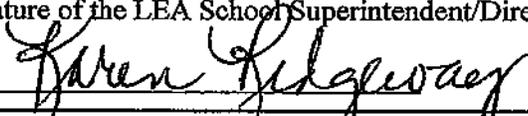
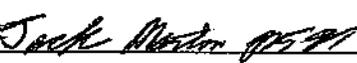


**Attachment B**

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

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

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

## GRANT SUMMARY

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

District Code: 82010  
ISD Code: 82000

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

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

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

## LEA APPLICATION REQUIREMENTS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*The notification must include the following:*

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

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

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

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

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

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

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

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

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

### **Transformation Model**

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

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

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

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

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

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

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

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

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

Providers selected by building principals include:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In addition DPS will:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**LEA DETROIT PUBLIC SCHOOLS BUDGET**

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

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

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

# SCHOOL IMPROVEMENT GRANT BUDGET

## APPLICANT INFORMATION

TYPE OR PRINT:

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

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

*[Handwritten Signature]*

Date

*5/29/14*

SIGNATURE OF EMERGENCY MANAGER

*[Handwritten Signature]*

Date

*5/29/14*

## SCHOOL BUILDING BUDGET

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

### SCHOOL BUILDING

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





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

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

**ASSURANCES AND CERTIFICATIONS**

**STATE PROGRAMS**

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

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

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

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

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

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

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

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

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

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

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

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

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

**PARTICIPATION OF NONPUBLIC SCHOOLS**

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

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

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

**ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS**

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

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

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

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

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

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

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

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

**AUDIT REQUIREMENTS**

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

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

**ASSURANCE AGAINST TRAFFICKING IN PERSONS**

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

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

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

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

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

**CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS**

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

**ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS**

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

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

**IN ADDITION:**

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

**SPECIFIC PROGRAM ASSURANCES**

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

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

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

SUPERINTENDENT OR  
AUTHORIZED OFFICIAL

DATE: May 29, 2014

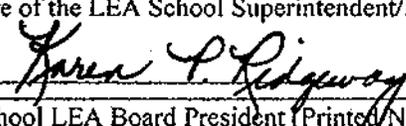
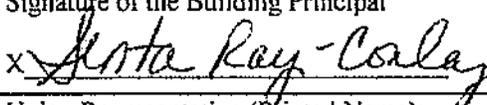
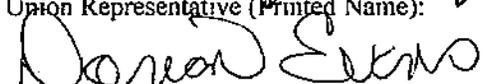
  
SIGNATURE

TYPED NAME/TITLE: Karen Ridgeway, Superintendent of Academics

# SIG GRANT—School Building Application FY 13

## APPLICATION COVER SHEET

### SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Osborn College Preparatory Academy  School Building Code: 00030	Mailing Address: 11600 E. 7 Mile Rd. Detroit, MI 48205
School Building Contact for the School Improvement Grant  Name: Senta Ray-Conley  Position and Office: Principal  Contact's Mailing Address: 11600 E. 7 Mile Rd. Detroit, MI 48205  Telephone: 313-866-0350  Fax: 313-866-9069  Email address: <a href="mailto:senta.rayconley@detroitk12.org">senta.rayconley@detroitk12.org</a>	
LEA School Superintendent/Director (Printed Name):	Telephone:
Signature of the LEA School Superintendent/Director: X 	Date:
LEA School LEA Board President (Printed Name):	Telephone:
Signature of the LEA Board President: X _____	Date:
Building Principal (Printed Name): Senta Ray-Conley	Telephone: 313-866-0350
Signature of the Building Principal X 	Date: 5-27-2014
Union Representative (Printed Name): 	Telephone: 313 866-0350

## Section A

### 1. Analysis of data. Maximum length 1 page

Osborn College Preparatory Academy (Oprep) has been identified as a Priority School based on the results of the 2013 Spring Administration of the MME. Based on those results; Oprep was ranked as one of the bottom 5% on the State of Michigan's Top to Bottom list. Oprep's bottom 3% standing indicates that its overall student achievement is far below the state's average. According to the MME data, the following results are presented:

MME	2012 Percent Proficient	2013 Percent Proficient
Reading	22%	22.2%
Math	0%	0%
Science	0%	0%

ACT Scores	2012 Content Scores	2013 Content Scores
English	13.6	12.22
Math	14.9	15.2
Reading	15.1	14.9
Science	14.5	15
Composite Scores	14.7	14.4

Osborn College Preparatory Academy serves predominantly economically disadvantaged minority students. African Americans represent 260 of the 262 students currently enrolled in the school. Data in this application covers a period of two years, the length of time that the school has been self-governed. From the time the school opened in 2009, there has been an increase in enrollment as Oprep added one grade level per year. The number of African American males increased, as well as the number of students with disabilities. There was also an increase in the absence rate. The number of Asian students decreased. Currently, there is a larger population of male students than female students. 80% of the students are economically disadvantaged. The school has an attendance rate of 74%. With the class of 2013 being the first graduating class, there was a 77.9% graduation rate. Its discipline records indicate that during the 2012 school year, there were 134 Level 1 (minor violations, requiring at least one day suspension), 48 Level 2 (requiring three or more days of suspension) and 6 Level 3 (requiring long term suspension or hearings) offenses committed. Academic challenges are significant. MME assessment results show no students proficient in the content areas of math and science, and only 3% in social studies. Especially alarming is that in science (97%) and in mathematics (87%) of the students were not able to achieve above the lowest level of proficiency, which is level 4. These data indicate that all of the students are in need of extreme achievement improvement. Only gender had the minimum sub-group size of ten needed for public reporting. Even in the lowest level of proficiency, females out-performed males in all subject areas on MME. Especially alarming is the gender gap in reading (19%) and social studies (21%). The need for special attention to young men is apparent. All other sub-groups had less than ten, e.g. special education with only seven students.

The spring 2013 ACT PLAN for grade 11 shows percentages of students College Ready in math and science as zero (0%) in both areas and reading only six (6%). Only 2% of all students scored at or above proficiency on the state required assessment in social studies, leaving a 6% gap between Oprep and Detroit Public Schools and a 39% gap between Oprep and the state of Michigan. In the area of reading the 2012- 2013 reading data show 9th and 11<sup>th</sup> grade reading proficiency slightly increasing and 10th grade reading proficiency decreasing. The 2012- 2013 data show 9<sup>th</sup> and 10th grade writing/ELA proficiency decreased, and 11<sup>th</sup> grade writing/ELA increased. In mathematics, the 2012- 2013 data show 9th and 10<sup>th</sup> grade mathematics proficiency increasing, but 11th grade mathematics proficiency has remains unchanged. A deeper analysis of data is needed to determine why inconsistent proficiencies exist and how to target the systemic instructional problem. An overarching reveal is that low performance in core content areas must be address forthwith. After an analysis of data, the Osborn College Preparatory Academy staff has chosen to implement a research based whole school systemic approach targeting the following areas for rapid improvement:

- Student Achievement: Reading, Writing, Mathematics, Science & Social Studies
- Student Attendance
- Student, Parent and Community Engagement
- Continuation of developing the Small Schools – Leadership/Entrepreneur

**2a. School Building Capacity–Resource Profile - Required Positions:**

In order to rapidly transform Oprep the following positions are included:

**1. School Improvement Grant Coordinator/Facilitator** whose responsibilities will be to facilitate (a) the continuous improvement process of School Improvement in collaboration with the building principal, school staff and education and community partners, (b) provide feedback and guidance around School Improvement activities, (c) assist in coordination of services to reduce duplication and provide focus in the implementation of School Improvement, (d) provide communication and collaboration among stakeholders to revise and implement the School Improvement Plan, (e) assist in the review and analysis of the design and operation of the school's instructional program, (f) assist in the review and analysis of school data, assist the school in developing recommendations for improving student performance and (g) support Grade Level or Content Area teams to develop and implement Grade Level/Content Area Action Plans.

**2. Family Liaison** to provide on-going mechanism for student and family engagement, while serving as a liaison between administrators and staff regarding parent involvement issues and sponsor parent involvement training sessions to help parents work with their children at home and engage community agencies in supporting students and their families.

**3. Data Coach** to analyze and distribute effective use achievement, perception, demographics and program process data and develop teachers' ability to analyze these data. **4. Funding to support mental health services** to work with groups, families and individuals to provide treatment and support to ensure that those in need are at optimal health, can help make positive choices and improved behavioral changes.

**2b. Professional Development On-Going at Oprep** will focus on developing a community of leaders and learners. Teachers and building administrators will become proficient instructional leaders by participating in research based professional development training and practices resulting from the body of research on *Effective Schools* (Lezotte), *138 Influences on Student achievement* (Hattie), *Rigor and Relevance* (Daggett), *Teaching for Rigor: 13 Strategies* (Marzano) and other research on teaching 21st century skills. Osborn College Prep Academy will use the Competitive Education Solutions (External Provider) research based rapid improvement professional development model, which features instructional strategies and best practices by classroom teachers to improve student achievement. The model includes implementing an instructional management system with a plan-do-study-act process that targets individual students' academic needs. The model involves implementing a professional academic support system for teacher collaboration coupled with parent/community engagement which aligns with Osborn's goal of assisting all instructional staff with becoming fluent practitioners. Professional development sessions will be offered in multiple formats, which include a combination of early release, days without students, summer and extended day sessions. Scheduled professional development sessions will meet and exceed 8 hours each month. Every session will have clear learning outcomes designed for immediate classroom planning and implementation. Specific professional development sessions and schedules will be designed in consultation with the school and district.

Workshop participants will learn the latest approaches to teaching, learning and leadership by developing and implementing rigorous and focused instructional objectives based on College Readiness and Common Core Standards in the content areas. They will participate in weekly Professional Learning Communities (PLC's) to assess students' proficiency levels over the content taught the preceding week. During the sessions, teachers will devise follow up accelerated or remediated lessons to increase students' proficiency levels in English, social studies and mathematics. In some instances, teacher teams will be involved in this practice. In other situations, teachers may change their instructional strategy and work in a one-on-one session with a content coach. Job embedded coaching in a one-on-one session deepens teachers' knowledge and skills needed to teach differently. Year 2 extends the sessions offered in Year 1 to include consistency in teaching a rigorous curriculum to increase students' level of proficiency. Year 3 involves the automaticity of teaching a rigorous curriculum to ensure that students reach a high level of proficiency consistently.

**C. Explanation of the use of funds included in the chart below to support the implementation of the Transformation Model follows:** General Funds supports (2) Administrators and (7) General Education Teachers Title 1A supports (2) General Education Teachers, (1) Counselor, Professional Learning, Field Trips, Technology Title 2A supports (1) General Education Teacher, Professional Learning, Field Trips, Technology Section 31A supports (1) General Education Teacher, (1) Climate and Culture Facilitator Special Education supports (6) Special Education Teacher and Materials for Special Education Teachers.

<input checked="" type="checkbox"/> General Funds <input checked="" type="checkbox"/> Title I Part A <input checked="" type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Title I School Improvement (ISI)	<input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input checked="" type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start	<input checked="" type="checkbox"/> Special Education

### **3. School Building Commitment – Maximum length 1 page**

#### **3a. Staff involved in and support of the application**

Planning for this application was led by the Principal with input from the Instructional Leadership Team, School Support Team, parents and school partners. During bi-monthly staff meetings, teams were divided into sub-committees to address their respective content areas and/or relevant sections prior to whole group discussions. At Parent Advisory Council on Student Achievement (PACSA) meetings, parents were involved in focus group discussions to provide their unique perspectives regarding the school community needs. The sub-committee chairpersons provided parents with up-to-date summaries, analyses and explanations regarding achievement, demographics, and program/process and perception data. This information built a foundation for providing a platform for discussions regarding needs for Osborn College Preparatory Academy. The following data points were discussed and reviewed during the comprehensive needs assessment sessions: Demographic information using the Data Profile/Analysis, Annual Education Report; perception data using parent/staff/student surveys; and program/process data using SPR 40 data. Student achievement data consist of the 2013 STAR Reading & Mathematics, 2013-2014 NWEA Measuring Academic Progress Reading, Language Usage and Mathematics, 2012 and 2013ACT, 2012 and 2013Michigan Merit Examination (MME) and teacher designed school based assessments.

#### **3b. District and school's ability to support systemic change**

Detroit Public Schools implemented several bold initiatives to support school transformation. It established an **Office of Priority Schools** which is currently under the leadership of Assistant Superintendent Bilal Tawwab, an experienced central office systemic change agent and successful building administrator. His office is supported by Priority Schools Coaches, a Priority School Budget Implementation/Compliance Officer and clerical support. The Assistant Superintendent's Office ensures that the teacher and principal's evaluations include student achievement. The Redesign Plan for Oprep is comprised of research based practices, strategies, and support at varying levels of expertise to promote systemic change in teaching, learning and assessment. The Redesign Plan is the result of collaboration of all stakeholders in the building in conjunction with parents and community partners. Annual educational goals are established to address academic needs of students, including high expectations, increased rigor, professional learning and needs identified in the CNA. In order to sustain the Transformation Model, the District began the process by appointing a new principal in August 2013. The principal is the instructional leader and a key visionary who ensures that professional development, on-going assessments and other aspects of the model positively impact student achievement. The model requires an evaluation of the staff and/or a change in grade level or content area appointments and a strong commitment to on-going professional development, common planning, full inclusion, extended day or year, use of technology and instructional assistance. Oprep's hiring process will include staff commitment to components of the transformation model as it focuses on the school's vision, mission and most importantly the students' needs.

#### **3c. Union agreement**

DPS has a Priority Schools agreement that will be used going forward, which includes extended learning time. The current agreement between DPS and the **Detroit Federation of Teachers allows the implementation of school reform initiatives with support of the teachers' union.** Elements in the Priority School Agreement include:

- Extending the school day and year.
- Interviewing all staff prior to the opening of the school year and hiring highly qualified teachers who are committed to the educational program.
- Using data as a driving force behind rigorous, relevant, instructional programs that are research-based and aligned to state standards/Common Core Standards and College/Career-Readiness Standards.
- Expanding learning time, flexibility and offering enhanced learning options.
- Establishing an effective shared decision-making system, driven through a School Leadership Team.
- Implementing an educator evaluation system in which 30% of teachers overall evaluation is based on student achievement. The evaluation instrument aligns with state requirements for students' growth.

**4. School Improvement Plan** – Per the guidelines, the School Improvement Plan is attached.

Attach School Improvement Plan (**Upload as a separate file**)

#### **5. External Provider Selection 1 paragraph**

##### **Process Used to Screen and Select External Provider**

In search of an External Provider that would be a good fit for Osborn College Preparatory Academy, the school teams looked for a success model that is grounded in research with a track record of proven sustainable success strategies for transforming schools with like demographics. The overall process involved several steps. Initially, the school determined its needs using the **Comprehensive Needs Assessment**. Next, staff established priorities based on assessment results, formulated goals for the next three years and attended an External Provider Fair hosted by the school district. In April, the Instructional Leadership Team met with **DPS vetted** external providers to select a vendors whose services best aligned with meeting the school’s goals. After the initial meeting, the Instructional Leadership Team attended a follow-up session with the identified provider to solidify that the provider’s services were the “best fit” for meeting Oprep’s needs. The team selected Competitive Education Solutions (CES) as meeting the criteria to serve as its external provider. After selecting CES, Oprep emphasized that the partner provider must meet regularly with the staff and the Office of Priority Schools to ensure school professional support is appropriately aligned. CES offers a personalized approach to developing high performing students in high performing schools by building the instructional capacity of staff while developing a culture of learning for all. Especially of interest to our team was their use of research based strategies to improve individual student achievement and connecting the school with the home/community. CES trains staff to use data and research to guide tiered instruction for all students to learn. CES is on the state of Michigan’s External Provider list with an application rating of 100%. The team has been successful in assisting Western International High School, another reform model to the position of the third ranked DPS high school in academic improvement, only behind two application schools (where students must pass a proficiency test to be admitted).

#### **6. Alignment of Resources-1 page**

**6a. Detroit Public Schools’ building human resources** support is displayed in its deliberate and intentional negotiated Priority Schools agreement with the Detroit Federation of Teachers. The fact that the teachers’ union reached an agreement regarding hiring procedures is indicative of a level of support and understanding that transforming schools requires the support and assistance of all stakeholders, especially the teachers. It also means doing business differently. Both of which, result in benefitting students and ultimately benefitting all stakeholders. Elements of the agreement indicate when, how, and by whom staff is screened and hired into positions in Priority Schools. Examples Follow:

1. Interviewing all staff prior to the opening of school
2. Expanding learning time, offering flexibility and enhanced learning options
3. Establishing shared decision-making system
4. Extending the school day and the school year
5. Providing Summer Bridge transition programs for students
6. Engaging every staff member in on-going, job embedded professional development
7. Compensating staff who work beyond the regular school day
8. Updating and realigning educators’ evaluation with Michigan’s achievement growth model.

Teachers and other staff seeking a position at Oprep will do so with full knowledge and agreement that they will be considered only if they are the “best fit” to assist in the school’s transformation. Such was the case with the

appointment of Ms. Senta Ray-Conley as building principal. Having previously served as the Dean of Instruction and Head of the Science Department, Mrs. Ray-Conley was experienced, poised and well prepared for the leadership position at Oprep. Her background in organizing school leadership teams to work collaboratively among themselves, as well as, with other entities to optimize student achievement is exactly what the school needs in its leadership position.

**6b. Community resources alignment to facilitate implementation of the transformation model** will be made possible through the use of leadership teams with the primary role of transforming the school with emphasis on instructional improvement. Oprep's staff will implement seven correlates of *Effective Schools*. Specific instructional strategies will include Marzano's 13 most significant student engagement practices, along with Hattie's most significant impact teaching practices. Teachers will serve on instructional leadership teams. Their primary responsibility will be to improve students' proficiency levels in the core content areas. Non-instructional, instructional staff, parents and community representatives will serve on school teams. Parent school/community teams will be involved in support roles and activities to positively impact significant variables that increase students' ability to meet academic proficiency standards. Examples include attendance, mentoring, entrepreneurship and leadership. The school's instructional leadership team will have the role of monitoring and supporting team efforts and making decisions about school goals and additional planning. Teams will be supported by coaches from CES. Oprep is committed to educating the whole child. The school engages in partnership agreements, collaborations and collegial relationships with parents, community agencies, higher education, businesses, local organizations and foundations to provide a continuum of support resources to better service its students and families. Through the alignment of support resources, each entity optimizes its level of services to student and parents without duplicating services or efforts. The collateral gains of organizational collaboration benefit the whole school community. Some significant organizations are as follow: Skillman Foundation, United Way of Southeastern Michigan, City-Year Corp., Wayne Mediation, Children's Aid Society, Made Men, Black Family Development, Think Detroit P.A.L., Osborn College Preparatory Academy PACSA, Osborn Neighborhood Alliance and Detroit Parent Network.

## **7. Modification of local building policies or practices- 1 Page**

### **How Extended Learning Time will be scheduled**

There are several modified policies and practices designed to successfully implement the Transformation Model. First, students in grades 9-11 will be given a double dose in mathematics, a reading class and their grade level English class. Secondly, all students in grades 9-11 will be scheduled in reading classes in lieu of an elective. Next, all students in grades 9-11 will have a double dose of math classes. Summer credits will focus on reading and math, unless additional courses are needed to meet graduation requirements. Embedded in the first hour class, thirty minutes will be used to teach cross curricular academic skills. Modifications of local building policies will be those listed in the Priority School's Agreement.

Further modifications will include extended learning time. It will be scheduled by adding an extra 19 days on the school's regular academic calendar. These days will be integrated into the calendar to provide teachers and students extra time to become more proficient in skills development as demonstrated by improved levels of academic success in core content areas. Further extended learning time will focus on critical skills in mathematics and reading. Specifically in these content areas, cross curricular skills will be identified by the Instructional Leadership Team, taught by teachers, assessed and mastered by students at the end of each marking period. It will also be used to further promote teacher and student relations. Additionally, the district has negotiated extended learning time in its Priority School's Agreement. According to the agreement, only teachers who agree to the terms are able to receive an assignment at a Priority school.

The time needed to close the achievement gap for the students at Oprep were considered in extending the school year. According to the *Effective Schools* research, students across the country will experience a summer decline in academic achievement if they are not involved in some rigorous summer experiences. The decline is even greater for students from low socio-economic families. Data from the 2012-2013 school years at Osborn Preparatory Academy indicate that the majority (80%) of students fall into a low socioeconomic status. This variable coupled with the fact that their overall achievement scores are below average make a strong case for more time on task and supports a compelling need for increased learning & quality teaching time. Osborn College Preparatory Academy's SIG plan is to decrease the summer achievement gap by creatively using the time accessible for students to learn. To that end, there will be a 24 day summer program focusing on math and reading for the next three years. Next, Oprep's staff will implement student engagement strategies for maximizing the teaching & learning time during the day. Dr. Lezotte's studies indicate that educators will find additional minutes of instruction by managing the teaching and learning activities during the classroom period by actively engaging all students from the time the class starts to the time the class ends. Routine classroom management strategies will be implemented, in addition to research based high impact strategies designed for engaging all students the entire class period. Secondly, additional minutes of instruction will be captured by the involvement of students participating in after school activities. Sample activities include structured tutoring, competitive academic games, enrichment clubs and athletic activities. Thirdly, the Oprep staff has increased the minutes of instructions by adding 19 additional days to the school year. This additional time provides increased time for core content subjects, enrichment and professional learning. It also provides additional time for teaching and learning for Tier I, Tier II and Tier III students.

## 8. Timeline

**Include a comprehensive 3-year timeline for implementing the selected intervention.**

### **Pre-implementation Phase of the Grant - Before the start of the 2014-2015**

Osborn College Preparatory Academy along with Competitive Education Solutions will execute a multi-tiered technical assistance and professional development approach over the next three school years, or for the entire duration of the School Improvement Grant. The approach is designed to have experienced CES coaches collaborating with school staff to put structures in place to support instructional leadership in every subject and at each grade level. Using systemic scaffolding techniques, coaches will model research based leadership and instructional practices integrating them into daily activities. Coaches will provide mentoring, training and support to individuals, as well as, teams using gradual release strategies. At the end of the third year, building level staff will have institutionalized research-based practices to the point of sustainability.

### 2014-2015 Transformation Timeline

#### **Pre-Implementation Phase-Summer2014**

<b>Description of Tasks</b>	<b>Persons Responsible</b>
Build unity and coherence around four strategic categories of leadership teams and 7 correlates of effective schools <ol style="list-style-type: none"> <li>1. Instructional</li> <li>2. Academic support &amp; attendance</li> <li>3. Parent/school community</li> <li>4. Culture/climate</li> </ol>	CES, Principal and School Improvement Chairperson
Complete instructional assignments for Fall	Principal
Develop staff's understanding of school transformation <ol style="list-style-type: none"> <li>1. Emphasis on instructional efficacy</li> <li>2. Research based practices that yield positive results</li> <li>3. Establish school operational structure to support students achieving higher levels of proficiency</li> <li>4. Purposefully abandoning practices that are not working</li> </ol>	CES, Principal and School Improvement Chairperson
Identify students' academic needs in each content area <ol style="list-style-type: none"> <li>1. Develop teams of students based on needs.</li> <li>2. Develop partnership with students and their parents to put together a personal plan to address academic deficits.</li> </ol>	CES, Principal and School Improvement Chairperson
Establish community support structures for meeting students' needs	CES, Principal and School Improvement Chairperson
Finalize technology and equipment infrastructure to support goals in R&R Plan	Principal Designated Staff
Establish roles and responsibilities of support stakeholders.	CES, Principal

**Pre-Implementation Summer 2014 Two Day Summer Institute**

**Preparing for School Transformation: Using Pedagogy and Practices for Improving Student Achievement by Changing the Way We Teach**

**Establishing Baseline Data**

**Identify Process Data**

**Identify Product Data**

**Identify When, How, Why and Persons Responsible**

**Year I (2014-2015)**

Establish Content, Vertical & Horizontal Teams ELA –Reading and Writing Mathematics Science Social Studies.	Principal and Teachers
Identify prerequisite skills that will be taught, assessed and factored into the students’ grade each marking period.	CES, Principal and Teachers
Establish individual, content and grade level incentives for academic improvement.	Principal, Teachers and Support Teams
Establish individual, content and grade level incentives for attendance improvement.	Principal, Teachers and Support Teams
Develop entrepreneurship theme for the school that links to students’ college and career preparation.	Principal, Teachers and Support Teams
Develop leadership theme for the school that links to students’ college and career preparation.	Principal, Teachers and Support Teams
Align assessments of skills with content taught each marking period.	CES, Principal and Teachers
Chart assessment results and engage students in charting their own assessment results.	CES, Principal and Teachers
Train and coach teachers on how to teach a rigorous curriculum.	CES
Implement an instructional management system with a cycle of plan-do-study-act for teachers and students for each instructional learning cycle.	CES, Principal and Teachers
Conduct baseline assessments of all students in all grades. if no current data is available.	CES, Principal and Teachers
Integrate the 7 correlates of <i>Effective Schools</i> in the established school teams	CES
Conduct professional development training and coaching with all staff on the following: A. Identifying Critical Content B. Previewing New Content C. Organizing Students to Interact with Content D. Helping Students Process Content	CES

E. Helping Students Elaborate on Content F. Helping Students Record and Represent Knowledge	
Integrate Hattie's research on High Impact instructional practices to improve achievement	CES
Collect marking period, semester and year end data	CES, Principal and Teachers
Collect and analyze data on processes and products	CES, Principal and Teachers

**Two Day Summer Institute  
Using Achievement, Perception and Program/Process Data  
To Make Systemic Adjustments in the Way We Teach**

**Year II (2015-2016)**

Conduct training and coaching to teachers on implementing the following practices: A. Managing Response Rate with Tiered Questioning Techniques B. Reviewing Content C. Helping Students Practice Skills, Strategies and Processes	CES
Provide professional development training and coaching to content area teachers in the areas listed below: A. Helping Students Examine Similarities and Differences B. Helping Students Examine Their Reasoning C. Helping Students Revise Knowledge	CES
Integrating the use of technology in teaching a rigorous curriculum.	CES
Launch a train-the-trainer model of managing instructional efficacy for sustainability purposes.	CES, Principal and staff
Review Process and Product Data	CES
Integrating parent/community support in the instructional efficacy process.	Principal, CES, staff
Monitor progress toward accomplishing specified goals.	Principal, CES, staff
Monitor consistency in teachers' use of the 13 elements of teaching a rigorous curriculum.	CES and Principal
Establish rounds for teachers to observe, critique conduct reflective conversations about their peer's implementation of the research	CES and Principal

based practices.	
Provide professional development training and coaching to content area teachers in the areas listed below: A. Helping Students Examine Similarities and Differences B. Helping Students Examine Their Reasoning C. Helping Students Revise Knowledge	CES
Identify Teacher Leaders to Model Research based Practices.	Principal
Integrate Daggert's Rigor, Relevant Framework	CES

### Two Day Summer Institute

#### Developing a Community of Leaders and Learners in a Learner Centered School

#### Year III (2016-2017)

Coach Identified Team Leaders in Implementing the Instructional Efficacy Practices	CES
Coach lead team members on how to manage and operate student support systems to eliminate duplication and optimize sustainability and accountability	CES
Reinforce 13 effective instructional practices.	CES
Reinforce 7 correlates of <i>Effective Schools</i> .	CES
Observe lead teachers and staff implements practices and provide constructive feedback.	CES, Principal and Teachers
Continue to collect, analyze and chart achievement results by content and grade.	CES, Principal and Teachers

# **CES RAPID TRANSFORMATION MODEL**

**Comprehensive Needs Assessment**

**Reform & Redesign Plan**

**Professional Development**

**Instructional Leadership-Learning Centered with Community Support**

**Individual & Team Job Embedded Leadership Training**

**Coaching, Modeling & Managing-Instruction by Content**

**Managing, Operating and Monitoring Instructional & Student Support Systems**

## **Lezotte's 7 Correlates of *Effective Schools* Research**

- Instructional Leadership
- Clear and Focused Mission
- Safe and Orderly Environment
- Climate of High Expectations
- Frequent Monitoring of Student Progress
- Positive Home-School Relation
- Opportunity to Learn and Student – Time on Task

## **Marzano's 13 Essential Classroom Strategies for Teaching Rigor**

### **Hattie's Strategies to Impact Achievement**

- Identifying Critical Content
- Previewing New Content
- Organizing Students to Interact with Content
- Helping Students Process Content
- Helping Students Elaborate on Content
- Helping Students Record and Represent Knowledge
- Managing Response Rates with Tiered Questioning Techniques

**Professional  
Development**

**Leadership**

**Improved Student Achievement**

**Research  
Based  
Practices**

**Curriculum  
Instruction  
Assessment**

## 9. Annual Goals

Content Subjects	Current MME Proficiency Rate 2014-2015	Goal for 2015-2016	Goal for 2016-2017	Goal for 2017-2018
Reading	22% (2013)	25%	30%	35%
Mathematics	0% (2013)	10%	10%	20%
Writing		10%	12%	14%
Social Studies		6%	10%	20%
Science	0%(2013)	6%	10%	20%

## 10. Stakeholder Involvement -1 page

Detroit Public Schools provided vision, leadership and direction in the process for identifying and involving stakeholders in the selection of the transformation model. It began as early as 2011 when Osborn College Preparatory Academy became a self-governing school. Continuing its course to school transformation, the district negotiated a Priority School's Agreement with the Detroit Federation of Teachers to allow flexibility in hiring and placing teachers in designated low achieving schools. The agreement represents all of the teachers in the district, which reaffirmed wide-spread support for school reform. On August 2, 2013 Principal Senta Ray-Conley was selected as the instructional leader for Osborn College Preparatory Academy. Her background and experience as a change agent who uses data for making decisions regarding teaching and learning, and her use of research based strategies to teach helped the district to accelerate its Transformation efforts.

Under the leadership of Principal Senta Ray-Conley, the School Improvement Team embarked upon the task of engaging all stakeholders in the school, in completing a Comprehensive Needs Assessment and a Reform Redesign Plan (R&R). Using achievement, perception, demographic and program/process data gleaned from these aligned documents (CNA & R&R), the School Improvement Team in concert with the PACSA and the school's agency support staff, developed strategic achievement goals to address students' low academic proficiency rates. Gathering and analyzing data built the foundation for stakeholders in the school to make informed decisions about the specific transformation models that would be the best fit for the students, staff and parents/community for Osborn College Preparatory Academy. The district provided the support of Priority School coaches to prepare schools for the process of selecting a model based on research.

The structure of school teams is comprised of parents, staff, higher education, business supports and community agencies. The Instructional Leadership Team meets at least twice a month to review and analyze data gathered from implementing the Transformation Model. Decisions and adjustments are made based on assessment results. Other evidence of stakeholder involvement is the school's leadership team's use of the School Improvement Planning process and the Reform Redesign Planning process. Records of the work sessions will be maintained on file at the school, along with sign in sheets and copies of the agendas. During quarterly collaborative review and feedback sessions, team members will use the expertise of internal and external professionals.

## **11. Sustaining Reforms**

### **How the intervention will be sustained**

Rapid transformation will be sustained through the establishment of foundational protocols, implementation of best practices and the realignment of school support resources. In order to continue progressing forward in the transformation process, well trained instructional staff, organized leadership teams and student support systems will be in place by the end of the third year. The following list of accomplishments will be sustained upon completion of the three year funding period:

1. Trained Staff on Implementing the Transformation Model
2. School leadership teams with defined role and responsibilities
3. Instructional Management System
4. Two Small Schools Developed
5. Support Systems for Truant Students
6. Support Systems for Male Students
7. Support and Commitment from the School Staff
8. Teacher's Acceptance of the Practice
9. Process for Orientating New Staff to the Rapid Transformation
10. Baseline, Benchmarking and Out-Come Data
11. Peer Monitoring Process
12. Stakeholder Involvement in the Model
13. Technology Needed to Support Instruction and Assessment
14. Policy Adjustments to Support Rapid Transformation

School leaders will have the responsibility for carrying on those practices that result in improved student performance such as double dosing of math, expanding reading, lengthening the school year, implementing academic support activities, altering the daily schedule to teach cross curricular skills, using data to inform instruction, implementing short cycle assessments and other turnaround strategies to improve operations and instruction. The school community will be embedded in the planning and implementation process. Involving the community in this way builds ownership of the model and the process of improving student achievement. By the end of the third year, including parents and community in the Transformation process will be institutionalized.

## **12. State Reform Plan**

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

### **Section B.**

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

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

### **Section C.**

OSBORN PREP YEAR 1

NARRATIVE

fringe rate 0.3318

Func	Title	Descrip	Num of Staff	Total Salary	Health	fringe	TOTAL SALARY	PURCHASE SERVICE	SUPPLIES/ TECHNOLOGY	TOTAL
241	SIG Coordinator	AEA	1	\$ 90,000	\$ 14,600	\$ 29,862	\$ 134,462			
212	Counselor	counselor	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831			
221	Data Coach	Instr Spec	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831			
331	Parent Liaison	teacher	1	\$ 60,000	\$ 14,600	\$ 19,908	\$ 94,508			
221	Technology Coach	Tech	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831			
221	Content coach	Math/Science	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831			
211	Attendance Agent	Attendance agent	1	\$ 51,000	\$ 14,600	\$ 16,922	\$ 82,522			
113	Teachers for small group	teachers	3	\$ 180,000	\$ 43,800	\$ 59,724	\$ 283,524			
	addl assignment learning lab Credit									
113	Recovery/tutoring	teachers	8	\$ 32,448	\$	\$ 10,766	\$ 43,214			
113	Extended Year/ Day	all staff	1	\$ 135,000	\$	\$ 44,793	\$ 179,793			
221	workshops stipends	all staff	1	\$ 28,000	\$	\$ 9,290	\$ 37,290			
221	Staff incentives	teachers	1	\$ 30,000	\$	\$ 9,954	\$ 39,954	\$ 45,000	\$ 75,000	\$ 130,000
331	Communities in Schools	parent liaison						\$ 50,000	\$ 15,000	\$ 65,000
221	flippen group							\$ 20,000	\$ 16,000	\$ 36,000
113	Credit Recovery							\$ 270,000	\$ 108,000	\$ 378,000
221	Competitive Edu Solutions								\$ 7,500	\$ 7,500
225	Computer Lab furnishings hardware								\$ 18,900	\$ 18,900
113	Academic Games								\$ 10,500	\$ 10,500
225	desktop for each classroom teacher								\$ 30,000	\$ 30,000
225	HP Carts for 4 (math/science/ELA classrooms								\$ 50,000	\$ 50,000
225	ipads for admin and coaching staff (10)								\$ 3,000	\$ 3,000
225	Smart projectors									
225	printer for 15 classrooms									
113	Field Trips									
113	classroom supplies materials, printer ink cartridges, paper folders for ILT)									
221	Professional Development supplies (flashdrive, paper, pens, folders)									

TOTAL \$ 1,310,590 \$ 385,000 \$ 333,900 \$ 2,029,490

3 YEAR BUDGET \$ 5,616,670

OSBORN PREP YEAR 2

NARRATIVE

fringe rate 0.3318

Func	Title	Descrip	Num of Staff	Total Salary	Health	fringe	TOTAL SALARY	PURCHASE SERVICE	SUPPLIES/ TECHNOLOGY	TOTAL	
241	SIG Coordinator	AEA	1	\$ 90,000	\$ 14,600	\$ 29,862	\$ 134,462				
212	Counselor	counselor	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831				
221	Data Coach	Instr Spec	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831				
331	Parent Liaison	teacher	1	\$ 60,000	\$ 14,600	\$ 19,908	\$ 94,508				
221	Technology Coach	Tech	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831				
221	Content coach	Math Science	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831				
211	Attendance Agent	Attendance agent	1	\$ 51,000	\$ 14,600	\$ 16,922	\$ 82,522				
113	Teachers for small group	teachers	3	\$ 180,000	\$ 43,800	\$ 59,724	\$ 283,524				
		addl assignment learning lab Credit									
113	Recovery/tutoring	teachers	8	\$ 32,448	\$ -	\$ 10,766	\$ 43,214				
113	Extended Year/ Day	all staff	1	\$ 135,000	\$ -	\$ 44,793	\$ 179,793				
221	workshops stipends	all staff	1	\$ 28,000	\$ -	\$ 9,290	\$ 37,290				
221	Staff incentives	teachers	1	\$ 30,000	\$ -	\$ 9,954	\$ 39,954	\$ 45,000			
331	Communities in Schools	parent liaison						\$ 50,000			
221	flippen group							\$ 20,000			
113	Credit Recovery							\$ 270,000			
221	Competitive Edu Solutions								15,000		
113	Academic Games								30,000		
113	Field Trips								50,000		
113	classroom supplies materials, printer ink cartridges, paper folders for ILT)								3,000		
221	Professional Development supplies (flashdrive, paper, pens, folders)										
<b>TOTAL</b>								<b>1,310,590</b>	<b>385,000</b>	<b>98,000</b>	<b>1,793,590</b>

OSBORN PREP YEAR 3

NARRATIVE

fringe rate 0.3318

Func	Title	Descrip	Num of Staff	Salary	Health	fringe	TOTAL SALARY	PURCHASE SERVICE	SUPPLIES/ TECHNOLOGY	TOTAL
241	SIG Coordinator	AEA	1	\$ 90,000	\$ 14,600	\$ 29,862	\$ 134,462			
212	Counselor	counselor	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831			
221	Data Coach	Instr Spec	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831			
331	Parent Liaison	teacher	1	\$ 60,000	\$ 14,600	\$ 19,908	\$ 94,508			
221	Technology Coach	Tech	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831			
221	Content coach	Math Science	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831			
211	Attendance Agent	Attendance agent	1	\$ 51,000	\$ 14,600	\$ 16,922	\$ 82,522			
113	Teachers for small group	teachers	3	\$ 180,000	\$ 43,800	\$ 59,724	\$ 283,524			
		addl assignment learning lab Credit								
113	Recovery/tutoring	teachers	8	\$ 32,448		\$ 10,766	\$ 43,214			
113	Extended Year/ Day	all staff	1	\$ 135,000		\$ 44,793	\$ 179,793			
221	workshops stipends	all staff	1	\$ 28,000		\$ 9,290	\$ 37,290			
221	Staff Incentives	teachers	1	\$ 30,000		\$ 9,954	\$ 39,954	\$ 45,000		
331	Communities In Schools	parent liaison						\$ 50,000		
221	flippen group							\$ 20,000		
113	Credit Recovery							\$ 270,000		
221	Competitive Edu Solutions								\$ 15,000	
113	Academic Games								\$ 30,000	
113	Field Trips								\$ 50,000	
113	classroom supplies materials, printer ink cartridges, paper folders for (LT)								\$ 3,000	
221	Professional Development supplies (flashdrive, paper, pens, folders)									
<b>TOTAL</b>								<b>1,310,590</b>	<b>98,000</b>	<b>1,793,590</b>

**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.**

**Attached**

**Example:**

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

**Section D.**

**Baseline Data Requirements**

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

**USED Baseline Data Requirements**

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

Metric	
Which intervention was selected (turnaround, restart, closure or transformation)	Transformation
Number of minutes in the school year	73669.62
Dropout rate (Numeric %)	-

Number of Disciplinary Incidents	188
Number of Students Involved in Disciplinary Incidents	—
Increased Learning Time	19 Days
ILT – Longer School Year	
ILT – Longer School Day	
ILT – Before or After School	
ILT – Summer School	24 days
ILT – Weekend School	—
ILT - Other	—
Student attendance rate (Numeric %)	79%
Advanced Coursework	—
Dual Enrollment Classes	3
Advanced Coursework and Dual Enrollment Classes	3
International Baccalaureate	—
Early college/college credit	3
High School Graduation Rate	77.9%

College Enrollment Rates (Numeric %)	
Truants (Numeric)	176 average number per year
Teacher Attendance Rate	114 days
Highly Effective Teachers (Numeric %)	21.7%
Effective Teachers (Numeric %)	65.2%
Minimally Effective Teachers (Numeric %)	8.6 %
Ineffective Teachers (Numeric %)	4.3%
Explanation of other types of increased learning	-----

## **Fiscal Information**

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

### **USES OF FUNDS**

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

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

Intensive monitoring of grant implementation and evaluation are required.

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

## **Attachment A--Transformation Model**

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

### **1. Replace the principal**

Senta Ray-Conley was selected as principal at Osborn College Preparatory Academy on August 2, 2013 based on her evaluations and positions held within the district as a Dean of Instruction and science department lead teacher. As Dean of Instruction, she completed classroom visits to identify key areas of focus that will ensure big payoffs. She has helped teachers refocus on areas such as classroom routines, procedures, student engagement and using data to drive instruction. She consistently used data to evaluate school processes and procedures. Further, Mrs. Ray-Conley used perception data from staff, students and parents, as well as academic data to evaluate the effectiveness of school culture routines, student schedules and teacher programming. Mrs. Ray-Conley has rallied staff together to get collective input to institute change. To many, she was seen as the leader, taking on responsibility and addressing internal issues that were not addressed by the previous principal.

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

Student data are included in the teacher/leader evaluation process as required by **SB 981** of the state of Michigan. In 2011, Detroit Public Schools negotiated a Master Agreement with the Detroit Federation of Teachers' Union to include 30% of teachers' evaluation based on student growth as evidenced by assessment results on national assessment instruments (NWEA) or local pre/post formative assessment instrument. The evaluation is based on five core elements, to obtain a retention rating score from performance evaluations, disciplinary actions, attendance and significant relevant accomplishments and contributions. Principals' evaluation align with the teachers' evaluation in that it also meets the requirements of SB 981 and includes student data as a significant variable to determine administrative effectiveness.

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

A year prior to the adoption of the current Master Agreement with the Detroit Federation of Teachers' Union, Detroit Public Schools engaged the teachers in providing input into the development of the new evaluation instrument through their participation on building and district level planning committees. Meetings were held in the building and at central locations throughout the district to voice their input into the instrument. In addition, teachers completed and signed off on their personal professional development plans, in which they included ideas for training needs in order to be effective in their roles as teachers. The results of this process built a foundation for the revised and updated agreement and the design for professional development for the district's annual professional development plan.

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

In keeping with the Master Agreement and the Priority Schools' Agreement negotiated with the Detroit Federation of Teachers' Union, teachers are evaluated and rated highly effective, effective, minimally effective and ineffective based on student achievement and four core elements. Pending the outcome of the evaluation, they remain in the building or are removed.

Principals are evaluated each year and are allowed to remain or are removed based on the outcome of their evaluation. The principal was removed in 2013.

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

Competitive Education Solutions (CES), in collaboration with the Oprep school staff and external experts will provide focused high quality ongoing professional development through multiple methods including job embedded one-on-one sessions, mini summer institutes, workshop series and day long sessions. Sessions will be aligned with teaching Common Core State Standards or the state required curriculum. Each professional development session models research based instructional strategies which provide learning outcomes, collaborative reflections and hands on discovery. Workshop participants will learn "best practices" in teaching and leadership. Some examples are that of teachers developing walkthrough plans to monitor the implementation new instructional strategies, completing analyses of assessment results and formulating student instructional support plans. Walkthroughs will be utilized frequently enough to provide a continuous flow of performance data to allow the leadership team, and instructional teams, to effectively monitor the impact of their instructional planning, teaching strategies and instructional interventions. The expectation is that every classroom will be observed multiple times each week. Walkthroughs will also extend beyond the classroom to identify areas of success and areas of concern throughout the school (hallways, lunchroom, attendance) to monitor the impact on overall school culture and climate.

Professional development sessions will include the integration of research based strategies cited in the body of research on *Effective Schools (Lezotte)*, *Teaching for Rigor: 13 Strategies (Marzano)* *138 Influences Related to Achievement (Hattie)* and *Rigor and Relevant Framework* by William Daggert. Staff members will serve on grade level, horizontal, vertical, content and student support teams which will provide opportunities for collaborative planning, reflective discussions and curriculum alignment discussion to take place. The ultimate goal is to ensure that all students' master content and skills required in a rigorous curriculum-Common Core State Standards. Initially, CES will lead; model and coach research based instructional practices. Then, CES will launch a train the trainer model to build the foundational support for school leadership teams to gradually assume leadership for sustainability purposes.

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

Oprep anticipates using School Improvement Grant funds to provide career incentives and/or flexibility in schedules for teachers and team leaders who display and routinely incorporate research based "best practices" in their classroom that result in improved student achievement greater than the projected annual increases in the core content areas. Funds will also be utilized for staff to attend professional development training/conferences, reward instructional initiatives and provide other interschool based seminars which would further develop teachers' expertise in engaging students in their classroom on a routine basis. Teams of Oprep teachers in collaboration with CES and external partners from local higher education institutions will execute weekly instructional rounds after the first semester to monitor teachers' implementation of new instructional strategies and their effects on improving student achievement. Other incentives aligned with the proposed DFT agreement for improving school and student performance.

**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.**

Beginning with the collection and analyses of achievement, demographic, programmatic and perception data, Oprep staff became immersed in the concept of using data to make informed decisions regarding the identification and implementation of an instructional program to benefit students. Using data reported in the Comprehensive Needs Assessments (CNA) coupled with the perception data, Oprep developed school teams to address achievement goals that align with state academic standards. School teams represent a structural change in operational procedures which includes parents/community that will establish the opportunity for staff members to collaborate and make best use of students' performance data to impact instruction. Content teams in core content areas will meet minimally twice per month to review their planned sequence of instruction. In keeping with Common Core Standards, teachers will ensure that the requirements are not only taught, but also mastered within a specified period of time (two weeks). Short cycle formative assessments provide opportunities for teachers and students to extend or remediate what has been taught. These short cycles serve as benchmarks to identify which students may need interventions, which will lead to Tier I, Tier II and Tier III instruction.

Teachers will discuss among themselves, their success and challenge and plan together to become more effective with students in their classes. The teachers in these teams will have discussions that include 13 instructional strategies to increase rigor by Marzano. Each strategy will be taught at the end of one instructional learning cycle to determine the next steps for teachers to take to determine all students have mastered the content and skills taught. Additionally, teachers will use assessment the results to focus attention on learning gaps and skills that are applicable in multiple curricula areas. Examples include the integration of math and science skills or ELA and social studies skills. The experience of grade level teams in planning integrated curricula activities will inform discussions about how to better sequence presentation of concepts and practices in building and maintaining foundational skills that will positively impact students' academic proficiency levels on Common Core State Standards. Vertical aligned teams provide support for connecting grade level teachers to each other, which ensures that core content areas are void of gaps.

The implementation of two Small Learning Communities-Leadership & Entrepreneurship will focus on improving attendance, motivation and student effort. These implementations will support increasing the achievement levels of all students, especially African American males. This subgroup was identified as having difficulties with achievement as well as attendance.

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

The main emphasis of Oprep's school improvement plan is to improve student achievement in core content areas. The strategy that various school teams will use is to use multiple sources of achievement data to determine what instructional adjustments need to be made that will result in improved achievement. The team approach requires and supports teacher's continuous use of data to inform instruction. All teachers will implement Instructional Learning Cycles (ILC) as they teach Common Core Standards or the state required high school curriculum. Collecting and analyzing data on a continuous basis are necessary steps in the ILC process. These steps aid teachers in determining appropriate levels (Tier I, II or III) of intervention to use for instructional acceleration and/or remediation. On a daily basis or at the end of a lesson, teachers will use teacher made aligned formative assessments to determine whether or not students learned at 80-90% level.

They will also utilize assessment data from benchmark (semester examinations), short cycle (one to two weeks), classroom walkthroughs (one per week), peer observations (one per month), analysis of student work products, surveys of staff, students and community, and external observers with expertise in core areas.

Team leaders and Competitive Education Solutions will serve as catalysts for facilitating discussions and developing hypotheses that will provide cohesiveness and research based solutions in achievement and attendance. An Academic Engagement Specialist position will be created and supported by SIG grant funds, to assist in building school-wide capacity in collecting and analyzing data to sustain these initiatives into the future. Achievement and attendance data will be collected from daily/weekly exercises will be used to focus instruction by providing analysis and immediate feedback to teachers, as well as, students. The data coach will collect and analyze attendance and assessment data on a daily/weekly basis. In order to ensure that all students learn the Common Core Standards, Oprep's staff will use a multi-level prevention system which includes differentiated instruction and three levels of intensity or prevention. The primary prevention level includes high quality core instruction. The secondary level includes evidence-based intervention(s) of moderate intensity. The tertiary prevention level includes individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention. Data analysis and decision making will occur at all levels of RTI implementation and all levels of instruction. Teams use screening and progress monitoring data to make decisions about instruction, movement within the system. Progress monitoring is used to assess students' academic performance, to quantify students' rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. In progress monitoring, attention will focus on fidelity of implementation and selection of evidence-based materials, with consideration for gender responsiveness and recognition of student strengths.

## 9. Provide increased learning time

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

Extended learning time for all students is made possible through the addition of 19 extra days in the school calendar embedded into each marking period to allow extra time to teach, assess, extend and re-teach Common Core State Standards or the state required curriculum. In addition the same process will be used with prerequisite skills in the areas of English, mathematics, science and social studies. Increased learning time will provide students more opportunities to learn. Student's mastery of specified skills will be assessed bi-monthly. Upon mastery of the pre-identified skills, students will be given credit by factoring skill assessment results in with their grades for mastering content.

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

Other activities included in extended learning time are:

- The establishment of an academic center during the regular school day to provide tutorials assistance to students in need of extra academic support at school.
- After-school tutorial support and small group instruction will be available to students after the first marking period ends and continuing during the year.
- Double periods of mathematics for grades 9, 10 and 11 with one period with focusing on grade level core content and the other one emphasizing personalized support for numeracy, algebra and geometry skills.
- Double periods of English Language Arts with one period focusing on grade level core content and the other one emphasizing literacy skills.
- University camps available to students during the summer.
- Computer labs will be available for online courses, tutorials and differentiated learning opportunities.

- Camps will be available to provide students with additional practices in MME/ACT preparation.
  - Academic Enrichment activities that support students engaged in a rigorous curriculum such as Robotics, Academic Games, Chess Club, Debate Team, Drama and Performing Arts.
- c. Teachers to collaborate, plan and engage in Professional Development

Professional Development time will be dedicated every Wednesday as part of the weekly schedule. Students will be dismissed early to allow teachers to meet and engage in professional learning.

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

The establishment of the Oprep/Community Collaborative will be the ongoing mechanism for family and community engagement. This group comprised of parent/community partners, Department of Human Services, foundations, community support agencies, representatives from corporate and higher education agencies will meet once a month to address the needs of students and families in the school. In addition, the SIG grant requires the hiring of a Family Liaison Position and funding to support mental health services. These positions in collaboration with DHS and Oprep's staff, especially the school's counselor and social worker will provide support for students' social-emotional and community-oriented service needs. Oprep will continue to build partnerships with local churches, businesses, universities, community agencies and organizations to unite community support for students in a systematic manner.

Current partners are as follows: Detroit Parent Network, PACSA, United Way, Build-On, Inside-Out, Jaye Hill, City Year, NSO, College 101, Wayne Mediation, Mentor Program 180, Women of Tomorrow, Black Family Development and Male Mentors. The combined efforts of current and future school partners will provide additional coordinated and aligned social-emotional and community services and support for students.

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

Oprep will provide operational flexibility in staffing, calendars, time and budgeting. Operational flexibility will be accomplished through staffing using major roles that focus on improving student achievement, attendance and increasing the graduation rate. Academic Engagement Officer (AEO) will ensure that students have access to courses that they have failed in order to recover credits and keep the cohort groups pure, which also impacts the graduation rate. Flexibility in the calendar and time will be accomplished by adding 19 days to the school year. The addition of 19 extra days in the school calendar embedded into each marking period to allow extra time to teach, assess, extend and re-teach Common Core State Standards or the state required curriculum. Additional operational flexibility will be accomplished by dismissing students at 1:27pm every Wednesday for teachers to participate in mandatory professional development. Another operational flexibility is accomplished by extending the first period class by 30 minutes to include time to teach students cross curricula skills. Budgeting flexibility will be accomplished by giving teachers incentive pay for exceeding the academic targets in the school plan.

Other flexibility opportunities include:

The establishment of an academic center during the regular school day to provide tutorials assistance to students in need of extra academic support at school.

After-school tutorial support and small group instruction will be available to students after the first marking period ends and continuing during the year.

Double periods of mathematics for grades 9, 10 and 11 with one period focusing on grade level core content and the other one emphasizing personalized support for numeracy, algebra and geometry skills.

Double periods of English Language Arts with one period focusing on grade level core content and the other one emphasizing literacy skills.

University camps available to students during the summer.

Computer labs will be available for online courses and blended and differentiated learning opportunities.

Saturday Camps available to provide students with additional practices in MME/ACT preparation.

Academic Enrichment activities that support students engaged in a rigorous curriculum such as Robotics, Academic Games, Chess Club, Debate Team, Drama and Performing Arts.

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

In order to ensure that the school receives ongoing, intensive technical assistance and related support from LEA, SEA or the designated external partner Oprep will provide an annual professional development calendar. Dates, topics, time, professional development locations will be keep on file through agendas, sign-in sheets and minutes. Based on the teacher's, Professional Learning Plans, Oprep will access support and assistance from the SEA, LEA and external providers. The annual professional development calendar will be monitored and updated quarterly.

**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.

Oprep's Instructional Leadership Team in collaboration with community partners will seek funding from foundations and community organizations to support its efforts to attract and retain highly effective instructional staff.

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

The instructional and leadership staff at Oprep will use a researched based practice to institute a system for measuring changes in instructional practices that result from professional development. The preferred system is iObservation developed by Marzano. iObservation is an instructional and leadership improvement system. It collects, manages and reports longitudinal data from classroom walkthroughs, teacher evaluations and teacher observations. Teacher growth and leadership practices inform professional development differentiated to individual learning needs for every teacher and leader to increase his/her classroom effectiveness each year.

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

The 2011 Detroit Public Schools Priority Schools Agreement would be the Detroit Federation of Teachers ensures that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.

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

Using data from the instructional management system (iObservation), benchmarking sessions will be conducted monthly by the Instructional Leadership Team to assess the extent to which the curriculum is implemented with fidelity and to assess the progress students are making towards academic proficiency. Teachers will review the data at least twice a month.

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

The multi-tiered system of support for students and their families consist of academic, socio-emotional, economic, health/wellness, continued education and employment and food/nutrition.

<b>Academics</b>	<b>Socio-Emotional</b>	<b>Economic</b>	<b>Health/Wellness&amp; Food/Nutrition</b>	<b>Continued Education/Employment</b>
Differentiated Instruction	Behavior Intervention	Department of Human Services Support	Dental Program Hearing Program Vision Screening Health Appraisal	Alternative Education for Parents
Tier I, Tier II, Tier III Instruction	Conflict Resolution	Career Planning	Occupational Therapy	Community College and Higher Education Experience for Parents
Project/Process Based Learning	Peer Mediation	Job Shadowing	Speech Therapy	Job Placement Services for Parents (Michigan Works)
Accelerated Learning	Positive Behavior Intervention Supports	Internships	Physical Therapy	
On-Line Instruction		Homelessness	Managing Chronic Illnesses	
Credit Recovery		Family shelter, food and clothing needs	St. John's Health System	
Technology Infused in Instruction			Weekend Food Packages for Families	

Full Inclusion			Community Food Banks	
Tutorial Programs				

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

Oprep uses the state mandated process for placing students in the least restrictive environment. The school collaborates with Evergreen (a school located in the same facility) to accommodate students that may need a more restrictive environment.

7. Use and integrate technology-based interventions.

The leadership team and instructional staff at Oprep will use and integrate technology-based interventions in several ways. Teachers will use technology to assist in routine classroom management support, take attendance, communicate the progress of students and generate reports. With the use of this technology, teachers and students will need assistance in online assessment systems. This technology will also be used to expand course offering through online learning to increase the graduation rate. In English, students will receive supports in the writing process which allows teachers to share lessons they develop and to receive feedback. The instructional style of the teacher will shift from lecture to help students reach proficiency in the Common Core Standards by creating, exploring and designing.

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

Oprep will increase rigor through programs such as learning opportunities through online AP course, concurrent and dual enrollment. Students will be allowed access to application schools or other schools in the district that offer AP or honors courses.

9. Provide summer transition programs or freshman academies.

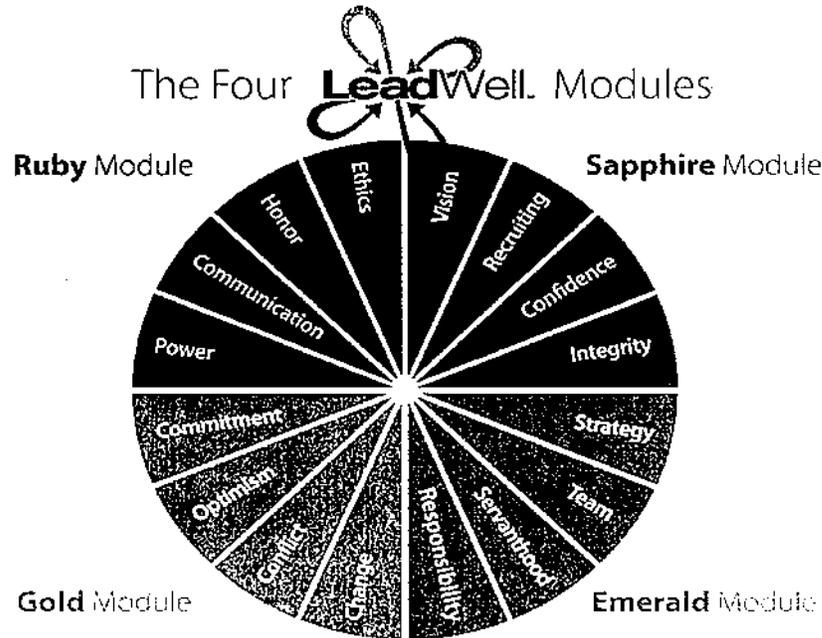
Oprep does not have a feeder school, however staff will implement freshman academy for incoming freshmen.

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

During the next three years, Oprep staff will implement a comprehensive credit recovery program to provide opportunities for students to earn credits needed to graduate within four years. The academic support team will organize and maintain an accountability system for each grade level cohort group. The school is implementing two **Small School Communities** - leadership and entrepreneurship, which will attract and maintain students' interest by involving them in college and career preparation.

Additionally in 2014, Osborn College Preparatory Academy will embark upon the task of expanding the development of the Leadership and Entrepreneurship Learning Communities within the school. The vision for the Leadership Small School is to provide students with real-world experience through the integration and implementation of the **LeadWell** curriculum developed by Dr. Alan Nelson, author of "*Lead Young: What You Need to Know as a Young Leader*" that is based on 16 key leader qualities. Nelson also is a frequent writer for Student Leadership Activities magazine published by the National Association of Secondary School Principals (NASSP). Students will learn how to receive healthy feedback, preparing them for a lifetime of continual

leadership improvement. Following is a copy of the four LeadWell modules:



The Entrepreneurship Small School will expand to include experiences that teach students entrepreneurship in combinations with innovations. Through interactive lectures, short case studies, visits from guest entrepreneurs, and structured activities, students explore the elements of the new venture planning process in an innovative modular format. Each module provides students with the knowledge and tools required to develop a comprehensive planning document for their team's venture idea. The five modules are as follows: 1) New Venture Planning Process; 2) Opportunity Identification and Strategy Formation; 3) Innovation Strategies and Product Development; 4) Leadership, Functional Organization, and Operations; and 5) Financial Planning and Capital Acquisition. At each stage of venture plan development, students learn critical terms, apply tools that support research and decision making, and develop a deep understanding on how each major planning activity fits into formal venture creation.

Students work through a series of structured assignments that correspond with each phase of new venture planning. Students assess the industry and market appropriate for their venture ideas, form competitive strategies, develop new products and services, create sales and marketing strategies, and generate full financial statements. This course also allows its participants to hone critical professional skills including creative problem solving, communication and negotiation, project management, financial analysis, and collaborative leadership.

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

Using data gathered from attendance reports, student progress reports and behavior trackers, the school teams will embrace the students and surround them with the multi-tiered support systems to increase their academic success rate.

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

The multi-tiered level school supports implements safe school environments that meet the students' social, emotional and health needs. Social supports will include partnerships that address tolerance, bullying, acceptance and empathy. Character education, honesty and integrity will help facilitate a more acceptance and nurturing environment. Other programs to help parents interact with their children will be implemented.

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

Oprep is restructuring its school day by adding thirty minutes to the first hour class in order to implement strategies to build student and teacher relationships. This process is made possible as teachers teach cross curricular skills and use strategies in *Making Learning Real* by Carol Miller Lieber. This book outlines practices and procedures that engages all learners in secondary classrooms, topics include, personalized relationships and learning in the classroom, co-create a respectful, responsible high performing and cohesive learning community and meeting adolescence's developmental and cultural needs (etc...)(Lieber).

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

Based on research by the Center on Innovation and Improvement, the following approaches will be used to improve school climate, culture and discipline. Link individual classroom management strategies to the school-wide behavioral support system. Use effective universal classroom management practices for all students and then determine which students need additional support and more individualized interventions. Ensure that relationships between and among students and adults in the school are grounded in respect and trust by providing high expectations, fair and consistent discipline, and by modeling and teaching good social, emotional and academic skills. Collect and use data regarding discipline and school climate to guide decision making. Provide opportunities for celebration and association-face-to-face connection among members of the school community.

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

Not Applicable

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

The school is under new governance. Oprep is a self governing school. Under the self-governing model: DPS will set clear academic and financial goals for each self-governing school. A Governing Council appointed by Emergency Manager Roberts of civic, community, business, government, and local leaders, along with parents, will take responsibility for the performance of the school in partnership with the principal and teachers at this school. Local schools will have control over budget, hiring, curriculum, and operations, with DPS providing careful oversight. Schools will be encouraged to take advantage of the added flexibility and autonomy to pursue learning strategies that they feel will work best for their students. All collective bargaining agreements with DPS will apply.

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