

Ross-Hill Academy of Math, Science, and Technology Revised Redesign Plan

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APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Michigan Department of Education	Applicant's Mailing Address: P.O. Box 30008 Lansing MI 48909
State Contact for the School Improvement Grant Name: MaryAlice Galloway Position and Office: Director, Office of Education Improvement and Innovation Contact's Mailing Address: P.O. Box 30008, Lansing MI 48909 Telephone: 517-241-3232 Fax: 517-241-2540 Email address: gallowaym@michigan.gov	
Chief State School Officer (Printed Name): Michael P. Flanagan	Telephone: 517-373-3823
Signature of the Chief State School Officer: X_____	Date:
The State, 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.	

PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

A. ELIGIBLE SCHOOLS: An SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State. (A State's Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State's persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010.

Along with its list of Tier I, Tier II, and Tier III schools, the SEA must provide the definition that it used to develop this list of schools. If the SEA's definition of persistently lowest-achieving schools that it makes publicly available on its Web site is identical to the definition that it used to develop its list of Tier I, Tier II, and Tier III schools, it may provide a link to the page on its Web site where that definition is posted rather than providing the complete definition.

Refer to **Attachment I.A.1** for definitions. List of Tier I, II, and III schools is still underdevelopment.

<u>LEA NAME, NCES ID #</u>						
SCHOOL NAME	NCES ID #	TIER	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE ¹
Ross-Hill Academy of Math, Science, and Technology		X				X

An SEA should attach a table with this information to its School Improvement Grant application. If an SEA is providing the definition it used to develop its list of Tier I, Tier II, and Tier III schools rather than a link to its definition of persistently lowest-achieving schools, it should also attach the definition to its application.

¹ As noted above, an SEA must identify newly eligible schools on its list only if it chooses to take advantage of this option.

Attachment II.A.1

Part II: LEA Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: Ross-Hill Academy of Math, Science, and Technology	Applicant's Mailing Address: 3111 Elmwood Ave. Detroit, MI 48207
LEA Contact for the School Improvement Grant Name: Phyllis Ross Position and Office: Principal Contact's Mailing Address: 3111 Elmwood Ave. Detroit, MI 48207 Telephone: 313-922-8088 Fax: 313-922-2015 Email address: rsdvsn@sbcglobal.net	
LEA School Superintendent/Director (Printed Name): Nellie Hawkins-Williams	Telephone: 313-922-8088
Signature of the LEA School Superintendent/Director: X_____	Date:
LEA School LEA Board President (Printed Name): Michelle McKelvie	Telephone: 313-922-8088
Signature of the LEA Board President: X_____	Date: November 16, 2010
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

District Name:

District Code:

ISD/RESA Name:

ISD Code:

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. **model to effect change:**

Turnaround Model: Replace principal and at least 50 of the staff, adopt new governance, and implement a new or revised instructional. 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.

PART II: LEA REQUIREMENTS

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. The LEA grant scoring rubric is included as Attachment II.A.2.

From the list of eligible schools (**Attachment I.A.1**), 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.B.1.

<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>Ross-Hill Academy of Math, Science, and Technology</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:

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

1. For each Tier I and Tier II school that the LEA commits to serve, the LEA must:
 - o Describe the process the LEA has used to analyze the needs of each school and how the intervention was selected for each school. Detailed descriptions of the requirements for each intervention are in Attachment II.B.1. The LEA must analyze the needs of each Tier I, II or III school using complete and consistent data. Attachment II.B.2 provides a model for that analysis.

1. Introduction

The Leadership Team at Ross-Hill Academy (RHA) thoroughly reviewed the student achievement, behavior and attendance data in order to identify need areas through the completion of the Comprehensive Needs Assessment. The student achievement data that was analyzed consisted of multiple measures including end of course grades, MEAP, and TerraNova. The data was disaggregated and analyzed for all K-8 subgroups.

Ross-Hill K-8 Academy was placed in corrective action after 2008-2009 school year. It is a Tier 1 school. In 2009-10 school year the students made AYP and received a B on its report card. Therefore, Ross-Hill has made considerable gains academically. Ross-Hill has selected to implement the Turnaround Intervention Model because this is the most comprehensive of the models and meets the needs of the students.

The principal was replaced in August, 2009 and 50% of the staff was replaced in 2009 and 2010. This move has proven to be very beneficial because the MEAP scores increased drastically. The staff has been very supportive of the principal and they have shown a great deal of commitment to the school improvement goals for 2009 and 2010.

2. Demographic and Structural Data

Ross-Hill Academy is a family oriented school of 149 K-8 African-American students. RHA is a Public School Academy located on the eastside near Gratiot and Mt. Elliott. The poverty index is 90%. RHA is the only educational facility in the local area and has become the community based school servicing existing residents and new residents as new housing development is increasing. RHA has several community partners, including businesses, non-profit, and faith-based organizations.

RHA offers the following programs:

1. Preschool
2. All day kindergartens.
3. A computer lab with Plato (on-line learning).

4. Vocal music and physical education.
5. After school tutoring.
6. Mentoring programs for students and staff.

3. Achievement Data

MEAP Data

Grade Level	Subject Area	2007 Scores	2008 Scores	2009 Scores
3	ELA	83.3	100	
3	Reading	88.9	100	100
3	Writing	33.3	100	
3	Math	88.9	100	90.9
4	ELA	26.3	26.7	
4	Reading	47.4	37.5	100
4	Writing	5.3	6.7	
4	Math	63.2	40.0	100
5	ELA	44.4	N/A	
5	Reading	50.0	N/A	53.3
5	Writing	44.4	N/A	
5	Math	55.5	N/A	40.0
6	ELA	48.1	60.8	
6	Reading	66.7	38.5	75.0
6	Writing	40.7	38.5	
6	Math	33.3	46.2	91.7
7	ELA	40.0	55.0	
7	Reading	40.0	55.0	75.0
7	Writing	46.7	45.0	
7	Math	40.0	55.0	100
8	ELA	52.0	N/A	
8	Reading	40.0	N/A	92.9
8	Writing	56.0	N/A	
8	Math	36.0	N/A	35.7

- o 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. (Data and process analysis to assist the LEA with this application may be found in the School Improvement Plan (Attachment II.B.2) for each school and in the District Improvement Plan (Attachment II.B.3). In the School and District Plan rubrics, local challenges are indicated by the categories "getting started" or "partially implemented."

Ross-Hill Academy of Math, Science, and Technology has developed a turnaround plan that includes not only all of the required elements for the model, but some of the required activities and permissible activities in the transformation model as well. Teachers administrators, and support staff have embraced school improvement and have a plan to provide an excellent education for the students they serve.

RHA has the capacity to support the required activities with the Turnaround Model. The school district currently manages several grants including, but not limited to, Title I, Title II A, 31A at risk. Processes are already in place to manage the budgets and supervision of these large grants through the office of the Superintendent. These funds are used to supplement intervention programs for students, provide technology tools that support instruction and professional development for teachers. All curriculum expenditures must be approved by the Superintendent in order to make sure that purchases are targeted specifically to improve student achievement.

We completed our District Process Rubric in February, 2010 and our reflections show that we continue to make progress as evidenced by attaining partially implemented or implemented on the following strands: Teaching for learning, Leadership, School and Community Relation, and Data management. In an effort to make progress in the Strand III, Personnel and Professional Learning, 50% of the staff was replaced with highly qualified personnel. Professional development opportunities have been planned and implemented.

The staff selected to return to Ross-Hill was determined by their commitment to effectively assist and participate in the Turnaround Model, review of their evaluations during the school year, and the success of their students, based on their year-end report card, their student TerraNova and MEAP scores.

The teachers have been trained in Data for Students Success to access student achievement and demographic data. This information is/will be used by the teachers and administrator to drive and differentiate instruction.

2. If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school.

Not Applicable

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
 - Alignment of the curriculum with the grade level content expectations.
 - Implementation of a computer-based diagnostic program – Plato Learning.
 - Implementation of a school wide research based model.
 - Use data to identify and implement instructional data. Use data to inform and differentiate instruction.
 - Professional development in explicit instruction in reading, writing science, math, and social studies.
 - Provide social-emotional and community services.
 - Parent/community involvement program.
 - Update technology by purchasing computers and smart boards.

A. To achieve the goal of increased achievement in reading, the following will be implemented:

1. Accelerated Reading
2. Implementation of a literacy program
3. After school tutoring
4. Use of Plato and Study Island
5. Align the curriculum with the Content Grade Level Expectations.
6. Develop common quarterly assessments
7. Meeting across the curriculum to analyze testing data to drive instruction.
8. Professional Development
9. Atlas

B. To achieve the goal of increased achievement in mathematics, the following will be implemented:

1. Accelerated Math
2. The use of mathematic manipulative
3. Meeting across the content to analyze data and make decisions concerning instruction.
4. Using research-based strategies throughout the curriculum.
5. Professional Development
6. Para-Professionals
7. Implementation of Marzano Academic Vocabulary, Plato Learning, and Study Island.
8. Atlas

- Select external providers from the state's list of preferred providers;
 - Wayne RESA
 - Professional development companies, Duren & Associates
 - Provide training and materials for professional development.

- Align other resources with the interventions;
 - To ensure that all resources are aligned with the Turnaround Model, staff will receive extensive professional development and coaching on all strategies that are being implemented. The School Improvement Team, principal, curriculum director and superintendent are committed to ensuring that the model is implemented.
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (Attachment II.B.4 is a rubric for possible policy and practice changes); and
 - The board, students, parents and staff are committed to raising the achievement of the students.
[See Attachment II.B.4](#)
- Sustain the reforms after the funding period ends.
 - The school will use Title I funds to sustain the reform.

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. (Attachment II.B.5 provides a sample rubric for principal selection if the LEA chooses an intervention that requires replacement of the principal.)

[See Appendix A](#)

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.

From our School Improvement Plan the goal is for all students to increase proficiency in meeting or exceeding the state standards in reading comprehension. In mathematics, all students will become proficient and/or meet or exceed state standards.

In 2009-2010, 72 students in grades 3rd – 8th took the reading MEAP test and 59 students scored in levels 1 and 2. No students scored in level 4 and 13 students scored in level 3.

In 2009 -2010, the economically disadvantage subgroup in reading, 62 students were tested and 50 were proficient. No students scored in level 4 and 12 students scored in level 3.

The students with disabilities, 5 students were tested and all students were proficient.

In 2008-2009, 74 students in grades 3rd – 8th took the reading MEAP, 35 students were proficient. Twenty-four students scored on level 3 and 15 students scored on level 4.

In 2008-2009, 67 students in the economically disadvantage subgroup took the test in reading and 31 were proficient. Twenty-three scored in level 3 and 13 scored in level 4. In the subgroup, students with disabilities, 6 students took the test and 4 students were proficient and 2 were not. One student scored in level 3 and 1 student in level 4.

In 2007-2008, 122 students in grades 3rd – 8th took the reading MEAP test. Sixty-nine students were proficient. Thirty-eight students scored on level 3 and 15 students scored

on level 4.

In 2007-2008, 80 students in the economic disadvantage subgroup took the reading MEAP test. Forty-seven students were proficient and 25 student scored on level 3 and 8 students on level 4.

The students with disabilities subgroup, 9 students took the MEAP reading test, 6 were proficient, 1 student scoring on level 3, and 2 students scoring on level 4.

As the data indicate progress has been made in reading, no students' scored on level 4 in 2009/10.

In 2009-2010, 72 students in grades 3rd and 8th took the math MEAP test and 52 students were proficient. Eighteen students scored in level 3 and 2 students scored on level 4.

In 2009-2010, 62 economically disadvantage students took the MEAP mathematics test. Forty-three were proficient and 17 students scored on level 3 and 2 students on level 4.

In subgroup of students with disabilities, 45 students were tested in mathematics, 2 students were proficient. Two students scored on level 3 and 1 student on level 4.

In 2008-2009, 73 students in grades 3rd – 8th took the math MEAP test, thirty-eight were proficient. Twenty-seven students scored on level 3 and students scored on level 4.

In 2008-2009, the subgroup economic disadvantage students, 68 students took the math MEAP test and 35 were proficient. Twenty-five students scored on levels 3 and 8 on level 4.

The students with disabilities, 6 students took the math MEAP test and 3 were proficient and 3 scored on level 3

In 2007-2008, 122 students in grades 3rd – 8th took the math MEAP test. Sixty-two students were proficient. Forty-six students scored on level 3 and 14 students scored on level 4.

In the economically disadvantage subgroup, 43 students were proficient, 17 students scored on level 3 and 2 students on level 4.

Students with disabilities, 5 students were tested and 2 students were proficient and 3 students scored on level 3 and 1 student on level 4.

The annual goals for student achievement on the State's assessments in reading/language arts and math as follows:

- 2010-11– 77% of students in grades 3 through 8 are expect to score at levels 1 or 2 on the reading/language arts MEAP assessment test
- 74% of the students in grades 3 through 8 are expected to score at levels 1 or 2 on the mathematic MEAP assessment test.

The ultimate goal for 2013-14 is for all students to be 100% proficient on the state assessment.

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.

N/A

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.

N/A

8. As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

- o Describe how this process was conducted within the LEA.

The Michigan Department of Education notified the superintendent of Ross-Hill Academy of Math, Science, and Technology in June, 2010 that the school was on “the list” of the bottom-performing schools in the state. The superintendent met with the board and then the staff to discuss the four different models.

From the meeting, the following recommendations were agreed upon. They were:

- Increase staff knowledge about research-based instructional strategies and techniques to enhance curriculum alignment with state standards, instruction, and assessment.
- Implement a diagnostic computer program in K – 8.
- Complete the foundation for the revised improvement plan and established needs for the grant based on current and relevant data.
- Achieve staff buy-in.

Grants Coordination and School Support
 P.O. Box 30008, Lansing, Michigan 48909

--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

TYPE OR PRINT:

APPLICANT	Legal Name of District Ross-Hill Academy of Math, Science, and Technology		District Code 8669
	Address of District 3111 Elmwood		
	City and Zip Code Detroit, 48207		Name of County Wayne
CONTACT PERSON	Name of Contact Person Phyllis Ross	Title Principal	Telephone (Area Code) (313)-922-8088
	Address 3111 Elmwood Ave	City Detroit	Zip Code 48207
	E-Mail Address rsdvsn@sbcglobal.net	Facsimile (A.C./No.) (313) 922 – 8088	

GRANT FUNDS REQUESTED: \$ _____

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

SUPERINTENDENT OR

DATE: November 16, 2010 AUTHORIZED OFFICIAL _____

SIGNATURE

TYPED NAME/TITLE Nellie Hawkins-Williams

MAILING INSTRUCTIONS: Return this form to the Michigan Department of Education at the address shown above. The application with original signatures and five copies for a total of six must be postmarked **no later than 90 days after the grant announcement. Late applications will be considered non-compliant.**

NOTE: Applications may no longer be hand delivered. Late applications will NOT be considered.

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.

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 Grants Coordination and School Support 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, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive 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**

SIGNATURE OF LEA BOARD PRESIDENT **DATE**

SCHOOL BUILDINGS FOR WHICH YOU ARE APPLYING

Districts and ISDs may apply for School Improvement grants for individual school buildings within their jurisdiction (please use duplicate pages as necessary). 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 names of the school building(s) for which you are applying below.

SCHOOL BUILDING

Legal Name of School Building Ross-Hill Academy of Math, Science, and Technology	Building Code 8669	Name and Title of Authorized Representative Dan Bulley, Assistant General Council Director of Charter Schools Detroit Public School	
Mailing Address (Street) 3111 Elmwood		Signature	
City Detroit	Zip Code 48207	Telephone (Area Code/Local Number) (313) 922 – 8088	Date Signed 11/15/2010
Name and Title of Contact Person		Mailing Address (If different from agency address)	

SCHOOL BUILDING

Legal Name of School Building	Building Code	Name and Title of Authorized Representative	
Mailing Address (Street)		Signature	
City	Zip Code	Telephone (Area Code/Local Number)	Date Signed (m/d/yyyy)
Name and Title of Contact Person		Mailing Address (If different from agency address)	

SCHOOL BUILDING

Legal Name of School Building	Building Code	Name and Title of Authorized Representative	
Mailing Address (Street)		Signature	
City	Zip Code	Telephone (Area Code/Local Number) () -	Date Signed (m/d/yyyy)
Name and Title of Contact Person		Mailing Address (If different from agency address)	

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.*

1. BUDGET SUMMARY FOR: Ross-Hill Academy of Math, Science, and Technology

LEGAL NAME OF APPLICANT: Ross-Hill Academy of Math, Science, and Technology				District Code 8669	
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			25,000.00				
120	Instruction -- Added Needs							
210	Pupil Support Services							
211	Truancy/Absenteeism Services							
212	Guidance Services	20,000.00						
213	Health Services							
214	Psychological Services	20,000.00						
216	Social Work Services	20,000.00						
220	Instructional Staff Services							
221	Improvement of Instruction			25,000.00				
225	Instruction Related Technology			25,000.00				
227	Academic Student Assessment							

230	General Administration							
232	Executive Administration							
240	School Administration							
250	Support Services Business							
257	Internal Services							
266	Operation and Maintenance							
280	Central Support Services							
281	Planning, Research, Development, and Evaluation – Professional Development			25,000.00				
283	Staff/Personnel Services							
300	Community Services							
311	Community Services Direction							
331	Community Activities							
	SUBTOTAL							
	Indirect Costs _____ % Restricted Rate							
	TOTAL							

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.)*

Date **BUSINESS OFFICE REPRESENTATIVE SIGNATURE**

Date **SUPERINTENDENT/DIRECTOR SIGNATURE**

E. 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.

- Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

- "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.

Baseline Data Requirements

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

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)?	Turnaround 79,380 minutes – Regular School year and 84,060 minutes reflect enhance school year.
Number of minutes in the school year?	
Student Data	
Dropout rate	N/A
Student attendance rate	90.3%
For high schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	N/A
International Baccalaureate	N/N
Early college/college credit	N/A
Dual enrollment	N/A
Number and percentage enrolled in college from most recent graduating class	N/A
Student Connection/School Climate	
Number of disciplinary incidents	6 – 8 per week, or 234-312 per school year
Number of students involved in disciplinary incidents	34 – 45 per school year incidents
Number of truant students	0
Teacher Data	
Number of teachers at each performance level category below	
Highly effective	5 teachers

Effective	0 teachers
Moderately effective	0 teachers
Ineffective	2 teachers
Teacher attendance rate	95%

SAMPLE

Proposed School Improvement Partnership Agreement

This School Improvement Partnership Agreement (“SIPA”) is entered into by and between _Michigan_____ (State) _____Wayne RESA_____ (“ISD/(R)ESA”) and _Ross-Hill Academy of Math, Science, and Technology_____ (“Qualifying LEA”). This agreement establishes a framework of collaboration, as well as articulates specific roles and responsibilities in the implementation of an approved plan of work to access Federal School Improvement Grant funds for Low Performing Schools under the American Recovery and Reinvestment Act (ARRA).

I. SCOPE OF WORK

The Scope of Work defines the actions and reform measures the Qualifying LEA agrees to implement under one of these four federally-defined options: Turnaround, Restart, Transformation or Closure.

II. PROJECT ADMINISTRATION

A. QUALIFYING LEA RESPONSIBILITIES

In implementing the tasks and activities described in the ARRA Federal School Improvement Grant, the Qualifying LEA will:

- 1) Choose to implement one of four options identified in this agreement and develop a corresponding plan.
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the Intermediate School District/Regional Educational Service Agency (ISD/(R)ESA) or State of Michigan Department of Education (State).
- 3) Post to any website specified by the ISD/(R)ESA or State, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the ARRA Federal School Improvement Grant.
- 4) Participate, as requested, in any evaluations of this grant conducted by the ISD/(R)ESA, State or United States Education Department (ED).
- 5) Be responsive to ISD/(R)ESA, State or ED requests for information including status of the project, project implementation, outcomes, and any problems anticipated or encountered.
- 6) Participate in meetings and telephone conferences with the ISD/(R)ESA or State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the ARRA Federal School Improvement Grant, and (d) other matters related to the ARRA Federal School Improvement Grant and associated plans.
- 7) Participate in the ISD/(R)ESA process for either the Transformation or Turnaround Model.

Each school shall establish a new leadership team composed of the principal, classroom leader teachers who lead a grade level, a multiage team or subject-matter-area team, supplementary support personnel, instructional coach, and at least two community members who engage the community in the transformation. Each school-based team requires an ISD staff as a member acting as liaison to the ISD/(R)ESA.

First Action Step:

Prepare a set of goals to which the staff and community is internally committed to hold themselves accountable.

Second Action Step:

Develop a set of alternative approaches for transformation or turnaround. Find exemplars for the leadership team and community members to visit and examine. Select an approach with fidelity measures to assess quality of implementation.

Third Action Step:

Develop a formative assessment process tied to student- and adult-learning outcomes that complement the intervention approach selected. Build an instructional calendar to guide the instructional feedback cycle. Create a data report that highlights progress and identifies students who need extra supplementary instruction and support. Seek community review, comment and critique of quarterly reports prior to submitting them to the district and ISD/(R)ESA as required. Work with the ISD/(R)ESA to collaboratively develop a feedback response for the school team with their recommendations for revision.

Fourth Action Step:

Prepare and implement, with external technical assistance, a professional development model embedded in classroom instruction using the school leadership team members as lead trainers.

Fifth Action Step:

Review, at the school level, annual summative measures tied to state and federal benchmarks as part of the annual progress report to the community and state. The data will be certified at the district and ISD/(R)ESA level.

B. INTERMEDIATE SCHOOL DISTRICT/REGIONAL EDUCATIONAL SERVICE AGENCY RESPONSIBILITIES

In assisting Qualifying LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the ISDs/(R)ESAs or consortium of ISDs/(R)ESAs that elect to sign this memorandum of agreement to support the Turnaround and/or Transitional low performing schools shall:

- 1) Work collaboratively with, and support the Qualifying LEA in carrying out the LEA Plan as identified in this agreement.
- 2) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 3) Identify sources of technical assistance as needed. ISD/(R)ESA approves Technical Assistance Agent from a list of vetted consultants.
- 4) Participate in the ISD/(R)ESA process for either Transformation or Turnaround Model assigning an ISD staff member to serve as a member of each school team.

First Action Step:

Monitor quarterly school goals that the staff and community team has developed and reported to the ISD/(R)ESA transformation or turnaround support team.

Second Action Step:

Support the development of a set of alternative approaches to transformation or turnaround and find exemplars to take staff and community members to visit and examine. ISD/(R)ESA conducts the fidelity studies to assess quality of implementation.

Third Action Step:

Support the development of a formative assessment process tied to student- and adult-learning outcomes that complement the intervention approach selected. Monitor the instructional calendar to guide the instructional feedback cycle. Review progress through quarterly reports to district and ISD/(R)ESA for monitoring.

Fourth Action Step:

Support, participate, and evaluate the effectiveness of the professional development program and determine its impact on adult learning and student progress.

Report school progress to the State of Michigan Department of Education.

Collect models and practices to be shared statewide in annual renewal meetings with all practicing ISDs/(R)ESAs and schools in the transformation or turnaround network as well as new schools that are invited to participate as their needs emerge.

C. JOINT RESPONSIBILITIES

- 1) The ISD/(R)ESA and the Qualifying LEA will each appoint a contact person for the ARRA Federal School Improvement Grant.
- 2) These key contacts from the ISD(R)ESA and the Qualifying LEA will maintain frequent communication to facilitate cooperation under this partnership agreement.
- 3) ISD/(R)ESA and Qualifying LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the entire grant period.
- 4) ISD/(R)ESA and Qualifying LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the ARRA Federal School Improvement Grant, even when the Qualifying School Plan requires modifications that affect the Qualifying LEA.

D. STATE RESPONSIBILITIES

In assisting Qualifying LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the State will:

- 1) Work collaboratively with, and support the Qualifying LEA and supporting ISD/(R)ESA or consortium of ISDs/(R)ESAs in carrying out the Qualifying School Plan as noted in this agreement.

- 2) Timely distribute the Qualifying LEA's portion of ARRA Federal School Improvement Grant funds during the course of the project period and in accordance with the Qualifying School Plan as noted in this agreement.
- 3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 4) Identify sources of technical assistance as needed.
- 5) Periodically review the approved plan in cooperation with the ISD/(R)ESA.
- 6) Provide financial support to ISDs/(R)ESAs with qualifying low performing schools from available state and federal sources including funding support from the current state-wide system of support (SSOS) grant, to implement the turnaround and/or transformation plans for schools served.
- 7) Support the development of a single plan for school improvement that is consistent with the requirements under this memorandum of agreement.
- 8) Determine if it can extend the timeline for improvement upon request of the Qualifying School with the recommendation of the district and ISD/(R)ESA.

E. RECOURSE FOR NON-PERFORMANCE

If the ISD/(R)ESA determines that the Qualifying LEA or School is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the ISD/(R)ESA will notify the State of the lack of progress and make recommendations for an alternative intervention which may include restart, closure, or a collaborative process between the State, ISD/(R)ESA and the Qualifying LEA, including putting the Qualifying LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs, or modifying the approved plan or any of the measures that are detailed under Section VI. Application Process and Oversight.

III. ASSURANCES

The Qualifying LEA hereby certifies and represents that:

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

IV. MODIFICATIONS

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

V. DURATION/TERMINATION

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

VI. APPLICATION PROCESS AND OVERSIGHT

Qualifying Schools (low performing schools) are the persistently lowest achieving schools as determined by the State and divided into three tiers by the United States Education Department (ED).

- Tier I: Title I Schools that:
 - Are among the lowest 5%
 - A high school that has a graduation rate less than 60% over a number of years
- Tier II: Non-Title I Schools that:
 - Are eligible for Title I funding that falls into the lowest 5% of schools
 - A high school that has a graduation rate less than 60% over a number of years
- Tier III: Title I Eligible Schools that:
 - Are in improvement, corrective action or restructuring
(those schools that are currently part of the statewide system of support)

Part II: LEA Application

Attachment II.A.1

Part II: LEA Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: Ross-Hill Academy of Math, Science, and Technology	Applicant's Mailing Address: 3111 Elmwood Ave Detroit, MI 48207
LEA Contact for the School Improvement Grant Name: Phyllis Ross Position and Office: Principal Contact's Mailing Address: 3111 Elmwood Ave Detroit, MI 48207 Telephone: (313) 922-8088 Fax: (313) 922-2015 Email address: rsdvsn@sbcglobal.net	
LEA School Superintendent/Director (Printed Name): Nellie Hawkins-Williams	Telephone: (313) 922-8088
Signature of the LEA School Superintendent/Director: X_____	Date: November 16, 2010
LEA School LEA Board President (Printed Name): Michelle McKelvie	Telephone: (313) 922-8088
Signature of the LEA Board President: X_____	Date: November 16, 2010
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

District Name:

District Code:

ISD/RESA Name:

ISD Code:

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. **model to effect change:**

Turnaround Model: Replace principal and at least 50 of the staff, adopt new governance, and implement a new or revised instructional. 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.

PART II: LEA REQUIREMENTS

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. The LEA grant scoring rubric is included as Attachment II.A.2.

From the list of eligible schools (Attachment I.A.1), 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.B.1.

<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>Ross-Hill Academy of Math, Science, and Technology</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:

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

1. For each Tier I and Tier II school that the LEA commits to serve, the LEA must:
 - o Describe the process the LEA has used to analyze the needs of each school and how the intervention was selected for each school. Detailed descriptions of the requirements for each intervention are in Attachment II.B.1. The LEA must analyze the needs of each Tier I, II or III school using complete and consistent data. Attachment II.B.2 provides a model for that analysis.

The Leadership Team at Ross-Hill Academy (RHA) thoroughly reviewed the student achievement, behavior and attendance data in order to identify need areas through the completion of the Comprehensive Needs Assessment. The student achievement data that was analyzed consisted of multiple measures including end of course grades, MEAP, and TerraNova. The data was disaggregated and analyzed for all K-8 subgroups.

Ross-Hill K-8 Academy was placed in corrective action after 2008-2009 school year. It is a Tier 1 school. In 2009-10 school year the students made AYP and received a B on its report card. Therefore, Ross-Hill has made considerable gains academically. Ross-Hill has selected to implement the Turnaround Intervention Model because this is the most comprehensive of the models and meets the needs of the students.

The principal was replaced in August, 2009 and 50% of the staff was replaced in 2009 and 2010. This move has proven to be very beneficial because the MEAP scores increased drastically. The staff has been very supportive of the principal and they have shown a great deal of commitment to the school improvement goals for 2009 and 2010.

The staff selected to return to Ross-Hill was determined by their commitment to effectively assist and participate in the Turnaround Model, review of their evaluations during the school year, and the success of their students, based on their year-end report card, their student TerraNova and MEAP scores.

- o 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. (Data and process analysis to assist the LEA with this application may be found in the School Improvement Plan (Attachment II.B.2) for each school and in the District Improvement Plan (Attachment II.B.3). In the School and District Plan rubrics, local challenges are indicated by the categories "getting started" or "partially implemented."

2. If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school.

N/A

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
 - Select external providers from the state’s list of preferred providers;
 - Align other resources with the interventions;
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (Attachment II.B.4 is a rubric for possible policy and practice changes); and
 - Sustain the reforms after the funding period ends.
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. (Attachment II.B.5 provides a sample rubric for principal selection if the LEA chooses an intervention that requires replacement of the principal.)
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.

From our School Improvement Plan the goal is for all students to increase proficiency in meeting or exceeding the state standards in reading comprehension. In mathematics, all students will become proficient and/or meet or exceed state standards.

In 2009-2010, 72 students in grades 3rd – 8th took the reading MEAP test and 59 students scored in levels 1 and 2. No students scored in level 4 and 13 students scored in level 3.

In 2009 -2010, the economically disadvantage subgroup in reading, 62 students were tested and 50 were proficient. No students scored in level 4 and 12 students scored in level 3.

The students with disabilities, 5 students were tested and all students were proficient.

In 2008-2009, 74 students in grades 3rd – 8th took the reading MEAP, 35 students were proficient. Twenty-four students scored on level 3 and 15 students scored on level 4.

In 2008-2009, 67 students in the economically disadvantage subgroup took the test in reading and 31 were proficient. Twenty-three scored in level 3 and 13 scored in level 4. In the subgroup, students with disabilities, 6 students took the test and 4 students were proficient and 2 were not. One student scored in level 3 and 1 student in level 4.

In 2007-2008, 122 students in grades 3rd – 8th took the reading MEAP test. Sixty-nine students were proficient. Thirty-eight students scored on level 3 and 15 students scored on level 4.

In 2007-2008, 80 students in the economic disadvantage subgroup took the reading MEAP test. Forty-seven students were proficient and 25 student scored on level 3 and 8 students on level 4.

The students with disabilities subgroup, 9 students took the MEAP reading test, 6 were proficient, 1 student scoring on level 3, and 2 students scoring on level 4.

As the data indicate progress has been made in reading, no students’ scored on level 4 in 2009/10.

In 2009-2010, 72 students in grades 3rd and 8th took the math MEAP test and 52 students were proficient. Eighteen students scored in level 3 and 2 students scored on level 4.

In 2009-2010, 62 economically disadvantage students took the MEAP mathematics test. Forty-three were proficient and 17 students scored on level 3 and 2 students on level 4.

In subgroup of students with disabilities, 45 students were tested in mathematics, 2 students were proficient. Two students scored on level 3 and 1 student on level 4.

In 2008-2009, 73 students in grades 3rd – 8th took the math MEAP test, thirty-eight were proficient. Twenty-seven students scored on level 3 and students scored on level 4.

In 2008-2009, the subgroup economic disadvantage students, 68 students took the math MEAP test and 35 were proficient. Twenty-five students scored on levels 3 and 8 on level 4.

The students with disabilities, 6 students took the math MEAP test and 3 were proficient and 3 scored on level 3

In 2007-2008, 122 students in grades 3rd – 8th took the math MEAP test. Sixty-two students were proficient. Forty-six students scored on level 3 and 14 students scored on level 4.

In the economically disadvantage subgroup, 43 students were proficient, 17 students scored on level 3 and 2 students on level 4.

Students with disabilities, 5 students were tested and 2 students were proficient and 3 students scored on level 3 and 1 student on level 4.

The annual goals for student achievement on the State's assessments in reading/language arts and math as follows:

- 2010-12
- 77% of students in grades 3 through 8 are expect to score at levels 1 or 2 on the reading/language arts MEAP assessment test
 - 74% of the students in grades 3 through 8 are expected to score at levels 1 or 2 on the mathematic MEAP assessment test.

The ultimate goal for 2013-14 is for all students to 100% proficient on the state assessment.

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.

N/A

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.

N/A

8. As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

- o Describe how this process was conducted within the LEA.

The Michigan Department of Education notified the superintendent of Ross-Hill Academy of Math, Science, and Technology in June, 2010 that the school was on "the list" of the bottom-performing schools in the state. The superintendent met with the board and then the staff to discuss the four different models.

From the meeting, the following recommendations were agreed upon. They were:

- Increase staff knowledge about research-based instructional strategies and techniques to enhance curriculum alignment with state standards, instruction, and assessment.
- Implement a diagnostic computer program in K – 8.
- Complete the foundation for the revised improvement plan and established needs for the grant based on current and relevant data.
- Achieve staff buy-in.

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 \$500,000.

AUTHORITY:

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

SCHOOL IMPROVEMENT GRANT BUDGET

APPLICANT INFORMATION

TYPE OR PRINT:

APPLICANT	Legal Name of District Ross-Hill Academy of Math, Science, and Technoloty	District Code 8669	
	Address of District 3111 Elmwood Ave		
	City and Zip Code Detroit, MI	Name of County Wayne	
CONTACT PERSON	Name of Contact Person Phyllis Ross	Title Principal	Telephone (Area Code) (313) 922-8088
	Address 3111 Elmwood	City Detroit	Zip Code 48207
	E-Mail Address rsdvns@sbcglobal.net	Facsimile (A.C./No.) (313) 922-2015	

GRANT FUNDS REQUESTED: \$ _____

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 _____ SUPERINTENDENT OR AUTHORIZED OFFICIAL _____
 TYPED NAME/TITLE _____ SIGNATURE _____

MAILING INSTRUCTIONS: Return this form to the Michigan Department of Education at the address shown above. The application with original signatures and five copies for a total of six must be postmarked **no later than 90 days after the grant announcement. Late applications will be considered non-compliant.**

NOTE: Applications may no longer be hand delivered. Late applications will NOT be considered.

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.

ASSURANCE WITH SECTION 511 OF THE U.S. DEPARTMENT OF EDUCATION APPROPRIATION 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 Grants Coordination and School Support 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, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive 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

SIGNATURE OF LEA BOARD PRESIDENT

DATE

SCHOOL BUILDINGS FOR WHICH YOU ARE APPLYING

Districts and ISDs may apply for School Improvement grants for individual school buildings within their jurisdiction (please use duplicate pages as necessary). 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 names of the school building(s) for which you are applying below.

SCHOOL BUILDING

Legal Name of School Building Ross-Hill Academy of Math, Science, and Technology	Building Code 8669	Name and Title of Authorized Representative Detroit Public Schools	
Mailing Address (Street) 3111 Elmwood Ave		Signature	
City Detroit	Zip Code 48207	Telephone (Area Code/Local Number) (313) 922-8088	Date Signed (m/d/yyyy)
Name and Title of Contact Person Phyllis Ross		Mailing Address (If different from agency address)	

SCHOOL BUILDING

Legal Name of School Building	Building Code	Name and Title of Authorized Representative	
Mailing Address (Street)		Signature	
City	Zip Code	Telephone (Area Code/Local Number) () -	Date Signed (m/d/yyyy)
Name and Title of Contact Person		Mailing Address (If different from agency address)	

SCHOOL BUILDING

Legal Name of School Building	Building Code	Name and Title of Authorized Representative	
Mailing Address (Street)		Signature	
City	Zip Code	Telephone (Area Code/Local Number) () -	Date Signed (m/d/yyyy)
Name and Title of Contact Person		Mailing Address (If different from agency address)	

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.*

1. BUDGET SUMMARY FOR: Ross-Hill Academy of Math, Science, and Technology

LEGAL NAME OF APPLICANT: Ross-Hill Academy of Math, Science, and Technology				District Code 8669		
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			25,000.00				
120	Instruction -- Added Needs							
210	Pupil Support Services							
211	Truancy/Absenteeism Services							
212	Guidance Services	20,000.00						
213	Health Services							
214	Psychological Services	20,000.00						
216	Social Work Services	20,000.00						
220	Instructional Staff Services							
221	Improvement of Instruction			25,000.00				
225	Instruction Related Technology			25,000.00				
227	Academic Student Assessment							

230	General Administration							
232	Executive Administration							
240	School Administration							
250	Support Services Business							
257	Internal Services							
266	Operation and Maintenance							
280	Central Support Services							
281	Planning, Research, Development, and Evaluation - Professional Development			25,000.00				
283	Staff/Personnel Services							
300	Community Services							
311	Community Services Direction							
331	Community Activities							
	SUBTOTAL							
	Indirect Costs _____ % Restricted Rate							
	TOTAL							

3. 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.)*

Date **BUSINESS OFFICE REPRESENTATIVE SIGNATURE**

Date **SUPERINTENDENT/DIRECTOR SIGNATURE**

E. 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.

- Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

- "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.

Baseline Data Requirements

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

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)?	Turnaround 79,380 minutes – Regular school year and 84,060 minutes reflect enhance school year.
Number of minutes in the school year?	
Student Data	
Dropout rate	N/A
Student attendance rate	90.3%
For high schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	N/A
International Baccalaureate	N/A
Early college/college credit	N/A
Dual enrollment	N/A
Number and percentage enrolled in college from most recent graduating class	N/A
Student Connection/School Climate	
Number of disciplinary incidents	6 – 8 per week, or 234-312 per school year
Number of students involved in disciplinary incidents	34 – 45 per school year incidents
Number of truant students	0
Teacher Data	

Number of teachers at each performance level category below	
Highly effective	5 teachers
Effective	0 teachers
Moderately effective	0 teachers
Ineffective	2 teachers
Teacher attendance rate	95%

SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

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

Sub Group Academic Data Analysis

Grade: 3 - 8 **Percent of Sub-group meeting State Proficiency Standards**

Group	Reading			Writing			Total ELA		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
	07	08	09	07	08	09	07	08	09
Social Economics Status (SES)	47	50	50	27	28		59	33	
Race/Ethnicity	69	59	59	45	42.5		49.2	45.2	
Students with Disabilities	6	5	5	3	3		3	4	
Limited English Proficient (LEP0)									
Homeless									
Neglected & Delinquent									
Migrant									
Gender:									
Female	39	14	32	21	13		29	15	
Male	30	21	27	26	18		31	18	
Aggregate Scores									
State	78.7	81	85.3	63.5	66.3		77.3	79	

Sub Group Non-Academic Analysis

Year:

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES	50	5 – 15		40		0	0		
Race/Ethnicity	50	5 – 15		40		0	0		
Disabilities	5	1		1		0	0		
LEP	0	0		0		0	0		
Homeless	0	0		0		0	0		
Migrant	0	0		0		0	0		
Gender									
Male	73	21		20		0	0		
Female	71	16		20		0	0		
Totals									

Year:

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

**Enrollment and Graduation Data – All Students
Year:**

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

**Enrollment and Graduation Data - All Students
Year: 2009**

	# of Students	# of Students Enrolled in a Young 5's Program	# of Students in Course & Grade Acceleration	Early HS Graduation	# of Retentions	# of Dropouts	# Promoted to Next Grade
Grades							
K	16				1		15
1	16				1		15
2	12				1		11
3	13						13
4	14						14
5	12						12
6	12						12
7	8						8
8	14						14

117 - Total Enrollment and Graduation Rate

Number of Students enrolled in Extended Learning Opportunities

Year:

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

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the turnaround model.

School Resource Profile

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

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

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

SECTION II: COMMITMENT

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

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school. Include as an attachment a letter from the school principal that is signed by at least 80 percent of the school's staff supporting the proposed changes to be made under the grant. Additional evidence of support, as applicable, may also be included in the Appendix.

During the 2007-08 and 2008-09 school year, the Ross-Hill Academy stakeholders were involved in collecting a variety of data to inform the decision making process, including the School Improvement Plan, Comprehensive Needs Assessment and the School Data Profile.

Requirement #3

Screening and Rehire of Staff:

Ross-Hill became a Priority School for the 2007-08 and 2008-09 school year and will be involved in school turnaround. Based on the teacher evaluation some of the teachers contracts were not renewed for the following school year. In addition, several of the teachers made the decision and found other employment. Returning teachers and new teachers made the commitment to support the proposed efforts to effect change and improve student achievement based on the turnaround model. The principal, who was recently hired, beginning of the 2009-10 school year, is committed and willing to support the proposed efforts as described in this plan. The evaluation of the staff consisted and will consist of:

- **A review of student growth performance as measured by students' achievement on the TeraNova pre and posttest and performance on the MEAP assessment.**
- **Review of the teachers' weekly lesson plans alignment with the Michigan Grade Level Content Expectations.**
- **Use of Snap Shot evaluation performed by Wayne RESA at the beginning and end of the school year.**
- **Informal and formal classroom walkthroughs to determine if instruction is meeting Michigan Grade Level Content Expectations.**
- **A three minute teacher evaluation performed by Wayne RESA using TeachScape.**
- **The competencies mentioned above will also be used to evaluate the instructional staff.**

The School Improvement Team, which consists of the principal, curriculum director, other staff members, and a parent selected through a peer selection process, will oversee the interventions strategies developed

for the school. The team decisions will be made in accordance with the established policies and practices for shared decision-making and agreements. The principal and other staff members will carry out the implementation of all the School Improvement Team decisions.

The School Improvement Team collects perception data from staff and parents throughout the school year. Parents are surveyed regarding their attitudes of the school climate and effectiveness of instructional programs. The results are used to evaluate program offerings and other methods to improve student performance. Staff perceptions are gathered each year in preparation of the Annual Report. We use the survey instrument provided by Michigan Department of Education's MI-Plan. RHA will analyze survey data to determine parent and teacher perceptions of the learning environment. Student survey will also be conducted to determine how student perceptions of the learning environment changed over time. Recent eighth graders are surveyed, supplying valuable data on how well prepared they are for high school. In addition, high school students are surveyed pertaining to the culture and climate.

Ross-Hill will also establish a Professional Development Committee to assist the School Improvement Team development. This committee will develop a professional development focused on increasing student achievement. The PD plan will be based on the needs assessment from the staff. The Wayne RESA coach will assist with classroom walkthroughs with the administrative team to determine the transfer of knowledge gained in PD to the actual classroom setting. Data collected during the walkthroughs will also be used to evaluate the professional development plan and to select future topics. Within the plan, options are available for banking of equivalent times for extended PD workshops and/or trainings.

In addition, the Wayne RESA coach will continue assisting RHA with TeachScape and Snapshot that will improve student achievement and evaluate future professional development that is needed.

The current staff supports and is strongly committed to a common set of expectations for shared ownership and responsibility for the SIP. The Turnaround model provides a comprehensive support framework for building capacity for sustained school improvement and sustained the school turnaround.

1. A systematic plan for school improvement has been developed by Duren and Associates and Wayne RESA by visiting the school, collecting data and using CNA. The focus will be:
 1. Perform a comprehensive diagnostic review of classroom observations, student and teacher focus groups, interviews with administrations, surveys of teachers, parents and students and an analysis of lesson plans and curriculum.
 2. Conduct a review of the technology systems to identify and remove technology roadblocks that may exist.
 3. Assess the quality of the community engagement plan to ensure the involvement of important partners and stakeholders in the school improvement process as it begins.
 4. Facilitate the creation and commitment to a mission and vision to focus all school improvement efforts.
 5. Create and Evaluation Plan, which will monitor, manage, and report outcomes throughout the development and implementation of our school improvement initiative.

2. **Develop Instructional Leadership.** Strong leadership is a necessary component to successful school turnaround programs (Berends et al., 2001; Duke, 2004”). Without effective leadership, schools are less likely to address practices that impact student achievement in a coherent and meaningful way (Marzano et. al., 2005). The following action steps will be included in this component.
 1. Assist the principal with strategies and techniques to enhance skills as an instructional leader to effectuate the overall educational program.
 2. Wayne RESA and Duren and Associates will provide ongoing mentoring and assistance to the principal on issues that are most important to developing instructional capacity in teachers and in removing roadblocks to teaching and learning.
 3. The School Improvement Team has been formed to facilitate school based decision making and monitor teaching and learning efforts and initiatives.
3. **Create Collaborative Education Partnerships.** School reform initiatives have a greater chance of being enacted and sustained when the community is actively engaged as an empowered change agent (Arriaza, 2004). To make school partnerships a reality we will:
 1. Plan and facilitate the educational process by meeting with faculty, staff, parents, business, and community leaders to form an effective educational partnership.
 2. Key community representatives will meet quarterly with representatives of our faculty, staff, parents, and principal. The representatives will participate in planning and problem solving. This leads to accountability, buy-in, rigorous implementation, and the sustainability to deliver the expected outcomes.
4. **Emphasize School Culture.** For students, positive school culture is linked to a strong sense of school membership, which in turn is linked to academic and behavioral outcomes, such as fewer incidents of disciplinary referrals and victimization (DeWit et al., 2003; Christle, Jolivette, & Nelson, 2007). Evidence suggests that the best intended efforts to turn around schools and enhance student learning and achievement do not succeed if school culture is ignored. The following action steps will place an emphasis on school culture:
 1. Gather data about student, teacher and parent aspirations for the students at Ross-Hill.
 2. Identify gaps in perception that may exist among the groups and identify root causes of any problems that surface.
 3. Collaboratively create solutions to the following issues:
 - a. Attendance
 - b. Suspensions
 - c. Academic failure and retention
5. **Align Curriculum:** An aligned curriculum is important because it improves student performance on standardized tests when teachers carefully align instruction with learning goals and assessment. Several studies show that alignment “cancels out” more traditional predictors of student achievement such as socioeconomic status, gender, race and teacher effect. Another benefit includes collaboration among teachers, helping them understand how their instructional decisions contribute to students’ overall learning. To assure that the curriculum is aligned teacher will have professional development that will:

1. Learn how to unwrap the standards and identify clear learning targets.
 2. Align curriculum with state standards and teacher's guides.
6. Teaching and Learning:
1. This will be accomplished by providing professional development for the staff.
 2. Create opportunities for the staff to collaborate to improve student achievement.
 3. Utilizing TeachScape and Snapshot to observe teachers and improve instruction.

Duren and Associates will assist RHA with Atlas implementation. Atlas is a whole school reform models using the concept of Teaching for Understanding. In Classrooms implementing the Teaching for Understanding framework, curriculum and instruction are driven by essential questions that are designed to help students develop desired skill and understandings. Teachers make a concerted effort to tie instruction more closely to real world experiences; and students come to understand important concepts and skills by Elements of Atlas. They are:

1. Teaching and Learning

The students master skills and content by using what they learn to complete meaningful individual and team projects. Innovative teaching techniques give the students the chance to apply what they've learned in real world situations.

2. Assessment

Atlas uses a variety of tools to assess student achievement including standardized tests, and performance-based measures such as exhibitions and portfolios, which create an historical record of students' progress.

3. Professional Development

Every teacher in an Atlas Community participates in a study group. Collaborating around student work, teachers improve their own teaching and their students' achievement.

4. Family and Community

Parent engagement is crucial for student achievement. In Atlas communities, families and community members expect student success and work together to ensure it.

5. Management and Decision-Making

Students, parents, teacher, administrator and community members make decisions together. When all groups are invested in what happens at the school, all facets of school operation focus on improving student learning.

- G. Data literacy – the ability of instructional leaders and teachers to work individually and collectively to examine outcome-based achievement data, formative assessment measures of student performance, and students' work products, and to develop strategies for improvement based on these data—is widely recognized as a critical strategy in the academic performance of schools (Fullan, 1999, Hancock 2001;

Johnson, 1996 Love, 2004; Schmoker, 1999; Zalles, 2005). A key concept of data literacy is generating only the data that are needed and make full use of what's collected. The National Research Council (1996) notes that, "far too often, more educational data are collected and analyzed than are used to make decisions or take action." (p.90) Those resources become meaningful to educators only when they are transformed into information, and ultimately into usable or actionable knowledge (Mandinach and Harvey, 2005).

Taken as a whole the emerging research in this area suggests that what is needed is a comprehensive and purposeful approach to the use of data not only informs the practices of individual teachers, but is supported as an essential and strategic part of school-wide improvement strategies. New professional development programs are now training teachers and school leaders in how to make use of data in systematic and rigorous ways. Duren and Associates will recommend or create, a professional development model that introduces teachers to a process through which they learn to develop questions, collect data, formulate hypotheses, draw conclusions, take action and monitor results.

- H. The effectiveness of educational technology on student learning depends not only on what outcomes are targeted and how the technology is integrated into instruction, but also on how teachers assess student performance in classrooms and adjust instruction accordingly. Technology offers teachers a broad range of tools to collect and analyze data, and richer set of student data to guide instructional decisions.

Also, technology has a vital role to play in enabling data-driven decision making Web-based testing reporting systems provide an interface to the state and city testing results by organizing raw data into information that is aligned with state standards and mobile computing devices such as handhelds, provide teachers with a platform to administer and analyze the data of classroom-based assessments.

With the funding from this grant and the assistance of Duren and Associates, we will purchase cutting edge technology and provide professional development on how to effectively use the technology.

- I. Data Driven Decision-Making: This will be ongoing in staff meetings, content meeting and professional development.
- J. Utilize Technology for Learning: Teachers will receive professional development in Plato, Study Island, Accelerated Reading and Math. In addition, teachers will learn how to effectively use the smart board and make decision pertaining to increased learning.
- K. Evaluation for Continuous Improvement: By evaluating the model, Ross-Hill will be able to provide feedback to the stakeholders regarding progress, the documented outcome, and identified the need for change.

- 2. Explain the school's ability to support systemic change required by the turnaround model.

The staff of Ross-Hill Academy of Math, Science, and Technology has carefully reviewed the resources that are available in the development of the school improvement process that has been developed. The changes developed in the plan are based on the resources available to the school as well as the commitment of staff members to meet the needs of the students of our school. The stakeholders of the district are committed to

provide the fiscal and personnel support available that will enable the realization of the plans developed in the Turnaround Model. In addition, the plan developed will be able to support the systemic change required in the Turnaround Model.

3. Describe the school’s academic in reading and mathematics for the past three years as determined by the state’s assessments (MEAP/ MME/MI-Access).

Ross-Hill Academy of Math, Science, and Technology school improvement team carefully reviewed and analyzed the data in reading and math on the MEAP and TerraNova for the past three years. Below is the MEAP data that was used to analyze the data affecting student performance. [See Attachment B](#)

Group/Grade	Reading			Writing			Total ELA		
	Year1	Year2	Year3	Year1	Year2	Year3	Year1	Year2	Year3

4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

Throughout Ross-Hill Academy of Math, Science, and Technology, stakeholders meet to review, evaluate, and discuss data on student learning. Through discussions that take place throughout the school year, the effect of curriculum, instruction, and assessments on student learning is probed. The dialogues focus on the developing of learning, the nature of the learning process, and the differences among learners. A balance in these important curriculum and instruction consideration is sought to provide the optimum learning experience for students.

5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

Time for educators to collaborate prior to the beginning of the school will be provided for staff members to discuss and review the improvement plan developed. In addition, throughout the school year educators will continue to collaborate at staff, departmental, and committee meetings that are held on a regular basis each month. Built into the teacher schedule is also released time that will provide extended opportunities for continued discussions on school improvement.

6. Describe the school’s collaborative efforts, including the involvement of parents, the community, and outside experts.

The staff of Ross-Hill Academy of Math, Science, and Technology based its School Improvement process on collaboration, including the involvement of parents, the community, and outside experts. In the process of developing the plan, stakeholders of the high school as well as the entire district were encouraged to participate. Throughout the implementation of the plan, the sharing of information regarding our school and students is viewed an opportunity to inform our stakeholders of the progress that our students have made as

well as the goals that we have made for them in the future. The active involvement through the sharing of ideas and opinions of all stakeholders will continue to be encouraged at forums such as parent meetings, school improvement meetings, and RHA meetings and school board meetings.

SECTION III: PROPOSED ACTIVITIES

Using information contained in the Buildings School Improvement Plan, provide the following information.

1. Describe the proposed activities that address the required US Department of Education (USED) school turnaround interventions that the school will use as a focus for its School Improvement Plan (Attach a copy of the buildings School Improvement Plan).
 - A. Ross-Hill Academy of Math, Science, and Technology will continuously review multiple student achievement data sources and school stakeholder data to measure progress and modify school improvement goals where necessary. To ensure that this is an ongoing process becomes an integral part of instruction and daily operation, the school has developed and implemented the following strategies:
 2. Ongoing, job-embedded staff development will focus on the areas of greatest need as identified through the comprehensive diagnostic review conducted staff, parent, and student perception data.
 3. Any current and/or existing commitments to PD initiatives will be analyzed as to their support of the turnaround model and the identified needs of the teachers.
 - B. **Requirement #2**
The ongoing competencies that will be used to help assess and guide RHA teacher effectiveness will be based upon the strategies and research from Key “Qualities of Effective Teachers” by James H. Stronge. The level of expertise exhibited and characteristics are described below.

Classification	Description
MASTER:	Exhibits the quality such that others would be able to use the teacher as an expert for how to work with students. The teacher not only has a sense of the quality, but demonstrates and understanding of the essence of the quality.
PROFESSIONAL:	A teacher who exhibits the quality most of the time.
APPRENTICE:	The teacher demonstrates the quality of the degree necessary to make the classroom function. May lack fluidness of use, but the result is still effective.
INEFFECTIVE:	A teacher who would benefit from or work on the quality in terms of working with a teacher at the professional of master level or taking classes.

NOT OBSERVED:	The observer has not seen evidence, either through demonstration or observation of the quality.
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Teacher responsibilities and behaviors or qualities will be designed to assist administrators and coaches identify key components of effectiveness in the classroom. By observing teacher actions supervisors and supporters will be able to assess effectiveness. Positive and negative-or “red flag” behaviors exhibited by teachers help determine their effectiveness in the classroom and the impact they have on student achievement. RHA will develop of Instructional Learning Teams (ILT). This will help to improve the quality of instruction and instructional leadership, as well as increases retention and morale.

- 1. The ILT will consist of an administrator, Wayne RESA coach, and at least two (2) teachers. This will ensure that the practices and protocols will be embedded within the work culture thereby distributing leadership.**
- 2. Each member of the ILT will facilitate a teacher collaborative work group. This connection between the ILT and collaborative work group will enhance communication in support of the school improvement process.**

The ILT will provide help support areas in need of improvement. Evaluations of effectiveness will be provided at frequent intervals for instructional and leadership staff. Teachers will receive regular feedback regarding their effective teacher characteristics.

Specific characteristics to be monitored of all staff will be identified by the ILT. The ILT will also identify characteristics and practices to be monitored on an individual basis. Trends in behaviors targeting the “Schoolwide” identified characteristics and individual characteristics that appear with frequency will be discussed as aggregate data during department, grade level, and general staff meetings. The findings will be used to make adjustments in instruction, programming, and activities.

Opportunities will be provided to the ILT to meet and review instructional effectiveness data and to make decision regarding teaching practices based upon the findings. The process will be modified and adjusted during the year to find the most effective way to carry out this process.

“Teachers are not effective just because of the presence of positive qualities nor are they totally ineffective because of “red flag” characteristics act as signals to be monitored and assessed in the same way that student learning and characteristics are assessed. Teachers are effective because of how various personal and professional factors combine and are implemented in the classroom” Qualities of Effective Teachers.

The Qualities of Effective Teachers (QET) rubric along with the “brain-based way of closing the achievement gap supported through Resiliency Inc. will be used to identify and evaluate teacher effectiveness. The OET rubric matches the strategies recommended for effective teaching based upon the brain research of Sanchez, Hyerle, Jansens, and Sousa.

Characteristics to be assessed and reviewed regularly to monitor teacher effectiveness and program needs include:

- The teacher as a person
- Classroom management and organization
- Organizing and orienting for instruction
- Implementing instruction
- Monitoring student progress and potential
- Professionalism

Characteristic	Positive Qualities	Red Flags of Ineffective Teaching
<p><u>Teacher As A Person:</u> How a teacher presents him/herself makes an impressions on students, parents, administration and colleagues</p>	<ul style="list-style-type: none"> • Assumes ownership for classroom and students’ success • Uses personal experiences as examples in teaching • Understands feelings of students • Communicates clearly • Admits to mistakes and correct them immediately • Thinks about and reflects on practice. • Displays a sense of humor • Dresses appropriately for the position • Maintains confidential trust and respect • Is structured while flexible and spontaneous is responsive to situations and students’ needs • Enjoys teaching and expects students to enjoy learning • Listens attentively to student questions and comments • Responds to students with respect, even in difficult situations • Conducts one on one conversations with students • Treats students equally and fairly 	<ul style="list-style-type: none"> • Believes that teaching is just a job • Arrives late to school and class on a regular basis • Has classroom discipline problems • Is not sensitive to a students’ culture or heritage • Expresses bias (positive or negative)s with regards to students • Works on paperwork during class rather than working with students • Parents complains about what’s going on in the classroom • Uses inappropriate language • Demeans or ridicules students • Exhibits defensive behavior for lno apparent reason • Is confrontational with students • Lacks conflict resolution skills • Does not accept responsibility for what occurs in the classroom.

	<ul style="list-style-type: none"> • Has positive dialogue and interaction with students outside the classroom. • Works actively with students • Speaks in an appropriate tone and volume • Maintains a professional manner at all times. 	
<p><u>Classroom Management and Organization:</u> Classrooms reveal signs of its user’s style. The teacher’s plan for the environment can facilitate or impede learning in the classroom.</p>	<ul style="list-style-type: none"> • Positions of chairs/desks promote interaction • Manages classroom procedures to facilitate smooth transitions, instructional groups. • Manages student behavior through clear expectations and firm and consistent responses to student actions • Covers walls with student work, student made signs, memos, and calendars of student events • Has students welcome visitors and observers and explain activities • Emphasizes students addressing one another in a positive and respectful manner. Encourages interaction and allows low hum of conversations about activities or tasks. • Maximizes the physical aspect of the environment • Manages emergency situations as they occur. • Maintains acceptable personal work space. • Establishes routines for the running of the classroom and the handling of routine student needs. • Provides positive reinforcements and feedback • Disciplines students with dignity and respect. • Shows evidence of established student routines for responsibilities and students 	<ul style="list-style-type: none"> • Arrange desks and chairs in rows facing forward (without regrouping) • Displays inconsistencies in enforcing class; school and district rules • Is not prepared with responses to common issues • Uses strictly commercial posters to decorate walls • Lists rules and consequences for negative behaviors(teacher formulated) • Ranks student progress on charts for all to view • Emphasizes facts and correct answers • Assigns one task to be completed by all students • Does not display school or classroom rules • Allows student disengagement from earning • Is unavailable outside of class for students • Complains inappropriately about all the administrative details that must be done before class begins. • Maintains an unsafe environment or equipment • Students have no specific routines or responsibilities • Keeps a disorderly classroom • Uses many discipline referrals • Makes up rules and consequences or punishments according to mood; unpredictable

	<p>leadership</p> <ul style="list-style-type: none"> • Exhibits consistency in management style • Posts classroom and school rules • Posts appropriate safety procedures. 	<ul style="list-style-type: none"> • Does not start class immediately, takes roll and dallies.
<p><u>Organizing and Orienting for Instruction:</u> Teachers' planning and organizing for instruction provides of effective work that can be seen in the classroom.</p>	<ul style="list-style-type: none"> • Lesson plans are written for every school day • Students know the daily plan because an agenda of objectives and activities has been given. • Student assessment and diagnostic data are available. • Assessment data and pretest results are included in the preparation of lesson plans. • Student work samples are available and considered when writing lesson plans • Lesson plans are aligned with curriculum • Teacher developed assessments are aligned with curriculum • State learning objectives are incorporated in lesson plans • Lesson plans have clearly stated objectives • Lesson plans include use of available materials • Lesson plans include activities and strategies to engage students with special needs • State standards are posted in classroom. • Lesson plans include pacing information. • Lesson plans for substitute or an emergency are located in an easily accessible area of the classroom containing all necessary information. 	<ul style="list-style-type: none"> • No (or few) lesson plans are available • Student assessment and diagnostic data are not available • No connection between assessment data and lesson plans is evident • No differentiated instruction is provided • Lesson plans are not aligned with local or district curriculum guides • State learning objectives are not incorporated into lesson plans • Activities that are unrelated to the learning objective are selected. • No plans for anticipation of potential problems • Lesson plans mainly consist of text or worksheets • Students are not engaged in learning • Lesson plans do not reflect accommodations for students with special needs • State standards are not posted in the classroom • Information on pacing is not discernible in lesson plans • Lesson plans are disjointed • Lesson plans are short and do not allow smooth transitions between activities. • Emergency lesson plans are not available • Materials for substitutes are not available (attendance roll, class procedures, lesson plans, fire and tornado drill evacuation routes maps, lock down drill procedures.
<p><u>Implementing</u></p>	<ul style="list-style-type: none"> • Uses student questions to guide 	<ul style="list-style-type: none"> • Experiences student behavior

<p><u>Instruction:</u> In classrooms taught by effective teachers, students are achieving instructional goals in a positive classroom environment that is supportive, challenging, and nurturing of those goals.</p>	<p>the lessons</p> <ul style="list-style-type: none"> • Uses pre-assessments to guide instruction • Develops elements of an effective lesson • Uses established routines to capture more class time • Incorporates higher-order thinking strategies • Uses a variety of activities and strategies to engage students • Monitors student engagement in all activities and strategies • Has high numbers of student actively engaged in the class continuously • Adjusts the delivery and pacing of lesson in response to student cues. • Student centered classroom • Designs and bases assessments on objectives • Assists students in planning for homework assignments. 	<p>problems</p> <ul style="list-style-type: none"> • Has unengaged students • Has poor student performance in class and on assessments • Gives vague instructions for class work, projects, and activities. • Lacks variety in instructional methods used • Has difficulty individualizing instruction • Tell students to “know” the material • Uses poor examples of or improper English • Transitions slowly between activities or lessons.
<p><u>Monitoring student Progress and Potential:</u> Effective teachers have a sense of how each student is doing in the classes that they teach. They use a variety of formal and informal measures to monitor and assess their students’ mastery of a concept and use that information to plan and implement teachers’ instruction.</p>	<ul style="list-style-type: none"> • Enables students to track their own performances • Grades homework • Gives oral and written feedback • Documents student progress and achievement • Makes instructional decisions based on student achievement data analysis • Gives pretests and graphs results • Considers multiple assessments to determine whether a student has mastered a skill • Keeps a log of parent communication • Uses student intervention plans and maintains records of the plan’s implementation • Makes us of a variety of assessments • Uses rubrics for student 	<ul style="list-style-type: none"> • Does not monitor student progress or allow for questions • Infrequently analyzes or lacks appropriate data • Infrequently fails to monitor student progress • Does not keep a communication log • Offers little or no variety of assessments • Ignores testing accommodations for special-needs students • Does not document or holds few parent communications • Uses vague technical or inappropriate language • Does not participate in IEP meetings for students with special needs.

	<p>assignments, products, and projects.</p> <ul style="list-style-type: none"> • Exercises testing accommodations for special-needs students • Hold teacher-parent-student conferences. • Communicates with informal progress reports • Participates in individualized Education Program (IEP) meetings for special-needs students. 	
<p>Professionalism: Effective teachers truly make a difference in the classroom and are true masters of teaching. They inspire students to excel.</p>	<ul style="list-style-type: none"> • Practices honest two way communication between teacher and administrators • Communicates with families of students • Maintains accurate records • Reflects on teaching personally with peers, • Attends grade-level meetings; as a team player • Attends and participates in faculty and other school committee meetings • Focuses on students • Performs assigned duties • Implements school and school district goals and policies • Acts globally around the school for the benefit of the whole school • Volunteers to assist others • Seeks community involvement • Seeks leadership roles on school committees and teams • Maintains current teaching certification • Attends professional development opportunities • Works collaboratively with faculty and staff treating colleagues with respect and collegiality. 	<ul style="list-style-type: none"> • Gives negative feedback routinely at meetings. • Displays unwillingness to contribute to the mission and vision of the school • Refuses to meet with parents and guardians or colleagues outside of contract hours. • Resents or is threatened by other adults visiting the classroom. • Submit reports late • Does the minimum required to maintain certification • Write inaccurate or unclear reports • Submits grades late. • Fails to keep updated grades.

	<ul style="list-style-type: none"> • Submits lesson plans, assessment documents, and reports on time. • Maintains a calendar of report deadlines. • Keeps accurate and complete student records. • Writes constructive, grammatically correct communications. 	
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Professional development will be provided for staff to ensure the best use of instructional, classroom management, brain-based instruction, and other needs identified by staff through personally identified needs and needs established through the use of the rubrics. The professional development will be provided through varied venues including but not limited to: outside consultants, instructional team peer presentations, conferences or institutes where appropriate, and courses in conjunction with local colleges or universities.

- C. The teachers will be provided with the use of technology for learning. This will assist them with becoming more effective in the delivery of instruction, interventions and the differentiation of the curriculum. The use of technology for learning will include, but is not limited to:
1. SMART Boards – interactive whiteboards support a variety of instructional methodologies, the most significant of which is differentiated learning. Critical to this methodology is grouping and regrouping students based on subject, students readiness, talents and prior knowledge. Teachers can use interactive whiteboards to shift easily between different groups, access digital learning materials and assessment. Student participation is also easily encouraged.
 2. SMART Board Professional Development – The teachers will be trained in the effective use of interactive whiteboards by technology integration specialist who provide professional development that models effective teaching strategies.
 3. Portable Computer labs with printers will be purchased through the SIG to support multiple opportunities for students and teachers to access information as well as create new learning opportunities for students. The portable labs can be rolled into each the classroom for student use.
- D. Ross-Hill Academy has begun the process of creating a school-wide positive school culture by establishing a framework for a consistent approach to student discipline and management.
1. A positive school culture communicates and supports high aspirations and expectation for all students.
 2. The administration, in collaboration with the staff, will develop a school behavior plan using some of the components of the Positive Behavior Support (PBS) model.

3. The team will coordinate and plan all activities preparing for implementation of Positive Behavior Plan beginning the 2011-12 school year.
4. The PBS team will coordinate school-wide provide pro-social classes in conflict resolution, bully prevention and other issues that surface at the school. They will also coordinate the school-wide incentive program to recognize positive student behaviors and attitudes.
5. The PBS program helps to create classroom climates conducive to learning for all children, including children with special needs.
6. The PBS committee will decide on an incentive and award program to motivate and recognize students who demonstrate positive behavior and actions.

E. Requirement #9

Extending learning opportunities beyond the regular school day will be offered:

The time and school calendar play an important role in student learning outcomes and in creating a community-oriented school. Opportunities must be provided that support the needs of all learners, maximize the use of school facilities, and extend and enrich learning experiences beyond the traditional school day, school calendar or school building. Learning time will be optimized by increasing learning time within the traditional school day and ensuring that there is bell-to-bell learning and increased engagement of the students. Maximized use of technology will support extended learning time not limited by the school calendar or the walls of the school.

1. **Instructors will be provided with professional development so that the extended learning time is used effectively and actually increase student learning.**
2. **Academic tutorial and enrichment learning opportunities will be available for students before and after school.**
 - **Students will be provided with content specific (English, Math, Science, and Social Studies) tutoring and interventions for a minimum of one hour after school each day.**
 - **An academic tutorial/enrichment summer school program will be provided to students of all grade levels who are not meeting grade level expectations in the core academic courses. Students whose parents desire their child to receive academic strengthening may also attend the enrichment summer school program.**
 - **Plato online tutoring in reading and math will be available for students to access during school and after school from any location.**
 - **To provide additional instructional time in reading and math a two and a half hour of team teaching is provided to students in all grade levels.**
 - **The Accelerated Reading and Math program will be implemented that will provide reading materials to all students in addition to the reading materials included in the standard ELA and math curriculum.**
 - **A partnership will be developed with the Pizza Hut and the Piston's reading program, which provides students with free pizzas and tickets to a Piston's game for reading a certain amount of books.**

3. Teachers will meet weekly to collaborate as they review assessment results, discuss professional development successes, analyze material and program effectiveness in increasing student achievement.
4. Teachers will be encouraged to meet at lunch times where the conversation will focus on classroom practices and student achievement.
5. The district will work with the teachers to add instructional minutes to the school day and possible additional days of instruction. Ways to accomplish this may include:
 - Flexible teacher schedules that allow late and early start.
 - Extending the school year.

A committee of teachers, parents, students, and administrator will review possibilities to make these changes future instruction schedules.

6. Full-day kindergarten and preschool are available to the students.
7. Eighth graders will be involved in a transition program for four weeks in the summer. Student will be introduced to algebra, English, science, and behavior modification for success classes.
8. Ross-Hill will schedule academic parent/student nights and meetings monthly to increase learning.
9. Ross-Hill will continue partnering with parents and parent organizations, faith and community-based organizations, health clinics, other state or local agencies, and other to create safe school environment that meet students' social, emotional, and health needs.

F. Requirement # 1

Provide Operational Flexibility and sustained Support:

- Ross-Hill provides operational flexibility and sustained support by providing the principal autonomy to control staffing, budget, scheduling, and curriculum. Scheduling consist of determining, with the principal and staff, how to accommodate longer school days, longer school year, or provide longer periods for core academic subjects and set aside time for teachers to meet to discuss students work. Discussion of the budget would include hiring additional staff like a remedial reading teacher or use funds for extended hours spent for examining and discussing data or engaging in professional development activities.
- The school has implemented a system to distribute leadership by having teachers chair committees and meet across grade levels.

Some of the activities included are:

1. The school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.

2. The school will use data to develop and refine its improvement plan and goals based on sub groups in need.
- **Data about student learning is important in determining the effectiveness of the school and classroom. In addition, the school needs to review the actions of the adults, the professional practices that impact student learning. These adult actions include data on instructional planning (curriculum alignment, formative assessments, etc.), instructional delivery (use of instructional strategies, learning strategies for students, etc), and classroom environment (climate, management, etc.). We will visit classrooms daily and collect data using rubrics and checklists and collecting evidence of student learning. To assure reliability in our classroom observation data collection, our Leadership Team, including our Instructional coach from Wayne RESA and Duren Associates will participate in training to help us calibrate our observations and data collection methods. We will use TeachScape, a web-based application, to collect and analyze this data regularly. The data will be disaggregated to help assure that teachers are helping all subgroups improve their learning and levels of achievement.**

Our monitoring will be continuous and will inform our weekly planning sessions with our embedded Instructional Leadership Team. The data from a variety of sources will provide the most comprehensive look at the progress we are making with our students, subgroups and the improvement of our teachers' instructional delivery. We will use this data to help monitor the implementation of our professional development and to identify additional areas needed for the ongoing professional development and to additional areas needed for the ongoing professional development of our staff.

Feedback and evaluative data will be collected on all professional development activities and programs using a variety of data collection tools. The data will be used to further customize and improve future professional development activities.

As we review our data, we know that all of our students are in need of improvement. Our teachers need additional knowledge and skills to be more successful with improving student achievement. Our instructional coach will be helpful in modeling and implementing these practices in our classroom. The ongoing monitoring will provide implementing these practices in our classroom. The ongoing monitoring will provide opportunities for continuous improvement and refinement in the growth of our teachers.

Our students, because of their significant learning deficiencies, require multiple opportunities for extended learning. These will include but are not limited to:

- **In-school small group remediation and acceleration.**
- **After school remediation and acceleration through the extended learning program.**

- **Extended learning opportunities in summer school.**
- **Team teaching so students are in the class longer for math and reading instruction. It will allow two and one half hour of instruction in the core classes.**

We have significantly increased the number of instructional minutes for math and reading instruction, implementing team teaching. The instructional coach will support out professional learning in all areas of improving teaching and learning. We will also use the data from Data 4, Student Success, TerraNova, MEAP, and Plato to identify additional professional learning to increase our staff’s capacity to help reduce the incidence of school dropouts.

During the staff and team meetings will assess current capabilities, programs, and school capacity. The leadership team will observe classrooms, collect surveys from students, parents, and staff about their perceptions of our school, and hold focus groups for faculty, parents, and staff. The team collects data and analyzes the following key factors:

- 1. Consistency and quality of classroom practices, routines, and teaching strategies.**
- 2. Effectiveness in the use of data to inform instruction, personalize learning, and allocate resources, plus linkage of data to the budgeting process.**
- 3. School organization and collaboration effectiveness, including processes for peer development and priority setting, school calendar, and scheduling.**
- 4. Quality of technology infrastructure, including interoperability of technology, capacity, and use of systems.**
- 5. Quality and fidelity of curriculum implementation, including identification of gaps in curriculum, teacher plans, and the alignment of teacher work to state standards.**
- 6. Community engagement and communication strategy, including and understanding of the goals and aspirations of the students and the community, and beliefs in college as an option.**

A summary of their findings will be compiled in a report and used in the School Improvement Plan.

Though there are not enough teachers on staff to provide the support of grade level or subject area department heads, the staff will continue to receive the support of Wayne RESA coaches, using TeachScape and Snapshot.

At least once a month time will also be allowed on Wednesdays for the teachers to collaborate with each other to share successful teaching strategies as well as strategies that have proven to work when working with students with particular needs.

Requirement #4

Strategies to Select and Retain New Staff:

Ross-Hill will continue recruiting teachers by identifying the characteristics of the district and its schools that are attractive to teachers and market and build upon them to recruit new staff. Advertisements will be placed in the newspaper, professional journals, develop and sustain partnerships with universities and colleges and attend recruitment fairs. Ross-Hill will continue to recruit former teachers, including those recently retired, and ensure that policies related to teacher retirement do not prohibit these actions. Also, establish programs to recruit future educators from the pool of current students from the high school, paraprofessionals and community members. The recruitment and retention of staff are extremely essential to improve student achievement which is problematic for rural and urban schools and certain critical subject areas like mathematics, science, foreign language and special education. These subjects and geographic specific recruitment problems result in less rigorous educational experiences for all subjects affected. According to Imazeki and Goe, 2009, research consistently finds that students from poor and minority backgrounds have less access to highly qualified and experienced teachers than do their peers from low-poverty, non-minority backgrounds.

In an attempt to retain teacher Ross-Hill will

- **Provide financial incentives, for example, salary increases, bonuses and a stipend for housing and moving expenses which will be included in the contract for placement and retention.**
 - **Teachers whose students show a remarkable improvement in their academic performance as measured on the TerraNova, MEAP, and their quarterly report cards will receive a monetary incentive at the end of the school year.**
 - **Identify and reward school leaders, teachers and other staff who have successfully implemented the model and increased student achievement measured by MEAP.**
 - **Equipped teachers with the competencies to apply evidenced-based practices in differentiating instruction and classroom management.**
 - **Provide training for school leaders in providing instructional leadership and supporting teachers with disciplinary matters.**
 - **Maintain safe, clean, adequately-resourced school buildings, with particular attention to providing sufficiently small class sizes and support staff, so as to enable effective classroom organization and behavior management.**
 - **Create a school atmosphere that features trust based on experience level and individual needs.**
 - **Provide adequate planning time for teachers.**
 - **Provide structured, collaborative time for teachers in co-teaching.**
2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.

- i. Discuss how the school will use data to develop and refine its improvement plan and goals based on AYP groups in need.

Ross-Hill will continue to review multiple student achievement data sources and school perceptible stakeholder data to measure progress and modify school improvement goals where necessary. To ensure that this ongoing task becomes an integral part of instruction and daily operation, administration will observe classroom and the SIT will collect surveys from students, parents, and staff about their perceptions of the school, and hold focus groups for faculty, parents and staff. Data collected will be analyzed -for the following key factors:

- a. Consistency and quality of classroom practices, routine, and teaching strategies.
- b. Effectiveness in the use of data to inform instruction, personalized learning, and allocates resources, plus linkage of data to the budgeting process.
- c. School organization and collaboration effectiveness, including processes for peer development and priority setting, school calendar, and scheduling.
- d. Quality of technology infrastructure and capacity.
- e. Quality of curriculum implementation, including identification of gaps in the curriculum, teacher plans, and the alignment of teacher work to state standards.
- f. Community engagement and communication strategy, including an understanding of the goals and aspirations of the students and the community, and beliefs in college as an option.

From the review of the schools' data a report with aggregated data findings and recommendation will be developed and become the foundation for an action plan. The report will be shared with the staff, parents, students, and all stakeholders. The report will address facts that are supported by data and patterns are pointed out to key stakeholders. An action plan will provide educators with a vehicle to understand, and communicate the connections between school improvement strategies and what we know or suspect about how students learn. An action plan will specify steps that the school improvement team believes are required to bring about the outcomes which are the focus of the school.

An action plan must include:

1. Define the problems that exist between the current conditions and preferred reality.
2. Define the root causes.
3. Identify the strategies and actions steps to address and close the gaps so that the schools goals are met.
4. Develop and align the implementation plan by which the strategies are expected to produce their intended outcomes.
5. Evaluation plan – this plan will address how the action plan will be measured, and a plan for monitoring its implementation. In addition to the students' actually data, timelines, benchmarks, assessments, and outcomes well also be analyzed. This will

establish a president for ongoing overall evaluation. The results of which will be shared with all stakeholders.

- ii. Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.

The data will be collected by reviewing the students TerraNova scores from the previous year and compare them with the students fall TerraNova scores and a review of the students' first card marking. A report will be prepared that specifically shares the school progress on each of the identified outcomes. This will be provided to SIT with data in a timely manner to be analyzed and adjust the action plan for program effectiveness and student achievement. The teachers will be provided with the tools and content required to create and monitor student progress through ongoing assessments.

One of the responsibilities of the SIT will be to analyze data to inform the work of their professional learning teams. The data from ongoing assessments will be available to all teachers and the principal so that through disaggregation of that data, specific learning needs can be identified, understood, and supported through appropriate instruction.

Classroom instruction data will be collected by performing the 3-minute Walkthrough and formal and informal full observation. All of the classroom observation data is aggregated for the principal to use in formal feedback and evaluation processes, along with recommendations for improvement, with prescriptive support.

A series of meetings will be scheduled to present the action plan, the implementation plan, and the evaluation plan to the staff, parents, students, and other stakeholders.

- iii. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.

Continuous improvement reflects the ongoing use of data from a variety of sources that are used to make adjustments in action plans and/or programs during the midcourse, and end of course. The following initiatives will be implemented to meet the school's goal:

1. Professional development for the teachers that is scientifically research based to support tiered instruction, differentiated learning, and assessment for learning.
2. Coaching will be provided to support the principal and the teacher as reflective professional.
3. Informal and formal teacher observations will be monitor to see if the Professional Development is being consistently applied in the classroom.
4. Material that engage and support the diverse needs of students will be implemented and monitored.

5. Students identified as not meeting the standards on benchmarks assessments will receive supplemental instruction, including one-on-one teaching, re-teaching and re-modeling, and on-line tutoring on Plato Learning.

The school currently uses the MEAP, TerraNova, and students’ report card as assessment tools to measure student’s achievement.

- iv. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsd.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.

National Staff Development Standards	Ross-Hill Academy of Math, Science, and Technology
<p><i>Context Standards</i></p> <p>Staff development that improves the learning of all students</p>	
Organizes adults into learning communities whose goals are aligned with those of the school and district.	The teachers in grades K – 8 work to thoroughly analyze data, complete the alignment process, and identify climate issues that need to be addressed. The teachers work by content area to complete this process. During the school year the teachers work in teams to provide academic support for students. Opportunities to work with one another as they develop and deliver explicit/direct lessons. They also work together as they figure out the next steps for their students who need additional assistance.
Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)	<p>The principal demonstrates support and understanding to the needs of the staff and students, as well as the desires of the parents by committing to continually develop as an instructional leader and provide resources necessary to enable teachers to become leaders and improve their instructional delivery.</p> <p>The principal and the teachers receive assistance from Wayne RESA, in addition to</p>

	<p>participating in embedded professional development which includes guiding and evaluating instructional improvement. Opportunities are provided for the administrators and instructional staff to attend all professional development activities held on site and some held outside of the school.</p>
<p>Requires resources to support adult learning and collaboration. (Resources)</p>	<p>Wayne RESA assists the administration and instructional staff builds and implement plans that addresses the identified needs of the school and identify and access appropriate resources. The collaboration provides a comprehensive protocol to identify student needs and act on it to produce improvements in student achievement. On site settings for teachers and administrators enable them to engage in this work, with targeted assistance from Wayne RESA and other professional developments throughout the year.</p>
<p><i>Process Standards</i></p> <p>Staff development that improves the learning of all students</p>	
<p>Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)</p>	<p>A number of data points are used to determine the priorities for professional development. One of the data points is looking at the MEAP assessment and TerraNova strand data to determine which specific areas, as measured by the TerraNova are issues for our students.</p>
<p>Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)</p>	<p>A number of evaluation methods have been put in place to determine the teachers' acquisition of new knowledge and skills, how that learning affects teaching, and in turn how those changes in practice affect student learning. In addition, how the staff development has affected the school culture and other organizational structures.</p> <ul style="list-style-type: none"> • Classroom 3-minute walkthrough, at least twice a week to determine if instructions are meeting the competencies of the Michigan Grade Level Expectations.

	<ul style="list-style-type: none"> • Classroom observation, at least twice a year to determine if instructions are meeting the competencies of the Michigan Grade Level Expectations. • The curriculum is aligned with the competencies of the Michigan Grade Level Expectations. • Lesson plans are reviewed weekly to determine if they are aligned with the curriculum. • Student achievement on quarterly report cards will determine if the teacher needs professional development and interventions to improve student performance. • A review of student growth performance as measured by student’s achievement on the TerraNova pre and posttest and performance on the MEAP assessment. • Periodic perception surveys of the staff, students, and parents. • Formative and summative assessment of the students.
<p>Prepares educators to apply research to decision making. (Research-Based)</p>	<p>The staff will be involved in reviewing educational literature to keep up with research-based and best practices. This research will then be used to respond to identified student needs based upon Ross-Hill students’ data, resources and educational staff.</p> <p>Site-based management is a way to structure school site/district relationships in a manner that places much more power, authority, and accountability in the school. It has been proposed as a way to help schools produces higher student achievement.</p> <p>The goals for site based management are:</p> <ol style="list-style-type: none"> 1. Higher student performance 2. More efficient use of resources 3. Increased skills and satisfaction in

	school administrators and teachers.
Applies knowledge about human learning and change. (Learning)	While professional development will address the needs of the entire school to develop a common structure to support school-wide expectations, ongoing and regular professional developments will be personalized to reflect the identified needs of the teachers. Wayne RESA will assist the teachers and principal implement improved plans through ongoing research-based training and one-on-one support. The service provided through the coaching by Wayne RESA provides job-embedded learning, which allows the principal and teachers to learn by doing, reflecting on their experiences.
Provides educators with the knowledge and skills to collaborate. (Collaboration)	The collaboration of the teachers and administration provides an inquiry-based setting to identify student learning needs and instructional strategies, monitor effectiveness, and revise where necessary. It allows the teachers and administration to assess instruction as it relates to student needs and helps reinforce knowledge learned through targeted professional development.
<p><i>Content Standards</i></p> <p>Staff development that improves the learning of all students</p>	
Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)	Ross-Hill Academy of Math, Science, and Technology is a family-friendly and safe culture, where all students and families are respected, where educators feel respected and needed. The perception survey completed by the staff, students, and parents will be completed at the beginning of the school year and at the end of the school year. This will provide the school with information on the adjustments that have been made and the adjustments that need to be made. The adjustments to our practices to facilitate staff, students, and parent are healthy social-emotional development without shortchanging

	the student academic development.
Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)	Student achievement indicates the areas where students are struggling as one indicator of the need for support of content knowledge. As strategies for interventions one-on-one coaching and professional development will provide teachers with the assistance they need to match the right strategy and/or assessment to the objective at the right cognitive level.

- List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

Dr. Nellie Hawkins-Williams, Superintendent

- Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

We need assistance with curriculum alignment with the Grade Level Content Expectations and developing quarterly assessment.

ATTACHMENT II.B.4

Policies and Practices Change Analysis to Implement the SIG Final Requirements

Depending on the turnaround model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

Polices/ Practices	In Place	Under Consideration	Not Needed
<ul style="list-style-type: none"> • Leadership councils Composition • Principal Authority/responsibility • Duties – teacher • Duties - principal • Tenure • Flexibility regarding professional development activities • Flexibility regarding our school schedule (day and year) • Waivers from district policies to try new approaches • Flexibility regarding staffing decisions • Flexibility on school funding. 	<p style="margin: 0;">X</p>		<p style="margin: 0;">X</p>
Job-Embedded Professional Development			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years)		X	
Content			
• Schedule	X		
• Length	X		
• Financing	X		
• Instructors	X		
• Evaluation	X		
• Mentoring	X		
Budgeting			
School funding allocations to major spending categories		X	
• School staff input on allocation			
• Approval of allocation		X	

• Change of allocation midyear		X	
Major contracts for goods and services • Approval process streamlined		X	
• Restrictions (e.g., amounts, vendors)		X	
• Legal clarifications		X	
• Process		X	
• Stipulations (e.g., targeted vs. unrestricted spending)		X	
• Timeline		X	
• Points of contact		X	
Auditing of school financial practices Process		X	
• Consequences		X	

*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998

Appendix A

Ross Hill Academy Turnaround Implementation Chart

Strategy:	Goal:	Time-line:	Person Responsible:	Research:	Activities:	Measuring Tool:
1. (1-4) Provide staff ongoing, high-quality job embedded professional development	All students will be proficient in reading and math.	Ongoing	Principal, Instructional Coach from Wayne RESA	Enhancing Professional Practice Charlotte Danielson	1. Professional development on: A. Content specific training B. Looking at student work C. Classroom procedures and protocols D. Incorporating data to intervention E. Vocabulary Development	Meap
2. (2B) Instructional learning Teams	All students will be proficient in reading and math	Ongoing	Principal and Team Leader	Enhancing Professional Practice Charlotte Danielson	10. Instructional staff content meetings. Analyzing and interpreting data. Looking at research based strategies to improve teaching and learning.	Meap
3. (2iiD) Use of Technology	All students will be proficient in reading and math	Ongoing	Principal and Staff	Effects of Technology on classrooms and students www.2.ed.gov/pabs/EdReformstudies	3. Professional Development Using technology as a diagnostic tool. Using technology to improve student achievement. Using technological equipment such as Smart Boards and any other technology that would enhance classroom instruction.	Meap
4. (1ix) Positive School Culture	All students will be proficient in reading and math	Ongoing	Principal and Staff	Critical Issue Creating the School Climate and Structure to support Parent and Family Involvement www.ncrel.org	4. Develop school behavior plan. Implement conflict resolution. Form a committee to develop activities to improve the climate with the students, staff and parents.	Meap
5. (viii) Increase Learning Time	All students will be proficient in reading and math	Ongoing	Principal and Staff	www.naeducation.org/TimeforLearning	5. Before and after school tutoring summer or extended school. Using Plato or Study Island at home.	

Appendix A

School Improvement Grant

June, 2010	Professional Development	<p>School Improvement Team looked at surveys from parents, teachers and staff to determine changes that need to be made for the fall.</p> <p>Summer school or Extended Learning for struggling students.</p>
July, 2010	Looked at an effective school improvement plan model.	<p>Met with superintendent about completion of the grant.</p> <p>Summer school or Extended Learning for struggling students.</p> <p>Analyze and review of testing data and prioritizing the skills that need to address for MEAP preparation.</p> <p>Research for highly qualified staff to fill vacant positions.</p>
August, 2010	Professional Development	<ul style="list-style-type: none"> - Look at data. - Developed Effective Classroom Management Techniques. - Developed an incentive program to improve attendance. - The School As A Learning Environment - Data 4 Student Success - Power School - Elements of Effective Instruction - School Improvement - First Aid/CPR Training - Plato Training - Atlas
September, 2010	<p>Job-embedded professional development.</p> <p>Instructional Learning Teams</p> <p>Increase Learning Time</p>	<ul style="list-style-type: none"> - Replaced Staff - New Staff Orientation - Devised a plan to effectively target students in the 3rd and 4th categories of the MEAP. - Meeting concerning the turnaround - School Improvement Team meeting - Introduction to TeachScape - Peer Review & School Improvement Plan meeting. - TerraNova Pretesting - SnapShot – Wayne RESA - Plato Training – Grades 6th – 8th - Quick Reading K- 5th grade - Robert Marzano “Academic Vocabulary” - K -8th grade - Smart Board training (Technology) - Plato Learning Training (Technology) - What Is Your Learning Style? - Communicating with Parents - Cooperative Learning - Marzano’s 9

		- Instructional Learning Team Meeting
October, 2010	Job-embedded Professional Development. Ongoing Instructional Learning Team's Meeting	- MEAP Testing - Implementation of Extended Learning - Effective Implementation of Academic Vocabulary - Meeting in Content Across the Grade Level - Review of Marzon's 9 - School Improvement Team meeting - Instructional Learning Team Meeting - Before and after school tutoring.
November, 2010	Professional Development	- MAPSA Conference - Review of Marzano' 9
December, 2010		- Review of Effective Teaching Strategies - School Improvement Team meeting
January, 2011		- Review of Marzono's 9 - Review of Cooperative Learning - Professional Development - Topic – TBD - Review of SnapShot (Data)
February, 2011		- Review data for alignment with goals. - Review of instructional strategies in content meetings. - School Improvement monthly meeting. - Before and after school tutoring
March, 2011		- Review of Plato Learning - Review Grade Level Content Expectations for math and reading using Data 4 Student Success. (Technology)
April, 2011		- Chart and review skills that need to be covered in reading and math. - TerraNova posttest - School Improvement monthly meeting. - Before and after school tutoring
May, 2011		- Preparing and compile surveys from parents, students and staff concerning the model.
June, 2011	Professional Development	- Where Do We Go From Here?
July, 2011		- Completion of obligations for grant.

Attachment B

Reading/Language Arts

	Reading						Writing						Total ELA					
	Year 1 07		Year 2 08		Year 3 09		Year 1 07		Year 2 08		Year 3 09		Year 1 07		Year 2 08		Year 3 09	
Grade 3	Met	Not Met																
	10	2	11	0	11	0	6	12	11	0	N/A	N/A	16	3	11	0		
Grade 4	Met	Not Met																
	10	9	10	6	12	0	1	18	1	18	N/A	N/A	5	14	4	11		
Grade 5	Met	Not Met																
	10	8	5	2	8	7	8	10	0	7	N/A	N/A	8	10	2	5		
Grade 6	Met	Not Met																
	18	9	5	8	9	3	11	16	5	8	N/A	N/A	13	14				
Grade 7	Met	Not Met																
	6	7	11	9	6	2	7	8	11	9	N/A	N/A	6	9	4	9		
Grade 8	Met	Not Met																
	10	15	2	5	13	1	14	11	3	4	N/A	N/A	13	12	9	11		
Grade Totals	Year 1 07		Year 2 08		Year 3 09		Year 1 07		Year 2 08		Year 3 09		Year 1 07		Year 2 08		Year 3 09	
	Met	Not Met																
Black	69	13	35	39	59	13	47	75	31	42	N/A	N/A	60	62	33	40		
EDD	66	13	35	39	56	13	47	75	31	42			60	62	33	40		
SWD	47	33	31	36	50	12	27	53	28	39			40	40	30	37		
Female	32	7	21	21	32	7	21	28	18	23			29	20	18	23		
Male	27	6	14	17	27	6	26	47	13	19			31	42	15	17		

Attachment B

Mathematics

	Math					
	Year 1 07		Year 2 08		Year 3 09	
Grade 3	Met	Not Met	Met	Not Met	Met	Not Met
	16	2	10	1	10	1
Grade 4	Met	Not Met	Met	Not Met	Met	Not Met
	12	7	4	7	12	0
Grade 5	Met	Not Met	Met	Not Met	Met	Not Met
	10	8	1	6	8	9
Grade 6	Met	Not Met	Met	Not Met	Met	Not Met
	9	18	11	1	11	1
Grade 7	Met	Not Met	Met	Not Met	Met	Not Met
	6	9	11	9	8	0
Grade 8	Met	Not Met	Met	Not Met	Met	Not Met
	9	16	5	9	9	5
Grade Totals	Year 1 07		Year 2 08		Year 3 09	
	Met	Not Met	Met	Not Met	Met	Not Met
Black	62	60	38	35	52	20
EDD	61	55	38	35	52	20
SWD	44	36	35	33	43	19
Female	30	9	21	19	30	9
Male	22	11	17	16	22	11

Ross-Hill Academy
 Profession Development
 2011-2012

Date	Topic	Consultant
September 1, 2011	Child Study Team Policies and Procedures	McDonald, Jones and Peterson
September 1, 2011	Power School	Ms. Jones Keith
September 7, 2011	The First Days of School	P. Duren
September 8, 2011	The First Days of School	P. Duren
September 12, 2011	The First Days of School	P. Duren
September 14, 2011	The First Days of School	P. Duren
September 19, 2011	Six Traits of Writing	P. Duren
September 21, 2011	Pacing Guides	Ross/Youmans/Miller
September 23, 2011	Pacing Guides Alternatives to Suspension	Ross/Youmans/Miller Child Study Team
September 26, 2011	Computer Programs Plato, Study Island Accelerated Math and Reader	Ross/Youmans/Miller/Thomas Vaillancourt

October 19, 2011	MEAP MME Data	Ross/Miller/Youmans
November 16, 2011	Pacing Guides	Ross/Miller/Youmans
December 21, 2011	Review of The First Days of School	P. Duren
January 18, 2012	Review of Six Traits	M. Brown
February 15, 2012	Computer Programs	Vaillancourt
March 21, 2012	MEAP/MME Data	Ross/Miller/ Youmans
April 18, 2012	Developing and Looking at Perception Data	Ross/Miller/Youmans
May 16, 2012	Evaluation of Programs	Ross/Miller/Youmans
June 13, 2012	Planning for Next Year	Ross/Miller/Youmans
July 23-26	Curriculum Crafters	D. Farris
August 27, 2012	Looking at Data	Ross/Miller
August 28, 2012	Classroom Management	Auntie Lillie
August 29, 2012	Classroom Management	Auntie Lillie
August 30, 2012	Curriculum Crafters	Ross/ Miller
September 8, 2102	Transformative Leadership	Peterson

September 13, 2012	Everyday Math	McGraw Hill Consultant
September 22, 2012	Leadership Framework for Sustainable Academic Success	Peterson
October 6 and 20, 2012	Crucial Conversations	Transformation Leadership Consultant
November 3, 2012	Data Driven Dialogue	Garrett Green
November 6, 2012	Priority School Conference	Priority School Consultants
November 6, 2012	MAPSA Conference	MAPSA Consultants
November 7, 2012	Priority School Meeting	Cathy Gray
December 1, 2012	Transformation University	Dr. Mike Schmoker
December 5, 2012	Curriculum Crafters	D. Farris
December 5, 2012	Priority School Team	Phillips, Moore and Carter
January 25, 2013	Everyday Math	Vaillancourt
February 5, 2013	Looking at Data	Ross/Miller
March 6, 2013	Review of Marzano's 9	Ross/Miller
April 3, 2013	Accelerated Reader and Math	Vaillancourt
May 8, 2013	Priority School Team	Gray, Phillips, Moore and Carter
June 5, 2013	Looking at Data and Planning for the Fall	Ross/Miller

Ross-Hill Academy of Math, Science, and Technology
Principal's and Assistant Principal's Evaluation Form

Performance Rubric

- **Exceeds expected performance levels; Completes responsibilities at high levels of proficiency.**
- **Meets expected performance levels; Completes most responsibilities at a moderate level of proficiency.**
- **Does not meet expected performance levels; often fails to complete responsibilities at expected levels of proficiency**

I. INSTRUCTIONAL LEADERSHIP – Demonstrates the ability to influence the instructional program in positive ways.

A. Visionary Leadership – Demonstrates the ability to develop, articulate, and use a vision of excellence. For example:

_____ **Presents evidence that the vision is a shared vision;**

_____ **Uses the vision to guide and define decisions;**

_____ **Maintains a steady flow of two-way communications to keep the vision alive and important.**

B. Curriculum Design and Development – Demonstrates the ability to ensure that the curriculum of the school is designed to promote high student achievement and sound personal growth. For example:

_____ **Leads the faculty and community in a thorough understanding of the relationship between the learning needs of students and the NC Standard Course of Study;**

_____ **Ensures that there is an appropriate and logical alignment between the curriculum of the school and the state's accountability program;**

_____ **Ensures that appropriate differentiation in curriculum and instruction is available to those students with exceptional needs.**

C. Instruction Effectiveness– Demonstrates the ability to facilitate instructional practices that will lead to high student performance and to a safe, orderly, and caring environment. For example:

_____ **Manages time to be an instructional leader as a priority;**

_____ **Provides targeted and challenging professional development activities designed to improve teachers’ strengths in reaching all students;**

_____ **Arranges for teachers to teach in settings and circumstances that draw on their strengths and highest abilities.**

D. Assessment and Evaluation – Demonstrates a commitment to using information to promote sound instructional practices. For example:

_____ **Uses data collected from state and local testing and assessment programs to develop formative instructional strategies to improve the effectiveness of daily classroom instruction;**

_____ **Monitors student achievement throughout the year, using both classroom and testing data to assess progress;**

_____ **Monitors classroom performance on a regular basis, offering pathways to improved student performance through improved teaching.**

E. Results Oriented– Demonstrates the ability to have students achieve at expected levels of performance or beyond. For example:

_____ **Implements a system of performance indicators that guide the school staff in benchmarking performance against similar institutions on a local, state, and national scale;**

_____ **Produces student achievement results that are commensurate with basic principles of the state’s accountability system;**

_____ **Communicates the results of his/her leadership to appropriate audiences and constituencies.**

F. Locally Identified Instructional Leadership Standards.

II. ORGANIZATIONAL LEADERSHIP – Demonstrates the ability to create and sustain an organizational culture that promotes high standards and expectations.

A. Climate – Communicates a commitment to high expectations for student and teacher performance. For example:

_____ **Provides and promotes a climate for learning that is safe and orderly;**

_____ **Creates an organizational climate that provides rewards and incentives for accomplishment;**

_____ **Monitors student performance on a continuous basis;**

_____ **Communicates a commitment to the dignity and a contribution of all cultures;**

_____ **Uses professional meeting times in the school to reinforce commitments to high performance standards.**

B. Empowerment – Finds pathways and opportunities for teachers and others to make the best contributions they are capable of making for themselves and to the school. For example:

_____ **Involves stakeholders in decisions affecting schools;**

_____ **Shares responsibility to maximize ownership and accountability.**

C. Communications – Ensures commitment through practice the maxim that knowledge is power, to be shared and distributed to others. For example:

_____ **Keeps appropriate audiences and constituencies informed about the school and its functions;**

_____ **Stays well informed about professional issues and shares this information with appropriate groups.**

D. Continuous improvement – Creates an environment where students, teachers, and parents understand and accept the “doctrine” of continuous improvement. For example:

_____ **Uses TQM/TQE or other similar data driven theories of management to benchmark the school’s performance indicators against exemplary practices outside the school;**

_____ **Acts in an entrepreneurial manner to support continuous improvement.**

E. Other Locally Identified Organizational Leadership Standards.

III. MORAL/ETHICAL LEADERSHIP – Principals, as well as those they serve, constantly face situations and circumstances that might require them to make a difficult decision. Moral/ethical leadership is about making appropriate choices for the right reasons. For example:

A. Commitment to others – Ensures that the purposes of schooling and the people in the school are working in harmony. For example:

_____ **Creates and sustains a nurturing and caring environment;**

_____ **Maintains a learning environment designed to help others be as successful as they choose to be.**

B. Professional Ethics – Models the qualities of fairness, equity, integrity, and honesty in professional dealings with others. For example:

_____ **Demonstrates an adherence to a personal and professional code of ethics;**

_____ **Accepts responsibility for school outcomes.**

C. Respect for Diversity – Accepts as valued all of the people and cultures represented in the school and by the community at large. For example:

_____ **Uses a wide range of opportunities to celebrate the diverse cultures, both those that is included among the school community and those outside the school [SBE II, III];**

_____ **Ensures that established policies and procedures are in place and enforced equitably for all participants in the school.**

D. Responsibility – Accepts responsibility for his/her actions and decisions. Does not seek to blame others for the consequences of his/her actions. For example:

_____ **Opens the school to public scrutiny;**

_____ **Devotes time and energy to the position.**

E. Other Locally Identified Moral/Ethical Leadership Standards.

IV. MANAGERIAL LEADERSHIP – Effective schools require good management as well as good leadership. Effective management ensures that the operational processes in the school are effective and efficient. For example:

A. Law and Policy – Understands and enforces both law and policy consistently. For example:

_____ **Develops and distributes student and faculty handbooks that are consistent with the school’s vision and goals, local school board policy, and state law and policy [SBE III, V];**

_____ **Applies laws and procedures fairly, wisely, and considerately.**

A. Resource Management – Understands the resources available to the school and uses them wisely. For example:

- _____ **Uses fiscal resources efficiently and effectively to provide the materials and people needed to help the school be effective;**
- _____ **Uses space effectively to support both the instructional program and the ancillary functions of the school as well;**
- _____ **Has an effective staffing plan, where people contribute their best efforts to the school's success;**
- _____ **Provides for effective supervision of school support services and classified staff;**
- _____ **Uses time resources well to facilitate high student and teacher performance.**

B. Personnel Management – Understands how to select, induct, develop, evaluate, and retain personnel who assist the school in accomplishing its purposes and mission. For example:

- _____ **Uses sound and effective principles for selecting new staff, both professional and classified;**
- _____ **Spends time ensuring that new hires are properly brought into the school's culture successfully;**
- _____ **Provides specific guidance for teachers trying to solve instructional problems;**
- _____ **Helps new teachers gain expertise and confidence in their teaching;**
- _____ **Works with experienced teachers to help them continue to grow and develop as accomplished professionals;**
- _____ **Uses performance as a means to help others improve continuously;**
- _____ **Properly differentiates the standards of performance evaluation for different ranges of experience and expertise;**

_____ **Actively creates or develops programs that enable the school to support and retain the teachers who should be retained.**

D. Information Management – Ensures that another’s need to have information is their personal assurance that others will receive the information they need. For example:

_____ **Provides appropriate and timely feedback to all affected constituencies and clients;**

_____ **Ensures that people who require information to perform effectively receive it in a timely manner;**

_____ **Uses appropriate technological tools to manage and manipulate instructional information;**

_____ **Submits accurate records and reports on time.**

E. Student Behavior Management – Ensures that the school manages student conduct to facilitate maintaining a safe and orderly school climate conducive to high student performance. For example:

_____ **Develops procedures for dealing with student misconduct that are prompt, fair, and reasonable;**

_____ **Develops and enforces a code of student conduct in a firm, fair, and consistent manner;**

_____ **Handles student discipline problems with a level of responsiveness appropriate to the severity of the problem;**

_____ **Develops and monitors a safe school plan, anticipating potential trouble spots and dealing with them in advance.**

F. Other Locally Identified Instructional Leadership Standards.

Summary Comments:

Principal's Signature

Date

Superintendent's Signature

Date

Principal's Comments:

Ross-Hill Academy

2012-2013 Calendar

August

August 18, 2012
August 20 – August 30, 2012

Parent Orientation – 10:00 – 1:00
Annual Professional Development
MEAP/Curriculum/Technology

September

September 4, 2012
September 12, 2012
September 24-28, 2012

School Begins
K-12 Open House and Title 1 Meeting – 3:30-5:00
TerraNova Testing K-8

October

October 3, 2012

October 9-26, 2012

Count Day

MEAP Testing – Grades 3 – 8

November

November 6, 2012
November 9, 2012
November 9, 2012
November 22 & 23, 2012

Professional Development – No School
Report Cards – Conference – 2:00 P.M.
Awards Ceremony K-8 – 9:00-11:00 A.M.
Thanksgiving Break

December

November 30, 2012
December 24-31, 2012

Progress Report
Christmas Break

January

January 1-4, 2013
January 11, 2013
January 14, 2013
January 21, 2013
January 25, 2013

Christmas Break
Report Cards – 2:00 Conference
Second Semester Begins – Awards Ceremony K-8
Martin L. King, Jr. Day – No School
Professional Development – 2:00 -4:15

February

February 6, 2013
February 15, 2013
February 18-22, 2013
February 25, 2013

Black History Month
Count Day
Progress Report
Winter Break
School Resumes

March

March 1-29

March 28, 2013
March 30, 2013

Open Enrollment Fair

Report Cards – Conference – 2:00 P.M.
Spring Break

April

April 1-5, 2013
April 8, 2013
April 29-May 3, 2013
April 29 – May 3, 2013

Easter Break
School Resumes
Science Fair
Charter School Week and Staff Appreciation Week

May

May 7-31, 2013
May 28, 2013

Open Enrollment Fair
Memorial Day

June

June 17-20, 2013
June 20, 2013
June 20, 2013
June 21, 2013
June 24, 2013

Award Ceremonies and promotions
Annual Picnic
Last Day of School for Students
Professional Development
Summer Learning Academy Begins

Ross-Hill Academy

Daily Schedule

Breakfast	7:30 -8:00
Entry	8:00-8:10
First Period	8:15-9:05
Second Period	9:10-10:00
Third Period	10:05-11:00
Fourth Period (Lunch)	11:00-11:30 –K-4 11:30-12:00 -5 th -8 th
Fifth Period	12:05-12:55
Sixth Period	1:05-1:50
Seventh Period	1:55-3:15
Eighth Period (After School Tutoring-	3:15-4:15

Tuesday and Thursday)

Ross-Hill increased the school day by fifteen minutes in September 2011 and 2012. The additional 1700 minutes enable the teachers to review math and reading skills with the students before beginning the instruction for the day.