



Attachment III

SIG GRANT—School Building Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: William J. Beckham Academy School Building Code: 136	Mailing Address: 9860 Park Drive, Detroit MI, 48213
School Building Contact for the School Improvement Grant Name: Yolanda Herbert Position and Office: Principal Contact's Mailing Address: 9860 Park Drive, Detroit MI, 48213 Telephone: (313) 852-8500 Fax: (313) 852-8511 Email address: yolanda.herbert@detroitk12.org	
LEA School Superintendent/Director (Printed Name): Robert C. Bobb, Emergency Financial Manager	Telephone: 870-3772
Signature of the LEA School Superintendent/Director: X 	Date: 8 FEB 11
LEA School LEA Board President (Printed Name): Anthony Adams, Esq.	Telephone: 873-7860
Signature of the LEA Board President: X 	Date: 22 Feb 11
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

Section A

1. Possible model to use for analysis of data.

The school should consider evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report. Do not attach the building CNA.

As evidenced by the existing school data, William Beckham is challenged both economically and academically. As a chronically underperforming school, all subgroup performance falls far below state expectations.

Nevertheless, teaching and learning must be the immediate and ongoing focus of school reform efforts. Beckham's targets for improvement will be driven by a comprehensive diagnostic review and theory of action conducted by Pearson K-12 Solutions. The information compiled during this comprehensive school diagnostic will include a five-year longitudinal analysis of all available and pertinent school data. In addition, data collected during the school diagnostics will include, but is not limited to:

- Student Achievement and School AYP
- Instruction and Learning
- Interoperability & Quality of Technology Systems
- Quality and use of Core Curriculum
- Effective use of Data to inform & Plan
- Leadership Effectiveness
- Aspirations & Engagement Culture
- Quality of Community Engagement Plan

The tables below provide a view of the sub group academic performance and further evidence of the need for comprehensive school reform at Beckham Academy. The following is an analysis of the most compelling sub group data:

Fifth Grade -

- Approximately 38% of Economically Disadvantaged and African American Fifth Graders met State Proficiency Standards in math.
- Nearly 55% of the same groups met the State Proficiency Standards in Reading.
- Approximately 35% of the same sub groups met State Proficiency Standards in ELA and an alarming 18% in Writing.
- Students with disabilities fared the worse, with only 12.4% in mathematics, 14.3 % in reading and 9.1% in ELA meeting the State Proficiency Standards.

Fourth Grade –

- Approximately 58% of Economically Disadvantaged and African American Fourth Graders met State Proficiency Standards in Math.
- Nearly 37% of the Economically Disadvantaged and African American students met the State Proficiency Standards in Reading
- Approximately 46% of Economically Disadvantaged and African American students met State Proficiency Standards in ELA and an alarming 15% and 18% respectively in Writing.
- Students with disabilities had the highest mathematics meeting rate for the grade at 67%, but were far below peers with passing rates of 20% in reading and 23% in ELA.

Third Grade –

- Approximately 82% of Economically Disadvantaged and African American Third Graders met State Proficiency Standards in Math.

- Slightly over 68% of the same groups met the State Proficiency Standards in Reading.
- Approximately 50% of the same sub groups met State Proficiency Standards in ELA and 28% in Writing.
- Students with disabilities had a passing rate of 80% in mathematics and 50% in reading.

This analysis of the achievement data clearly indicates the need for an emphasis on quality first instruction, tiered intervention and extended learning opportunities. The following table provides causes of poor academic performance and proposed solutions, as well as the STEP Model components that support the solutions.

Cause of Poor Academic Performance and Proposed Solutions

Cause of Poor Academic Performance	Proposed Solutions	K -12 Solutions Step Model Component
Some staff members lack qualifications, knowledge and skills to support student learning.	Staff participates monthly in differentiated professional development to develop content knowledge and skills. Teachers develop a repertoire of highly engaging high yield instructional strategies	Systematically Plan for School Improvement Develop Instructional Leadership Embed Achievement Support Optimize Conditions for Teaching & Learning Evaluate for Continuous Improvement
Professional development is not aligned strategically with the school improvement plan, as well as all state and district initiatives and frameworks.	Professional development opportunities provided by Pearson and other outside consultants. School improvement plan is aligned to teaching and learning goals that require professional development (PD) for all staff. PD is job embedded and observable in daily instruction.	Systematically Plan for School Improvement Develop Instructional Leadership Embed Achievement Support Evaluate for Continuous Improvement Align Curriculum

Cause of Poor Academic Performance	Proposed Solutions	K -12 Solutions Step Model Component
		Optimize Conditions for Teaching and Learning
Teachers do not fully utilize the data resources available.	Teachers are provided with professional development, support and time to take advantage of all available data to inform planning and differentiate instruction.	Systematically Plan for School Improvement Develop Instructional Leadership Embed Achievement Support Align Curriculum Optimize Conditions for Teaching & Learning Foster Knowledge Driven Decision-making Evaluate for Continuous Improvement
Lack of quality first instruction and tiered interventions to ensure mastery learning for all students, including special education students.	Implementation of professional development and elbow coaching to increase teacher knowledge and skills relative to quality first instruction, tiered instruction and the incorporation of the mastery learning model into daily practice. Provide extended learning time for targeted interventions.	Systematically Plan for School Improvement Develop Instructional Leadership Embed Achievement Support Optimize Conditions for Teaching & Learning Foster Knowledge Driven Decision-making Evaluate for Continuous Improvement
Teachers lack knowledge and skills to differentiate instruction to meet the needs of all students.	Provide professional Development, time for collaboration, and elbow coaching to fully implement differentiated instruction to meet the needs of all students.	Systematically Plan for School Improvement Develop Instructional Leadership Embed Achievement Support Optimize Conditions for teaching and learning

Cause of Poor Performance	Proposed Solutions	K -12 Solutions Step Model Component
		Evaluate for Continuous Improvement
All grade levels are not consistently providing students with opportunities to learn and use a writing process.	Implement a consistent method of teaching writing across grade levels and subjects. Teachers work together to identify/develop writing rubrics and review student work together.	Systematically Plan for School Improvement Embed Achievement Support Optimize Conditions for Teaching & Learning Evaluate for Continuous Improvement
Technology is not optimized to engage and support student learning. Learning	Professional Development in the use of technology for learning.	Utilize Technology for Learning Optimize Conditions for Teaching & Learning Evaluate for Continuous Improvement
The school lacks a comprehensive school-wide student management system.	Provide professional development and supports to implement MiBLISI school-wide.	Systematically Plan for School Improvement Create Collaborative Education Partnerships Emphasize School Culture Optimize Conditions for Teaching & Learning Evaluate for Continuous Improvement
Low attendance rate of 85%	Establish programs and practices to increase student attendance; Utilize an Attendance Officer and Paraprofessional	Systematically Plan for School Improvement Create Collaborative Education Partnerships Emphasize School Culture

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Cause of Poor Performance	Proposed Solutions	K -12 Solutions Step Model Component
		Evaluate for Continuous Improvement
The community is largely uninvolved with the school.	Reach out to community organizations and agencies and ensure they play a key role in the school.	Systematically Plan for School Improvement Create Collaborative Education Partnerships Emphasize School Culture Evaluate for Continuous Improvement

Consider how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

The subgroup which contained students with disabilities, consistently performed the worst on the reading and math compared to the other subgroups over the past three years. When looking at gender, within this subgroup, the females outscored the males in reading and math.

2. School Building Capacity – Resource Profile

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

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

<input checked="" type="checkbox"/> General Funds <input 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 type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input checked="" type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input checked="" type="checkbox"/> Special Education
Other: (\$40,000 School Improvement Grant, \$179,000 Pre-implementation funds) www.michigan.gov/schoolimprovement			

3. School Building Commitment

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

a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.

The District holds high expectations for all students, identifies essential curriculum content, and makes certain it is sequenced appropriately. Beckham Academy must ensure that planning and teaching is aligned to the district curriculum and that the curriculum is taught effectively using best practices and research based strategies. A variety of formal and informal assessments, aligned to the curriculum, must guide instructional decisions and monitor learning to measure mastery of content objectives. William Beckham Academy has written multiple documents such as the Comprehensive Needs Assessment, School Improvement Plan, Ed Yes, etc to articulate and demonstrated their support for systematic positive change and are determined and willing to be the change agents. They are committed to providing world-class educational standards, and a curriculum that fosters critical thinking, problem solving, and the innovative use of knowledge to prepare students for high school, college, and the world of work.

The staff at William Beckham Academy, through their employment with Detroit Public Schools and their affiliation with Detroit Federation of Teachers Union (DFT), has established an agreement focused on the formation of Priority Schools. Priority Schools intend to offer a rigorous educational program that includes extended day learning and measurable expectations to drive school reform.

To implement the Priority Schools' reform, an agreement was established between the District, individual school (principal) and the Union, with provisions to

accommodate the necessary and unusual requirements to implement the needed change for reform:

- creative teaching methods
- acceleration of improved student achievement as measured by MDE standards
- creative scheduling
- dedicated staff assigned to each school
- extended school day/extended year
- parental and community involvement.

Staffing at Priority Schools is on an application basis. A district Selection Committee has determined criteria for the selection of school staff. Interested Detroit Federation of Teachers members must apply for assignment to a Priority School and be selected via an interview by the Selection Committee. This process allows qualified candidates to seek a position to serve within a targeted Priority School. Beckham Academy will closely monitor this process and cooperate fully to ensure highly qualified and effective teachers are in every classroom.

As a Priority School, our teachers will be presented with the option of remaining at the school and supporting the turnaround, or becoming automatically eligible to interview for jobs at up to two other Priority Schools. Following the priority school guidelines and the Turnaround model, no more than 50% will be rehired. The former principal interviewed staff over the summer to establish who would return. To determine the effectiveness of staff interested in working within the turnaround environment, the principal will conduct walkthroughs and teacher observations. Ongoing data will be collected to measure the degree of teacher effectiveness, including student growth data. Those teachers who are not interested in working at William Beckham Academy, or who are unable to support the processes described in this school improvement application, will be placed in an eligibility pool for non-Priority Schools.

In order to retain and recruit skilled staff, various strategies will be implemented.

For example:

- Financial incentives, such as additional pay for afterschool, Saturday and summer work.
- Distributed leadership to provide increased opportunities for promotion and career growth and to have a voice in guiding the school in new directions.
- Flexible working conditions to include, but not limited to, release time within the school day for collaborative planning and professional development opportunities.

With assistance from K-12 Solutions, a new governance structure will be adopted that will include the formation of an Instructional Leadership Team (ILT). The K-12 Solutions Achievement Advisor will provide support for the turnaround model and the principal is committed and willing to support the proposed efforts to effect change as described in this plan.

Through a thorough and collaborative planning process, William Beckham Academy will be in compliance with all the requirements of the Turnaround model by:

- Having in place a principal new to the school.
- Developing teacher and school leader effectiveness through support from our external partner, Pearson K-12 Solutions.
- Implementing comprehensive instructional reform strategies.
- Extending learning time and creating a community-oriented school utilizing district initiated supports of summer school, extended learning, district level literacy coaches, and reading recovery.
- Maintaining principal oversight to maintain operational flexibility and sustained support with issues of overstaffing, calendar-time, and budgeting to implement the comprehensive approach as provided in the

collective bargaining agreement initiatives from DFT and Detroit Public Schools.

- Implementing strategies to motivate and retain staff.

The current principal, new this year, has planned a missioning/visioning process in collaboration with Pearson K- 12 Solutions. The staff and school community will define values and beliefs aligned to high expectations and commit to the daily practices that are necessary to realize the school's goals. A strong mission and vision must be collaboratively written that motivates the school community to transform from a culture of compliance to one of commitment. This will include defining and refining a language of instruction to communicate the commitment to increasing performance expectations within the context of a positive and caring learning environment.

b. Explain the district and school's ability to support systemic change required by the model selected.

Our plan recognizes that systemic change necessitates an assessment of the strengths and challenges experience by our staff so we can leverage our collective expertise to implement the goal of dramatic, sustainable and positive change. Pearson K-12 Solutions will provide ongoing, high quality job-embedded staff development aligned with our instructional program, so that teacher learning becomes embedded with classroom practices. Our school diagnostics will determine the strengths and areas of concern around content pedagogy and set the course for the delivery of professional development to affect the change required in all content areas. Beckham Academy is prepared to partner with Pearson K-12 Solutions and begin a collaborative process, customized to the needs of our students and our school, and supported through resources that will optimize conditions of teaching and learning. At the beginning of the school year, the staff was provided with Opening Notes that outlined the yearly expectations for student achievement. Yearly expectations were also included in individual

teacher's syllabi and given to students and parents. Parents, students, and teachers signed a Parent/Student/Teacher compact that made all parties involved aware of their responsibilities. We will collaboratively develop a customized Implementation Plan that is informed by a comprehensive process that begins by describing our present reality and defining what we want to achieve. We are confident that the scientifically and evidence based strategies will be effective for reaching the widely shared outcomes; therefore, we support a partnership with K-12 Solutions to implement the STEP model to build capacity and ensure continuous growth and progress for all of our students.

DPS Instructional math and literacy Coaches will provide on-going "at elbow" support for our teachers ensuring that professional development activities become embedded in classroom practice; ensuring that the support is aligned with the instructional program and state standards. Pearson K-12 Solutions will provide an ongoing Coaches Boot Camp for DPS Coaches and assist coaches as they begin their work in classrooms. The Boot Camp will provide coaches with a comprehensive set of skills and strategies to effectively work in classrooms, promoting the school improvement initiative and positively effect the academic achievement of students at Beckham Academy. We believe that our turnaround plan will allow us to build capacity for sustaining continuous improvement utilizing and building the following elements:

- Developing instructional leadership as a crucial component of effective and sustained turnaround. Our comprehensive Leadership Institute will provide research-based strategies and support for a strong launch and preparation of a leadership action plan. Leadership knowledge building will continue throughout the year through weekly meetings with the Achievement Advisor and monthly STEP principal cohort conversations and trainings.
- The K-12 Solution team will train, mentor and support Detroit educators to become effective Instructional Literacy and Math Coaches (IC). This training

includes a Coaching Boot Camp, ongoing “at elbow” support from our Instructional Advisors who “coach the coaches” to build capacity and effectiveness within their instructional support, and with bi-monthly daylong training. The Instructional Coaches will continually model effective instructional practice for our teachers so that they acquire the skills and knowledge necessary to support the continuous improvement of our instructional program throughout the school. We will develop an effective Instructional Leadership Team (ILT) so that practices and protocols will be embedded within our work culture, thereby distributing leadership to enable each teacher to become a knowledge driven decision maker.

- Improved committee structures and practices will enable us to effectively link home, school, and the community in supporting student achievement.
- A positive school culture will communicate and support high aspirations and expectations for all by establishing organization structures, commitments and daily practices that align with learning focused environment.
- Our teachers will collaborate in small learning communities employing the Learning Team (LT) model. Our teachers will have Grade-level meetings in which they will look at student’s work and use that as a focus of the meeting. Using rubrics as part of an established protocol, teachers looked at student work in using writing assessments from the Quarterly Benchmark Assessment. They discussed various strategies to work on a common understanding of constitutes quality student work. This will be expanded to examine student writing across the all curricula. The teachers are allotted time on designated Wednesdays and Fridays during their common prep time which fosters a climate of collaboration. Teachers also receive time for collaboration during professional development opportunities. Coaches from WRESA, our Literacy Coach and Technology Coach effectively mentor, plan, and model lessons with new teachers that join our faculty and current staff to support their becoming focused on meeting the needs of each student. Coaches will also work with teachers to identify achievement gaps

and analyze student learning using data. Data will be gathered from MEAP, DIBELS, Accelerated Reading, Accelerated Math, Benchmark Assessments, and teacher-created assessments. The coaches and teachers use this data to target student learning in order to guide instruction and make use of effective practices.

- In Years 2 and 3, K-12 Solutions will mentor and support teachers leaders to assume the role of Learning Team advisor providing for the seamless transition once the external provider has stepped away.

Following this grant cycle, DPS will continue to develop school and teacher leaders.

Following this grant cycle, DPS will continue to support school level coaching.

4. School Improvement Intervention Plan—5 page limit

Describe in narrative form the building plan for implementing the intervention model selected.

With an effective principal and a committed staff, the BELL program, WRESA, and together with the Pearson K-12 Solutions team, we can implement responsive and proactive school improvement initiatives that specifically address the significant needs identified in our MDE Comprehensive Needs Assessment (CNA), the Pearson Comprehensive Diagnostic Review and other data sources. The Pearson K-12 Solutions STEP (School Transformation/Turnaround Education Partnership) Model was selected because it is comprehensive, research based, aligned to the DPS Academic Plan, an MDE approved provider and provides strong pre-implementation support. The Pearson STEP model integrates 10 research supported core elements:

Systematically Plan for School Improvement - K-12 Solutions builds on the MDE CNA by collecting additional data through the following action steps:

- Perform a comprehensive diagnostic review including qualitative data from classroom observations; school-wide focus groups; interviews and

surveys; analysis of lesson plans, walk-throughs, interoperability of technology systems and quality of the community engagement plan.

- Create and commit to a mission/vision focusing all improvement efforts.
- With our school, K-12 Solutions team will customize the STEP model and facilitate a Theory of Action involving teachers, school improvement team members, and parents. Our Implementation and Evaluation Plan will create the framework to monitor, manage, and report outcomes throughout the improvement initiative using data to inform best practices. The data that was used was MEAP, DIBELS, Quarterly Benchmark Assessments, Accelerated Reading and Math, and teacher-created assessments. The data will be disaggregated into various strands.

Develop Instructional Leadership - Without effective leadership, schools are less likely to address practices that impact student achievement in a coherent and meaningful way (Marzano et al., 2005iii). The following action steps will be included in this component:

- Develop leadership skills via a five day Leadership Training Institute.
- The Pearson Achievement Advisor will provide ongoing mentoring and assistance to the principal to develop capacity within the principal. The Instructional Leadership Team (ILT) will be formed to guide the work of job-alike teams in year one; transition to Learning Teams (LT) in year two;
- The school leadership team will attend a Leadership Conference for Blue Ribbon schools, for training in processes and protocols for becoming a Blue Ribbon school.
- Lead staff members have been designated to identify specific needs the school has with relation to school improvement. These staff members will co-facilitate staff meetings.
- The STEP model will provide our principal and teachers with the knowledge and management skills for effective instruction that leads to student and teacher success and sustained improvement.

Create Collaborative Education Partnerships - School reform initiatives have a greater chance of being enacted and sustained when the community is actively engaged as an empowered change agent (Arriaza,2004iv). To make school partnerships a reality, we will:

- We will identify a Parent/Community Engagement Specialist who will coordinate all activities related to parent and community involvement.
- We will bring faculty, staff, parents, business, and community leaders together with administrators to form an effective education partnership.
- Key community representatives will be invited to meet quarterly with representatives of our faculty, staff, parents, and principal as the STEP Advisory Committee. This committee will participate in planning and problem solving leading to accountability, buy-in, rigorous implementation, and the sustainability to deliver the expected outcomes.

Emphasize School Culture - Evidence suggests that the best intended efforts to turn around schools and enhance student learning and achievement do not succeed if school culture is ignored. The following action steps will place an emphasis on school culture:

- Gather data about student, teacher and parent aspirations for the students at William Beckham Academy and identify gaps in perception that may exist among the groups and identify root causes of any problems that surface.
- Hire a Parent/Community Engagement Specialist who will:
 - Monitor the home/school connection and increase parent engagement; seek community resources to support students/families.
 - Coordinate volunteer activities in support of student learning.
 - Coordinate & facilitate activities with the LSCO Chair to design Math, Science, & Reading nights for all parents.
 - Identify and support parenting and community education classes.

- Build community support by seeking and securing young males for a student mentoring program and volunteers to help fill voids identified within the school
- Utilize available technology to access student information online
- Collaboratively create solutions to the following issues: attendance, expulsions, suspensions and alternatives,

Embed Achievement Support - Our teachers and principal will receive direct, onsite guidance from the K–12 Solutions team. The STEP model includes a dedicated achievement support team of local, onsite Achievement Advisor and DPS Instructional Coaches to serve as models, mentors, and oversee the implementation Plan. Our school received pre-implementation funds. Those funds will be used to run our program our MEAP Institute that will be held in the summer. Also, we will have a Summer Institute for our instructional staff on a variety of workshops that are job-embedded.

- The Achievement Advisor will act as coach for the principal and link to the Instructional Coaches. The Coaches will produce logs on a common worksheet and provide feedback on what teachers are doing.
- DPS Instructional math and literacy Coaches will provide on-going “at elbow” support for our teachers ensuring that professional development activities become embedded in classroom practice; ensuring that the support is aligned with the instructional program and state standards. Pearson K-12 Solutions will provide an ongoing Coaches Boot Camp for DPS Coaches and assist coaches as they begin their work in classrooms. The Boot Camp will provide coaches with a comprehensive set of skills and strategies to effectively work in classrooms, promoting the school improvement initiative and positively effect the academic achievement of students at Beckham Academy.

Align Curriculum - In a well-functioning school, curriculum, assessment, and instruction are closely aligned so that what is written is taught, and what is taught

is effective. When even one of the components is out of alignment, instruction is less than effective. To ensure alignment of the curriculum:

- During the diagnostic phase, the curriculum will be audited to determine alignment and quality. If misalignment is evident, the K-12 Solutions team will work with Beckham Academy to effectively align our school's curriculum with Michigan standards to build an aligned, supportive pipeline to prepare students for transition from grade to grade.
- Teachers are taught to unwrap the standards and identify clear learning targets aligned to the standards and specific students' needs.
- Targets will be taught to mastery with the support needed to make sure every student is able to meet the expectations.

Optimize Conditions for Teaching and Learning – The process begins by:

- Observing teacher performance, delivering targeted professional development accompanied by coaching
- Creating opportunities for collaborating for improving instruction
- Improve the ability of teachers to effectively manage classrooms
- School-wide management support systems will be identified. Gaps will be addressed to ensure classroom environments that provide the conditions in which teachers can teach and students can learn. Students will be provided with Student Planners for Years 1- 3 to help them organize and manage their learning targets.

Foster Knowledge Driven Decision-Making - Collecting, analyzing, and using a variety of data types effectively are important components of accountability and school improvement. To support this process we will:

- Provide teachers with professional development to become informed, collaborative data users
- Create benchmark assessments with assistance from the K-12 Solutions team using the current DPS Interim Assessment System, Learning Village, to create formative assessments.

- Facilitate the use of data tools for understanding and improving our practice.

Utilize Technology for Learning - Teachers need easily accessible, accurate, reliable, and timely assessment data to become knowledge driven decision makers who can personalize instruction to insure that all students are learning.

Teachers will be provided with:

- training to retrieve information from data systems fluently
- professional development to examine how technology is used to enhance instruction and extend learning opportunities for students
- access to technology for accessing data. The data will be used to determine how instruction can be modified for differentiation, interventions, enrichment, and acceleration of the curriculum. Technology training will include, but not be limited to:
 - Training on the effective use of SMART boards for student learning
 - Use of document cameras to vary the delivery of instruction and to model learning targets and the display of exemplars.

Evaluate for Continuous Improvement - Our Evaluation Plan is aligned with our customized Theory of Action and Implementation Plan, and is created as part of the planning process described in STEP 1. Building in evaluation during the planning process will save valuable time and resources by identifying the information needed for monitoring implementation. This will include:

- Providing feedback to stakeholders regarding progress
- Identifying the need for a change of course in a timely manner
- Documenting short-, mid-, and long-term outcomes

5. External Provider Selection

Describe the process the building will use to select external providers or note that the school will select external providers from the MDE pre-approved list.

Detroit Public Schools conducted a needs assessment and aligned it with the comprehensive support provided by the external partner provider. Pearson K12 Solutions was selected from the MDE preapproved list.

6. Alignment of Resources

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

Beckham Academy will align building and community resources to facilitate implementation of our school redesign plan. This will take coordination and integration of federal state, and local programs and resources.

Federal, state and local programs and resources support the school improvement initiatives by providing and fostering a sense of cooperation and communication among families, communities and schools. Together, they provide funding for staff and parent involvement, information about nutrition, healthcare, mentorship, after school programs, free meals, tutoring, and other supports to increase student learning and achievement. The goal is to transform our schools into family strengthening institutions.

The current programs at Beckham Academy are:

- Male mentorship program
- Boy Scouts
- 21st Century Program
- Title 1, Part A- Improving Basic Programs (PD, Parent Involvement, Shared decision making)
- Title1 School Improvement (making progress on school improvement plans (low achievement on MEAP test)

Funds and Initiatives They Support –

Title 1, Part A funds, support the school's improvement initiatives by encouraging parental involvement, providing professional development

opportunities for the staff and financing incentives for attracting and retaining highly qualified teachers and staff. Professional development is further supported by providing the resources to bring in speakers and outside vendor that offer goods and services that are aligned to the improvement plan.

The services provided by Wayne RESA are also leveraged to enhance school improvement activities. Wayne RESA assists the school in the delivery of targeted professional development as well as support to meet school-wide reading and writing goals.

Beckham Academy seeks out federal state and local programs and services to serve the needs of our school and community. The preschool programs will continue to work with the PNC Bank program entitled, *Grow up Great*. Grades 3 – 5 enjoy the services and programs of the Male Mentorship Program, Violence Prevention, and Boy Scouts.

Beckham Academy has the 21st Century program which is funded by the state.

Other community resources and volunteer organizations serving Beckham Academy are: Burger King, Triangular Hardware, Xperience, Inc., Impact Church, Little Caesar and Detroit Public Library.

Beckham Academy takes special care with volunteers by requiring them to complete a police clearance. In addition, they are provided with training to effectively tutor students in small groups. They are also encouraged to assist in day-to-day operations such as the arrival and dismissal of students, parking, and lunchroom supervision.

Libraries and community colleges have a pivotal role in the learning community. Through an adult and community education program parents are able to earn their GED's. Our library provides parents and students access to the Internet to

research jobs or to complete assignments. Books, music and movies are available for check out free of charge. Community colleges provide parents with the opportunity to earn an Associate's Degree.

7. Modification of local building policies or practices

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

The School District of the City of Detroit (DPS) and the Detroit Federation of Teachers, negotiated a successor agreement focused on enhancing student achievement through Instructional Reforms, Economic Reforms, and Operational Reforms. In order to develop specific recommendations in the area of instructional reform, procedures have been established for the development of Priority Schools.

The Priority Schools intend to offer a rigorous educational program, which includes extended day/year and measurable expectations. Some examples include 120 minute Literacy block, 90 minute Math block, BELL program, 21st Century program, and Saturday tutoring. The District will provide all adopted instructional materials to effectively address the educational and instructional needs of students. There are modified policies and practices implemented through the district such as the 120 minute literacy block, the

Cooperation between the District and the Union, will make it possible to accommodate necessary and unusual requirements in order to implement creative teaching methods; acceleration of improved student achievement as measured by MDE standards; creative scheduling; dedicated staff assigned to each school; extended school day/extended year; and parental and community engagement.

Schools are determined to be Priority Schools based on, but not limited to the following criteria:

- Student performance of standardized tests
- Student attendance
- Transiency
- Chronic discipline and/or violence concerns
- Adequate Yearly Progress (AYP) Status
- Other provisions identified by No Child Left Behind (NCLB)

Special provisions for Priority Schools include, but are not limited to, the following:

- Schools identified as Priority Schools will participate in Shared Decision-Making Program as outlined in the collective bargaining agreement. Upon the selection of the staff, each Priority School will select a School Leadership Team (SLT) as described in the collective bargaining agreement.
- Members selected for the Priority Schools must be Highly Qualified in their content areas.
- Teachers in Priority schools shall be required to complete prescribed professional development as designed to meet the instructional needs of the school.
- Flexible working conditions may be necessary to accommodate special requirements in the school.

In addition to the modifications to the collective bargaining agreement described above, Beckham Academy will modify local building policies and practices to address attendance issues, school-wide behavior management programs, flexible work schedules, a more rigorous set of teacher expectations, and a focus on lesson plan development to ensure the development and implementation of clear learning targets, high-yield instructional strategies, quality first instruction, differentiation, interventions and enrichment. Adjustments to the school master schedule will be implemented to create protected time for the establishment of

professional learning communities and job embedded professional development.

8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2011-2012 school year.

STEP MODEL SERVICES, ACTIVITIES & DELIVERABLES – Service Level 2

Detailed Timeline of School Turnaround Education Partnership (STEP) Activities	
Phase I: Leadership Development and Instructional Coach Training	
October 2010-January 2011	
Start-Up Activities (Timeline)	Start-Up Deliverables
<ul style="list-style-type: none"> • Conduct meetings to prepare SIG applications • Conduct district-level meetings to confirm and clarify contract expectations with district administrators. • Kick-off Leadership Institute • Recruit, select, and train Achievement Advisor and Instructional Advisor(s) 	<p>Collaborative development and submission of SIG Applications and SIG Budgets</p> <p>Two district-level meetings to prepare for implementation with the participating district administrators</p> <p>STEP model presentation at each school site.</p> <p>Mission/Vision/Values Workshop at each school site. Development of “Language of Instruction” at each school site.</p> <p>Leadership Institute</p> <p>Coaching Boot Camp for District employed Instructional coaches in STEP schools.</p>
Phase II: Diagnostic Evaluation and Planning for Implementation	
Year One Activities (Timeline)	Deliverables

Detailed Timeline of School Turnaround Education Partnership (STEP) Activities	
<ul style="list-style-type: none"> Analyze school documents to support comprehensive diagnostic analysis Conduct onsite diagnostics—observe classrooms, review lesson plans, conduct interviews and focus groups, administer surveys to students, teachers, and parents, and review student artifacts for alignment to curriculum/level or rigor Complete longitudinal student achievement analysis Analyze all achievement and perception data; interpret data and present findings in a comprehensive report Summarize findings in Diagnostic Report for each school Facilitate Theory of Action with School Improvement Team and collaboratively develop Action Planning Scope of Work aligned to School Improvement Plan 	<p>Diagnostic Evaluation Report measuring school progress on STEP school improvement continuum</p> <p>Presentation about diagnostic findings to each school's administration and faculty.</p> <p>Comprehensive School Action Plan for school improvement aligned to School Improvement Plan</p> <p>Evaluation Plan aligned to School Action Plan</p> <p>Embedded Achievement Advisor and Instructional Coach Advisor(s) as onsite support for principal, school improvement team and teachers</p>
Phase III: Launch of the Implementation Plan	
January 2011-June 2011	
Year One Activities (Timeline)	Year One Deliverables
<ul style="list-style-type: none"> Provide monthly, full-day principal cluster meetings to create a common language of leadership for STEP implementation and leading school turnaround at DPS designated facility. Provide onsite support (Achievement Advisor and Instructional Advisor(s)) to improve teaching and learning conditions identified in the initial district-planning meeting that require targeted support Provide site-based weekly mentoring and coaching support to site-based DPS instructional coaches to ensure coaching practices are effective and embedded with research-based practices delivered during coaching boot camp training and ongoing coaching professional development sessions. The Pearson Instructional 	<p>Monthly Cluster Meetings for the school administrator(s) from each participating school led by K-12 Solutions Staff member and K-12 Solutions Advisor. Syllabus provided for each monthly Principal Leadership Institute. Materials supporting monthly Principal Leadership Cluster meetings provided for attendees, including books, binders, handouts.</p> <p>Weekly PD sessions for the DPS instructional coaches.</p> <p>Weekly coach the coach sessions. Pearson Instructional Advisors conduct classroom walkthroughs with site-based DPS instructional coaches to collect classroom</p>

Detailed Timeline of School Turnaround Education Partnership (STEP) Activities	
<p>Advisors will conduct weekly classroom walk-thru's with the site-based instructional coaches to determine appropriate coaching strategies and monitor instructional growth. The Pearson Instructional Coach Advisors will ensure accountability for site-based instructional coaches through weekly coaching logs, classroom observation data reports, and direct consultation regarding strategies to build coaching capacity and instructional effectiveness. The Pearson Instructional Coach Advisors will focus on content pedagogy, research-based high yield instructional strategies, and building a common Language of Instruction within every classroom.</p> <ul style="list-style-type: none"> • Support the embedded team through progress monitoring calls, remote and onsite support from senior K–12 Solutions team members. • Collect online VAL-ED data from principal, teachers, and principal's supervisor. AA meet with principal/DPS supervisor to collaboratively analyze VAL-ED report and design personalized professional development plan • Achievement Advisor monitor and support principal's professional development plan (weekly) • Build leadership capacity through job-embedded training and coaching by the Achievement Advisor, including weekly full-day meetings to look at data, conduct learning walks, and focus on teacher support (weekly) • Achievement Advisor and principal collaboratively plan Building ARP Implementation Team meetings (monthly) • Facilitate and train Building ARP Implementation Team through regular meetings (monthly) • Continuously collect data to monitor progress against School Improvement Plan • Establish community partnerships and parent groups, and define purpose and 	<p>observation data, provide coaching support of DPS instructional coaches to ensure coaching methodology obtained from trainings is utilized to build instructional capacity.</p> <p>Weekly coaching logs are completed by DPS on-site instructional coaches and analyzed by Pearson Instructional Advisors. Weekly coaching goals are discussed and Pearson Instructional Advisors provide materials</p> <p>Weekly school site-specific services delivered by Instructional Advisor(s) and Achievement Advisor to each school, including classroom coaching support, professional development modules, data meetings, and curriculum development</p> <p>Monthly school site-specific services for each school, including a planning meeting between the Achievement Advisor and school site administrative team</p> <p>Baseline VAL-ED assessment provided for all principals to quantify professional growth plan.</p> <p>Personalized professional development plans created, supported, and monitored for all principals using VAL-ED data</p> <p>Facilitation of the school's monthly ARP meeting by the Achievement Advisor in collaboration with the principal. Attend district ARP Implementation Team meetings (monthly)</p> <p>Establishment of community partnerships and committees to support the school improvement Implementation Plan, with scheduled meeting dates.</p>

Detailed Timeline of School Turnaround Education Partnership (STEP) Activities	
<ul style="list-style-type: none"> role of committee and development of sub-committee's turnaround plan needs (determined during district-level consultation to smoothly integrate with in-place committee structures) Facilitate development of clear learning targets with on-site instructional coaches aligned to DPS pacing calendars and assessment schedule in conjunction with identified teacher teams from each school in reading and math (SIG funding targeted for substitute teachers to enable teacher participation). Achievement Advisor confers with principal to collaboratively evaluate professional growth based on VAL-ED data and other data points, including student achievement Develop annual evaluation report Implement interim formative assessments and provide teachers and administrators with training in the use of data to inform instruction Conduct progress-planning meetings (weekly) Provide progress reports on leadership and school's progress (monthly) 	<p>Monthly project management reports to the district by the Program Manager</p> <p>Evaluation of each year of program implementation and outcomes at each school that requires preparation and publication of annual reports (including reports on implementation status of school improvement plan, an overall implementation checklist from each site, surveys of teacher participants, institute evaluations, example work products from each site, and analysis of assessment results)</p> <p>Two district-level meetings to prepare for LT implementation with the participating district administrators</p> <p>Two half-day meetings for LT introduction and institute preparation for school administrators, delivered the semester prior to the semester they begin implementation</p> <p>Five-day Summer Teacher workshop focused on strategies identified within the STEP action plan with identified DPS staff.</p>
Phase IV: Continued School Improvement Implementation and Introduction of Collaborative Workgroups	
July 2011-June 2012	
Year Two Activities (Timeline)	Year Two Deliverables
<ul style="list-style-type: none"> Assess progress, strengths, and weaknesses and co-develop plans for the next school year Conduct two-day Summer Instructional Leadership Institute for ILT and the principal from each STEP school Support development of lesson plans aligned to DPS curriculum guides for reading and math, with identified groups of teachers in conjunction with identified teacher teams from each school (the school district provides workspace and compensates teachers for their 	<p>Two-day Instructional Leadership Institute for ILTs from all participating schools, delivered each summer of the project</p> <p>Five-day Summer Teacher Workshop focused on strategies identified within the STEP Implementation Plan</p> <p>Continued refinement of curricular guides with identified school staff</p> <p>Monthly regional meetings for the school</p>

Detailed Timeline of School Turnaround Education Partnership (STEP) Activities	
<ul style="list-style-type: none"> participation) Conduct summer workshops, as defined by diagnostic process (the school district provides a facility and compensates teachers for participation in workshops) Provide onsite support (Achievement Advisor and Instructional Advisor(s)) to improve teaching and learning conditions identified in the diagnostics that require targeted support Create and support conditions for teaching and learning (Ongoing) Develop site leaders through monthly meetings, onsite coaching, and personalized professional development (Monthly) Support the development of positive school culture for student aspirations and community engagement through mentoring, modeling, and direct instruction (Ongoing) Continuously collect data to monitor progress and inform instruction (Ongoing) Build effective teacher collaboration by establishing Learning Teams (LT) workgroups, settings, and protocols led by an onsite facilitator (as readiness is achieved) Implement, measure, monitor, and adjust improvement elements in the LT setting (Ongoing) Instructional Advisor(s) provide regular classroom support (Ongoing) Achievement Advisor provides regular school support (Ongoing) Achievement Advisor and principal collaboratively plan Building ARP Implementation Team meetings (Monthly) Attend District ARP Implementation Team meetings (Monthly) Collect online VAL-ED data from principal, teachers, and principal supervisor twice each year Collect data to monitor progress of leaders (Ongoing) Achievement Advisor confers with 	<p>administrator(s) from each participating school, Principal Institutes led by K–12 Solutions senior staff member and Achievement Advisor</p> <p>Monthly school site-specific services delivered to each school, including a planning meeting between the Achievement Advisor and school site administrative team, participation in the school's monthly ILT meeting by the K–12 Solutions Achievement Advisor, and visitation to one teacher workgroup at each site each week by the K–12 Solutions Advisor</p> <p>VAL-ED assessment provided for all principals twice a year to quantify professional growth Personalized professional development plans created, supported, and monitored for all principals using VAL-ED data</p> <p>Facilitation and training of monthly Building Instructional Leadership Teams at each school by the DPS School Improvement Coaches in collaboration with the principal</p> <p>Monthly reports to the district by the Pearson Program Manager.</p> <p>Evaluation of each year of program implementation and outcomes at all participating schools, including preparation and publication of annual reports (including reports on implementation status of school improvement plan, an overall implementation checklist from each site, surveys of teacher participants, institute evaluations, example work products from each site, and analysis of assessment results)</p> <p>Monthly coordination meetings with district office to coordinate the project, evaluate implementation, assist with building coherence around other district initiatives, and plan for sustaining the work in the future</p>

Detailed Timeline of School Turnaround Education Partnership (STEP) Activities	
<p>principal to collaboratively evaluate professional growth based on VAL-ED data and other data points including student achievement (twice each year)</p> <ul style="list-style-type: none"> • Provide progress reports on leadership and school's progress to the ARP monitor (Monthly) • One-day Follow-Up Instructional Leadership Institute (Winter) • Implement intensive school cluster in-house advisor training program. <ul style="list-style-type: none"> ○ 	<p>Yearly one-day Follow-Up Instructional Leadership Institute for ILTs from all participating schools, delivered each winter of the project</p>
July 2012-June 2013	
Year Three Activities (Timeline)	Year Three Deliverables
<ul style="list-style-type: none"> • Assess progress, strengths, and weaknesses, and co-develop plans for the next school year • Conduct two-day Summer Instructional Leadership Institute to include ILT and principal from each STEP school • Continue to develop and refine curriculum guides for reading and math with identified groups of teachers, in conjunction with identified teacher teams from each school (the school district provides workspace and compensates teachers for their participation) • Conduct summer workshops, as defined by diagnostic process (the school district provides the facility and compensates teachers for participation in workshops) • Provide onsite support (Achievement Advisor and Instructional Advisor(s)) to improve teaching and learning conditions identified in the diagnostics that require targeted support (Ongoing) • Continue to develop site leaders through monthly meetings, personalized professional development, and onsite coaching (Ongoing) • Support the development of positive school culture for student aspirations and community engagement through mentoring, modeling, and direct instruction (Ongoing) 	<ul style="list-style-type: none"> • Two-day Instructional Leadership Institute for ILTs from all participating schools, delivered each summer of the project • Five-day Summer Teacher Workshop focused on strategies identified within the STEP Implementation Plan • Continued refinement of lesson plans with identified school staff. • Monthly regional meetings for the school administrator(s) from each participating school, led by K-12 Solution staff members and Achievement Advisor • Monthly school site-specific services delivered to each school, including a planning meeting between the Achievement Advisor and school site administrative team, participation in the school's monthly ILT meeting by the DPS School Improvement Coach, and a visit to one teacher workgroup at each site each week by the Achievement Advisor or Instructional Coach Advisor. • Evaluation of each year of program implementation and outcomes at all participating schools, including preparation and publication of annual reports (including reports on implementation status of school improvement plan, an overall implementation checklist from each site, surveys of teacher participants, institute evaluations, example work products from

Detailed Timeline of School Turnaround Education Partnership (STEP) Activities	
<ul style="list-style-type: none"> Continuously collect data to monitor progress and inform instruction (Ongoing) Build effective teacher collaboration by establishing LT workgroups, settings, and protocols led by an onsite facilitator (Ongoing) Implement, measure, monitor, and adjust improvement elements in the LT setting (Ongoing) Achievement Advisor provides regular school support (Ongoing) One-day Follow-Up Instructional Leadership Institute (Winter) 	<ul style="list-style-type: none"> each site, and analysis of assessment results) Monthly coordination meetings with district office to coordinate the project, evaluate implementation, assist with building coherence around other district initiatives, and plan for sustaining the work in the future Yearly one-day Follow-Up Instructional Leadership Training Institute for ILTs from all participating schools, delivered each winter of the project

9. Annual Goals

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

	Current Proficiency Rate	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	88.5%	89%	90%	95%
Mathematics	76.9%	78%	80%	85%

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

Beckham Academy has ongoing, collaborative efforts where they engage with parents and the community on a regular basis. A meeting was held with community leaders, parents, teachers, union representatives, and business leaders. The District's plan was presented to them and they were allowed to

comment and give input on how to make the application and turnaround plan stronger. The community was also engaged during the development of the Academic Plan and Master Facilities Plan, both of which were essential parts of the School Improvement application and the intervention model. The Detroit Board of Education passed a resolution approving the School Improvement Grant. Beckham Academy also collaborated with parents, teachers, Leadership Team and Pearson Education in preparing this School Improvement Application on a monthly basis.

11. Sustaining Reforms

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

Pearson's STEP Model is delivered in four phases that work synergistically to deeply embed the necessary elements for sustained change.

Phase I—Diagnostic Evaluation, Planning, and Start of Implementation

Pearson's comprehensive STEP model includes two components specifically designed to create a comprehensive view of the set of potential metrics for success; collaborate on the creation of a custom implementation and evaluation plan; and, then use those plans to evaluate and demonstrate success. We start by Systematically Planning for School Improvement through a process where we seek to understand the unique needs of Beckham Academy. This process includes a needs analysis that we call a comprehensive school diagnostic evaluation. Through this process, we uncover the root causes of chronic school and student underperformance and create an action plan to remove the obstacles and barriers, while building the capacity for sustained school improvement.

Phase II—Leadership and Teacher Development

The Pearson K-12 Solutions team will lead a Principal Leadership Institute for key administrators to gain leadership skills necessary to lead the STEP model and sustain continued school improvement growth. Also during Phase II, the STEP model provides extensive and intensive professional development customized for each school, differentiated for each teacher and targeted to meet the goals of the implementation plan. Our professional development programs focus on building instructional capacity to accomplish the following:

- Unwrapping the standards to clarify content, learning skills, and performance expectations for mastery learning and developing aligned curriculum guides that explicitly direct teaching
- Developing a Language of Instruction to create a school-wide vision of effective learning routines and instructional practices consistently executed to accomplish grade level student learning.
- Implementing elements of effective instruction and instructional strategies the correlates highly to student learning and sustained student engagement throughout the lesson
- Improving the academic achievement of diverse student population through evidence-based professional development programs in mathematics, literacy, response to intervention (RTI), and for English Language Learners (ELLs)
- Using data to inform instruction and personalize student learning

During Phase II, a strong set of practices is developed, reinforced and embedded into the school culture, building the school and staff capacity to sustain the school improvement initiative once Pearson steps down from the contracted engagement.

Phase III—Continued Leadership Development and Collaborative Teacher Learning

While all elements within the STEP model are addressed within the implementation plan and supported by the embedded achievement team, Phase III solidifies and builds the Learning Teams (LT) environment. LT provides a collaborative instruction model that brings together teachers to learn from each other, refine their skills to improve student performance, and self assess their progress. Based on 15 years of research conducted in public schools, LT helps establish an infrastructure of leadership and ongoing professional development that encourages teacher input, engages teachers to refine their teaching and produce better student results. Learning Teams not only improves student achievement and school culture, but also builds within schools the capacity to continuously improve teaching and student learning and sustain a challenging, collegial, and productive work environment that promotes teacher development and retention.

Following the grant funding cycle, the activities described in this phase will be supported and funded through school, district, state and Title I Funding.

Phase IV: Building Internal Capacity for Sustained and Continuous Improvement

Our goal in the first two years of the project is to build sufficient foundations of achievement and capacity to allow for continued and sustainable progress and to set the stage for our eventual step down process. During each phase, we use an integrated program evaluation process to carefully monitor progress and to serve as the basis for ongoing adjustments and improvements to the customized STEP for a given school site or district. Pearson's STEP will provide Beckham Academy with the knowledge, strategies and skills necessary to monitor progress and improve instruction.

Section B.

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

* See Attachment B – Turnaround

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12.

Example:

Year 1 Pre-Implementation	Year 1 Implementation	Year 2	Year 3	Three-Year Total
\$	\$	\$	\$	\$

Section D.

Baseline Data Requirements

Fill in the data requested. MDE is required to send this information to USDOED on a yearly basis.

USDOE Baseline Data Requirements

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

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	Turnaround
Number of minutes in the school year	
Student Data	
Dropout rate	N/A

Student attendance rate	
For High Schools: Number and percentage of students completing advanced coursework for each category below	N/A
Advanced Placement	N/A
International Baccalaureate	N/A
Early college/college credit	N/A
Dual enrollment	N/A
Number and percentage enrolled in college from most recent graduating class	N/A
Student Connection/School Climate	
Number of disciplinary incidents	
Number of students involved in disciplinary incidents	
Number of truant students	
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	
Teacher Attendance Rate	

Fiscal Information

The MDE has asked for (and been granted) a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Budgets must be submitted for school years 2011-2012, 2012-2013, and 2013-2014.

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 and will begin in Fall 2011.

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

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

Attachment B—Turnaround Model

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

1. Replace the principal

The principal was replaced at the beginning of the 2010 – 2011 school year. She is committed to the school turnaround process and has been instrumental in the development of the turnaround plan and the SIG application.

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.

As a Priority School (described earlier in this document), Beckham Academy has the opportunity to attract and retain the most highly qualified teachers to staff the school. With the planning process for turnaround in place prior to the hiring of the 2011 – 2012 school year, perspective teachers can be screened according to their ability and willingness to support the turnaround plan and the professional commitment it will take.

3. Screen all existing staff and rehire no more than 50 per cent.

Since the principal and assistant principal will remain at the school, they have a year's worth of knowledge and observations about the existing staff. In addition, the school redesign and improvement plan will be complete and public, and teachers will have a clear set of expectations should they request to stay at Beckham Academy for the 2011 – 2012 school year. The following criteria will be used to screen current staff who wish to be remain at Beckham Academy:

- Review of previous and current performance evaluations
- Review of student performance indicators
- Willingness and ability to support and implement all school improvement initiatives

- Willingness and ability to participate in distributed leadership
- Willingness and ability to collaborate in job-alike work groups and Leadership Teams
- Willingness and ability to actively participate and implement professional development beyond a superficial level
- Ability to implement a standards based curriculum and data driven decision making

4. Select new staff.

A committee comprised of administration, certified and classified staff, parents and community members will select the new staff. Interview questions will be developed in accordance with the standards set forth by the DPS and DFT agreement. All interview and selection procedures will be in compliance with the agreement.

5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.

In order to retain and recruit skilled staff, various strategies will be implemented. For example:

- **Financial incentives**, such as additional pay for afterschool, Saturday and summer work, and a performance pay incentive stipend
- **Shared decision making** to provide increased opportunities for promotion and career growth and to have a voice in guiding the school in new directions
- **Flexible working conditions** to include, but not limited to, release time within the school day for collaborative planning and professional development opportunities
- **Extended day and year opportunities**
- **High quality and job-embedded professional development**

- **Selective hiring and retention process** so that teachers are surrounded by like-minded teaching professionals with high expectations for themselves and all students

6. Provide staff ongoing, high-quality, job embedded PD aligned with instructional program and designed with school staff.

Job-embedded professional development refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009).

The STEP model provides extensive and intensive professional development customized for each school, differentiated for each teacher and targeted to meet the goals of the implementation plan. Our professional development programs focus on building instructional capacity to accomplish the following:

- Unwrapping the standards to clarify content, learning skills, and performance expectations for mastery learning and developing aligned curriculum guides that explicitly direct teaching
- Developing a **Language of Instruction** to create a school-wide vision of effective learning routines and instructional practices consistently executed to accomplish grade level student learning.
- Implementing elements of effective instruction and instructional strategies that correlate highly to student learning and engagement
- Improving the academic achievement of diverse student populations through evidence-based professional development programs in mathematics, literacy, response to intervention (RTI), and for English language learners (ELLs)
- Using data to inform instruction and personalize student learning

7. Adopt a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)

With assistance from K-12 Solutions, a new governance structure will be adopted that will include the formation of an Instructional Leadership Team (ILT). The K-12 Solutions Achievement Advisor will provide support for the turnaround model and the principal is committed and willing to support the proposed efforts to effect change as described in this plan.

8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards.

Pearson's comprehensive STEP model includes two components specifically designed to create a comprehensive view of the set of potential metrics for success; collaborate on the creation of a custom implementation and evaluation plan; and, then use those plans to evaluate and demonstrate success. We start by Systematically Planning for School Improvement through a process where we seek to understand the unique needs of Beckham Academy. This process includes a needs analysis that we call comprehensive school diagnostic evaluation. During the diagnostic school evaluation, an extensive review is conducted within the following areas:

- Consistency and quality of classroom practices, routines, and teaching strategies
- Curriculum implementation that is aligned horizontally and vertically from one grade level to the next
- Effectiveness in the use of data to inform instruction, personalize learning, and allocate resources
- School organization and collaboration effectiveness—including processes for peer development and priority setting, school calendar, and scheduling

- Quality and fidelity of curriculum implementation—including identification of gaps in curriculum, teacher plans and alignment of teacher work to state standards

Borman et al. (2003) note the strong relationship between the quality of comprehensive school reform implementation and positive effects on education outcomes. The systematic approach to STEP planning and implementation we use has many benefits. It requires methodical thinking and planning, which highlights areas of strength and weakness and therefore allows schools to think through possible scenarios to identify potential barriers and support to successful program implementation.

9. Promote continuous use of student data to inform and differentiate instruction to meet student needs.

William Beckham Academy is committed to using data and scientifically based research to guide tiered instruction for all students to master the curriculum. We will maximize our use of formative assessments such as district-wide formative benchmarks (Learning Village), Accelerated Math, Accelerated Reading, DIBELS, short-cycle formative assessments, chapter tests, and Storytown. Our staff will use data to promote continuous improvement and to differentiate instruction to meet the student needs. After analyzing our reading scores and identifying the root causes, we will include “Reading to Learn” strategies across all content areas.

As our staff becomes more skilled at using assessments to plan and deliver effective instruction, we will engage in continuous monitoring and reflective practices. By collecting a variety of data, we will have a clearer picture of both root and secondary causes that explain the gap between current performance and desired performance.

With the guidance of our Pearson partners, the Beckham Academy staff will use

all available data to inform and plan tiered instruction for all students based on the Michigan State Standards. Learning Teams will provide the structure for team meetings and will focus on data driven decision-making and the teaching and learning cycle. An Instructional Leadership Team (ILT) will be put in place to serve as a link between each school team and administration to review data, provide resources, guidance, and support.

We will utilize staff and specialists to help each teacher implement differentiated instruction to meet student needs according to student data. The data will be used by teachers to group students in the classroom for differentiated instruction and to supply extra support for at risk students. It will also be posted inside the classroom so students and parents can monitor progress. Learning Village will be used by staff, parents and students to access and use data for increase test scores.

10. Establish schedules and implement strategies that provide increased learning time.

Time and the school calendar play an important role in student learning outcomes and in creating community- oriented schools. Beckham Academy seeks to provide opportunities that support the needs of all learners, maximize the use of school facilities, and extend and enrich learning experiences beyond the traditional school day, school calendar or school building. STEP will help our school define and optimize opportunities for increasing learning time and building community-oriented schools. We will maximize the use of technology supported instructional tools so that learning is not limited by the school calendar or the walls of the school. In addition, the Beckham plan specifically identifies provisions for extended day instruction to enhance the current Detroit Public Schools offering. It is the intent of Beckham Academy to extend after school programming to Tier II students who may need corrective instruction and even Tier I students who would excel with enrichment opportunities. This

programming will be supported by an Extended Learning Coordinator who will register students, monitor attendance, seek and secure parent involvement/participation in the extended day programming, conduct student interest surveys, support the collection of student diagnostic data to inform instruction and monitor student progress.

The Beckham Academy extended day will provide opportunities for both intensive intervention as well as fine arts programming to provide the needed academic support, along with a high interest and motivating component, to encourage and sustain participation. These programs will be coordinated with extended day opportunities already in place:

- Extended Day programs supported by the 21st Century Grant. This program provides tutoring for grades 3, 4, and 5. The tutoring, limited to 45 students, works on reading, writing and math. Two periods are programmed for extended day; one is academic and the other is for enrichment.
- K-5 Tutoring program by Salome – External Provider
- Extended Year – Summer School
- Block Scheduling – 90 minutes for math, 120 for English Language Arts

11. Provide appropriate social-emotional and community-oriented services and supports for students.

We work with the whole school community to build a civic culture that strengthen relationships and supports the social and emotional well being of students and staff. Inner-city schools face different challenges, with common themes, and quick fixes do not exist. School must be a safe, respectful, and caring place to foster effective teaching and learning conditions, and parents and other community stakeholders play an integral role in creating a positive school culture. Involving key stakeholder groups that include parents and community

leaders to address issues and consider solutions, empowers these leaders to advocate for solutions beyond the capabilities of the school alone.

In order to increase capacity building and have longer sustainability monthly meetings will be conducted with the coaches to receive feedback on what's going on in the teacher's classrooms. The leaders and staff will be retained through incentives and opportunities for advancements and promotions.

When the K–12 Solutions team begins working in a school, they evaluate the current learning environment. Included in this evaluation are surveys that gather perception data from students, parents, and staff to monitor and address changes in expectations and aspirations for all students. Student aspirations have been linked to achievement and student's beliefs about the relevance of school to their future goals.

Conditions critical in fostering and maintaining student aspirations include: 1) belonging; 2) heroes; 3) sense of accomplishment; 4) fun and excitement; 5) curiosity and creativity; 6) spirit of adventure; 7) leadership and responsibility; and 8) confidence to take action. Districts targeting these eight conditions report higher attendance and decreased dropout rates (QISA, 2009a).

This process will identify the necessary strategies (programs, resources, services) that are needed to close existing gaps. The strategies will become embedded into the School Improvement Plan and supported by the development of an action plan. The action plan will be appropriately supported by our embedded team (through professional development, facilitation activities) to ensure successful outcomes.

To further meet the social-emotional needs of students, community oriented services will be offered through Beckham Academy. The Local School

Community Organization (LSCO) will be encouraged to provide opportunities and training to increase parent participation in LSCO sponsored events. Boy Scouts, Girls Scouts and the Boys to Men mentoring programs will be supported and welcomed by the school and staff.

The following items are permissible elements of the turnaround model. Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)

1. Any of the required and permissible activities under the transformation model
2. A new school model (themed, dual language academy, etc.)

Establishment of a Theme Based School Emphasizing the Integration of the Arts

Beckham Academy will become a school using the integration of the arts to increase student achievement. The research is clear that integrating the arts can have a significant impact on learning. Beckham students will have the opportunity to take classes in music, art, dance, and the performing arts. To assist teachers in integration of the arts into the core curriculum areas, an Arts Integration Specialist (AIS) will be added to the staff. The AIS will work with students and teachers to include the arts into teaching and learning activities in the following ways:

- Providing additional opportunities to differentiate the curriculum
- Addressing differing learning styles
- Supporting the socio-emotional growth in student
- Providing creative outlets for students
- Encouraging students to become more engaged in learning
- Building positive school culture, reducing behavior issues
- Helping the brain make connections to learning
- Encouraging parent participation

- Providing teachers opportunities to collaborate with performing arts teachers to enrich their lessons

ARRA School Improvement Grant (SIG) II 2011 Budget Detail

For Beckham, William Academy

110 - Basic Programs

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
111 - Basic Programs – Elementary	Cost of 1 Transition Teacher to conduct diagnostics of new students and create educational plans, orientation into the school for new students , transition students to classroom, schoolwide diagnostics within computer lab, generate data reports for teachers and create and maintain schoolwide data walls @ Salary of \$72516, HLDV @ \$12497 and fringe benefits at 28.31%	1	\$72,516	\$33,026					\$105,542
111 - Basic Programs – Elementary	Cost for computer software licensing to assist in providing extended learning opportunities, Ed Helper				\$500				\$500
111 - Basic Programs – Elementary	Cost of supplies(ink cartridges and toner for copiers needed to support instruction using technology					\$10,000			\$10,000
111 - Basic Programs – Elementary	Cost of admission for 200 students @ \$7-10 per field trip , per grade level(1st-6th) to the Henry Ford Museum, Detroit Science Center, Detroit Zoo, Educational Musicals and Educational performances and academic game @ \$3000				\$21,000				\$21,000
111 - Basic Programs – Elementary	Cost of 10 paraprofessionals, Salary each at \$12916, HLDV \$12497 plus fringe benefits at a rate of 28.31%, totaling	10	\$129,160	\$161,535					\$290,695
111 - Basic Programs – Elementary	Cost for purchase services from Neighborhood Legal Services of Michigan to provide 20 Hrs wk for 9 month services to students in the Male and Female Mentorship program and the Street Law program @ approx \$120 hr, totaling \$72000 plus consumable supplies, educational materials, videos, pamphlets, alcohol & drug awareness sminar and awards @ \$31200				\$103,200				\$103,200
111 - Basic Programs – Elementary	Cost of the Bell Program Extended Day Program - a researched-based, educational after school experience fro childre in grades k-8. Students learn in small group environments from highly trained staff of educators, The program is for 28 weeks, 3 days per week,2.5 hours per day . Salaries for the Bell Program site managers, lead teachers, tutors and support salaries total \$281,600 plus benefits totaling \$ 37200				\$318,800				\$318,800

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Beckham, William Academy

111 - Basic Programs – Elementary	Supplemental supplies needed for the 200 students attending the Bell Extended Day Program at \$198.00 per student					\$39,600			\$39,600
111 - Basic Programs – Elementary	Cost of supplemental textbooks, lined paper, copier paper, stapler/staples, pens, toner, pencils, and folders needed for 600 students @ \$31.36 per student					\$18,814			\$18,814
111 - Basic Programs – Elementary	Cost for the 2 week, 5 hrs per day MEAP Institute- 6 teachers @ \$28.90 hr and 3 paraprofessionals and 3 noon hour aides @ \$7.40 plus fringe benefits at a rate of 28.31%	600h	\$10,890	\$3,082					\$13,972
	Sub-Total	11/600h	\$212,566	\$197,643	\$443,500	\$68,414			\$922,123

210 - Support Services – Pupil

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
211 - Support Services – Pupil – Truancy/Absenteeism Services	Cost for 1 Assistant Attendance Agent who provides services to students with attendance programs. Salary \$16,948, HLDV \$12497 and fringe benefits at a rate of 28.31%	1	\$16,948	\$17,295					\$34,243
211 - Support Services – Pupil – Truancy/Absenteeism Services	Cost of 1 Attendance Officer - needed to provide personal follow up with students and families with chronic tardies, truancy and absence issues. An attendance officer will make home visits, court appearances and keep records of chronic attendance issues. Needed because 15% of the student population was absent during the 09-10 school year, resulting in the school not making AYP. Attendance a problem for the last 3 consecutive years. Sal. \$60539, HLDV \$12497 plus fringes at 28.31%	1	\$60,539	\$29,636					\$90,175
211 - Support Services – Pupil – Truancy/Absenteeism Services	Cost of supplies and materials for truancy/absenteeism: motivational prizes and incentives to be given to students with truancy/absenteeism program who show an improvement in attendance and achievement-incentives/prizes will consist of gift cards for books, museums, educational movies, most improved in academics and attendance for 200 students. Supplies and materials for the H.O.T (Here On Time) program @ \$15 per student					\$3,000			\$3,000

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Beckham, William Academy

211 - Support Services – Pupil – Truancy/Absenteeism Services	Cost of mileage reimbursement @ .51 per mile for the Attendance Officer who service to eligible Title I students with attendance problems.				\$3,000				\$3,000
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Sub-Total		2	\$77,487	\$46,931	\$3,000	\$3,000			\$130,418
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Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
212 - Support Services – Pupil – Guidance Services	Cost for 1 Counselor to address the needs of the student population in the are of positive student behavior with and emphasis in conflice resolution, bullying and drug prevention. Will also focus on providing services in the area of academic achievement as students matriculate from elementary to middle school, and then to high school. Will also help students deal with self asteem & homelessness issues & work in close relation with the social worker. Sal \$72516, HLDV \$12497 fringes @ 28.31%	1	\$72,516	\$33,026					\$105,542
Sub-Total		1	\$72,516	\$33,026					\$105,542

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
213 - Support Services – Pupil – Health Services	Cost of 1 school Nurse- needed to reduce absentism by providing intervention for students and their families regarding health care needs or health related issues impacting student attendance. The school nurse will support student success by providing health care assessments, health education, intervention and follow up for all children with the school setting. Salary @ \$72516, HLDV @ \$12497 plus fringe benefits at a rate of 28.31%	1	\$72,516	\$33,026					\$105,542
213 - Support Services – Pupil – Health Services	Health Care Supplies to be used by school nurse to assist with the everyday school illnesses and injuries that may occur. Bandages, defibulators, gloves and other medical supplies					\$1,000			\$1,000
Sub-Total		1	\$72,516	\$33,026		\$1,000			\$106,542

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Beckham, William Academy

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
214 - Support Services – Pupil – Psychological Services	Cost for 1 school Psychologist- needed to evaluate students who have already been dignosed as special needs students and to participate on the RCT team to sreen possible special needs students who have been referred by the instructional staff. Salary @ 72516, HLDV \$12497 and fringe benefits at 28.31%	1	\$72,516	\$33,026					\$105,542
	Sub-Total	1	\$72,516	\$33,026					\$105,542

220 - Support Services – Instructional Staff

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
221 - Improvement of Instruction	Cost of 1 Math Coach to support math contents and pedagogy with classrooms, support math lessons, work with grade level teams in the planning of mathematics instruction, identify and conduct math interventions. Salary @ \$72516, HLDV \$12497 and finge benefits at a rate of 28.31%	1	\$72,516	\$33,026					\$105,542
221 - Improvement of Instruction	Cost of professional development workshop stipends for 35 teachers @ \$23.82 hr plus fringe benefits at a rate of 28.31%, totaling \$38510 and 21 paraprofessionals @ \$7.40hr plus fringe benefits at a rate of 28.31%, totaling \$7178 to attend 9 workshops @ 4hr per workshop. Writing using 6 + 1 traits, Math-using Accelerated Math, Reading using Acecelated Reading, Science science fairs, Intergrating Tech. using data director, zangle and learning village	2016h	\$35,607	\$10,081					\$45,688
221 - Improvement of Instruction	Cost for refreshments at 9 professional development workshops for 65 participants @ approx. \$8.55 per participant					\$5,000			\$5,000
221 - Improvement of Instruction	Cost of an outside consulting company (Pearson k-12 Solutions Partner Provider) a district approved Educational Partner Provider to focus on improving instruction, diagnosing student learning challenges, and helping teachers improve their practice. They provide direct support and development of teachers and building leadership effectiveness in core instructional areas in an ongoing manner.				\$217,600				\$217,600

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Beckham, William Academy

221 - Improvement of Instruction	Cost of an Academic Engagement Specialist to assist with behavior referrals, to assist teachers with instructional issues and provide support. Salary @ \$74,424, HLDV @ \$12497 plus fringe benefits at a rate of 28.31%	1	\$74,424	\$33,566					\$107,990
	Sub-Total	2/2016h	\$182,547	\$76,673	\$217,600	\$5,000			\$481,820

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
225 - Computer-Assisted Instruction	Cost of technology : promethean Smart Boards 5 @ \$2000 each, totaling \$10000, 10LCD Projectors @ \$500 each, totaling \$5000, 1laptops @ \$1200, 1 printer @ \$250 and 20 Sony E-Readers @ \$300 each, totaling \$6000					\$22,450			\$22,450
225 - Computer-Assisted Instruction	Cost for 6 copiers to support supplemental programs. 2 for the teachers lounge, 2 for the Media Center and 2 for the Man office staff @ approx. 3300 each					\$20,000			\$20,000
	Sub-Total					\$42,450			\$42,450

270 - Pupil Transportation Services

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
271 - Pupil Transportation Services	Cost for 48 buses @ \$250 per trip to transport students in grades 1st thru 6th to the Henry Ford Museum, Detroit Science Center , Detroit Zoo, Musicals and Educational Performances				\$12,000				\$12,000
	Sub-Total				\$12,000				\$12,000

280 - Central Support Services

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
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ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Beckham, William Academy

283 - Staff/Personnel Services	Cost for the Principal @ \$44.87 hr plus fringe benefits at a rate of 28.31%, totaling \$2073 and Asst Principal @ \$32.50 hr plus fringe benefits at 28.31%, totaling \$1501 to provide administrative support at 9 professional develop workshops, 4hrs per workshop	72h	\$2,785	\$788		\$3,573
283 - Staff/Personnel Services	Cost for the principal @ \$45hr and one clerical @ 28 hr plus fringe benefits at a rate of 28.31% to provide administrative and clerical support in the 28 week, 3 days a week, 2.5 hrs per day Bell Extended Day Program	420h	\$15,330	\$4,340		\$19,670
283 - Staff/Personnel Services	Professional Development for Principal ASDC, MDE Conference, Arts School Network Conference. ASCD- Summer conference registration @ \$495, airfare @ \$600, Hotel \$200 nightly for 4 nights, totaling \$800 & hotel transport @ \$100, Fall conferences : MDE conf registration @ \$495, airfare @ \$600, Hotel @ \$200 nightly , 4 nights & hotel transportation @ \$100. Art School Network conf registration @ \$2000, airfare @ \$700, hotel @ \$200 nightly , 8 nights, hotel trans. @ \$100, per diem \$70 day for 8 days				\$8,950	\$8,950
283 - Staff/Personnel Services	Cost for the 2 week, 5 hrs per day MEAP Institute- 1 Principal @ \$45 hr and 1 Clerical @ \$21.70 hr plus fringe benefits	100h	\$3,335	\$944		\$4,279
	Sub-Total	592h	\$21,450	\$6,072	\$8,950	\$36,472
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	Sub Total	18/3208h	\$711,598	\$426,397	\$685,050	\$119,864
	Indirect Cost (Max Allowed: 4.45%)					\$0
	Grand Total					\$1,942,909
	Allocation					\$0

SCHOOOL IMPROVEMENT GRANT DESCRIPTION FORM

Beckham Year 1

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	Conferences for Principal, Asst. Principal, Teachers, and Members of the School Leadership Team.	30,000
		SUPPLIES & MATERIALS	Textbooks, paper, pencils, folders	18414
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
120	Instruction – Added Needs	SALARIES	Cost for (1) Math Coach to support math content and pedagogy with classrooms; support math lessons; work with grade level teams in the planning of mathematics instruction; identify and conduct math interventions @72,516 Academic games @3,000. Costs of Transition Teacher to conduct diagnostics of new students and create educational plans; orientation into the school for new students, transitions students to classroom, schoolwide diagnostics within computer lab, generates data reports for teachers; creates and maintains schoolwide data walls @72, 516	148,032
		BENEFITS	Pension/Insurance/Taxes	33,698
		PURCHASED SERVICES	Salaries for BELL PROGRAMS EXTENDED DAY 2.5hrs. Site Managers, Lead Teachers, Tutors, and Support Salaries \$281,600, Benefits for BELL PROGRAM EXTENDED DAY, Site Managers, Lead Teacher, Teachers, Tutors, and Support Staff \$37,200, BELL PROGRAM EXTENDED DAY-Administrative expenses and program support expenses \$49,800	368,800
		SUPPLIES & MATERIALS	Supplies for BELL PROGRAM EXTENDED DAY-Curriculum, assessment materials, and program supplies	39,600
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
210	Pupil Support Services	SALARIES	Assistant Attendance Agent who provides services to students with attendance programs	35,584
		BENEFITS		22,217
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	2 Laptops at @ \$1200 ea.; printer @ \$250; copy/lined paper pencils, note pads, stapler/staples, pens, toner \$400	1850
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
211	Truancy/Absenteeism	SALARIES	An Attendance Officer is needed to provide personal follow up with students and families with chronic tardies, truancy, and absence issues. Furthermore, an attendance officer will make home visits, court appearances, and keep records of chronic attendance issues. We must have this component because 15% of the student population was absent during the 2009 -2010 resulting in the school not making AYP. Attendance has been the issue for the last three consecutive years. Opportunity Room (In-school detention)	40,674
		BENEFITS	Pension/Insurance/Taxes	23,514
		PURCHASED SERVICES		

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		SUPPLIES & MATERIALS	Cost of supplies and materials for truancy/absenteeism: motivational prizes and incentives to be given to students with truancy/absenteeism programs who show an improvement in attendance and achievement-incentives/prizes will consist of gift cards for books, musuems, educational movies, most improved in academics and attendance for 200 students. Supplies and materials for the H.O.T. (Here On Time) program	3,000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Mileage Reimbursement cost (.50 per mile) for Attendance Officer who service to eligible Title 1 students with attendance problems.	\$3,000
212	Guidance Services	SALARIES	A school Counselor is needed to address the needs of the student population in the area of positive student behavior with and emphasis in conflict resolution, bullying, and drug prevention. The counselor will also focus on providing services in the area of academic achievement as students matriculate from elementary to middle school, and then to high school. He/she will also help students deal with self asteem and homelessness issues and work in close relation with the social worker.	72,516
		BENEFITS	Pension/Insurance/Taxes	32,129
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
213	Health Services	SALARIES	A school nurse is needed to reduce absentism by providing intervention for students and their families regarding health care needs or health related issues impacting student attendance. The school nurse will support student success by providing health care assessments, health education, intervention, and follow up for all children within the school setting.	72,516
		BENEFITS	Pension/Insurance/Taxes	32,129
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	Health Care Supplies Cost for supplies to be used by school nurse to assist with the everyday school illnesses and injuries that may occur i.e., bandages, defibulator, gloves etc.	1,000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
214	Psychological Services	SALARIES	A school Psychologist is needed to evaluate students who have already been dignosed as special needs studnets and to partiapipte on the RCT team to screen possible special needs students who have been referred by the instuctional staff.	72,516
		BENEFITS	Pension/Insurance/Taxes	32,129
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
216	Social Work Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		OTHER EXPENDITURES		
220	Instructional Staff Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
221	Improvement of Instruction	SALARIES	Cost of Professional development workshops for Principal, Assistant Principal, Teachers, and School Service Assistants	50,000
		BENEFITS		
		PURCHASED SERVICES	Pearson K-12 Solutions Partner Provider	217,600
		SUPPLIES & MATERIALS	Food for Professional Developments	5000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
225	Instruction Related Technology	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	Costs for computer software licensing to assist in providing extended learning opportunities i.e. Ed Helper	500
		SUPPLIES & MATERIALS	Promethean Smart Boards (2,000 X 5= 10,000) LCD Projectors (500 X 10=5,000), Son E-Readers (300 x 20=6,000) Ink cartridges, toner for copiers \$10,000	31,000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
227	Academic Student Assessment	SALARIES	MEAP Institute- (1) Principal, (1) Assistant Principal, (6) Teachers (1) Secretary, (3) SSAs, (3) Noon-hour aides for 5 hours	14,000
		BENEFITS		
		PURCHASED SERVICES	Educational Fieldtrips to Henry Ford Museum, Detroit Science Center, Detroit Zoo, Plays, Musicals, and other liver performances	30,000
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
230	General Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
232	Executive Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
240	School Administration	SALARIES	Professional Development for Principal ASCD, MDE conferences, Arts School Network Conference, and institutes. Summer Conference Registration fee, \$495, Flight \$600, Hotel (\$200 X 4=\$800). Hotel transportation \$100. Fall Conference Registration fee \$495, Flight \$600, Hotel (\$200 X 4=\$800). Hotel transportation \$100. Art School Network Conference \$2,000, Flight \$700, hotel 8 x \$200= 1600, hotel transportation \$100, food per day 8 x 70 a day= \$560 Total \$4960	90,173
		BENEFITS	Academic Engagement Specialist is needed to assist with behavior referrals, to assist teachers with instructional issues and provide support.	35,409
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
250	Support Services Business	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
257	Internal Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
266	Operation and Maintenance	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	6 Copiers	20000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
280	Central Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
281	Planning, Research, Development and Evaluation	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
283	Staff/Personnel Services	SALARIES	School Service Assistants Salary and Benefits 10 x \$32,000	\$320,000
		BENEFITS		

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
300	Community Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	Male Mentorship @ 72,000 Neighborhood Legal Services of Michigan: Street Law. Includes 600 contact hours of straight instruction, consumable supplies, educational materials, videos pamphlets, alcohol & drug awareness seminar, and awards @\$31,200	103,000
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
311	Community Services Direction	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
331	Community Activities	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
			TOTAL	\$2,000,000.00

Attachment VII

School Improvement Partnership Agreement

This School Improvement Partnership Agreement (“SIPA”) is entered into by and between Michigan Department of Education (State) Wayne RESA (ISD/RESA/ or other partner(s) and Detroit Public Schools (“LEA”). This agreement establishes a framework of collaboration, as well as articulates specific roles and responsibilities in the implementation of an approved plan of work to access Federal School Improvement Grant funds for Low Performing Schools under the American Recovery and Reinvestment Act (ARRA).

I. SCOPE OF WORK

The Scope of Work defines the actions and reform measures the Qualifying LEA agrees to implement under one of these four federally-defined options: Turnaround, Restart, Transformation or Closure. The model selected by Detroit Public Schools and Beckham Academy is TURNAROUND;

II. PROJECT ADMINISTRATION

A. QUALIFYING LEA RESPONSIBILITIES

Implementing the tasks and activities described in the ARRA Federal School Improvement Grant, the LEA will:

- 1) Choose to implement one of four options identified in this agreement and develop a corresponding plan.
- 2) Actively participate in all relevant meetings, communities of practice, or other practice-sharing events that are organized by the State of Michigan Department of Education (State) or its designee.
- 3) Post to any website specified by the Michigan Department of Education, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the ARRA Federal School Improvement Grant.

- 4) Participate, as requested, in any evaluations of this grant conducted by the Michigan Department of Education or United States Education Department (ED).
- 5) Be responsive to Michigan Department of Education (or its designee) or ED requests for information including status of the project, project implementation, outcomes, and any problems anticipated or encountered.
- 6) Participate in meetings and telephone conferences with the Michigan Department of Education or its designee to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the ARRA Federal School Improvement Grant, and (d) other matters related to the ARRA Federal School Improvement Grant and associated plans.
- 7) Each school shall establish a new leadership team composed (but not limited to) of the principal, classroom teachers who lead a grade level, a multiage team or subject-matter-area team, supplementary support personnel, and at least two community members who engage the community in the transformation. Each school-based team shall also have a liaison member representing the Michigan Department of Education or its designee.

B. INTERMEDIATE SCHOOL DISTRICT/REGIONAL EDUCATIONAL SERVICE AGENCY or OTHER DESIGNATED PARTNER RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the partner or partners that elect to sign this memorandum of agreement to support the low performing school(s) shall:

- 1) Work collaboratively with, and support the LEA in carrying out the LEA Plan as identified in this agreement.
- 2) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 3) Identify sources of technical assistance as needed.

C. JOINT RESPONSIBILITIES

- 1) The ISD/(R)ESA or other partner(s) and the LEA will each appoint a contact person for the ARRA Federal School Improvement Grant.
- 2) These key contacts from the ISD(R)ESA or other partner(s) and the LEA will maintain frequent communication to facilitate cooperation under this partnership agreement.

D. STATE RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the State will:

- 1) Work collaboratively with, and support the LEA and supporting ISD/(R)ESA or consortium of ISDs/(R)ESAs or other partner(s) in carrying out the School Plan as noted in this agreement.
- 2) Timely distribute the LEA's portion of ARRA Federal School Improvement Grant funds during the course of the project period and in accordance with the School Plan as noted in this agreement.
- 3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 4) Identify sources of technical assistance as needed.
- 5) Periodically review the approved plan and implementation progress.

E. RECOURSE FOR NON-PERFORMANCE

If the Michigan Department of Education determines that the LEA or School is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Michigan Department of Education will make recommendations for an alternative intervention which may include restart, closure, or a collaborative process between the State, ISD/(R)ESA or other partner(s) and the LEA, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs, or modifying the approved plan.

III. ASSURANCES

The LEA hereby certifies and represents that:

- 1) It has all requisite power and authority to execute this partnership agreement.

- 2) It is familiar with the general scope of the ARRA Federal School Improvement Grant application and is supportive of and committed to working on all portions of the plan.
- 3) It will implement the Plan that has been approved by the Michigan Department of Education.
- 4) It will work cooperatively with the Michigan Department of Education or its designee to develop a Scope of Work with specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with State and Federal School Improvement Goals.
- 5) It will comply with all of the terms of the ARRA Federal School Improvement Grant, and all applicable Federal and State laws and regulations.
- 6) Nothing in the School Improvement Partnership Agreement shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under Federal, State, or local laws (including applicable regulations or court orders or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements).
- 7) Any portion of the School Improvement Partnership Agreement that impacts upon a mandatory topic of bargaining not covered by an existing collective bargaining agreement, memorandum of understanding, or other agreement shall be implemented only after an agreement is reached through collective bargaining.

IV. MODIFICATIONS

This School Improvement Partnership Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the State.

V. DURATION/TERMINATION

This School Improvement Partnership Agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VII. SIGNATURES

Local Superintendent (or equivalent authorized signatory) - required:

Signature/Date Robert C. Bobb Print Name/Title
ROBERT C. Bobb Emergency Financial
managers

President of Local School Board (or equivalent) - required:

Signature/Date Anthony Adams Print Name/Title
Anthony Adams
Detroit Board of Education President

Intermediate Superintendent (or equivalent authorized signatory) - required:

Signature/Date _____ Print Name/Title

President of Intermediate School Board (or equivalent) - required:

Signature/Date _____ Print Name/Title

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Qualifying LEA.

Signature/Date _____ Print Name/Title
