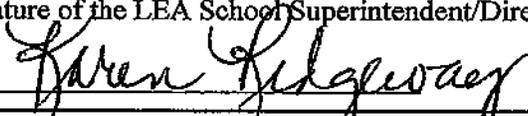


**Attachment B**

**SIG GRANT--LEA Application FY 13**

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

<p>Legal Name of Applicant:  School District of the City of Detroit (Detroit Public Schools)</p>	<p>Applicant's Mailing Address:  3011 W. Grand Blvd. Fisher Bldg., Ste. 450 Detroit, MI 48202</p>
<p>LEA Contact for the School Improvement Grant</p> <p>Name: Bilal Tawwab</p> <p>Position and Office: Assistant Superintendent, Office of School Turnaround</p> <p>Contact's Mailing Address: 3011 W. Grand Blvd., Fisher Bldg., 9<sup>th</sup> Floor, Detroit, MI 48202</p> <p>Telephone: (313) 873-6178</p> <p>Fax: (313) 873-3371</p> <p>Email address: <a href="mailto:bilal.tawwab@detroitk12.org">bilal.tawwab@detroitk12.org</a></p>	
<p>LEA School Superintendent/Director (Printed Name): Karen Ridgeway</p>	<p>Telephone: (313) 873-6205</p>
<p>Signature of the LEA School Superintendent/Director: X </p>	<p>Date: May 29, 2014</p>
<p>LEA Emergency Manager (Printed Name): Jack Martin</p>	<p>Telephone:</p>
<p>Signature of the Emergency Manager: X </p>	<p>Date: May 29, 2014</p>
<p>The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

## GRANT SUMMARY

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

**District Code:** 82010  
**ISD Code:** 82000

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

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

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

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

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

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

## LEA APPLICATION REQUIREMENTS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*The notification must include the following:*

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

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

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

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

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

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

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

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

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

### **Transformation Model**

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

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

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

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

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

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

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

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

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

Providers selected by building principals include:

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

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

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

**c. Align additional resources with the interventions**

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

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

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

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

1. DPS maintains a "Priority Schools" agreement with collective bargaining units to facilitate:
  - PLAs to recruit, select, retain, and release staff without adherence to seniority rules. The Highly Qualified Principal must now meet all five turn-around competencies: Identify and Focus of early wins and big payoffs, break organizational norms, act quickly in a fast cycle, collect and analyze data and galvanize staff around big ideas.

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

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

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

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

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

**e. Sustain the reforms after the funding period ends**

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

In addition DPS will:

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

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

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

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

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

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

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

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

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

School building administrators were integral to the development of both the LEA and building level SIG grant applications. School administration plays a key role in leading this effort through the committed usage of data analyses and the implementation of research-based practices to reach goals and objectives outlined in the plan. Through modeling, organizational restructuring, improving two-way communication and parent involvement, school administration has committed to leading school-wide efforts to ensure that school's vision and mission are understood by all staff, and clearly defined school-wide strategies are implemented to meet school goals. These articulated goals are reflected in the SIG school building applications.

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

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

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

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

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

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

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

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

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

**LEA DETROIT PUBLIC SCHOOLS BUDGET**

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

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

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

# SCHOOL IMPROVEMENT GRANT BUDGET

## APPLICANT INFORMATION

TYPE OR PRINT:

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

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

*[Handwritten Signature]*

Date

*5/29/14*

SIGNATURE OF EMERGENCY MANAGER

*[Handwritten Signature]*

Date

*5/29/14*

## SCHOOL BUILDING BUDGET

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

### SCHOOL BUILDING

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





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

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

**ASSURANCES AND CERTIFICATIONS**

**STATE PROGRAMS**

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

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

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

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

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

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

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

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

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

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

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

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

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

**PARTICIPATION OF NONPUBLIC SCHOOLS**

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

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

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

**ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS**

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

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

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

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

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

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

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

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

**AUDIT REQUIREMENTS**

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

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

**ASSURANCE AGAINST TRAFFICKING IN PERSONS**

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

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

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

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

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

**CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS**

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

**ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS**

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

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

**IN ADDITION:**

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

**SPECIFIC PROGRAM ASSURANCES**

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

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

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

SUPERINTENDENT OR  
AUTHORIZED OFFICIAL

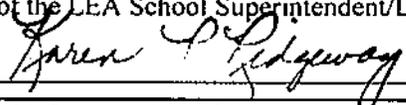
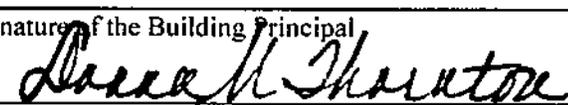
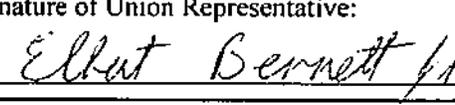
DATE: May 29, 2014

  
SIGNATURE

TYPED NAME/TITLE: Karen Ridgeway, Superintendent of Academics

## SIG GRANT—School Building Application FY 13

### APPLICATION COVER SHEET SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Carstens @ Remus Robinson E/M  School Building Code: 2105600	Mailing Address: 13000 Essex Detroit, MI 48215
School Building Contact for the School Improvement Grant  Name: Donna Thornton  Position and Office: Principal - Administration  Contact's Mailing Address: 13000 Essex, Detroit, MI 48215  Telephone: 313.866.5500  Fax: 313.866.5580  Email address: donna.thornton@detroitk12.org	
LEA School Superintendent/Director (Printed Name): Karen Ridgeway	Telephone: 313.873.7450
Signature of the LEA School Superintendent/Director: X <u></u>	Date:
LEA School LEA Board President (Printed Name): LeMar Lemmons	Telephone: 313.873.7860
Signature of the LEA Board President: X _____	Date:
Building Principal (Printed Name): Donna Thornton	Telephone: 313.866.5500
Signature of the Building Principal X <u></u>	Date: 5/29/2014
Union Representative (Printed Name): Elbert Bennett – Building Representative	Telephone: 313.866.5500
Signature of Union Representative: X <u></u>	Date: 5-29-2014
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

## Section A

### 1. Analyses of Data Maximum Length: 1 page

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

*What sources of data did the school use in their analysis? Based on the analysis, what are the major areas of need that the school's plan will target? Identify 3 things that the school will fundamentally change for turnaround to be successful.*

Carstens @ Remus Robinson is comprised of a several sub-groups (gender, Students with Disabilities, SES, Bottom 30) which all perform well-below state proficiency standards. The chart below indicates students' academic progress over a three year period as measured on the MEAP.

% Rates of Students Performing Below Proficiency on the MEAP					
Grades 3 – 8	Reading	Writing	Mathematics	Science	Social Studies
2011 – 2012	76.2	90.6	97.4	100.0	98.0
2012 – 2013	44.7	21.2	86.2	96.3	69.6
2013 - 2014	44.2	28.6	87.5	90.4	49.1

### ACHIEVEMENT DATA

Analyses of Achievement Data indicate that performance scores are well-below expectations in all areas and for all subgroups indicating the need for immediate and intensive steps to improve academic performance in all core areas. While proficiency levels show some improvement, a high percentage of students performed substantially below the proficiency level according to previous years' MEAP results. Three year trends (2011 – 2014) indicate the highest percentage of proficiency levels are in the areas of reading (23.8; 28.5; 27.2 - respectively) with the most significant growth in the core area of science (6.0) for FY: 2013 - 2014. However, the high proficiency scores in science are attributed to the fact that 8.3 percent of students who were newly assigned to Carstens this fiscal year were proficient upon enrollment. It should also be noted that there were no known or identified homeless or migrant students at the time the assessments were administered. Analyses also indicate that incoming FTE students' MEAP results reflect in the school's overall performance, and all, with the exception of science, scored significantly lower than the non-transient students (those who were enrolled at Carstens in FY: 2012 – 2013). The achievement gap between Carstens and its Differentiated Proficiency Targets for FY: 2013 – 2014, further supports the need for intense, immediate interventions and school improvement. Reading Gap: 7.0%, Writing Gap: 9.9%, Mathematics Gap: 18.2%, Science Gap: 11.1%, Social Studies Gap: 18.5%. Students' proficiency levels in Writing showed a significant decrease from FY: 2012 – 2013 to FY: 2013 – 2014 indicating a need to address writing across all core subjects. Students with Disabilities perform poorly in all areas with their best scores representing social studies.

### DEMOGRAPHIC DATA

Analyses and research of Demographic Data using MI School Data identified that 57% of our community are renters which supports the understanding as to why our students are so transient. Only 75 % of the community has achieved a high school diploma or above and 53% of the households are headed by a female of which 54% have never been married. The median household income is significantly below the State's average; statistics have proven that the majority of students with low Social Economic Status (SES) perform lower than those with a higher SES. Many students who fall within this category often enroll in Carstens lacking the necessary skills needed to transition from primary school to the elementary level and may even be a first time enrollment, for current practices and mandates do not require students to attend Pre-School or Kindergarten. During FY: 2012 – 2013, approximately, ten percent of Carstens first graders were first year enrollees and during the FY: 2013 – 2014, approximately twenty percent were first year enrollees. Additionally, both the percentage of Black family residents and the unemployment rates in this community are significantly higher than the State's average. Further analyses indicate a need to support Students with Disabilities. 30% of Carstens' students fall within this sub-group. Many students have physical and other health ailments which contribute to missed instruction.

Combined factors indicate a need to address avenues of higher education, health education, professional learning and parenting, etc. is crucial to the sustainability of this community.

## **PERCEPTION DATA**

Perceptions of the school include on-going bullying that has not been addressed, poor parental support and lack of involvement and high levels of grade retentions. MI STAR Student Information Systems also supports the perception that the school has on-going discipline concerns that result in suspensions and loss of instruction.

Based on data analyses, Carstens' Instructional Leadership Team (ILT) has targeted the following three goals/Big Ideas which must be fundamentally changed for turn-around success and increase students' achievement: 1) Increase reading comprehension skills by supporting Professional Learning Communities (PLC), using technology, such as, Smart Boards/Tables, Projectors, Document Cameras, Classroom Performance System (CPS), Netbooks/PCs, Geo-Boards, iPads, TI Calculators, etc. Professional Learning will also include School Culture and Climate and Parent/Community Engagement activities 2) focus on Multi-Tiered System of Support (MTSS) model for all core subjects with an emphasis on Positive Behavior Intervention Strategies (PBIS) and Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) to address students who are "at risk" for retention, drop-out status, homelessness, and instructional disabilities. Lesson Studies, Professional Learning Communities and Data Analyses and 3) increase instructional learning opportunities: before or after school instruction, increasing instructional hours within the school day/week, extending the school year, providing a Saturday School program, enriching the curriculum with specials like STEM, Children's Choir, Project Seed, Go Green Initiatives, Garden Plan, or Lemonade Day.

### **2. School Building Capacity – Resource Profile Maximum Length: 1 page**

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

**School Improvement Grant Facilitator**, who may not serve simultaneously as the building principal, will be responsible for coordinating the implementation of the grant and ensure that the requirements of the Transformation Model are in place. Additional responsibilities include but are not limited to, preparing local, state and federal written reports, maintaining a database to store and analyze data related to the SIG III, collaborating with external providers, assisting building leaders with reform initiatives.

**Family & Community Coordinator** will be responsible for, but not limited to, designing, sponsoring and/or facilitating parent workshops, professional learning, school-to-home relationships (liaison), outside learning experiences, family nights (assist with school fairs, parent grade level meetings, etc.). Additional duties include supporting instructional staff with strategies, collecting and compiling data, discuss the school/parent compact, communicate school data.

**Data Coach** will be responsible for, but not limited to, leading data discussions within related professional learning settings, PLCs, teams, PAC-SA meetings, etc., conducting analyses on assessment results, graphing and displaying data, collaborating with key personnel to ensure students are rotated within flexible groups and establishing a data center.

**Mental & Physical Health Services Coordinator** will be responsible for, but not limited to, coordinating health programs and classes, aligning resources with student and families' health needs, providing on-site professional treatment.

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

Professional Learning will be on-going and be embedded within instructional practices and supported by lead teachers, school administrators, Coaches, Instructional Specialists, the District's Office of School Turn-Around and Wayne RESA (ISD). Carstens' Partner Provider, Inquiry Bridge, along with, EduVation and Competitive Educational Solutions, will provide training that supports Carstens' targeted goals. Selected personnel will help maintain school-wide reform efforts by serving as advisors to the leaders of Professional Learning Communities (PLCs), modeling research-based practices for embedded professional development and facilitating meetings when appropriate to ensure alignment of team initiatives with school goals. An initial twelve-day training facilitated by Inquiry Bridge will be provided to Carstens' ILT to prepare for Train-the-Trainer sessions for school-wide implementation. Throughout the year, PLCs will meet each week

from 8:00am to 8:50 am on Thursday to participate in data discussions focused on improving instructional practices and implement Instructional Learning Cycles and classroom learning centers and monitor small flexible groups to address under-performing students. Other State approved vendors, such as WRESA and EduVation will guide PLCs through bi-weekly Lesson Studies for utilizing Project-Based and Action Research lessons to actively engage students and address their Individualized Learning Plans; Competitive Solutions will engage PLCs with research-based strategies to increase staff knowledge of research-based practices and initiatives for addressing School Culture and Climate. Additional professional learning sessions will occur weekly for a minimum of one hour on Wednesdays after school to engage in meaningful data discussions that support teaching and learning, promote and implement strategies to increase parent/community engagement, change school culture and climate and employ the skills and knowledge behind the context, content and process standards for instructional domains. The ILT will meet at minimum once per month to disaggregate data, monitor, evaluate and adjust school-wide interventions, discuss school improvement goals and other pertinent documents. Teams will also have opportunities to request additional training as needs arise to support instruction, address challenges and implement solutions. A school wide professional development plan will be completed by August 15, 2014 with input from teams and survey analysis.

Professional Learning will focus on the following:

- Establishing Vertical and Horizontal Professional Learning Communities which actively engages in data analysis for school-wide improvement with staff representations for all school building positions
- Facilitating small group instruction and interventions for all para-professionals, school service assistants, teachers of record and administration
- Implementing Multi-Tiered Systems of Support (MTSS) and Response to Intervention for all school administrators and instructional and support staff
- Implementing MiBLSi for whole staff interventions (including Noon Hour Aides, Clerical and physical support staff such as psychologists, social workers, physical and occupational therapists, nurses and athletic coaches)

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

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

GENERAL FUNDS: are used to provide all personnel related to the daily operations of a professional business, in addition to, the personnel required to facilitate a basic comprehensive school-wide educational complete with all operational and facility supplies and other essential operational components. TITLE I PART A/CONSOLIDATED: funds are used to provide supplemental educational and behavioral services, supplies for teaching and testing, instructional services/consultants for student and/or teachers, outside learning opportunities, teachers and other instructional personnel for support, professional learning/workshops and technology purchases. TITLE II PART A: funds are used to reduce elementary size classrooms for small group intensive intervention. SPECIAL EDUCATION: funds are used to support academic instruction for students who have an Individualized Educational Plan and HEAD START: funds are used to provide academic support for pre-school age children.

SIG III cohort funds will be used to support professional learning, engage parents and the community and improve Carstens' School culture and climate.

### **3. School Building Commitment**

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

The District made a commitment to support a systemic school-wide reform plan at Carstens @ Remus Robinson E/M with the implementation of the Transformation Model. Support for this model began July 1, 2011, when meetings to engage the acceptance for the model were held. The appointment of a new School Administrative Team on July 1, 2012, began the official implementation process. The principal plays a key role in leading this effort through the use of data analysis to reach goals and objectives outlined in this three year plan. Through modeling, organizational restructuring and improving two-way communication, the principal will lead school wide efforts to ensure that school's vision and mission are understood by all staff, and clearly defined school-wide strategies are implemented to meet school goals.

The Transformation Model requires an evaluation of the staff which can result in the release and replacement of staff and/or a change in grade level or content area assignments as defined in the district agreement with the Detroit Federation of Teachers. Meeting the professional challenges outlined in this proposal will be an element in performance reviews for instructional, operational and administrative staff. Specifically, successful implementation will require that all staff t make a strong commitment to:

- Understanding the key elements of this plan and their role in its implementation
- Utilizing common planning time to improve instructional outcomes
- Participating in Professional Learning Communities and engage in data dialogues to drive instruction
- Actively participating in embedded and after hours professional development
- Participating in an extended instructional-based school year, providing academic support and facilitating culture and climate development activities
- Modeling appropriate behaviors for students and novice team members and following established protocols with high expectations for everyone
- Fully participating in technical and instructional assistance that supports classroom and school-wide instructional improvement efforts

The hiring process focuses on the candidates' commitment to a High Priority School, its vision and mission statements and most importantly the students' needs.

This plan also calls for the realignment of the school's organization plan to ensure clarity about responsibility and lines of authority. An Instructional Leadership Team (ILT) has been established to lead this effort by serving as the primary link between the actions outlined in this plan and the classroom. This team includes the school's administrators and the leaders of the Horizontal and Vertical Teams throughout the school, a Specialized Service provider, parents and students when necessary, and at least one member from Inquiry Bridge, Partner Provider. These Team Leaders will assist the staff with the implementation of the strategies, best practices and reform processes established for implementation of this plan. With the assistance of Carstens' partnerships with Inquiry Bridge, Competitive Educational Solutions, EduVation, and instructional coaches, the Leadership Team has committed to supporting the staff throughout the reform process by providing consistent communication, opportunities for professional development, mentoring and shadowing, team-teaching and membership in professional organizations. Evidence of commitment includes agendas, meetings minutes, school surveys and sign-in sheets.

Teachers and staff at the school have indicated their support for the proposed plan through meetings and surveys, but have also indicated a need for significantly improved communication regarding school improvement plans and expectations for

implementation. A specific concern heard in many conversations is a need to understand the time commitments expected and needed for this plan to be successful.

#### **4. School Improvement Plan**

*Attach School Improvement Plan (DO NOT insert here, upload as a separate file)*

#### **5. External Provider Selection**

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

The Detroit District via the Office of School Turn-Around provided an opportunity for potential Partner Providers to showcase their services/wares at a Partner Provider Fair, which was held on Monday, May 5, 2014, from 3:00pm – 5:00pm at Northwestern HS' Center for Professional Learning and Development. Key stakeholders from each school were invited to attend the fair to meet and greet with the perspective providers who had a prior request to participate. Each school was required to complete and submit an Exit Ticket at the conclusion of the fair which indicated the Partner Provider the school in which the school was interested. A one-on-one interview was held between members of the school's leadership team and the potential provider selected on the Exit Ticket. In addition to the Assistant Superintendent from the Office of School Turn-Around, a representative from Procurement and Logistics was in attendance. The potential Partner Provider was also invited to present a more formal presentation to Carstens' Instructional Leadership Team (ILT) on Friday, May 9, 2014, from 5:45pm – 7:00pm. Carstens' ILT members selected Inquiry Bridge as a Partner Provider due to their success rates in the school districts of Chicago and River Rouge for school reform and redesign.

#### **6. Alignment of Resources**

*Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection Maximum Length: 1 page*

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

The District supports Carstens' plans for rapid school improvement and reform and redesign by providing Carstens' administration with the autonomy to select its instructional staff to fill all vacant positions at the on-set of FY: 2012 – 2013. The Department of Talent Acquisition (DTA) assigned staff to positions which acquired a vacancy after the start of the school. The District also supported pre-implementation of the State Approved Reform and Redesign Plan by ensuring consistency with the instructional staff with the exception of retirees and building leveling. The District's DTA has continues to support building level input regarding the Teacher Eligibility List. Principals, Assistant Superintendents, Directors, Supervisors and all other positions participate in the interview process at the District-wide Teacher Fairs. Perspective candidates will continue the hiring process by performing a twenty-minute demonstration lesson based on building vacancies per principals' requests. This new process for developing a Teacher Eligibility List supports the Transformation Model and focuses on the school's Vision and Mission, and most importantly, hones in on the priority needs of the students over the interests and preferences of adults.

#### **Internal Building Level Human Resources**

An Interview Committee has been established in an effort to conduct fair, impartial and unbiased interviews. The committee is comprised of a building administrator (usually the principal), an instructional specialist, the School Improvement Chair, a parent and one expert personnel in the candidate's content area. The committee will establish basic questions based on a rubric for scoring purposes. Based on students' needs and vacancies the Recruitment and Talent Acquisition Department (RTAD) will provide the committee with three candidates to interview. Each candidate will also be required to conduct a twenty-minute demonstration lesson to present in front of the committee. The committee will make a selection and provide that name to the RTAD. Selected staff will be assigned to Horizontal and Vertical Teams which are professional learning communities based on their primary teaching assignments. Instructional staff members will receive at minimum one informal and two formal observations and one final evaluation; post-observation conferences will be held after each to discuss needs for instructional support and teacher effectiveness. Non-instructional staff will receive two observations and post-observation conferences.

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

**Community Resources:**

Carstens actively pursues rapport with community partners to ensure adequate social and emotional support, as well as, academic support and broadening of opportunities for all of Carstens' students. These include:

- Continuation of transitional programs for middle school students (Cranbrook, Wayne State University's College Promise, Sodexo and other DPS High School Bridge programs)
- Continuation of Pathways to Potential with the Department of Human Services
- Initiation of a new program Career Cruising to address Career Pathways for students
- Continuation of community services such as Gleaners Food Bank, Fresh Fruits and Vegetables, Volunteer Reading Corp, Gardening Project, SPARK Health Careers and partnerships with Chrysler's UAW and the Horatio Williams Foundation to provide on-going services to involve parents and support students' learning.

The establishment of partnerships provides continuous support for Carstens' school community by:

- Supporting field trips by supplying monetary assistance, serving as liaisons for contacts willing to donate or purchase materials and provide transportation.
- Developing programs with that supports academics, career aspirations and teen employment.
- Offering volunteer tutoring and reading opportunities during lunch periods, specials or before/after school
- Developing pride in the school and making a connection between students and the community.
- Mentoring to address the needs of students who are identified as "at risk"

**7. Modification of local building policies or practices**

*Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed. Maximum Length: 1 page*

This plan calls for a systemic change within the traditional school organization to using an alternate governance system based on teams and shared leadership. Organizational responsibilities will be aligned based on the functions/duties of each team:

Four teams will assume responsibilities related to implementation: 1) Instructional Leadership Team (ILT): comprised of representatives from administration, the SIG Facilitator, each core subject, specialized services, grade level certifications, SIG Community Resource Director/Coordinator, and Inquiry Bridge who will analyze and discuss data, identify building targets and goals, assess and adjust school-wide initiatives and programs and ensure SIG/SIP/R & R alignment and implementation monitor 2) Professional Learning and Design Team (PLDT): comprised of staff volunteers who will monitor and coordinate school-wide professional learning opportunities for all staff 3) Data Team: comprised of the SIG Data Coach, an Instructional Specialist and staff most familiar with data analyses and data-driven instruction and 4) Vertical and Horizontal Teams: comprised of staff members based on instructional certifications who will also have responsibility for the for the Shared Decision Making process defined in the DFT Collective Bargaining Agreement (from LEA SIG Application):

The District in collaboration with the DFT, negotiated a shared decision-making process as a part of the Collective Bargaining Agreement. Shared decision making allows the Instructional Leadership Team to determine the work rules and working conditions that are required for their school in order to fully and successfully implement the components of the school's reform model. In order to advance instructional reform and operate in a shared decision-making model a Joint Labor-Management Shared Decision-Making Committee was established. The committee accepts applications from schools who wish to enter into a shared decision-making model. The school's eligible staff votes to ensure buy-in from staff. The Committee meets with the school to review and plan the areas for which shared decision-making will apply. **However, under the District's Priority Schools Agreement with DFT, all members of Priority Schools are required to participate in shared decision-making.**

As part of implementation for Priority Schools, the District and teacher's union (DFT) agreed to accommodate necessary and unusual requirements such as creative teaching methods; acceleration of improved student achievement as measured by MDE standards; creative scheduling; committed high-qualified staff interviewed and selected for each school; extended school day and/or extended school year and parental and community engagement.

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

Carstens will schedule Extended Learning Time (ELT) after school and on Saturdays in addition to extending the school year by a minimum of three additional weeks of targeted instruction.

Regular participation in high-quality afterschool and summer programs is linked to gains in test scores, improvements in work habits, and school attendance. High quality extended learning opportunities have been selected for Carstens based on assessment results and researched best practices for increasing student achievement. The programs focus on academic enrichment and assist students in meeting Common Core State Standards. 21st Century and Making Strides are two after-school programs geared to strengthen students' academic skills in the core subjects and enhance STEM. 21st Century is also scheduled as a summer enrichment program which extends through the end of July, and Making Strides is also scheduled as STEM enrichment on Saturdays through a partnership with the Horatio Williams Foundation. A themed Instructional Learning Cycle (ILC) is the focus for the extended school year. An Instructional Learning Cycle is a collaborative short-term process of instructional improvement. ILC's provide opportunities for teachers, along with their colleagues, to reflect on the quality of classroom instruction and the quality of the students learning. ILC's focus the efforts of V/H Team members on the implementation of Instructional Strategies linked to a school-wide instructional priority. Within an ILC, V/H Teams focus on a single instructional strategy related to specific content expectation and/or Common Core State Standards. Students will also engage in extended instruction through block scheduling in English Language Arts and mathematics. Research indicates block scheduling has positive effects if implemented with rigor.

The effectiveness of this process will be monitored and evaluated annually by Carstens Instructional Leadership Team and uploaded onto the ASSIST Platform for MDE and District viewing. This level of school autonomy allows more flexible work conditions to meet Carstens' individual diverse needs while continuing to offer a rigorous educational program which includes extended day/year and measurable expectations.

**8. Timeline**

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

<b>Big Idea 1:</b>			
Increase reading comprehension skills through the usage of technology (Smart Boards, Over Head Projectors, Document Cameras, Classroom Performance System (CPS), Netbooks and PCs, Geo Boards, iPads, T-Inspire Calculators, etc.)			
<b>Big Idea 2:</b>			
Implement a Multi-Tiered System of Support (MTSS) model with an emphasis on Positive Behavior Intervention Strategies (PBIS) to address students who are "at risk" and are in need of immediate intervention and support. The primary focus will be on those students who are at risk for retention, drop out status, homelessness, and instructional disabilities.			
<b>Big Idea 3:</b>			
Provide an opportunity to increase time for instructional learning. Extended Learning Opportunities (ELO) may be provided in a variety of ways: before or after school instruction, increasing instructional hours within the school day/week, extending the school year, providing a Saturday School program, enriching the curriculum with specials like STEM, Children's Choir, Project Seed, Go Green Initiatives, Garden Plan, or Lemonade Day.			
<b>PRE-IMPLEMENTATION</b>			
<b>ACTIVITIES</b>	<b>BIG IDEA</b>	<b>WHEN</b>	<b>WHO IS RESPONSIBLE</b>

21 <sup>st</sup> Century Afterschool Program	3	2012/13 school year; 2013/14 school year	21 <sup>st</sup> Century Staff
Making Strides Afterschool and Saturday Program	3	2012/13 school year; 2013/14 school year	Making Strides Staff
Extended School Year	3	June 17 - July 12 2013; June 20 – July 9, 2014	Carstens Staff
Accelerated Reading / Accelerated Math	1	2013/2014 School Year	Carstens Staff
Needs Assessment: Compiled to ensure a sustainable reform effort with model.	1, 2, 3	Spring	Instructional Leadership Team
Academic Games (Lunch time tutoring)	3	2012/13 school year; 2013/14 school year	Academic Games Staff
Group Mentoring (Middle School / Gender-Based)	2	2012/13 school year; 2013/14 school year	Sisters Inspiring Sisters Entrepreneur Works Carstens' Staff
InsideOut	3	2012/13 school year; 2013/14 school year	InsideOut Partner & Carstens Staff
Project SEED	3	2012/13 school year; 2013/14 school year	Project SEED Partner & Carstens Staff
Cranbrook Science	3	2012/13 school year; 2013/14 school year	Cranbrook & Carstens Staff
STEM Genius	3	Spring 2014	STEM Genius Partner & Carstens Staff
Got Science	3	Spring 2014	Got Science Partner & Carstens Staff
SPARK Health Careers	3		Project Seed and InsideOut & Carstens Staff
Always ATTENDANCE (School-wide attendance incentive program)	2	2013/2014 School Year	Carstens Staff
Provide school with iPad carts	1	Spring	Building Administration
Professional Development: Course One "The Unlocked Student and the Cycle of Dependency"	2	Spring / Early Summer	The Partner Provider; Staff
Professional Development: Course Two: "Blended Learning and the Learning Management System"	2	Spring / Early Summer	The Partner Provider; Staff
Professional Development: Course Three "Metacognition and Constructivism"	2	Summer	The Partner Provider; Staff
Professional Development: Culture Setting and Project-based Assessments	1, 2	Summer	The Partner Provider; Staff

<b>YEAR ONE</b>			
<b>ACTIVITIES</b>	<b>BIG IDEA</b>	<b>WHEN</b>	<b>WHO IS RESPONSIBLE</b>
Provide students with access to eBooks	1	Fall	The Partner Provider; Staff
Professional Development: Goal Setting through Data	1, 2	Fall	The Partner Provider; Staff
Professional Development: Shifting Culture through Data	1, 2	Spring	The Partner Provider; Staff
Teacher's Metacognition and the Professional Learning community	1	Spring / Early Summer	The Partner Provider; Staff
Data Analysis, Mastery, and Skill Shifting	2	Spring / Early Summer	The Partner Provider; Staff
Teacher as Constructivist: Diversifying and Differentiating	2	Summer	The Partner Provider; Staff
Resetting Culture and the Career Trek	2	Summer	The Partner Provider; Staff
<b>YEAR TWO</b>			
<b>ACTIVITIES</b>	<b>BIG IDEA</b>	<b>WHEN</b>	<b>WHO IS RESPONSIBLE</b>
Goal Setting through Data	1	Fall	The Partner Provider; Staff
Shifting Culture through Data	1, 2	Spring	The Partner Provider; Staff
Professional Development: Teacher Leader Seminar: New Innovations Teacher Leader Course: We Broke the COD	2	Spring / Early Summer	The Partner Provider; Staff
Professional Development: Teacher Seminar: Revising Curriculum in Total Mastery Cultures	2	Spring / Early Summer	The Partner Provider; Staff
Professional Development: Teacher Seminar: Training Districts to Align Skills	1, 2	Summer	The Partner Provider; Staff
Professional Development: Teacher Seminar: Sustainability of Culture	2	Summer	The Partner Provider; Staff
<b>YEAR THREE</b>			
<b>ACTIVITIES</b>	<b>BIG IDEA</b>	<b>WHEN</b>	<b>WHO IS RESPONSIBLE</b>
Professional Development: Final Practicum: Our New School	1, 2	Fall	The Partner Provider; Staff
Community Town Hall and Presentation of Data	1, 2	Spring	The Partner Provider; Staff

## 9. Annual Goals

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

	Current Proficiency Rate 2014-15	Goal for 2015-2016	Goal for 2016-2017	Goal for 2017-2018
Reading	40.55	46.9	53.25	59.6
Mathematics	28.77	36.8	44.84	52.87
Writing	29.88	37.75	45.63	53.5
Social St.	26.8	35.1	43.4	51.7
Science	26.1	34.5	42.9	51.3

## 10. Stakeholder Involvement

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

District and building leaders have met with Carstens' parent and community organization, now entitled Parent Advisory Council for Student Achievement (PAC-SA); meetings are held on the third Friday of each month at 9:30am. Two informational meetings were held to discuss with the members of PAC-SA the results and analyses of multiple data sources, Carstens' Z Score and its status on the state-wide Top to Bottom List.

During regular parent/community meetings building leadership worked in conjunction with Carstens stakeholders to identify research-based strategies for school-wide implementation based the analyses of students' performance data as indicated on the State's current assessment, MEAP and Explore, along-side other results from data sources such as STAR Reading/Mathematics, MAP, DIBELS and District Benchmark assessments for science and social studies, that are obtained during short-cycle intervals collected two - three times annually. From the meetings it was determined that the following must be addressed:

### IMPLEMENTATION OF THE TRANSFORMATION MODEL:

- Comprehensive School Reform: The need to adopt and implement a comprehensive reform and redesign plan that is systemic in nature and focuses on Multi-Tiered Systems of Support (MTSS) and Michigan's Integrated Behavior and Learning Support Initiatives (MiBLSi) will support teaching and learning.
- Extended Learning Time: The extension of the academic year by a minimum of three additional weeks using an Instructional Learning Cycle (ILC)
- Replacing the principal and replacing ineffective instructional members – A new instructional team was assigned for FY: 2012 -2 013
- Implementing a revised instructional program – A new, more rigorous curriculum has been adopted for ELA and mathematics in addition to mandating more instructional hours per week in science and social studies.
- Adopting Shared Leadership – An Instructional Leadership Team with representatives from all stakeholders will be established.

Further demonstration and evidence of the District's commitment to support Carstens @ Remus Robinson's reform using the Transformation Model is evidenced with the appointment of a new School Administration on July 1, 2012, along with the principal's selection for the Instructional Team. The District has aligned the Principal Selection Process with the requirements of a Priority School and has identified a Highly Qualified Principal who meets all five turn-around competencies: Identify and Focus of early wins and big payoffs, break organizational norms, act quickly in a fast cycle,

collect and analyze data and galvanize staff around big ideas. Upon the assignment of the new Principal, Carstens was already in Year 2 of School Reform. School administration plays a key role in leading this effort through the committed usage of data analyses and the implementation of research-based practices to reach goals and objectives outlined in this three year plan. Through modeling, organizational restructuring, improving two-way communication, professional learning and parent involvement, school administration has committed to leading school-wide efforts to ensure that school's vision and mission are understood by all staff, and clearly defined research-based strategies are implemented school-wide to meet targeted goals.

In preparation to submit a proposal for the SIG III cohort application with valuable input from key stakeholders, school leadership surveyed staff, parents and students. Community business and potential partners were invited to an open forum held on March 21, 2014, at 10:00am to engage in an extensive discussion surrounding the grant application process. Pertinent information was provided during the open forum. Experts in school reform from the District's Office of School Turn-Around were also invited to provide information and input from a professional stance. The required components of the SIG III cohort applicants were reviewed and discussed; materials regarding preparation and planning were distributed for future reference. SIG III cohort presenters provided an official website which lists all State approved Partner Providers and a link to each website. A second pre-planning session with Carstens' community occurred on Friday, April 18, 2014, with approximately 32 in attendance. The audience was comprised of neighborhood residents, parents (some whom were accompanied by their students), representatives from community businesses and a few staff members who were available to attend. All interested community members were asked to complete a brief survey regarding Carstens role in the community and how improvements to academics and culture and climate can be made.

To ensure there is on-going, regular collaboration and two-way communications regarding school improvement efforts, following each PAC-SA meeting a meeting for Planning with Parent and Community Involvement will occur. Parents, partners and community members will be asked to engage in collaborative discussions around program design, implementation and evaluations, data results and building perceptions. Meetings are approximately forty-five minutes long and remain strictly professional with a business atmosphere.

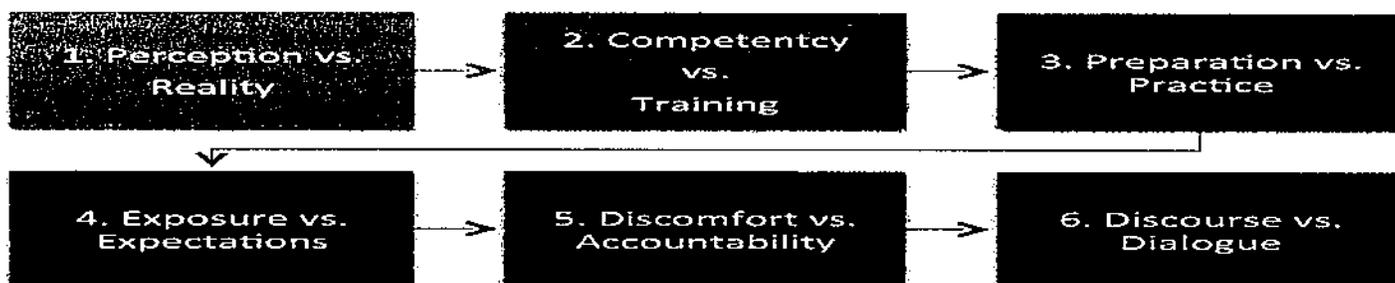
### 11. Sustaining Reforms

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

Maximum Length: 1 page

Capacity building for sustained reform requires the establishment of foundational protocols and practices surrounding training, meaningful monitoring and intentional feedback for Small Learning and Professional Learning Communities. Implementation will include structural changes in the school's operations that support five systemic areas targeted for school reform during a three year period: 1) Reform Coaching using Data-Driven Instruction 2) Instructional Leadership 3) Professional Learning using Common Planning 4) the Infusion of Technology as a Tool for Learning and 5) Parent/Community Engagement to ultimately increase students' achievement.

Carstens' Partner Provider, Inquiry Bridge, will facilitate six stages of reform coaching to assist key stakeholders with their ability to build capacity and sustainability through:



**REFORM COACHING USING DATA-DRIVEN INSTRUCTION:** Participants will engage in Socratic training which is divided by subject areas based on students' needs as identified in Carstens' Comprehensive Needs Assessment.

Participants will demonstrate their understanding of data-driven instruction, goal setting and data-based professional learning communities and finally facilitate successful data- driven professional learning communities.

**INSTRUCTIONAL LEADERSHIP:** Carstens’ Instructional Leadership Team (ILT) will engage in a step-by- step process to align skills school-wide. Members of the ILT will receive hands-on opportunities for training other key personnel in the reform and redesign process. Lead Teachers will conduct Train-the-Trainer sessions and model professional practices.

**PROFESSIONAL LEARNING:** Carstens’ ILT will engage in protocols for establishing norms, policies and school-wide procedures and expectations to assist students with goal setting, progress monitoring, portfolio development, school culture and climate and develop a system for learning management.

**THE INFUSION OF TECHNOLOGY AS A TOOL FOR LEARNING:** Carstens’ ILT will ensure deep integration for utilizing technology by all staff to enhance instruction, specifically in the areas of reading and mathematics, within Small Learning Communities.

**PARENT AND COMMUNITY ENGAGEMENT:** Carstens’ ILT will establish a Parent Involvement Action Team lead by the Parent Community Resource Director/Coordinator. This team will provide assistance to current students’ and their families through outreach, connections to community and social organizations, mentoring, opportunities for mentorship and other social and emotional support.

These practices will increase capacity and create sustainability through School and District support and commitment to this proposal. The District has committed to retaining effective building leadership for the duration of the grant as evidenced through their statement assurance to preserve the integrity of the instructional staff by minimizing transfers due to leveling and District re-organization.

**12. State Reform Plan**

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

**Section B.**

*Complete the attachment that describes the requirements and permissible activities for the chosen intervention.*

*Only select the model that aligns to the approved SRO Plan.*

*Attachment A – Transformation: An approved Reform and Redesign plan has been written, uploaded onto [www.advanc-ed.org](http://www.advanc-ed.org) and approved by Michigan Department of Education (MDE).*

**Section C.**

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

**Example:**

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

**BUDGET NARRATIVE**

**PROGRAM DESCRIPTION FOR SIG III COHORT**

District Name: Detroit Public Schools	Name of Contact/Phone No.: Donna Thornton/313.866.5500
School Name: Carstens @ Remus Robinson E/M	Name of Contact/Phone No.: Veronica Hollis/313.866.5500
Grade Levels: PRK - 8	Date Completed: 05-27-14
Instructions: <ul style="list-style-type: none"> <li>In each function code, briefly describe the basic instructional program services/activities/supplies/materials within the school that are supported through this function code.</li> <li>These programs and services are ONLY those funded through SIG III Cohort</li> <li>These are the items that are currently being offered and that parents expect to continue to be offered to students as the school's basic instructional program.</li> <li>Please include the number of FTEs.</li> </ul>	
Function Code	<b>School Level Basic Instructional Program Description</b>
110/111	Basic instructional activities including enrichment that are aligned with learning experiences concerned with knowledge, skills, appreciations, attitudes and behavioral characteristics. Core Special Teacher, Computer Teacher and Computer Ed Tech are HQ personnel who will provide core academic specials for students. Specials included Journalism, Drama, creative writing, computer technology/keyboarding, supplemental ELA, math, science and social studies.
111	HQ Certified Teachers will co-teach (push-in service), provide curriculum instruction to small flexible groups of ten – twelve students and progress monitor.
111	Media Specialist is a HQ Teacher who will establish operational media center, monitor the Guided Reading Library and MONDO sessions, promote the usage of Accelerated Reader and Mathematics and coordinate small reading groups and volunteer services.
111	Extended School Year (ESY) will operate after the end of the regular fiscal year and will provide extended instructional time for fifteen full days of school
111	STEM: Genius is a hands-on push-in program that extends the science curriculum by focusing on STEM concepts. Students will participate in program applications for Rollercoaster Physics, Remotely Operated Vehicles, Urban Design and Architecture and Rocketry Challenge.
111	Furniture for small group instruction (tables, chairs, chart boards, bookshelves, etc are needed to conduct small group instruction.
111	Web Based Instructional Software will be accessible to all students via the internet browser instead of actually being downloaded on your computer. Supplemental sites will also be used for small group instruction.
111	Under the Influence is a play based on the novel, "The Pact". The plot surrounds three Black youth who make a "pact" to become service oriented and successful. Theme: climate, culture, choices and decision-making.
111	Teaching and Testing supplies to increase/improve, engage/inspire motivate teachers/students in the teaching and learning process: ink cartridges, paper, flash-drives, pens/pencils, folders, reading rugs, binders, educational games, books/magazines, etc.

211	Assistant Attendance Officer to monitor students' attendance, report chronic cases, work with teachers and parents to ensure accountability and monitor attendance programs. Attendance is low due to transient and POHI students.
216	Social Worker or other health professional will assist with meeting the diverse physical and mental needs of Carstens' students connecting school to home and community.
221	Professional Learning designed to assist the instructional staff in planning, developing and evaluating the process of providing challenging and natural learning experiences for students. Activities center around curriculum development, techniques of instruction, child development and understanding, in-service training for instructional staff: EduVation, Competitive Ed Solutions, Inquiry Bridge (Partner Provider) with Workshops and Common Planning (stipends and supplies).
221	Financial incentives will be provided to any instructional staff who successfully demonstrates student growth (20%) on one short cycle assessment (BOY to EOY) and one formative assessment.
221	A Data Coach will be responsible for, but not limited to, leading data discussions within related professional learning settings, PLCs, teams, PAC-SA meetings, etc., conducting analyses on assessment results, graphing and displaying data, collaborating with key personnel to ensure students are rotated within flexible groups and establishing a data center and an Instructional Specialist to design and assist with Learning Centers, Small Flexible Groups, analyze data, develop a data center, assist teachers with instructional delivery and planning, etc.
225	Instructional Related Technology: Tools to improve learning using activities and services for the purpose of supporting instruction; costs related to the operation and support of computer learning labs, media centers, technology centers instructional networks and establishing technology for distance learning (when applicable): ipads, PCs, carts, laptops, Smartboards/tables, labs (furniture, hardware, software, setup, maintenance/warranty), color printers.
241	SIG Coordinator, who may not serve simultaneously as the building principal, will be responsible for coordinating the implementation of the grant and ensure that the requirements of the Transformation Model are in place. Additional responsibilities include but are not limited to, preparing local, state and federal written reports, maintaining a database to store and analyze data related to the SIG III, collaborating with external providers, assisting building leaders with reform initiatives.
331	Parent/Community Resource Director/Coordinator will be responsible for, but not limited to, designing, sponsoring and/or facilitating parent workshops, professional learning, school-to-home relationships (liaison), outside learning experiences, family nights (assist with school fairs, parent grade level meetings, etc.). Addition duties include supporting instructional staff with strategies, collecting and compiling data, discuss the school/parent compact, communicate school data.

**Section D.**  
**Baseline Data Requirements**

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

**USED Baseline Data Requirements**

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

<b>Metric</b>	
Which intervention was selected (turnaround, restart, closure or transformation)	Transformation Model
Number of minutes in the school year	1098 Minutes
Dropout rate (Numeric %)	N/A
Number of Disciplinary Incidents	FY: 2013-2014 (September through March) TOTAL LEVEL 1 OFFENSES: 50 TOTAL LEVEL 2 OFFENSES: 39 TOTAL LEVEL 2 OFFENSES: 3 <u><b>TOTAL SUSPENSIONS: 92</b></u>  FY: 2012-2013 (September through July) TOTAL LEVEL 1 OFFENSES: 108 TOTAL LEVEL 2 OFFENSES: 84 TOTAL LEVEL 3 OFFENSES: 7 <u><b>TOTAL SUSPENSIONS: 199</b></u>
Number of Students Involved in Disciplinary Incidents	37
<b>Increased Learning Time</b>	
ILT – Longer School Year	3 Weeks
ILT – Longer School Day	N/A

ILT – Before or After School	21st Century Making Strides
ILT – Summer School	N/A
ILT – Weekend School	Saturday School STEM @ HWF
ILT – Other	21st Century Block Scheduling Student Consultant Services
Student attendance rate (Numeric %)	86%
Advanced Coursework	Project Seed InsideOut STEM Genius
Dual Enrollment Classes	N/A
Advanced Coursework <b>and</b> Dual Enrollment Classes	N/A
International Baccalaureate	N/A
Early college/college credit	N/A
High School Graduation Rate	N/A
College Enrollment Rates (Numeric %)	N/A
Truants (Numeric)	65
Teacher Attendance Rate	84% Average
Highly Effective Teachers (Numeric %)	2012 – 2013 = 73% 2013 – 2014 = 14%
Effective Teachers (Numeric %)	2012 – 2013 = 16% 2013 – 2014 = 60%

Minimally Effective Teachers (Numeric %)	2012 – 2013 = 11% 2013 – 2014 = 12%
Ineffective Teachers (Numeric %)	2012 – 2013 = 0% 2013 – 2014 = 14%
Explanation of other types of increased learning	2012 – 2013 2013 – 2014

## ***Fiscal Information***

***The MDE has asked for a waiver of section 421(b) of General Education Provisions Act to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Line item budgets must be submitted for school years 2014-2015, 2015-2016, and 2016-2017.***

## ***USES OF FUNDS***

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

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

***Intensive monitoring of grant implementation and evaluation are required.***

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

Select only 1 Model

**Attachment A--Transformation Model**

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

***1. Replace the principal***

Principal Donna Thornton, Ed.S was assigned to Carstens on July 1, 2012 and has remained principal for two consecutive years. Principal Thornton meets the five turn-around competencies as outlined in the Transformation Model and has a proven record for successfully implementing school reform and redesign.

***2. Include student data in teacher/leader evaluation***

Teacher Evaluation Tools allow for school-based administrators to evaluate teachers on their ability to positively increase student performance. Multiple data sources are used to properly and fairly determine whether instructors have demonstrated student growth which is Domain V on the PD360 Teacher Evaluation Tool. Teachers are evaluated on Five Domains for demonstrating pedagogical skills.

***3. Evaluations that are designed with teacher/principal involvement***

The teacher and principal evaluation tools were developed collaboratively with representatives of each group in conjunction with District Level Administration, Union Representatives and other key stakeholders. The teacher and principal tools are available on PD360.

The evaluation tool is based on a continuous improvement model comprised of the following key elements:

**Evidence of the 5 Core Elements:**

Core I:

- a) Knowledge of Subject
- b) Planning for Instruction
- c) Delivery of Instruction

Core II:

- a) Designing Assessments
- b) Utilizing Assessments in Instruction
- c) Demonstrating Student Growth (data from formatives and summatives)
- d) Using a Variety of Techniques to Communicate Progress in a Timely Manner

Core III:

- a) Managing Instructional Time
- b) Managing Students Behaviors
- c) Creating an Atmosphere of Mutual Respect
- d) Creating and Facilitating a Learning Space and Stimulating Learning Environment
- e) Maintaining Accurate Grade Books, Lesson Plans and Students Records

Core IV:

Professional Learning, Reflection and Growth

Core V:

Significant Accomplishments/Contributions to School/Education

**The principal evaluation process** has six domains that been developed in collaboration with building level administrators.

1. Areas of continuous improvement
2. Instructional Leadership
3. Managerial Leadership
4. Cultural Leadership
5. Professionalism/Meeting Deadlines
6. Accomplishments

***4. Remove leaders/staff that have not increased achievement***

Using the teacher and principal evaluation tools, as agreed upon in the teachers' Collective Bargaining Agreement, ineffective leaders and staff will be removed from High Priority Schools. With the support of school administration, instructional leaders and central office interventions, teachers have three years to earn a status of Effective or Highly Effective before termination; building leaders are "at will" employees and can be terminated at the end of their contract if proven to be ineffective.

***5. Provide on-going job embedded staff development***

Members of Carstens' staff will participate in on-going, relevant (and often teacher-lead) professional learning at least eight hours per month. Each Thursday Carstens' instructional staff will meet from 8:00am – 8:55am in Horizontal or Vertical Teams to engage in data discussions, evaluate school-wide processes and grade level interventions. Furthermore, during District-wide staff sessions which occur on Wednesdays from 4:10pm until 6:00pm; at least ninety minutes of the agenda will be dedicated to professional learning and will be conducted by lead teachers. Additional on-site training will be conducted by WRESA coaches, Carstens Instructional Specialist, Title I teachers and other District representatives as needed.

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

Financial incentives will be provided to any instructional leader who has demonstrated student growth with evidence within the guidelines of the SIG III proposal; teachers will be encouraged to attend professional learning that will benefit their career growth. Teachers will be encouraged to conduct professional learning sessions and attend sessions, such as, SIP 101, AEA/AP Boot Camps, School Culture and Climate Seminars, lead teacher meetings, etc.

***7. Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.***

Carstens' Instructional Leadership Team (ILT) will use MDE's Program Evaluation Tool and survey results from school perception and process data to monitor, assess and evaluate school-wide programs and initiatives. Data discussions will take place during team meetings, such as, Carstens' ILT, Data Team and Horizontal/Vertical Teams. Carstens' ILT will also ensure that the programs are research based and aligned by grade level and with Carstens' approved Reform and Redesign Plan. The SIG Community Resource Coordinator and Chairperson of the Data Team will ensure proper dissemination of data and information to parents, partners and community members. Review on Carstens' instructional program will occur at least annually. Additionally, staff will utilize testing tools such as STAR, MAP, DIBELS and District Benchmarks to improve data-driven instruction and emphasize reading using MONDO and Guided Reading programs.

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

Two teams will be accountable for ensuring and promoting continuous use of data to drive instruction: The Instructional Leadership Team (ILT) who will analyze and discuss data, identify building targets and goals, assess and adjust school-wide initiatives and programs, ensure SIG/SIP/R & R alignment and monitor implementation and communicate progress with the school community and a Data Team to lead and conduct data dialogues for data-driven instruction.

## ***9. Provide increased learning time***

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

A rigorous Extended Learning session has been developed to address the needs of the whole school. Horizontal and Vertical Teams (V/H Teams) will design a themed Instructional Learning Cycle (ILC) using classroom data and State Standards. ILC's provide opportunities for teachers to reflect on the quality of classroom instruction, as well as, the quality of the students' learning. ILC's focus the efforts of V/H Team members on the implementation of Instructional Strategies linked to a school-wide instructional priority. Within an ILC, V/H Teams focus on a single instructional strategy related to specific content expectation and/or Common Core State Standards. Students will also engage in extended instruction through block scheduling in English Language Arts and mathematics. Research indicates block scheduling has positive effects if implemented with rigor.

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

Carstens' students also engage in academic enrichment programs in core subjects.

- Math: Academic Games provides tutoring and competition; Project Seed provides instruction in advanced subjects and includes a Parent/Community Night.
- ELA: InsideOut provides development of creative writing and publishing.
- Science: STEM Genius provides hands-on instruction as a push-in program; 21st Century provides STEM instruction, tutoring and enrichment; Got Science provides hands-on demonstrations and has a parent component; Cranbrook Science has traveling demonstrations and exhibits.
- Social Studies: Student Government provides students with a rigorous curriculum in leadership and youth development.
- School Culture and Climate: Go Green provides students with competitive opportunities to recycle, reuse and reduce; Garden program provides students with a healthy initiatives project.
- Tutoring and Mentoring: Making Strides provides after-school tutoring and homework assistance with a Saturday School STEM component; Sisters Inspiring Sisters is a mentoring program that addresses the needs of middle school girls; Entrepreneur Works is a mentoring program that address the needs of middle school boys.

### ***c. Teachers to collaborate, plan and engage in professional development***

Carstens' Professional Learning and Design Team (PLDT) will monitor and coordinate school-wide professional learning opportunities for all staff using data collected from multiple assessments. The school's Data Team will involve the staff in meaningful data discussions and Vertical/Horizontal Teams will meet, at minimum, once per week to align instruction with data and participate in the Shared Decision Making process. Members of the Instructional Leadership (ILT) include teachers who represent the different subject areas, grade levels and departments who engage in after-school meetings and Train-the-Trainer conferences to ensure that school-wide professional learning occurs.

## ***10. Provide ongoing mechanisms for family and community engagement***

Carstens hosts an annual Parent University (PU) for parents and community members. PU is a four week program that focuses on parent and community needs, such topics include, but are not limited to, Anti-Bullying, Health and Academics, Home Buying, Resume Writing, Keyboarding, etc. Carstens also hosts three annual parent/community activities: a Science Fair in March, an Academic Fair in April and a Health Fair in May. 21st Century hosts a community Hustle Night, Project Seed and Got Science host a Family Night. Pedagogical Solutions and Allstate Sales provide training and focus on parenting skills. Winter and Spring Concerts also draw large participation for parents. The SIG Community Resource Coordinator will broaden and strengthen these bonds and rapports.

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

Shared decision making allows the leadership team to determine the work rules and working conditions that are required for their school in order to fully and successfully implement a school calendar and adjust the use of time so that it will positively impact student achievement. The Instructional Leadership Team will work collaboratively in identifying issues, defining goals relative to academic achievement, developing school budgets, evaluating staffing concerns and establishing policies and practices by consensus. Carstens' School Improvement Team which also serves as the Instructional Leadership Team has begun to establish guidelines for this process. Shared-decision making will allow Carstens to have more flexible work conditions according to our Comprehensive Needs Assessment. Customized Educational Development Plans are created to providing flexibility for students to learn at their maximum capacity levels during small group interventions. As learning targets and lessons are mastered, students move in and out of flexible groups while trained personnel guide and facilitate student learning at appropriate skill levels.

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

The District has committed to supporting Carstens and its implementation of the Transformation Model. The District will continue to provide instructional support to Carstens instructional staff through its Office of School Turn-Around and initiatives with Wayne RESA (ISD). Instructional Specialists and Content Coaches will continue to serve Carstens' instructional and support staff with the implementation and facilitation of research-based strategies and programs and will continue to do so throughout Carstens' designation as a High Priority School.

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

***1. Provide additional funding to attract and retain staff.***

All staff members assigned to Carstens will be compensated at their regular rate of pay for the extended school year which increases each member's annual income. Staff members who participate in outside professional learning sessions designed by Carstens will receive stipends. SIG III funds will be used to provide financial incentives for staff that demonstrate with tangible evidence student growth.

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

Four teams will assume responsibilities related to implementation: 1) Instructional Leadership Team (ILT): comprised of representatives from administration, the SIG Facilitator, each core subject, specialized services, grade level certifications, SIG Community Resource Director/Coordinator, and Inquiry Bridge who will analyze and discuss data, identify building targets and goals, assess and adjust school-wide initiatives and programs and ensure SIG/SIP/R & R alignment and monitor implementation 2) Professional Learning and Design Team (PLDT): comprised of staff volunteers who will monitor and coordinate school-wide professional learning opportunities for all staff 3) Data Team: comprised of the SIG Data Coach, an Instructional Specialist and staff most familiar with data analyses and data-driven instruction and 4) Vertical and Horizontal Teams: comprised of staff members based on instructional certifications who will also have responsibility for the for the Shared Decision Making process defined in the DFT Collective Bargaining Agreement (from LEA SIG Application).

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

The teachers' union representative, Detroit Federation of Teachers (DFT), and the District have established a Collective Bargaining Agreement that clearly outlines the assignment and release of teachers aligned with a performance based evaluation tool. (The CBA can be found in the LEA SIG Application).

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

Annual reviews of program effectiveness will be conducted by Carstens' Instructional Leadership Team to determine if programs, procedures and processes are affecting students' learning and positively impacting student achievement. Evaluations of such programs will be formally uploaded to the AdvancEd Assist Platform.

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

Carstens has focused instruction on a tiered system to provide immediate interventions as students are identified. Tiered I learning will include school-wide initiatives such as block scheduling in all English language arts and mathematics courses, Silent Sustained Reading and Writing programs, project-based assignments and Extended School Year. Advanced students will participate in programs such as Project Seed and InsideOut. Tiered II learning will occur through Learning Centers and push-in services and Tiered III learning will occur through small flexible groups identified by progress monitoring. Response to Intervention (RTI), Positive Behavior Intervention Systems (PBIS) and Michigan's Integrated Behavior and Learning Initiative (MiBLSi) will all support Carstens Multi-Tiered proposal.

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

A Professional Learning and Design Team (PLDT) has been established to monitor and coordinate school-wide professional learning opportunities for all staff, in collaboration with, Carstens' Data Team which will assist with data analyses and ensure that all professional learning is data-driven and supports learning based on Carstens School Improvement Plan and Big Ideas listed in the Reform and Redesign Plan.

***7. Use and integrate technology-based interventions.***

Increasing reading comprehension through the usage of technology is one of Carstens' Big Ideas. Carstens staff will receive professional learning opportunities to support the usage of technology in the teaching and learning process. Students will have regular access to iPads and/or iPad carts. Several formal and informal assessments will be administered to the students using laptops/desktops. SmartBoards and Smart Tables will be available for teacher usage as well. All eighth graders will either receive an iPad or Netbook for home usage (based on parental permissions).

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

Carstens' staff welcomes opportunities to supplement learning and support the curriculum with outside programs such as STEM Genius, 21st Century: STEM and the Horatio Williams Foundation. Programs such as Cranbrook Science and Got Science continue to support Carstens' initiative to increase rigor and relevance in the area of science.

***9. Provide summer transition programs or freshman academies.***

Carstens Extended School Year will encompass a component to address students' transitional needs. Eighth grade students will be allowed to participate in high school bridge programs which are designed and facilitated by the accepting secondary program. Pre-school, Kindergarten and Fifth Grade will participate in a promotional ceremony to mark another academic step.

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

Carstens has implemented Small Learning Communities and block scheduling in an effort to increase the eighth grade promotion rate and simultaneously reduce the retention rate for middle school students. Gender-Based mentoring programs have also been established as a means of corrective discipline and positive behavioral development. MiBLSi is another program which will begin implementation in the fall of 2014 to assist with the alignment of students' behaviors and the promotional rate. The presentation of the stage play, "Under the Influence" by Seed Time and Harvest Productions, is based on the book, The Pact, will deliver a positive message about choices, the pressures of school and the need to succeed. To further address retention rates Carstens participates in the Superintendent's Drop-Out Challenge. 10-15 students from grades K-8 who are nearing or in a transition year with multiple dropout risk factors are provided

research-based support and interventions. Concentration on attendance is a priority. This concentration includes a commitment from all instructional staff to:

- Monitor students' attendance - daily
- Monitor instruction and make adjustments to ensure all students are engaged in learning
- Practice self-reflection focused on improving students' outcomes
- Engage in collaborative discussions through Vertical and Horizontal Teaming efforts to identify students' needs and strategies for improvement
- Engage in peer observations as defined in the teacher contract and team discussions of strategies for improving student performance outcomes
- Take an active role in developing and implementing pro-active classroom practices and procedures that reinforce positive high expectations, rather than punitive responses to misbehavior and
- Communicate with parents frequently and collaboratively with the common goal of student success, including the use of MI STAR Grade Book, an on-line system for reporting students' grades and progress and School Messenger to increase the frequency of school to home communications.

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

A system to progress monitor students has been established. Using STAR, DIBELS and MAP assessments with a cyclical process immediately identifies students who fall in the categories of below (yellow) and well-below (red) basic standards. Progress monitoring allows for students to be moved in and out of flexible small groups as mastery is achieved using direct intensive interventions. Progress Reports and parent grade level meetings are also forms to monitor and communicate students' progress.

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

Carstens has partnered with Chrysler UAW, Immanuel Grace (faith-based organization), the Department of Human Services, Neighborhood Legal Services, Horatio Williams Foundation, Cartwright and Associates and the Children's Choir to address the emotional, social and health needs of our students to develop well-round individuals.

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

Carstens' master schedule has been designed to include block scheduling for ELA and mathematics, leadership classes to develop transitional activities and establish student/teacher rapport.

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

Members of Carstens' Instructional Leadership Team participate in Train-the-Trainer Sessions through School Culture and Climate Boot Camps. Research-based strategies are provided to team members who return and train the staff on implementation. Vendor consultants are scheduled to introduce ILT members with a variety of approaches to improve Climate and Culture. Competitive Educational Solutions has been selected to partner with Carstens on this initiative. There is also a need to address students' and staff's attendance. Attendance rates directly affect teaching and learning. MiBLSi is a recently adopted behavior and learning program with implementation plans for the fall 2014.

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

Carstens grade level expansion includes student enrollment in preschool through eighth. Both pre-kindergarten and kindergarten classes receive seven hours and ten minutes of rigorous instruction daily. Kindergarten students attend classes five days per week and pre-school/pre-kindergarten students attend school only four days per week. Carstens' pre-kindergarten POHI class attends five days per week.

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

The district has created an Office of High Priority Schools to oversee the priority schools and allow for building level autonomy.

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

See budget development for per pupil capita. The budget was developed with input from interested stakeholders and aligned with Carstens' approved Reform and Redesign Plan.

CARSTENS ACADEMY

SEMESTER II 2012 - 2013

CALENDAR OF PROFESSIONAL DEVELOPMENT

PROFESSIONAL LEARNING OPPORTUNITY	SUBJECT/CONTENT TOPIC	AUDIENCE	DATE	REGISTER?
<b>REGULAR - ON-GOING - EMBEDDED</b>				
Carstens' Grade Level Meetings	Core Curriculum	Elementary	Every Wed. 8:15am - 8:45am	N/A Sign-In Sheets
Carstens' Grade Level Meetings	Core Curriculum	Middle School	Every Thurs. 8:15am - 8:45am	N/A Sign-In Sheets
School Improvement/Data Analysis	Carstens' Academic	Data Analyses Team/SIP	Monthly on Tues: TBD 4:30pm - 5:30pm	N/A Sign-In Sheets
Team P.R.I.D.E.	DPS Instructional Asst. Superintendent's	DPS Administration Principals	Thursdays(bi/wkly) See attached schedule.	N/A
Administrative Training and Professional Development	DPS Instructional And Operations	Assistant Principals and Academic Engagement Administrators	Monthly TBD	Yes Solutionwhere
Instruction for Students w/ Disabilities	Common Core Instructional Practices	Specialized Student Service Staff	Every Third Wed	N/A
Teach for America Institute: Professional Saturdays	Common Core Instructional Practices	Teach for America	Monthly Dates: TBA	N/A
Whole Faculty Study Groups	Carstens Planning	Whole Faculty	Every Wed. 4:15pm - 6:15pm	N/A Sign-In Sheets
Parent Workshops	Community (LSCO)	LSCO and Title I Community & Partners	Third Friday 9:30am - 10:30am	N/A
WRESA - Core Coaching: Classroom Instruction / Marva Blocker	Mathematics	Carstens' Instructional Staff (Target Group: Math Teachers)	Monthly: On-going 48 Hours of Service	N/A
WRESA - Core Coaching: Classroom Instruction / Mary Moore	ELA	Carstens' Instructional Staff (Target Group: ELA Teachers)	Monthly: On-going 48 Hours of Service	N/A

JANUARY & FEBRUARY

CARSTENS ACADEMY

SEMESTER II 2012 - 2013

CALENDAR OF PROFESSIONAL DEVELOPMENT

PROFESSIONAL OPPORTUNITY	SUBJECT/COURSE TOPIC	AUDIENCE	DATE	REGISTER
Imagine It	Adopted Curriculum & Instruction	All Carstens Staff	January - February	Yes
High School Examination	Administering the Examination for DPS High Schools	Counselor Andrews	January 8, 2013	Solutionwhere Yes
High School Fair	High School Enrollment	Seventh & Eighth Graders Carstens Academy	January 15, 2013	N/A
Science Fair	Science Fair	Science Dept.	January 25, 2013	Yes
NAEP In-Service	Test Administration	Instructional Specialists & Testing Coordinators	January 3, 2013	Yes
<b>MARCH AND APRIL</b>				
DPS Professional Development District-wide	Data Analysis Curriculum Instruction	DPS STAFF	Tuesday March 19, 2013	N/A Sign-In Sheets
DPS Professional Development Carstens' Academy	Data Analysis Curriculum Instruction Culture and Climate	Carstens' Staff	Wednesday March 20, 2013	N/A Sign-In Sheets
<b>MAY AND JUNE</b>				

CARSTENS ACADEMY

## SEMESTER II 2012 - 2013

CALENDAR OF PROFESSIONAL DEVELOPMENT

### ADDITIONAL TRAINING & IN-SERVICES

MONTHLY CORE MEETINGS: ELA, MATH, SCIENCE, SOCIAL STUDIES

NEW TEACHER IN-SERVICE.

MATH & SCIENCE INSTRUCTIONAL SPECIALIST PIECE

COMMON CORE VIDEOS AND WEBINARS

TOTTY AND PENA FOR PRK K ADMINISTRATION

CARNICK FOR DIBELS NEXT

OFFICE OF SCHOOL TURNAROUND SUPPORT (PORTER, BENJAMIN, BROOKS)

ANDREWS: DIFFERENTIATED INSTRUCTION AND RCT

COUNSELING PROFESSIONAL DEVELOPMENT

ANTI-BULLYING IN-SERVICE

LEMONADE DAY TRAINING

AP/AEA BOOTCAMP

RENAISSANCE LEARNING

MONTHLY PRINCIPALS' MEETING