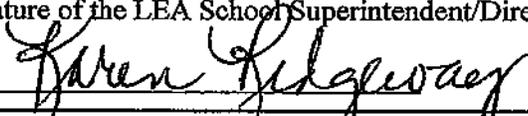
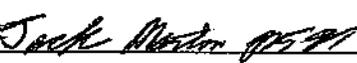


Attachment B**SIG GRANT--LEA Application FY 13**

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

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

GRANT SUMMARY

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

District Code: 82010
ISD Code: 82000

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

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

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

LEA APPLICATION REQUIREMENTS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The notification must include the following:

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

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

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

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

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

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

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

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

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

Transformation Model

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

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

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

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

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

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

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

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

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

Providers selected by building principals include:

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

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

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

c. Align additional resources with the interventions

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

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

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

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

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

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

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

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

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

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

e. Sustain the reforms after the funding period ends

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

In addition DPS will:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LEA DETROIT PUBLIC SCHOOLS BUDGET

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

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

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

SCHOOL IMPROVEMENT GRANT BUDGET

APPLICANT INFORMATION

TYPE OR PRINT:

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

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

[Handwritten Signature]

Date

5/29/14

SIGNATURE OF EMERGENCY MANAGER

[Handwritten Signature]

Date

5/29/14

SCHOOL BUILDING BUDGET

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

SCHOOL BUILDING

Legal Name of School Building Carstens @ Remus Robinson E.M	Building Code 105600	Name and Title of Authorized Representative Donna M. Thornton, Ed.S	
Mailing Address (Street) 13000 Essex Avenue		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

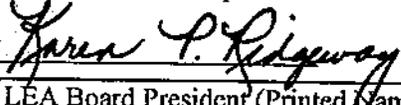
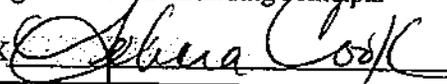
DATE: May 29, 2014


SIGNATURE

TYPED NAME/TITLE: Karen Ridgeway, Superintendent of Academics

SIG GRANT—School Building Application

APPLICATION COVER SHEET SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Osborn Evergreen Academy School Building Code: 567	Mailing Address: 11600 East Seven Mile Road Detroit, MI 48205
School Building Contact for the School Improvement Grant Name: Felicia Cook Position and Office: Principal Contact's Mailing Address: 11600 East Seven Mile Road Detroit, MI 48205 Telephone: 313-866-0343 Fax: 313-866-0356 Email address: Felicia.cook@detroitk12.org	
LEA School Superintendent/Director (Printed Name): Karen P. Ridgeway	Telephone: 313-873-4493
Signature of the LEA School Superintendent/Director: X: 	Date:
LEA School LEA Board President (Printed Name): LaMar Lemmons	Telephone: 313-873-7860
Signature of the LEA Board President: X: _____	Date:
Building Principal (Printed Name): Felicia Cook	Telephone: 313-866-0343
Signature of the Building Principal X: 	Date: 5/29/14
Union Representative (Printed Name): Darryl Stone	Telephone: 313-866-0343

Signature of Union Representative:

Date:

X:



5/29/14

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.

1. Analysis of data

Osborn Academy is in the bottom 5% of schools with a z score of 0 and a top to bottom ranking of 0; our 2013 average composite ACT score is 13.4 and 80% of students were not proficient on the 2013 MME state exams for math, reading, writing, social studies and science.

Our School Improvement Team examined 11th grade ACT and MME data and found less than 20% of our students are reaching proficiency levels in the areas of English, Reading, Mathematics, Science, Social Studies and Writing. When reviewing the MME data, students scoring proficient and above were so low (<10) we found it more helpful to look at the percentage of students in Level 4, Not Proficient, to see if fewer students fell in that category in the following year. That was not the case as noted below:

Growth of Students in Level 4, Not Proficient					
MME	Math	Reading	Science	Social Studies	Writing
2011-2012 Decline	88%-90%	58%-60%	84%-95%	51%-55%.	21%-50%
	Math	English	Reading	Science	Composite
2011-2012 ACT	15.1	11.9	13.5	13.6	13.6
2012-2013 ACT	14.7	11.5	12.8	14.2	13.4
RIGOR AND CLASSROOM ALIGNMENT TO STANDARDS IS LACKING.					
ACT	9 Explore	10 Plan	OUR STUDENTS ARE NOT READY FOR COLLEGE OR CAREERS.		
Scale Score 2012	11.15	12.21			
National Ranking	8%	8%			
Scale Score 2013	11.11	11.23			
National Ranking		4%			

Classroom observations by the principal during 2012-2013 reinforced our assertions. Teacher and staff observations demonstrate that 12 out of 18 teachers (66%) did not appear to have rigor in classroom instruction nor were their classroom assignments aligned with state standards or common core standards. Clearly, our students can't perform well on assessments that have little to do with what is done in the classroom. **INSTRUCTION REQUIRES RIGOR AND MUST BE ALIGNED TO ASSESSMENTS.**

Examining 2013-2014 NWEA MAP data, further evidence support our concerns:

Grade	NWEA MAP Reading			NWEA MAP Math		
	9	10	11	9	10	11
Low Average	5%	18%	24%	12%	7%	14%
Low	93%	78%	55%	88%	88%	77%

OUR STUDENTS LACK FOUNDATIONAL SKILLS FOR LITERACY AND NUMERACY.

Examining subgroup trend data for the 11th Grade MME Reading, male non proficiency grew from 58% to 68% between 2011-2012 and 2012-2013 while female non proficiency in Reading shrank slightly from 58% to 54% creating a gender achievement gap of 14% and indicating Reading problems were more common for males.

	2011-2012	2012-2013	2013-2014	Change
Discipline Incidents	87	62	56	-55%
Suspensions	40	40	27	8%
Expulsions	15	8	5	10%
Truants	65	45	57	30%

While we have improved **School Culture and Climate** under our current principal, we recognize that this important piece must continue to be a focus for improvement.

We developed 3 Big Ideas for our school's Transformation:

- 1) Improve instruction using data and research based strategies
- 2) Increase literacy and numeracy to improve skills & concepts to master standards
- 3) Improving school climate and culture to foster excellence and learning for all.

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

As part of grant requirements and to drive reform hiring a School Improvement Coordinator to guide and monitor school implementation of SIG goals and activities, a Family Liaison Serve as liaison between administrators, and staff, parental involvement, Data Coach will lead professional development sessions for teachers for data analysis and support instructional staff on the use of student data to improve instructional practices and student outcomes. Mental health services will provide to children with developmental disabilities, children with emotional disturbance, children at risk of disability or emotional disturbance, and to their families. With a current staff of only 20 teachers, 1 school service assistant and 1 special education aide, we look forward to additional support for managing the SIG grant and its initiative, reaching out to our families and community, monitoring the effect of change through data, and supporting our troubled adolescents.

2b. A Launch Institute will kick off our Transformation. The Launch Institute provides face-to-face professional development for the full school faculty led by Pearson Education Specialists, however **all staff do not attend each day of the institute**. Dates for the Launch Institute are established in consultation with the school and district. The Launch Institute includes six core professional development workshops which follow:

Leadership Team Institute Our current School Improvement Team will be reconstituted to form the Osborn Evergreen Leadership Team (OELT) who will participate in a full day of training designed to launch the Leadership Team's work in steering the implementation process. The OELT includes the Principal, Assistant Principal, content area representatives (who also serve as workgroup facilitators), and designated leaders for functions related to student services and community engagement.

Workgroup Facilitators Training A full day of training prepares facilitators to lead teacher Workgroups.

Overview and Visioning Session A half day institute brings the entire faculty (support staff, administrators) together, providing an overview how the work on implementation unfolds while building a shared vision for teaching and learning a culture of high achievement and engagement that they will work to create.

Instructional Focus Institute A full day of training provides a unifying focus on delivering standards aligned curriculum and instructional strategies and several core constructs that relate to effective instruction, including emphasis on academic language, establishing Independent learning competences, differentiating instructional using scaffolding, and implementing learning routines and rituals.

English & Math Department Institutes Separate one day trainings for ELA and Math teachers lays the foundation for the English and Math Department's work on aligning curriculum and instruction to the Common Core State Standards and related assessments.

Professional development will be held on weekends, and a schedule will be created at the beginning of the year to include stakeholders in the planning process, and supported by onsite Literacy and Math Coaches who will provide job-embedded professional development. A Leadership Coach will also be on site to support our principal as she leads the comprehensive initiatives required for Turn Around.

A great deal of professional development will be delivered directly to the OELT each month for transmission through the Workgroup facilitators in a manner that supports their respective content area. Pearson Literacy and Math Specialists will come alongside faculty members to ensure appropriate transfer. Addition professional development will focus on effective implementation of new programs, materials, and instructional tools, including technology. Teachers will be required to attend a minimum of eight hours of training each month.

Training will be delivered in a variety of formats: face to face, one to one, and virtual modules.

2c. The following table indicates the alignment of funding that will support our Transformation. SIG funds will be used to supplement, not supplant, current expenditures.

<p>X General Funds</p> <p>Office Supplies, testing materials, Facilities material, Staffing</p> <p><input type="checkbox"/> Title I Part A</p> <p>X Title I – Schoolwide-Summer School Staffing, supplies, Field Trips, Professional Developments</p>	<p><input type="checkbox"/> Title I Part C</p> <p><input type="checkbox"/> Title I Part D</p> <p><input type="checkbox"/> Title I School Improvement (ISI)</p>	<p>X Title II Part A</p> <p>Professional Development, Staffing</p> <p><input type="checkbox"/> Title II Part D</p> <p><input type="checkbox"/> USAC - Technology</p>	<p><input type="checkbox"/> Title III</p>
<p><input type="checkbox"/> Title IV Part A</p> <p><input type="checkbox"/> Title V Parts A-C</p>	<p>X Section 31 a Teacher, and Teacher Supplies</p> <p><input type="checkbox"/> Section 32 e</p> <p><input type="checkbox"/> Section 41</p>	<p><input type="checkbox"/> Head Start</p> <p><input type="checkbox"/> Even Start</p>	<p><input type="checkbox"/> Special Education</p>
<p>Other: School Improvement Funds</p>			

3. School Building Commitment

3a. The School Improvement Team (SIT) were included in the development of our Reform Plan. Members include the following: Mrs. Felicia Cook , Principal; Joyce Mann, Social Studies/ELA School Improvement Chair Teacher; Ashley Marderosian, Science Teacher; Kimberly Leverette, Special Education Teacher; Tamika Merchant, Special Education Teacher; Darryl Stone, Mathematics Teacher & Teacher Union Representative; Angela Milton, Science & Special Education Teacher; Valerie Evans, Counselor/College Readiness; Beverlyn Mitchell, MSU Intervention Specialist; Alyn Eastin, WRESA School Achievement Consultant.

Data meetings involved both the SIT and the entire Osborn Staff to keep people abreast of the data and what it indicated about our strengths & weaknesses. Osborn Evergreen Academy's 2013-2014 staff collaboratively put together much of the grant to allow them to provide input into what will be required in the grant. They recognize that less than half of this staff will continue at Osborn and want to ensure that people knowledgeable about the students and families have informed the Transformation Plan. The following evidence were pieces important to this staff:

- Provide onboarding/orientation information session for teachers at start of school year
- Staff sign a contract agreeing to follow through with the new expectations
- Staff will be given financial rewards & incentives for following the requirements of the grant.
- Provide students with continued support after the school day (e.g. credit recovery, clubs).
- Current staff members will be given the option to stay or to choose to be transferred
- Staff will be interviewed and hired by the principal and ILT to determine best fit
- The district will allow administrators to make on site decisions
- Extend building hours and provide staffing for those extended hours.

3b. The first graduating class at Osborn Evergreen was in 2012-2013. Our graduation rate was 98% with 57 out of 58 Seniors graduating. Overall graduation rate for the Senior Class who started as freshmen at Osborn is between 80-85% completing and graduating.

Unique features of Osborn Evergreen include: small and safe learning community. Small class size allows students and teachers to build meaningful relationships, technology, Inclusion by certified staff for students with special education needs, multiple opportunities for family and parental involvement, and well-maintained athletic facilities. One of the major challenges associated with the community is that incoming freshmen are below grade level in literacy and numeracy skills. In addition, socio-economic issues, high absenteeism, truancy, and loitering are challenges that affect the school and the entire community.

Data meetings yielded lively discussion as we considered the challenges of raising test scores with so few staff (24) and so many students with special needs (102). Reviewing effective school research, we selected Pearson as an External Partner. The MassInsight report notes that persistently struggling schools need an external partner, to guide them through a comprehensive school change process (Calkins et al., 2007). Research indicates that embedded coaching has a positive effect on enhancing instruction and on student achievement (Matsumara et al., 2008). Pearson will provide intensive onsite coaching to ensure all teachers are making the most of instructional time so that all will be ready for college or careers. Changes to teacher evaluation will find 30% of the rating will be based on student growth from this point forward. It is imperative that students woefully below grade level have opportunities to accelerate their learning with Tier III math and literacy interventions so that they can successfully complete coursework required for graduation and success in college or careers. Effective instructional interventions and onsite coaching will support our plan.

3c. Staff are included in decision making to ensure compliance with union agreements. DPS and the Detroit Federation of Teachers (DFT) have reached agreement for extending the school day and school year. The union memo of understanding is already in place.

4. School Improvement Plan

Attach School Improvement Plan (**PLEASE SEE ATTACHMENT**)

5. External Provider Selection

The school will select external providers from the MDE pre-approved list. Maximum length 1 paragraph.

Osborn Evergreen Academy of Design, Technology and Alternative Energy attended the district vendor fair to discuss options for External Providers that are on the State's approved list. We selected Pearson as External Partner based on the efficacy of its Schoolwide Improvement Model (SIM) in a number of states including GA, NY, and MI. We were impressed by the flexible level of onsite coaching support available through SIM and its comprehensive research based framework. We believe SIM will be the vehicle to help us transform our student achievement scores. Its five core components which follow are aligned to our "Big Ideas" and will strengthen our areas needing improvement:

- **Standards-Aligned Curriculum, Instruction, and Assessment: Aligns to Big Idea 2-** Increasing student literacy and numeracy to improve skills and concepts to master standards
- **High-Performance Leadership and Management: Aligns to Big Idea 1-** Improving instruction with the use of data and research-based strategies
- **High Achievement and Engagement: Aligns to Big Idea 1-** Improving instruction with the use of data and research-based strategies **and Big Idea 3-** Improving school climate and culture to foster excellence and learning for all.
- **Data-Driven Culture: Aligns to Big Idea 1-** Improving instruction with the use of data and research-based strategies **and Big Idea 3-** Improving school climate and culture to foster excellence and learning for all.
- **Sustainability for Continuous Improvement: Aligns to Big Idea 2-** Increasing student literacy and numeracy to improve skills and concepts to master standards

6. Alignment of Resources Maximum length 1 page

6a. The district/building's human resources recruitment activities are focused on recruiting a diverse group of highly qualified teachers for every classroom. The district places a strategic focus on recruitment that includes face to face recruitment visits on college campuses and at job fairs, always looking for new sources for talent acquisition for the school. Additionally, the district has engaged in multiple partnership programs with colleges and universities to increase its efforts for recruitment. The district human resources offices uses varied media to seek out highly qualified candidates that include the district website, print advertisements, and a variety of job boards in an effort to attract highly qualified teachers. However, the school has leverage, at the building level.

Osborn has a welcoming environment with technology for both students and staff that include netbooks for every class and classrooms equipped with Smartboards. Touring candidates can easily visualize ways to enhance instruction that motivates our students who are digital natives.

6b. Evergreen Academy has a wide range of community resources including students, alumni, community organizations, parents, faith based community, political representatives, and business partners that play an active role in strengthening the schools culture and community relationships. All of these community, business and university partners have given their full support toward the school improvement efforts which remain vibrant and active toward improvement. Through these partners, we are able to expose our students to real world and practical learning experiences in a focused way that includes internships during the senior year for many students.

The following current community resources and partnerships will enhance the culture and climate of the school, thereby, increasing student achievement:

- Neighborhood Service Organizations—assists w/mentorships and climate (**Big Idea 2 & 3**)
- Neighborhood Legal Services—helps with ecology practices and being "green" (**Big Idea 3**)
- Wayne County Community College District – dual/concurrent enrollment (**Big Idea 2 & 3**)
- InsideOut Literacy – assists English classes with writing (**Big Idea 2 & 3**)
- Project Lighthouse – assists with the Hmong students & diversification (**Big Idea 2 & 3**)
- Focus Hope –job-embedded lessons and job preparedness (**Big Idea 2 & 3**)
- CityYear –literacy and numeracy assistance/tutoring/attendance (**Big Idea 2 & 3**)
- Manhood Project –mentorships and conflict-resolution (**Big Idea 2 & 3**)
- Wayne Mediation – conflict-resolution, anti-bullying, and attendance (**Big Idea 3**)
- Children's Aid Society –on the job training and health issues (**Big Idea 2 & 3**)
- Department of Human Services – assists with mental health issues (**Big Idea 3**)
- Flippen Group-Transform Culture and Climate/Capturing Kids Hearts (**Big Idea 3**)
- Capitol Advisors & Consulting Services-Provide Leadership Coaching (**Big Idea 1, 2 & 3**)

The addition of a SIG Coordinator will lift grant budget and management issues from our principal's shoulders allowing her to devote her time to instructional leadership. Adding a Data Coach will ensure that staff members are not just gathering data, but using it. The Family Liaison will strengthen our connection to parents and the community and provide additional support to students struggling with outside issues they tend to bring to school. Our new Mental Health Support person will be a welcome addition as they come alongside our troubled adolescents. Having an External Partner will provide organizational frameworks that will encourage distributed leadership and collaborative practices. The presence of Pearson Literacy, Math, and Leadership Specialists will provide personal coaches for teachers and leaders.

7. Modification of local building policies or practices – Maximum length 1 page.

The building practices that need to be modified to ensure successful implementation of the intervention necessary to improve students' achievement in numeracy and literacy are focused on increasing learning time. At the beginning of the school-year mandatory placement in credit recovery or tutoring will be based on the following criteria: failure of core classes, end of year assessments (MAP tests from prior high school students), transcripts and /or report cards (incoming 9th graders), and IEP's. Practices will change for the following:

Credit Recovery - Credit recovery will be more effective if implemented during the normal school hours. The standard school day is from 8:30-3:30 with 7 periods. An early start will allow the creation of an additional period, 0 period which begins at 7:30. Credit recovery will be

offered during Period 0-7. Credit recovery students will be offered instructional book materials and supplemental on-line instruction. Parent advocates will be available to assist with monitoring attendance and providing incentives.

Tutoring - Tutoring will be mandatory for any student with less than a cumulative 2.0 grade point average. The hours of instruction will be from 3:30 p.m. to 4:30 p.m. Educational software will be provided by Pearson, Inc. for the purposes of tracking progress and monitoring academic success in their attainment of a minimum 2.0 grade point average on a quarterly basis. Upon report card distribution, mandatory tutoring placement will be re-evaluated. Optional tutoring would be available for students seeking enrichment in core classes.

Extended School Year – Extended year will begin June 15, 2014 and end July 10, 2014. The assignments and weekly lessons will be project-based with weekly field trips for all 9th and 10th grade students. The 11th grade students will participate in career and college readiness activities with the ultimate goal to be placed with partnering companies for summer internships resulting in multiple college acceptance letters.

Extended School Day – SY 2014-2015 school day will change from 8-2:45 to 7:30-3:30, increasing instructional time by 75 minutes per day. This change will be in place throughout SIG implementation.

8. Timeline

Pre-implementation Timeline				
Osborn Evergreen Design, Technology, and Alternative Energy				
Action Step	Person Responsible	Start Date	End Date	Success Metric
Replace the Principal	Supt, Board of Education	Upon notification of funding	Sept 2014	Principal in place for start of SY 2014-2015
Replace <50% of staff	Principal, DPS Human Resources	July 2014	Aug 20, 2014	Staffing in place for Launch Institute
Hire personnel	Principal, DPS Human Resources	Upon notification of funding	Aug 20, 2014	Positions filled with stellar candidates
Order technology and load applications	Principal, Business Office, IT Dept	Upon notification of funding	Sept 1, 2014	In place at start of 2014-2015 school year
Order materials and supplies, site licenses, etc	SIG Coordinator, Business Office	Upon notification of funding	Sept 1, 2014	In place at start of 2014-2015 school year
Requirements Conference	Principal, Dist Rep, Pearson Specialist	Upon notification of funding	Aug 20, 2014	Signed contract for external provider services
Develop Implementation Plan	Principal, District Rep, Pearson Specialist	Upon notification of funding	Sept 2014	Evaluation Plan identifies metrics for monitoring and measuring success
Develop PD calendar	Principal, Pearson Specialist	Upon notification of funding	Sept 2014	PD calendar distributed during <i>Launch Institute</i>
Identify teacher leaders/facilitators to serve on Leadership Team	Principal	Upon notification of funding	Sept 2014	All facilitators participate in facilitator training during <i>Launch Institute</i>
Develop Leadership Team calendar	Principal, Pearson Specialist	Upon notification of funding	Sept 2014	Calendar distributed to facilitators during facilitator training
<i>Launch Institute</i>	Principal, Pearson Specialist	August 2014	Sept 2014	Survey feedback indicate positive response
PD for teacher using new interventions: iLit	Pearson Consultant	August 2014	Sept 2014	Evaluation forms
Year 1-3 Ongoing Activities				
Person Responsible: Principal and Pearson Education Specialists				
Start: September 2014 End: June 2017				
Success Metric: Observable change noted in Campus Walkthroughs				
Year One (2014-2015)	Year Two (2015-2016)	Year Three (2016-2017)		

<p>Implement strategies that support students' ability to use speaking to learn:</p> <ul style="list-style-type: none"> ▪ Develop academic language in content area instruction ▪ Collaborate for learning ▪ Work independently ▪ Study related instructional artifacts and student work 	<p>Build Academic Language & College and Career Readiness Competencies (CCRC) Strategies:</p> <ul style="list-style-type: none"> ▪ Close reading in content areas ▪ Matching writing types to purposes and audiences ▪ Planning and organizing work projects and assignments ▪ Self assessing & revising work ▪ Using data to drive instructional decisions 	<p>Build CCRC with self-directed learning strategies:</p> <ul style="list-style-type: none"> ▪ Critiquing information sources ▪ Using technology to analyze & present information ▪ Setting work priorities ▪ Reflecting on work practices and setting goals ▪ Use instructional artifacts & student work
<p>Strategies specific to ELA Curriculum, Instruction, & Assessment</p>		
<ul style="list-style-type: none"> ▪ Teach model of standards-aligned instruction ▪ Incorporate Schoolwide Instructional Focus (SIF) strategies ▪ Study artifacts & student work ▪ Implement independent reading program ▪ Investigate demands of text complexity 	<ul style="list-style-type: none"> ▪ Build CCSS-aligned instruction ▪ Incorporate SIF strategies ▪ Enhance independent reading ▪ Develop close reading of informational & literary texts ▪ Develop argument as text type ▪ Use CCSS-related performance tasks ▪ Develop knowledge and skills in use of data to drive instructional decisions 	<ul style="list-style-type: none"> ▪ Plan yearlong & vertical curriculum ▪ Incorporate SIF strategies ▪ Incorporate research and research products ▪ Enhance independent reading program ▪ Refine curriculum & instruction ▪ Make systematic use of data (instructional artifacts & student work) for instructional decisions
<p>Strategies Specific to Mathematics Curriculum, Instruction, & Assessment</p>		
<ul style="list-style-type: none"> ▪ Teach model of standards-aligned instruction & study use of practices ▪ Incorporate SIF strategies & study related artifacts & student work ▪ Investigate CCSS Standards for Math ▪ Use CCSS-related tasks 	<ul style="list-style-type: none"> ▪ Build CCSS knowledge and skills to plan instruction ▪ Incorporate SIF strategies into instruction ▪ Use CCSS-related performance tasks & consider implications for curriculum and instruction ▪ Use data to drive instructional decisions 	<ul style="list-style-type: none"> ▪ Plan yearlong & vertical curriculum ▪ Read and comprehend situations & model them mathematically ▪ Refine curriculum & instruction ▪ Use artifacts & student work data to drive instructional decisions
<p>With Specialist facilitation:</p> <ul style="list-style-type: none"> ▪ Establish and maintain vision of improvement ▪ Build the foundation of a data-driven culture ▪ Drive and manage implementation with a focus on quality implementation ▪ Monitor progress & redirect as needed ▪ Develop and nurture collaboration, using a systems approach 	<p>With Specialist co-facilitation:</p> <ul style="list-style-type: none"> ▪ Maintain vision of improvement ▪ Nurture use of data among Workgroups ▪ Drive and manage implementation with a focus on staying on track and making sure resources and attention are focused on quality implementation ▪ Monitor progress and quality & redirect activity as needed ▪ Engage entire school in shared responsibility & shared learning 	<p>With Specialist technical support:</p> <ul style="list-style-type: none"> ▪ Maintain vision of improvement ▪ Create schoolwide data-driven culture ▪ Ensure resources and attention are focused on quality implementation ▪ Monitor progress and quality of implementation and redirect activity as needed ▪ Engage entire school in shared responsibility and shared learning

Support development of a data-driven culture through the work of Leadership Team & practices of the Principal	Expand foundation of knowledge and practice for data-driven culture to teacher Instructional Workgroups	Data serves as primary driver of Leadership Team & Instructional Workgroup activities for school improvement
<ul style="list-style-type: none"> ▪ Establish "Engagement Workgroup" ▪ Improve quality of relationships & student supports ▪ Communicate strategies supporting student engagement to community 	<ul style="list-style-type: none"> ▪ Expand the work of the Engagement Workgroup ▪ Engage community to provide timely access for supports for student engagement ▪ Communicate importance of and strategies for supporting high expectations for student achievement to the community 	<ul style="list-style-type: none"> ▪ Continue work of Engagement Workgroup ▪ Expand community connections for student engagement & high expectations ▪ Monitor effectiveness of system of social & emotional supports for students
<ul style="list-style-type: none"> ▪ Establish stable settings for school improvement ▪ Establish strong linkages among settings for school improvement 	<ul style="list-style-type: none"> ▪ Maintain stable settings for school improvement with limited Specialist support ▪ Further strengthen linkages among settings 	<ul style="list-style-type: none"> ▪ Maintain stable settings for focusing on the work needed to achieve school improvement with little/no Specialist support

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.

SMART GOAL: Proficiency rate for grade 11 students will increase by at least 10% each year of funding as measured by MME.

MME	Current Proficiency Rate	Goal for 2014-2015	Goal for 2015-2016	Goal for 2016-2017
Reading	11	21	31	41
Mathematics	0	10	20	30
Writing	2	12	22	32
Social Studies	3	13	23	33
Science	0	10	20	30

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.**

Osborn Evergreen Academy employs a set of strategies and techniques to facilitate open and direct two way communication with all of our stakeholders. Letters notifying all parents of Evergreen Academy's priority school status went out in August 2013. Our communication is direct and displays sensitivity to the wide range of reading/comprehension levels that can be found throughout the school community. PASCA, LSCO, and our governing council reviewed longitudinal data, identified trends, and identified strategies that became part of our School Improvement and Reformation Plan. **Evidence** for PASCA, LSCO, and governing council meetings are supported through **agenda**, and **sign in sheet**.

The school has also outlined on-going strategies to engage community partners in the reform efforts. The school leadership meets with the governing council on a monthly basis to keep them abreast of what is happening in the school and what progress is being made towards our ultimate goal of 90% attendance, 90% graduation rate and admission to college or post secondary technical training, and an 18 or better on the ACT test for our 11th graders.

A collaborative group of concerned and active stakeholders include the following organizations: United Way-- provides funding and oversight review for the implementation of the Transformation School Model, Detroit Rising Neighborhood Schools-- provides oversight in academic achievement for the Transformation School Model; The Skillman Foundation-- provides funding and oversight for the implementation of student achievement. Representatives from these organizations and staff representing administration, general education teachers, and special needs teachers join parents from LSCO and students from the Student Council for ongoing monitoring and evaluating the functions of the school with expectations for improved student learning.. The stakeholders who participate were chosen based on their willingness to help the students at Osborn Evergreen and those who have the ability to economically fund and provide service for these students. Meetings are arranged once a month either at Osborn Evergreen Schools or at a place suggested by the stakeholder.

The School Improvement Team listed in response to 3a (See p. 6) is spearheading the writing of this application based on the collaborative discussions and decisions of this group. All staff members keep abreast of plan development through staff meetings and the wide representations of teachers from a very small staff. This group will become our Transformation Advisory Council to oversee, monitor, brainstorm paths around obstacles to implementation, and champion our success.

The choice to apply the Transformation Model was made by the School Improvement Team for Osborn Evergreen Academy.

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.**

One of the reasons Pearson's SIM attracted us is its support for sustainability. The sustainable frameworks embedded within the SIM are:

- Establishing a **standards-aligned instructional foundation fostering college and career readiness**
- **Distributed leadership practices** that foster trust and shared responsibility, thereby creating stable settings
- **Collaborative workgroup practices** to support rigorous, professional dialog that improves the shared team commitment to research-based practices and procedures
- **Expanded community support** and engagement for school processes and practices

These organizational structures (aligned curriculum, functioning Leadership Team, collaborative workgroups, expanded partnerships) will be in place fostering continuous improvement.

Additionally, our decision to include extensive technical assistance was with an eye to **building teacher and leader capacity** at Osborn Evergreen. This staff will know what to do and how to do it. After three years of intensive onsite support from Pearson Literacy, Math, and Leadership Specialists, we will be equipped to assume their roles in the years to come. During Year 3, master teachers from our staff will be trained by Pearson to assume these roles on a part time basis with the charge to equip and support new faculty members as they come on staff.

Other programs and positions that were SIG funded will be prioritized by our School Leadership Team using quantitative and qualitative data. This ranked list will inform which hired staff and programs will continue at Osborn after funding ends. High priority staff and programs will be continued using Title I funding. Those prioritized as low priority will no longer be needed.

Should Title I funds fail to cover all high priority people and programs, our expanded partnership base may be the source, or point to other sources, for additional funding. For example, Osborn Evergreen Academy may sustain some of the hired staff through private donations

A continuing partnership with stakeholders will provide support for staff and students to continue raising our scores on standardized testing, improving our attendance, and improving our graduation rate.

12. State Reform Plan

Attach approved State Reform Plan (**PLEASE SEE ATTACHMENT**)

Section B.

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

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

Section C.

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

Detroit Public Schools BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Priority School #1: Osborn Evergreen Academy	\$	\$2,453,038	1,659,110	\$1,723,816	5,835,964
Priority School #2	\$	\$	\$ 0	\$ 0	\$0
Priority School #3	\$	\$	\$ 0	\$ 0	\$0
Priority School #4	\$	\$	\$ 0	\$ 0	\$0
LEA-level Activities	\$0		\$0	\$0	\$0
Total Budget		\$2,453,038	1,659,110	1,723,816	5,835,964

Budget Narrative

Function Code- Personnel, Rationale, Estimated Costs	Year 1	Year 2	Year 3	Total
	Cost of living raises estimated @ 5%			
214-SIG Coordinator: (1 certified full time administrator) manage implementation records,	\$67,000	\$70,350	\$73,867	\$211,217.

scheduling, purchases, calendars, and file all necessary reports in a timely fashion. Estimated average salary is \$67,000				
331-Family Liaison: (1 non-certified, full time) increase parent involvement through expanded communication and offerings, expand partnerships, and follow up. Estimated average salary is \$53,000	\$53,000	\$55,650	\$58,433	\$167,083
221-Data Coach: (1 certified, full time) assist teachers & leaders to use data for instructional planning while maintaining data wall and schoolwide records of progress. Estimated average salary is \$67,000	\$67,000	\$70,350	\$73,867	\$211,217.
216-Social Worker: (1 certified, full time) support mental health services by working with individuals & small groups struggling with a range of issues. Estimated average salary is \$66,000	\$66,000	\$69,300	\$72,765	\$208,065.
212-Guidance Counselor: (1 certified, full time) Double capacity allowing counselors to provide services for either 9-10 graders or 11-12 graders. Estimated average salary is \$67,000	\$67,000	\$70,350	\$73,867	\$211,217.
211-Attendance Officer (1 non-certified full time) Target truancy, conducts home visits, goes to court. Estimated average is	\$45,000	\$47,250	\$49,613	\$141,863.00

\$45,000				
211-Asst Attendance Officer (1 non-certified full time) keeps attendance records, makes inquiry phone calls, home visits. Estimated average is \$30,000	\$30,000	\$31,500	\$33,075	\$94,575.00
221-Teacher Stipends Teaching beyond the contracted school day/year compensated at the negotiated rate of \$39per hour. (25 teachers X \$39 X 174 days = \$169,650 for our longer school day)	\$169,650	\$169,650	\$169,650	\$508,950.00
113-School Service Assistant , tutoring, assisting in computer labs, and media center, assisting with classroom management, parent activities or translation, guide independent instruction. Estimated average salary is 2 SSA's estimated total 2 X\$16,0000=32,000				
221-Teacher Stipends PD beyond the school day/year compensated at the negotiated rate of \$28 per hour. (25 teachers X 20 hours X \$28 = \$14,000 for Year 1; 25 teachers X 10 hrs X \$28=Year 2 & 30	\$14,000	\$7,000	\$7,000	\$28,000.00
221-Teacher Incentives Teachers will receive \$1,000 for exceeded all targets for Reading and Math	\$75,000	\$75,000	\$75,000	\$225,000.00

benchmarks testing (25 teachers X \$1,000 X 3 times per year = \$75,000)				
Total Personnel	\$669,650.00	\$698,400.00	\$716,337.00	\$2,079,005.00
Fringe Benefits Estimated benefit figures, based on district averages	Year 1	Year 2	Year 3	Total
214-SIG Coordinator: certified average benefits computed at 55% of salary	\$36,862	\$38,705	\$40,640	\$116,207.00
331-Family Liaison: non-certified average benefits computed at 61% of salary	\$36,832	\$38,674	\$40,607	\$116,113.00
221-Data Coach: certified average benefits computed at 55% of salary	\$36,862	\$38,705	\$40,640	\$116,207.00
216-Social Worker: average benefits computed at 55% of salary	\$36,500	\$38,325	\$40,241	\$115,066.00
212-Guidance Counselor: average benefits computed at 55% of salary	\$36,862	\$38,705	\$40,640	\$116,207.00
221-Teacher Stipends – teach average benefits computed at 55% of salary	\$178,133	\$178,133	\$178,133	\$534,399.00
221-Teacher Stipends – PD average benefits computed at 55% of salary	\$7,700	\$3,850	\$3,850	\$15,400.00
221-Teacher Incentives average benefits computed at 55% of salary	\$41,250	\$41,250	\$41,250	\$123,750.00
211-Attendance Officer average benefits computed at 55% of salary	\$24,750	\$25,988	\$27,287	\$78,025.00

211-Asst Attendance Officer average benefits computed at 55% of salary	\$16,500	\$17,325	\$18,191	\$52,016.00
Total Benefits	\$452,251.00	\$459,660.00	\$471,479.00	\$1,383,390.00
Purchased Services All external providers are vetted by MDE. Anticipated costs are based on industry standards and are considered usual and necessary.	Year 1	Year 2	Year 3	Total
221-Pearson Schoolwide Improvement Model (SIM) External Partner support: total of 245 days of onsite support Year1, 210 days Year 2, & 200 days Year 3	\$519,000	\$456,000	\$438,000	\$1,413,000
221-Flippen Group PD on PBIS/RTI Social Emotional/Behavioral PD	\$25,000	\$10,000	\$10,000	\$45,000.00
221-Wayne RESA Consultants PD and Content Coaching	\$67,000	\$67,000	\$67,000	\$201,000.00
Total Purchased Services	\$611,000.00	\$533,000.00	\$515,000.00	\$1,659,000.00
113-Supplies & Materials Anticipated costs are based on industry standards and are considered usual and necessary from DPS vetted vendors	Year 1	Year 2	Year 3	Total
225 – HP laptop Carts (30 laptops to a cart to support technology-based instruction. (20 HP laptop carts @ \$26,000=\$520,000	\$520,000			\$520,000
225-iPads to support iLit (30 ipads on cart @	\$125,172			\$125,172

225-iPads to support iLit (30 ipads on cart @ \$20,862 x 6 carts = \$125,172)	\$125,172			\$125,172
113-iLit Tier III literacy intervention licenses. Year 1 includes 1 time set up costs. Year 2 & 3 (60 students X \$120 =	\$37,965	\$7,200	\$7,200	\$52,365.00
221-PD Supplies: flash drives, chart tablets, ...	\$3,000	\$3,000	\$3,000	\$9,000
113- Teaching /Testing supplies supplies, supplemental workbooks that support literacy and mathematics, planners paper, graphing calculators, ebooks for use with tablets to encourage independent reading.	\$50,000	\$40,000	\$40,000	\$130,000
Total Supplies & Materials	736,137.00	\$50,200.00	\$50,200.00	\$836,537.00
Total Personnel	\$653,650.00	\$666,400.00	\$687,137.00	\$2,007,187.00
Total Benefits	\$452,251.00	\$459,660.00	\$471,479.00	\$1,383,390.00
Total Purchased Services	\$611,000.00	\$533,000.00	\$515,000.00	\$1,659,000.00
Total Supplies & Materials	\$736,137.00	\$50,200.00	\$50,200.00	\$836,537.00
Total	\$2,453,038.00	1,659,110.20	\$1,723,816.00	\$5,835,964

Section D.

Baseline Data Requirements

MDE is required to send this information to USED on a yearly basis.

USDOE Baseline Data Requirements

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

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	Transformation
Number of minutes in the school year	69,300
Student Data	
Dropout rate	13%
Student attendance rate	88%
For High Schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	N/A
International Baccalaureate	N/A
Early college/college credit	6 of 58 students (10%)
Dual enrollment.	3 of 58 students (5%)
Number and percentage enrolled in college from most recent graduating class	15 of 58 student (25%)
Student Connection/School Climate	
Number of disciplinary incidents	56
Number of students involved in disciplinary incidents	85

Number of truant students	57
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system: All teachers earning Minimally Effective (3) or Ineffective (1) will be removed from Osborn Evergreen faculty. Highly Effective teachers (6) will be invited to join the new Osborn Faculty. Effective teachers (13) will be encouraged to reapply and we will select the best candidates ensuring replacement of at least 50% of current Osborn staff.	Highly Effective- 6 Effective- 13 Minimally Effective-3 Ineffective-1 Ineffective-1
Teacher Attendance Rate	90%

Fiscal Information

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

Attachment B—Transformation Model

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

TRANSFORMATION MODEL Required Elements

1. Replace the principal

Detroit Public Schools (DPS) is paper screening both internal and external candidates for the turnaround competencies required. This will allow them to move quickly to the interview stage once funding is confirmed, permitting the new principal to be in place before SY 2014-2015.

DPS is committed to the placement of principals who have the ability to rally the buy-in of key stakeholders regarding rapid transformation and supporting "Big Ideas." This buy-in is created through shared leadership and collaborative efforts through the use of ILTs (Instructional Leadership Teams) and PLCs (Professional Learning Communities).

Through research-based efforts and DPS commitment to turnaround competencies of assigned principals, the District has developed a differentiated series of professional development to build and enhance site-based leadership capacity. Job embedded professional development is given to each priority school principal and the members of the ILT. The professional development model incorporates the collaborative efforts of Priority School principals, teacher leaders, and site-based instructional specialists. School leaders have the opportunity to learn and enhance the process of developing and improving systems for sustainability.

DPS provided consultants for school leadership founded on the research of Lozotte's (2006) Continuous School Improvement System to facilitate the acknowledgement of Big Ideas. This facilitation allowed school leadership teams to collaborate regarding efficiency of current systems, update of systems that are misaligned to the Reform/Redesign efforts, and to increase their knowledge base of proven strategies facilitating rapid school turnaround.

Leadership coaches, principal mentors, and consultants provide professional development. Turnaround consultants will be utilized to assist principals with the development of a Leadership Team and job-alike teacher workgroups.

DPS is also committed to providing PD to increase leadership capacity within the five competencies. Along with the District's Priority Schools' PD Series, monthly district-wide and constellation meetings provide a regular setting to review core instructional programs, build practitioner capacity of current research and best practices, share academic/ perception data, and foster collegial discourse on operational information.

Pearson, our External Partner, will provide onsite Leadership Coaching for the principal and ILT, providing feedback on the effectiveness of PD as evidenced by classroom transfer.

2. Include student data in teacher/leader evaluation

The **teacher evaluation** process determines the effectiveness of instructional staff, while also ensuring that there are ample learning opportunities for improvement. Beginning in November 2011, Osborn Evergreen Academy, in collaboration with DPS, began to develop a new evaluation process tool for instructional staff that includes the following core elements:

- I. **Student Growth** as a significant factor
- II. **Demonstrated Pedagogical Skills**
- III. **Classroom Management**
- IV. **Relevant Special Training** (Additional credentialing/certification(s), graduate courses, conference attendance; professional organization membership)
- V. **Educator Responsibilities** (Attendance Record/Disciplinary Actions)

District and stakeholders created grade level progression plans that evaluate student performance on grade level standards and benchmarks and include student growth.

For the 2013-2014 school year, 30% of the teacher evaluation is based on student growth (student growth is measured through a process of triangulation using external data, school-wide/benchmark data and classroom data.). SY 2014-2015 will see **40% of the evaluation based on student growth**. This aligns with the State of Michigan's 40% student growth mandate.

Administrators are evaluated through a performance evaluation based on goals, attendance (need student attendance average to be 85%), and test scores (improve the ACT by 1 point). This year the governing council will also have input in the administrative evaluation process.

The original administrative evaluation tool utilized by the DPS was reviewed after receipt of the Michigan Council for Educator Effectiveness (MCEE) Final Recommendations. It was determined that the tool needed to be updated with components aligned to the MCEE administrator evaluation recommendations. The components that were sustained include the Initial Goal Setting and Mid-Year Review of Goals. The initial goal setting is based upon the School Improvement/Reform-Redesign Goals that are submitted in the School Improvement Plans.

In June 2014, Final Summative Evaluation will consist of the following measures:

- 1) **Continuous Improvement Practices** - facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by all stakeholders.
- 2) **Instructional Leadership** - advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- 3) **Managerial Leadership** - ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- 4) **Organizational Leadership** - collaborating with faculty and community members, responding to diverse community interest and needs, and mobilizing community resources.
- 5) **Professional Ethics** - acting with integrity, fairness, and in an ethical manner.

The District and Building administrators met to discuss the administrative evaluation tool and building level administrators provided feedback and suggestions on how the five components will be used to develop an objective evaluative tool measuring administrator competency.

DPS will continue to update the Administrative Evaluation Tool in accordance with MCEE recommendations.

3. Evaluations that are designed with teacher/principal involvement

Osborn Evergreen Academy utilized a collaborative process to create a teacher/leader evaluation plan that includes student growth as a significant factor. Principals, assistant superintendents and other administrative staff collaborated on their teacher evaluation tool.

In November 2011, Osborn Evergreen Academy, in collaboration with DPS, began to develop a new evaluation process tool for instructional staff that includes the following core elements:

- I. **Student Growth** as a significant factor
- II. **Demonstrated Pedagogical Skills**
- III. **Classroom Management**
- IV. **Relevant Special Training** (Additional credentialing/certification(s), graduate courses, conference attendance; professional organization membership)
- V. **Educator Responsibilities** (Attendance Record/Disciplinary Actions)

District and stakeholders created grade level progression plans that evaluate student performance on grade level standards and benchmarks and include student growth.

The implementation process began with an initial District training session to familiarize teachers with the core elements of the evaluation process, which are guided by the language contained in current Michigan Education Reform Legislation (Public Act 100, 101, 102, 103). During this session teachers identified the characteristics, actions, activities and artifacts that would provide evidence of each core element for both highly effective and ineffective teachers. An Educator Evaluation Response Form was completed by participants and presented to the District to provide stakeholder feedback.

Teachers then developed and implemented a Professional Learning Plan (PLP) including a summative portfolio that provided artifact and data collection relevant to the core elements. After approximately a month, administrators and or school leader designee(s) conducted initial observations and conferences to review teacher PLPs. Teachers were asked to select a minimum of two data sources to support this review.

Spring 2012, an electronic evaluation tool, PD/Observation 360, a web based PD tool that provides personalized PD and supports for peer collaboration. Train the Trainer Sessions for School Teams were offered by DPS. These trained school teams then conducted six day training sessions for the staff at the building level. Administrators also received District training for effectively using PD360/ Observation 360.

PD360 was collaboratively chosen by DPS and the Detroit Federation of Teachers (DFT) for the evaluation of teachers. DPS and DFT negotiated an agreement for collaborative evaluation amongst the administration and teachers that included the results of student achievement/scores from standardized testing. This evaluation process is part of the binding contract between DPS and DFT.

Teachers are able to access the teacher evaluation rubric, manual, and all forms via PD360. A collaborative effort was made to evaluate progress and to revise teacher PLP's based on observation feedback. June 2012, PLP's were developed for the upcoming school year based on school-wide data that drives professional learning opportunities. Instructional support and planning is acquired through bi-weekly and or monthly classroom observations conducted by school leader(s), instructional specialist, and or educational coach that utilize a Direct Interactive Instruction(DII) feedback model to examine instructional processes, student engagement, and effective use of academic learning time. School leaders continue to conduct formal observations/conferences.

The original DPS **administrative evaluation tool** was reviewed after receipt of the Michigan Council for Educator Effectiveness (MCEE) Final Recommendations. It was determined that the tool needed to be updated with components aligned to the MCEE administrator evaluation recommendations. The components that were sustained include the Initial Goal Setting and Mid-Year Review of Goals. The initial goal setting is based upon the School Improvement/Reform-Redesign Goals that are submitted in the School Improvement Plans.

DPS and building administrators met to discuss the administrative evaluation tool, providing feedback and suggestions on how the five components will be used to develop an objective evaluative tool measuring administrator competency. DPS will continue to update the Administrative Evaluation Tool in accordance with MCEE recommendations.

3. Remove leaders/staff that have not increased achievement

Rewards for school leaders, teachers, and other staff will be based on exceeding student achievement targets. As Osborn improves its academic standing and closes existing achievement gaps in core subject areas, we will become eligible for a reward. Rewards will be determined collaboratively by District leadership, principals and teachers. Rewards may include multi-year contracts, financial incentives, and opportunities for career growth.

Ineffective teachers (identified by principal observation and school improvement team instructional rounds) will be provided with support from school-based personnel, district level personnel and/or training to assist with professional growth and improvement such peer mentoring, webinars, and assistance from instructional coaches, and professional development opportunities. In the event that improvement is not shown the removal of ineffective staff is based on the district's policy, which is aligned to state laws, MCL 380.1248 and 380.1249. This aligns directly with the governing council procedures.

5. Provide on-going job embedded staff development

Our three Big Ideas for Transformation are:

- 1) Improve instruction using data and research based strategies
- 2) Increase literacy and numeracy to improve skills & concepts to master standards
- 3) Improve school climate and culture to foster excellence and learning for all.

We understand that it is virtually impossible to provide in depth professional trainings in each discipline represented on our student schedules. Consequently, we will focus staff attention on the expectations and practices within CCSS for ELA and Math and model ways for staff to transfer these practices to other disciplines. Because the CCSS in ELA include attention to literacy skills across other content fields, we believe there will be a cross-curricular literacy emphasis. Two cross –curricular practices will be emphasized:

- Building Academic Language
- Establishing College & Career Readiness Competencies (CCRC)

LAUNCH INSTITUTE

We will kick off our 2014-2015 school year with our reconstituted staff and an External Partner with a Launch Institute to ensure shared vision for our Transformation.

Ongoing PD occurs through the ILT, is transmitted to the Workgroups, and is coached and monitored by Education Specialists who support Literacy, Math, and Leadership. These specialists will be onsite and able to provide personalized support to teachers and leaders in a gradual release pattern: Year 1 onsite technical assistance for 245 days, Year 2 for 210 days, and Year 3 for 200 days. Year 3 will also find them training our staff members to assume their role as funding ends.

The **core methodology** of SIM is technical support for our staff. Education Specialists work with staff to provide job-embedded and formal PD with a data-collection framework that creates a continuous loop of information/data to inform our change process. Throughout the cycle, Education Specialists engage in the following tasks:

- Help staff get implementation practices underway
- Monitor practices and procedures
- Provide feedback on progress, using quantitative and qualitative data inputs
- Provide scaffolding as needed in order to maintain progress
- Participate in and provide support during ILT Meetings
- Participate in and provide support for Workgroup meetings
- Support workgroup facilitators as necessary
- Facilitate the Data-Driven Culture Modules for the ILT
- Engage in frequent classroom visits that include shoulder-to-shoulder support
- Partner with school leaders during classroom visits to establish systematic practices for data gathering, analysis, and triangulation of sources that inform instructional practices

CROSS CURRICULAR PROFESSIONAL LEARNING

Teacher's will participate in PD and training on Marzano's 9 + 1 Strategies for effective instruction focusing on Vocabulary with full implementation of Marzano's vocabulary strategy in place by the end of Year 1, Marzano's note-taking strategy for full classroom implementation on note-taking and assessment for the start of Year 2 and Marzano's Similarities and Differences Strategies will be the focus of implementation in Year 3.

Addressing climate and culture, teacher will be trained to apply Restorative Practices to create a culture of mutual respect and caring. Videos of effective teaching strategies from PD360 will provide personalized PD to support each teacher's area of need.

Evergreen staff will require access to the tools that will aid in instruction that are found on DPS HUB website as well as access to the PD offered by the DPS system through SolutionWhere. To further develop student skills and achievement, teachers will also need access to more current materials and technology resources which include up-to-date licenses and renewals, especially the Math and Science NSpire Graphing Calculators by Texas Instruments.

COLLABORATION & DATA USE PROFESSIONAL DEVELOPMENT

Teachers began learning about the process and focus of Professional Learning Communities through book studies/-and reflections earlier this year and are beginning to implement them at Osborn Evergreen. Instructional Workgroups will meet weekly to collaboratively plan lessons supporting CCSS and state standards. They will analyze student achievement in the content areas via the use of pre-testing and post testing data, as well as surveys, and standardized testing results with the assistance of a new Data Coach. Student data will be used to direct instruction and instruction will be assessed to ensure alignment of the curriculum to the CCSS. Teachers will collectively analyze student assessments for mastery and alignment. Teachers will then incorporate the standards not mastered into future lessons to ensure student mastery.

Osborn Evergreen's professional learning will embed effective strategies into the teachers' daily plan of instruction. Through collaborative efforts, staff members will observe their peers in an effort to analyze the effectiveness of the teaching strategies. Through the use of these instructional rounds, teachers will be able to gain feedback on the delivery of instruction. Weekly staff meetings will generate discussion/reflection pertaining to the strengths and weaknesses observed during the instructional rounds. Teachers who are excelling in raising student achievement through the implementation process of improved instruction will act as mentors to assist teachers who have yet to demonstrate positive student growth.

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

Financial incentives will be based on Benchmark Testing (administered three times a year). All staff are eligible to receive a \$1,000 bonus for exceeding specific targets on these tests providing an opportunity to receive up to \$3,000 in bonuses each year.

Career growth is facilitated through programs that encourage teachers to be leaders. Our Workgroup Facilitators will also serve on the Instructional Leadership Team, taking on the role of leader that allows them to "try on" the additional responsibility that comes with leadership and creates a pipeline for future leaders.

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.

Evergreen Academy has an instructional program which includes Common Core, NGSS (Next Generation Science and Social Studies Standards) and individualized pacing charts to support the state mandated curriculum. Our data shows that Evergreen Academy is in the bottom 5% of

schools due to our low z score of 0, and our top to bottom ranking of 0; our average composite 2013 ACT score is 13.4 and 80% of the student population was not proficient on the 2013 MME state exams for math, reading, writing, social studies and science.

Our data indicate students are failing behind rather than improving as may be noted in the increase of students falling into Level 4, Not proficient summary chart below:

Growth of Students in Level 4, Not Proficient					
MME	Math	Reading	Science	Social Studies	Writing
2011-2012 Decline	88%-90%	58%-60%	84%-95%	51%-55%	21%-50%
	Math	English	Reading	Science	Composite
2011-2012 ACT	15.1	11.9	13.5	13.6	13.6
2012-2013 ACT	14.7	11.5	12.8	14.2	13.4
RIGOR AND CLASSROOM ALIGNMENT TO STANDARDS IS LACKING.					

In January 2014, Evergreen teachers received trained in the 6+1 Trait Writing Model of Instruction and Assessment. Student achievement will increase as teachers incorporate writing across the curriculum in all content area. Evergreen Academy has decided to use 6+1 Trait Writing Model of Instruction and Assessment to implement the writing component of the curriculum school-wide as it provides a common language for teachers and students to communicate about the characteristics of what good writing looks like. The Trait writing model emphasizes instruction in which teachers and students can analyze writing using a specific set of characteristics which includes ideas, organization, voice, word choice, and conventions. New research out of Oregon indicates that students who use the Traits of Writing model improved their writing, moving from the 50th percentile to the 54th percentile. The staff believes that focusing on the writing component will increase the rigor and skill levels of students across the curriculum and raise student achievement in all content areas.

Teachers received PD focusing on PLC through the use of book studies and group reflections from November 2013 to February 2014 with full implementation of Learning Communities in March 2014. As part of SIM, these PLC will grow to become Instructional Workgroups where teachers will develop collaborative lessons aligned to CCSS and state standards, examine student work, create performance tasks, and use data to determine next steps.

In January 2014 Teachers met in PLC to discuss the strategies currently being used in the writing component of their content areas. They brought samples of student writing and evaluate whether the strategies being used need to be tweaked, revisited, or improved. Instructional consultants and coaches were on hand to support the teachers during this collaboration.

From August 2014 to December 2014 (Year 2), Teacher's will receive PD on Marzano's 9 + 1 Strategies for effective instruction focusing on Vocabulary. Academic Language will also be a focal point of SIM and Pearson Literacy and Math Specialists will be coaching and monitoring to ensure implementation is occurring in every classroom.

From April to July 2015, the teachers will receive PD on Marzano's note-taking strategy. From August to December 2015, we expect full implementation on note taking and assessment. From January to March 2016, teachers will receive PD on Marzano's strategies of Similarities and differences with full implementation from April to July 2016. The Principal and Leadership

Team will monitor the implementation of this program as they conduct observations and instructional rounds on a weekly basis.

Teachers will apply Marzano's 9+1 strategies specifically focusing on vocabulary, summarization, note-taking, similarities and differences in year 2 (2014-2015). Teachers will receive PD on these strategies. These three strategies have been chosen because of their success in effecting student growth:

- Breadth of Vocabulary has been shown to yield 29% gain
- Identifying Similarities and Differences yields 45% gain
- Summarizing and Note taking yields 34% gain in skill ability

We plan to implement a one hour literacy/numeracy lab designed to support students who need intervention and provide enrichment for students at grade level or above.

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

All students do not learn at the same pace, nor do students exhibit exactly the same level of need at any given point in time. Instructional Workgroups plays a critical role in fostering teacher understanding and implementation of scaffolded and research-based instructional practices. Since 30% of Osborn Evergreen students have IEPs, teachers learn how to incorporate Universal Design for Learning (UDL) principles into daily instruction, providing students with multiple means of representation, action, expression, and engagement.

These principles, listed below, have value for all students, but provide vital supports for students with disabilities.

UDL Principles Scaffolding Access to Learning for All Students

I. Provide multiple means of representation:

- Provide options for perception
- Provide options for language, mathematical expressions, and symbols
- Provide options for comprehension

II. Provide multiple means of action and expression:

- Provide options for physical action
- Provide options for expression and communication
- Provide options for executive functions

UDL Principles Scaffolding Access to Learning for All Students

III. Provide multiple means of engagement:

- Provide options for recruiting interest
- Provide options for sustaining effort and persistence
- Provide options for self-regulation

Teachers will grow their skills around standards-aligned instruction through their work in Instructional Workgroups that emphasize job-alike thinking, deliberation, and implementation options. Teachers learn to use data to determine student mastery of standards and ways to address standards when students don't "get it" the first time.

SIM supports the emergence of a data-driven school culture by initially centering on the work of the ILT and extends over time to an ever increasing number of teachers and school staff, thereby impacting and improving all aspects of school policy and practice.

SIM's fourth component, Data-Driven Culture means a culture in which data collection and analysis is both systematic and customary. Having a data-driven culture means that systematic use of data is embedded into the daily functioning of the school. Data use stops being a separate, isolated activity and is incorporated into meetings, curriculum planning, professional development, and daily teaching and learning.

Beginning with an initial focus on the ILT as the vital setting for establishment of cultural norms for the school, this component of SIM sows and grows the elements necessary for the creation of a Data-Driven Culture. The strategy entails the following:

- Building an understanding of the role and value of a data-driven approach to progress monitoring and instructional problem solving
- Building the ILT's capacity to oversee, monitor, evaluate, and support school improvement
- Improving the ILT ability to use data from multiple sources to identify and think critically about implementation

Activities designed to develop the capacity of the ILT's learning about data use starts with a knowledge-sharing PD module. The following modules include the content, information, techniques, and protocols for effectively using data--building blocks of a Data-Driven Culture:

- The Language of Assessment and Data
- Investigating Data
- Analyzing Student Work
- Triangulating and Reframing
- Describing Current Practice
- Identifying Strategies to Address Problems of Practice

- **Measuring and Improving**

As implementation deepens, the focus of building a Data-Driven Culture widens to include the practices of each Instructional Workgroup, impacting subject departments and other areas of the school, including discipline, safety, and student services. From these settings, the process of connecting performance and instruction progressively becomes embedded in the daily functioning of the school.

9. Provide increased learning time

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

9a. RAND Corporation, McCombs and colleagues (2011) noted that summer slide is more devastating for low-income students. To address this disparity during the 2013-2014 calendar year Priority Schools will participate in a four-week Extended School Year program. The extended school year program will provide an additional twenty (20) days of instructional time. Instruction will include core-subject integrated project-based learning and enrichment activities. This model was chosen as a basis for addressing the needs of all learners with an emphasis on the bottom 30%. These students will not only be learning during the regular school year, but will also be provided with strategic support during the Extended School Year.

Beginning with SY 2014-2015, the school day will be lengthened from 8-2:45 to 7:30-3:30 adding 75 minutes of instruction per day or 217.5 hours per year. This will provide time to implement powerful interventions, like iLit, without decreasing time in non-core areas.

9b. Enrichment activities are built into daily lessons through our newly adopted Guided Reading Program, workshop time, and through the use of core programs in Imagine It Reading and Envision Math. Enrichment continuity of core academic concepts and activities will be scheduled during the additional 20 day Extended School Year Period as well. The activities will cultivate and enhance pupil collaboration, socialization skills, increase engagement, build self-esteem and efficacy.

9c. DPS values professional growth which leads to improvement of its teachers. The District's Academic Plan priority on professional learning led to collaboration with the DFT in negotiating new contractual language allowing for increased professional learning time. The traditional one (1) hour Wednesday meeting will be extended to two hours. Teachers in collaboration with administrators will work in ILTs, PLCs, pairs, groups, teams to participate in site-based PD, prepare collaborative lessons to realize Osborn's Transformation plan.

Additionally, the District will assign two site-based substitute teachers to each priority school. These substitutes will be utilized to provide continuity of student instruction as teachers are relieved of classes to receive coaching or PD through workshops, peer observations, or

collaboration. Professional learning will be supported through the regular presence of a Literacy Specialist, Math Specialist, Data Coach, and Leadership Specialist who will observe each teacher delivering instruction and provide shoulder-to-shoulder support for improving their practice during job-embedded PD.

Teacher Stipends have been included in our budget to provide compensation for the additional hours they will spend in PD and the days they will attend PD in the summer.

10. Provide ongoing mechanisms for family and community engagement

Evergreen Academy prides itself on being a small school that has begun to create a strong presence in the Seven Mile Road/Hoover Community as demonstrated by its relationship with United Way, Neighborhood Service Organization (NSO), Women of Tomorrow Mentorship, Friends of Osborn Alumni Association, The Greening of Detroit, and Impact. These organizations work with and mentor our students on a personal level, while encouraging each student to become the best they can be. General Motors is also working with our students in providing real world work experience that gives each student a knowledge base that cannot be found within the classroom setting. There has been increased parent participation this year in both parent teacher conferences and monthly parent meetings that keep the parents abreast of test scores, literacy and numeracy needs. Resources are available to the parents to help their children as they succeed in school.

We are proud of these community partners and the mutual support our partnerships provide:

- United Way-- funding and oversight for the implementation of our Transformation
- Detroit Rising Neighborhood Schools--oversight of academic achievement
- Neighborhood Service Organization-- parent center and part time student employment
- National Honor Society Member--acknowledgement of successful academic performance and gateway to college scholarships
- After-School Tutoring-- additional resources to reinforce and develop student competencies
- Young Men/Young Ladies mentorships--personal development in social skills and individual development
- Athletic and Academic Teams-- competitive experience & subsequent personal development
- Student Government-- local, state, and national participation in public services
- The Skillman Foundation-- funding & oversight for Transformation implementation
- Black Family Development--strengthened intra- and inter- family ties and to situate a given family within its local and city environments
- Office Depot--supplies to all students and scholarships for selected scholars
- The Parent Network-- training and counseling services for parents, especially single parents
- City Year-- mentoring services to our freshmen class
- Children's Aid Society-- counseling and community services to troubled and at-risk students
- SVS Vision-- eye exams and glasses for students

- Impact-- services and mentorship within the environmental science classes
- The Greening of Detroit--materials and mentorship to upgrade/renew the Osborn Evergreen gardens both on and off campus.

As a College Promise Scholarship School, our students who successfully enroll in Michigan colleges may receive the College Promise Scholarship. We actively recruit outside stakeholders and partners that support our students and our school.

Additionally, we have after-school tutoring and enrichment programs that not only prepare students for higher academic success, but also address students' interests in the arts, sports, and other activities in a safe and caring environment. These activities include:

- ACT/MME enrichment
- Credit Recovery Programs
- Co-ed Soccer
- Student Leadership Training
- JROTC
- The Arts League
- Women Of Tomorrow Mentoring Program
- Made Men Mentoring Program
- Osborn Alumni Association

The addition of a Social Worker and a Guidance Counselor will provide trained professionals to support student decision making, urging them to think beyond today and prepare for success in college and careers

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

The District in collaboration with the DFT negotiated new contractual language allowing for operational flexibility that will support school transformation efforts. This operational flexibility includes flexibility with staffing, school calendars, school times, budgeting, and other operational duties that will support a comprehensive approach to substantially increase student achievement and increase graduation rates.

The school's leadership team has the autonomy to create a school calendar in conjunction with the District's calendar. This allows key stakeholders (students, parents, sponsors, and site-base staff) to set dates for school based events that align with their "Big Ideas," mission and overarching vision.

There is also site-based autonomy with planning and scheduling of student courses and classes. A site-based committee creates a master schedule to outline courses and classes assignments for every student in their building. There is autonomy to facilitate the use of time within that specific frame.

The Principal and the School Improvement Team of Osborn Evergreen Academy have autonomy to make decisions about how to use allocated Title I and 10% of set aside funds for resources and school expenditures (in accordance with the 2013-2014 Set Aside Requirements for Title I Priority Schools) as needed to increase student achievement. For example, the teachers have taken ownership of their skillset abilities and will be developing professional development opportunities in Literacy, Writing, and

Differentiated instruction. The teachers will each present three presentations on their skillset between January and July of 2014. Outside consultants will also be included in the development of Literacy and Numeracy achievement. Operational flexibility assurance attachments are found in the assurance form attachments.

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

Osborn Evergreen Academy will receive ongoing, intensive technical assistance and related support from DPS, MDE, and Pearson as part of SIM.

DPS has created an **Office of School Turnaround** which includes the following staff:

- **Two Assistant Superintendents for Priority Schools** are responsible for the coordination of all Priority School support (external supports, such as Wayne RESA support, partner providers and others), monitoring, and evaluation required to fully implement the selected reform model. In addition, the Assistant Superintendents will be responsible for monitoring the effectiveness of the level and type of support provided by external supports.
- **Priority School Coaches** are responsible for providing on-site PD and support for principals and teachers around the work required to implement the reform model and change the trajectory of student achievement. Coaches are also responsible for collecting data and evidence that will be shared with the Assistant Superintendents for Priority Schools and the Office of Professional Development to inform the PD and support program for each school.
- **Grant Compliance Officer** supports the District in determining how to effectively utilize the District set-aside to meet the individual needs of all Priority Schools.

DPS Office of School Turnaround, Wayne RESA, MSU support personnel and coaches attend a structured monthly meeting on the last Wednesday of each month. The purpose of the meeting is to create a forum to brainstorm and discuss priority school early wins, challenges, and need-to-know information.

Additionally, Pearson will have “boots on the ground” providing onsite technical support (Literacy, Math, and Leadership Specialists) for a total of 245 days Year 1, 210 days Year 2, and 200 days Year 3.

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.

Financial incentives will help Osborn Evergreen attract and retain staff. These bonuses will be based on Benchmark Testing (administered three times a year). All staff are eligible to receive a \$1,000 bonus for exceeding specific targets on these tests providing an opportunity to receive up to \$3,000 in bonuses each year.

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

As part of SIM, our External Partner, intensive (245 days Year 1, 210 days Year 2, 200 days Year 3) technical support (Literacy, Math, and Leadership Specialists) will be on site. Throughout the school year, information and data on progress towards achievement of Osborn targets and goals are accumulated using the SIM Progress Monitoring System. In order to maximize transparency and accountability, school leadership has 24/7 direct access to this data in OneView, its client portal. SIM Specialists use a number of tools to collect a variety of data to inform progress toward goals.

Specialists collect data to improve their work and fine-tune implementation, with data functioning like classroom formative assessment, providing **quantitative evidence of teachers changing instructional practice and implementing strategies** introduced through PD or classrooms that have become more effective learning environments with increased student engagement. Our ILT will **continuously** have a current and accurate picture of implementation so our school and district leaders can quickly address needs and move toward achieving our Transformation goals.

Multiple data sources will also be used to monitor the progress of Osborn's Transformation. Perception data from teachers will come from the Teacher Engagement, Teacher Collaboration and SIM Perception surveys. The trained Specialists access and provide input through Implementation Support Tools while at Osborn using iPads. Reports are available to the school and Pearson through the OneView portal, updated within 24 hours after a field specialist completes a new data collection event or when a survey window closes. Data is **always available** to school leaders.

Progress monitoring through differing data sources trickles down through facilitated Workgroup training to permit all of our educators to use data for continual improvement that crosses content areas and grade levels.

The following table summarizes the schedule and plan for progress monitoring:

	Tool	Dimensions of Data Gathered
Pre Implementation & End of Year	*Baseline Survey	Self-report on leadership practices, teacher collaboration, instruction and structures; extent to which participants found launch training useful, well organized, challenging
	Student Engagement Survey	Non-cognitive factors—effort, aspiration, perseverance, relevance, dynamics between students and staff
	Teacher Engagement Survey	Non-cognitive factors—environment, dynamics between students and staff
	Teacher Collaboration Survey	Frequency and quality of collaboration
	SIM Perceptions Survey	Client perceptions about the SIM components and support and improvement in knowledge/skills
Ongoing During Implementation Support Tools via iPad	Classroom Engagement	Educational climate, teacher/student dynamics, high expectations, use of school environment data
	Schoolwide Engagement	Educational climate, hallway culture, high expectations, use of school environment data
	School Leadership Team	Structure, stability, frequency of meetings; capacity; quality of different meetings (data-driven culture, progress monitoring, implementation)
	Instruction	Building capacity for independent learning, collaboration, academic language, physical space, effective instructional practices, ELA, and math
	Workgroups	Structure, stability, frequency of meetings; purposeful focus and accountability
	Graduation Risk Insight Report	Monthly reports that identify students at risk of dropping out. Indicators include data on attendance, GPA, course failures, and discipline
Quarterly Progress Monitoring Meetings		ILT examine data to identify strengths, weaknesses and conduct action planning adjustments

* Data gathered only at start up

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

As a Priority School, the Osborn Evergreen principal has autonomy to select staff and are not required to accept a teacher without the his/her consent and the consent of that teacher.

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

SIM Literacy, Math, and Leadership Coaches will conduct walkthroughs using iPads to collect data on classroom observations that focus on current PD to ensure application is happening in every classroom. They will provide shoulder to shoulder coaching to support transfer so that curriculum is delivered accurately and with fidelity so that rigor and pacing are appropriate. In addition, the ILT will conduct weekly instructional rounds using McREL protocol for Power Walkthrough.

Close monitoring of benchmark testing that occurs three times a year will allow the ILT to provide further oversight.

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

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

All students do not learn at the same pace, nor do students exhibit exactly the same level of need at any given point in time. Instructional Workgroups will play a critical role in fostering teacher understanding and implementation of scaffolded and research-based instructional practices. Since 30% of Osborn Evergreen students have IEPs, teachers learn how to incorporate Universal Design for Learning (UDL) principles into daily instruction, providing students with multiple means of representation, action, expression, and engagement.

These principles, listed below, have value for all students, but provide vital supports for students with disabilities.

UDL Principles Scaffolding Access to Learning for All Students
I. Provide multiple means of representation: <ul style="list-style-type: none">▪ Provide options for perception▪ Provide options for language, mathematical expressions, and symbols▪ Provide options for comprehension
II. Provide multiple means of action and expression: <ul style="list-style-type: none">▪ Provide options for physical action▪ Provide options for expression and communication▪ Provide options for executive functions

UDL Principles Scaffolding Access to Learning for All Students

iii. Provide multiple means of engagement:

- Provide options for recruiting interest
- Provide options for sustaining effort and persistence
- Provide options for self-regulation

Teachers will grow their skills around standards-aligned instruction through their work in Instructional Workgroups that emphasize job-alike thinking, deliberation, and implementation options. Teachers learn to use data to determine student mastery of standards and ways to address standards when students don't "get it" the first time.

SIM supports the emergence of a data-driven school culture by initially centering on the work of the ILT and extends over time to an ever increasing number of teachers and school staff, thereby impacting and improving all aspects of school policy and practice.

SIM's fourth component, Data-Driven Culture means a culture in which data collection and analysis is both systematic and customary. Having a data-driven culture means that systematic use of data is embedded into the daily functioning of the school. Data use stops being a separate, isolated activity and is incorporated into meetings, curriculum planning, professional development, and daily teaching and learning.

Beginning with an initial focus on the ILT as the vital setting for establishment of cultural norms for the school, this component of SIM sows and grows the elements necessary for the creation of a Data-Driven Culture. The strategy entails the following:

- Building an understanding of the role and value of a data-driven approach to progress monitoring and instructional problem solving
- Building the ILT's capacity to oversee, monitor, evaluate, and support school improvement
- Improving the ILT ability to use data from multiple sources to identify and think critically about implementation

Activities designed to develop the capacity of the ILT's learning about data use starts with a knowledge-sharing PD module. The following modules include the content, information, techniques, and protocols for effectively using data--building blocks of a Data-Driven Culture:

- The Language of Assessment and Data
- Investigating Data
- Analyzing Student Work
- Triangulating and Reframing
- Describing Current Practice
- Identifying Strategies to Address Problems of Practice

- Measuring and Improving

7. Use and integrate technology-based interventions.

Struggling readers woefully below grade level will be supported by iLit, a powerful Tier III intervention delivered on an iPad. iLit will provide rich resources for these students that include the following:

- Access to Penguin books for students to choose in the Independent Reading Library
- Leveling of student content based on previous student outcomes
- Automated scoring of comprehension
- Automated writing feedback and guidance
- Instructional games
- Social forums
- Student-generated videos
- Student-generated writing
- Enhanced word-processing capabilities
- Voice-recognition assessment
- Teacher-generated content
- District level reporting

GradPoint will allow us to offer additional courses for Osborn students seeking credit accrual. Our AP, honors, and elective curricula, which are offered through GradPoint by Florida Virtual School, engage students through a variety of interactive components and assessments. Students taking GradPoint's AP courses consistently score above the state and national average.

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

GradPoint will provide AP courses supporting Osborn's gifted learners. Our AP, honors, and elective curricula, which are offered through GradPoint by Florida Virtual School, will engage students through a variety of interactive components and assessments. Students taking GradPoint's AP courses consistently score above the state and national average.

9. Provide summer transition programs or freshman academies

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

GradPoint will provide web-based, interactive multimedia courses for credit recovery in core content areas. Each of these comprehensive courses compares favorably to traditional semester courses in length and rigor, while featuring research-based and standards-aligned content and a continuously expanding course library. Teachers of these courses will be equipped with tools to create, customize, and share courses and assessments.

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

A key component of the secondary SIM model is its attention to dropout behaviors or risk factors. Disengaged students are more likely to leave school before graduation and we recognize the importance of schools catching potential dropout behaviors very early in life, and intervening in a manner that initiates a turnaround process. SIM incorporates a Graduation Risk Insight (GRI) system connected to supports for students' social and emotional development.

The Graduation Risk Insight (GRI) web-based system will monitor students' progress in relation to motivation, engagement, and capacity to manage themselves as learners, aggregating the most relevant and predictive data points from Osborn's student information system to identify the students mostly likely to drop out. By pulling together readily available data contained on the school's student information system (including grade point average, discipline history, attendance, and grade level), the program provides a Graduation Risk Value (GRV) for teachers and counselors that helps them determine where to spend their time most effectively to prevent students from leaving school without a diploma. Reports generated by the GRI are an important source of information for the Engagement Workgroup, since the system's data points link directly to factors impacting student engagement.

Coupled with the GRI is a process to guide Osborn in the establishment of an effective system of interventions for students at risk. This includes a process for identifying supplementary social and emotional supports for students who need them. Strategies include the assignment of mentors and a planning process for providing the assistance students need to address issues they struggle with and their barriers to engagement in school. The intervention protocol also focuses attention on addressing the needs of students with multiple risk factors for dropping out of school. Ensuring these students have the intensive support they need to get back on track will also involve coordinating community agencies as well as school and district resources.

The intervention protocol will serve as a guide for Osborn's audit of existing supports and identification of supplementary supports required to meet students' needs. It also focuses attention on building a systematic approach to provision of social and emotional supports, one that limits the risk of overlooking some students, seeks to provide support in a timely way, and can survive changes in key personnel and funding programs.

As implementation proceeds and a systemic approach is established, the GRI reports will provide measures of the system's effectiveness as well as identifying individual students at risk for dropping out of school.

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

Social-Emotional Support

Over the past three years we have had a 55% decrease in disciplinary infractions. Our security team works collaboratively with our educational staff to create a safe, nurturing family environment.

With a reconstituted staff, starting off the year with shared vision and protocols that show common vision will be vitally important. The Launch Institute described in response to prompt 6 will provide that.

The addition of a Social Worker and a Guidance Counselor will provide trained professionals to support student decision making, urging them to think beyond today and prepare for success in college and careers.

Community Oriented Services

Evergreen Academy prides itself on being a small school that has begun to create a strong presence in the Seven Mile Road/Hoover Community as demonstrated by its relationship with United Way, Neighborhood Service Organization (NSO), Women of Tomorrow Mentorship, Friends of Osborn Alumni Association, The Greening of Detroit, and Impact. These organizations work with and mentor our students on a personal level, while encouraging each student to become the best they can be. General Motors is also working with our students in providing real world work experience that gives each student a knowledge base that cannot be found within the classroom setting. There has been increased parent participation this year in both parent teacher conferences and monthly parent meetings that keep the parents abreast of test scores, literacy and numeracy needs. Resources are available to the parents to help their children as they succeed in school.

We are proud of these community partners and the mutual support our partnerships provide:

- United Way-- funding and oversight for the implementation of our Transformation
- Detroit Rising Neighborhood Schools--oversight of academic achievement
- Neighborhood Service Organization-- parent center and part time student employment
- National Honor Society Member--acknowledgement of successful academic performance and gateway to college scholarships
- After-School Tutoring-- additional resources to reinforce and develop student competencies

- Young Men/Young Ladies mentorships--personal development in social skills and individual development
- Athletic and Academic Teams-- competitive experience & subsequent personal development
- Student Government-- local, state, and national participation in public services
- The Skillman Foundation-- funding & oversight for Transformation implementation
- Black Family Development--strengthened intra- and inter- family ties and to situate a given family within its local and city environments
- Office Depot--supplies to all students and scholarships for selected scholars
- The Parent Network-- training and counseling services for parents, especially single parents
- City Year-- mentoring services to our freshmen class
- Children's Aid Society-- counseling and community services to troubled and at-risk students
- SVS Vision-- eye exams and glasses for students
- Impact-- services and mentorship within the environmental science classes
- The Greening of Detroit--materials and mentorship to upgrade/renew the Osborn Evergreen gardens both on and off campus.

As a College Promise Scholarship School, our students who successfully enroll in Michigan colleges may receive the College Promise Scholarship. We actively recruit outside stakeholders and partners that support our students and our school.

Additionally, we have after-school tutoring and enrichment programs that not only prepare students for higher academic success, but also address students' interests in the arts, sports, and other activities in a safe and caring environment. These activities include:

- ACT/MME enrichment
- Credit Recovery Programs
- Co-ed Soccer
- Student Leadership Training
- JROTC
- The Arts League
- Women Of Tomorrow Mentoring Program
- Made Men Mentoring Program
- Osborn Alumni Association

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

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

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

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

The District has created an **Office of School Turnaround** which includes the following staff:

- **Two Assistant Superintendents for Priority Schools** are responsible for the coordination of all Priority School support (external supports, such as Wayne RESA support, partner providers and others), monitoring, and evaluation required to fully implement the selected reform model. In addition, the Assistant Superintendents will be responsible for monitoring the effectiveness of the level and type of support provided by external supports.
- **Priority School Coaches** are responsible for providing on-site PD and support for principals and teachers around the work required to implement the reform model and change the trajectory of student achievement. Coaches are also responsible for collecting data and evidence that will be shared with the Assistant Superintendents for Priority Schools and the Office of Professional Development to inform the PD and support program for each school.
- **Grant Compliance Officer** supports the District in determining how to effectively utilize the District set-aside to meet the individual needs of all Priority Schools.

DPS (Office of School Turnaround), Wayne RESA, MSU support personnel and coaches attend a structured monthly meeting on the last Wednesday of each month. The purpose of the meeting is to create a forum to brainstorm and discuss priority school early wins, challenges, and need-to-know information.

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