Attachment III
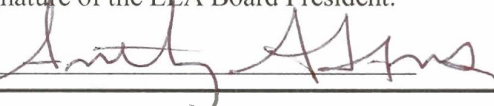
SIG GRANT—School Building Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Trix Elementary School School Building Code: 354	Mailing Address: 13700 Bringard Drive, Detroit MI, 48205-1156	
School Building Contact for the School Improvement Grant Name: Denise Booker Position and Office: Principal Contact's Mailing Address: 13700 Bringard Drive, Detroit MI, 48205-1156 Telephone: (313) 852-8644 Fax: (313) 852-8655 Email address: denise.booker@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 _Robert C. Bobb_	Date: 28 FEB 11	
LEA School LEA Board President (Printed Name): Anthony Adams, Esq.	Telephone: 873-2860	
Signature of the LEA Board President: X _Anthony Adams_	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.

> 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).

Analyzing the data below by subject area, it is concluded that in 8th grade mathematics there was an increase of 11% to 73% of students being proficient and the following year there was a decrease from 73% to 22%. A decrease in 7th grade mathematics from 49% to 40% was preceded by an increase in math from 22% to 49%. This fluctuation in percentages is due to the transient student population and a change in instructional staff. In 4th grade mathematics, there was a significant increase from 46% to 88% and a decrease from 88% to 80.4%. Despite the drop in percentages, the 4th grade students continued to achieve high with a small decrease of only 7.6%.

In 3rd grade mathematics, there was a considerable increase from 56% to 97% and a decrease from 97% to 76.9%. The decline in percentages can be attributed to the transitioning of student from a intensive 2nd grade teacher lead classroom and curriculum to a more independent environment. 3rd grade is commonly called "The Transition Grade" due to the fact more responsibility is placed upon the students socially and academically.

In the 6th grade Social Studies there have been a steady decrease in percentages from 27% in 2007, 23% in 2008 and 20.4% in 2009. There has also been a steady decline in Social Studies percentages at the District and State level. It is concluded that this decline at the school, district and state level is due to the increase and rigorous focus and curriculum for mathematics and reading. In the classroom Social Studies is not and has not been a primary focus,

especially at the elementary level where students are in a self-contained learning environment.

Within the last two years there has been an increase in Reading in all grade levels which indicates that the reading curriculum and framework is meeting the needs of our students. In 3rd grade reading from 47% to 69.1%, 4th grade reading from 72% to 80, 5th grade reading from 25% to 60%, 6th grade reading from 28% to 59.6%, 7th grade reading from 40% to 61.2%, and 8th grade reading from 29% to 61%.

In 5th grade Science, over the past three years there has been a steady increase from 20% in 2007, to 32% in 2008 and 34.7% in 2009. In 8th grade there was a decrease in 2007 to 2008 from 30% to 13% and an increase from 13% to 27.1%.

Trix Elementary School
Prinicpal: Denise Booker
Principal E-mail: denise.booker@detroitk12.org

School Data Profile - Sub Group Analysis

Grade	Group	Reading 07-08	Reading 08-09	Reading 09-10	Math 07-08	Math 08-09	Math 09-10	Science 07-08	Science 08-09	Science 09-10	Soc Stu 07-08	Soc Stu 08-09	Soc Stu 09-10
03	All Students	47%	47%	69%	56%	97%	77%						
03	Male	48%	41%	69%	62%	100%	83%						
03	Female	47%	53%	69%	47%	94%	71%						
03	Asian/Pacific Islander	50%	100%		100%	100%	100%						
03	Black Not of Hispanic Origin	47%	45%	72%	53%	97%	76%						
03	Economically Disadvantaged	39%	52%	69%	52%	96%	76%						
03	Limited English Proficient	50%			100%		100%						
03	Students with Disabilities	25%	100%	40%	50%	100%	83%						
04	All Students	46%	72%	80%	46%	88%	80%						
04	Male	30%	56%	85%	33%	89%	78%						
04	Female	69%	93%	76%	67%	86%	83%						
04	Asian/Pacific Islander		100%	100%		100%	100%						
04	Black Not of Hispanic Origin	47%	71%	79%	47%	87%	79%						
04	White Not of Hispanic Origin	100%			100%								
04	Economically Disadvantaged	47%	75%	79%	48%	88%	80%						
04	Limited English Proficient	33%	100%	100%	33%	100%	100%						
04	Students with Disabilities		75%	43%		100%	88%						
05	All Students	35%	25%	60%	14%	55%	60%	20%	32%	35%			
05	Male	32%	18%	63%	13%	56%	52%	19%	24%	40%			
05	Female	40%	36%	56%	15%	55%	74%	20%	45%	26%			
05	Asian/Pacific Islander			100%			100%						
05	Black Not of Hispanic Origin	35%	23%	58%	14%	56%	60%	20%	31%	36%			
05	White Not of Hispanic Origin		100%			100%			100%				
05	Economically Disadvantaged	33%	13%	60%	16%	59%	60%	18%	19%	35%			
05	Limited English Proficient		50%	100%		50%	100%		50%				
05	Students with Disabilities	25%	33%		13%	71%	67%	13%	17%	44%			
06	All Students	52%	28%	60%	13%	40%	48%				27%	23%	20%
06	Male	47%	27%	48%	21%	28%	41%				21%	28%	17%
06	Female	59%	30%	78%		55%	58%				36%	16%	26%
06	Asian/Pacific Islander	100%			50%						50%		
06	Black Not of Hispanic Origin	50%	28%	62%	11%	40%	50%				26%	23%	21%
06	Economically Disadvantaged	51%	21%	58%	14%	30%	48%				28%	23%	21%
06	Limited English Proficient	100%		50%	50%		50%				50%		25%
06	Students with Disabilities	20%	21%	15%		36%	15%				10%	15%	8%
07	All Students	15%	40%	61%	22%	49%	41%						

School Data Profile
Enrollment

Enrollment Trends by Grade Level

Year	2005-06		2006-07		2007-08		2008-09		2009-10	
Grade	#	%	#	%	#	%	#	%	#	%
00	39	8%	31	6%	31	8%	27	8%	47	9%
01	51	10%	47	10%	39	10%	32	10%	72	14%
02	49	10%	53	11%	42	10%	32	10%	56	11%
03	44	9%	40	8%	39	10%	33	10%	61	12%
04	69	13%	46	10%	41	10%	34	11%	57	11%
05	62	12%	61	13%	51	12%	31	10%	53	10%
06	67	13%	53	11%	54	13%	32	10%	49	10%
07	61	12%	74	15%	50	12%	55	17%	51	10%
08	69	13%	74	15%	62	15%	44	14%	62	12%
14	1	0%	0	0%	0	0%	0	0%	0	0%

Grade oo = Kindergarten
Grade 14 = Special Education
Grade 20 = Adult Education
Grade 30 = Early Childhood

Enrollment by Subgroup

Group	Total School Enrollment									
	2005-06		2006-07		2007-08		2008-09		2009-10	
	#	%	#	%	#	%	#	%	#	%
All Students	512		479		409		320		508	
Male	272	53%	243	51%	229	56%	174	54%	270	53%
Female	240	47%	236	49%	180	44%	146	46%	238	47%
American Indian or Alaska Native	1	0%	1	0%	1	0%	0	0%	1	0%
Asian American	21	4%	14	3%	12	3%	7	2%	10	2%
Black or African American	488	95%	462	96%	394	96%	312	98%	494	97%
White	2	0%	2	0%	2	0%	1	0%	3	1%
Economically Disadvantaged	376	73%	418	87%	326	80%	290	91%	455	90%
Migrant Student	80	16%	87	18%	75	18%	51	16%	90	18%

Sub Group Non-Academic Analysis   Year:2009-2010

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES									
Race/Ethnicity					157				
Disabilities									
LEP									
Homeless									
Migrant									
Gender									
Male									
Female									
Totals	500	105	24		157		0	500	105

Year: 2009-2010

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES						
Race/Ethnicity						
Disabilities						
LEP						
Homeless						
Migrant						
Gender						
Male						
Female						
Totals	500	35		465	500	47

Enrollment and Graduation Data – All Students

Year: 2009-2010

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K	48	N/A	N/A	N/A	2		45
1	67	N/A	N/A	N/A	9		58
2	56	N/A	N/A	N/A	6		50
3	49	N/A	N/A	N/A	5		44
4	56	N/A	N/A	N/A	0		56
5	45	N/A	N/A	N/A	0		45
6	45	N/A	N/A	N/A	5		40
7	40	N/A	N/A	N/A	6		34
8	57	N/A	N/A	N/A	2		55
9							
10							
11							
12							

Number of Students Enrolled in Extended Learning Opportunities

Year: 2009-2010

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6	N/A				
7	N/A				
8	N/A				
9					
10					
11					
12					

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.

☒ General Funds ☒Title I Part A ☐Title I Schoolwide ☐Title I Part C ☐Title I Part D	☒Title I School Improvement (ISI)	☐Title II Part A ☐Title II Part D ☐USAC - Technology	☐Title III
☐Title IV Part A ☐Title V Parts A-C	☐Section 31 a ☐Section 32 e ☐Section 41	☐ Head Start ☐ Even Start ☐ Early Reading First	☐ Special Education
Other: $179,000.00 Pre-Implementation Grant, Title 1 School Improvement Grant for Corrective Action and a $5000 School Improvement Grant for Professional Development. **A complete listing of all grants that are a part of NCLB is available at 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.

1.   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.

Under the Transformational Model, the principal of John Trix PK-8 Elementary/Middle School, Denise Booker, will continue in her role of working to turn this K-8 facility around. The principal has been in the district for 29 years and brings a wealth of expertise and experience to the position. Because the school is underperforming, she has laid out a plan to boost achievement in a rapid and dramatic manner. The first goal is to infuse a spirit of collaboration, inquiry, risk-taking and reflective practice into the school culture. Individually teachers have this spirit but she will work to have it become ingrained collectively in the fabric of the school. This will require that school staff members collaborate frequently to dialogue about and investigate their teaching practices. Efforts are being made to build a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes. She will have staff members work to create an equitable and inclusive learning environment. A concerted effort is being made to reduce equity gaps in achievement and to address social and individual barriers to learning. The school will focus on eliminating tracking and cultural biases. Instructional strategies will be used to take into account the diverse socio-cultural backgrounds.

Staff members have agreed that building a unified culture focused on collaboration and achievement requires protecting and increasing instructional time to dramatically, visibly and measurably raise student achievement. To ensure this, the Trix staff have committed to a series of change strategies by signing a one-year contract to signal their

commitment to work with the school leaders to develop a collaborative and achievement-focused school culture. Change strategies to enable this improved school climate include:

- Providing an extended school day to increase learning time in order to support the academic growth of all students
- Improving instruction through ongoing and job-embedded professional learning that is focused on the implementation of research and evidenced-based instructional strategies proven to impact student learning
- Using data as an integral part of instructional reform, both to inform instructional decisions and to guide instructional practices
- Monitoring and measuring changes in professional practice through the continuous use of technology-enabled classroom walkthroughs, reflective faculty discussions and development of data-informed action plans
- Engaging parents as meaningful partners in their children's learning by providing Saturday workshops focused on supporting student achievement
- Further increasing learning time by agreeing to commit to 100% daily attendance for all faculty, excluding emergencies, and to improving excessive absences among the Trix students through deep analysis of attendance patterns and trends, and the development of data-informed interventions to increase attendance.

Because instructional time is often lost due to student suspensions and transience as well as absences, the staff agreed to commit to a set of practices that protect instructional time, regardless of the external threats, by:
- Setting clear expectations for student behaviors, including supporting a clearly-defined, fully implemented and well-supported student behavior model that helps minimize disruptions to instructional time
- Developing in-house suspensions so that suspended students are in school and engaged in completing class work provided by their teachers to prevent any significant loss of instructional time
- Ensuring teachers follow district pacing charts in each academic area so that high mobility students do not lose valuable time as they transition between and among schools. The administration will monitor the paced instruction through observations, peer review and study groups. Immediate feedback will be given, both to correct instructional techniques where necessary and to point out positive results.

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

It is the goal of all school stakeholders, including students, to create a culture of excellence. Therefore, a primary criterion employed in shared decision-making is focused around increasing student achievement. Staff members believe that all students can learn and achieve high standards. There is a focus on making sure that students are actively engaged in the learning process throughout the school day. All Instructional staff wants to be involved in data-based decision-making which incorporates data from state, district, school and classroom assessments.

The administration of Trix provided the staff with documentation regarding the duties and responsibilities of all staff at Trix, which is a now High Priority School during our initial meetings and professional developments at the beginning of this academic school year. In addition, during the interviewing process, the administration of Trix verbally informed each person the expectations that would be required of this High Priority School. It has become common practice for administration to reiterate those expectations to staff during weekly staff meetings.

The administration and staff of John Trix have already committed to implementing a range of processes and strategies that improve the school's culture and promote systemic change in teaching and learning. With the support of the District, Wayne RESA and Teachscape, the school's turnaround partner, Trix has the ability to make significant and sustained changes in teaching and learning.

Because there is a strong belief within the school community that all students can succeed, the number one role of the Turnaround principal, therefore, is to promote, support and sustain measurable improvements in teaching and learning. To be successful, this must be rooted in expectations of excellence and a refusal to accept anything less, a firm believe that all children can succeed, and the knowledge and skills to use data to drive achievement-focused

teaching, develop cultures that support effective teaching and learning and build the capacity of the school's instructional leadership team to mount and sustain the improvements.

Against this backdrop of high expectations and enhanced capacity, John Trix will build on existing effective structures and processes to support systemic change focused on effective instruction, parent engagement, addressing the social/emotional needs of children, job-embedded professional learning and the use of data to inform the change efforts, monitor their implementation and assess their impact. Structures are already in place, or in the planning process, to enable the school to support the systemic changes required.

- **Ensuring Effective Instruction for All Students**

Achievement-focused instruction will be supported and implementing by utilizing Marzano's Nine High Yield Strategies (1. homework and practice, 2. Reinforcing effort & providing recognition, 3. Non-linguistic representation, 4. Cooperative learning, 5. Setting objectives & providing feedback, 6. Similarities & differences, 7. Cues, questions & advance organizers, 8. Summarizing & note-taking, 9. Generating & testing hypothesis) through the strategic deployment of an instructional specialist assigned to Mathematics to provide support and assistance to staff to raising scores on the MEAP assessment. This specialist will demonstrate the ability to use research-based strategies to improve mathematics instruction resulting in increased student achievement. Teachscape, our turnaround partner, will make use of its extensive library of research-based and effective instructional practices videos, coaching support and data collection/analysis tools to guide and support the work of the instructional leaders and specialists.

To ensure that improved instruction is effective for all students, Content Area Coaches in Reading, Mathematics and Technology will offer support and assistance to improve student achievement.

 SSAs will be assigned to help facilitate small group learning and differentiated instruction. They will assist and support the classroom teacher by providing one-on-one tutoring or work with small groups to provide supplemental instruction and support to reinforce skills as needed on a daily basis.

Teachscape online resources, coaching and tools will support the small group and differentiated approaches. Classroom support from mathematics, reading and technology coaches offer various opportunities for instructional and support staff to learn and apply instructional strategies that will assist with improving and increasing student achievement.

Students with special abilities will receive the help of an aide and a special education specialist in reading and mathematics to help with instruction and intervention, ensuring these youngsters are educated in the least restrictive environment.

Administrators will review lesson plans weekly and lend support for improving instructional effectiveness where needed. Weekly staff meetings will be held to discuss both progress and setbacks. Structures for these approaches are also partially in place.

- **Promoting Relevant Parent Engagement**
  As a part of the Comprehensive Needs Assessment, John Trix has pointed to the number of families hurting in the area because of job losses. Students are not exempt from family stress. John Trix has instituted the following opportunities to engage parents in their children's academic success:

  - In order to promote parent engagement, John Trix will provide parent workshops throughout the school year
  - John Trix uses its Resource Coordinating Team by calling in parents to meet with the RCT, which includes the general education teacher, parent/guardian, social worker, counselor, and psychologist to share concerns, gather input, coordinate plan for school and home to address needs, as well as provide testing for special education placement purposes where applicable.

  The existing capacity will be strengthened through Teachscape's work around achievement-focused parent engagement.

- **Addressing Social and Emotional Needs**
  In addition to scaling existing after school tutorials, focused on providing extra academic help in reading and math, a range of extra-curricular activities will be provided to help students handle their emotions by using their energy in a positive and productive atmosphere. Built on an existing suite of offerings, these will include

sports, Parents' "Side-By-Side," computing/IT, special student programming such as: EDventures, a Belle Isle Nature Zoo outreach program, Cranbrook – Artology, Science on the Go, Watershed Ecology, A World in Motion – AWIM, and others.

Field trips will enhance students' experiences, offering resources that are simply not available in the classroom, including hands-on experiences, real artifacts and original sources. Field trips will help low-income students make connections between community and their family and culture, leading to higher involvement in the classroom.

Structures for these are in place, and will be strengthened to support the systemic changes.

- **Providing Data-Informed and Job-Embedded Professional Learning**
  While professional development will continue to be available at the District level, significant job-embedded opportunities, built upon existing structures, will also be provided. To support school-based learning and shared-decision making, teachers in specific grade bands will have common prep time each week to support collaboration in grade level teams. During these provided periods, student work and data will be examined and instructional successes, failures and best instructional practices will be shared and analyzed. Structures provided through Teachscape, including panoramic video, lesson study and alignment relative to standards will support the teachers' work. Establishing Learning Communities for each grade cluster will be a priority in order to provide support to students through staff collaboration, planning and instruction and to provide additional resources and support for the at-risk students. The school will function as a shared-decision making collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

Together, these structures provide the base from which Trix can mount and sustain the systemic changes needed to drive dramatic and measurable improvement.

4. School Improvement Intervention Plan—5 page limit
Describe in narrative form the building plan for implementing the intervention model selected.

It is the goal of all school stakeholders, including students, to create a culture of excellence. Therefore, a primary criterion employed in shared decision-making is focused around increasing student achievement. Staff members believe that all students can learn and achieve high standards. There is a focus on making sure that students are actively engaged in the learning process throughout the school day. All Instructional staff wants to be involved in data-based decision-making which incorporates data from state, district, school and classroom assessments.

The administration and staff of John Trix have already committed to implementing a range of processes and strategies that improve the school's culture and promote systemic change in teaching and learning. With the support of the District, Wayne RESA and Teachscape, the school's turnaround partner, John Trix has the ability to make significant and sustained changes in teaching and learning.

Because there is a strong belief within the school community that all students can succeed, the number one role of the principal, therefore, is to promote, support and sustain measurable improvements in teaching and learning. To be successful, this must be rooted in expectations of excellence and a refusal to accept anything less, a firm believe that all children can succeed, and the knowledge and skills to use data to drive achievement-focused teaching, develop cultures that support effective teaching and learning and build the capacity of the school's instructional leadership team to mount and sustain the improvements.

Against this backdrop of high expectations and enhanced capacity, Trix will build on existing effective structures such as shared-decision making, parental involvement through monthly Local School and Organization meetings, community partnerships that offer student programming to enhance achievement and learning, and processes to support systemic change focused on effective instruction, parent engagement, addressing the social/emotional needs of children, job-embedded professional learning and the use of data to inform the change efforts, monitor their implementation and assess their impact. Structures are already in place, or in the planning process, to enable the school to support the systemic changes required.

Tier I

The RTI process begins by screening all students and identifying those at risk of not meeting proficiency.   School staff will conduct the screenings, using an instrument selected by the school and vetted by the district. While the progress of all students will be monitored through the RTI process, special attention will be paid to the identified students.

- **Collecting and Analyzing Schoolwide Data**
  In addition to screening, school leaders and Teachscape partners will conduct a comprehensive and in-depth analysis of the school's data – student achievement data, instructional practice data and trend data. This analysis will provide a baseline understanding of teaching and learning strengths and needs, and inform questions about practice that frame walkthroughs to provide common instructional data that is collected in consistent ways.

  To ensure data is collected and analyzed frequently to inform instruction and interventions in meaningful ways, the partners will create data walls to publicly monitor student progress and portfolios for identified students to monitor the efficacy and impact of the interventions provided.

  Once the data systems are developed, the instructional leaders and partners need to identify and align research-based curriculum for the core academic areas.

- **Implementation of Scientifically-Based Curricula**
  Through the use of SIG Funds Trix School will offer its administration and staff continued Professional Development in the areas of Teaching for Learning, Personnel & Professional Learning.
  Core mathematics curricula will have a clear research base, and also offer explicit instructional strategies and clear organizational and instructional routines that are consistent across grades.

  Teachscape staff and the literacy/mathematics/technology coaches will support the school staff in using these materials with fidelity by helping school staff unpack the MDE and Common Core standards, understand and analyze the Grade Level Content Expectations, align the curricula – horizontally and vertically – with the standards, pace the curriculum relative to district guidelines and also provide opportunities for extra practice and for enrichment, and develop lesson studies focused on the aligned curricula.

Faculty have committed to using the selected curricula as part of the core (Tier I) instruction for all students, differentiating and supplementing (Tiers II and III) as appropriate.

To ensure the selected curricula is aligned vertically as well as to standards, Teachscape and Wayne RESA partners will provide access to their Curriculum tool, which will align the curricula, and will offer professional learning workshops to help teachers and leaders unpack the standards, identify gaps and duplications across grades, and identify effective strategies for implementing the curricula to address the learning needs of every student.

Leaders, with support from the Teachscape and Wayne RESA partners, will use the CWT tool to monitor implementation and ensure the curricula are implemented with fidelity.

- **Assessments and Progress Monitoring**
  Effective, achievement-focused instruction is based on continuous assessments and progress monitoring to monitor the implementation of the selected interventions and measure their impact on teaching and learning. Detroit Public Schools provide a wide range of data that include state assessments (MEAP), quarterly benchmark testing and assessments such as DIBELS, Burst, Star Reading and others. The student data will be collected, disaggregated and analyzed regularly during staff and cohort meetings to determine the intervention needs and support each grade level requires to improve student achievement in this Transformational Model.

  The John Trix staff have committed to using continuous formative assessments to monitor student progress relative to goal, inform instructional practices, such as grouping, and using a 'backward design' (Wiggins and McTighe, 1998) to help drive the expected outcomes. Teachscape partners will support this through focused sessions on Data Literacy and technical assistance in unpacking and analyzing the data – not to label students, but to inform teaching and learning. The end result will be assessment-focused classrooms in which the expectations are transparent as well as high, and the assessments are integrated with the curriculum and instruction. **(See Attachment B)**

- **Differentiated Instruction**

Tier I instruction is designed as highly effective instruction for all students. Implementing this well rests on effective approaches to differentiation.

The Trix faculty is committed to addressing student needs by differentiating instruction relative to deliver, time, content, process, product, and/or learning environment (Tomlinson, 2001). As a key component of Tiered instruction, faculty and Teachscape staff will work collaboratively to identify the differentiated learning needs of the students, provide differentiation as defined in Tomlinson's body of work and monitor the progress of the student carefully to ensure they are on track to meeting their learning goals.

Differentiation has in some classrooms and will place the students at the center of the teaching/learning dyad and will include: differentiated instructional practices, such as peer tutoring, shared reading, instructional groupings, etc.; differentiating the time for identified students to complete the learning activities; differentiating the work (products) students will submit as evidence of their learning; and/or differentiating the content. Making this happen, however, depends on the degree to which teachers are prepared to implement differentiated instruction. Teachscape will support this development by offering professional learning that is informed by data and provided through both workshops/seminars, professional learning communities, job-embedded professional learning, and at elbow coaching for teachers and leaders. In addition:

- The partners have committed to facilitating self-analysis of teaching practice by engaging <u>volunteer</u> teachers in analyzing videos of their own practice and in framing strategies to improve their practice.
- Teachscape partners will model effective coaching, co-planning and co-teaching for the school's leadership, building on their capacity to provide data-informed and achievement-focused professional learning.
- The Instructional Leadership Team will work with Teachscape partners to enhance their capacity to promote, support and sustain effective teaching practices and improved student achievement.
- School leaders will meet monthly as part of an achievement-focused Leadership PLC to discuss and share successful practices, identify and address common problems of practice and build their own skills as instructional leaders.

Tier II

Tier II, which is small group instruction, will be provided for those students for whom effective core classroom instruction is simply not sufficient. Students in Tier II will participate in additional instruction daily, both in small groups during the regular school day and in extended time instruction, to which the Trix faculty has already committed.

Students participating in Tier II instruction will receive an additional 25-30 minutes of explicit instruction in addition to the Tier I literacy and math blocks. School aides will be trained by the partners and assigned to support Tier II efforts with very small groups (1-5) of youngsters with homogeneous learning needs.

Tier II efforts are designed to supplement and enhance, not replace, Tier I core teaching. Weekly progress monitoring will help ensure the fine-tuning necessary to keep the struggling students on track relative to meeting their learning goals. The data-informed approach will be implemented through trained staff using research-based supplemental learning materials and resources.

Tier III

Tier III instruction will be provided for that small group of students who are still struggling after Tier II instruction is provided. As with Tier II, additional time (50-60 minutes) will be provided for intensive instruction on a daily basis. Aides will work with even smaller groups of children (1-3), supporting learning activities developed by a specialist, in collaboration with the classroom teacher. These youngsters will continue to participate in the Tier I core teaching. Tier II is intensive supplemental intervention that is guided by data and implemented through research-based instructional materials.

The John Trix staff and Teachscape are committed to providing a tiered instructional approach that is rooted in continuous and comprehensive assessment and progress monitoring, aligned to standards, informed by research-based curricula that is implemented with fidelity and paced intelligently, and offered by staff who engage in collaborative efforts to mount, analyze, refine and sustain the quick improvement efforts. School leaders and instructional staff that have not been able to increase student achievement will be offered additional individual assistance from John Trix School Instructional Specialist/Coaches, Wayne RESA coaches, Teachscape staff on best teaching practices, classroom management strategies, direct/explicit instructional strategies, opportunities to attend Detroit Public Schools Professional Developments (solutionwhere.com/dps) and the staff member will be assigned a mentor (teacher mentor or principal mentor). In

the event, increased student achievement is not obtained, that staff member will be written up on the Unsatisfactory Track indicating failure to impart knowledge to students that will increase student achievement.

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.

Each High Priority School has been assigned a partner provider.
Each partner provider must meet regularly with the staff of the Office of Priority Schools to ensure school professional support is on schedule and appropriately aligned to and supports the District's overall plan. Each partner provider will be issued a performance-based contract. The Assistant Superintendent for Priority Schools will also be responsible for monitoring each provider's delivery of services to make certain all agreed upon contractual performance expectations are met.

Detroit Public Schools conducted a needs assessment and aligned it with the comprehensive support provided by the external partner provider.
Teachscape was selected form 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.

Collaboration on all levels is critical to the overall success of our students at John Trix. The faculty and staff will work to increase collaboration efforts among teachers, between home and school, and in the community at large.

Collaboration with Parents

Trix will also host multiple opportunities for parents to experience school-based events that promote engagement, involvement, and enrichment. Such events include:

- Monthly parent participation activities
- Communities in Schools meetings
- LSCO meetings
- Parent workshops
- Monthly Newsletter
- Monthly Calendar

- Family Math Night
- Family Reading Night
- Mother/Daughter Tea
- Father/Son Summit
- Parent Appreciation Celebration
- Side by Side Cooking Program
- Field Day Picnic

We recognize that collaboration with parents is essential in the life of any school. However, we also understand that establishing a collaborative relationship with the community has a positive and lasting impact. We believe we can do more to create an outreach-centered approach to community involvement. In turn, we believe that we can and will benefit from our community partners as much as we will contribute to them.

Our partnership with Teachscape, our professional service provider, exemplifies one relationship with an entity of experts that is able to bring knowledge and expertise to us. In this collaboration, Teachscape will provide a comprehensive improvement plan designed to develop the critical aspects of three overarching areas:

1. ***Strengthening instructional leadership*** to mount, support, and sustain a continuous improvement process that informs rigorous, achievement-focused instruction, and the school climate and culture needed to support teaching and learning that is truly effective
2. ***Instituting a pervasive data culture*** to inform multiple, integrated processes that guide, support, and sustain continuous improvement
3. ***Building the capacity of classroom teachers*** to design, develop and deliver rigorous, standards-focused and engaging instruction

These three areas will also serve as levers of change, guiding the processes and outcomes of the partnership as a whole.

We will rely on our partnership with the community, parents, and improvement partners to support our efforts to get our children to school and to keep them in school. Our aim is to provide the necessary resources to students and their families that help to ensure that school attendance is a priority and one that can be met by unblocking the impediments that keep our children from getting to us each day.

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.

Due to reorganization mandated by the District and an agreement with the DFT bargaining unit, John Trix will undergo a change in staff assignments. Trix has been assigned a Literacy, Mathematics and Technology Coach to work with the staff.

Individually and as partners, the John Trix and Teachscape teams are fully committed to the rapid, transparent, dramatic, and measurable transformation of student achievement at the newly-created John Trix School. The proposed activities to drive, support and sustain this goal are embedded in three overarching levers of change:

1. **Transformation Leadership** – building the capacity of the leadership as successful transformed leaders who effectively mount, support, and sustain research and evidenced-based change strategies and practices
2. **Effective Teaching** – promoting and supporting the use of research and evidenced -based instructional strategies to ensure effective instruction in every classroom
3. **A Pervasive Data Culture** – collecting, analyzing and applying a range of achievement, instructional, operational, and trend data to identify needs, inform interventions, guide instruction, monitor implementation of the interventions, and measure their impact

Implementing activities associated with each of these three levers of change is based on five general operating principles:

- Incremental change confuses progress with success
- Keep doing what works, but stop doing what isn't working
- Collaboration is key
- Sustainability begins on day one
- The task is urgent

The following pages describe the school-based turnaround efforts that will be mounted by the Trix and Teachscape partners. The activities are categorized as those focused on turnaround leadership and those focused on effective teaching. Since the intentional use of data is integral to both turnaround

leadership and effective teaching, data-focused proposed activities are integrated within these categories.

Turnaround Leadership

There is no longer any doubt that school leaders are the key ingredient in shaping school success (Bryk, et al., 2010; US Department of Education, 2010; Waters, Marzano, and McNulty, 2003). There is also no doubt that the tasks with which school leaders are charged are both comprehensive and complex, far too much for any one person to handle successfully. In view of this, we are defining "leadership" broadly to include principals, assistant principals and the members of the Instructional Leadership Team. Proposed activities designed to build the capacity of effective turnaround leaders follow.

- **Provide ongoing and job-embedded professional learning**. In collaboration with school leaders, Teachscape staff will use needs assessment data, instructional data, student achievement data and operational data to develop a unique professional learning program for instructional leaders at John Trix. The data-informed professional learning will by guided by Teachscape's rich library of research-based and practice-focused multimedia modules that are Internet-based and available on demand and feature:

  - *Video resources:* (1) *best-practice videos* to show the research-based practices in action in the classroom; (2) *commentaries* by noted researchers that are designed to provide a research-based perspective on the practices illustrated; and (3) *teacher reflections* to promote better understanding of the featured teacher's instructional decisions
  - *Text resources* designed to deepen content understanding: (1) *background material* focused on building academic background knowledge and the featured pedagogy; (2) *research summaries* that support the featured practice and help teachers understand why and how the practice works; (3) *classroom resources*, including lesson plans, sample student work products from the featured lesson, assessments (including rubrics) for assessing the student work, and suggestions for addressing the diverse learning needs of students; (4) *professional books*; and (5) *activities* to build knowledge
  - *Graphical models* that enable participants to manipulate and engage with the content in order to: (1) *deepen content knowledge* for teaching; (2) *promote greater understanding* of complex topics; and (3) *illustrate key ideas*

- *Communication and collaboration tools* designed to: (1) *support ongoing communication* among professional learning community members; and (2) *provide a virtual forum* for participants to collaborate on their work, reflect on their practice, assess student work products, share action research, and provide on-demand communication and collaboration

These professional learning resources will serve to inform and focus the professional learning activities for both instructional leaders and teachers. They will lay the foundation for a common set of reference experiences and vocabulary to enrich professional conversation about the work of teaching. Learning activities, which will take place within practice-focused professional learning communities, include:

- Analyzing and discussing best-practice videos
- Reading and applying pertinent research
- Studying and discussing professional literature
- Applying and analyzing the results of the featured practices
- Assessing the impact and outcomes of the practices
- Engaging in ongoing professional discussions
- Providing ongoing review and refinement of the professional learning

In addition, Teachscape will support the school leadership by modeling and co-developing effective approaches to strategic planning, data analysis, and developing data-informed professional development for teachers. Progress monitoring instruments will be used to assess the progress of the instructional leaders relative to the goal.

- **Develop leadership-focused PLCs to share best practices and solve common problems of practice.** To overcome the traditional isolation of leaders, Teachscape and Wayne RESA will convene monthly cohort meetings with the John Trix principal and principals of the other partnership schools.

  Each monthly cohort meeting will be scheduled for a full day and will focus on using data to support and sustain the improvement efforts, discussions of effective ILT strategies to share site-based leadership and drive the instructional improvement efforts, exploring research pertinent to turnarounds, scaling effective practices across schools, sharing successes, discussing challenges and planning together to solve common

problems of practice. Teachscape technology-mediated resources and a body of professional literature will guide and inform the cohort meetings.

Additionally, the partners will schedule a two-day Turnaround Leadership Academy to study turnaround topics in depth.

- **Promote and lead data-informed professional development**. As instructional leaders, the principal and ILT members are charged with identifying and addressing the general and specific professional learning needs of the faculty. As a partner, Teachscape will provide participants with a data-mediated tool, the Classroom Walkthrough (CWT) tool, and a comprehensive process for identifying the instructional practices that shape John Trix's student outcomes. The process includes setting a purpose for classroom walkthroughs, collecting and analyzing the walk data, convening reflective meetings with faculty to review the data and to develop action plans based on the data-informed needs. The tool will then be used to measure changes in the professional practices identified.

  This tool and process is critical for identifying areas for instructional improvement, for developing consensus-driven action plans to address the areas of concern and for measuring the impact of the interventions relative to changes in practice. With the Internet-based professional learning resources, CWT helps shape a robust system for implementing and sustaining professional growth.

- **Monitor and measure the impact of the professional development on practice**. As PD leaders, the principals will use the Classroom Walkthrough tool and process to monitor the implementation of the data-informed PD and assess its impact on student achievement. It is expected that some of the proposed intervention strategies will be more effective than others in changing instructional practices and student outcomes. These will be identified as part of the overarching improvement process (Plan – Do – Study – Act) and care will be taken to ensure that the instructional leaders identify and spend their time and efforts focusing on what works, not on what doesn't.

- **Partner with parents and others to develop a safe and orderly climate that meets students' social, emotional and health needs and a culture that supports improvement goals**. Principals need to develop safe and orderly achievement-focused environments. The school and Teachscape partners will work closely to develop the collaborative, achievement-focused culture envisioned by:

- Developing professional learning focused on shaping and sustaining a culture of high expectations that includes a core of common classroom-based routines and practices and the shared belief that students can learn to high standards. Professional readings, video analysis and reflective discussions will be used to inform this activity.

- Supporting the development of shared leadership teams (ILTs) to promote and support a culture that is built on collaboration around effective teaching and learning and developing an overarching achievement-focused school culture. The Trix Instructional Leadership Teams will serve as the structure to define, promote, support and sustain instructional improvement.

- Ensuring parent engagement with and support of the plans to develop a safe and orderly school environment by disseminating and promoting the positive discipline plan and by providing parent workshops to help them align their efforts with the Trix student behavior approaches. To ensure as much parent participation as possible, Trix will offer multiple parent workshops focused on the plans for safe and orderly environments, as well as enlisting community partners to help spread the word through their organizations.

- Enlisting community partners to address the social, emotional and health needs of the Trix students through school-based interventions and recommendations for off-site follow-up. A number of these partnerships have been forged already. Teachscape will help the school assess the efficacy of each, and either provide recommendations for improving the outcomes of the partnerships or identify more effective partners to support the holistic needs of the students.

- Providing meaningful ways for the adults to collaborate with, support and learn from each other, such as the common prep periods and Saturday sessions defined by Trix. Since collaboration does not "just happen," Teachscape partners will work with the instructional leaders to frame collaborative activities and problem solving that will bring

the adults together in the most authentic way possible around the work that they do to drive improved student outcomes.

- Decreasing the risk of negative impacts on student learning and staff morale by developing strategies for improving attendance of both students and teachers. Teachscape will work with school leaders to analyze attendance trends and patterns and use this to frame data-informed intervention programs.

  It is important to note that relying on cultural shifts alone to drive improvements is a slow process. Trix, like all low-performing schools, needs to promote speedy and focused interventions that yield visible results, such as improving the school's appearance, decreasing behavioral "incidents," ensuring each student has sufficient books and supplies, etc.

- **Provide ongoing mechanisms for parent and community engagement**. John Trix has plans in place to promote increased and improved parent and community engagement through Parent Workshops on Literacy, Mathematics, Science, Social Studies, Social Skills, and Technology. Additional parental support will be provided through the Detroit Public Schools Parent Network as well as participating in the monthly Local School and Community and Organization (LSCO) meetings. Teachscape will work closely with the school's ILT to interview parents and community representatives and, based on the outcomes, develop a range of opportunities to engage parents and communities in promoting and supporting high achievement for all students through strategies such as monitoring academic progress of their children; volunteering to work with struggling students; mentoring; linking with community organizations to provide social, emotional and health interventions; donations; etc.

Each of the identified programs will include an evaluation component to determine which are working best and if the needs of our parents are being met appropriately.

- **Extending or restructuring the school day to add time for building, improving and/or sustaining relationships among student, faculty and other school staff.** John Trix has extended and restructured the school day by implementing a 120-minute

literacy block and a 90-minute mathematics block of instruction in an attempt to provide students with "double dosing." In essence, providing additional instructional time to increase student achievement in core subject areas. In addition, seventh grade students are receiving instruction in Pre-algebra as early exposure to high school courses. The impact of this restructuring is to create a significant opportunity for teachers to build professional relationships by collaborating around their work by engaging in cohort meetings to discuss best teaching practices, analyze student data (formative and summative), determine the most effective instructional strategies to meet the needs of the students, discuss evidence-based pedagogy and methods for implementation to increase student achievement. It is essential to provide professional learning in a relaxed environment and for students to develop deeper relationships with caring adults. This transformation has been implemented with the assistance of Wayne RESA coaches, who provide support to teachers and student Monday through Friday. The coaches serviced John Trix students and staff by implementing the use of three stances to support teacher growth and development by helping them to be more *reflective* of their practices, *collaborating* to come up with solutions for instructional challenges and *consulting* to review best teaching strategies.

- The coach's primary role is to serve as classroom supporter with a focus on instructional strategies that lead to increased student achievement. RESA coaches along with John Trix coaches will co-teach with teachers and/or model lessons. The 3 step process include: 1. Preconference – Teacher and coach plan lesson together, 2. Co-Teach – Teacher and coach use one of 5 models of co-teaching to implement the lesson. 3. Post-conference- Teacher and coach reflect on lesson.
- Coaches relied on formative and summative data to make instructional decisions and promote professional dialogue around student achievement.
- Winter 2010 – administered pre-assessments on *Organizational Patterns in Informational Text* to all 2nd-8th graders
  Spring 2010 – administered post-assessment on Text Structure Patterns taught in grades 2nd-8th
  Fall 2010 – Administered grade level (3rd-8th) pre-assessments for ELA and Math with focus on high frequency GLCEs developed by RESA coaches.

- MEAP 2009 data and the Fall 2010 pre-assessment results were used to group students for targeted support in both large and small group settings.
- Intense support in ELA specifically reading and comprehending informational text using RESA developed packets has occurred. The following structures have been taught, reviewed and reinforced: Time Sequence, Compare/Contrast, and Problem/Solution.
- Coaches developed a list of test-taking vocabulary and had targeted students construct vocabulary flipbooks to support MEAP preparation.
- Instruction on use of Question Answer Relationship (QAR) has also been provided to support MEAP preparation.
- Coaches distributed and supported several classrooms with practice on responding to constructed responses MEAP items.
- Using pre-assessment Math data targeted GLCEs to review and reteach. Developed lessons to co-teach and reinforce student skills and concepts. Modeled and co-taught various lessons on division, fractions, place value, graphing, and one and two step equations.

Moreover, John Trix offers an Extended Day Program that provides an extra two hours of instruction in Mathematics and English Language Arts on Monday, Tuesday and Thursday from 7:55 a.m. – 8:55 a.m. and 4:15 p.m.–5:35 p.m. Supplemental Educational Services (SES) is also offered to students in kindergarten through eighth grade through community partners. Instruction is focused on improving student achievement in Reading and Mathematics. Students receive services three days per week from 4:15 p.m.-6:15 p.m.

Parent Workshops and parent support services allows John Trix to meet with parents and engage them meaningfully in their children's academic growth. John Trix staff, Teachscape and Wayne RESA partners collaborate more cohesively and strategically by meeting weekly at the School Improvement Team meeting to determine effective strategies that are and have assisted with improving student achievement. The options are vast and the potential returns are great, but the risk of not exploiting this "gift" of extra time is large **Effective Teaching.**

- **Use data to identify and implement a research-based instructional program that is aligned both vertically and with the state standards**. Materials for instructional programs will be vetted through *What Works Clearinghouse* as well as through research reports on the

efficacy of the materials. Once the curriculum is designed, the Teachscape partners will provide access to a technology based curriculum tool that will align the curriculum horizontally and vertically, and ensure it aligns with the MDE and Common Core Standards.

In addition to the aligned curriculum, the tool will also generate pacing guides, with accommodations for re-teaching and enrichment. The curriculum tool also supports collaborative lesson studies that support teacher teams in identifying effective instructional strategies and practices and in supporting data-informed instruction

- **Conduct reviews to ensure the curriculum is implemented with fidelity and is impacting student achievement**. Recognizing that even the best and most aligned curriculum is not effective if it is not implemented with fidelity, the partners will use part of the common prep periods each week to determine the degree to which teachers are implementing the curriculum with fidelity. The John Trix and Teachscape partners will customize the CWT tool to gather weekly data about the degree of fidelity with which each teacher is implementing the curriculum and enhance the observational data with evidence collected through the review of lesson plans and student work products.

  Based on the evidence gathered through walkthroughs and analysis of documents, teachers will be categorized relative to high, medium and low degrees of fidelity. Specific professional development, designed by both partners, will be provided for teachers with medium to low degrees of fidelity to the curriculum. The professional development will include inter-visitations, video analysis, coaching and deep analysis of the scope and sequence of the curriculum studied.

- **Promote and support the continuous use of student data to inform instruction and meet student learning needs**. With a panoply of benchmark assessments, progress monitoring assessments, diagnostic assessments and formative assessments, student data can quickly become overwhelming. Teachscape and John Trix partners will work collaboratively to develop an organizational structure for integrating the various data reports and analyze the data to identify student learning needs and inform instructional groupings. John Trix has developed a number of approaches, including distribution of data to each teacher, data review sessions and posting student progress on data walls.   Additionally, the partners will collaboratively develop data literacy workshops using

text and video learning materials, provide guided and self-guided studies of data analysis techniques and offer small group coaching for teachers in need of additional support.

Turnarounds must focus on driving high achievement by continuously using data to inform instruction. The data analysis component is critical to the success of the initiative. The efficacy and efficiency of the proposed approaches will be studied as part of the ongoing continuous improvement process and data-informed modifications will be made to improve the process.

- **Promote and support the use of various forms of formative assessments to inform teaching practice**. All effective instruction, including tiered instruction, is guided and informed by ongoing formative assessments. Teachscape will offer professional development for teachers to identify multiple forms of formative assessments and use data from the analysis of these to inform their instruction. Formative assessments to be featured will include: class work, homework, projects, discussions (both student–student and student-adult discussions), teacher-made tests, end-of-chapter/unit tests and others identified by the teachers.

  As teachers become adept in identifying, implementing and analyzing data from appropriate formative assessments, professional learning will focus on developing an authentic understanding of the academic strengths and needs of each student to guide instructional grouping and differentiation.

- **Provide PD on strategies to support students with special education needs and English language learners in the least restrictive environment**. Classroom environments have never been more diverse relative to student learning needs and capabilities, and teachers are often challenged to find effective ways to meet the learning needs of all their students.

  Because there is as much diversity within this labeled group as across groups, Teachscape will work closely with the school leadership to identify specific concerns relative to the students with IEPs, 504s or other identified needs in specific classrooms. As these are identified, the partners will work collaboratively to develop a PD program to build the capacity of classroom teachers to support the students in the least

restrictive environment. Ongoing progress monitoring will be an integral part of the differentiated approach for the students.

- **Use and integrate technology-based interventions**. John Trix S/R is using a range of student-facing technology-based interventions, including Accelerated Reader and Accelerated Math to improve student learning outcomes. These interventions have proven to be effective in engaging students and improving achievement. Based on this, the ILT will convene a group to review other possible interventions, such as Read 180 for the middle school students, and make recommendations for their adoption. As the interventions are adopted, their use will be incorporated into the pacing guide to ensure there is a coherence supporting student learning. The use of netbooks, smartboards, documents cameras, dvd players, etc. will be utilized in the classroom to enhance student achievement.

- **Provide increased learning time**. Increasing the time available for learning provides schools with opportunities to offer children the time they need to learn challenging content and integrate content with prior learning. John Trix offers its students' opportunities to engage in our Extended Day Program on Monday, Tuesday and Thursday from 7:55 a.m. – 8:55 a.m. and 4:15 p.m. – 5:35 p.m. Instruction I provided in mathematics and reading. It also provides classroom teachers the time they need to offer children individual support. In addition, Supplemental Educational Services (SES) are offered to students in grades kindergarten through eighth grade three days per week, two hours per day, with an emphasis on increasing student achievement in reading and mathematics. In recognitions of these benefits, John Trix has already structured a longer school day to increase learning time and improve academic outcomes.

  To ensure this extra time is used as effectively as possible, Teachscape and Wayne RESA have worked work closely with school leaders to help teachers learn and apply research and evidence based strategies to improve their instruction and increase student learning. Close monitoring will help ensure the strategies are implemented and that the students are progressing relative to their learning goals and increasing student achievement.

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.

Year One – Principal and Leadership Team will take a close look at the student data, teacher evaluations and Schools AYP status. Staff that have not met the needs of the students will be replaced. Interviews will be held during the summer to fill vacancies. Using data, LT will collaborate to design programs and strategies to implement in the Fall of 2011. John Trix will provide an Extended Year program for students and provide intense programming for all students who attend. PD will be offered during the summer and throughout the school year to enhance and renew staff. New technology will be purchased to be utilized in the classes for all grade levels. (Smart boards, document cameras, promethean boards, computer software, televisions w/ DVD players, graphing calculators etc.) Workshops will be provided for parents throughout the year. Classroom libraries will be placed in all ELA rooms. SSA's will be hired to work with students who have been identified as at risk or small groups that need additional support. The school will provide an Extended Day program for the entire 3 year phase to provide academic support to all students. John Trix would like to continue their partnership with Teachscape for the 1st year to provide the continued support and expertise that they possess.

Year Two- The Extended Year program will continue for year 2 and will be modified based on student data. The ILT will continue to monitor student achievement and staff will be asked to be apart of a study group to look at data and collaborate in order to develop lessons and programs to the differentiated instruction necessary to meet the needs of the students. Staff will receive an incentive for their participation in this study group that will meet during the summer of 2012. Staff PD will continue on Saturday's each month. Supplemental reading/mathematics materials will be purchased for students who are still not demonstrating academic growth. Additional SSA's will be hired to work even more intensely with the students who are still struggling. The services of Communities in Schools will be purchased and educational field trips will be provided to enhance student achievement. Parent workshops will be conducted on how to help students at home, enhancing parenting skills, etc. Financial incentives will be given to staff

whose students demonstrate increases in student achievement. Provide ongoing PD for both staff and parents.

Year Three -Two intense Extended Day Programs will be designed over the summer for students who are still struggling and the other for academic support. Staff will receive a financial incentive for the development of the programs. ILT will continue to monitor student data to provide support and assistance to increase student achievement. Purchase of a additional technology to support and enhance learning. Provide ongoing PD for both staff and parents.
Financial incentives will be given to staff whose students demonstrate increases in student achievement. The services of Communities in Schools will be purchased and educational field trips will be provided to enhance student achievement.

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	87%	90%	95%	100%
Mathematics	92%	95%	97%	100%

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.
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. John Trix Elementary/Middle School also collaborated with Teachscape in preparing School Improvement Application.

11. Sustaining Reforms
Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.
The Leadership Team and staff at Trix will continue the implement the CWT's, practices, strategies, and other interventions that were utilized to sustain our reform in order to maintain and improve student achievement for all students. We will also continue to use community resources to assist in improving student achievement and successfully completing the transforming of John Trix into a School of Excellence.

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

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

Section C.

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

Example:

Year 1 Pre-Implementation	Year 1 Implementation	Year 2	Year 3	Three-Year Total
$179,000	$1,000,000	$700,000	$300,000	$2,000,000

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)	Transformation
Number of minutes in the school year	
Student Data	
Dropout rate	NA
Student attendance rate	90%
For High Schools: Number and percentage of students completing advanced coursework for each category below	NA
Advanced Placement	NA
International Baccalaureate	NA
Early college/college credit	NA
Dual enrollment	NA
Number and percentage enrolled in college from most recent graduating class	NA

Student Connection/School Climate	
Number of disciplinary incidents	75
Number of students involved in disciplinary incidents	75
Number of truant students	0
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	17
Teacher Attendance Rate	93%

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 A--Transformation Model

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

1. **Replace the principal**- Under the Transformational Model, the principal of John Trix K-8 Elementary/Middle School, Denise Booker, will continue in her role of working to turn this K-8 facility around. The principal has been in the district for 29 years and brings a wealth of expertise and experience to the position.

2**. Include student data in teacher/leader evaluation**
Teachers will have common prep time each week to support and collaborate in Learning Communities. During this time, student work and data will be discussed and staff will share instructional concerns and successes, and analyzed data. Staff will receive support from coaches to provide resources and collaborate in analyzing data to plan effective instruction in order to provide effective instruction to all students.

3. **Evaluations that are designed with teacher/principal involvement**
The instructional leaders at John Trix will provide collaboration opportunities to ensure that teachers and administrators have sufficient time in which to share their collective wisdom in key activities around data analysis and planning, lesson study, and reflective practice. CWT, grade level meeting, content meetings and staff meetings will be used to provide collaboration and shared decision making time to create evaluation tools to monitor student achievement

All faculty and staff will participate in collaborative meetings within and across grade levels to assess and identify needs, develop strategies, and plan for meeting students' needs to increase achievement levels in the core content areas. Teachscape will work with the John Trix staff to develop protocols for focused collaboration around data analysis and lesson study to strengthen the ability to drive higher achievement for every student.

Teamwork and collaboration are known to improve the overall culture of the school. With a strong desire to increase collaboration and enhance the climate and culture, the stakeholders at Trix will shape and sustain a culture of high expectations and a real belief that all students can be successful. Shared leadership and shared decision making will play an important role in ensuring this.

In addition to the time already scheduled for collaboration, monthly cohort meetings with other schools partnering with Teachscape will support leaders in developing collaborative efforts around shared problems of practice across schools. This will be supplemented by INSTRUCTIONAL LEADERSHIP TEAM meetings at the school to share leadership and promote achievement-focused collaboration within the school. Representatives of the school's INSTRUCTIONAL LEADERSHIP TEAM will meet monthly with representatives of other Instructional Leadership Teams supported by Teachscape to collaborate around common problems of practice and share successes. Meeting with Instructional Leaders from the Teachscape partnership schools will enhance the capacity to institute, support and sustain essential instructional leadership structures and processes. The achievement focused Instructional Leadership Teams will set and work short term goals focused on reading and mathematics instruction.

4. **Remove leaders/staff that have not increased achievement**
School leaders and instructional staff that have not been able to increase student achievement will be offered additional individual assistance from Trix School Instructional Specialist, Content coaches, Teachscape staff on best teaching practices, classroom management strategies, direct/explicit instructional strategies, opportunities to attend Detroit Public Schools Professional Developments (solutionwhere.com/dps) and the staff member will be assigned a mentor (teacher mentor or principal mentor). In the event, increased student achievement is not obtained, that staff member will be written up on the Unsatisfactory Track indicating failure to impart knowledge to students that will increase student achievement. The principal will also be evaluated and face possible removal if data does not reflect an increase in student achievement.

5. **Provide on-going job embedded staff development**
In collaboration with school leaders, Teachscape and coaches will use needs assessment data, instructional data, student achievement data and operational data to develop a unique professional learning program for instructional leaders at Trix. The data-informed professional learning will include Learning Village.
In addition, Teachscape and coaches will support the school leadership by modeling and co-developing effective approaches to strategic planning, data analysis, and developing data-informed professional development for teachers. Progress monitoring instruments will be used to assess the progress of the instructional leaders relative to goal.

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

A school based performance will be offered to staff by the District based on academic and school performance. The criterion for the bonus will be based on measurable improvements in student and staff attendance, performance on standardized test and attaining and/or maintain AYP. Staff will also receive financial incentives for participating in professional development and will have the opportunity for other job growth based on their students performance. Staff will be provided with flexible work opportunities to collaborate and monitor student achievement .

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

Teachscape will support and coach the work of both ILT and teachers on using data to inform effective instructional decisions and measurable changes in practice. CWT's will be conducted and collected data will be analyzed, interpreted and evaluated. The results will be shared with staff. The Staff will collaborate, reflect and then determine the most effective ways to increase student achievement.

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

Staff will use effective, achievement-focused instruction based on ongoing assessments and progress monitoring to monitor the implementation of the selected interventions and measure their impact on teaching and learning.DPS provide a wide range of data that include state assessments(MEAP), quarterly benchmark testing and assessments such as DIEBELS, Burst, Start Reading and others. Staff will also receive on-going professional development to identify multiple forms of formative assessments and use of data from the analysis of these to inform their instruction.

9. **Provide increased learning time**
a. **Extended learning time for all students in the core areas....** John Trix has extended and restructured the school day by implementing a 120-minute literacy block and a 90-minute mathematics block of instruction in an attempt to provide students with "double dosing." In essence, providing additional instructional time to increase student achievement in core subject areas.

b. **Instruction in other subjects and enrichment activities that contribute to a well-rounded education...**All seventh grade students are receiving instruction in Pre-algebra as early exposure to high school courses. Providing an extended school day increases learning time in order to support the academic growth of all students.

c. **Teachers to collaborate, plan and engage in professional development...**Establishing Learning Communities for each grade cluster will be a priority in order to provide support to students through staff collaboration, planning and instruction and to provide additional resources and support for the at-risk students. The school will function as a shared-decision making collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

10. Provide ongoing mechanisms for family and community engagement
John Trix will provide parent workshops throughout the year. Partnership with the Detroit Parent Network will assist in providing support to parents/community. John Trix uses it Resource Coordinating Team to invite parents to come meet with the team to share concerns, gather input and coordinate a plan for school and home to address the needs of students.

11. Provide operational flexibility (staffing, calendars /time /budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates. To incorporate the flexible work conditions for staff, the John Trix Leadership Team will work to identify issues, defining goals relative to academic achievement, developing a school budget and establishing practices and policies collaboratively. Trix will provide an extended school day and year program, provide participation in the shared decision making process amongst staff, hire staff based on a selective application process, retain staff based on performance, not seniority and participate in mandatory professional development. This will allow more flexible work conditions to meet the individual needs of John Trix.

12.   Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization. John Trix will continue to utilize the partnership resources and services of the District,

Teachscape, community and all other stakeholders that have a valued investment in meeting he needs of all the students of John Trix. We will make sure that everyone understands the vital role they hold in the success of our students. This is a team effort.

The following items are permissible elements of the transformation 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**. Provide additional $ to attract and retain staff.** Financial incentives will be offered to staff whose students have demonstrated an increase in academic achievement. Financial incentives provided to staff that collaborate to design, implement and work programs that enhance and increase student achievement. Staff that display leadership skills may be able to apply for other positions that provide additional salary. Staff will be paid for attending Professional Development.

2. Institute a system for measuring changes in instructional practices that result from professional development. The principal, coaches and ILT will use the CWT tool to identify and address the specific professional development needs of the staff. The principal and team will monitor the implementation of data-informed PD and assess its impact on student achievement. The coaches will provide staff with data-mediated tools and provide a process for identifying the instructional practices that shape the John Trix student outcomes. The tools will also be used to measure changes in the practices identified.

3. Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.
As a High Priority School, the District in collaboration with DFT, negotiated new contractual language that allowed for a flexibility regarding seniority rules and enabled the hiring and retaining of staff who best met the needs of the school's student population. A staff selection committee was identified for each Priority School which ensured responsibility of the selection was a mutual decision made by parties involved in the interview process.

4. **Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.**
A team of staff will collaborate during the Summer of 2011 to look at all of the students data for the past three years to plan, strategize, and develop a plan of action to be implemented in the Fall of 2011. The plan will be

monitored and adjusted as needed by the team monthly throughout the year.

5. Implement a school wide Response to Intervention model.

6. **Provide PD to teachers/principals on strategies to support students in least restrictive environment and English language learners.** Ongoing PD will be provided to ensure that the needs of all the students are being met. Teachscape, WRESA and John Trix coaches collaborate to provide the most effective training to staff.

7. **Use and integrate technology-based interventions.** John Trix will continue to invest in technology such as smartboards, smart tables, netbooks, printers, document cameras, DVD players, graphing calculators, head phones and other technology to enhance student achievement.

8. **Increase rigor through such programs as AP, IB, STEM, and others.** John Trix will incorporate STEM as apart of the Extended Day Program in the Fall of 2011.

9. Provide summer transition programs or freshman academies

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

11. Establish early warning systems to identify students who may be at risk of failure.
12. Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.
13. Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.
14. Implementing approaches to improve school climate and discipline

15. **Expanding the school program to offer full-day kindergarten or pre-kindergarten**. John Trix will strive to enhance the 2 PK classroom programs which were started in Fall 2010 with increased technology to enhance student learning.

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

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

8. **Increase rigor through such programs as AP, IB, STEM, and others.** John Trix will incorporate STEAM as apart of the Extended Day Program in the Fall of 2011 for Middle School.

9. Provide summer transition programs or freshman academies

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

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

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

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

14. Implementing approaches to improve school climate and discipline

15. **Expanding the school program to offer full-day kindergarten or pre-kindergarten**. John Trix will strive to enhance the 2 PK classroom programs which were started in Fall 2010 with increased technology such as

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

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

Attachment B

November 18, 2010

RCT AGENDA:

Parents request for testing:

Daniesha Parker-Givens Grade 3   DOB: 03/03/2002

Zakia Ware   Grade 6 DOB: 12/3/1997

NEW CASE: Referred by Mrs. Booker

Terrell Dinkins   Teacher: Mrs. Armstead Room 107   DOB: 12/012004

**Previous problems from Chandler Park and Pulaski waiting on records
from Chandler Park**

Follow-Up Cases:

Tamarrion Jones   SW Observation

Shirley Hawthrone   Teacher: Mrs. Griffin 209 DOB: 7-12-1999

Kristopher Weathers   Teacher: Mrs. Prosh 103 DOB: 7-14-2009

Carla Brown   Teacher: Ms. Winfield 202   DOB: 2-12-1999

Reminder of our up coming Trix School RCT team calendar:

December 16, 2010	9:30 a.m.
January 27, 2010	9:30 a.m.
February 17, 2010	9:30 a.m.

March 31, 2010   9:30 a.m.

April 28, 2010   9:30 a.m.

May 26, 2010   9:30 a.m.

Thank you,

Vernice Rucker, Resource Room Teacher

vernice.rucker@detroitk12.org

TRIX ELEMENTARY/MIDDLE SCHOOL
13700 BRINGARD
DETROIT, MI 48205
2010-2011
SCHOOL IMPROVEMENT TEAM MEETINGS

Leadership/School Improvement Team:
Denise Booker, Principal
Tyra Smith-Dean, Instructional Specialist
Sheryl Powe, Kindergarten
Carla Baynes, Second
Eleni Pauls, Fourth
Patricia Hornick, Fifth
Tommie Estes, Middle School
Susan Gawencki, Third
Tou Yang, Educational Technician

MONTH	DATE	TIME	LOCATION
December 2010	Friday, December 10, 2011	3:00 p.m.	Room 109
January 2011	Friday, January 21, 2011	3:35 p.m.	TBA
February 2011	Friday, February 18, 2011	3:35 p.m.	TBA
March 2011	Friday, March 25, 2011	3:35 p.m.	TBA
April 2011	Friday, April 15, 2011	3:35 p.m.	TBA
May 2011	Friday, May 20, 2011	3:35 p.m.	TBA
June 2011	TBA-if applicable	TBA if applicable	TBA if applicable

ILT Training

January 26, 2011

Time: 1:50

Members:

Denise Booker, Principal

Shelia Brown

Michon Floyd

Donna Parker-Tate

Overview:

Team Concerns:

1. Establish a meeting date
2. Time to schedule walk throughs
3. Lack of substitute teachers/Teachers' lost of preparation time
   Friday early release is used to allow teachers prep time

Norms:

Establish the team

Walks are a big job

Ownership of walks (can't be managed by the Principal, only)

Trix is a High Priority School – look at different ways to design prep time (i.e., Sat., after school, etc.)

Suggestions of meeting dates:

Make early release day an established time the team will meet

One good Saturday per Month

Committed/Established ILT Meeting dates: 8:00 before school (1st and 3rd Wednesdays, room 109)

Team Members:

Pre-K – Miller-George

K - Pope

2nd - Baynes

3rd – Gwenski

4/5 – Pauls (Math)

4/5 – Hornick (ELA)

Middle School Science/Social Studies – Estes

Special Education – Rucker

Technology – Yang

Counselor - Blumenfeld

Next steps:

***Contact Maryann to reschedule 2/3 to 2/2 for TRIX – TBA

2/1 PD – 9:00 – noon – ILT and Math training (9-10:00, ILT training)

Trix School RCT Minutes

November 18, 2010

1. Daniesha Parker-Givens DOB 3/3/02; 3rd grade. Parent requests testing. Team held REED, mom unable to attend due to funeral. Team will ask parent to return on Monday to sign paperwork, then fax it to psych services.
2. Zakia Ware DOB 12/4/97; 6th grade. Parent requests testing. Team sees on Zangle that student is from Pulaski, and is SLI and TSLI active; REED was held 9/9/10, by Deena Mikon. Sent e-mail to Deena Mikon requesting information re: MET/IEP, which is on Zangle as well, dated 10/27/10. Team decided to let the Trix TSLI to handle this evaluation request, and MER psych if the REED is appropriate.
3. Terrell Dinkins DOB: 12/1/04; 1st grade. Student comes from Pulaski, then transferred to Chandler Park, we don't have the records yet. Student is violent, talks constantly, damages property, seems out of touch with reality. Team watched child and found behavior to be bizarre. Recommend SSW intervention. Ms. D. Kennedy, SSW, is absent today.
4. Tamarrion Jones: Requested SSW observation; SSW is absent; Student is described as having characteristics of ASD? Or CI?
5. Shirley Hawthorne DOB: 7/12/99; Phoneed 313 974-0641; sent letter for Notice of Meeting via US Mail (see Zangle), sent letter home with student, left telephone message. Doing due diligence to get parent to respond to requests for contact.
6. Kristopher Weathers DOB: 7/14/99 (not sure, Agenda says 2009, he can't be one year old.). I have no notes on this youngster.
7. Carla Brown DOB 2/12/00, already has school social work services; parent requested testing in June of 2009; request was met with a 660, held on 11/16/2010 by school social worker Mrs. Crawford; team requests the SSW follow up with this SSW and parent regarding her progress.

Members Present:

Vernice Rucker, RR Teacher

Denise Booker, Principal

Andrea Fiondo, Psychologist

HelenEvon@yahoo.com, RR Teacher

Teachers involved: Ms. Armstead, Mrs. Griffin, Mrs. Prosh, Mrs. Winfield

Respectfully submitted

Andrea Fiondo

School Psychologist

313 516 6115

ARRA School Improvement Grant (SIG) II 2011 Budget Detail

For Trix Elementary School

120 - Added Needs

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
125 - Added Needs – Compensatory Education	5 SSA's to assist and support by working with small groups or to provide one on one tutoring and provide supplemental instrucion and refine skills to increase student achievement.	5	$64,580	$80,767					$145,347
125 - Added Needs – Compensatory Education	Cost for teacher salaries for Extended Day Program. 20 teachers x 37 weeks x 2.5 hours p/day x 3 days a week x 28.90 per hour	5550h	$160,395	$45,407					$205,802
125 - Added Needs – Compensatory Education	Supplies and material cost to support the Extended Day program. Supplies include, paper, pen, folders, supplemental worksbooks. calculator, dictionaries, computer software, teaching supplies, etc. For approximately 200 students @ $500 each					$100,000			$100,000
125 - Added Needs – Compensatory Education	Cost for classroom technology supplies to assist in incorporating technology in the classrooms. Equiptment/supplies include graphing calculators, DVD players, printers, document cameras and camera carts.					$50,000			$50,000
	Sub-Total	5/5550h	$224,975	$126,174		$150,000			$501,149

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
214 - Support Services – Pupil – Psychological Services	Cost for school Psychologist to address the mental needs of at-risks students	1	$74,300	$33,531					$107,831
	Sub-Total	1	$74,300	$33,531					$107,831

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

Function Code	Description	FTE / Hours	Salaries	Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Expenses	Total
221 - Improvement of Instruction	Substitutes Teachers $114.96 per day to be used to allow staff to attend workshops. 10 subs x 25 days@ $114.96 p/day	1625h	$28,740	$8,136					$36,876
221 - Improvement of Instruction	Professional development stipends for teacher training and course work to improve teaching and learning workshop topics will focus on the core areas and incorporating technology into the classroom. 25 teachers @ $23.82 per hour x 25 sessions x 5 hours	3125h	$74,437	$21,073					$95,510
221 - Improvement of Instruction	Consultant cost to facilitate professional development training for approx. 25 teachers and support staff . Workshop topic will focus on improving teaching/instructional strategies that are focused on the core academic areas and incorporating technology into the classrooms. 2 consultants @ 41500 each x 10 sessions and 1 consultant @ 1500 each x 15 sessions				$22,500				$22,500
221 - Improvement of Instruction	Refreshment costs for workshop participants. 25 workshop trainings x 30 participants @ $10 each					$7,500			$7,500
221 - Improvement of Instruction	Supplies and material to support professional development activities. Supplies include; paper, pen, folders, software, supplemental worksbooks, etc. 25 teachers at $200 each					$5,000			$5,000
221 - Improvement of Instruction	Workshop and conference fees to cover costs associated fees of conferences that are geared towards improving student achievement. Costs include: registration, transportation, per-diem and lodging, etc. 3 staff @ 1500 per conference x 8 conferences				$36,000				$36,000
221 - Improvement of Instruction	Consultants cost for Teacher Scape an external partner provider that provides school wide comprehensive reform throughout the entire school year.				$300,000				$300,000
	Sub-Total	4750h	$103,177	$29,209	$358,500	$12,500			$503,386
Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total

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 for classroom technology supplies to assist in incorporating technology in the classrooms. Equiptment/supplies include Promethean Boards, Smart tables, Site Licenses, Neo Boards, netbooks and carts					$120,000			$120,000
	Sub-Total					$120,000			$120,000

240 - Support Services – School Administration

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
241 - Office of the Principal	Workshop and conference fees to cover costs associated fees of conferences (principal) that are geared towards improving student achievement by utilizing effective leadership techniques. Costs include: registration, transportation, per-diem and lodging, etc. 1 staff @ 1500 per conference x 4 conferences				$6,000				$6,000
	Sub-Total				$6,000				$6,000

250 - Support Services – Business

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
252 - Fiscal Services	Cost to support teacher incentives/stipends for teachers that are consistent in attending professional develpment activities and demonstrates proficiency in the core academic areas of Math, ELA, Science or Social Studies. 15 teachers @ $1,000 each	3125h	$15,000	$4,246					$19,246
	Sub-Total	3125h	$15,000	$4,246					$19,246

260 - Operation and Maintenance of Plant

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
261 - Operating Buildings Services	Cost for Community Use to hire custodians for professional development workshops 1 custodian x $19.18 per hour x 25 days @ 5 hours per day	25h	$2,397	$679					$3,076
	Sub-Total	25h	$2,397	$679					$3,076

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	Educational Field Trips COSI, African American Muesuem,Cranbrook. Field trips are geared to enhancing student academic achievement by proving culminating activities. Cost are for students admissions and bus transportations to and from location					$23,000			$23,000
	Sub-Total					$23,000			$23,000

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
283 - Staff/Personnel Services	Workshop stipend costs for Principal to attend and assist in professional development activities for classroom teachers. 1 Principal x 25 days x 5 hours per day @ 32.50 per hour	125h	$4,062	$1,150					$5,212
	Sub-Total	125h	$4,062	$1,150					$5,212

330 - Community Activities

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
331 - Community Activities	Costs for parent supplies and material to support bi-weekly meetings for parent involvement workshops that are focused creating healthy and effective parent/communities and teacher relationships in the effort to increase student academic achievement. Supplies include, paper, pen, folders, parent workbooks, educational software, dictionaries, calculators, etc. 16 workshops @ $200 each.					$3,200			$3,200

331 - Community Activities	Refreshment costs for parent/community workshops 26 sessions x 30 parents @ 10 each					$7,800	$7,800
331 - Community Activities	Consultant costs to facilitate parent training for approx. 30 parents and support staff . 26 workshops @ approximately $500 each			$13,000			$13,000
331 - Community Activities	Cost for Communities and Schools to provide outreach and supportive services for parents, community and teaching staff			$45,000			$45,000
	Sub-Total			$58,000		$11,000	$69,000
	Sub Total	6/13575h	$423,911	$194,989	$445,500	$293,500	$1,357,900
	Indirect Cost (Max Allowed: 4.45%)						$0
	Grand Total						$1,357,900
	Allocation						$0

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 Trix School** _____ **is TRANSFORMATION** _____;

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. Boll*_ Print Name/Title

ROBERT C. Bobb   Emergency Financial Manager

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

_____