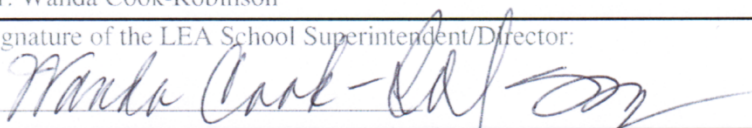
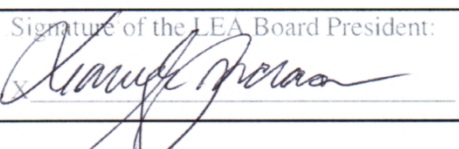


Attachment III

SIG GRANT--LEA Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: Southfield Public Schools	Applicant's Mailing Address: 24661 Lahser Road Southfield, MI 4033
LEA Contact for the School Improvement Grant Name: Lynda Wood Position and Office: Associate Superintendent for Instruction Contact's Mailing Address: 24661 Lahser Road, Southfield, MI 48033 Telephone: 248.746.8580 Fax: 248.746.8540 Email address: woodlc@southfield.K12.mi.us	
LEA School Superintendent/Director (Printed Name): Dr. Wanda Cook-Robinson	Telephone: 248.746.4366
Signature of the LEA School Superintendent/Director: X 	Date: 2/24/11
LEA School LEA Board President (Printed Name):	Telephone: 248.746.4366
Signature of the LEA Board President: X 	Date: 2/24/11
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.	

GRANT SUMMARY

Southfield Public
Schools

ISD Name: Oakland ISD

District Code: 63060

ISD Code: 63000

FY 2010

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

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

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

LEA APPLICATION REQUIREMENTS

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

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

<u>SCHOOL NAME</u>	<u>NCES ID #</u>	<u>TIER I</u>	<u>TIER II</u>	<u>TIER III</u>	<u>INTERVENTION (TIER I AND II ONLY)</u>			
					<u>turnaround</u>	<u>restart</u>	<u>closure</u>	<u>transformation</u>
<u>Southfield Regional Academic Campus</u>			<u>X</u>					<u>X</u>

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

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

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

Southfield Public Schools requires all buildings, including Southfield Regional Academic Campus (SRAC), to conduct an annual comprehensive needs assessment as part of the school improvement planning process to determine areas of need and targets for school improvement. As a NCA Accredited District, the building level needs assessment includes completion of the school self assessment in addition to surveying faculty, parents/community members, and students. Additionally, building administrators and their staff analyze and triangulate achievement data from standardized tests (MME, ACT Explore and Terra Nova) and district level common assessment (ELA, Math, Science and Social Studies).

These instruments are used to determine and identify the following:

- The percentage of students reaching state standards
- Determine the unique needs of individual students or groups of students that are achieving at a level below state standards
- Evaluate the effectiveness of school processes and programs and make determinations based on our findings
- Identify any groups and subgroups that demonstrate specific needs in concentrated areas (Males, Females, ELL, and Students with Disabilities)
- Examine the perceptions of all stakeholders on the achievement of our students, and modify and/or create programming to meet the needs of all students.

During June, 2010, members of SRAC's school improvement team met with district leadership to determine which school improvement reform model (i.e. Restart, Turnaround, Transformation) would most closely align with the needs identified above for staff and students. It was concluded that the reform strategies included in the Transformation Model would lead to more concise instruction, a more focused effort on the part of our staff, and a student centered learning environment that fosters flexibility, choice and acceleration in order to meet the needs of our entire student population.

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

District Comprehensive Needs Assessment

Of the 19 key characteristics on the Comprehensive Needs Assessment, 17 are rated as "implemented" or "exemplary". Two characteristics have been identified as Partially Implemented. The following chart reflects the plan that is in place that includes timelines and specific actions for the two characteristics needing attention.

Strand III: Personnel and Professional Learning

Benchmark B: Content & Pedagogy

Time:

Person(s) Responsible

III.2.B.3: Mentoring/Coaching

Plan:

Annually:

Division of Instruction

Prior to the first day of school, all teachers are given a half-day of professional development provided by the District. All teachers are then given another half-day of professional development prior to the start of school. Each new staff member is assigned to a mentor. This information is on file in the building and at the District's personnel office.

August/September

Principal

Staff

Benchmark C: Alignment

Ongoing

Person(s) Responsible

III.2.C.3 Results Driven

Plan:

Division of Instruction

Our professional development activities are aligned with our School Improvement Plan. SRAC has moved to block scheduling as a way to improve student achievement. Student achievement will be measured when students were taking classes in a traditional schedule versus the block schedule with additional instructional hours.

Principal

Selected Staff

Core District Function: District Management and Operations

Southfield Public Schools, one of the first NCA AdvancEd accredited School District in Oakland County, has instituted a systematic approach to school improvement to ensure that all building level plans and activities are implemented fully and

effectively throughout the school year. District level practices and policies have been instituted in the areas of Management & Operations, Teaching & Learning, Labor & Board Relations, School Consolidation and Human Resources in order to increase our capacity to use supplemental school improvement fund to ensure implementation of transformation reform model activities at SRAC.

- Status of the district's fund equity is greater than 2%.
- Status of district budget is balanced; payments are made in a timely manner.
- Status of data systems: All staff are able to access our data base: Zangle, Pierson Benchmark & Inform allow access student data to inform instruction.
- Status of teacher technology: All teachers have access to internet and other online programs such as Plato. Staff have been trained in the use of technology.
- Status of facilities: The SRAC facility is in excellent repair and is regularly maintained as reviewed & required by state and local agencies. Permits are available and on file.

Core District Function: Teaching and Learning

The District is in the process of creating a Staff Development Plan aligned to the District Strategic Plan. The plan will include context which research supports as a critical element for ensuring meaningful professional development for teachers. Classroom-based professional development, teacher research groups and professional learning communities will be a standard professional learning activity at the District and building level.

Over the past two years, two initiatives have been implemented to promote collaboration between staff. The first of these is "The A-Team". This group of administrators, department chairs, counselors, program leaders and the school social worker has a standing sixty (60) minute weekly mandatory meeting to create, discuss and decide many of the curricular, operations and management processes related to students and staff. Not only do these meetings allow for the crucial, candid and critical dialogue necessary to provide understanding between staff and administration, but the collaboration that goes into the decision making process also leads to larger buy-in from staff in terms of policy and curriculum changes. The second initiative is the Town Hall Meetings. These monthly ninety (90) minute meetings allow administrators and counselors to share information on grades, attendance, appropriate behavior and goals. These meetings allow for staff to collaborate on problems, solutions, and successes.

SRAC will continue to provide monthly PD and staff meetings, weekly departmental meetings and A-Team meetings to evaluate and adjust instruction in an ongoing continuum focused on student achievement. New to the PD process is a procedure where staff will submit a needs-analysis for areas of future non-mandated professional development. This submission will be reviewed by the School Improvement Team and the A-Team members for approval and support. The benefiting staff members will be required to train other staff members who do not attend the PD. Evaluations on the PD, the subsequent training and the implementation must be documented and submitted to the District Level School

Improvement Consultant for effectiveness and record keeping purposes.

As part of the implementation of the Transformation Reform Model, SRAC staff members will become professionally developed leaders in alternative education through job embedded trainings and by sharing their knowledge and expertise to other school staffs in the area, as well as professional conferences around the subject of alternative education. Beginning in the 2010-2011 school year, all SRAC teachers will participate in the following training modules:

- Understanding by Design (ASCD)
- Differentiated Instruction (ASCD)
- National Board Certification Training and Assessment Take One Series
- College Board Springboard and Vertical Alignment

as well as training from SRAC teacher leaders and administrators regarding what it really means to teach in an alternative education high school setting. Training modules will be embedded in the school day or teachers will be paid to participate in after-school/Saturday workshops. Newer teaching staff will be paired with a peer mentor. These mentor-mentee pairs will have their instructional day scheduled to provide for mutual time for: classroom observations, one on one time and time to really understand what it is to work in an alternative education environment with alternative education students. These mentors, along with building administrators will assess new teachers to determine what they are doing well in the classroom and what they need to work on moving forward as a means of improving their instructional practice.

<i>Job-Embedded Professional Development</i>	<i>In Place</i>	<i>Under Consideration</i>
Topic Requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content	All teachers receive a minimum of thirty-five (35) hours of professional development offered by the district every year.	All new staff members must participate in orientation specifically related to Alternative Education. In addition, all staff will be required to become members of the National Alternative Education Association (NAEA)
Schedule Length	Block scheduling allows for a common ninety (90) minute planning period within a subject area	Mentors and Mentees for both subject matter PD as well as PD related to teaching in Alternative Education
Financing	District covers expenses for teachers to attend professional development conferences	District will provide money for both subject matter PD as well as PD related to teaching in Alternative Education
Instructors	The principal has brought in nationally known speakers on	

	curriculum and instruction, and has planned for book studies in order to support and enhance the development of SRAC as a learning community. SRAC staff have the opportunity to share their expertise with SRAC and district staff during building level and district wide PD sessions	
Evaluation	<p>Administrators have been trained in and conduct 3 minute walk-throughs to ensure proper delivery of content and implementation of PD</p> <p>Teachers are evaluated regularly by principals using a 3 x 3 method.</p> <p>Review of common assessment data occurs regularly at department meetings</p>	<p>Building principal will conduct a regular review of lesson plans to ensure that all elements of instructional methods are incorporated.</p> <p>Development of evaluations that include a link to student performance/achievement</p>
Mentoring	New Teachers training series is offered to all district employees. New teachers to SRAC are paired with a veteran mentor.	Both teachers' schedules will be adjusted to allow for both teachers to observe each other's classroom teaching as well as time for co-teaching opportunities.

Contextual Capacity: Labor and Board Relations

The current teacher evaluation process does not provide building administrators the ability to link student data/achievement to teacher performance nor provide an opportunity for teacher/principal involvement in the design and review of evaluation templates and processes. However, it is the intent of district leadership to add these topics to the items that will be negotiated during the 2010-11 contract negotiations.

Until student data can be officially used to evaluate teacher performance, a series of initiatives will be implemented. One initiative will be the formation of a school-based team of principal and teachers with the responsibility for the design and development of teacher evaluation templates and processes which will clearly identify the purposes of evaluation. The team will conduct research to identify frameworks that define good teaching and lead to the understanding of these models.

A second initiative will be a qualitative review of student achievement as a means of aligning it to teacher instruction by SRAC's Leadership Team. This information will then be

used to have open and honest conversations with teaching staff about their link to increased student achievement during monthly staff, grade level, content area and professional development meetings. The ultimate goal of this dialog will be to identify the common framework or model that defines good teaching so all staff members have an understanding and acceptance of what level of performance is expected. Once this standard has been outlined and disseminated to all staff, SRAC leadership will begin to hold teachers accountable by:

1. conducting a regular review of lesson plans to ensure that all elements of instructional methods are incorporated,
2. monitoring samples of student work, assessment results, and portfolios,
3. collecting data from direct classroom observations and walk-throughs.

Currently administrators have been trained in and conduct 3 minute walk-throughs to ensure proper delivery of content and implementation of professional development. Teachers are evaluated regularly by the principal using a 3 x 3 method (3 things you are doing well, 3 things you can improve upon). Review of common assessment data occurs regularly at department meetings.

As previously mentioned, the current structure for teacher/principal evaluation is a negotiated item that will be included in the 2010-11 contract negotiations. The current contract for building administrators does give district leadership the ability to use student achievement as one of many measures to determine performance levels. Southfield Public Schools Executive Cabinet will begin to have preliminary conversations with PIE (Partners in Education) union leadership to discuss how teaching staff should also be held accountable for increased student achievement and student success in their roles as instructional leaders. Members of the SRAC transformation leadership team will have input during these meetings to ensure that the district-wide evaluation process, when reconfigured, aligns with SRAC transformation model required interventions and activities.

The current contract for building administrators does give district leadership the ability to use student achievement as one of many measures to determine performance levels. If necessary, this evidence can be used to support removal or reassignment of building level leadership.

Contextual Capacity: Human Resources

District plan for training, mentoring and retaining new staff include the following:

- Newer SRAC teachers are paired with a peer mentor and will have their instructional day scheduled to:
 - a. Classroom observations
 - b. One-on-one time within block schedule 90 minutes planning period within a subject area
 - c. Time dedicated to the understanding of effective working in an alternative education environment and with alternative education students

Mentors and building administrators will assess new teachers to identify strengths and determine focus for improving instructional practice

- Scheduled planning time for content level teachers to collaborate during the school day is during regularly scheduled teacher planning periods, extended lunch periods for teachers to plan in grade level groups, during departmental meetings, and during staff meetings. In addition, over the past two years, two initiatives have been implemented to promote collaboration between staff. The first of these is the "A-Team." This group of administrators, department chairs, counselors, program leaders and school social worker has a standing 60 minute weekly mandatory meeting to discuss curricular, operations and management issues. The second initiative is the "Town Hall" meetings. These meetings include all of the staff to discuss larger issues such as curriculum and policy changes.
- Current procedure for providing assistance to staff where improvements are needed

The procedures for providing assistance to staff where improvements are needed are included in the Union Contract for Southfield Education Association (SEA). A summary of the steps include:

- Meeting with the principal and/or department head to develop strategies for improvement.
- Assigning a teacher mentor.
- Participating in professional development sessions at the ISD, District level, MDE, and subject related associations and organizations.
- Visiting other successful classroom and teachers, and visiting other classrooms in other high schools within the district.

3. For each Tier I and II school in this application, the LEA must describe actions taken, or those that will be taken, to:

Design and Implement Interventions consistent with the final requirements

Strategy Name		Develop and increase school leader effectiveness
Required Activity		Replace principal
Goal Statement		Provide SRAC with an administrative leader who works with staff, students and community to ensure a high-quality educational program, to formulate and accomplish the school reform mission and provide leadership in an environment of high expectations for staff and students by staying focused on accomplishing the most critical, consistent research-based success actions.
Measurement Tool		School Restructuring "What Works When" A Guide for Education Leaders; Step 4: Evaluating, Improving and Acting on Results (p 107)
Research Basis		School Turnaround Leaders: Competences for Success , Part of the School Turnaround Collection from Public Impact

		www.publicimpact.com Handbook on Effective Implementation of School Improvement Grants, Center on Innovation & Improvement www.centerii.org "Indicators of Effective Practice" p193-199.		
Activity Statements		Funding Source Alignment	Timeline	Responsible Party
Items identified for Leadership Retreat I and Staff Retreat II will also be ongoing as indicated by timeline				
1. Develop an action plan so that everyone involved knows specifically what they need to do differently, allowing people to focus on changing what they do- change is mandatory not optional. (Retreat I)		Grant	2009-10	Principal, Leadership Team
2. Implement structures and systems that support effective and targeted quality instruction that increases student achievement. (Retreat I)		Grant	2010-11	Principal, Leadership Team
3. Personally analyze data about the organization's performance to identify high-priority problems that can be fixed quickly. (Retreat I)		Grant	On-going	Principal, Leadership Team
4. Establish systems and timelines for the constant collection and analysis of data and the use of data to make adjustments to provide the best learning environment for both students and staff. (Retreat I)		Grant	2010-11	Principal, Leadership Team
5. Implement practices even if they deviate from organization rules and norms, when needed to achieve early wins. Focus on successful tactics and discard tactics that do not work. (Retreat I)		Grant	On-going	Principal, Leadership Team
6. Communicate a positive vision and motivate others to contribute their discretionary effort by communicating a clear picture of success and its benefits. Gain support of key influencers and work through these people to influence others. (Retreat I)		Grant	On-going	Principal
7. Help staff personally feel problems by using tactics to help staff empathize with those they serve and realizing the problems that the status quo is causing and feel motivated to change. (Retreat II)		Grant	On-going	Principal, Leadership Team
8. Set up system to measure and report interim results often, keeping the organization focused on high goals. (Retreat I)		Grant	2010-11	Principal, Leadership Team
9. Share key staff results visibly, highlighting those who do not change and rewarding those who do succeed. Shift meetings from blaming and excuses to problem solving. (Retreat II)		Grant General	On-going	Principal, Leadership Team
10. Implement principal evaluation system and tools based upon research identified Turnaround Leader Competencies for Success www.publicimpact.com		General	2011-12	District Leadership

Strategy Name		Develop and increase school leader effectiveness		
Required Activity		Use rigorous, transparent evaluation systems for teachers and principal that take into account data on student growth and a significant factor in evaluation; multiple observations-based assessments of performance; designed and developed with teacher and principal involvement.		
Goal Statement		By the end of the 2010-2011 school year, identify, develop and implement a teacher evaluation system that includes teacher accountability for increasing student academic achievement.		
Measurement Tool		Staff Evaluations, MME		
Research Basis		Implementation Checklist Guide to Implementation: Resources for Applied Practice from Center for Educator Compensation Reform Designing Incentive Systems for Schools, National Center on Performance Incentives, Research Brief www.performanceincentives.org		
Activity Statements		Funding Source	Timeline	Responsible Party
Items identified for Leadership Retreat I and Staff Retreat II will also be ongoing as indicated by timeline				
1. Establish a <i>school-based team</i> that includes teachers and principal, with the responsibility for the design and development of teacher evaluation templates and processes that (Retreats I & II) a. are rigorous and transparent b. take into account data on student growth as a significant factor in evaluation c. include multiple observation-based assessments of performance		Grant	Nov. –Dec. 2010	SRAC Leadership Team
2. Identify purpose(s) of evaluation: (Retreat I) a. formative evaluation (to improve practice) b. summative evaluation (to make decisions re retention, advancement, dismissal) c. both formative and summative		Grant	Dec 2010 – Jan 2011	School-based team
3. Identify a common framework or model that defines good teaching so that all staff members have an understanding and acceptance of the level of performance expected. Select a teacher competency model as first step. (Retreat I & II)		Grant	Jan. - June 2011	SRAC Principal
4. Align methods and procedures with identified purpose of evaluation		Grant	June 2010 – Aug. 2011	School-based team
5. Include SRAC teacher evaluation topics in 2010-11 SEA teacher contract Negotiations (Retreat I & II)		Grant		SPS Executive Cabinet
6. SRAC leadership team to develop and implement student performance data information tool for teacher use that records and updates by marking period, individual student information on: MME /ACT, standardized assessments, district assessments, grades, attendance, learning style and preferences, personal educational goals. (Retreat I)		Grant	Development Nov. 2010 – June 2011 Implement Aug. 2011 -	SRAC Leadership Team

		on	
7. SRAC leadership team to complete a qualitative review of student achievement as a means of reflecting on and aligning student to teacher instruction (Retreat I & II) a. Establish a schedule and agenda for discussions with teaching staff about their link to increased student achievement at: 1. monthly staff meeting 2. grade level meetings 3. content area meetings 4. professional development sessions	Grant	Nov. 2010 – June 2011	SRAC Leadership Team
8. Conduct weekly review of lesson plans, in lesson plan formats currently used by teachers, to ensure all elements of instructional methods are incorporated	General	Nov, 2010 – June 2011	SRAC Principal
9. Develop lesson plan template for standardization of lesson planning that will include: core lesson delivery aligned to content standards/expectations, instructional strategies, strand alignment, accommodations for 504/Sp.Ed students, differentiated instruction for prioritized students and their identified needs	General	Jan. 2011 – June 2011	SRAC Leadership Team
10. Implement use of lesson plan template and the weekly review by principal	General	Sept. 2011 - on	SRAC Principal and Asst. Principal
11. Develop and implement schedule for 3 minute walk-throughs	General	Nov. 2010	SRAC Principal
12. Develop and implement schedule for 3 X 3 teacher evaluation discussions	General	Nov. 2010	SRAC Principal
13. Continue the use of student achievement as one of many measures to determine performance levels of building administrator	General	ongoing	SPS Executive Cabinet

Strategy Name		Develop and increase school leader effectiveness
Required Activity		Identify and reward school leaders, teachers and staff who have increased student achievement/growth and graduation rates and remove leaders and staff who have not increased student achievement.
Goal Statement		To develop and implement a well-conceived system of identification and reward for teachers based upon the Five Point Definition of Teacher Effectiveness.
Measurement Tool		MME, student attendance, Graduation rates, course grades
Research Basis		Identifying Professional Contexts to Support Highly Effective Teachers , Feb. 2008, National Comprehensive Center for Teacher Quality www.tqsource.org A Practical Guide to Evaluating Teacher Effectiveness , April 2009, National Comprehension Center for Teacher Quality

Activity Statements	Funding Source	Timeline	Responsible Party
1. SRAC staff completes a qualitative review of student achievement as a means of aligning it to teacher instruction with findings to focus dialogue at monthly meetings by grade level, content area, and staff meetings.	Grant	Nov. 2010 – Aug 2011	Principal, Leadership Team
2. Establish a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (Retreat I)	Grant, Title II, A	Nov. 2010 – Aug 2011	SPS Executive Cabinet, Principal, Building Leadership Team
3. Evaluate a range of teacher skills and knowledge, using a variety of valid and reliable tools including but not limited to: a. conducting a regular review of lesson plans to ensure that all elements of instructional methods are incorporated b. monitoring samples of student work, assessment results, and portfolios c. collecting data from direct classroom observations and walk-throughs	General	Nov. 2010 – Aug 2011	Principal, Asst Principal, Teacher Leaders/mentors
4. Include evaluation of student outcomes in teacher evaluation	General	June 2011	Principal, Building Leadership Team
5. Make the evaluation process transparent	General	Nov. 2010 – Aug 2011	SPS Executive Cabinet, Principal, Building Leadership Team
6. Provide training to those conducting evaluations to ensure they are conducted with fidelity to standardized procedures: a. 3 minute Walk-throughs b. 3 x 3 evaluation c. research related to effective evaluation procedure d. newly identified procedures and tools	General	2009-10 2010-11 2010-11 2010-11	SPS Executive Cabinet
7. Link the evaluation process with the district's collective and	General	2010–11 Contract	SPS Executive Cabinet

individualized professional development programs.		negotiations	
8. Assess the evaluation process periodically to gauge its quality and utility	General	End of each school year	SPS Executive Cabinet
9. Work with teachers and teachers' union at each stage of development and implementation	General	On-going	SPS Executive Cabinet
10. Set clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning.	General	On-going	Principal
11. Negotiate expedited processes for performance-based dismissals in Transformation School / SRAC	General	2010-2011 *Contract negotiations	SPS Executive Cabinet
12. Form a team of specialists who are familiar with the rules and regulations that govern staff dismissals and who help principal dealing with underperforming employees to minimize principal's time spent dismissing low performers.	General	2010-11	SPS Executive Cabinet
13. Reform tenure protections, seniority rights, and other job protections to enable quick performance-based dismissals	General	2010-11*	SPS Ex. Cabinet

Strategy Name		Develop and increase school leader effectiveness
Required Activity		Provide ongoing, high-quality, job-embedded Professional Development to ensure that teachers are equipped to facilitate teaching and learning.
Goal Statement		All SRAC teachers will be highly qualified, effective teachers that implement instructional programs and strategies resulting in a significant increase in student academic achievement
Measurement Tool		MME, Staff PD and meeting participation records, Teacher evaluations
Research Basis		<p>Enhancing teacher leadership (2007) National Comprehensive Center for Teacher Quality www2.tqsource.org/leadership/EnhancingTeacherLeadership.pdf</p> <p>Induction/Mentoring Support of New Teachers National Comprehensive Center for Teacher Quality www2.tqsource.org/strategies/atrisk/Induction.pdf</p> <p>The Mega System, pp.119-121, 134-135, www.centerii.org/survey</p> <p>Professional development: Learning from the best: A toolkit for schools</p>

and district based on the national awards program for model professional development (1999) www.learningpt.org/pdfs/pd/lftb.pdf

Creating a climate of professionalism by providing facilities, time & opportunities for collaboration. Mass Insight Building Block Strategies: Effective Teachers and Teaching
www.massinsight.org/initiatives/buildingblocks/strategy.aspx?id=297

Requiring and enabling principals to be educators first & site managers second. Mass Insight Building Block Strategies
www.massinsight.org/initiatives/buildingblocks/strategy.aspx?id=306

Activity Statements	Funding Source	Timeline	Responsible Party
1. District alignment of Staff Development Plan with District Strategic Plan. Plan to include context which research supports as critical elements for ensuring meaningful PD for teachers.	General	On-going	SPS Executive Cabinet
2. Review quarterly student assessment data to determine if the teacher(s) needs professional development and interventions to improve student performance.	General	On-going	Principal, Leadership Team
3. Implement SRAC standards for teacher PD <ul style="list-style-type: none"> a. Classroom based PD b. Teacher research groups c. Professional learning communities 	General	On-going	Principal, Leadership Team
4. Implement and support initiatives to promote collaboration between staff <ul style="list-style-type: none"> a. "A Team" membership, meeting frequency & purpose, outcomes b. Town Hall meetings for administrators and counselors c. Monthly PD sessions d. Monthly staff meetings e. Staff submitted needs analysis for areas of future non-mandated PD f. Staff members required to train staff members not attending PD g. Evaluation of all PD 	General	Implemented 2009-2010 and cont. 2010-11	Principal, Leadership Team
5. SRAC staff members will become leaders in alternative education through job embedded training and will share their knowledge and expertise with <ul style="list-style-type: none"> a. other school staffs. b. At conferences around the subject of alternative education 	Grant	Oct 2010 – June 2012	School Leadership Team
6. SRAC staff members will be provided a minimum of 35 hrs. and participate in the following training modules: <ul style="list-style-type: none"> a. Understanding by Design (ASCD) b. Differentiated Instruction (ASCD) 	Grant, Title II, A	Sept 2010 – Aug 2011	Principal

<ul style="list-style-type: none"> c. National Board Certification Training and Assessment Take One Series d. College Board Springboard and Vertical Alignment e. What it means to teach in an alternative education high school setting 			
7. SRAC staff members will participate in training modules: <ul style="list-style-type: none"> a. embedded in the school day b. provided in after-school/Saturday workshops and paid stipends c. are appropriate for individual teachers with different experience and expertise 	Grant	Sept 2010 – Aug 2012	Principal
8. Newer SRAC teachers are paired with a peer mentor and will have their instructional day scheduled to: <ul style="list-style-type: none"> a. Classroom observations b. One-on-one time within block schedule 90 minutes planning period within a subject area c. Time dedicated to the understanding of effective working in an alternative education environment and with alternative education students d. Mentors and building administrators will assess new teachers to identify strengths and determine focus for improving instructional practice 	General	Sept. 2008- Aug 2013	Principal

Strategy Name		Develop and increase school leader effectiveness		
Required Activity		Implement financial incentives, opportunities for career growth, and more flexible work conditions		
Goal Statement		All SRAC teachers will substantially increase student academic achievement and be rewarded as demonstrably effective teachers.		
Measurement Tool		MME, Student grades, Student attendance, Graduation rate, Surveys		
Research Basis		1. Enlisting Teachers to lea standards-based change through intrinsic & extrinsic motivators, Massinsight Building Block Strategies: Effective Teachers and Teaching www.massinsight.org 2. Center for Educator Compensation Reform Implementation Checklist. Retrieved from www.cecr.ed.gov/pdfs/guide/CECRchecklist.pdf 3. Providing Career Growth Ladders, www.centerii.org 4. Improving Staff Evaluation Systems, www.centerii.org 5. Improving Teaching Through Pay for Contribution, NGA Center for Best Practices www.nga.org		
Activity Statements		Funding Resource	Timeline	Responsible Party

1. Create a system for making awards that is transparent and fair.	General	Nov.2010 – Aug.2012	SPS Executive Cabinet
2. Identify and incorporate well-designed “value-added measures to the broader teacher pay system. a. Assess individual teacher direct contributions to student learning gains b. Assess individual teacher indirect contributions to student learning (i.e. mentoring) c. Assess how effective pay plans and other management systems are at improving student learning over time.	General	Nov. 2010 – Aug 2012	SPS Executive Cabinet
3. Identify competencies of high-performing teachers	General	Nov. 2012 June 2011	Building Principal and Leadership Team
4. Anticipate implementation issues for innovators	General	On-going	Building Principal
5. Identify and provide performance-based incentives using valid data on whether performance indicators have been met	General	June 2012	SPS Executive Cabinet
6. Identify and use non-monetary incentives for performance.	General	Nov. 2010 – Aug 2012	SPS Executive Cabinet
7. Work with teachers and teachers’ union at each stage of development and implementation of incentive program.	General	Nov. 2010 – Aug 2012	SPS Executive Cabinet
8. Define the expectations and responsibilities of different positions along a career ladder.	General	On-going	SPS Executive Cabinet
9. With their input, customize career ladders for individual teachers, based on their interests and skills.	General	2011-12	SPS Executive Cabinet
10. Establish a system to evaluate teacher retention and satisfaction with the various career advancement opportunities.	General	2011-12	SPS Executive Cabinet

Strategy Name		Comprehensive instructional reform strategies
Required Activity		Use data to identify and implement instructional program

Goal Statement		There will be an increase in student achievement resulting from the use of instructional programs designed to meet the needs of alternative education high school students		
Measurement Tool		MME, District content area assessments		
Research Basis		<i>Using student achievement data to support instructional decision making</i> (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.		
Activity Statements		Funding Resource	Timeline	Responsible Party
1.	A. Continue to provide two program options for SRAC students: Transitions Academy (TA) and Learners Excelling through Afternoon Programs (LEAP)	General	Ongoing	Principal
	B. All students will participate in an additional 90 minute class after school 5 days per week (263 hrs) (Additional 60 hrs will be included in the Saturday school.) Total number of additional instruction hours per student is 323 per school year.	Grant	Begin Sept. 2011-	
2.	Review best practices in alternative education through professional, alternative school site visits, review and modification of instructional programming on a semester basis and annual program evaluation	Grant	ongoing	Principal, Leadership Team
3.	Increase the availability of flexible student and staff scheduling	General	Jan – Aug 2011	Principal, Leadership Team
4.	Increase student participation in the OTECH, Dual Enrollment and Saturday College Readiness workshops	Grant		Principal, Leadership Team
5.	Teachers will Implement instructional skills and strategies gained from professional development in differentiated instruction and “Understanding by Design” that meet the identified needs of SRAC students	General	On-going	Principal, Leadership Team
6.	Hire an Academic Support Facilitator to develop individual learning plans for all students upon entry to SRAC	Grant		Principal, SPS Cabinet
7.	Implement research-based program: Read 180 to directly address deficiencies in student reading levels	General	On-going	Principal, SPS Cabinet
Strategy Name		Comprehensive instructional reform strategies		
Required Activity		Continuous use of student data (formative, interim, summative) to inform and differentiate instruction		

Goal Statement		There will be an increase of student achievement in the core content areas		
Measurement Tool		MME, District assessments, course grades		
Research Basis		<p>Effective use of electronic data systems: A readiness guide for school and district leaders from Learning Point Associates www.learningpt.org/pdfs/datause/DataReadinessTool.pdf.</p> <p>How classroom assessments improve learning. <i>Educational Leadership</i>, 5(60), 6-11. www.ascd.org/publications/educational_leadership/feb</p>		
Activity Statements		Funding Resource	Timeline	Responsible Party
1. Implementation of Transition Academy to assist second year high school students		General	2008 - 2012	Principal
2. Implementation of Learners Excelling through Afternoon Programs (LEAP)		General	2008 - 2010	Principal
3. Continue to review best practices in alternative education through Professional Development		Grant	On-going	Principal
4. Continued use by SRAC staff of the curriculum framework, Understanding By Design for improving student achievement.		Grant	On-going	Principal Leadership Team
5. Continued use of differentiated instruction, and focus on tiered instruction to move students from facts-based orientation to application and beyond on the higher order thinking skills hierarchy		General	On-going	Principal Leadership Team
6. Create a system and tools to regularly review student academic growth as measured by achievement and classroom performance data, student survey information on preferred learning styles and content as well as personal educational goals. This data will be used to identify: a.) students based upon their academic needs and/or readiness for particular content learning, and b) implement effective instruction and interventions c) early warnings of students who may be at risk of failure		Grant	2010-11	Principal Leadership Team
7. Hire a School Improvement consultant to work at the building level to ensure that all SRAC staff are consistently and effectively skilled and engaged in the use of data to inform instruction and meet individual student needs and to act as a liaison between the district level transformation leadership team and the school to implement, observe and evaluate programming.		Grant	2011-12	SPS Cabinet

8. Create and implement a schedule for staff a) use of observation protocol, b) collegial dialogue and planning and c) conversations with students and parents about what motivates students.		Grant	2011-12	Principal Leadership Team
Strategy Name		Comprehensive instructional reform strategies		
Permissible Activity		Use and integrate technology-based interventions		
Goal Statement		There will be the regular use of technology tools and interventions that: 1. align with curricular and teacher goals, 2. offer students opportunities to use these tools in their learning and 3. enhance student academic performance.		
Measurement Tool		High School graduation rate, MME scores, surveys		
Research Basis		<p>Center for Implementing Technology in Education. <i>Technology Works! Information Briefs.</i> CITED Learn Center. <i>Articles written for practitioners on focused topics around the use of emerging technologies for learning.</i></p> <p>Center for Implementing Technology in Education. <i>EdTechLocator.</i> www.edtechlocator.org <i>A role-based map and self-assessment for implementation teams to use for technology planning and implementation.</i></p> <p>Center for Implementing Technology in Education. <i>Implementing and Scaling Up Technology.</i> <i>Based on the science of implementation, these research briefs identify the key issues in implementing, scaling up, and sustaining a technology initiative.</i></p> <p>Center for Implementing Technology in Education. <i>Multimedia Technologies.</i> <i>12 articles to help integrate multimedia technologies into classroom teaching.</i></p>		
Activity Statements		Funding Resource	Timeline	Responsible Party
A. Continue to implement "Ford PAS Program" Ford PAS program prepares students for 21 st Century post-secondary education work force and is an authentic project based program that engages and connects students to real world through activities that increase: team work, communication skills, critical thinking, and problem-solving abilities.		General	ongoing	Principal and Director K-12 Curriculum Instruction
B. Implement PLATO Learning by offering interactive content and assessment through 1) a comprehensive credit recovery program, 2) distance learning options to keep students engaged and to accommodate demanding schedules, and/or 3) giving students ample opportunities to prepare for high-stakes exams		General	ongoing	Principal and Director K-12 Curriculum Instruction
C. Develop on-line acceleration and remediation courses through		General	September	Principal and Director K-12

GenNet. GenNet is a virtual on-line courses offered through Genesee ISD.		2011	Curriculum Instruction
D. Implement reading intervention program, <i>READ 180</i> , to address individual literacy needs of students through adaptive and instructional software, high-interest literature, and direct instruction in reading skills.	General	September 2011	Principal and Director K-12 Curriculum Instruction
E. Continue and enhance Plato courses for LEAP students to meet their individual needs/requirements for academic success.	General	ongoing	Principal and District Supervisor of Instructional Technology
F. Implement the use of assistive technologies to enhance teaching and learning for students with disabilities; for example, text to speech supports for students with print-related disabilities, alternative input devices to support computer use for students with physical disabilities, and augmentative communication devices to provide support for students with communication challenges.	General IDEA	ongoing	Principal and District Supervisor of Instructional Technology
G. Work with district and regional professional development and instructional media leaders to integrate technology into instructional initiatives. Develop and implement planned opportunities for teachers to work together to practice with new technologies before using them instructionally.	Grant	January 2011	Principal and District Supervisor of Instructional Technology

Strategy Name		Increasing learning time and creating community-oriented schools	
Required Activity		Establish schedules to provide increased learning time* --using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for core academic subjects, other subjects, enrichment activities, teacher collaboration or PD	
Goal Statement		There will be an increase in student achievement and number of students graduating with the 4 year model	
Measurement Tool		MME and SRAC graduation rates	
Research Basis		<i>Toward ensuring a smooth transition into high school.</i> Washington, DC: National High School Center at the American Institutes for Research. http://www.eric.ed.gov .	
Activity Statements		Funding Resource	Timeline
1. a. Continue LEAP program to allow students to enroll in up to 13		General	On-going
			Principal

courses each semester. b. All students will participate in an additional 90 minute class after school 5 days per week (263 hrs per year) An Additional 60 hrs will be included in the Saturday school. Total number of additional instruction hours per student is 323 hr. per school year.	Grant	Begin – Sept. 2011	
2. Schedule classes from 7:45a.m. to 7:05 .m. to accommodate student participation in LEAP, Dual Enrollment and OTECH programs.	General	On-going	Principal
3. Continue use of block scheduling to support student achievement of content expectations	General	On-going	Principal
4. Continue Saturday College Readiness Program with ACT Prep	General	On-going	Principal
5. Develop and implement a 2 week “SRAC Jump Start” summer program for all SRAC students to develop skills and provide support for a successful school year. Program focus is on reading, math, character development, job skills readiness and Capstone/Student Autobiography Project.	General	Development Nov. 2010 – June 2011 Implement August 2011	Principal, School Leadership Team

Strategy Name		Increasing learning time and creating community-oriented schools
Required Activity		Provide ongoing mechanisms for family and community engagement
Goal Statement		We will improve student learning by engaging parents in ways that directly relate to their children’s academic progress, maintaining a consistent message of what is expected of parents, and reaching parents directly, personally, and with a trusting approach
Measurement Tool		Surveys of parents, Parent-Conference attendance, student school attendance, student grades
Research Basis		Epstine, 1995; Henderson & Mapp, 2002; atrikakou, Weissberg, Redding, & Walberg, 2005l Redding, 2000)

Activity Statements	Funding Resource	Timeline	Responsible Party
1. A family orientation to establish open communications with parents regarding school policies, practices and regulations will be provided at the beginning of the school year with attendance required.	General	August each school year	Principal Leadership Team
2. Host a curriculum night each school year	General	Fall of each school year	Principal All staff

3. Provide a series of workshops with topics designed to help parents work with and support the academic success of their child	Grant	2 to 6 workshops each school year	Leadership Team
4. Provide each student/family with a course syllabus	General	Each semester	All staff
5. Hold monthly PTSA meeting with parents to identify their needs in helping their student achieve school success.	General	Each month, Sept through May	Principal Leadership Team
6. Use the Honeywell Alert System for automatic messaging	General	On-going	Principal
7. Secure parent involvement on school and district committees	General	On-going	Principal
8. On the 4 th Monday of the school year, all teachers will notify, by phone call, the parent/ guardian of each student currently failing their classes. It is recommended that teachers inform parents of upcoming Parent-Teacher Conference dates to encourage further dialogue. All teachers will submit a call log to the Principal, or designee, indicating the parents contacted	General	September 2011	All teachers, Principal or designee
9. At each report card marking period, all teachers will be required to notify, by phone call, the parent/guardian of each student currently failing their classes. All teachers will submit a call log to the Principal, or designee, indicating the parents contacted.	General	Initiate Second semester 2010-11	All teachers, Principal or designee
10. At the teacher's discretion, all teachers will notify, by phone call, the parent/guardian of students who are meeting and/or exceeding the objectives of the class. All teachers will submit a call log to the Principal, or designee, at the end of each semester indicating the parents contacted.	General	Initiate Second semester 2010-11	All teachers, Principal or designee
11. At each card marking, all teachers will be required to send written notification home to the parent/guardian of a student who receives a D or E in their class. Notifications will be processed and mailed by clerical staff.	General	Initiate Second semester 2010-11	All teachers, Clerical staff
12. Develop a resource guide that provides recommendations for parents to follow in order to prevent their child from failing a class. Include this guide in mailed communications regarding student class failure.	General	Prepare during 2010-11 Implement in 2011-12	Building Leadership Team

Strategy Name		Increasing learning time and creating community-oriented schools
Permissible Activity		Partnering with parents and community organizations to create safe school environments that meet students' needs
Goal Statement		There will be an increase in the percentage of parents indicating they receive adequate communication from the school about academic issues. There will be a decrease in the number of students failing classes.
Measurement Tool		Student course grades, Parent participation in Parent/Teacher Conferences, Parents' perception of school communication as measured by an annual parent survey.
Research Basis		Strong Families, Strong Schools. US Dept. of Education (1994) http://www.eric.ed.gov/PDFS/ED371909.pdf .

Activity Statements	Funding Resource	Timeline	Responsible Party
1. Maintain partnerships with community agencies to provide services and/or finances to SRAC families	General	On-going	Principal, Counselors
2. Identify, support, and engage programs provided by organizations, such as Anti-Defamation League, Americorp, and Optimist International, National Alternative Education Association for SRAC students	General	On-going	Principal, Counselors

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

As the reform initiatives for our school unfold, external providers and/or external partners can play a valuable role in supporting this work. (An external partner reflects a relationship where the partner gives services, at no cost to the school; whereas an external provider reflects a relationship where the Provider is compensated in order to "provide" services.) In order to be a knowledgeable consumer and choose resources that maximize our school's efforts to improve performance we have identified the following protocol for selecting and working with external providers and/or external partners based on "The Guide to Working With External Providers", published by Learning Point Associates, An Affiliate of American Institutes for Research.

Step 1: Establish a Selection Team

The principal and Leadership Team will decide who will be on the Selection team, the role each team member will have, the input other key stakeholders will have, and the logistics of meetings.

Step 2: Writing a Request for Proposal

The Selection Team will identify the most pressing needs, budget, timeline, logistical concerns and the outcomes expected as a result of hiring an external provider or engaging in a relationship with an external partner. The services expected from the external provider, or partner, will be clearly identified along with selection criteria. This information

will used to write the RFP.

Step 3: Finding Potential Providers and/or Partners

An RFP will be issued. Selection Team members will consult with Oakland Intermediate School District, other area alternative education schools, professional organizations, and/or conduct internet research to identify potential external providers and/or partners.

Step 4: Vetting and Selecting a Provider and/or Partner

The Selection Team will conduct discussions with potential providers/partners about selection criteria, cost of services (for providers only), expected outcomes, and the provider's/partner's evaluation strategy. References provided by potential providers/partners that include other alternative education schools will be checked. The Selection Team will ask key stakeholders to review and/or formally approve their choice. The Selection Team will plan and implement strategies to build support for their choice among the wider school community.

Step 5: Negotiating a Contact

In consultation with District leadership and finance officers, the Principal will clarify the package of services and materials to be supplied by the provider/partner, determine action and support to be provided by SRAC and the Southfield Public School District, determine the contract length, formative and summative outcomes measures and timetable for completion. Agreement will also be required between SRAC and a Provider on rewards for achieving and/or consequences for not achieving expected outcomes.

Step 6: Working in Partnership

The principal and Leadership Team will work with the provider/partner to develop a flexible implementation plan. Open communications will be maintained throughout this relationship for the purpose of addressing issues that arise during implementation. Critical issues include: support from school staff, customized services to fit SRAC needs, scheduled professional development and reflection on new practices. The evaluation plan will align with and support reform evaluation initiatives.

b. Align other resources with the interventions

The SIG Grant funds including General Funds, Title II, A and other resources have been aligned as reflected in the Funding Resource column included with each set of activities.

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

Southfield Public Schools has used the following template to determine which policies and

procedures need to be modified in order to implement the interventions of the transformation plan fully and effectively.

Policies/Practices	In Place	Preparation for Implementation	Under Consideration
Leadership councils composition	"The A-Team" is a group of administrators, department chairs, counselors, program leaders and social workers that meet for sixty (60) minutes every week to discuss curriculum, instruction, behavioral issues and develop solutions		
Principal Authority / responsibility	The principal has complete autonomy on staffing for the LEAP program. The district takes into consideration the specific staffing needs when placing staff at SRAC.		
Tenure	Tenure is available to teachers		
Flexibility regarding our school schedule (day and year)	Through the LEAP program, Dual Enrollment and OTECH, classes are offered from 7:45 am through 7:05pm. Double blocks for ELA and Math for all Transition Academy students	Jump Start two week early school year start program for all SRAC students Extra 6 th block core academic class for all SRAC students during LEAP schedule including. 20 3 hr Sat. classes per yr. Student focused scheduling (i.e. late start)	
Waivers from district policies to try new approaches	The Principal and the School Improvement Team have the ability to request waivers from District policy to be	Student focused scheduling	Flexible work / part time hours for staff to be considered by the board and teachers' union

	approved by the school board		
Flexibility regarding staffing decisions	The principal has complete autonomy on staffing for the LEAP program. The district takes into consideration the specific staffing needs when placing staff at SRAC	Staff will be required to take certain PD related to subject area and Alternative Education.	Removal of staff who have not increased achievement
Flexibility regarding professional development activities	Monthly and district days are offered		Embedded required professional development within work schedule
<ul style="list-style-type: none"> Topic/Content Requirements (e.g. every teacher must have 2 paid days of adolescent development every 5 years) 	All teachers receive a minimum of thirty-five (35) hours of professional development offered by the district every year	All new staff members must participate in orientation specifically related to Alternative Education. In addition, all staff will be required to become members of the National Alternative Education Association (NAEA)	
<ul style="list-style-type: none"> Schedule Length 	Block scheduling allows for a common ninety (90) minute planning period within a subject area	Mentors and Mentee schedules will be planned to provide for joint sessions, classroom observation and one-on-one time.	
<ul style="list-style-type: none"> Financing 	District covers expenses for teachers to attend professional development conferences	District will provide money for both subject matter PD as well as PD related to teaching in Alternative Education	
<ul style="list-style-type: none"> Instructors 	The principal has: brought in nationally known speakers on curriculum and instruction; planned for book studies to support and enhance the development of SRAC as a learning community. SRAC staff have the		

	<p>opportunity to share their expertise with SRAC and district staff during building level and district wide PD sessions.</p>		
<ul style="list-style-type: none"> Evaluation 	<p>Administrators have been trained in and conduct 3 minute walk-throughs to ensure proper delivery of content and implementation of PD.</p> <p>Teachers are evaluated regularly by principal using a 3x3 method.</p> <p>Review of our common assessment data occurs regularly at department meetings</p> <p>Building principal conducts a regular review of lesson plans to ensure that all elements of instructional methods are incorporated.</p>	<p>Development of evaluations that include a link to student performance / achievement</p>	
<ul style="list-style-type: none"> Mentoring 	<p>New Teacher training series is offered to all district employees. New teachers to SRAC are paired with a veteran mentor.</p>	<p>Both teachers' schedules will be adjusted to allow both teachers to observe each other's classroom teaching as well as time for co-teaching opportunities.</p>	
<p>Budgeting</p> <p>School funding allocations to major spending categories</p> <ul style="list-style-type: none"> School staff input on allocation Approval of allocation 	<p>Staff has input into budget; funds are first spent according to prioritized needs, then focused on wants and last on wish list</p> <p>Approval process streamlined with direct support to SIG instructional team from supervisor of state and</p>		

e. Sustain the reforms after the funding period ends.

The district's Superintendent and all members of the Executive Cabinet are committed to identifying resources and soliciting community support to sustain school improvement interventions associated with SRAC's transformation reform plan beyond the grant period. This commitment will be lead by the district's Transformation Leadership Team which will coordinate: Redirecting the use of current grant funding (such as Title II Part A and/or Title II, Part D); hiring a Grant Development Specialist through school improvement grant funds to pursue new federal/state grant opportunities and local foundation awards; and continuing to allocate the district's human and financial resources and in-kind support from other potential private partners.

The district will also solicit key stakeholders including students, parents, staff partners and others to form a school reform advisory board to ensure that the transformation plan interventions/activities become embedded in the culture of the SRAC and are sustained beyond the grant period. The advisory group will meet quarterly to evaluate the purpose, planning, implementation and progress of the program. The group will capture participants' and stakeholders' voices and head off potential problems. The group will celebrate program success and engage a broader group in discussions about program effects commitment ad sustainability

4. Include a timeline delineating the steps to be taken to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application.

Please refer to Activity Statements for timeline and responsible party information.

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

English Language Arts Annual Goal Statement

All students will demonstrate an improved ability to write in all curricular areas in order to improve ACT/MME ELA scores by 5% a year to reach the state proficiency target by 2011.

Mathematics Annual Goal Statement

All students will demonstrate an improved ability to solve equations in order to improve proficiency scores on the ACT/ME by 5% a year to reach the state proficiency target by 2011/

6. For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement.

Not for SRAC as a Tier II school.

7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

Not for SRAC as a Tier II school.

8. As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. Describe how this process was conducted within the LEA.

The building principal used existing meetings to communicate with and get input from students, parents and other stakeholders regarding the Transformational Model Design Plan and the School Improvement Grant application and implementation. During the summer of 2010, SRAC leadership made phone calls to a small cohort of parents notifying them of the grant. Discussions were held at PTSA meeting and at Saturday parent workshops. The grant application was also an item of discussion at the Southfield Public Schools Board of Education meeting. At his annual beginning of the 2011 school year presentation to parents and students, SRAC's principal, Mr. Marty Bulger, identified upcoming changes from the SRAC Transformation Model Plan

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

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

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

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.

ASSURANCES AND CERTIFICATIONS
STATE PROGRAMS

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

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

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

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

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

Rev. 8/06
Grants Coordination and School Support
P.O. Box 30008, Lansing, Michigan 48909

Michigan Department of Education

--PAGE 1--

*Direct questions regarding this form to
(517) 373-1806.*

AUTHORITY:

COMPLETION: Voluntary. (Consideration for funding will not be possible if form is not filed.)

SCHOOL IMPROVEMENT GRANT BUDGET

APPLICANT INFORMATION

APPLICANT	Legal Name of District Southfield Public School District Southfield Public Schools		District Code 63060
	Address of District 24661 Lahser Road		
	City and Zip Code Southfield 48075		Name of County Oakland
CONTACT PERSON	Name of Contact Person Ms. Lynda Wood	Title Associate Superintendent	Telephone (Area Code) (248) 746 – 8580
	Address 24662 Lahser Road	City Southfield	Zip Code 48075
	E-Mail Address woodlc@southfield.k12.mi.us	Facsimile (A.C./No.) (248) 746 – 8540	

GRANT FUNDS REQUESTED: \$ 415,719

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

DATE 2/24/2011

SUPERINTENDENT OR
AUTHORIZED OFFICIAL


SIGNATURE

TYPED NAME/TITLE Dr. Wanda Cook-Robinson, Superintendent

ASSURANCE WITH SECTION 511 OF THE U.S. DEPARTMENT OF EDUCATION APROPRIATION ACT OF 1990

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

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

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

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

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

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C.

7905, 34 CFR PART 108.

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

PARTICIPATION OF NONPUBLIC SCHOOLS

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

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

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

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

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

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

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

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

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

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

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

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

AUDIT REQUIREMENTS

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

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

IN ADDITION:

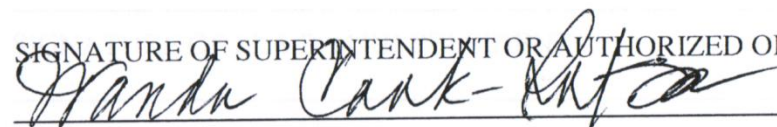
This project/program will not supplant nor duplicate an existing School Improvement Plan.

SPECIFIC PROGRAM ASSURANCES

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

1. Grant award is approved and is not assignable to a third party without specific approval.
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Innovation and Improvement unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds.
7. If the recipient implements a restart model in a Tier I or Tier II school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
8. The recipient must report to the SEA the school-level data required under section III of the final requirements.

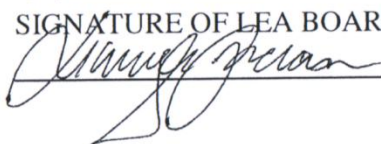
SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL



Date

2/24/11

SIGNATURE OF LEA BOARD PRESIDENT



Date

2/24/11

SCHOOL BUILDING BUDGET

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

SCHOOL BUILDING

Legal Name of School Building Southfield Regional Academic Campus	Building Code 8048	Name and Title of Authorized Representative Mr. Marty Bulger, Principal	
Mailing Address (Street) 21705 Evergreen Rd.		Signature <i>Marty Bulger</i>	
City Southfield	Zip Code 48075	Telephone (Area Code/Local Number) (248) 746 - 0012	Date Signed 2/24/2011
Name and Title of Contact Person Lynda Wood, Associate Superintendent		Mailing Address (If different from agency address) 24661 Lahser Rd, Southfield, MI 48033	

SCHOOL IMPROVEMENT GRANT BUDGET APPROVAL FORM

INSTRUCTIONS: The Budget Summary and the Budget Detail must be prepared by or with the cooperation of the Business Office using the School District Accounting Manual (Bulletin 1022). Please complete a 'School Improvement Grant Budget Approval Form' for EACH building. Duplicate 'School Improvement Grant Budget Approval Form' for each school.

I. BUDGET SUMMARY FOR: Southfield Regional Academic Campus

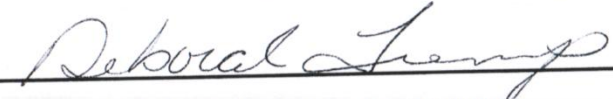
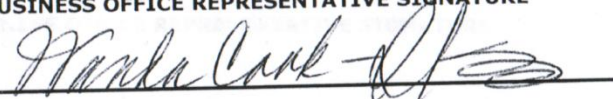
LEGAL NAME OF APPLICANT: Southfield Public Schools				District Code 63060	
MDE USE ONLY	Grant No.	Project No.	Project Type	Ending Date	FY of Approved Activity 2009

BUDGET OBJECTS:

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
110	Instruction -- Basic Programs							
120	Instruction -- Added Needs	103,010	38,993	-0-	55,000			197,003
210	Pupil Support Services							
220	Instructional Staff Services							
221	Improvement of Instruction	101,576	33,520	79,200	1,200			215,496
225	Instruction Related Technology							
300	Community Services							
331	Community Activities			2,020	1,200			3220
	SUBTOTAL	204,586	72,513	81,220	57,400			415,719
	Indirect Costs _____ % Restricted Rate							
	TOTAL	204,586	72,513	81,220	57,400			415,719

2. BUDGET DETAIL

Explain each line item that appears on the Budget Summary, using the indicated function code and title, on a plain sheet. **(Provide attachment(s) as needed.)**

<u>2/24/11</u> Date	 BUSINESS OFFICE REPRESENTATIVE SIGNATURE
<u>2/24/11</u> Date	 SUPERINTENDENT/DIRECTOR SIGNATURE

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

See the Assurances and Certifications section of the LEA Application for a complete list of assurances. LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

5. WAIVERS: The MDE has requested all of the following waivers of requirements applicable to the LEA's School Improvement Grant. Please indicate which of the waivers the LEA intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

X Extending the period of availability of school improvement funds.



Note: Michigan has requested and received a waiver to extend the SIG grant funds through September 30, 2014.

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

SIG GRANT—School Building Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Southfield Regional Academic Campus	Mailing Address: 21705 Evergreen Rd Southfield, MI 48075
School Building Code: 08048	
School Building Contact for the School Improvement Grant	
Name: Mr. Marty Bulger	
Position and Office: Principal	
Contact's Mailing Address: 21705 Evergreen Road, Southfield 48075	
Telephone: 248-746-0012	
Fax: 248-746-8999	
Email address: bulgerm@southfield.k12.mi.us	
LEA School Superintendent/Director (Printed Name): Dr. Wanda Cook-Robinson	Telephone: 248.746.4366
Signature of the LEA School Superintendent/Director: X 	Date: 2/24/11
LEA School LEA Board President (Printed Name):	Telephone:
Signature of the LEA Board President: 	Date: 2/24/11
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. NEED

Southfield Regional Academic Campus (SRAC) is committed to the improvement and enhancement of student education and learning. This requires staff to introspectively reflect assess,, and identify potential areas of improvement that are student centered. To do so, the staff conducted a needs assessment that included surveying faculty, parents/community members and students. In addition, the staff analyzed ad triangulated 2009 achievement data from standardized tests (i.e. ACT/MME), district level common assessments (ELA, Math, Science, and Social Studies), and classroom/teacher constructed assessments (unit test, chapter test, quizzes, homework and participation). A demographic breakdown of students and staff was also completed to determine an cultural needs. The staff divided into groups by subject area conducted item analyses, ad reconvened to discuss the following findings with the larger group.

Mathematics

In review of the latest MME / ACT data, we see improvement in Mathematics performance by our students. The combination of increased rigor Algebra 2 by grade 11, ad double blocks of Mathematics through our ACT Prep classes have both assisted in areas of student achievement. We must continue to have teachers, students, and administrators review data to look for opportunities that will improve student achievement. We will review ACT/MME, Common Assessments, PLAN, Explorer and other assessment data as we talk as a staff about evaluation goals observations and expectations, and professionalism.

Science

We observed and compared operations to our comprehensive high school counterparts, and we discovered some experiential and demonstration areas that we can improve. We believe that our scores will improve on all of the high stakes assessments as we infuse more hands on science activities in all of our core science classes. Our Common Assessment scores show that we can improve over previous years, therefore we will continue to discuss achievement in observations, evaluations, while establishing goals for the year, and as an expectation for professionalism.

Composition and Literature

As with Mathematics, Composition and Literature classes have a double block with ACT/ME Prep courses. We will continue to fine tune our processes for evaluation, observation, and professionalism by holding improvement in student achievement in the spot light. ACT/MME, PLAN, Common Assessments and Explore data will become a part of regular conversations, both formal and informal, in all of our activities. Our scores are improving, however, we continue to seek AYP.

Social Studies

Our students are exposed to learning the same Social Studies courses as the comprehensive high schools. As we continue to seek AYP, we supplement instruction with real world experience and application. We are coupling student achievement with the evaluations. Our students benefit in the ELA double block ACT/E classes as we offer them on-line support in all of the academic areas. All of our staff members are being trained in the use of supplementary academic support.

During a staff meeting in May, 2010, the SRAC staff divided into groups by subject areas to review and revise previous year academic goals. Each core content area was responsible for identifying best practices within their content area. Utilizing research, we developed reform strategies and listed them within our school improvement action plan. After the groups met individually, the collective staff reconvened and discussed the effectiveness and how best to implement these strategies.

The following school data profile information and assessment data was also used to support the selection of the transformation model as the vehicle for school reform at Southfield Regional Academic Campus.

Sub Group Academic Data Analysis

Grade: Eleven				Percent of Sub-group meeting State Proficiency Standards					
Group	Reading			Writing			Total ELA		
	Year	Year	Year	Year	Year	Year	Year	Year	Year
	1	2	3	1	2	3	1	2	3
Social Economic Status (SES)									
Economically Disadvantaged YES	31%	16%	9%	8%	0%	0%	15%	12%	0%
Economically Disadvantaged NO	28%	24%	25%	3%	12%	4%	7%	16%	14%
Race/Ethnicity									
American Indian/ Alaskan Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian/Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black, Not of Hispanic Origin	30%	20%	19%	5%	8%	3%	10%	11%	8%
Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White, Not of Hispanic Origin	<10	<10	<10	<10	<10	<10	<10	<10	<10
Multiracial	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	<10	<10	<10	<10	<10	<10	<10	<10
Limited English Proficient (LEP)	<10	n/a	<10	<10	n/a	<10	<10	n/a	<10
Homeless	n/a	n/a	<10	n/a	n/a	<10	<10	n/a	<10
Neglected & Delinquent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Migrant	n/a	n/a	<10	n/a	n/a	<10	<10	n/a	<10
Gender									
Male	31%	16%	19%	3%	8%	3%	4%	11%	8%
Female	25%	30%	17%	6%	6%	2%	19%	12%	2%

Sub Group Non-Academic Analysis

Year: 2009-10

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicate d Counts	
		>10	<10	In*	Out *			In*	Out*
SES									
Economically Disadvantaged YES	254								
Race/Ethnicity									
African American	446								
Asian	1								
Caucasian	2								
Hispanic	2								
Native American	1								
Multi-Ethnic	2								
Disabilities	46	9	8						
LEP	4								
Homeless	6								
Migrant	0								
Gender									
Male	284								
Female	170								
Totals	454								

Year: 2009-10

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES						
Economically Disadvantaged YES	254					
Race/Ethnicity						
African American	446					
Asian	1					
Caucasian	2					
Hispanic	2					
Native American	1					
Multi-Ethnic	2					
Disabilities	46					
LEP	4					
Homeless	6	0	0	0	0	0
Migrant	0					
Gender						

Male	284					
Female	170					
Totals	454					

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
10	183	0	0	0	0	0	183
11	88	0	0	0	0	0	88
12	197	0	0	12	3	3	188

Number of Students Enrolled in Extended Learning Opportunities

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
10	0	0	0	25	
11	0	0	17	17	
12	0	0	25	82	

Year: 2009-2010

2. School Building Capacity – Resource Profile

<input checked="" type="checkbox"/> General Funds <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C	<input checked="" type="checkbox"/> Title I School Improvement (ISI)	<input checked="" type="checkbox"/> Title II Part A <input checked="" type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
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<input type="checkbox"/> Title I Part D			
<input checked="" type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input type="checkbox"/> Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools.) A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.			

3. School Building Commitment

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

The staff of Southfield Regional Academic Campus wholeheartedly supports the "Revised Reform Design Plan – Transformation Model" and the school improvement grant application and believes that implementation of the Reform Plan will assist their efforts in educating the whole child as well as promoting a positive work and learning environment throughout the building. Evidence of this support is best illustrated through their professionalism and commitment to active involvement in monthly staff meetings, professional learning activities, and school improvement planning efforts associated with the identification and development of the SRAC Reform. SRAC staff, parents, students and administrators understand the need for change and have pledged their support in order to produce long term results for student success. District leadership has also pledged its support to provide the necessary funding, flexibility and oversight for the leaders and stakeholders at SRAC to make essential changes at the staffing and policy level.

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

The Southfield School District has developed a district transformation leadership team that will provide technical assistance, resources and

supports to ensure all required transformation model reform activities are implemented:

1. Mr. Marty Bulger, Southfield Regional Academic Campus Principal, will implement and lead all school reform efforts associated with the Revised Design Plan, Transformation Model and the School Improvement Grant.
2. Lynda Wood, Associate Superintendent for Instruction, will provide administrative oversight by supervising and serving as an advisor to the Building Principal. Ms. Wood will also coordinate all district-wide technical assistance efforts and support as well as guide and assist staff through the implementation of staff development and other training initiatives.
3. Earl Dixon, Assessment Consultant, will coordinate district-wide technical assistance efforts and support, oversee the collection of student performance data and required annual performance data, as well as guide and assist staff through the implementation of staff development and other training initiatives.
4. David Rose, Supervisor of Instructional Technology, will provide on-site technical assistance to ensure teachers successfully integrate technology into daily classroom instruction.
5. Dr. Twainie Roberts, Supervisor of K-12 Academic Achievement, will oversee the implementation of secondary programming for student participants.
6. Robin Brown, Supervisor of Career & Technical Programs, will provide on-site technical assistance to ensure the successful implementation and coordination of all external partnerships that support career and technical programming.

4. School Improvement Intervention Plan—5 page limit

Over the past two years Southfield Regional Academic Campus has taken numerous steps to develop and increase the effectiveness of the teachers, the learning environment as a whole, and individual student academic achievement. The initial steps included a major staff turnover in 2008 including the replacement of the principal. This new principal was selected to be a change agent and is moving this school forward in the area of

student achievement and engagement. He has provided the leadership necessary to move the school very close to making AYP in 2009-2010 and has increased the number of students in dual enrollment at OCC. With a new staff and principal came new focus, new ideas, new culture, new dedication and extensive training. While many changes have already been made, the staff, under the leadership of Reform-focused principal, Mr. Marty Bulger, is committed to:

1. implementing effective and targeted instruction, structures and systems that support quality instruction and increase student academic achievement, and
2. constantly collecting data and making adjustments to provide the best learning environment for both students and staff.

The current teacher evaluation process does not provide building administrators the ability to link student data/achievement to teacher performance nor provide an opportunity for teacher/principal involvement in the design and review of evaluation templates and processes. However, it is the intent of district leadership to add these topics to the items that will be negotiated during the 2010-11 contract negotiations. Until student data can be officially used to evaluate teacher performance, a series of initiatives will be implemented. One initiative will be the formation of a school-based team of principal and teachers with the responsibility for the design and development of teacher evaluation templates and processes which will clearly identify the purposes of evaluation. A second initiative will be a qualitative review of student achievement as a means of aligning it to teacher instruction by SRAC's Leadership Team. This information will then be used to have conversations with teaching staff about their link to increased student achievement during monthly staff, grade level, content area and professional development meetings. The ultimate goal of this dialog will be to identify the common framework or model that defines good teaching so all staff members have an understanding and acceptance of what level of performance is expected. Once this standard has been outlined and disseminated to all staff, SRAC leadership will begin to hold teachers accountable by:

1. conducting a regular review of lesson plans to ensure that all elements of instructional methods are incorporated,

2. monitoring samples of student work, assessment results, and portfolios,
3. collecting data from direct classroom observations and walk-throughs.

Currently administrators have been trained in and conduct 3 minute walk-throughs to ensure proper delivery of content and implementation of professional development. Teachers are evaluated regularly by the principal using a 3 x 3 method. Review of common assessment data occurs regularly at department meetings. The current structure for teacher/principal evaluation is a negotiated item that will be included in the 2010-11 contract negotiations. The current contract for building administrators does give district leadership the ability to use student achievement as one of many measures to determine performance levels. The District is in the process of creating a Staff Development Plan aligned to the District Strategic Plan. The plan will include context which research supports as a critical element for ensuring meaningful professional development for teachers. Classroom-based professional development, teacher research groups and professional learning communities will be a standard professional learning activity at the District and building level.

Over the past two years, two initiatives have been implemented to promote collaboration between staff. The first of these is "The A-Team". This group of administrators, department chairs, counselors, program leaders and the school social worker has a standing sixty (60) minute weekly mandatory meeting to create, discuss and decide many of the curricular, operations and management processes related to students and staff. The second initiative is the Town Hall Meetings. These monthly ninety (90) minute meetings allow administrators and counselors to share information on grades, attendance, appropriate behavior and goals. These meetings allow for staff to collaborate on problems, solutions, and successes.

SRAC staff members will become professionally developed leaders in alternative education through job embedded trainings. Beginning in the 2010-2011 school year, all SRAC teachers will participate in the following training modules:

- Understanding by Design (ASCD)
- Differentiated Instruction (ASCD)
- National Board Certification Training and Assessment Take One Series

- College Board Springboard and Vertical Alignment

as well as training from SRAC teacher leaders and administrators regarding what it really means to teach in an alternative education high school setting. Newer teaching staff will be paired with a peer mentor. These mentor-mentee pairs will have their instructional day scheduled to provide for mutual time for: classroom observations, one on one time and time to really understand what it is to work in an alternative education environment with alternative education students. These mentors, along with building administrators will assess new teachers to determine what they are doing well in the classroom and what they need to work on moving forward as a means of improving their instructional practice.

In order to increase flexibility for staff and students, a pilot program will be implemented during the 2011-2012 school year allowing teachers to work flexible hours by working a later schedule (12pm to 8pm). With approval from district leadership, union officials and buy-in from staff, this type of scheduling would allow for more student focused scheduling to provide earlier or later schedules according to family needs, or more flexible dual enrollment schedules. In addition, members of the Transformation leadership team will work with district leadership and the teacher's union to make available part time opportunities where teachers would be able to work day only or evening only schedules. These placements will be made available to teachers who have demonstrated an ability not only to increase student achievement in an alternative education environment but also to implement the research gained from professional development. The implementation of flexible working conditions and financial incentives such as these will attract new staff to SRAC and retain current teachers.

During the 2010-2011 school year, we will begin a one-on-one mentoring program. Students will be paired with a mentor upon entering SRAC and will continue with that mentor throughout their time at SRAC. Teachers who participate in the program will be paid an additional stipend. Year round programming is under consideration as well as student focused scheduling (i.e. late start).

Beginning in the 2010-2011 school year, an Academic Support Facilitator will be hired to develop individual learning plans for all students upon entry to

SRAC. In addition, the following research-based programs will also be implemented: Read 180; A one-on-one literacy arts residency program; Reaching Higher .

During the 2010-11 school year, a school improvement consultant will be hired to ensure that SRAC staff are constantly and consistently promoting ongoing use of data to inform instruction and meet individual student needs. This position will also act as a liaison between the district level transformation leadership team and the school to: implement, observe and evaluate programming.

Southfield Regional Academic Campus uses Understanding by Design (UbD) as a curriculum framework for improving student achievement. In addition to UbD, SRAC differentiated instruction draws on Gardner's theory of multiple intelligences to offer individual focused education with curriculum specifically tailored to each student's intelligence preferences and learning profiles. Tiered instruction is an area of great importance to the SRAC staff particularly given the student population we serve.

LEAP students are enroll in NovaNet on-line, interactive courses. Other technology-based programs currently in district, will be expanded to encompass students at SRAC: The Four Path's Program, PLATO, and READ 180. The development of both accelerated courses and remediation on-line courses will be researched and identified for student use. The Learners Excelling through Afternoon Programs (LEAP) is a credit recovery program that provides students the opportunity to enroll in as many courses as needed to achieve graduation within the 4 academic year model. The Ford Partnership for Advanced Studies (Ford PAS) is another course option for LEAP students. This inquiry and project-based program supports the building of content knowledge and skills for applications beyond high school. SRAC students are also eligible to participate in two off campus programs. OTEC (Oakland Technical Education Center) is a vocational site devoted to exposing students to various vocational career clusters. The Dual-Enrollment Program created from a partnership with Oakland Community College-Orchard Ridge Campus is another offering for SRAC students. The Dual-Enrollment Program is open to students who have taken the MME and have a 2.0 GPA or better. Additional learning time in core academic content is achieved through block scheduling. Students currently have four classes for ninety (90) minutes per day instead of the traditional seven classes for

fifty (50) minutes. To strengthen the academic skills of our Transition Academy students, they are enrolled in double blocks of ELA and Math. This double block consists of a math class and a math support class; an English class with an English support class. Block scheduling also allows for a common ninety (90) minute planning period for teachers within a subject area. With the implementation of the SRAC Transformation Plan all SRAC students will take an extra 6th block core academic class, providing additional instructional minutes for student learning and teacher professional development. SRAC students also have the opportunity to participate in a Saturday College Readiness Program with ACT Prep. These increased learning opportunities will continue as we also implement a year round learning program for all students in the fall of 2011.

Extended learning time for all SRAC students will be provided through a two week boot camp or "Jump Start" program prior to the commencement of the normal school year. Participation in this program in August will be a required program component for which students will receive credit toward graduation. The program will focus on skill enhancement and personal reflection that will provide each student with a framework for success for the new school year.

There will be teacher-student mentoring opportunities for all staff and students once a week. The Assistant Principal and counselors will orchestrate the mentoring sessions and student-teacher assignments. It is very important for all students at SRAC to have a strong affective component to their academic program to support improved student efficacy about their ability to succeed academically.

5. External Provider Selection

As the reform initiatives for our school unfold, external providers and/or external partners can play a valuable role in supporting this work. (An external partner reflects a relationship where the partner gives services, at no cost to the school; whereas an external provider reflects a relationship where the Provider is compensated in order to "provide" services.) In order to be a knowledgeable consumer and choose resources that maximize our school's efforts to improve performance we have identified the protocol for selecting and working with external providers and/or external partners based on "The Guide to Working With External Providers", published by Learning Point Associates, An Affiliate of American Institutes for Research.

6. Alignment of Resources

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

See the Activity Statements to view how Resources and Person(s) responsible are aligned to facilitate implementation of the intervention.

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.

Southfield Public Schools has used the following template to determine which policies and procedures need to be modified in order to implement the interventions of the transformation plan fully and effectively.

Policies/Practices	In Place	Preparation for Implementation	Under Consideration
Leadership councils composition	"The A-Team" is a group of administrators, department chairs, counselors, program leaders and social workers that meet for (60) minutes every week to discuss curriculum, instruction, behavioral issues and develop solutions		
Principal Authority / responsibility	The principal has complete autonomy on staffing for the LEAP program. The district takes into consideration the specific staffing needs when placing staff at SRAC.		

Flexibility regarding our school schedule (day and year)	Through the LEAP program, Dual Enrollment and OTECH, classes are offered from 7:20am through 7:05pm. Double blocks for ELA and Math for all Transition Academy students	Jump Start two week early school year start program for all SRAC students Extra 6 th block core academic class for all SRAC students Student focused scheduling (i.e. late start)	Year round programming
Waivers from district policies to try new approaches	The Principal and the School Improvement Team have the ability to request waivers from District policy to be approved by the school board	Student focused scheduling	Flexible work / part time hours for staff to be considered by the board and teachers' union
Flexibility regarding staffing decisions	The principal has complete autonomy on staffing for the LEAP program. The district takes into consideration the specific staffing needs when placing staff at SRAC	Staff will be required to take certain PD related to subject area and Alternative Education.	Removal of staff who have not increased achievement
Flexibility regarding professional development activities	Monthly and district days are offered		Embedded required professional development within work schedule
<ul style="list-style-type: none"> Topic/Content Requirements (e.g. every teacher must have 2 paid days of adolescent development every 5 years) 	All teachers receive a minimum of thirty-five (35) hours of professional development offered by the district every year	All new staff members must participate in orientation specifically related to Alternative Education. In addition, all staff	

		will be required to become members of the National Alternative Education Association (NAEA)	
<ul style="list-style-type: none"> Schedule Length 	Block scheduling allows for a common ninety (90) minute planning period within a subject area	Mentors and Mentee schedules will be planned to provide for joint sessions, classroom observation and one-on-one time.	
<ul style="list-style-type: none"> Evaluation 	Building principal conducts a regular review of lesson plans to ensure that all elements of instructional methods are incorporated.	Development of evaluations that include a link to student performance / achievement	
<ul style="list-style-type: none"> Mentoring 	New Teacher training series is offered to all district employees. New teachers to SRAC are paired with a veteran mentor.	Both teachers' schedules will be adjusted to allow both teachers to observe each other's classroom teaching as well as time for co-teaching opportunities.	

8. Timeline

The timeline is reflected in the implementation for each Activity Statement.

9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP/ MME/Mi-Access). For example, if the present

proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three.

	Current Proficiency Rate	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	8%	16%	32%	64%
Mathematics	0%	12%	30%	60%

10. Stakeholder Involvement

The building principal used existing meetings to communicate with and get input from students, parents and other stakeholders regarding the SIG application and implementation. Phone calls, discussion groups, and meeting presentations were all employed to provide information to stakeholders and to receive their input.

11. Sustaining Reforms

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

The district's Superintendent and all members of the Executive Cabinet are committed to identifying resources and soliciting community support to sustain school improvement interventions associated with SRAC's transformation reform plan beyond the grant period. This commitment will be lead b the district's Transformation Leadership Team which will coordinate: Redirecting the use of current grant funding (such as Title II Part A and/or Title II, Part D); hiring a Grant Development Specialist through school improvement grant funds to pursue new federal/state grant opportunities and local foundation awards; and continuing to allocate the district's human and financial resources and in-kind support from other potential private partners.

The district will also solicit key stakeholders including students, parents, staff partners and others to form a school reform advisory board to ensure that the transformation plan interventions/activities become embedded in the culture of the SRAC and are sustained beyond the grant period. The advisory group will meet quarterly to evaluate the purpose, planning, implementation and progress of the

program. The group will capture participants' and stakeholders' voices and head off potential problems. The group will celebrate program success and engage a broader group in discussions about program effects commitment and sustainability.

Section B.

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

Attachment A – Transformation X

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.

Three Year Budget

Year 1 Pre-Implementation	Year 1 Implementation	Year 2	Year 3	Three-Year Total
-0-	\$451,719	\$237,732	\$225,981	\$879,432

Budget Narrative: Year 1 budget places emphasis on extended-day college readiness classes for students and professional development for teachers & administration. The participants in Retreat I for Leadership Team will implement a "train the trainer model" in which they will develop action plans which include classroom evaluation systems and integrating technology. Once these plans have been developed, they will be shared and further developed in Retreat II for teachers. Also included in year 1 is the purchasing of technology supplies, and the implementation of community activities; Year 2 continues extended-day college readiness classes for students, maintains the academic support facilitator position who develops individual career plans, provides for professional development for staff, and includes parent involvement activities; Year 3 continues extended-day

college readiness classes for students, maintains the support staff, reduces the amount of professional development for staff but does allow for some professional growth, and continues to have parent involvement activities.

Three Year Budget Detail

Budget Detail:

Year 1	Year 2	Year 3	Totals
120 Added Needs	120 Added Needs	120 Added Needs	
125: Sat. College Readiness Program: 20 Sat x30 teachers x 29.45+17,670 FB= Salaries: 1000 \$53,010 Benefits: 2000 \$17,493 Total: \$70,503	125: Sat. College Readiness Program: 20 Sat x30 teachers x 29.45+17,670 FB= Salaries: 1000 \$53,010 Benefits: 2000 \$17,493 Total: \$70,503	125: Sat. College Readiness Program: 20 Sat x30 teachers x 29.45+17,670 FB= Salaries: 1000 \$53,010 Benefits: 2000 \$17,493 Total: \$70,503	\$211,509
125:1.0 FTE Academic Support Facilitator: Salaries: 1000 \$50,000 Benefits: 21,500 Total: \$71,500	125:1.0 FTE Academic Support Facilitator: Salaries: 1000 \$50,000 Benefits: 2000 Total: \$71,500	125:1.0 FTE Academic Support Facilitator: Salaries: 1000 \$50,000 Benefits: 2000 Total: \$71,500	\$214,500
125: College Readiness Program: 10 smartboards @ \$3000; installation @ \$1,000 x 10, 10 projectors x \$300; 10 software x 200; 3000 Total: \$55,000			\$ 55,000
Function Code: 221			
Extra Pay: Teacher-Leadership Team training to become leaders through job embedded training & shared knowledge: 30 tch. X 10 hrs x 29.45=\$8835+\$2,916FB Salaries 1000 8835 Benefits 2000 2,916 Total: \$11,751	Extra Pay: Teacher-Leadership Team training to become leaders through job embedded training & shared knowledge: 30 tch. X 10 hrs x 29.45=\$8835+\$2,916FB Salaries 1000 8835 Benefits 2000 2,916 Total: \$11,751		\$ 23,502
221: Administrator Extra Pay: 1 prin. To implement PD. Lead professional learning groups after school: Salary 1000 30hrs x \$45= \$1,350 Benefits 2000 446 Total \$1,796			\$ 1,796
221: Extra Pay: 10 Leadership Team teachers to create a system & tools to regularly review student academic growth as measured in achievement in classroom: 10 x 40hrs x29.45			

Salary:1000 \$11,780 Benefits: 2000 \$3,887 Total: \$15,667			\$ 15,667
221: Extra Pay: Leadership Team: 2 Administrators to create a system & tools to regularly review student academic growth as measured in achievement in classroom: 2 x 40 hrs x \$45= Salary 1000 \$3,600 Benefits: \$1,188 Total: \$4,788			\$ 4,788
221: Retreat II: Teacher Extra Pay: 30 teachers will participate in 2 day retreat to develop action plans including structures and systems to support instruction, analyze data, & communicate vision. Salary 1000 30x 13 hrs x 29.45= \$26,550 Benefits 2000 \$8,762 Total: \$35,312			\$ 35,312
221: Teacher Extra Pay: Leadership Team – 10 leadership team members will participate in 2 day retreat(Page 9:1-9) to develop action plan including identification of structures and systems to support quality instruction, & analyze data to identify high priority needs. 10 tch x 13 hrs x 29.45 Salary 1000 \$3,829 Benefits 2000 \$1,263 Total: \$5,092			\$ 5,092
221: Administration Extra Pay: 2 Leadership team administration members will participate in 2 – 2 day retreats (I & II) (Page 9:1-9) to develop action plan including identification of structures & systems to support qualify instruction, analyze data to identify high priority needs, & communicate vision & motivate staff: 2 adm x 26 hrs x \$45 Salary 1000 \$2,340 Benefits 2000 \$772			

Total: \$3,112			\$ 3,112
221: Teacher Extra-Pay (Page 13) to participate in learning communities, research based strategies to increase achievement: 30 tch x 30 hrs x \$29.45 Salaries 1000 \$26,505 Benefits: \$8,747 Total: \$35,252	221: Teacher Extra-Pay (Page 13) to participate in learning communities, research based strategies to increase achievement: 30 tch x 30 hrs x \$29.45 Salaries 1000 \$26,505 Benefits: \$8,747 Total: \$35,252	221: Teacher Extra-Pay (Page 13) to participate in learning communities, research based strategies to increase achievement: 30 tch x 30 hrs x \$29.45 Salaries 1000 \$26,505 Benefits: \$8,747 Total: \$35,252	\$105,756
221: Teacher Extra-Pay: 30 Tch. To participate in training for SRAC PD: (Page 19:G) (a) integrate technology into classroom, and train in use of technology as identified in Sat. workshops and classes for students (Page 16:4) 30 staff x 4 hrs x \$29.45 Salary 1000 \$3,534 Benefits \$1,166 Total: \$4,700	221: Teacher Extra-Pay: 30 Tch. To participate in training for SRAC PD: (Page 19:G) (a) integrate technology into classroom, and train in use of technology as identified in Sat. workshops and classes for students (Page 16:4) 30 staff x 4 hrs x \$29.45 Salary 1000 \$3,534 Benefits \$1,166 Total: \$4,700	221: Teacher Extra-Pay: 30 Tch. To participate in training for SRAC PD: (Page 19:G) (a) integrate technology into classroom, and train in use of technology as identified in Sat. workshops and classes for students (Page 16:4) 30 staff x 4 hrs x \$29.45 Salary 1000 \$3,534 Benefits \$1,166 Total: \$4,700	\$ 14,100
221: Teacher Extra-Pay: Teachers to participate in the following ASCD training Models: Understanding By Design, Differentiated Instruction, College Board Springboard, National Board Cert., What It Means to Teach Alternative Education: 10 Leadership team members x 35hrs x \$29.45 Salary 1000 \$10,308 Benefits 2000 \$3,401 Total: \$13,709	221: Teacher Extra-Pay: Teachers to participate in the following ASCD training Models: Understanding By Design, Differentiated Instruction, College Board Springboard, National Board Cert., What It Means to Teach Alternative Education: 10 Leadership team members x 35hrs x \$29.45 Salary 1000 \$10,308 Benefits 2000 \$3,402 Total: \$13,709	221: Teacher Extra-Pay: Teachers to participate in the following ASCD training Models: Understanding By Design, Differentiated Instruction, College Board Springboard, National Board Cert., What It Means to Teach Alternative Education: 10 Leadership team members x 35hrs x \$29.45 Salary 1000 \$10,308 Benefits 2000 \$3,402 Total: \$13,709	\$ 41,127
221: Teacher Extra-Pay: Teacher leadership team based on best practices will review & modify instructional programming on a semester & annual basis. 10 tch x 10 x \$29.45= Salary 1000 2,945	221: Teacher Extra-Pay: Teacher leadership team based on best practices will review & modify instructional programming on a semester & annual basis. 10 tch x 10 x \$29.45= Salary 1000	221: Teacher Extra-Pay: Teacher leadership team based on best practices will review & modify instructional programming on a semester & annual basis.	

Benefits 2000 972	2,945 Benefits 2000 972	10 tch x 10 x \$29.45= Salary 1000 2,945 Benefits 2000 972	
Total: \$3,917	Total: \$3,917	Total: \$3,917	\$ 11,751
221: Participation in conferences around the subject of Alternative Education:(Page 14) 32 staff x registration-\$250; travel-\$200; meals-\$100; lodging-\$200;@ \$750 per person: 32 x \$750 Purchased Services 3000	221: Participation in conferences around the subject of Alternative Education:(Page 14) 32 staff x registration-\$250; travel-\$200; meals-\$100; lodging-\$200;@ \$750 per person: 32 x \$750 Purchased Services 3000	221: Participation in conferences around the subject of Alternative Education:(Page 14) 32 staff x registration-\$250; travel-\$200; meals-\$100; lodging-\$200;@ \$750 per person: 32 x \$750 Purchased Services 3000	
\$24,000	\$24,000	\$24,000	\$ 72,000
221: Hire a school improvement consultant to work at building level to ensure that all staff are consistently and effectively skilled & engaged in the use of data (Page 17:7) Purchased Services 3000			
\$50,000			\$ 50,000
221: Retreat I: 13 Leadership team members will participate in 2 day retreat to develop plan, analyze data, identify priorities: 13 rooms x2-\$2,600; food-\$1,300; .50 per mile x 200 mi x 13=\$1,300; Purchase Services 3000			
\$5,200			\$ 5,200
221:Retreats I & II: Funds will be used to purchase books, research materials & resources, paper, printing for each retreat: Retreat I: \$400 Retreat II: \$800 Materials & Supplies 5000			
\$1,200			\$ 1,200
330 Community Activities			

331: Leadership Team Retreat: 2 parent/community representatives will participate in 2 day Retreat to assist in the development of action plan, structures & systems to support quality instruction, & identify high priority needs: 2 rms x 2 dy=\$400, food \$50 per day x 2=\$200; .50 miles x 200 miles x 2=\$200 @ \$800 Purchase Services 3000/4000 \$820			\$ 820
331: Food/Refreshments for parent workshops: 6 workshops x \$200 (Page 20:7) Purchase Service 3000,4000 \$1,200	331: Food/Refreshments for parent workshops: 6 workshops x \$200 (Page 20:7) Purchase Service 3000,4000 \$1,200	331: Food/Refreshments for parent workshops: 6 workshops x \$200 (Page 20:7) Purchase Service 3000,4000 \$1,200	\$ 3,600
331: Workshop materials and supplies for parent & community workshops: (Page 20:7): 6 workshops x 200 Supplies/Materials 5000 \$1,200	331: Workshop materials and supplies for parent & community workshops: (Page 20:7): 6 workshops x 200 Supplies/Materials 5000 \$1,200	331: Workshop materials and supplies for parent & community workshops: (Page 20:7): 6 workshops x 200 Supplies/Materials 5000 \$1,200	\$ 3,600
Totals: \$415,719	\$237,732	\$225,981	\$879,432

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	65880
Student Data	
Dropout rate	13.33%
Student attendance rate	85%
For High Schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	0
International Baccalaureate	0
Early college/college credit	0
Dual enrollment	42
Number and percentage enrolled in college from most recent graduating class	167/88%
Student Connection/School Climate	
Number of disciplinary incidents	1455
Number of students involved in disciplinary incidents	243
Number of truant students	22
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	100% satisfactory
Teacher Attendance Rate	90%

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

Principal replaced in 2008 as part of restructuring effort.

2. Include student data in teacher/leader evaluation

Letter of intention with union has been secured. The current structure for teacher/principal evaluation is a negotiated item that will be included in the 2010-11 contract negotiations. Southfield Public Schools Executive cabinet will begin to have preliminary conversations with union leadership to discuss how teaching staff should also be held accountable for increased student achievement and student success in their roles as instructional leaders. Members of the SRAC transformation leadership team will have input during these meetings to ensure that the district-wide evaluation process, when reconfigured, aligns with SRAC transformation model required interventions and activities.

3. Evaluations that are designed with teacher/principal involvement

A school-based team of principal and teachers will be established with the responsibility for the design and development of teacher evaluation templates and processes which will clearly identify the purposes of evaluation. The team will conduct research to identify frameworks that define good teaching and lead to the understanding of these models.

4. Remove leaders/staff that have not increased achievement

The current contract for building administrators does give district leadership the ability to use student achievement as one of many measures to determine performance levels. If necessary, this evidence can be used to support removal or reassignment of building level leadership.

5. Provide on-going job embedded staff development

The district is in the process of creating a Staff Development Plan aligned to the District Strategic Plan. The plan will include context which research

supports as a critical element for ensuring meaningful professional development for teachers. Classroom-based professional development, teacher research groups and professional learning communities will be a standard professional learning activity at the District and building level.

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

a. A pilot program will be implemented during the 2011-12 school year allowing teachers to work flexible hours by working a later schedule (12pm to 8pm).

b. Members of the Transformation leadership team will work with district leadership and the teacher's union to make available part time opportunities where teachers would be able to work day only or evening only schedules. These placements will be made available to teachers who have demonstrated an ability not only to increase student achievement in an alternative education environment but also to implement the research gained from professional development.

c. During the 2010-2011 school year, we will begin a one-on-one mentoring program. Students will be paired with a mentor upon entering SRAC and will continue with that mentor throughout their time at SRAC. Teachers who participate in the program will be paid an additional stipend.

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.

a. SRAC currently implements a program structure that is research-based and aligned not only with state standards but is also vertically aligned from one grade to the next.

b. Beginning in 2010-2011 school year, an Academic Support Facilitator will be hired to develop individual learning plans for all students upon entry to SRAC.

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

a. During the 2010-2011 school year, a school improvement consultant will be hired to ensure that SRAC staff is constantly and consistently promoting

ongoing use of data to inform instruction and meet individual student needs.

b. SRAC's building administrators and staff will analyze and triangulate achievement data from standardized tests (MME, ACT, Explore and Terra Nova) and district level common assessments to determine overall student performance in content areas.

9. Provide increased learning time

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

1. With the implementation of the SRAC Transformation Plan all SRAC students will take an extra 6th block core academic class thereby providing additional instructional minutes for student learning.
2. Flex time available for students who need to start later in the day and stay later in the evening
3. The use of independent study options for students
4. Possible zero (0) block or early start for student who learn differently
5. Participation required for all SRAC students in a two week "Jump Start" boot camp prior to the commencement of the normal school year to focus on skill enhancement and personal reflection that will provide each student with a framework for success for the new school year.

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

1. the Learners Excelling through Afternoon Programs (LEAP) model allows students to enroll in up to 13 courses each semester.
2. Dual Enrollment
3. OTECH
4. Proposed activities include the implementation of research based reform strategies to support mechanisms for increased student learning:

Read 180 a research based reading intervention program to directly address deficiencies in student reading levels.

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

Block scheduling allows for a common ninety (90) minute planning period for teachers within a subject area. The extra 6th block core academic class also provides an increase in opportunities for teacher professional development.

10. Provide ongoing mechanisms for family and community engagement
The staff of SRAC believe that student success ties directly to a strong collaboration between school and home.

- Therefore, all parents/guardians are required to attend a family orientation at the beginning of each school year. The orientation provides the opportunity for open communication regarding school policies, practices and regulations.
- In addition, a "curriculum night" is hosted by the staff each year to provide parents/guardians the opportunity to visit their child's teachers, receive curriculum information and start to build that important connection between school and home.
- Parents/guardians are also invited to the school to attend workshops that teach them how to read transcripts, improve their child's test-taking ability, raise a psychologically fit and healthy child and other topics that not only invite them to participate in making their child a successful student but also teach them how to do so.
- Additionally, teachers provide each family with a course syllabus.
- SRAC holds PTSA meetings with parents and students on a monthly basis. The PTSA has been essential in providing feedback for planning future meetings and school events.
- The district uses Honeywell Alert System, which is frequently used to call parents with automatic messages reminding them of PTSA meetings, Parent-Teacher Conferences and other activities.
- SRAC parents serve on school committees and initiate school activities that involve students both during the day and after school. One parent developed an after school "Study Buddy" program. Field trips have been organized by parents for students.

Additional communications between teacher and parents regarding students who are at risk of failing a class are planned. Phone calls and maintained phone logs will be used to increase home-school communications that support student learning. These phone communications will also be extended to parents of student who are achieving at or beyond class expectations.

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

The principal has complete autonomy on staffing for the LEAP program. The district takes into consideration the specific staffing needs when placing staff at SRAC. District policy provides for flexibility regarding:

- professional development activities,
- school schedule (day and year)
- staffing decisions and work schedules
- school budget and staff input on allocations

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

The district has developed a district level transformation leadership team to provide technical assistance, resources and supports to ensure all required transformation model reform activities are implemented.

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.
2. Institute a system for measuring changes in instructional practices that result from professional development.
3. Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.
4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.
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.

7. Use and integrate technology-based interventions.

LEAP students enroll in NovaNet courses in order to meet the individual needs required for academic success. NovaNet is a comprehensive, online courseware system that individualizes instruction in an interactive model.

Other technology-based programs currently in used in district will be expanded to encompass students at SRAC. These programs include: The Four Path's Program, PLATO, and READ 180. The development of both accelerated courses and remediation on-line courses will be researched and identified for student use.

8. Increase rigor through such programs as AP, IB, STEM, and others.

9. Provide summer transition programs or freshman academies

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

The Learners Excelling through Afternoon Programs (LEAP) is a credit recovery program that provides students the opportunity to enroll in as many courses as needed to achieve graduation within the 4 academic year model. Upon completion, students participate in promotional exercises at their home school. SRAC does not issue a high school diploma. Rather, graduating LEAP students earn a High School diploma from Southfield High School or Southfield Lathrup – depending on the student's home school. Graduating LEAP students participate in all of their home school senior activities and, if academically eligible, participate in extracurricular activities (competitive sports, drama, band, etc.) at their home school.

The Ford Partnership for Advanced Studies (Ford PAS) is another course option for LEAP students. This inquiry and project-based program supports the building of content knowledge and skills for applications beyond high school.

SRAC students are also eligible to participate in two off campus programs. OTEC (Oakland Technical Education Center) is a vocational site devoted to exposing students to various vocational career clusters. Student who

participate in this program attend SRAC for half of the day and OTEC for the other half of the day. The Dual-Enrollment Program created from a partnership with Oakland Community College-Orchard Ridge Campus is another offering for SRAC students. The Dual-Enrollment Program is open to students who have taken the MME and have a 2.0 GPA or better.

Additionally, LEAP students have class schedules that are tailored to fit their course/credit needs. LEAP students willing to dedicate themselves to long school days can earn as many as thirteen (13) credits in one year – more than twice the number they are able to earn at their home school.

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. SRAC has also established several partnerships with agencies that provide needed services for our families. Students and families receive services, and at times, finances from agencies that accept our families by referral. In addition, we have had other organizations such as the Anti-Defamation League provide information to students.

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

Attachment IV: Budget Detail

Year 1
120 Added Needs
125: Sat. College Readiness Program: 20 Sat x30 teachers x 29.45+17,670 FB= Salaries: 1000 \$53,010 Benefits: 2000 \$17,493 Total: \$70,503
125:1.0 FTE Academic Support Facilitator: Salaries: 1000 \$50,000 Benefits: 21,500 Total: \$71,500
125: College Readiness Program: 10 smartboards @ \$3000; installation @ \$1,000 x 10, 10 projectors x \$300; 10 software x 200; 3000 Total: \$55,000
Function Code: 221
Extra Pay: Teacher-Leadership Team training to become leaders through job embedded training & shared knowledge: 30 tch. X 10 hrs x 29.45=\$8835+\$2,916FB Salaries 1000 8835 Benefits 2000 2,916 Total: \$11,751
221: Administrator Extra Pay: 1 prin. To implement PD. Lead professional learning groups after school: Salary 1000 30hrs x \$45= \$1,350 Benefits 2000 446 Total \$1,796
221: Extra Pay: 10 Leadership Team teachers to create a system & tools to regularly review student academic growth as measured in achievement in classroom: 10 x 40hrs x29.45 Salary:1000 \$11,780 Benefits: 2000 \$3,887 Total: \$15,667
221: Extra Pay: Leadership Team: 2 Administrators to create a system & tools to regularly review student academic growth as measured in achievement in classroom: 2 x 40 hrs x \$45= Salary 1000 \$3,600 Benefits: \$1,188 Total: \$4,788
221: Retreat II: Teacher Extra Pay: 30 teachers will participate in 2 day retreat to develop action plans including structures and

<p>systems to support instruction, analyze data, & communicate vision.</p> <p>Salary 1000 30x 13 hrs x 29.45= \$26,550 Benefits 2000 \$8,762 Total: \$35,312</p>
<p>221: Teacher Extra Pay: Leadership Team – 10 leadership team members will participate in 2 day retreat(Page 9:1-9) to develop action plan including identification of structures and systems to support quality instruction, & analyze data to identify high priority needs.</p> <p>10 tch x 13 hrs x 29.45 Salary 1000 \$3,829 Benefits 2000 \$1,263 Total: \$5,092</p>
<p>221: Administration Extra Pay: 2 Leadership team administration members will participate in 2 – 2 day retreats (I & II) (Page 9:1-9) to develop action plan including identification of structures & systems to support qualify instruction, analyze data to identify high priority needs, & communicate vision & motivate staff:</p> <p>2 adm x 26 hrs x \$45 Salary 1000 \$2,340 Benefits 2000 \$772 Total: \$3,112</p>
<p>221: Teacher Extra-Pay (Page 13) to participate in learning communities, research based strategies to increase achievement:</p> <p>30 tch x 30 hrs x \$29.45 Salaries 1000 \$26,505 Benefits: \$8,747 Total: \$35,252</p>
<p>221: Teacher Extra-Pay: 30 Tch. To participate in training for SRAC PD: (Page 19:G) (a) integrate technology into classroom, and train in use of technology as identified in Sat. workshops and classes for students (Page 16:4) 30 staff x 4 hrs x \$29.45</p> <p>Salary 1000 \$3,534 Benefits \$1,166 Total: \$4,700</p>
<p>221: Teacher Extra-Pay: Teachers to participate in the following ASCD training Models: Understanding By Design, Differentiated Instruction, College Board Springboard, National Board Cert., What It Means to Teach Alternative Education:</p> <p>10 Leadership team members x 35hrs x \$29.45 Salary 1000 \$10,308 Benefits 2000 \$3,401 Total: \$13,709</p>
<p>221: Teacher Extra-Pay: Teacher leadership team based on best practices will review & modify instructional programming on a</p>

semester & annual basis. 10 tch x 10 x \$29.45= Salary 1000 2,945 Benefits 2000 972 Total: \$3,917
221: Participation in conferences around the subject of Alternative Education:(Page 14) 32 staff x registration-\$250; travel-\$200; meals-\$100; lodging-\$200;@ \$750 per person: 32 x \$750 Purchased Services 3000 \$24,000
221: Hire a school improvement consultant to work at building level to ensure that all staff are consistently and effectively skilled & engaged in the use of data (Page 17:7) Purchased Services 3000 \$50,000
221: Retreat I: 13 Leadership team members will participate in 2 day retreat to develop plan, analyze data, identify priorities: 13 rooms x2-\$2,600; food-\$1,300; .50 per mile x 200 mi x 13=\$1,300; Purchase Services 3000 \$5,200
221:Retreats I & II: Funds will be used to purchase books, research materials & resources, paper, printing for each retreat: Retreat I: \$400 Retreat II: \$800 Materials & Supplies 5000 \$1,200
330 Community Activities
331: Leadership Team Retreat: 2 parent/community representatives will participate in 2 day Retreat to assist in the development of action plan, structures & systems to support quality instruction, & identify high priority needs: 2 rms x 2 dy=\$400, food \$50 per day x 2=\$200; .50 miles x 200 miles x 2=\$200 @ \$800 Purchase Services 3000/4000 \$820
331: Food/Refreshments for parent workshops: 6 workshops x \$200 (Page 20:7) Purchase Service 3000,4000 \$1,200
331: Workshop materials and supplies for parent & community workshops: (Page 20:7): 6 workshops x 200 Supplies/Materials 5000 \$1,200
Totals: \$415,719

Attachment V: School Improvement Grant (SIG) II Proposed 3 Year Budget

District Name: Southfield Public School District

District Code: 63060

Name of Building	Building Code	SY 2011/12	SY 2012/13	SY 2013/14	Building Total
Southfield Regional Academic Campus (SRAC)		451,719	237,732	255,981	879,432
Totals:		451,719	237,732	255,981	879,432

Instructions:

Please enter the requested information. Enter dollar amounts that each building is requesting for the three years of the SIG II. Enter the district total for the 3 years. Add more rows as necessary. Schools may request from \$50,000 up to \$2,000,000 per building per year. MDE will prioritize funding.