesson plans, pacing charts and results of assessments based on identified standards will also be used to evaluate implementation of the curriculum.

**l. IMPLEMENT A SCHOOL-WIDE RESPONSE TO INTERVENTION MODEL** - A school-wide response to intervention model will be implemented that will identify students for targeted assistance in math and ELA. All students in grades K-12 were assessed during the first week of school using the Wechsler Diagnostic as a part of the toolkit used to identify students for intervention. Student MEAP and MME scores as well as progress reports are also used. Students in grades K-8 will be identified for tutoring during the school day as a part of the academy's Section 31a programming. High school students identified for intervention will attend the academy's Saturday Success School funded through Title I – Part A and Section 31a, which meets weekly from 9am – 12pm. Students will participate in either RTI program in 8week intervals which will conclude with evaluations of achievement and progress determining whether or not they have met individual learning goals or will need to continue in the program.

**m. USE AND INTEGRATE TECHNOLOGY-BASED INTERVENTION** - In order to improve rigor and support the integration of technology into student learning and because integration of technology has been shown to have a positive impact on student achievement, computer-based learning environment will be implemented in the following ways: mini-computer labs of 5 computers each will be placed in all elementary classrooms to promote independent learning and exploration as well as support core subject achievement through programs such as Study Island and Accelerated Math and Reading; a mobile computer lab will be placed in each middle school classroom to provide opportunities for entire classes to use technology to increase learning opportunities for all students; **FOR HIGH SCHOOL STUDENTS – In cooperation with Sprint Mobile Learning, all high school students will provided with a mobile computing device (netbook or laptop) to close the digital learning gap. Students will be engaged in the use of technology in core subject classes through project-based learning initiatives, research and skill development. Also, by providing high school students with individual computing devices, every**

**student will have the tools necessary to participate in online learning opportunities.** Teachers will receive professional development in the integration of technology to support core subject learning and project-based learning. The use of technology will also include web-based assessment tools as well as opportunities to communicate with subject areas experts and other students in other schools.

- n. INCREASE RIGOR (AP, IB, STEM and OTHERS)** - In order to increase rigor in the high school, AP course will be added to the course requirements for all 11<sup>th</sup> and 12<sup>th</sup> graders in the the first year of the grant implementation. During the first year, all high school teachers will receive certification to teach at least one AP course. Our goal is for all students to graduate having completed and tested in at least four AP classes. The academy will continue our relationship with University of Michigan-Dearborn and Wayne County Community College District to provide dual enrollment opportunities for high achieving students..
  
- o. SUMMER TRANSITION PROGRAMS OR FRESHMAN ACTIVITIES** - To improve student transition from middle school to high school, a summer workshop for rising 9<sup>th</sup> graders will be implemented that will include high school academic literacy skills, review of educational development plans, orientation to high school learning and mentorship from juniors and seniors. The summer workshop will also include placement testing in math and ELA in order to develop individual transition plans for each student in order to ensure their success in the 9<sup>th</sup> grade and beyond. Parents of 8<sup>th</sup> graders will attend a series of classes to help them prepare their children for high school. These will include seminars with high school staff about academic expectations, visits from college admissions and financial aid officers in order to help parents to plan for their child's successful matriculation from 8<sup>th</sup> grade to high school to college.
  
- p. INCREASE GRADUATION RATES THROUGH CREDIT RECOVERY, SMALLER LEARNING COMMUNITIES AND OTHER STRATEGIES** - To increase graduation rates, credit recovery opportunities will be made available to students through the Extended Learning Center as well as through the Michigan Learns

Online learning portal. The Extended Learning Center as well as the Saturday Success School will provide instruction in core subject classes by highly qualified teachers from the academy staff who choose to work after regular school hours. Credit recovery through these initiatives will occur in 8 week intervals.

### **Increased Learning Time and Creating Community-Oriented Schools**

#### **Required Activities:**

- q. INCREASED LEARNING TIME** - In order to provide increased learning time for grades K-8, the school calendar has been changed to reflect an extended school year. Instead of two semesters, students will attend school for three trimesters. The third trimester will extend the school year until the end of June. The high school schedule will be changed to a block schedule model with increased class time of 75 -90 minutes per class as opposed to 60 minutes per classes. After-school learning opportunities, Saturday school (for grades 9-12) and academic support in ELA and math will also be available to all students in all grades.
  
- r. PROVIDE ON-GOING MECHANISMS FOR FAMILY AND COMMUNITY ENGAGEMENT** - Mechanisms for on-going family and community engagement will include student visit to community organizations, businesses, cultural centers, and colleges and universities to engage on learning opportunities that support core subject investigations and research. Community members and professionals will be invited to the school to work with students in classrooms as well as participate in career exploration days. Family members will be engaged through workshops and seminars designed to empower them in aiding in their children's education. These will include Reading for All Literacy programs, Technological Literacy Programs, and classroom visitation days. Staff will also conduct home visits to students and parents. The implementation of Spiral Universe School Software will also enable parents to review student progress in real time, contact teachers, review lesson plans and homework assignments and engage in online discussions with school leadership as scheduled.

**Permissible Activities:**

- s. PARTNERING WITH PARENTS AND OTHER ORGANIZATIONS TO CREATE SAFE SCHOOL ENVIRONMENTS THAT MEET STUDENTS' SOCIAL, ENOTIONAL AND HEALTH NEEDS – Through partnerships with Global Educational Services, Black Family Development, Inc., Wayne RESA, and the Make A Difference Community Alliance our families are provided with resources that include social work, health screenings, counseling services, as well as parent teams that help to monitor and maintain or school environment.
  
- t. EXTENDING OR RESTRUCTURING THE SCHOOL DAY TO ADD TIME FOR STRATEGIES THAT BUILD RELATIONSHIPS BETWEEN STUDNETS, FACULTY AND OTHER STAFF – Our school schedule has been designed to allow for the development of positive relationships between students, teachers and staff. The school community participates in monthly Circles of Wisdom to address school wide-problems and seek solutions. All students, teachers and staff are also trained in the conflict resolution aspect of this process. In the elementary and middle school, students are grouped in brotherhood and sisterhood groupings that address character development and social skills. These groups are facilitated by teachers. In the high school, each teacher acts as an academic advisor for a group of students. These “Jegna” groups also provide opportunities for students to review goals, build upon character development and leadership skills. Finally, all high school students are eligible to participate in the Sankofa Leadership Development Program that is facilitated by teachers, parents, staff and community volunteers.
  
- u. EXPANDING THE SCHOOL PROGRAM TO OFFER FULL-DAY KINDERGARTEN – Aisha Shule/DuBois Academy already has full-day academic kindergarten.

**Providing Operational Flexibility and Sustained Support**

**Required Activities:**

- v. PROVIDE OPERATIONAL FLEXIBILITY TO IMPLEMENT COMPREHENSIVE APPROACCH TO SUBSTANTIALLY INCREASE STUDENT ACHIEVMENT- As a public school

academy, we are given the flexibility to make changes necessary in the academic program at Aisha Shule/DuBois Academy in order to improve student achievement and well-being. Our board of directors has provided the school leadership with the permissions to make these changes and as well as subsequent changes that may become necessary as student achievement data changes.

- w. ENSURE SCHOOL RECEIVES ONGOING, INTENSIVE TA AND RELATED SUPPORT FROM LEA, SEA OR DESIGNATED EXTERNAL LEADER PARTNER OR ORGANIZATION - Our management company will ensure that the academy receives the necessary technical assistance needed to effectively implement the selected model.

**Permissible Activities:**

- x. IMPLEMENT A PER PUPIL SCHOOL BASED BUDGET FORMULA WEIGHTED BASED ON STUDENT NEEDS – Working with the academy board of directors budget team, the academy has begun to redesign the school operational budget to reflect a formula that is weighted based on student needs. The implementation includes the reassignment of staff and teachers based on student need. The weighted budgeting formula will take into account the resources needed to provide a effective, productive learning environment for all students. As a K-12 school, it is important that our resources are allocated in a manner that provides the best possible education for all of our students.

- 2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.
  - i. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.

Aisha Shule/DuBois Academy will use data to develop and refine our school improvement plan to encourage the creation of goals and strategies that specifically target the improved achievement of subgroups in need. Students in targeted subgroups may be identified for tutoring, extended learning time in the subject area in question or restructuring of an individualized learning plan to meet their learning needs. Data may also illustrate the need to revise

overall instructional plans as reflected by the achievement levels of the members of each subgroup.

- ii. Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.

Aisha Shule/DuBois academy will collect student achievement data from state assessments annually, student progress data in each subject area will be collected quarterly. Data will be shared through collaborative meetings, Data4 Student Success, and Spiral Universe. All administrators and teachers will have access to student achievement data through Spiral Universe and Data 4 Student Success. On-going student progress will be monitored by administrators and teachers in order to implement the appropriate interventions when necessary in order to ensure student progress and success.

- iii. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.

When progress monitoring and data results show the need to adjust instruction, teachers, working with instructional leaders will map out a revised instructional plan that will include achievement targets designed to ensure continuous effort towards achievement goals. Revised instructional plans will be posted for parental review and will include strategies designed to move students forward as well as a timeline for students to receive the instruction and practice necessary to reduce learning gaps. The NWEA Measure of Academic Progress will be used to measure student progress at each grade level. NWEA MAP is a web-based intuitive student assessment system that provides national comparative achievement data. The system is designed to adjust to each student's level of mastery in order to give teachers and schools an accurate profile of grade level achievement.

- iv. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsd.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.

Aisha Shule/DuBois Academy will develop a professional development plan based on the NADC standard by reviewing teacher surveys of professional development needs and comparing those results against student learning needs as evidenced by achievement data. The academy instructional leadership team will develop the plan based on the following timeline:

July 26-29 Review teacher and students needs and categorize them based on the NSDC standards

August 2-5 Write draft plan, revise and edit

August 9-12 Make final amendments to the plan and publish

August 23-30 Distribute to staff during Pre-service professional development

Plan will be reviewed quarterly to make necessary changes.

3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

Imani A. Humphrey	Superintendent/CEO Key Concepts Educ. Mgt. Co.	50% of time dedicated to oversight of school
Holly Hasina Murphy	Principal/Chief Academic Officer	100% of time dedicated to oversight of school
Akanke T. Hill	Chief Financial Officer	Oversight 100%
V. Boniswa Brock	Instructional Team Leader K-8	Oversight 60%
Heather McCowan	Instructional Team Leader 9-12	Oversight 60%

4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

## **Section IV: Fiscal Information**

Individual grant awards will range from not less than \$50,000 to not more than \$2,000,000 per school, with grants averaging around \$500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

### **USES OF FUNDS**

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. <http://www2.ed.gov/programs/sif/applicant.html>

## **LEA Application Part III**

**ATTACHMENT VI**

**Policies and Practices Change Analysis to Implement the SIG Final Requirements**

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

<b>Polices/ Practices</b>	<b>In Place</b>	<b>Under Consideration</b>	<b>Not Needed</b>
<ul style="list-style-type: none"> <li>• Leadership councils Composition</li> <li>• Principal Authority/responsibility</li> <li>• Duties – teacher</li> <li>• Duties - principal</li> <li>• Tenure</li> <li>• Flexibility regarding professional development activities</li>   <li>• Flexibility regarding our school schedule (day and year)</li> <li>• Waivers from district policies to try new approaches</li> <li>• Flexibility regarding staffing decisions</li> <li>• Flexibility on school funding</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Council</li> <li>• Principal</li> <li>• Duties – teacher</li> <li>• Duties – Principal</li> <li>• Flexibility regarding our school schedule</li> <li>• Flexibility regarding staffing decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Flexibility regarding professional development activities</li> <li>• Flexibility on school funding</li> </ul>	<ul style="list-style-type: none"> <li>• Tenure</li> <li>• Waivers from district to try new approaches</li> </ul>
<b>Job-Embedded Professional Development</b>			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content		x	
• Schedule		x	

• Length		X	
• Financing	X		
• Instructors	X		
• Evaluation	X		
• Mentoring	X		
<b>Budgeting</b>			
School funding allocations to major spending categories • School staff input on allocation	X		
• Approval of allocation	X		
• Change of allocation midyear		X	
Major contracts for goods and services • Approval process streamlined		X	
• Restrictions (e.g., amounts, vendors)		X	
• Legal clarifications	X		
• Process		X	
• Stipulations (e.g., targeted vs. unrestricted spending)	X		
• Timeline		X	
• Points of contact	X		
Auditing of school financial practices Process	X		
• Consequences		X	

\*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998

**Enrollment Information - Student Enrollment Trends by Grade: ISD: Wayne RESA,  
District: Aisha Shule/WEB Dubois Prep. Academy School, School: Aisha Shule/WEB  
Dubois Prep. Academy School**

Grade	'08/'09		'07/'08		'06/'07		'05/'06		'04/'05	
	#	%	#	%	#	%	#	%	#	%
<b>K</b>	6	-62.5	27	35.0	19	26.7	12	-20.0	18	5.9
<b>01</b>	10	-44.4	25	-3.8	15	-28.6	26	62.5	17	13.3
<b>02</b>	14	0.0	22	-12.0	14	-22.2	42	82.6	15	15.4
<b>03</b>	11	-21.4	21	-51.2	20	11.1	39	44.4	12	-29.4
<b>04</b>	15	-28.6	33	175.0	18	63.6	28	-6.7	19	-13.6
<b>05</b>	15	-16.7	24	-40.0	14	-26.3	24	0.0	22	29.4
<b>06</b>	17	13.3	15	-46.4	28	-3.4	29	31.8	22	-4.3
<b>07</b>	19	-20.8	18	28.6	40	66.7	19	-13.6	24	14.3
<b>08</b>	22	-33.3	21	16.7	12	-57.1	11	-42.1	30	57.9
<b>09</b>	34	61.9	14	-30.0	43	10.3	18	50.0	27	22.7
<b>10</b>	14	-36.4	14	0.0	25	-40.5	18	20.0	23	53.3
<b>11</b>	21	-16.0	18	20.0	26	0.0	21	23.5	16	-23.8
<b>12</b>	21	-22.2	16	-15.8	20	66.7	15	-16.7	15	-6.2
<b>Total</b>	219	-18.3	268	-8.8	294	-2.6	302	16.2	260	9.2

**Enrollment Information - Student Enrollment Trends By Subgroup: ISD: Wayne RESA, District: Aisha Shule/WEB Dubois Prep. Academy School, School: Aisha Shule/WEB Dubois Prep. Academy School**

Subgroup	'08 /'09		'07 /'08		'06 /'07		'05 /'06		'04 /'05	
	#	%	#	%	#	%	#	%	#	%
American Indian	0		0		0		0		0	
Asian	0	-100.0	2	0.0	2	-33.3	3	50.0	2	0.0
African American	217	-18.4	266	-8.9	292	-2.3	299	15.9	258	9.3
Hispanic	0		0		0		0		0	
White	2		0		0		0		0	
Native Hawaiian	0		0		0		0		0	
Multiracial	0		0		0		0		0	
<b>Total</b>	<b>219</b>	<b>-18.3</b>	<b>268</b>	<b>-8.8</b>	<b>294</b>	<b>-2.6</b>	<b>302</b>	<b>16.2</b>	<b>260</b>	<b>9.2</b>

**Michigan Merit Exam (MME) Achievement Data**

Michigan Merit Exam	READING	WRITING	MATH
<b>2009</b>	<b>33%</b>	<b>20%</b>	<b>17%</b>
<b>2010</b>	<b>63%</b>	<b>25%</b>	<b>20%</b>

**ACT Achievement Data**

ACT	READING	MATHEMATICS	COMPOSITE
<b>2009</b>	15	16	15.4
<b>2010</b>	18	16	17.5

# MEAP Data Trend Analysis for Aisha Shule/W.E.B. DuBois Preparatory Academy

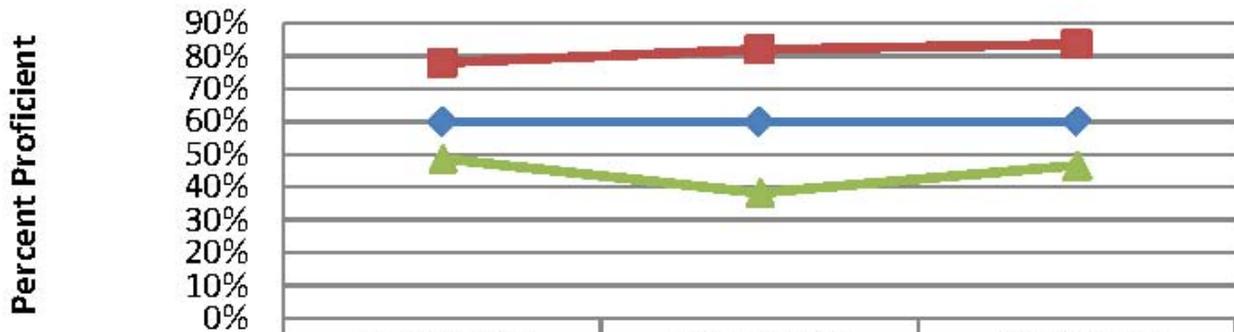
Prepared by

Red Cedar Solutions  
June 18, 2010



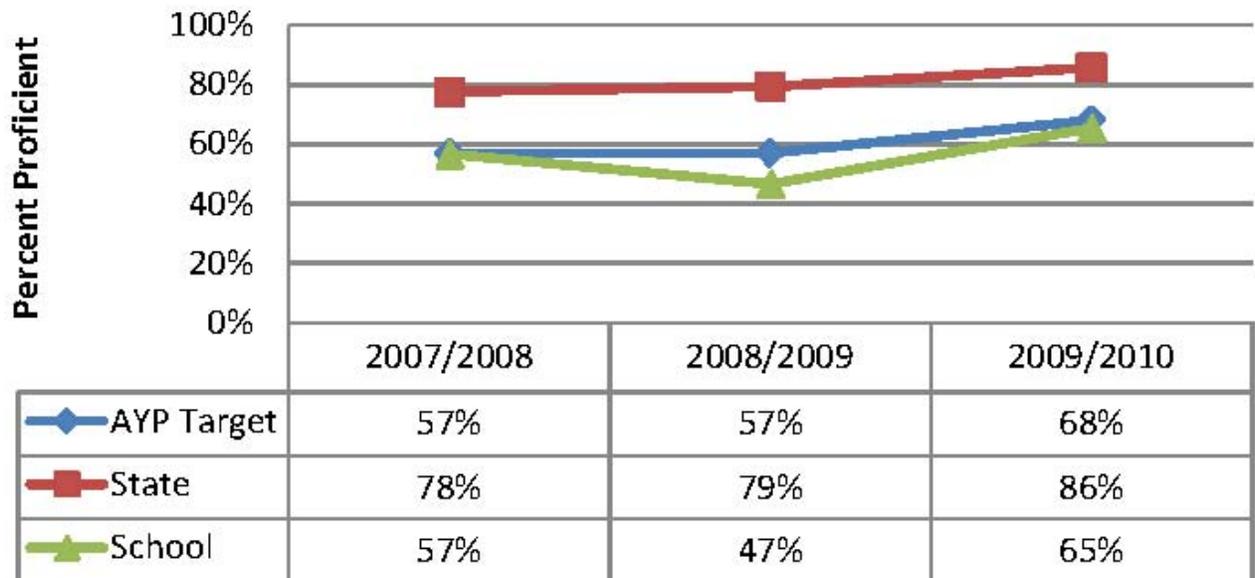
Group

## All Grades Math Proficiency Over Time



	2007/2008	2008/2009	2009/2010
◆ AYP Target	60%	60%	60%
■ State	78%	82%	84%
▲ School	49%	38%	47%

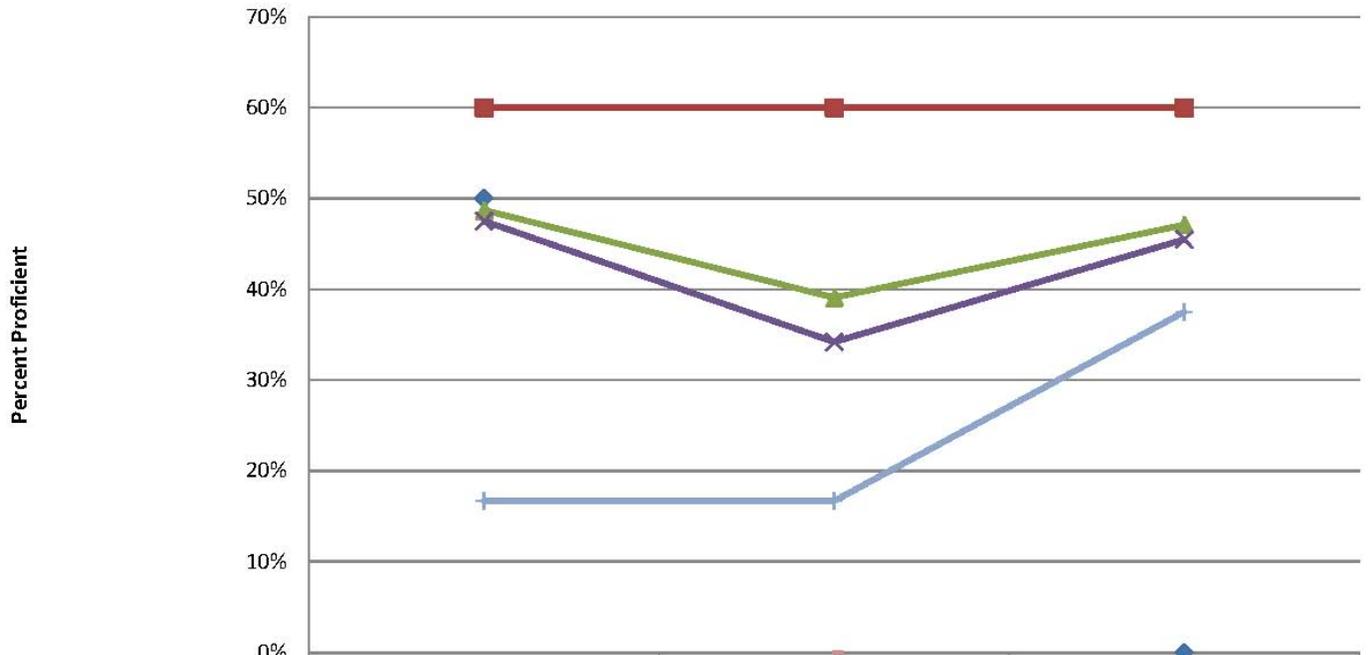
## All Grades Reading Proficiency Over Time



## School AYP Subgroup Proficiency Trend Analysis for Reading

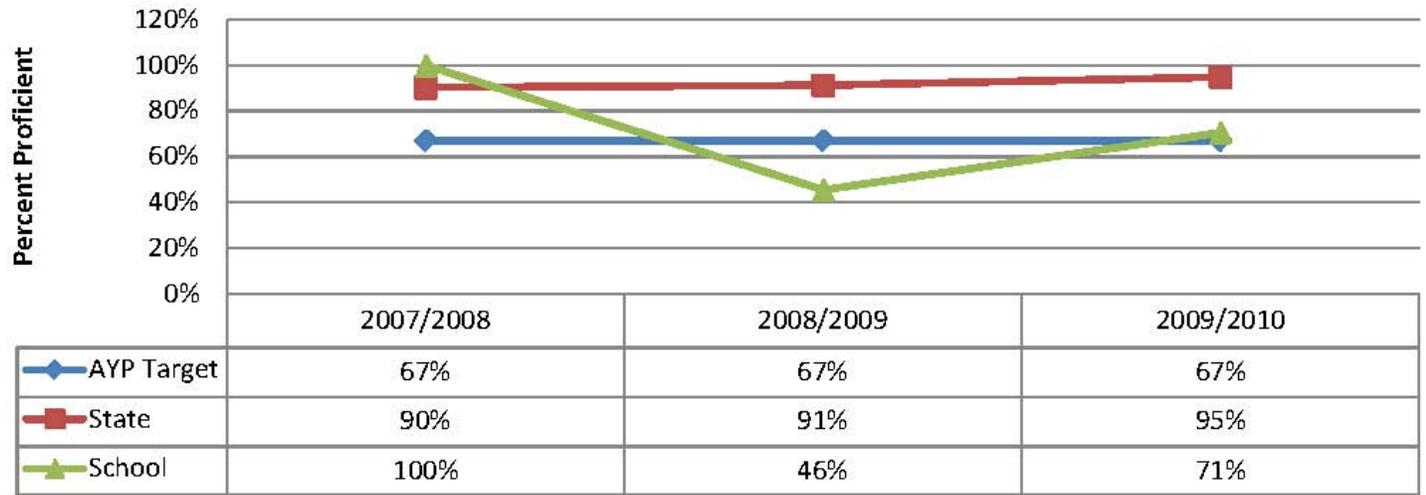


## School AYP Subgroup Proficiency Trend Analysis for Math

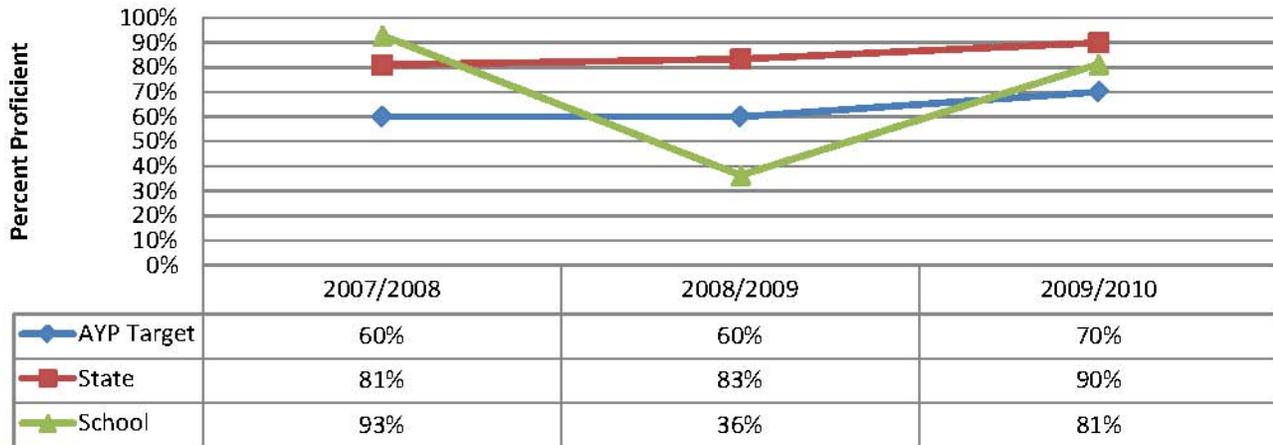


	2007/2008	2008/2009	2009/2010
■ AYP	60%	60%	60%
◆ Asian or Pacific Islander	50%		0%
▲ Black	49%	39%	47%
✕ EDD	48%	34%	46%
⊕ SWD	17%	17%	38%
— White		0%	

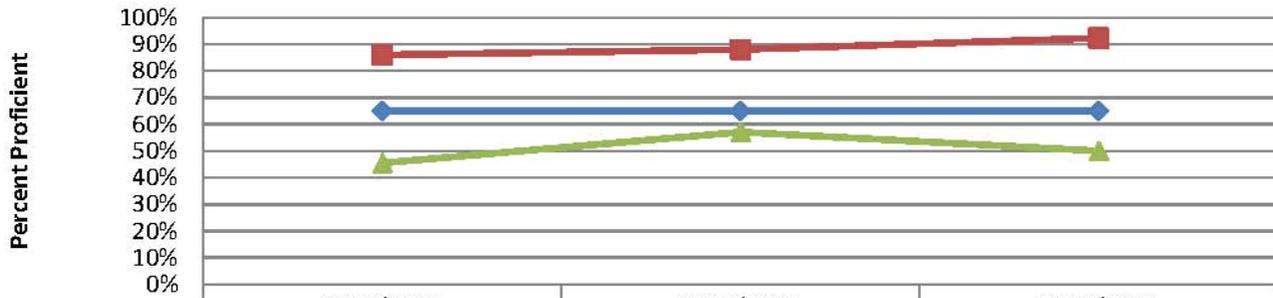
### Grade 3 Math Proficiency Over Time



### Grade 3 Reading Proficiency Over Time

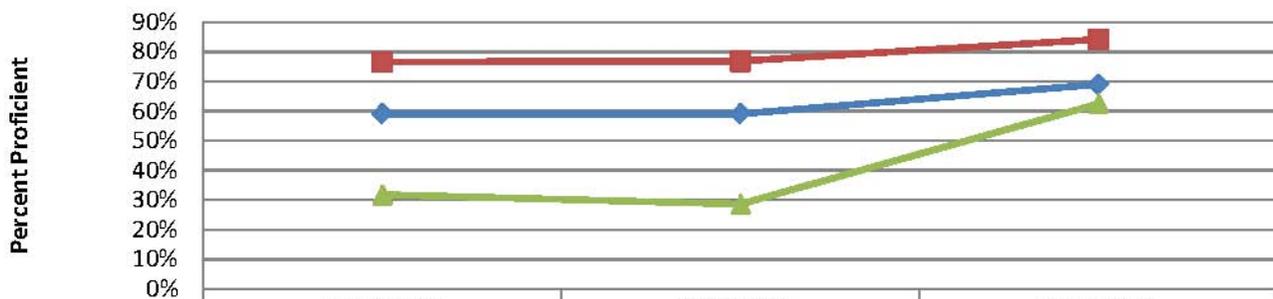


## Grade 4 Math Proficiency Over Time



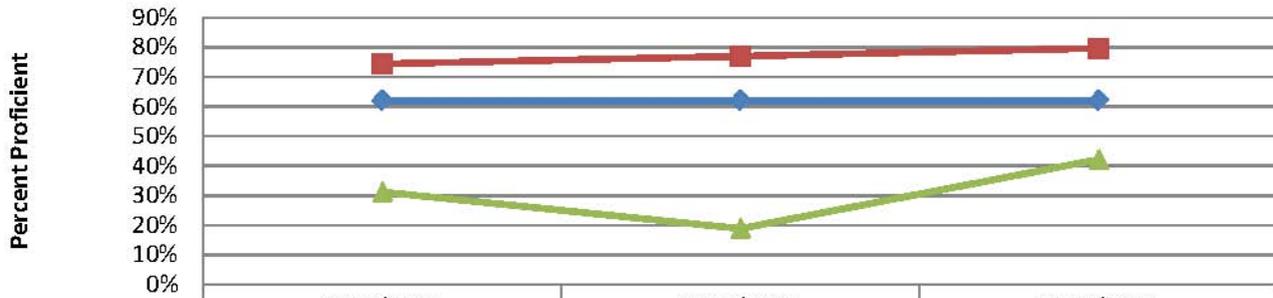
	2007/2008	2008/2009	2009/2010
◆ AYP Target	65%	65%	65%
■ State	86%	88%	92%
▲ School	46%	57%	50%

### Grade 4 Reading Proficiency Over Time



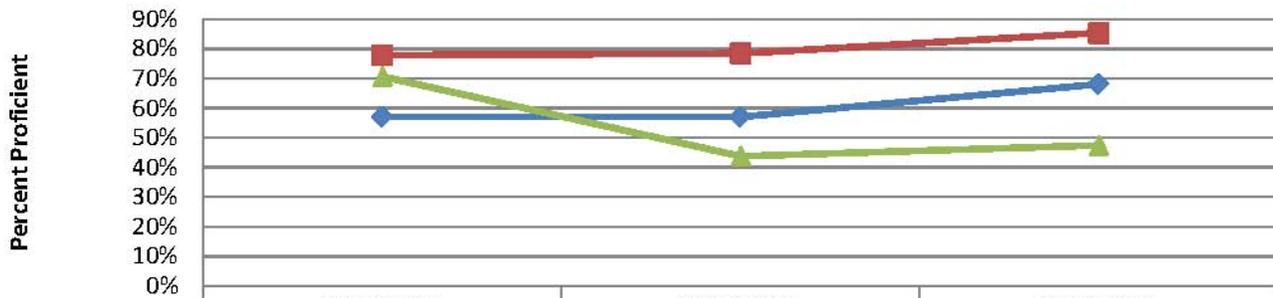
	2007/2008	2008/2009	2009/2010
◆ AYP Target	59%	59%	69%
■ State	77%	77%	84%
▲ School	32%	29%	63%

## Grade 5 Math Proficiency Over Time



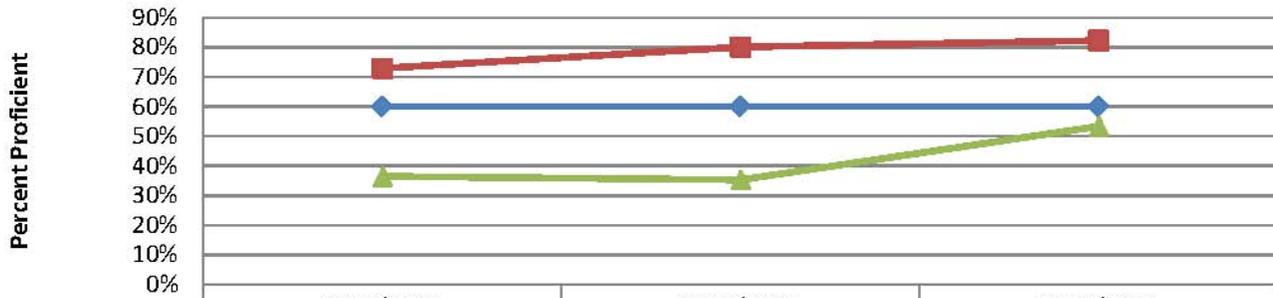
	2007/2008	2008/2009	2009/2010
◆ AYP Target	62%	62%	62%
■ State	74%	77%	80%
▲ School	31%	19%	42%

### Grade 5 Reading Proficiency Over Time



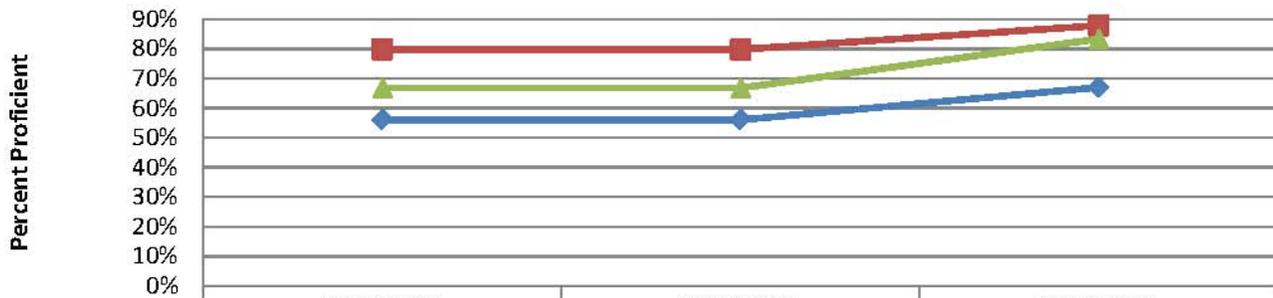
	2007/2008	2008/2009	2009/2010
◆ AYP Target	57%	57%	68%
■ State	78%	78%	85%
▲ School	71%	44%	47%

## Grade 6 Math Proficiency Over Time



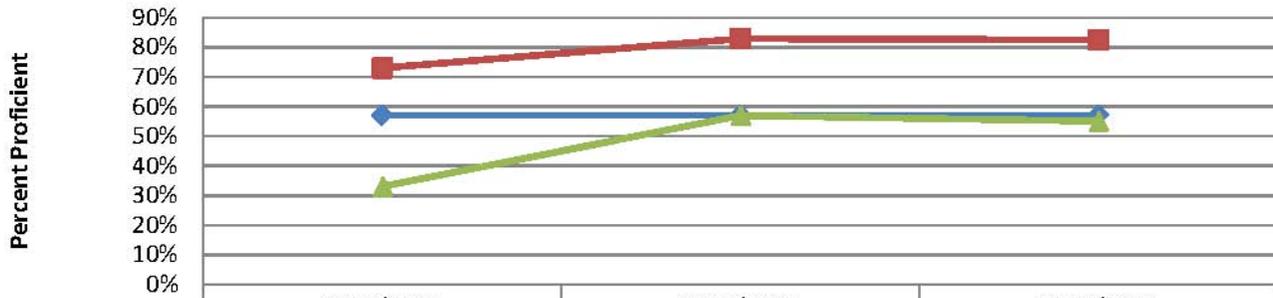
	2007/2008	2008/2009	2009/2010
◆ AYP Target	60%	60%	60%
■ State	73%	80%	82%
▲ School	36%	35%	53%

### Grade 6 Reading Proficiency Over Time



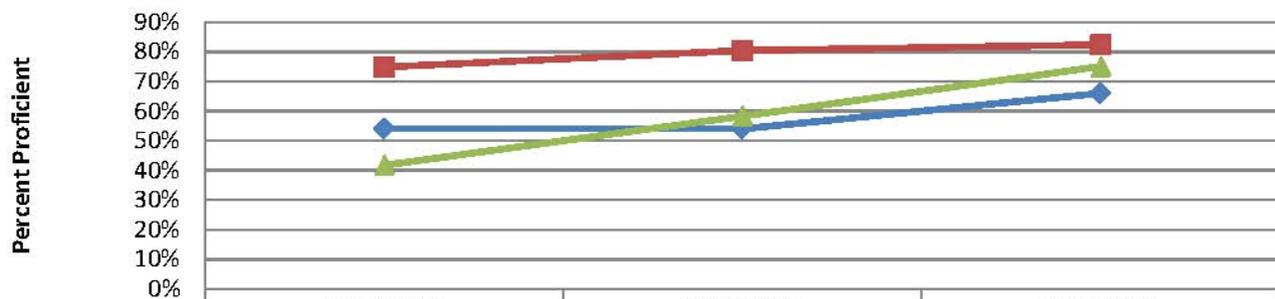
	2007/2008	2008/2009	2009/2010
◆ AYP Target	56%	56%	67%
■ State	80%	80%	88%
▲ School	67%	67%	83%

## Grade 7 Math Proficiency Over Time



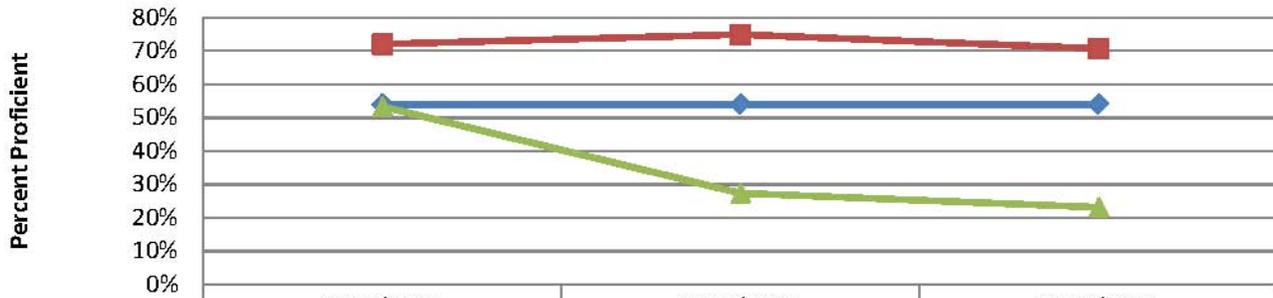
	2007/2008	2008/2009	2009/2010
◆ AYP Target	57%	57%	57%
■ State	73%	83%	82%
▲ School	33%	57%	55%

### Grade 7 Reading Proficiency Over Time



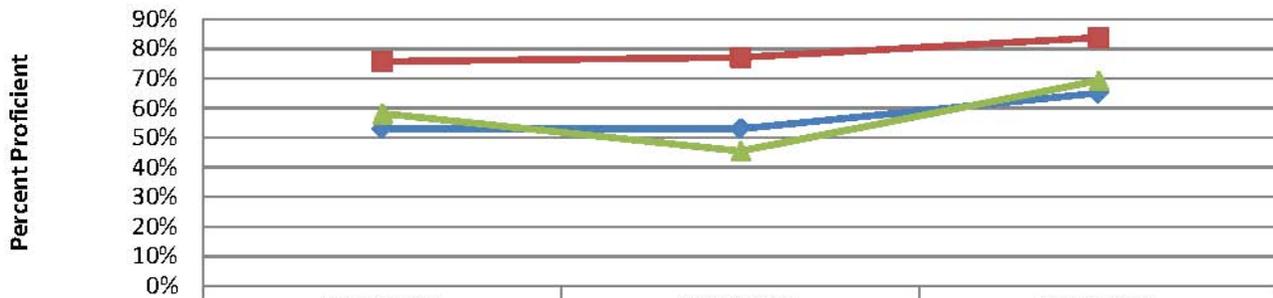
	2007/2008	2008/2009	2009/2010
◆ AYP Target	54%	54%	66%
■ State	75%	80%	82%
▲ School	42%	58%	75%

## Grade 8 Math Proficiency Over Time



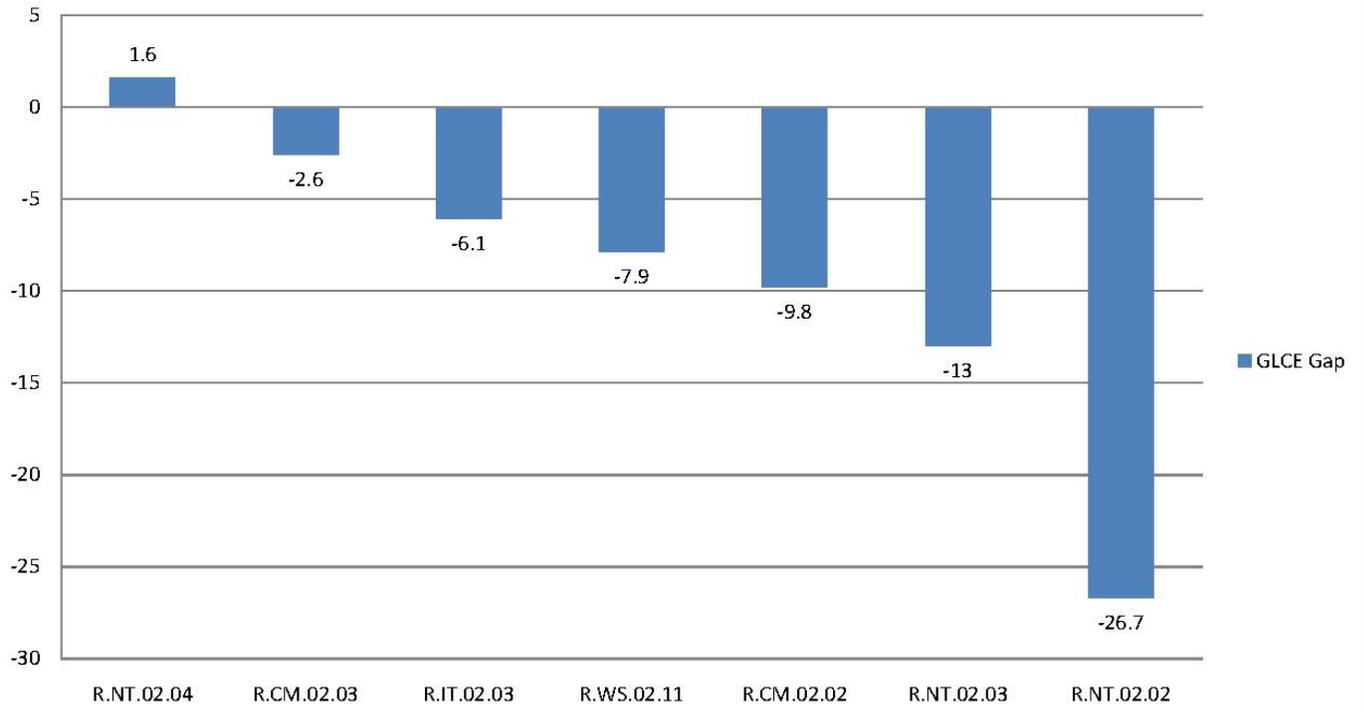
	2007/2008	2008/2009	2009/2010
◆ AYP Target	54%	54%	54%
■ State	72%	75%	71%
▲ School	53%	27%	23%

### Grade 8 Reading Proficiency Over Time

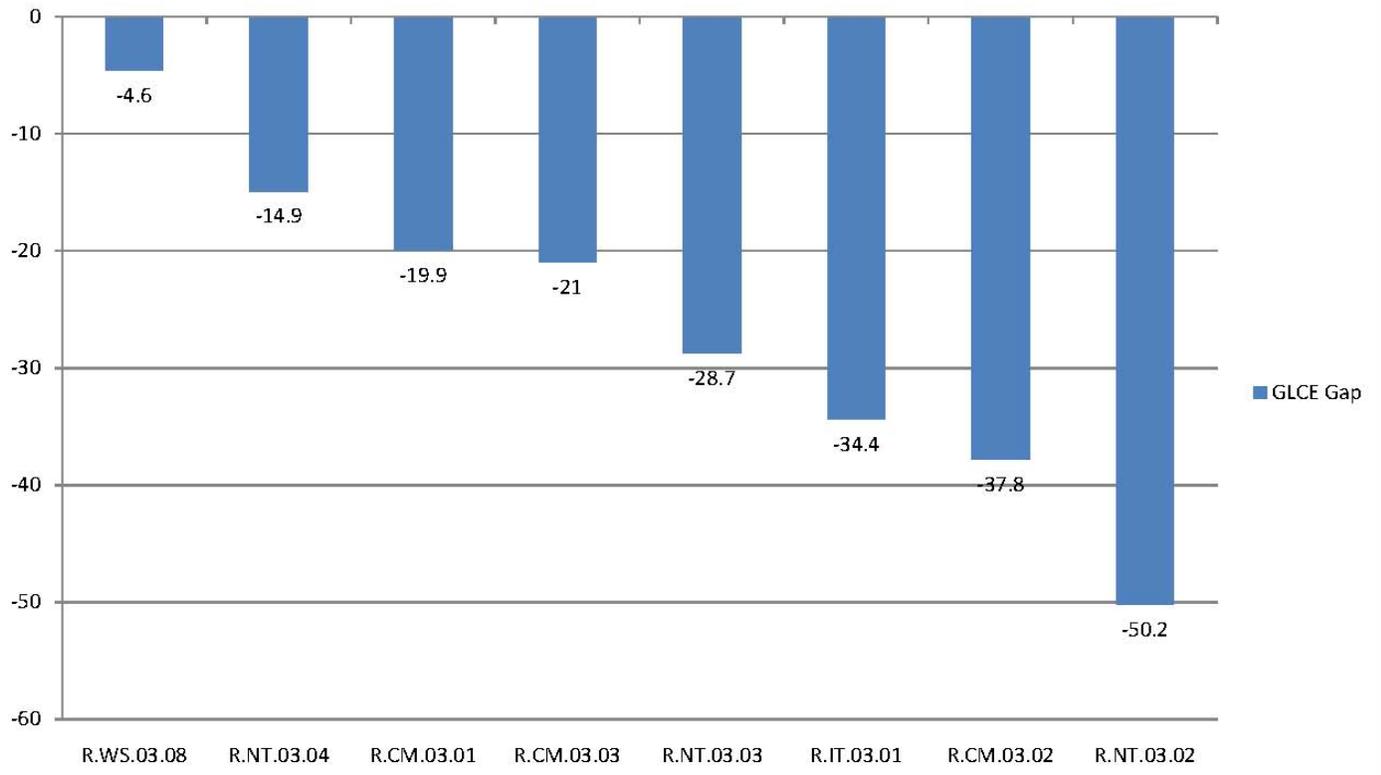


	2007/2008	2008/2009	2009/2010
◆ AYP Target	53%	53%	65%
■ State	76%	77%	84%
▲ School	58%	46%	69%

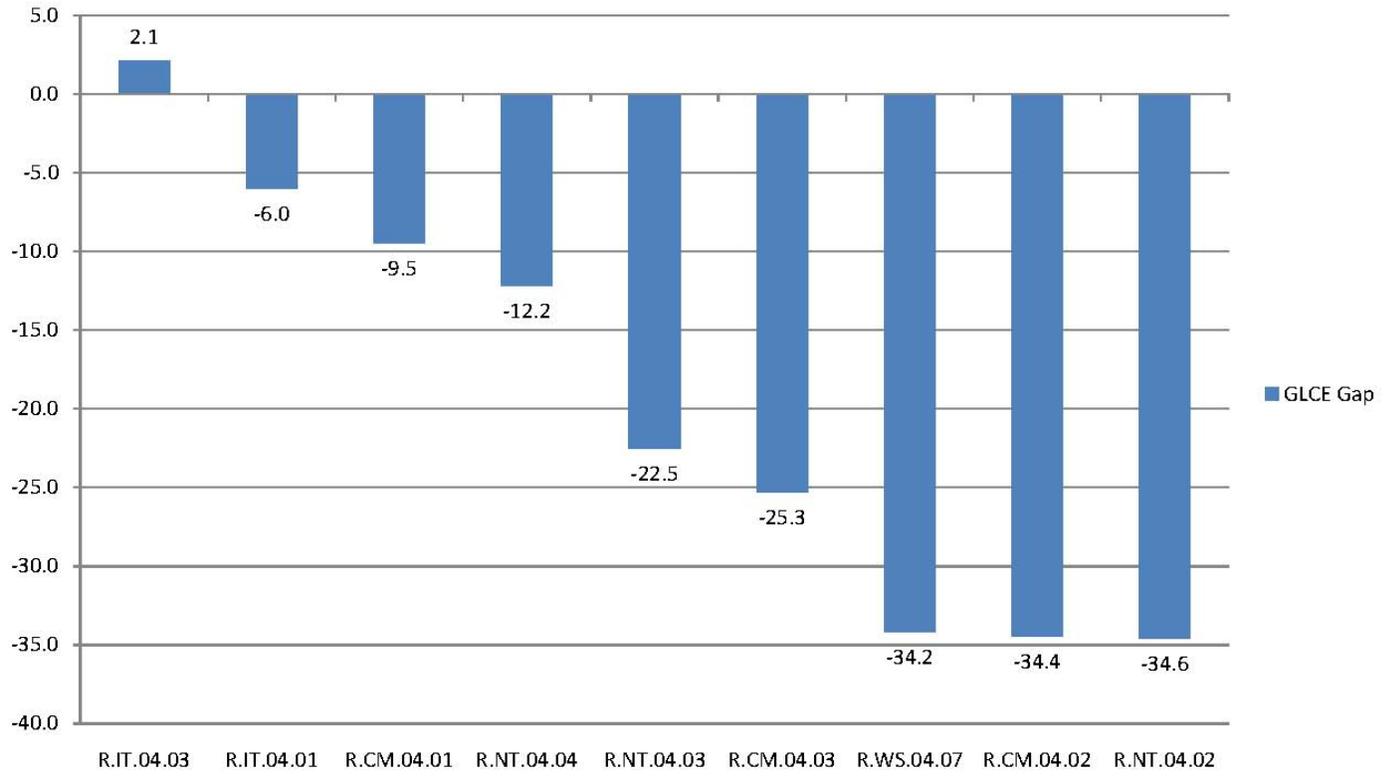
### Grade 3 Reading: School to State Gap %

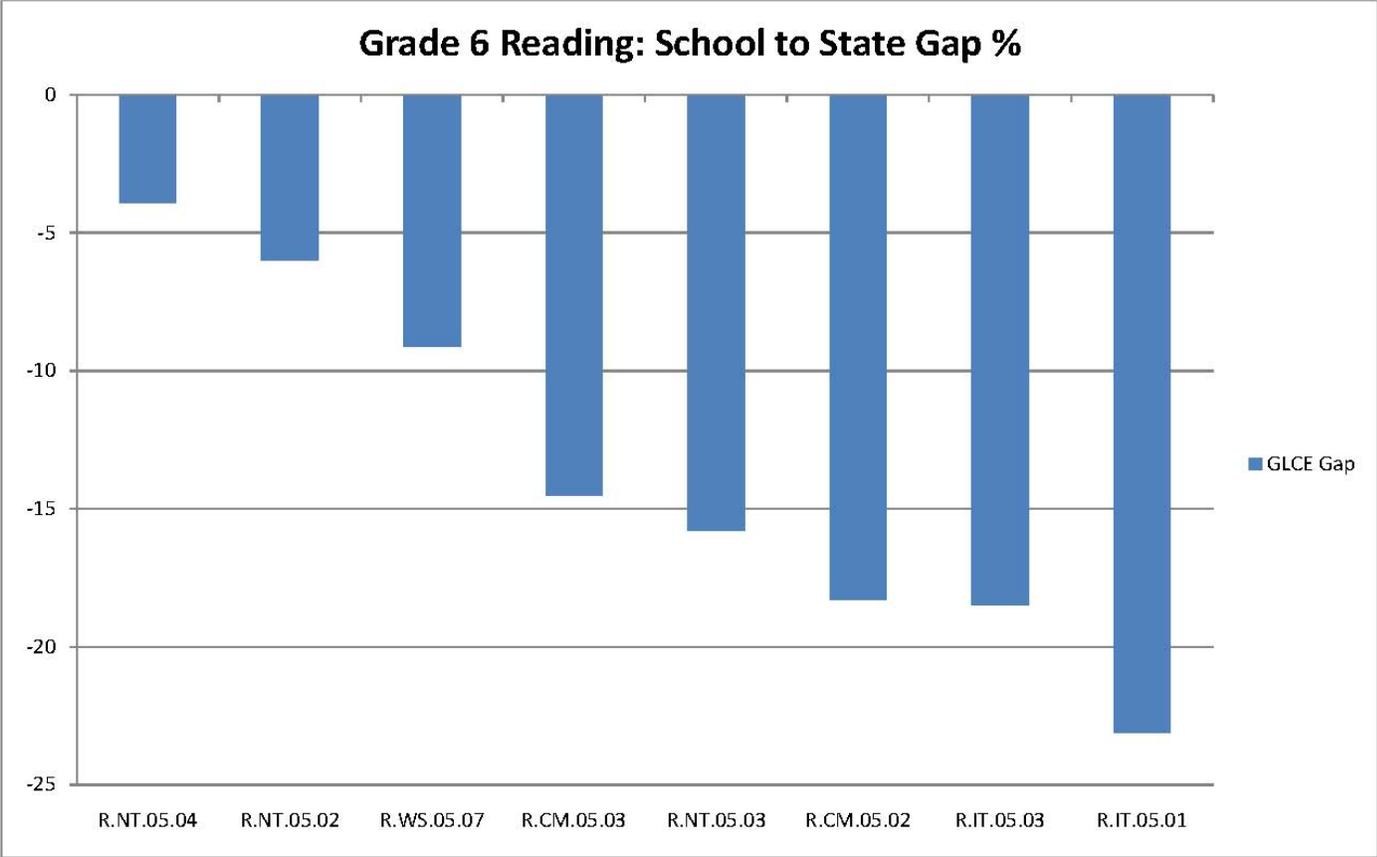


### Grade 4 Reading: School to State Gap %

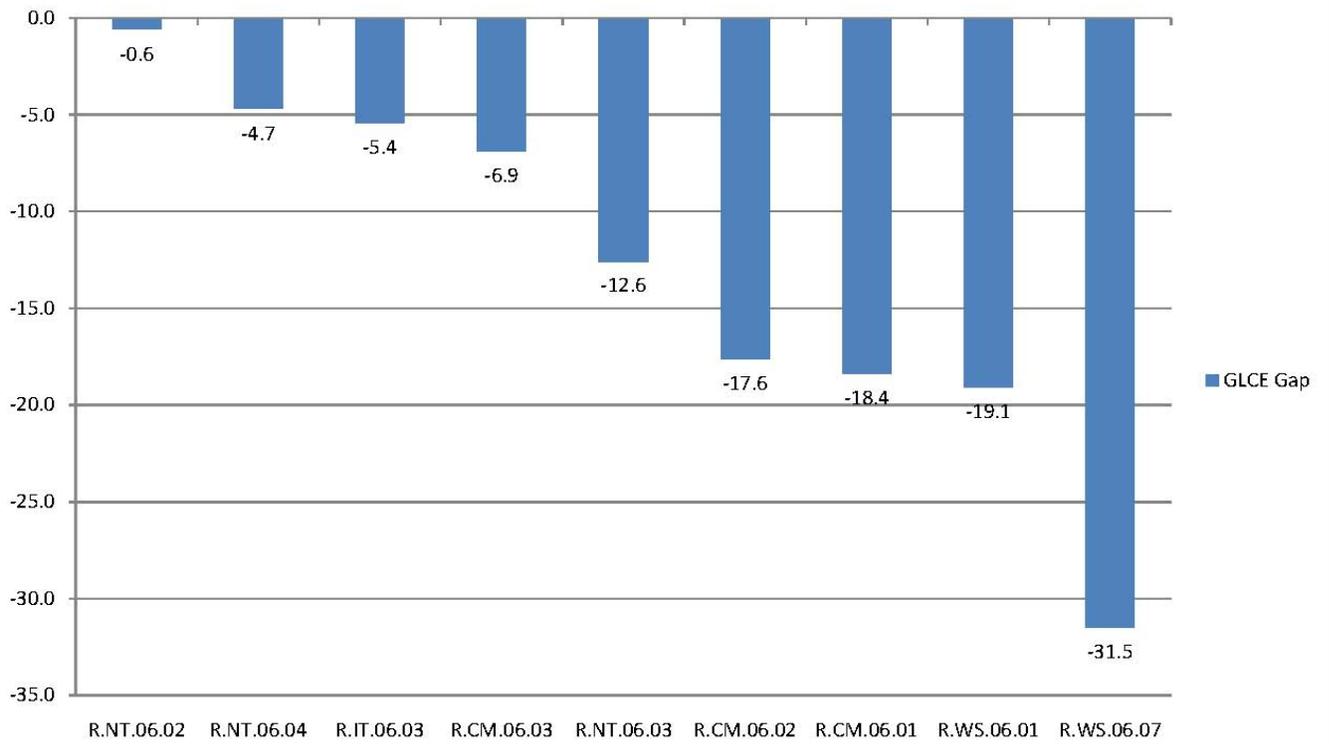


### Grade 5 Reading: School to State Gap %

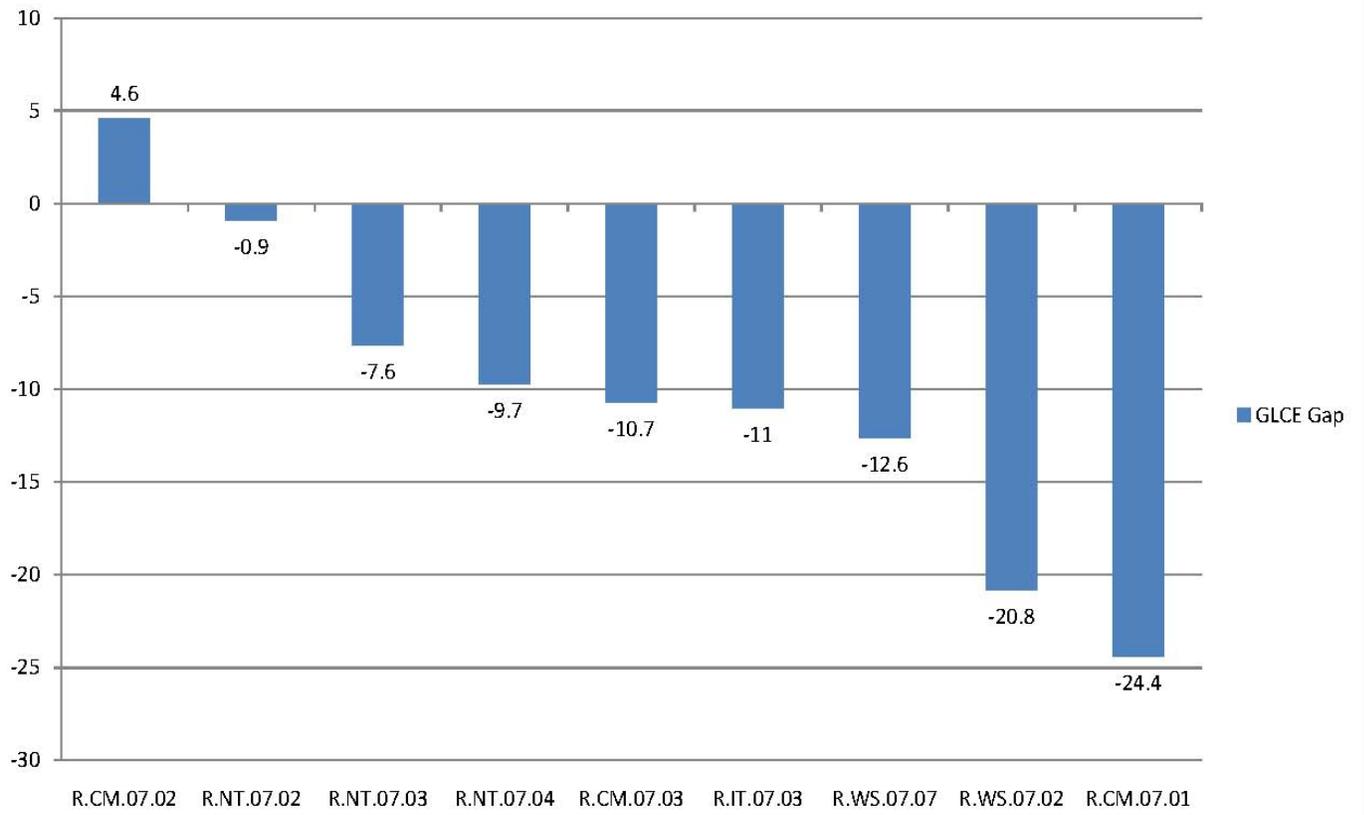




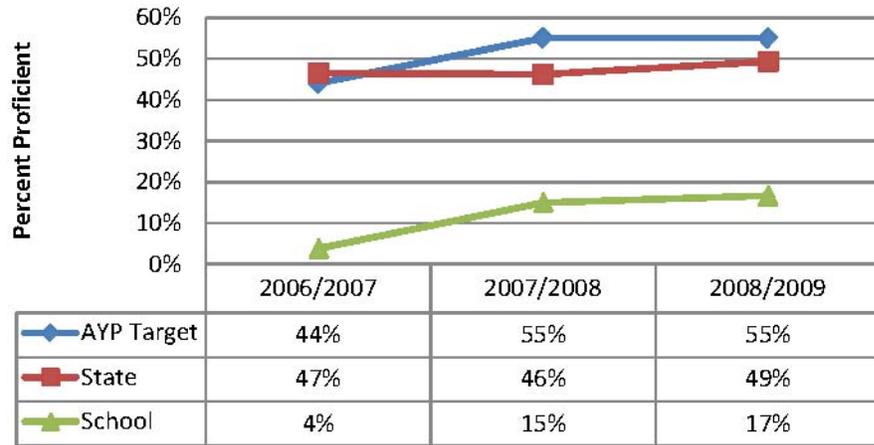
### Grade 7 Reading: School to State Gap %



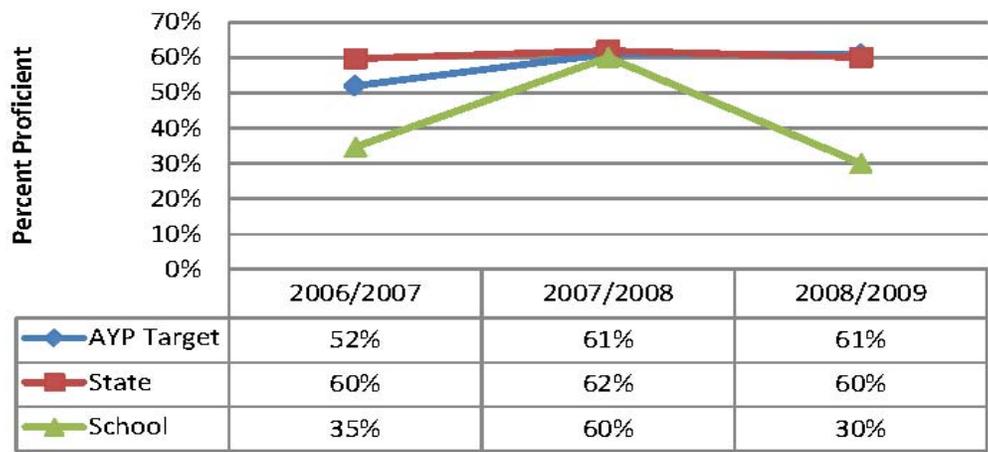
### Grade 8 Reading: GLCE to State Gap %



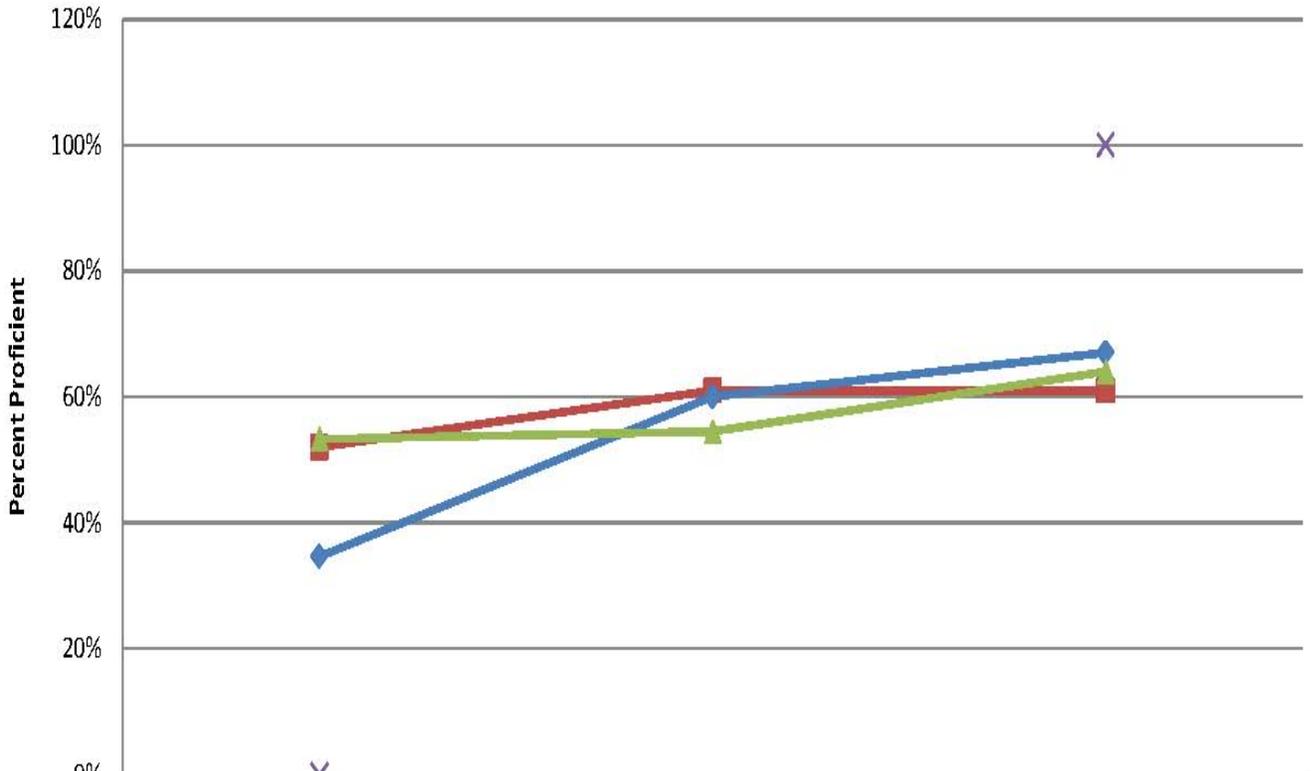
## Grade 11 Math Proficiency Over Time



## Grade 11 Reading Proficiency Over Time

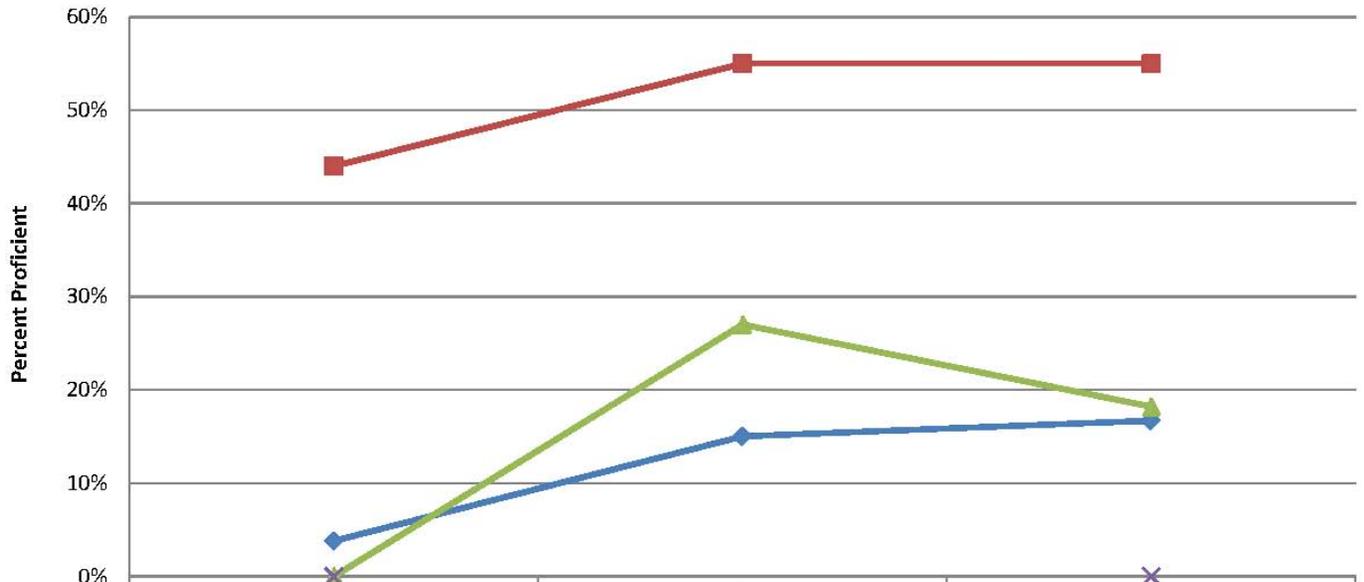


## School AYP Subgroup performance Proficiency Trend Analysis for Reading MME



	2006/2007	2007/2008	2008/2009
■ AYP	52%	61%	61%
◆ Black	35%	60%	67%
▲ EDD	53%	55%	64%
✕ SWD	0%		100%

## School AYP Subgroup Proficiency Trend Analysis for Math MME



	2006/2007	2007/2008	2008/2009
■ AYP	44%	55%	55%
◆ Black	4%	15%	17%
▲ EDD	0%	27%	18%
✕ SWD	0%		0%

## High School Standard Analysis Mathematics - 2008-2009

Bar #	Standard	Points Possible	Percentage of Test	Percentage of Points Possible	School Average	State Average	School to State Standard Percentage Gap	Rank Order of Challenge
1	S4: Probability Models, Operations	1	1.4%	<b>10.0%</b>	0.1	0.3	<b>-20.0%</b>	<b>3</b>
2	S2: Bivariate Data	1	1.4%	<b>50.0%</b>	0.5	0.5	<b>-10.0%</b>	<b>12</b>
3	S1: Univariate Data	7	9.6%	<b>42.9%</b>	3.0	3.7	<b>-10.0%</b>	<b>8</b>
4	G3: Transformations of Figures	1	1.4%	<b>30.0%</b>	0.3	0.5	<b>-30.0%</b>	<b>6</b>
5	G2: Relationships Between Figures	2	2.7%	<b>35.0%</b>	0.7	0.9	<b>-10.0%</b>	<b>9</b>
6	G1: Figures and Properties	16	21.9%	<b>28.8%</b>	4.6	6.2	<b>-10.0%</b>	<b>1</b>
7	A3: Families of Functions	5	6.8%	<b>22.0%</b>	1.1	2	<b>-18.0%</b>	<b>1</b>
8	A2: Functions	6	8.2%	<b>50.0%</b>	3.0	3	<b>0.0%</b>	<b>11</b>
9	A1: Expressions and Equations	10	13.7%	<b>42.0%</b>	4.2	5.2	<b>-10.0%</b>	<b>7</b>
10	L3: Math Reasoning, Logic and Proof	3	4.1%	<b>26.7%</b>	0.8	1.3	<b>-16.7%</b>	<b>5</b>
11	L2: Calculations, Algorithms	14	19.2%	<b>45.0%</b>	6.3	8.7	<b>-17.1%</b>	<b>3</b>
12	L1: Reasoning about Numbers	7	9.6%	<b>45.7%</b>	3.2	3.7	<b>-7.1%</b>	<b>10</b>

## High School Standard Analysis Mathematics - 2007-2008

Bar #	Standard	Points Possible	Percentage of Test	Percentage of Points Possible	School Average	State Average	School to State Standard Percentage Gap	Rank Order of Importance
1	S4: Probability Models, Operations	2	1.4%	<b>25.0%</b>	0.5	1	<b>-25.0%</b>	<b>2</b>
2	S2: Bivariate Data	1	0.7%	<b>30.0%</b>	0.3	0.5	<b>-20.0%</b>	<b>6</b>
3	S1: Univariate Data	17	12.3%	<b>33.5%</b>	5.7	7.2	<b>-8.8%</b>	<b>11</b>
4	G3: Transformations of Figures	1	0.7%	<b>30.0%</b>	0.3	0.5	<b>-20.0%</b>	<b>6</b>
5	G2: Relationships Between Figures	2	1.4%	<b>30.0%</b>	0.6	0.9	<b>-15.0%</b>	<b>6</b>
6	G1: Figures and Properties	24	17.4%	<b>25.0%</b>	5.0	10.5	<b>-18.8%</b>	<b>1</b>
7	A3: Families of Functions	6	4.3%	<b>20.0%</b>	1.2	2	<b>-13.3%</b>	<b>4</b>
8	A2: Functions	12	8.7%	<b>33.3%</b>	4.0	5.2	<b>-10.0%</b>	<b>11</b>
9	A1: Expressions and Equations	20	14.5%	<b>31.5%</b>	5.3	9.2	<b>-14.5%</b>	<b>3</b>
10	L3: Math Reasoning, Logic and Proof	6	4.3%	<b>31.7%</b>	1.9	2.7	<b>-13.3%</b>	<b>9</b>
11	L2: Calculations, Algorithms	35	25.4%	<b>51.4%</b>	18.0	23.1	<b>-14.6%</b>	<b>5</b>
12	L1: Reasoning about Numbers	12	8.7%	<b>31.7%</b>	3.8	5.2	<b>-11.7%</b>	<b>9</b>

The standard of greatest challenge from MMF **2008-2009** is:

---

**G1: Figures and Properties**

---

The standard of greatest challenge from MME **2007-2008** is:

---

**G1: Figures and Properties**

---

The standard of greatest challenge is from **08-09 and 07-08 Combined** is :

---

**G1: Figures and Properties**

---

<b>High School Standard Gap Analysis School to State - Reading - 2008-2009</b>								
Bar #	Standard	Points Possible	Percentage of Test	Percentage of Points Possible in Standard	School Average	State Average	School to State Standard Percentage Gap	Rank L
1	L3.1 Close Literature Reading	5	10.2%	46.0%	2.3	3.1	<b>-16.0%</b>	3
2	R2.3 Independent Reading	10	20.4%	68.0%	6.8	7.4	<b>-6.0%</b>	4
3	R2.2 Meaning Beyond Literal	12	24.5%	39.2%	4.7	5.9	<b>-10.0%</b>	2
4	R2.1 Strategy Development	22	44.9%	36.8%	8.1	10.8	<b>-12.3%</b>	1
The Reading Standard of Greatest Challenge for 2008-2009 is:								
<b>R2.1 Strategy Development</b>								

### High School Standard Gap Analysis School to State - Reading - 2007-2008

Bar #	Standard	Points Possible	Percentage of Test	Percentage of Points Possible in Standard	School Average	State Average	School to State Standard Percentage Gap	Rank L
1	Literature and Culture	16	21.3%	47.5%	7.6	9.1	<b>-9.4%</b>	1
2	Reading	59	78.7%	55.3%	32.6	36.6	<b>-6.8%</b>	2
<p>The Reading Standard of Greatest Challenge for 2007-2008 is:</p> <p><b>Literature and Culture</b></p>								

The Reading Standard of Greatest Challenge for 2008-2009 is:				
<b>R2.1 Strategy Development</b>				
The Reading Standard of Greatest Challenge for 2007-2008 is:				
<b>Literature and Culture</b>				
The Reading Standard of Greatest Challenge for Two Years of MME Reading is:				
<b>R2.1 Strategy Development</b>				