

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**APPLICATION FOR NEW GRANTS UNDER THE TEACHER INCENTIVE FUND
PROGRAM**

CFDA # 84.385A

PR/Award # S385A100091

OMB No. 1810-0700, Expiration Date: 11/30/2010
Closing Date: JUL 06, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application.

Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

* Last Name: May

Suffix:

Title: Performance Management Project Manager

Organizational Affiliation:

Performance Management System Project Manager for MAPSA

* Telephone
Number:



Fax Number:



* Email: BMAY@CHARTERSCHOOLS.ORG

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-052110-001

Title:

Teacher Incentive Fund

13. Competition Identification Number:

Title:

Teacher Incentive Fund

14. Areas Affected by Project (Cities, Counties, States, etc.):

Detroit, Michigan

*** 15. Descriptive Title of Applicant's Project:**

The Teacher Excellence & Academic Milestones for Students (TEAMS) Project

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: MI-008

* b. Program/Project: MI-012, 013, 014

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/1/2015

18. Estimated Funding (\$):

a. Federal	████████
b. Applicant	\$ ██████████
c. State	\$ 0
d. Local	\$ ██████████
e. Other	\$ 0
f. Program Income	\$ 0
g. TOTAL	\$ ██████████

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on 7/6/2010.

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

IXI ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Mrs. * First Name: Angi
Middle Name:
* Last Name: Beland
Suffix:

Title: MAPSA Authorized Represen

* Telephone Number: [REDACTED] Fax Number: [REDACTED]

* Email: ABELAND@CHARTERSCHOOLS.ORG

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

The applicant organization is not delinquent on any federal debt.



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Michigan Association of Public S...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
2. Fringe Benefits	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
3. Travel	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
4. Equipment	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
5. Supplies	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] 2
6. Contractual	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
9. Total Direct Costs (lines 1-8)	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
10. Indirect Costs*	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 0%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Michigan Association of Public S...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ ██████████	██████████	██████████	██████████	██████████	██████████
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ ██████████	██████████	██████████	██████████	██████████	██████████
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ ██████████	██████████	██████████	██████████	██████████	██████████
9. Total Direct Costs (lines 1-8)	\$ ██████████	██████████	██████████	██████████	██████████	██████████
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ ██████████	██████████	██████████	██████████	██████████	██████████

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Angi Beland

Title: MAPSA Authorized Representative

Date Submitted: 07/01/2010

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Angi Beland Title: MAPSA Authorized Representative Applicant: Michigan Association of Public School Ac Date: 07/02/2010	
Federal Use Only:	Authorized for Local Reproduction Standard Form LLL (Rev. 7- 97)	

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) 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 any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) 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 contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

Michigan Association of Public School Ac
--

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
--

Prefix:	First Name: Angi	Middle Name:
Last Name: Beland		Suffix:
Title: Authorized MAPSA Representative		

Signature:	Date:
_____	07/01/2010

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : TEAMS GEPA compliance

File : [GEPAformTEAMS.doc](#)

General Education Provisions Act Section 427 (GEPA)

In compliance with the General Education Provisions Act Section 427 (GEPA) the TEAMS project will ensure equitable access to all individuals and will not discriminate on the basis of race, color, national origin, gender, age, or disability. The TEAMS project seeks to deliver a PBCS model for nine Detroit public school academies that will encourage excellence in teaching and school leadership. The ultimate beneficiaries of this program will be primary and secondary school students who receive better quality instruction. All students and teachers in the participating high-need schools will have equitable access to proposed programming. Performance awards are based on total school and classroom performance. All teachers receive professional development support and have opportunities for advancement and performance awards.

An additional goal of the TEAMS project - and one that helps the program to accomplish the primary objective of ensuring quality education for students in high-needs-schools - is to recruit and maintain teachers and principals of diverse ages, genders, ethnicities, races, and backgrounds. In order to achieve this diversity, the TEAMS project included marketing and recruitment dollars to attract high-quality teachers to these lower performing, high-minority and high-poverty schools. To ensure that teachers and principals from all genders, ages, ethnicities, races, and disability statuses are reached through the marketing campaign, the TEAMS program will advertise through a variety of media: print, radio, and low-cost television ads.

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Mrs. Lisa Diaz

Address:

* Street1: [REDACTED]
Street2:
* City: [REDACTED]
County: Ingham
* State: [REDACTED]

* Phone Number (give area code) Fax Number (give area code)
[REDACTED] [REDACTED]

Email Address:

LDIAZ@CHARTERSCHOOLS.ORG

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1,2,

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title : Human Subject Exemptions
File : HumanSbjctsResExemptNarr.pdf



Human Subjects Research Exemption:

The research that will be conducted as a component of the TEAMS project is exempt from the human subjects research regulations because the only involvement of human subjects will be in activities / areas of research covered within exemptions 1,2, and 4. (While we will describe the nature of all three exemptions below, we believe that exemption 1 covers all activities of the TEAMS project.)

All of the research conducted as part of the TEAMS project fits the criteria of exemption 1. Our research is conducted in established and commonly accepted educational settings, involves normal, research-based educational practices, and is targeted at assessing the effectiveness of specific educational practices, instructional practices, school models, professional development models, and incentive models for teacher remuneration.

The measures of effectiveness we will use to assess the success of various educational models and educational variables fit the criteria of exemption 2. In researching the effectiveness of our educational strategies and models we will gauge effectiveness through educational tests, survey procedures, interview procedures or observation of public behavior and we will ensure that no students or other individuals can be identified in the recording of information. We will ensure that there is no disclosure of the responses of human subjects that could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing

Project Narrative

Project Abstract

Attachment 1:

Title: **TEAMS Project Abstract** Pages: **0** Uploaded File: **TEAMSAbstractfinal.pdf**

TEAMS Project Abstract

The Michigan Association of Public School Academies (MAPSA), in partnership with nine public school academies serving K-12 students in Detroit, Michigan, proposes the five-year TEAMS (Teacher Excellence & Academic Milestones for Students) project for consideration under the Teacher Incentive Fund competition. MAPSA is applying for the national evaluation competition, with eight of the nine participating schools serving eligible K – 8 student populations and only one school serving a 9-12 student population only.

The TEAMS project is based on a challenging PBCS model that offers teachers and school leaders incentive pay structures for meeting student academic growth targets – through school-as-a-whole measures, current classroom cohort targets, and legacy targets – in addition to opportunities for additional responsibilities and leadership roles. Teachers and leaders at all nine schools will be supported in their teaching and leadership through a comprehensive Professional Learning Community model (PLC) that allows for school-specific professional development content in addition to an integrated performance management system that will assist schools in all aspects of operations and decision-making by interfacing all school data platforms: student academic and behavioral data, school finance, human resources, and parent and other support systems. Because the TEAMS model is inclusive of both pay incentives to induce behavior changes and necessary teaching and leadership support systems to drive excellence in instructional delivery and school leadership, it will produce outstanding student academic achievement, excellence in teaching and leadership, and stable schools with high retention rates.

The TEAMS project proposes an immediate start date upon the grant award. Although ambitious, the management plan and model are clearly defined, with adequate staffing to support project schools from start-up through complete and successful five-year PBCS implementation.

Project Narrative

Application Narrative

Attachment 1:

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TEAMS PROJECT

Teacher Excellence & Academic Milestones for Students
Submitted to the US Department of Education for the
Federal Teacher Incentive Fund Competition
by the Michigan Association of Public School Academies
in partnership with nine high-need Detroit PSAs

July 3, 2010

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Need for the Project (10 points)

The TEAMS (Teacher Excellence & Academic Milestones for Students) project will be implemented in nine high-need Detroit charter schools. These nine charter schools have identified hard-to-staff teaching subjects such as math, science, and special education and have regularly experienced whole-school teacher turn-over rates as high as 30% per year or greater. The majority of the schools in the TEAMS project, therefore, have difficulty maintaining highly qualified, effective teachers. On average, each of our nine schools loses 24% of its teachers each year. For example, during the fall of the 2008-2009 school year, 45% of the teachers at Detroit Community Schools had been at the school for less than one year.¹ Moreover, in key areas, such as math and science, the turnover rates are substantially higher. This is especially troubling given the poor performance of students at these schools on standardized math tests. Some of our schools have seen high rates of leadership turnover as well: Woodward has seen 6 school leaders come and go in the last 3 years and Pierre Toussaint has had two school leaders leave the school in the last four years.

All nine of the charter schools included in the TEAMS project serve high percentages of free and reduced price lunch students, with an average of 86% of students qualifying for free or reduced price lunch and no school having fewer than 74% of students qualifying. These schools were selected as project participants because of the support they need in attracting quality teachers in critical areas and bolstering school leader and teacher support systems to effect strong academic gains for enrolled students. Some of the schools in the project have been making academic gains in some specific subject areas, but achievement still lags behind other higher performing charter schools and traditional public schools in the areas served by these schools. In

¹ See "Appendices to PSA Legislative Report – Public School Academy Profiles" at: www.michigan.gov/mde.

fact, achievement at several of these public school academies (PSAs) lags significantly behind poor performing traditional Detroit schools. A testament to the high needs of these schools comes from the Michigan Department of Education's recently released performance ranking of all public schools in Michigan. The Department of Education ranked four of the participating schools in the bottom 5% in the state of Michigan: Old Redford Academy, Aisha Shule, Ross Hill Academy, and Detroit Community High School. The following tables reflect data at the school level.

Table 1. Participating Schools serving Grades 2 - 8

School	Grades to be served by the school in 2010-11	Student Enrollment (2009-10)	Racial Composition	% Free & Reduced Price Lunch (Fall 2009)	% Teacher Turn-over	High-need Teaching Areas (% Turnover)
Plymouth Educational Centers	K - 11	962	100% African American	74%	24%	Middle School Math (50%)
Detroit Community	K-12	1058	98% African American	84%	30%	Math, Science, ELA, SPED
Old Redford Academy	K-12	1907	100% African American	83%	36%	Science (44%)
Pierre Toussaint Academy	K-8	457	100% African American	90%	22%	Science, SPED
Ross-Hill Academy	K-12	186	100% African American	91%	36%	Science, Math, SPED
Woodward Academy	K-8	558	100% African American	90%	20%	Math (80%), Kindergarten, Science (33%)
George Crockett	K-12	387	99% African American	91%	20%	NA
Aisha Shule	K-12	239	100% African-American	87%	15%	SPED

Table 2. Participating Schools serving Grades 9-12

School	Grades to be served by the school in 2010-11	Student Enrollment (2009-10)	Racial Composition	% Free & Reduced Price Lunch (Fall 2009)	% Teacher Turn-over	High-need Teaching Areas
Detroit Community	K-12	1058	98% African American	84%	30%	Math, Science, ELA, SPED
Michigan Health Academy	9-12	203	85% African American, 10% White	81%	14%	Math
Old Redford Academy	K-12	1907	100% African American	83%	36%	Science, Math, SPED
Ross-Hill Academy	K-12	186	100% African American	91%	3%	Science
George Crockett	K-12	45	99% African American	91%	20%	NA
Aisha Shule	K-12	239	100% African-American	87%	15%	SPED

Table 3. Academic Profiles for Participating Schools

School	Fall 2009 MEAP Results: % scoring < proficient in Reading grades 5,8	Fall 2009 MEAP Results: % scoring < proficient in Math grades 5,8	2009 MME Results: % scoring < proficient in ELA	2009 MME Results: % scoring < proficient in Math	High School Drop-Out Rate in 2008-2009	Made AYP in 2008-2009	2008-2009 AYP Phase
Plymouth Educational Centers	19%, 15%	36%, 50%	NA	NA	NA	YES	NA
Detroit Community	52%, 38%	66%, 74%	91%	96%	10%	NO	9-12 in Phase I
Michigan Health Academy	NA	NA	79%	98%	28%	NO	Phase 4
Old Redford Academy	30%, 29%	36%, 55%	85%	93%	12%	YES	9-12 in Phase 1
Pierre Toussaint Academy	44%, 31%	71%, 62%	NA	NA	NA	YES	NA
Ross-Hill	47%, 7%	60%, 64%	90%	90%	0%	YES	K-8 &

TEAMS PROJECT

Academy							9-12 in Phase I
Woodward Academy	34%, 33%	40%, 57%	NA	NA	NA	YES	NA
George Crockett	37%, 19%	35%, 67%	83%	92%	0%	YES	NA
Aisha Shule	53%, 31%	58%, 77%	73%	83%	10%	NO	Phase 3

As the data above indicates, the nine schools in the project have produced some positive results, along with some highly concerning outcomes. Six of the schools made AYP in 2008-2009, yet five of the schools are in some phase of improvement because of poor performance in the recent past (with two schools being in either phase 3 or 4). Similarly, while some of our schools have achieved success in their ELA instruction, all nine schools are struggling with their mathematics education. For example, students at Plymouth Education Centers perform admirably on the MEAP ELA test, but less than two thirds of 5th graders and only 50% of 8th graders performed at the proficient level or higher on the math MEAP. In fact, none of the nine schools had more than 50% of their 8th graders performing at the proficient level or higher on the math MEAP assessment. At five of the nine schools, 60% or more of 8th graders failed to demonstrate math proficiency. This deficiency in student math skills is even greater for our schools serving high school students. At our highest performing high school (Aisha Shule) only 17% of students were proficient on the math components of the MME. At all of the other high schools 90% or more of students failed to demonstrate proficiency in math – with only 2% of students demonstrating math proficiency at the Michigan Health Academy. Clearly math skills are a target area for improved instruction and are a critical area teacher recruitment – especially since schools at which nearly half of 8th graders are demonstrating proficiency in math have 11th grade classes in which only 7% can demonstrate math proficiency on the MME (see Old Redford Academy).

The participating schools' ELA scores are a bit stronger, but still demonstrate serious need for improvement. At four of the schools, 30% or more of 8th graders failed to demonstrate ELA proficiency. Even more striking, 30% or more of 5th graders failed to demonstrate ELA proficiency at seven out of eight schools serving that grade. These high school students struggle in ELA almost as much as they do in math. Our highest performing school serving high school students saw only 27% of its 11th graders demonstrate ELA proficiency on the MME in 2009. All of the other schools serving this population saw 75% or more of their students fail to demonstrate ELA proficiency.

Even the relatively more successful schools in the TEAMS project face formidable challenges. Our highest performing charter school is the Plymouth Educational Centers (PEC). Over 85% of this school's 8th graders are proficient in ELA and the relatively strong test scores for all grades and subjects shows that this school has a promising educational model. Even so, PEC has a high teacher turnover rate schoolwide (24%) and is struggling to retain high quality middle school math teachers – a fact that is reflected in its middle school MEAP scores. While the Old Redford Academy has produced some relatively sound results at the elementary and middle school levels, its high school students struggle and its 9-12 program is involved in a Phase 1 school improvement. Moreover, while the Old Redford Academy has been producing some relatively sound test scores, it is still ranked in the bottom 5% of Michigan's schools (as mentioned above).

At the other end of the spectrum, the TEAMS project includes the Michigan Health Academy (MHA). This school has a largely female student population and its program is targeted at preparing students for careers in the health care sector. MHA has a drop-out rate of 28% and is in Phase 4 of school improvement. This is a school that needs meaningful and

substantive change immediately if its students are to develop the skills they need to function in the world of health care. Ninety eight percent (98%) of the students tested at MHA fail to demonstrate proficiency in math.

All of the schools in the TEAMS project are located in the Detroit metropolitan area and all serve student populations that are almost exclusively African-American. Only one of our schools has a student population that is less than 98% African-American: The Michigan Health Academy has a student population that is 85% African American, 10% white, and 5% other races/ethnicities.

The following is a snapshot of comparable school performance at nearby Detroit public schools. For our present purposes, our definition of a comparable school is a charter school or traditional public school in the state of Michigan: 1) whose student population is composed of at least 80% minority students; 2) where at least 70% of the students qualify for free or reduced price lunch; 3) that is located in a large metropolitan area; and 4) serves largely the same grade levels as the specific school or schools to which it is being compared (e.g., a K-6 school can be compared to a K-8 school but not to a 9-12 school). Most schools within the Detroit City School District (DCSD) would meet our criteria. Instead of handpicking the top performing schools out of this district, we will first compare our nine schools to the average MEAP scores and MME scores for DCSD. Next, we will compare our nine schools to a handful of schools that meet the above criteria and that are in close geographic proximity to at least one of our schools.

Similar to our schools, the schools within DCSD are attended by minority students: 88% African-American, 8% Hispanic, 2.5% white, and 1% Asian-American. Seventy nine percent of students in DCSD are eligible for free or reduced price lunch. Finally, DCSD obviously is in a metropolitan area and serves the grade levels of our schools within its various public schools.

DCSD, therefore, meets our definition for comparable schools. One final note: DCSD is deservedly known as one of the worst school districts in the nation. If a school is performing as poorly as the DCSD average, it is indeed a school whose students are being poorly served by the public education system. With that said, a good number of our schools are performing at or below the achievement level of the DCSD average. At the 5th grade level, 34.9% of DCSD students scored below proficient on the MEAP Reading test (all DCSD scores are for Fall 2009). Six of our eight schools serving the 5th grade had 34% or more of their students score below proficient on the same test. Four of those eight schools performed worse than the DCSD on the 5th grade MEAP Math test (43% of DCSD students scored below proficient). At the eighth grade level, 30.6% of DCSD students scored below proficient on MEAP Reading test. Four of our schools performed worse than DCSD and one of our schools that performed better did so by one and a half percentage points. Eighth grade DCSD students performed poorly on the MEAP Math test, with 60.5% performing below proficient. Five of our schools did worse than DCSD. Only one of the TEAMS project schools serving K-8 students performed substantially better on these tests than DCSD: Plymouth Educational Centers. And it is worth mentioning that even this school has its areas of congruence with DCSD as its 5th and 8th grade math scores are only 7% to 11% better than DCSD.

The schools in the TEAMS project who serve high school students are struggling more than DCSD to prepare their students for college. Of the 4,414 DCSD students who took the Math MME in 2009, 83.8% scored below proficient. Of the six schools in our project who serve high school students, only one scored as well as DCSD. The other five scored substantially worse. Of the 4,574 DCSD students who took the ELA MME in 2009, 73.6% scored below proficient. Again, five of our six high schools scored worse than DCSD. Our top performing

high school, Aisha Shule, scored the same as DCSD on both the Math and ELA MME tests in 2009. (We should also recall that Aisha Shule is in Phase 3 of school improvement and has struggled significantly in the past.)

In addition to comparing our schools to the DCSD, we have selected four schools within the DCSD for comparison. All four schools meet the criteria identified above and are located within several miles of at least one of the nine schools in the TEAMS project.

Table 4. Student & Performance Profiles for 4 Comparison Schools (2009 MEAP & 2009 MME)

School	Grades	Minority %	% Free or Reduced	MEAP Reading < Proficient for 5th or 8th Grade	MEAP Math < Proficient for 5th or 8th Grade	MME ELA < Proficient	MME Math < Proficient
MacDowell Elementary	K-6	99.5%	82.5%	31.5%	44.4%	NA	NA
Rutherford Elementary	K-5	99.6%	86.7%	50.0%	56.3%	NA	NA
Central High School	9 to 12	99.4%	83.3%	NA	NA	85.2%	94.3%
Taft Middle School	6 to 8	98.2%	87.6%	23.0%	49.6%	NA	NA

Beginning with elementary reading assessment results, two of our schools performed worse than Rutherford Elementary, while six of our eight schools serving the 5th grade performed worse than MacDowell Elementary. Regarding elementary math, four of our schools performed worse than both Rutherford and MacDowell, while four of our schools performed slightly better than MacDowell and markedly better than Rutherford on the 5th grade math MEAP. At the middle school level (8th grade), five of our eight schools performed worse than Taft Middle School in reading. Comparisons of 8th grade math scores shows that our schools are struggling: all of our schools performed worse than did Taft on the MEAP. Central High School in Detroit is a failing school. Over the last seven years it has not made AYP a single time and it is in Phase

6 of school improvement. Yet two of our schools serving 9th-12th graders performed worse on the Math MME than did Central. Moreover, all but one of our schools (Aisha Shule) have between 90% and 98% of their students scoring below proficiency - right in the neighborhood of Central's figure of 94.3%. Three of our six schools serving high school students did as poorly as Central on the ELA MME, with three of our schools performing only slightly better than Central. In summary, having randomly selected four DCSD schools in the vicinity of our project schools that match all selection criteria described above, it is clear that our schools exhibit extremely high needs for improvement, even when compared with similar schools within one of the nation's most dysfunctional school districts.

Project Design (60 Points)

Statewide Initiatives ~ While the TEAMS model we have proposed is more rigorous and immediate in scope and its start-up timeline, our model to support increased teacher effectiveness and student achievement is reflective of, and similar to, Michigan's statewide initiative to incentivize teaching through recent RTTT legislation passed in 2009. Public Acts 201 through 205 will institute the following changes in Michigan's teacher evaluation and compensation system: 1) the creation of a teacher identification system that allows the reporting of data that permits teachers to be matched with the formal measures that depict the performance of their classroom students and 2) require that every school board must adopt an evaluation system that measures student growth and uses student performance data in decisions about compensation, promotion, and retention. Michigan is in the process of piloting a statewide growth model and longitudinal data system as part of the 2009 legislation in addition to working with 48 states on a set of Common Core Standards (CCS).² These initiatives go hand-in-hand with our TEAMS

² Summers, Kathryn and Curtis Walker. "Race to the Top School Reforms: Current Status and Prospects". *State Notes: Topics of Legislative Interest*, Spring 2010.

model. In fact, without the unique student and teacher identification system supported through the 2009 legislation, we would be unable to implement our growth model. We anticipate dissemination of the TEAMS model throughout Michigan and beyond for use in local school districts, charter schools, and for adoption/promotion by Intermediate School Districts.

The stated goals for the TEAMS project are as follows:

1. The percentage of students schoolwide meeting growth targets at each participating school will increase by 10% in each year of the project (for students who are consecutively enrolled in the project).
2. The percentage of teachers at each school meeting individual classroom growth targets will increase by 15% in each year of the grant.
3. Six out of 9 schools will meet SAW targets in each year of the project.
4. A minimum of 50% of teachers will meet classroom growth targets in year-one of the grant, increasing to 60% in years 2 - 5 of the project.
5. To increase overall teacher retention rates by 10% in each year of the project.
6. To retain 85% of all new-hire teachers in specifically identified high-need areas for each school in the project throughout the project and beyond.
7. To effectively implement the Professional Learning Community Model in each project school and generate 90% participation by all school staffs.
8. To fill each available leadership and additional responsibility position in each participating school by year two of the project.
9. By year three of the grant, each school's governing board will adopt a long-term working plan and budget in order to ensure the long-term sustainability of the PBCS.

10. School leaders and other key staff will be proficient at using the performance management system for continuous improvement in all aspects of school operations by the end of year two of the grant.

The Proposed PBCS model: TEAMS

I (i). Methodology ~ The TEAMS methodology for determining the effectiveness of a school's teachers and principals rests primarily on objective measures of student and schoolwide performance.

Elementary and Middle Schools ~ The primary measure of student performance used by all schools serving grades 2 to 8 in both cohorts (national evaluation and TEAMS) will be the Scantron Performance series, a valid and reliable value-added assessment to be administered three times over a 12 month period in grades 2 – 8. As stated above, the state of Michigan does not currently have in place a longitudinal growth model, although the Michigan Department of Education is piloting a new assessment model this coming school year. Therefore, for the purposes of our model, we have selected Scantron for the following reasons: 1) Scantron is already currently in use by many charter schools in Michigan in order to assess student growth; 2) All schools in this project will be trained to use Dr. Hosep Torrosian's method of using Scantron results to identify students at-risk of failure on the state's MEAP assessment; 3) The Scantron Performance Series is fully aligned with Michigan's MEAP assessment; and 4) Scantron has been demonstrated as a valid and reliable value-added growth model in many studies, several of which controlled for vertical alignment and consistency in content questions from year-to-year and across grade levels, a noted concern in much of the initial research on the reliability of value-added growth models.³ The Scantron Performance Series assessments are

³ (Ballou, 2002; Koretz *et al.*, 2001; McCaffrey *et al.*, 2003).

standards-based adaptive measurements that provide real-time results of student diagnostic information - including objectives students are meeting well and those that require additional skill-work by individuals and groups, and academic gains by individuals and student groupings. The assessment also adapts to student ability levels by increasing or decreasing the skill level of questions. Student performance is tracked by individual and student cohorts correlated to teachers over time in the areas of: Social Studies, Reading, Math, Language Arts, and Science.

High Schools ~ for schools serving grades 9 – 12, our model will use the ACT suite for the value-added growth model: Grade 9 – Explore; Grade 10 – The Plan; and Grades 11 – 12 ACT/MME. The battery of assessments is designed to measure student preparedness toward college-ready benchmarks on consecutive annual assessments that connect teaching, learning, and assessment with student growth. The assessments use a common score scale and measure students' progressive academic achievement, so the standards are cumulative. The ACT suite will measure student progress over time in Science, Math, Reading, and English in relation to college-readiness standards.

Other Methods ~ (1) The TEAMS model also provides for an observation-based component to the teacher and principal evaluation plan ($1/5^{\text{th}}$ of bonus compensation for teachers and $1/6^{\text{th}}$ of bonus compensation for school leaders). Evaluators from Michigan State University, as part of the local evaluation project, will conduct formal, onsite observation-based assessments using a standards-based rubric for grade level content and Professional Learning Community standards in addition to school leader evaluations. Teachers at all participating charter schools will be trained in the rubrics and understand the areas for evaluation. Master teachers responsible for teacher team coordination and site-specific professional development at each

school will be trained in these rubrics in order to help coach teachers throughout the school year during informal observations through the PLC model we are using for professional development. Formal, sequential observations will be conducted by trained teacher evaluators.

Evidence of leadership and responsibility roles ~ Teachers in both the national evaluation schools and teachers who are assigned to the TEAMS model will have opportunities to assume leadership roles with additional compensation. Compensation for successful implementation, coordination, and oversight of these roles will be documented through 1) time logs; 2) surveys of participants; 3) achievement (e.g. for a teacher that assumes a student tutoring role, evidence of student growth will be measured with interim assessments pre and post intervention); and 4) evaluations by school leaders.

Methods of School Leader Evaluation ~ the TEAMS model for school leader evaluation will be measured in large part by schoolwide performance at meeting annual growth targets on the Scantron or ACT suite measures (or a combination of both). School leaders that serve high school grades will be evaluated based on graduation rate growth in addition to observation-based assessments of leadership by outside trained evaluators. This process is explained in detail below.

I (ii). TEAMS compensation system ~ The overview below details the proposed compensation system for varying groups of teachers in a given school. Each teacher has the opportunity to earn sizable bonus pay - up to 15% of salary in reward compensation for meeting growth targets and up to \$█████ for additional leadership positions. School leaders have the opportunity to earn 15% of salary in bonus pay if schoolwide growth targets are met. These reward packages surpass the minimum 5% of salary set in the grant requirements and, as supported by research on performance pay programs, will affect teacher behaviors in reaching goals and reducing turn—

over (Chait and Miller, 2009).⁴ A teacher earning [REDACTED] annual salary can therefore earn up to [REDACTED] differentiated pay and up to an additional [REDACTED] in leadership roles. A school leader making [REDACTED] annual salary can earn up to [REDACTED] in bonus pay if SAW targets are met.

Pre-identified hard-to-staff subjects will also be attractive with \$ [REDACTED] additional salary packages. The additional [REDACTED]0 will continue in years 1 through 5 of the grant. These bonuses, paired with additional differentiated opportunities for increased compensation and increased support for classroom teachers, will offer teachers and leaders great incentives to remain in these high-need schools and affect positive growth. Based on other performance pay models, and given the need to keep incentive pay within a sustainable range for Michigan charter schools, we believe these are large but reasonable sums that will greatly and effectively incentivize teacher and leader performance. Recent research (Chait and Miller, 2009) synthesizing the effectiveness of varying PBCS models to date shows that effective models that have increased achievement and led teachers to stay in high-need schools are 1) varied in their evaluation approaches; 2) offer sizable incentives to affect change; 3) include additional pathways for teachers and leaders to earn rewards (additional responsibilities); and 4) include the necessary teacher and leadership supports (training, more planning time, mentors, etc.). The TEAMS model is inclusive of all of these proven components.

⁴ Chait, Robin and Raegan Miller. "Paying Teachers for Results: A summary of research to Inform the Design of Pay-for-Performance Programs for High-Poverty Schools". Center for American Progress, May 2009.

TEAMS (Teacher Excellence & Academic Milestones for Students) PBCS Outline

The TEAMS model was designed to attract and retain high-performing teaching staffs with a commitment to student achievement. The differentiated compensation portion of the model rests predominantly on objective measures of student achievement and places high priority on teacher collaboration as a TEAM to affect student achievement longitudinally with 20% of bonus award possibilities hinged on observation-based assessments. A second part of the model provides opportunities for staff to earn bonuses based on effective fulfillment of leadership and responsibility roles.

School staffs are first divided into two broad categories: core instructional staff and non-core instructional staff. For Core instructional staff, schools will help define what courses/teachers fit this category for Science, Social Studies/History, English/Language Arts, Math and Technology. The model relies heavily on objective measures for growth. The following are steps in the process:

1. School identifies critical need areas through school-level data:
Teachers will receive \$5000 bonus for teaching in a 'critical need' class/subject.

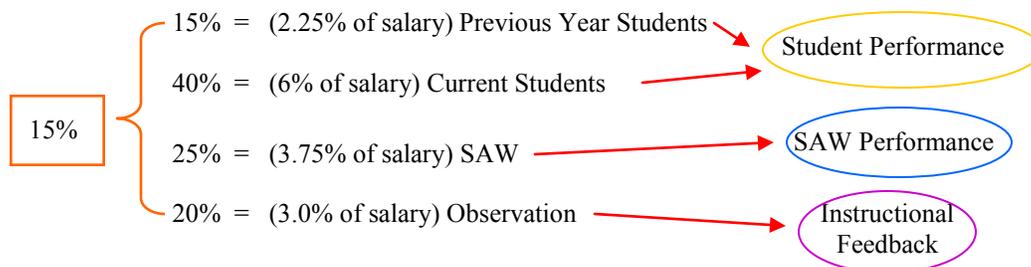
2. School Leader(s) will receive a 15% bonus based on their annual salary. A portion of their bonus will be based on the School as A Whole Performance (SAW).

$$\text{School as A Whole Performance: (SAW)} = \frac{\text{All Students Growth}}{\# \text{ of Students}}$$

K-8 School Leader(s): 15% bonus based on annual salary. Of that 15%:
 7.5% is based on School As a Whole (SAW) Performance
 5% is based on a minimum 66% of school improvement goal attainment
 2.5% is based on observation outcomes

9-12 School Leader(s): 15% bonus based on annual salary. Of that 15%:
 5% is based on School As a Whole (SAW) Performance
 2.5% is based on a minimum 66% of school improvement goal attainment
 5% is based on high school graduation rate
 2.5% is based on observation outcomes

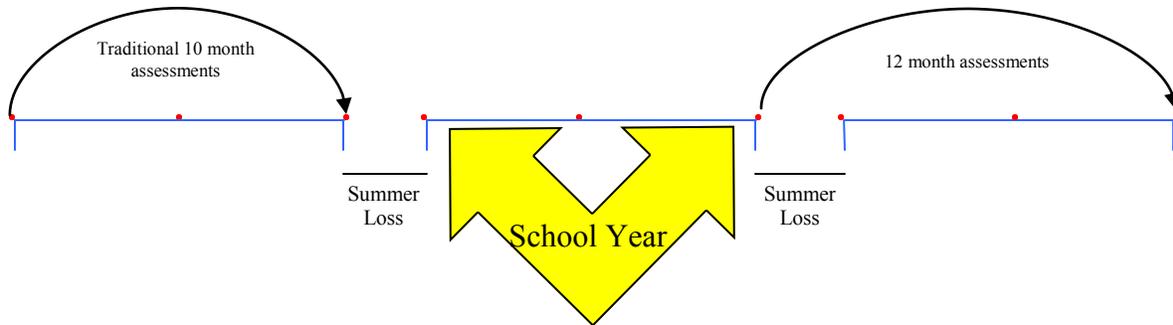
3. Teachers/Instructional Staff: 15% bonus based on annual salary, which is calculated on the average total growth in years.



- ★ If a teacher meets the Student Performance target and the Observation assessment, but the school fails to meet its goals as a whole (SAW), the teacher will still receive 11.25% of the 15% bonus.
- ★ If SAW achievement is reached but a given teacher fails to meet current and prior year student performance targets, then the bonus is not earned.
- ★ The instructional feedback will be earned if instructional staff grows in observation performance, but if stagnant or declining in performance, then the 3.0% of bonus is not earned.

4. The Scantron Performance Series Assessment will be administered to 2-8 grade students 3 times per year to evaluate student performance. Student improvement plans will be derived from a performance management tool. Schools will be trained to use Scantron results as a tool to identify students at-risk of failure on the annual MEAP assessment.

The 9-11 grade students will be evaluated using the ACT, Plan and Explore testing through ACT. Student improvement plans will be derived from a performance management tool. Schools will be trained to use ACT results as a tool to identify students at-risk of failure on the annual MEAP and MME assessments.

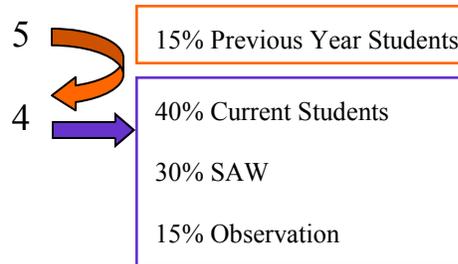


Students will be tested from the end of the previous grade through the end of their current grade. (Student achievement will be tracked over 12 months instead of the traditional 10 months to monitor ‘summer loss’).

TEAMS Teacher Groups K-8:

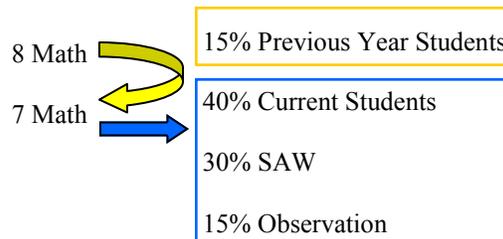
- K-8 Group 1** **Multiple Subject Instructional Staff: Cohort by Grade (CBG)**
 Example: An elementary teacher who teaches multiple subjects where part of their bonus is calculated on their previous year students’ achievement.

A 4th Grade Teacher will receive 15% of their bonus based on their previous year students’ performance (who are now in the 5th grade), an additional 40% will be based on the Teacher’s current classroom student performance, another 30% will be based on SAW performance, with the remaining 15% based on observation outcomes.



- K-8 Group 2** **Single Subject Instructional Staff: Cohort by Subject (CBS)**
 Example: A middle school teacher who teaches a single subject (must be Core) and where part of their bonus is calculated on their previous year students’ achievement in the same subject.

A 7th Grade Math Teacher will receive 15% of their bonus based on their previous year students’ performance (who are now in the 8th grade math class), an additional 40% will be based on the Teacher’s current classroom student performance, another 30% would be based on SAW performance, with the remaining 15% based on observation outcomes.

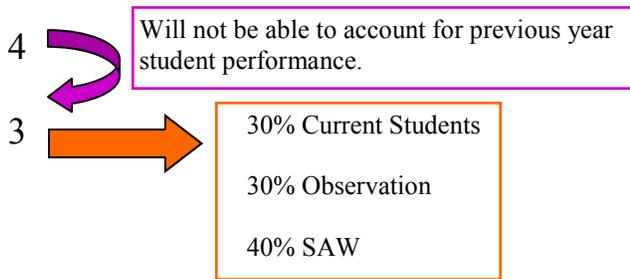


K-8 Group 3

Non-Legacy Teachers: Non-Legacy Cohort (NLC)

Example: A teacher who is a new hire or teaching a new grade level; perhaps not in the same building as they were previously.

A new 3rd Grade Teacher will not receive a portion of their bonus based on previous year student performance; 30% of their bonus will be based on their current classroom student performance, an additional 30% will be based on observation outcomes, and the remaining 40% will be based on SAW performance. The following year these teachers will then be held accountable for their students' performance who will be in the 4th grade.

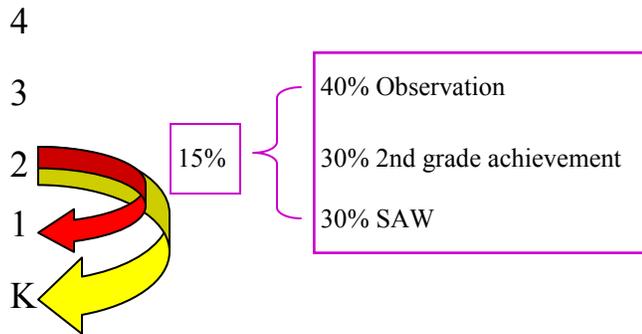


K-8 Group 4

K-1 Teachers: K-1 Cohort

Because testing through Scantron does not begin until the 2nd grade, there will not be enough information to track student achievement from Kindergarten through the 1st grade.

The K-1 teachers will receive 40% of their bonus based on observation outcomes, 30% based on the performance of prior year students now in the 2nd grade and the remaining 30% will be based on SAW performance. If a teacher is a non-legacy teacher and is a new hire, then their bonus will be based on the NLC Cohort their students reach the 2nd grade.

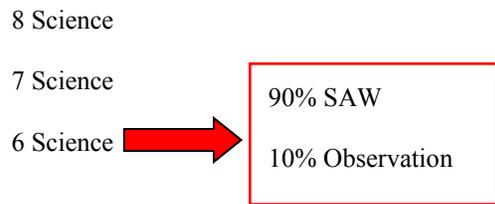


K-8 Group 5

Non-Core Instructional Staff: (Single Subject Staff ONLY)

Example: A high school teacher who teaches all music and art classes and one math class would not follow the CBS Cohort because less than 50% of the classes they instruct are Core classes. Therefore, they will receive their differentiated bonus based on SAW performance and observation outcomes.

A 6th Grade Science Teacher (who teaches less than 50% Core classes) will receive 90% of their bonus based on SAW performance, with the remaining 10% based on observation outcomes.



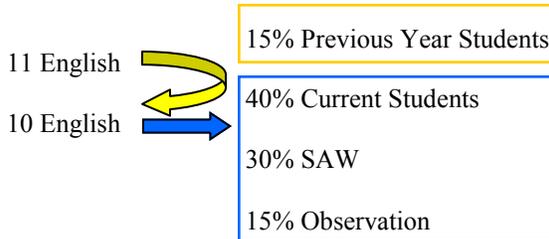
TEAMS Teacher Groups 9-12:

9-12 Group 1

Single Subject Instructional Staff: Cohort by Subject (CBS)

Example: A high school teacher who teaches a single subject (must be Core) and where part of their bonus is calculated on their previous year students' achievement in the same subject.

A 10th Grade English Teacher will receive 15% of their bonus based on their previous year students' performance (who are now in the 11th grade English class), an additional 40% will be based on the Teacher's current classroom student performance, another 30% would be based on SAW performance, with the remaining 15% based on observation outcomes.

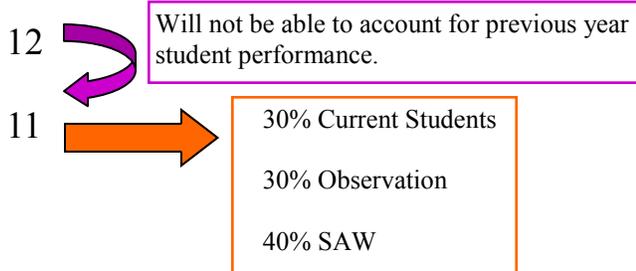


9-12 Group 2

Non-Legacy Teachers: Non-Legacy Cohort (NLC)

Example: A teacher who is a new hire or teaching a new grade level; perhaps not in the same building as they were previously.

A new 11th Grade Teacher will not receive a portion of their bonus based on previous year student performance; 30% of their bonus will be based on their current classroom student performance, an additional 30% will be based on observation outcomes, and the remaining 40% will be based on SAW performance. The following year these teachers will then be held accountable for their students' performance who will be in the 4th grade.

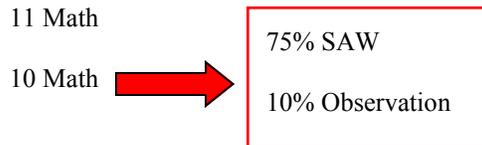


9-12 Group 3

Non-Core Instructional Staff: (Single Subject Staff ONLY)

Example: A high school teacher who teaches all music and art classes and one math class would not follow the CBS Cohort because less than 50% of the classes they instruct are Core classes. Therefore, they will receive their differentiated bonus based on SAW performance and observation outcomes.

A 10th Grade Math Teacher (who teaches less than 50% Core classes) will receive 90% of their bonus based on SAW performance, with the remaining 10% based on observation outcomes.



Leadership & Additional Responsibilities:

Additional roles for instructional staff: \$4,000, \$3,000, and \$2000 bonuses can be earned for leadership & additional roles:

Instructional staff may elect to assume additional leadership and responsibility if they meet performance criteria for those roles. The following are opportunities for instructional staff: 1) serving mentor or master teachers chosen through the performance based selection process and via demonstrated ability to work cooperatively with other staff; 2) roles in induction and mentoring novice teachers or high-need students; 3) tutoring students; 4) leadership in developing learning communities designed to continually improve teacher effectiveness and increase student achievement. Each school will begin with a base of three leadership role opportunities. Thereafter, additional roles will be added at the discretion of project leaders based on the chart below. (The function will be discretionary).

# of students based on avg of 25 students per classroom	# of classrooms	% of leadership positions	# of leadership roles
250	10	30%	3
500	20	20%	4
750	30	17%	5
1000	40	15%	6
1250	50	14%	7
1500	60	13%	8
1750	70	13%	9
2000	80	12.5%	10

The model can be implemented based on the number of classrooms or number of students. Regardless of implementation, schools are committing to long-term sustainability so the model is conservative but allows flexibility for scaling-up as budgets permit and needs change.

I (iii). Determining Teacher and School Leader Effectiveness ~ The TEAMS growth model uses the Scantron Performance Series as the primary objective measure for students in grades 2 – 8 and the ACT Suite for students in grades 9 – 12. For each of the teacher groups in the TEAMS model presented above, bonus pay is based primarily on meeting growth targets that will be established annually at individual school sites for both individual classroom teachers and the SAW (school as a whole). The remaining 20% of possible differentiated pay rests on third party observation-based assessments of teacher performance conducted two to three times per year. Depending on the subjects a teacher teaches and whether a teacher is new to the school, grade level, and/or subject or a continuing teacher, effectiveness determinations will vary. For example, for a core instructional third grade teacher, 40% of possible bonus pay rests on meeting growth targets for current students; 15% of bonus compensation rests on prior year students' performance at meeting growth targets (legacy); 25% is dependent on meeting SAW growth targets and the remaining 20%, as mentioned above, is based on observation results.

For leaders of schools that serve grades K – 8, differentiated compensation is structured as follows: School leaders can earn up to 15% of salary in bonus pay. Of that 15% bonus pay, one half (7.5%) is based on SAW performance; one third (5%) is based on the school meeting 66% of a minimum of 5 high-stakes measureable school goals as defined in the annual School Improvement Plan; and one sixth (2.5%) is based on observation outcomes. For leaders of 9 – 12 schools, total bonus possibilities are again 15% of salary, but the bonus criteria are weighted differently: one third of the bonus pay (5%) will depend on meeting SAW targets; one sixth of bonus pay (2.5%) is based on the school meeting 66% of a minimum of 5 high-stakes measureable school goals as defined in the annual School Improvement Plan; another third (5%) is based on the school meeting annual targets for high school graduation rates; and the final sixth

(2.5%) is based on observation outcomes. The performance management system used in this project identifies weak performance areas through organization-wide data input and guides schools in setting growth goals. The performance management system then helps schools monitor progress toward these goals.

The evaluation of school leader and teacher performance will also include results from both the state MEAP assessment, administered in October of every school year to students in grades 3 – 8, and the MME, the Michigan Merit Exam, administered each spring to 11th grade students. However, neither of these state assessments is based on a growth model and, therefore, neither is included in the metrics of the proposed TEAMS project for meeting targets. The evaluation, will, however, consider circumstances where schools do not make Adequate Yearly Progress (AYP) on the state assessment in looking at SAW growth.

As mentioned earlier, all participating schools will be trained in Dr. Hosep Torrossian's proven method of using the Scantron Performance series to identify students at-risk of failure on the state MEAP assessment. Dr. Torrossian, school leader of the AGBU Manoogian school in Dearborn, MI, completed his dissertation research on the correlations of the Scantron assessment to the MEAP assessment and the statistical correlations of predicting student performance on the MEAP assessment using Scantron performance results.⁵ Dr. Torrossian received a grant from the Michigan Department of Education to further test this correlation and train several Michigan schools in the method of prediction and identification of students at-risk for failure. His work has had great success. Teachers have been able to clearly identify students at-risk of failure and specifically target those weak skill areas identified by Scantron in two-week intensive sessions.

⁵ Torrossian, Hosep. "Correlation between the MEAP Test and the Performance Series Computer Adaptive Test in Mathematics," pp.106ff.

In the schools where this method has been used, more than 50% of students originally identified as at-risk of failure have met proficiency standards on the MEAP assessment.⁶

Establishing baseline and growth targets for individual teachers and SAW using Scantron Performance Series and the ACT Suite: The Scantron Performance Series uses a scaled score, a reliable estimate of a student's ability using the statistical Rasch model and is independent of grade level. Values can range from 1300 to 3700 in the Performance Series. Most computer adaptive tests use this single-parameter model to determine a student's expected level of performance within a subject area. Performance Series tests have an average reliability of 90%. These scores are used to measure progress over time, from fall to spring or year after year. Growth is measured within the year- or year over year - by utilizing the difference (increase or decrease) in the scaled score. The test adapts to a student's ability level by moving through the particular units within a subject (ex: within Reading, a student would first go through vocabulary before moving on to long passage). It will provide a scaled score along with a standard error of measure, indicating range. The next time the student takes the assessment, the assessment begins where the student last was, in terms of ability level. In terms of fairness and consistency, the items go through a rigorous calibration phase where they are reviewed on a number of different levels, such as grade level and contextual appropriateness, gender or cultural bias, overexposure, and content consistency.

Scantron Growth targets for *Current* Students: individual teacher goals for *current* class cohorts will be established after the first assessment administration. This goal setting will occur in October of Project Year 1 and in September in years thereafter. Grade level expectations are established by national norm ranges aligned to the Michigan curriculum frameworks. The

⁶ See "MI-MAP: Strategic Intervention for MEAP Success" in the MI-MAP archive at: www.michigan.gov/mde.

projected growth for an individual teacher will be established using one year's growth per student as a yardstick over a 10 month testing period. The target for teachers will be met when a minimum of 75% of a teacher's current students meet or exceed individual growth targets.

Scantron Growth targets for a teacher's *prior year* students (legacy) will be established using the fall baseline results for those individual students in their current grade level. For the legacy incentive, 60% of a teacher's prior year students (who still attend the school) will need to make a year of growth during the current year. This target is still ambitious but reduces the amount a teacher could be penalized if students move on to a less effective teacher. The incentive structure is always weighted more heavily for current year excellent student performance for all teachers and students.

Growth Targets Using the ACT Suite: Growth trajectories using the ACT suite will be set differently than with the Scantron assessments. The ACT assessments are based on "average" achievement for college readiness standards and do not necessarily correlate on a growth model for "one year's worth of growth". At each participating school that serves grades 9 – 12, 9th grade students (or incoming students to the appropriate grade level) will take the grade relevant ACT assessment, which will be used as a baseline measurement. Growth trajectories will be established individually for each student using several options that best-fit a student's current performance: 1) For students who are off target for grade level achievement towards standards, a challenging yet reasonable goal on successive assessments is to reduce by half the difference between the student's score in a given subject and the corresponding College Readiness Benchmark. For example, in Reading, a student with an EXPLORE score of 11 (4 points below the EXPLORE Benchmark) would set a 1 year goal of scoring 15 on the PLAN (2 points below the PLAN Benchmark) and a two year goal of scoring 20 for the ACT (1 point below the ACT

Benchmark); 2) for students who are on target or close to target, growth goals will be set to demonstrate average to above-average growth from EXPLORE to PLAN to the ACT by twelfth grade. Participating schools will use practice interim assessments to gauge student progress at meeting growth trajectories twice a year prior to the spring assessment. Specific interventions and targeted skill work with individual students will then be planned by teacher teams and teacher tutors will work with identified students.

Additional Leadership Roles ~ performance in additional leadership roles will be evaluated using the measures defined above in the section entitled, “Evidence of leadership and responsibility roles.”

(2) School Involvement and Support ~ As the school support attachment shows, all nine charter schools have full staff commitments to the TEAMS project and understand the national evaluation possibilities of being placed into a cohort of our proposed PBCS or the 1% bonus model. MAPSA project developers have worked with school leaders through the model development process and teachers understand their commitment and opportunities for student achievement and the commitment to the Professional Learning Community (PLC) professional development structure. The participating charter schools in the proposed TEAMS project are independent LEAs in the state of Michigan and all schools are non-union, at-will employee-based schools. Union support is therefore a non-issue.

(3) Observation-based evaluation systems ~ Michigan State University (MSU), the local evaluator for the TEAMS project, will be conducting third party observation-based evaluations of both teachers and school leaders 2 to 3 times per year. In the attached documents we have included a sample of two observation assessments that the MSU team will adapt to evidence-based rubrics that emphasize the PLC framework. These evaluations will be completed in Fall of

2010 and schools will be trained in the rubrics and expectations for a first formal observation in January/February 2011. Local evaluators will receive data and progress reports on individual teachers and teacher teams through the PLCs and will make informal observations of team meetings, mentor teacher sessions, etc.

(4) Data management System ~ MAPSA has been working with the Red Cedar Solutions Group, a data systems developer, in the creation and development of a performance management system over the past three years with significant funding from national education foundations. This performance management system, called “the PM system” for purposes of this grant, will be implemented at all of our participating Detroit charter schools.

System Overview ~The PM system has been piloted with great success in four Michigan schools. The system provides schools and stakeholders three types of data on one interface through three distinct mechanisms, a combination not currently offered in the marketplace today:

- State Level or Other Standardized Achievement Data – These data are collected by every state in compliance with NCLB. They take many forms, but in general they are received by State Education Agencies either from the schools themselves or from testing companies. LEAs have access to these data in the form of large data extracts in user-friendly formats for inclusion in a performance management system.
- Local System Data – These data are created as schools interact with local information systems. Examples include: gradebook programs, financial systems, local data warehouses, human resource systems, discipline systems, and school-based, formative assessment tools. The PM system provides integrated access to these data through local extraction tools. When these data are brought together, school leadership teams can generate important analyses across diverse school activities and related goals.

- Locally Collected Data – These data are created under a school’s discretion. These data might include survey data, created through the system’s survey creation and management tool or data that is uploaded through a proprietary upload process that makes this variable and user defined data accessible to the process modules and available for use as monitoring evidence.

The PM system thus allows the schools to interface data from multiple facets of school operations and organization and run analyses to monitor continuous improvement towards goals.

Historically, schools have had no cost-effective way of completing the two tasks most critical to the creation of true performance management systems:

1. Defining an overall architecture (documented design) for an educational entity’s data (input side of the equation) and its information (output side of the equation) regardless of location, structure, type or format; and
2. Implementing, managing and enhancing the architecture via an IT solution that both leverages existing systems and adds valuable open systems functionality.

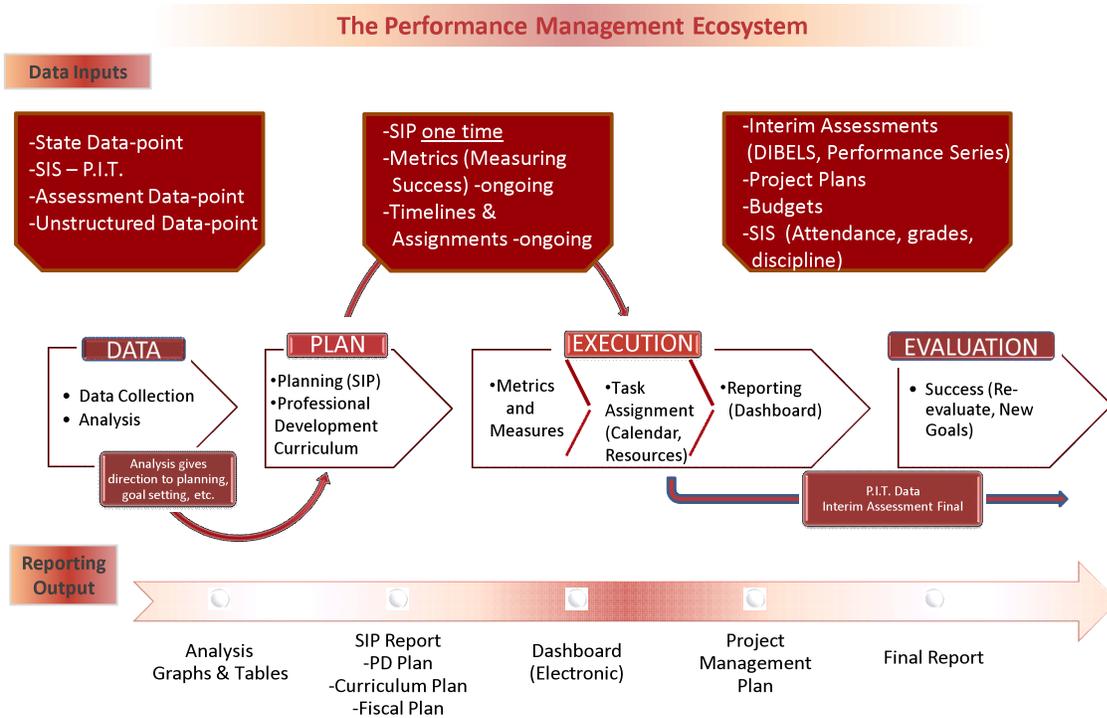
In addition to capturing and providing rich data, the PM system is the first of its kind in education to incorporate a model for managing and monitoring school performance. The system features and serves as the following:

- a goal-setting tool that allows schools to establish goals and track performance in real time;
- a communication tool with scaffolding for a school hierarchy, goal creation/tracking, or delegation of tasks. This is a critical function that is often missed because effective tools for monitoring do not exist elsewhere. Once personnel are identified as part of a cohort, communication is triggered to those individuals or teams signaling a task or meeting to be

completed. Once the task is finished or progress is made, the cohort enters details into the system and then the school leader is notified of the progress or goal attainment. This will be a highly useful and effective tool within the PLC structure.

- A performance tool: processes that are common to school improvement and performance management are captured through an online workflow – analyze the data, clarify the problem, create an action plan, implement the action plan, monitor progress, and act on needed changes. At each step, school principals and members of a leadership team are provided with data critical to actively manage the execution of a solid school improvement plan.

Integral to the performance tool is a reporting engine that facilitates the use of both system and user defined reports. This reporting serves two purposes: 1) it provides school leaders with critical information when they need it; and 2) it allows school leaders to define the “what” and “when” of the reporting system to meet particular needs in a particular performance context. Reports can be accessed in multiple formats – online, electronic and print – the availability of which is determined through roles and permissions. Reporting is also available in different forms, where appropriate – lists, tables, pivot tables, charts and so on. The diagram below demonstrates the system’s data, reporting and workflow relationships that are described above.



Approach to Process Management

The PM System enables key processes to be managed via automation. This capability is provided in four steps:

1. Model the given process. This work includes detailing all of the necessary steps that comprise the process, the operators involved with each step of the process, the data requirements of each step of the process, the cycle times required to complete each step of the process and the required outcomes from each step of the process.
2. Map the process and its data requirements to the existing version of the entity's EDE. This will both drive the validation of a large portion of the EDE and ensure that the appropriate data will be captured and available for measurement and corrective action as well as for reporting and analysis.

3. Implement the automation of process management according to the output from steps 1 and 2 by customizing the solution's work flow engine with the appropriate process tasks, data, deliverables, cycle times and outcomes.
4. Design and implement a process performance module that streamlines and automates the process of notification, communication and collaboration around the key processes for the educational entity.

Process management is fundamentally about measurement and corrective adjustment, all based upon the ability to collect, integrate, store and analyze data in the appropriate time frames. The system is designed to deliver these capabilities seamlessly and cost-effectively so that educational entities can realize continuous improvement within the four principles of sound management: Plan, Execute, Measure, and Corrective Action. Management of progress against stated objectives within each of these domains is made pro-active, time sensitive, data-driven and fully auditable by this system. And the capabilities for ongoing monitoring and management of goal attainment is crucial to the TEAMS model of performance-based compensation to ensure that teachers and leaders are receiving optimal support in needed areas to meet growth targets.

Reporting

The PM system administrator will deliver a reporting platform that incorporates two methodologies for managing information output from large data environments:

1. Asynchronous (Pre-designed) Reports - The design and implementation of a list of reports which map to the requirements of the educational entity's planning, process management and continuous improvement initiatives. These reports are "documents" containing sets of data that need to be viewed and interpreted in the same context

repetitively. Pre-designed reports and documents can be published, distributed and accessed in a variety of ways, including:

- a. Direct distribution to users – via alerts and an electronic list service
- b. Publication via alerts and intranet/internet sites (team rooms, etc.)
- c. Publication via alerts and a specific collaboration tool (SharePoint, etc.)

Access to pre-designed reports/documents is managed according to role-based security profiles developed during the requirements phase of the project and implemented with the solution.

2. Synchronous (Interactive) Sessions – the PM system provides support for various types of online information access from the system.

- a. Creation and management of school improvement documentation
- b. Creation and management of project plans
- c. Facilitation of collaboration around information (between relevant user groups – school improvement teams, PLC teams, town halls, boards, professional development sessions/training, student teams, etc.)
- d. Structured query capability
- e. Fully configurable portals (dashboards) for specific constituencies
 - i. School leadership teams
 - ii. Boards, district administration
 - iii. Parent/Community Involvement Organizations
 - iv. Students
 - v. Other Advocacy Groups/NGOs

The incorporation of all three types of data significantly increases the value of the Educational Data Ecosystem. As a school's data types are fused together according to "threads" in the data, the system provides enhancements such as business intelligence tools, predictive modeling, and risk assessment tools.

Training in the PM System ~ MAPSA will subcontract with Red Cedar, the PM system developer, to provide training to all participating school staffs. As soon as grant award notices are made, training will be scheduled and will continue throughout year-one. School leadership will be trained in four specific areas: Data gathering and input to the system; Understanding the data; Setting Goals and Targets; and Monitoring Goals, Objectives, and Interventions. School leaders and tech staff will be trained on managing the system from an administrative position whereas teachers, mentors, (and leaders) are trained on using data to monitor and impact student achievement.

Ongoing training and support is scheduled 6 times per year per school over the years of the grant. We will follow this schedule because the SIP process (School Improvement Plan) is a year-long process and requires continual input and monitoring and the SIP is correlated with the TEAMS model requirement for school leader bonuses. We also want to ensure proficient use of the system so that schools get the most out of the system's capabilities for supporting educators, parents, and planning. This will take time to work with staffs to interface all data components. The local evaluators can retrieve data from the PM system and findings and data from the evaluators can be entered into the system. For schools that need interim support in the latter years of the grant, MAPSA will provide in-kind PM system support to schools for up to 5 hours/week.

(5) High-Quality Professional Development ~ The Project Team will implement a professional development model that is based on Professional Learning Communities (PLCs). PLCs are groups of teachers that meet regularly, review student performance, define goals for student improvement, create instructional plans to achieve the defined goals, and critically analyze professional practices. Our conception of PLCs draws upon, and is consistent with, the leading research on PLCs. For example, DuFour (2004) notes that the three “Big Ideas” behind PLCs are: “Ensuring that [all] Students Learn,” “A Culture of Collaboration,” and “A Focus on Results.”⁷ Hord describes PLCs as emphasizing “collective learning” on the part of teachers and a focus on “shared practice.”⁸ Our vision of PLCs is consistent with that of Michael Fullan, who sees PLCs as an effective tool only if they are incorporated as a system-wide change into the very fabric of the school’s culture. PLCs are valuable only insofar as they constitute a change towards a “collaborative culture” within the school – a culture that emphasizes the professional learning and leadership responsibilities of all teachers.⁹ In common with the educational theory of DuFour, our vision of PLCs emphasizes the importance of their capacity to produce meaningful change in instructional practice as evidenced through measurable gains in student achievement.¹⁰

PLCs began to be widely implemented in American public schools in the 1990’s. The collaborative emphasis of PLCs was designed to respond to the potentially isolating character of teaching.¹¹ One goal of PLCs is to create school cultures that foster inquiry and innovation

⁷ DuFour, R. (2004, September). What is a professional learning community? *Educational Leadership*, 61(8), 6-11.

⁸ Hord, S. (1997, 2003). Professional learning communities: Communities of continuous inquiry and improvement. Austin, TX: Southwest Educational Development Laboratory. Retrieved on 24 June 2010 from: <http://www.sedl.org/pubs/change34/plc-cha34.pdf>

⁹ Fullan, M (2006, November). Leading professional learning. *School Administrator*, 63(10).

¹⁰ DuFour, R. (2004, September). What is a professional learning community? *Educational Leadership*, 61(8), 6-11.

¹¹ Feger, S. and Arruda E. (2008). Professional learning communities: Key themes from the literature. Published online by The Education Alliance at Brown University. Retrieved June 23, 2010 from: http://www.alliance.brown.edu/pubs/pd/PBS_PLC_Lit_Review.pdf

through collaborative efforts amongst teachers. To do this requires that school administrators build in time for teachers to meet together on a regular basis. Norms of innovation must be emphasized as a key aspect of the school and teachers must feel that they have the support of their school's administrators if the PLC model is to take hold. PLCs only work when the administration recognizes that change in school culture takes time and comes only when the appropriate structures for collaboration have been put in place. The PLC literature is now over two decades old and PLCs continue to be widely implemented in progressive education institutions throughout the country. Research demonstrates that PLCs are effective at promoting instructional practices that lead to greater student learning. A review of eleven studies that measured the impact of PLCs on student learning finds that PLCs have a positive impact on student achievement.¹² Another study found that PLCs are an effective venue for creating collaboration between high school faculty members.¹³

PLCs are an especially appropriate professional development tool for school's implementing a PBCS because PLCs emphasize the accountability of all teachers for ensuring that all students learn. Moreover, our method of gauging teacher effectiveness employs collective measures (SAW) as a substantial component of any individual teacher's evaluation. As with our project as a whole, PLCs help teachers to understand that it is only through effective collective action that they will raise their school to the heights it is capable of achieving. The collective action that is achieved through our PLC model is one of critical analysis through a rigorous, cyclical model of collaboration.

¹² Vescio, V., Ross, D. and Adams, A. (2008, January). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education: An International Journal of Research and Studies* 24(1), 80-91.

¹³ Cohn, M. and McCune, S. (2007). *Building capacity for sustainability: High school staffs and the improvement of learning and teaching*. Ed.D. dissertation, University of Washington. Retrieved April 4, 2008, from ProQuest Digital Dissertations database. (Publication No. AAT 3275858).

There are several basic characteristics to the PLC component of our professional development system. First, participation in PLCs will be mandatory for all teachers who participate in the TEAMS program or in the 1% bonus program. Second, leadership of the PLC is to be largely shared within the group, with the cultivation of leadership skills being a primary goal of our PLC model. Third, Master Teachers serve as PLC coaches who direct professional development generally and who serve as chairpersons of each PLC. Fourth, drawing on the general logic that PLCs work well because they bring critical perspectives to bear on the practice of each individual teacher, our PLC model will include each PLC having a partner PLC at its sister school. The PLC coaches of these partner PLCs will collaborate together at Master Teacher Collaborative meetings. Our model also includes a PLC Coach Exchange. This exchange will bring the partner PLC coach to a PLC meeting for a critical discussion of instructional practices. This exchange ensures that the “de-privatization of practice” that is central to the PLC model¹⁴ becomes a reality within each school’s culture: within any profession it is all too easy to become comfortable with one’s practices, assuming that all of one’s techniques are sound and optimize results. PLCs by their very nature make each teacher’s practices a public matter, to be analyzed within a supportive but critically engaged group. The PLC Coach Exchange that we have designed as an integral component of our program takes this public aspect one step further by ensuring that at least twice each year the members of a PLC will discuss their practices and their student outcomes with a critical practitioner from another school. Fifth, each school’s PLCs will determine the nature of additional professional development activities the members will have access to.

¹⁴ Feger, S. and Arruda E. (2008). Professional learning communities: Key themes from the literature. Published online by The Education Alliance at Brown University. Retrieved June 23, 2010 from: http://www.alliance.brown.edu/pubs/pd/PBS_PLC_Lit_Review.pdf

The PLCs of our member schools will hold one-hour team meetings each week throughout the school year. Each PLC engages in a one year cycle of collective inquiry and innovation that follows the five step improvement process that was first developed by Hollins et al: 1) Delineating challenges, 2) Identifying approaches for meeting challenges, 3) Implementing selected approaches, 4) Evaluating implementation, and 5) Formulating theory to guide future practices.¹⁵ During the end of summer and the beginning of the school year, PLCs analyze the quantitative and qualitative data from the previous year through the performance management system in order to delineate the challenges the members face with their instructional program. During this phase of the cycle the members create the goals they wish to accomplish with their professional practice throughout the year. The second step begins as soon as goals have been identified and includes the identification of approaches for meeting challenges. The second step represents the most intense work of the PLCs as its members develop modifications to their practice that will help achieve the goals that have been set. It is during this second step that the PLCs also identify additional professional development needs that members have as they craft and then implement new instructional practices (e.g., conferences that members wish to attend, in-services the PLC wishes to sponsor, texts or materials that need be procured, etc.). The third step involves the implementation of the instructional modifications created in step two. This third step is one of continuous improvement and discussion within the PLC: teachers implement changes in their practice and then critically reflect with the group on the successes and failures they experience in the classroom. Intensive study of professional development resources helps the PLC to better understand the challenges its members face in this implementation phase.

¹⁵ Hollins, E.R., McIntyre, L.R., DeBose, C., Hollins, K.S., and Towner, A. (2004). Promoting a self-sustaining learning community: Investigating an internal model for teacher development. *International Journal of Qualitative Studies in Education*, 17(2), 247-264.

While the fourth step of evaluating implementation, then, is woven in throughout the process of implementation, the PLC conducts a formal evaluation at the end of the school year when all of the quantitative data has been gathered through the formal assessments that are administered at the end of the school year. The evaluation of step four then carries on into the summer and is combined with the analysis of step five in which the PLC members theorize as to why they achieved the results they did and what modifications would better serve them in the future. Once the group has concluded the fifth step it adjourns for a break over the summer until it reconvenes prior to the start of the next school year at which time the cycle begins anew.

Following the conclusion of the school year, the data generated through our comprehensive evaluation model will be used to select the PLC coaches for the following cycle that will begin with the onset of the new school year. PLC coaches must be Master Teachers who have demonstrated the ability to produce high levels of student success and achievement. As noted in previous sections, PLC coaches are remunerated for the extra duties they assume in this role (e.g., setting the agenda for PLC meetings, communicating PLC decisions to the administration, attending partner PLC meetings at sister schools, etc.).

Professional Development Specific to School Leaders ~ The TEAMS project will provide all school leaders with training in the Flippen Group Leadership Series.¹⁶ The Flippen Leadership training focuses on leadership skills that promote positive relationships and cultures towards optimizing organizational effectiveness. Two leaders from each school will be trained in the Flippen model during years one and two. The first training, FLS – 1, is a three-day training that will be scheduled for the winter of year one (January or February of 2011). Topics

¹⁶ An overview of the training series is found at: <http://www.flippengroup.com/pdf/FLSRegForm2010.pdf>

at this training include, but are not limited to: using the Excel model during interpersonal interactions and meetings; opening communication to give and receive feedback; building high-performing, self-managing teams, uncovering and overcoming personal constraints; and enhancing self-awareness.

The second training series – FLS-2 - addresses the constraints that exist within systems and how those constraints are overcome. School leaders learn to identify how many system constraints come directly from personal constraints. Leaders learn to identify these situations and empower themselves and school staff with the ability make better decisions, allocate resources and grow their organizations. The FLS-2 training will be scheduled for July of 2011 with additional future opportunities for new leaders in successive years to participate in the two-part series.

This leadership model in particular works well with the PLC structures for school staffs. School leaders will receive crucial training to support the newly developed teacher teams through the PLCs and maximize effective collaboration. Leaders will also be bolstered in their own roles to set and support rigorous goals and motivate staff to strive for great achievement. The TEAMS model we have proposed is ambitious and rigorous; school leaders and teachers will need ongoing support and training to meet goals.

Adequacy of Support for the Project (25 points)

(1) Management Plan ~ The proposed staffing plan for the TEAMS project is below. We have planned for high-quality, adequate staffing to administer the project in order to meet a fast-paced start-date in year-one, with clearly defined roles and responsibilities to meet project deliverables and support participating schools in successful understanding and administration of

the TEAMS model, PM system, and PLC structures. The project timeline of activities in years 1 – 5 follows the staffing table.

TEAMS Project Staff				
Position	Grant Period	Org Affiliation	PT/FT	Responsibility
Lead Coordinator – Joyce Herron-Taylor	Years 1 - 5	Contracted by MAPSA	FT	Oversight and implementation of full TIF project; main point-of-contact between MAPSA and Detroit charters, evaluator(s), DOE, MDE, and partner organizations. Responsible for meeting goals and deliverables. Trains schools in TEAMS and works with schools on sustainability.
Executive Project Advisor – Lisa Diaz	Years 1 - 5	MAPSA Employee	In-kind – 20 hrs/month	Oversees Lead Coordinator and relationships with Evaluation, Authorizers, Ed Service Providers, and ensures organizational compliance and alignment with TIF Grant execution. Also heads TIF Award and reporting.
Financial Manager – Brian May	Years 1 - 5	MAPSA Employee	20 hours/week	Grant budgeting, fiscal oversight, payments to schools and coordination of all grant subcontracts.
Professional Development & Leadership Opportunity Coordinator - TBD	Years 1 - 5	Contracted by MAPSA	PT	Coordination and oversight of PD implemented at all participating Detroit charters. Works closely with school leaders and master teachers responsible for site development of PLCs and implementation of instructional specific PD. Coordinates data collection with evaluator and monitors leadership positions at site schools.
Performance Management System Coordinator & Trainers - Red Cedar	Years 1 - 5	Contracted by MAPSA	7-10 hours/week	Data Coaching and School Improvement PD revolving around Data-driven Decision making at the school level and at the classroom level.
Technology Coordinator – Tim Carey	Years 1 - 5	Contracted by MAPSA	PT	Assists/coordinates with hardware and software requirements at schools for PM system; constant school support.
Project Office Manager – TBD	Years 1 - 5	Contracted by MAPSA	¾ Time	Assists Lead Coordinator with management of day-to-day tasks for grant implementation, monitoring, and oversight. Key contact for participating schools, evaluator(s), and subcontractors.
Grants Management – Angi Beland	Years 1 - 5	MAPSA Employee	5 hours/week in-	Angi will provide in-kind grants management support to the Project Office Manager and Project Director.

TEAMS PROJECT

Grants Management – Angi Beland	Years 1 - 5	MAPSA Employee	5 hours/week in-kind	Angi will provide in-kind grants management support to the Project Office Manager and Project Director.
Local Evaluator - MSU	Years 1 - 5	Contracted by MAPSA		Monitoring and evaluation of full grant design, TEAMS model, conducts 3 rd party teacher observations multiple times throughout the year, coordinates with performance management system coordinators to collect data for mid-year and end-of-year analysis.
Student Growth Model provider – Scantron and ACT	Years 1 - 5	Contracted by MAPSA		Scantron will be purchased for administration to students in grades 2 – 8 for administration 3x over 12 months. The performance management team, school leaders, and master teachers will disaggregate data and evaluators will receive data in multiple forms. ACT <i>The Plan, Explore, and ACT</i> will be used for grades 9-12.
PLC Training – outside vendor	Years 1 - 5	Contracted by MAPSA	Annual	Reputable PLC training provider for two-day training at the start of years 1 – 5.
Site School Project Leaders	Years 1 - 5	Participating School Employees	10-15 hours/week in years 1 & 2 reduced to 5 hours/week in years 3-5	Responsible for full implementation of TEAMS model (or 1% model) at school, coordinating training with school staff, working with governing board, sustainability budgeting, institution of performance management system, oversight of PLCs and PD support for instructional staff, administration of student measures, and monitoring of progress towards goals.
Additional Responsibility Roles	Years 1 - 5	Participating School Employees	Up to 5 hours/week	Qualified teachers who take on additional responsibilities as student tutors and/or mentors or colleague mentors.
Lead Master Teachers	Years 1 - 5	Participating School Employees	10 hours/week	Lead teacher responsible for the development and implementation of the PLC structure at site school. Trained in PLC and responsible for training other staff in PLC; coordinates teams and team schedules, attends all project school PLC meetings, coordinates agenda for site model-specific PD and ensures all instructional staff have additional mentors needed for teaching support.
		Participating	5-7	Additional master and mentor teachers responsible for teacher support and

TEAMS Management Plan

Year One Implementation: 2010/2011

**Note – all grant reporting requirements and annual audits will be included in the appropriate timetable slots once reporting schedules are determined.*

Prior to Grant Award Notice:

August and September 2010: MAPSA staff

- Management Meeting #1 with School Leaders: schedules established for training and student testing timelines in the event of grant award. Leaders prepped for presentations to full school staffs.
- Training with Schools: TEAMS Model Overview, Presentation of Growth Model, overview of PM system, and overview of PLC structures.
- Schools identify potential Lead Master Teacher based on performance data.
- Training of MAPSA staff on TEAMS model.
- School site roles and responsibilities defined with communications plan in place.
- Ads placed for new hires (Financial manager, PD & Training Coordinator, Administrative Assistant, and Technology Coordinator) at end of August with open window for applicants through end of September. No commitments until grant awards are out.

Late September 2010: MAPSA & Project Director

- Upon grant award, MAPSA & Project Director notify schools.
- Within days of grant award, MAPSA signs with contractors for selected services.
- Begin work/planning with local evaluator.

October 2010: TEAMS project staff, school leaders, and school teachers

- 1st Scantron Performance Series administered to grade 2 – 8 students to establish baseline.
- Final 8th grade Scantron administration to 9th grade students; ACT series assessments as pre-tests for 10th - 12th graders for baseline measurement.
- Early October - Management Meeting with School leaders: Communicate Roles for Principals and process for staffs.
- Two teachers (one lead master teacher and one other master teacher) trained in PLCs.
- Whole schools receive training in TEAMS model by Project Director and Red Cedar.
- Working with Mathematica - if part of national evaluation.
- Eligible teachers apply for leadership and responsibility opportunities.
- MAPSA - Develop/Fine Tune Marketing Recruitment and Roll-out Strategy.
- Local evaluation in place, observation tools prepared for February observation (MSU).

November 2010: MAPSA Project Staff, School project staffs, PM system staff

- Working with PD Coordinator, schools begin to implement PLC structure with lead master teachers coordinating teams and schedules. Outline of content-based PD set.
- Continued training in the PM system and TEAMS.
- Site school meetings to cover baseline data results and growth plans/goals for performance opportunities. Integration/performance management system output.
- Management Meeting with School Leaders.
- Schools host meetings to inform school communities and parents about project.

December 2010: School staffs, MAPSA staff, Local Evaluator

- Monthly Master teacher meetings for all schools (led by PD coordinator and Project Director).
- Meeting with local evaluator.

- PD Coordinator works with school master teachers on school site plans for content specific PD.

January 2011: MAPSA project staff, school staffs, Scantron and ACT support, PM System staff

- Marketing/Recruiting TEAMS Program Initiated by MAPSA to attract great teachers.
- Monthly school leaders and Master Teachers meeting.
- Follow-up training in Scantron / ACT Suite for upcoming administration.
- Performance Management System PD for School Leaders.
- Second (Interim) Scantron administration for students.
- School leaders attend Flippen Leadership Series - 1.

February 2011: Trained evaluators, PLC trainers, school project staff

- First formal MSU teacher and school leader observations.
- Full training in PLCs, follow-up visits and observations by trainers.
- PLCs work on changes to instructional plans / instruction teams based on interim assessment results; strategies to target weak areas.
- Monthly school leader and Master teacher meetings.
- Interim reporting on leadership and additional roles at each school; data provided to evaluators.

March 2011: MAPSA Project staff, Local Evaluator, Test Providers, School staffs

- Teacher Fair/Recruitment for project schools.
- MSU provides Observation Reports to schools/project management teams.
- Schools trained in Scantron as predictor of MEAP performance.
- Master teachers make guest visits to other project school's PLC meetings to observe, offer feedback, and gain new ideas.

- ACT assessments administered to 11th grade students at participating schools.
- Monthly school leader and master teacher meetings.

April 2011: PM system staff, School project staffs, and MAPSA project staff

- Continued school leader/teacher training in Performance Management System.
- Monthly Master Teacher and School leader meetings.
- Schools present to governing boards on progress to-date and submit year-two budget requests for TIF school budget responsibilities.
- School leaders and master teachers meet with local evaluator to prepare for data needs for end-of-year reporting.
- ACT assessment administered to 12th grade students.
- 11th grade ACT results received, integrated into PM system.

May 2011: Local Evaluator, MAPSA Project staff, PM system staff, and School Project staffs

- Final formal observations of teachers and school leaders.
- Second training in Scantron as a predictor of MEAP failure – schools ready to implement interventions after June Scantron administration.
- Performance Management System PD for Teachers & Leaders.
- Monthly leader and master teacher meetings.
- Vacant teacher positions filled at project schools and leadership/additional responsibilities positions are identified for upcoming year.
- Lead Master teachers work with PD Coordinator to develop plans and schedule for year-two. Any training of new lead master teachers is scheduled for summer and fall.
- 12th grade ACT assessment results received, integrated into PM system data.

June 2011: School Staffs, PM System Staff and MAPSA Staff, Local Evaluator

- Final Scantron Assessments administered.
- ACT assessments administered to 9th and 10th grade students.
- School Improvement Process Begins within Performance Mgmt. System

Principals

School Improvement Teams/Teachers

Data Compiled

Growth Trajectories Calculated

Additional Responsibilities Planned.

- MSU teacher/leader observation reports returned to schools.
- All data from year-one student performance results entered into performance management system.
- All school performance data run to determine bonus awards for teachers and leaders by end of June.

July 2011: Teacher tutors from each school, School project staffs, Local Evaluator, PM system staff, PD trainers, and MAPSA project staff

- Two-week intervention sessions run 2 x per summer for at-risk students.
- School leaders and lead master teachers plan for year-two implementation. Instructional and curricular adjustments made to teacher teams to better support students. Growth targets established for year-two of the project with Project leaders.
- Meetings with local evaluator for year-two.
- 9th and 10th grade ACT results received; integrated into PM system.
- School Improvement Goals Completed and entered into Performance Management System.

- Local Evaluator submits year-one full evaluation report.
- TEAMS Training Conference – Off-site. Any new hires receive special training.
- Year-one high school graduation rates assessed.
- School leaders attend Flippen Leadership Series – 2.

**Years 2 through 5 of the project will follow a similar schedule to the one below with modifications for sustainability training and less intensive performance management training in years 3 through 5. Responsible parties follow from above. In the fall of years three and four of the project, schools will plan for and implement grant-writing services to generate long-term project sustainability. By December of year-five, all participating schools must have approved budget proposals and sustainability plans approved by governing boards and be ready for sustainability. MAPSA project staff will assist with plan development.*

Late August 2011:

- Year-two Kick off Meeting at Schools
 - Program Re-introduction
 - Goals Shared
 - Individual Teacher/Principal Targets shared
 - PLC's fall training scheduled
 - Assessment schedule established
 - Additional Responsibilities Implemented.

September 2011

- Scantron Assessment administered in grades 2 – 8.
- Final 8th grade Scantron administration to incoming 9th grade students; ACT series assessments as pre-tests for any new 10th - 12th graders for baseline performance.

- Students at-risk of failure on the MEAP identified; two-week intervention plans scheduled.
- Assessment results analyzed for growth/benchmarks; targets assessed within PLCs and schoolwide.
- Performance Management System PD for Mentors & Leaders (Data coaching).
- PLC Monthly meeting: Resource Repositories & Strategies.
- All school leaders/master teachers monthly meeting: Issues/Problem Solving.

October / November 2011

- Monthly leaders and master teacher meetings; grade level served specific meetings (K – 8 & 9 – 12).
- School-specific PD implemented.
- Schools participate in statewide charter schools conference presentation.
- PLCs work on rubrics/observation assessments with mentor/master teachers.
- Community/parent information meetings at all school sites regarding project initiatives.
- MEAP assessments administered.

December 2011

- Project-wide management meeting.
- Reporting deadlines met.
- School leaders meet with MAPSA project staff to begin long-term sustainability planning.
- School Improvement Plan (SIP) Goal Monitoring.

January 2012

- Scantron Interim assessment administered.

- Students in need of interventions identified.
- Local evaluator conducts teacher evaluations.
- Monthly lead teacher and school leader meetings.
- Performance Management PD for Mentors & Teachers: Closing the Gap & Data Driven Decision Making.
- Teacher Recruitment Period Begins (Media/Print/Etc.).

February 2012

- All schools management meeting: Academic Impacts, Monitoring toward Goals, Assessment Feedback.
- Teacher Observation results returned to schools.
- Grade Level Content Expectation alignment analysis at all schools.
- Any new school leaders in year-two attend Flippen Leadership Series – 1.

March 2012

- Job Fair.
- All schools PLC training/workshop: Best Practices, Team teaching and individualizing student academic plans, and Summer Coordination.
- Monthly school leaders and Master teachers meetings.
- Local evaluators work with MAPSA staff and school staffs to prepare for year-end data collection.
- School leaders submit budget requests for school fund contribution to project for year-three.
- 11th grade ACT administered.

April 2012

- Project Management Meeting: Career-Pathing & TEAMS Workshops.
- School leaders present drafts of long-term sustainability funding for TEAMS model; identify plans for grant writing; outside funds to approach and ideas for internal budget restructuring.
- Monthly school leader and lead teacher meetings.
- Schools identify criteria for leadership and additional responsibility positions for year-three candidates.
- 12th grade ACT assessment administered.

May 2012

- Final formal observations of teachers and school leaders by local evaluator.
- PM system meetings with all school leaders and technology coordinators for upcoming year-end data input.
- Monthly leader and master teacher meetings.
- Vacant teacher positions filled at project schools and leadership/additional responsibilities positions are filled for upcoming year.
- Lead Master teachers work with PD Coordinator to develop plans and schedule for year-two. Any training of new lead master teachers is scheduled for summer and fall.

June 2012

- Post Scantron assessment for grades K – 8.
- Results from second teacher/principal observations returned.
- All data assimilated into PM system for output.
- Students at-risk of MEAP failure identified for summer intervention work.
- 9th and 10th ACT assessments.

- 2012/2013 SIP Process begins within Performance Management System.
- Teacher/Principal Incentive Bonuses Calculated.

July 2012

- Incentive Calculations Reviewed & Approved.
- Summer two-week student interventions underway.
- Any new school leaders attend Flippen Leadership Series – 2.
- School leaders and lead master teachers plan for year-three implementation. Instructional and curricular adjustments made to teacher teams to better support students. Growth targets established for year-three of the project with Project leaders.
- Meetings with local evaluator for year-three.

August 2012

- TEAMS Awards Distributed to Principals & Teachers.
- School Improvement Goals entered into Performance Management System
Targets established for 2012-2013 School Year.
- Lead teachers and school leaders meet to establish schedules, training agendas, and PD plans for year-three.

Management Plan Changes / Additions for year-three:

- By January 2013 all schools have sustainability-planning committees in place. Committees include representation from parents, local businesses, teachers, school leaders, and governing board members. The committee meets monthly with firm plans for target fundraising or current in-kind contributions to meet school responsibility for TEAMS funding in year-four.

(2) The proposed Project Director, Joyce Herron-Taylor, has extensive experience teaching and leading schools and has spent the last several years working to support student achievement and school success as a consultant with the Skillman Foundation of Detroit. She will be invaluable to the launch of this project, with an intimate understanding of school operations in addition to project management. She will be contracted to head the TEAMS project full-time, providing adequate leadership and administration commitment. Joyce will have a $\frac{3}{4}$ time office assistant to manage day-to-day office duties, coordinate scheduling with subcontractors, coordinate with other staff for all trainings, and stay abreast of paper work and filing.

Tim Carey will play a critical role as the Technology Coordinator. Tim spent the last four years working on the Bridge Project (a systems management project) for the state of Michigan. He is a systems engineer who has worked closely on the development of the performance management system discussed herein. The Professional Development and Training Coordinator will be a part-time position. This position has yet to be filled but the prospective contractor will work under advisement of Kelly Lambert, MAPSA's professional development and conference coordinator. The project will have a part-time financial manager, Brian May, who also has been instrumental in the development of the performance management system and will offer in-kind support to schools in the start-up and continuation phase. Brian has been a general and financial manager for Kaplan Inc., since 2001.

Lisa Diaz, MAPSA's Vice President, will be the Executive Project Advisor. Lisa will spend considerable time on the project during the start-up phase and her time commitment is estimated at 20 hours per month of in-kind services after the mid-way mark of the first year. She will work closely with the Project Director.

At each school site the school leader has committed to being the school project director and each school, through a qualification/appointment process, will identify a Lead Master Teacher to start the project in year-one. These two individuals will be the main points-of-contact at school sites for Project staff, evaluators, and PM system staff. They will be responsible for effective daily implementation of the TEAMS model and PLC structures at their schools. Please see the attached documents for resumes of project staff.

(3) Please see the proposed budget narrative for a full view of the five-year budget and how expenses relate to project activities. Funding for the project comes from various other sources in years one through five. Total non-federal funding for the project is [REDACTED]. This breaks down to \$ [REDACTED] in year-one, [REDACTED] in year-two; [REDACTED] in year three; [REDACTED] in year four; and \$ [REDACTED] in year five. MAPSA will receive significant outside funding in continued support of the refinement of the performance management system, a total of \$ [REDACTED]. Participating schools will cover an increasing amount of the PBCS costs in years 4 and 5 of the grant, with transitional plans in place for full sustainability after the grant's end in year-five.

(4) The majority of the project budget is dedicated to supporting schools through the TEAMS model. MAPSA is fortunate to have a financial backer and the work completed on its performance management system, a significant cost that is largely supported outside of the grant with the exception of some licensing and training for schools. Staffing costs are reasonable and necessary to implement the project in year-one with tight timelines, support, and deliverables to get schools up and running.

Quality of the Local Evaluation (5 points)

Evaluation PLAN of the MAPSA Teacher Incentive Fund Proposal

Prepared by Sharif M. Shakrani

Professor of Measurement and Quantitative Methods,

And Director of the Education Policy Research Center at MSU

June 24, 2010

The Education Policy Research Center (EPC) at Michigan State University is proposed as the external evaluator of The MAPSA Teacher Incentive Fund Proposal. The EPC provides independent project evaluation to Michigan and national educational efforts. EPC will provide evaluation experts for this project to inform project management, participating schools, and the funding agencies of the progress and findings of the grant activities.

While the evaluation team will be independent of the management team, the evaluation itself will be integrated and embedded throughout the project to ensure adherence with program goals. If one of the project schools is selected to participate in the National Evaluation of the TIF program, then our evaluation team will cooperate with the National Evaluation staff by providing needed data and information, and to facilitate any visitation or observation. The EPC evaluation team will be independent of the project management team, hence being able to provide objective assessments of the impact of the project on principals, teachers, and school staff.

The evaluation team will develop a comprehensive model for the overall MAPSA-TIF project. The model will guide the selection of instrumentalism, evaluation design, and timeline for evaluation activities and implementation. The model will enable the evaluation and management teams to examine the relationship among input activities and outcomes during and after implementation of the TIF project activities.

The evaluator will be included in the planning and vision process to ensure understanding of the project's objective goals, objectives, strategies, and timelines. From these activities and initial planning meetings, a formative and summative evaluation plan will be designed and expected target outcomes will be developed.

The formative portion of the evaluation will assess ongoing project activities and will consist of an implementation and progress evaluation. The evaluation will provide timely feedback to the management team to assess progress toward meeting project goals and to make corrective action when pre-selected benchmarks are not met in a timely fashion. The evaluation will employ a mixture of quantitative (testing and assessment data) and qualitative (observation-based data at the school level) collection techniques and analytical methods to conduct baseline, formative and summative evaluation of the worth and effectiveness of the project design and activities in meeting its stated objectives. Special emphasis will be directed toward evaluating the impact of the Performance Based Compensation System (PBCS) on student achievement and teacher and principal performance on measures of nationally-recognized professional teaching and leadership standards.

The use of the performance management system to track data at the school level in a uniform and comprehensive manner, will facilitate the collection, analysis, and reporting of results at all school sites and for the project as a whole.

Data used to measure changes in student achievement in mathematics, science, reading, writing, and social studies will be based largely on the Scantron Performance Series and ACT Suite in addition to the annual testing of the Michigan Educational Assessment Program (MEAP) at the elementary and middle school levels.

Formal observation techniques at the school will be conducted at a minimum of two times per year at each participating school to evaluate changes in leadership and teaching behaviors. The school level observations of teacher and principal performance will be carried out by Michigan State University Doctoral students in the education policy program, and the Measurement and Quantitative Methods program. All of these doctoral students have previous experience as teachers, assessment directors, and school administrators and are trained evaluators.

The school level evaluation will study the changes in pedagogical skills, classroom management, each school's leadership approach, differential instruction to meet the individual needs of students, the interaction of school staff with students' parents, and the community.

The formative and summative evaluations plans are aimed at answering the following questions:

1. How and how well did this TIF project meet its goals?
2. How did the participating schools' teaching and leadership behaviors change over the duration of the project?
3. What value was added through the Performance Based Compensation System (PBCS) and how did that impact student achievement in each of the academic subjects assessed?
4. How was the knowledge shared across teachers and school leadership within and across schools?
5. How will the project effectiveness be sustained beyond current funding?
6. What was learned from this TIF project that might be replicable in other schools?

These questions will be explored through the TIF project evaluation using multi-case study design (Yin, 2003)¹⁷.

The Education Policy Research Center (EPC) at Michigan State University will provide ongoing feedback to the MAPSA-TIF Project management team, as well as produce two formal reports in years one, two, three, four, and five addressing project formative progress and findings.

In each year, the evaluation report will build on previous years' findings to document growth in program integration and impacts on student achievement and teachers' and principals' knowledge and skills, with the assumption that year one will represent a baseline measure, prior to the impact of the PBCS program. In year five, an additional final report will be produced summarizing the results of the five year data and impact on the participating schools and include recommendations for replication of project activities and any proposed changes based on the formative and summative evaluation findings of The MAPSA-TIF Project.

¹⁷ Yin, R. K. (2003), *Case Study Research: Design and Methods*. Thousand Oaks, CA: Sage Publishing.

Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **TEAMS High Need Documentation** Pages: **0** Uploaded File: **HighNeedDataTEAMSPDF.pdf**

Need for the Project (10 points)

The TEAMS (Teacher Excellence & Academic Milestones for Students) project will be implemented in nine high-need Detroit charter schools. These nine charter schools have identified hard-to-staff teaching subjects such as math, science, and special education and have regularly experienced whole-school teacher turn-over rates as high as 30% per year or greater. The majority of the schools in the TEAMS project, therefore, have difficulty maintaining highly qualified, effective teachers. On average, each of our nine schools loses 24% of its teachers each year. For example, during the fall of the 2008-2009 school year, 45% of the teachers at Detroit Community Schools had been at the school for less than one year.¹ Moreover, in key areas, such as math and science, the turnover rates are substantially higher. This is especially troubling given the poor performance of students at these schools on standardized math tests. Some of our schools have seen high rates of leadership turnover as well: Woodward has seen 6 school leaders come and go in the last 3 years and Pierre Toussaint has had two school leaders leave the school in the last four years.

All nine of the charter schools included in the TEAMS project serve high percentages of free and reduced price lunch students, with an average of 86% of students qualifying for free or reduced price lunch and no school having fewer than 74% of students qualifying. These schools were selected as project participants because of the support they need in attracting quality teachers in critical areas and bolstering school leader and teacher support systems to effect strong academic gains for enrolled students.

¹ See "Appendices to PSA Legislative Report – Public School Academy Profiles" at: www.michigan.gov/mde.

Some of the schools in the project have been making academic gains in some specific subject areas, but achievement still lags behind other higher performing charter schools and traditional public schools in the areas served by these schools. In fact, achievement at several of these public school academies (PSAs) lags significantly behind poor performing traditional Detroit schools. A testament to the high needs of these schools comes from the Michigan Department of Education’s recently released performance ranking of all public schools in Michigan. The Department of Education ranked four of the participating schools in the bottom 5% in the state of Michigan: Old Redford Academy, Aisha Shule, Ross Hill Academy, and Detroit Community High School. The following tables reflect data at the school level.

Table 1. Participating Schools serving Grades 2 - 8

School	Grades to be served by the school in 2010-11	Student Enrollment (2009-10)	Racial Composition	% Free & Reduced Price Lunch (Fall 2009)	% Teacher Turn-over	High-need Teaching Areas (% Turnover)
Plymouth Educational Centers	K - 11	962	100% African American	74%	24%	Middle School Math (50%)
Detroit Community	K-12	1058	98% African American	84%	30%	Math, Science, ELA, SPED
Old Redford Academy	K-12	1907	100% African American	83%	36%	Science (44%)
Pierre Toussaint Academy	K-8	457	100% African American	90%	22%	Science, SPED
Ross-Hill Academy	K-12	186	100% African American	91%	36%	Science, Math, SPED
Woodward Academy	K-8	558	100% African American	90%	20%	Math (80%), Kindergarten,

						Science (33%)
George Crockett	K-12	387	99% African American	91%	20%	NA
Aisha Shule	K-12	239	100% African-American	87%	15%	SPED

Table 2. Participating Schools serving Grades 9-12

School	Grades to be served by the school in 2010-11	Student Enrollment (2009-10)	Racial Composition	% Free & Reduced Price Lunch (Fall 2009)	% Teacher Turn-over	High-need Teaching Areas
Detroit Community	K-12	1058	98% African American	84%	30%	Math, Science, ELA, SPED
Michigan Health Academy	9-12	203	85% African American, 10% White	81%	14%	Math
Old Redford Academy	K-12	1907	100% African American	83%	36%	Science, Math, SPED
Ross-Hill Academy	K-12	186	100% African American	91%	3%	Science
George Crockett	K-12	45	99% African American	91%	20%	NA
Aisha Shule	K-12	239	100% African-American	87%	15%	SPED

Table 3. Academic Profiles for Participating Schools

School	Fall 2009 MEAP Results: % scoring < proficient in Reading grades 5,8	Fall 2009 MEAP Results: % scoring < proficient in Math grades 5,8	2009 MME Results: % scoring < proficient in ELA	2009 MME Results: % scoring < proficient in Math	High School Drop-Out Rate in 2008-2009	Made AYP in 2008-2009	2008-2009 AYP Phase
Plymouth Educational Centers	19%, 15%	36%, 50%	NA	NA	NA	YES	NA
Detroit Community	52%, 38%	66%, 74%	91%	96%	10%	NO	9-12 in Phase I
Michigan	NA	NA	79%	98%	28%	NO	Phase 4

Health Academy							
Old Redford Academy	30%, 29%	36%, 55%	85%	93%	12%	YES	9-12 in Phase 1
Pierre Toussaint Academy	44%, 31%	71%, 62%	NA	NA	NA	YES	NA
Ross-Hill Academy	47%, 7%	60%, 64%	90%	90%	0%	YES	K-8 & 9-12 in Phase I
Woodward Academy	34%, 33%	40%, 57%	NA	NA	NA	YES	NA
George Crockett	37%, 19%	35%, 67%	83%	92%	0%	YES	NA
Aisha Shule	53%, 31%	58%, 77%	73%	83%	10%	NO	Phase 3

As the data above indicates, the nine schools in the project have produced some positive results, along with some highly concerning outcomes. Six of the schools made AYP in 2008-2009, yet five of the schools are in some phase of improvement because of poor performance in the recent past (with two schools being in either phase 3 or 4). Similarly, while some of our schools have achieved success in their ELA instruction, all nine schools are struggling with their mathematics education. For example, students at Plymouth Education Centers perform admirably on the MEAP ELA test, but less than two thirds of 5th graders and only 50% of 8th graders performed at the proficient level or higher on the math MEAP. In fact, none of the nine schools had more than 50% of their 8th graders performing at the proficient level or higher on the math MEAP assessment. At five of the nine schools, 60% or more of 8th graders failed to demonstrate math proficiency. This deficiency in student math skills is even greater for our schools serving high school students. At our highest performing high school (Aisha Shule) only 17% of students were proficient on the math components of the MME. At all of the other high schools 90% or more of students failed to demonstrate proficiency in math – with only

2% of students demonstrating math proficiency at the Michigan Health Academy. Clearly math skills are a target area for improved instruction and are a critical area teacher recruitment – especially since schools at which nearly half of 8th graders are demonstrating proficiency in math have 11th grade classes in which only 7% can demonstrate math proficiency on the MME (see Old Redford Academy).

The participating schools' ELA scores are a bit stronger, but still demonstrate serious need for improvement. At four of the schools, 30% or more of 8th graders failed to demonstrate ELA proficiency. Even more striking, 30% or more of 5th graders failed to demonstrate ELA proficiency at seven out of eight schools serving that grade. These high school students struggle in ELA almost as much as they do in math. Our highest performing school serving high school students saw only 27% of its 11th graders demonstrate ELA proficiency on the MME in 2009. All of the other schools serving this population saw 75% or more of their students fail to demonstrate ELA proficiency.

Even the relatively more successful schools in the TEAMS project face formidable challenges. Our highest performing charter school is the Plymouth Educational Centers (PEC). Over 85% of this school's 8th graders are proficient in ELA and the relatively strong test scores for all grades and subjects shows that this school has a promising educational model. Even so, PEC has a high teacher turnover rate schoolwide (24%) and is struggling to retain high quality middle school math teachers – a fact that is reflected in its middle school MEAP scores. While the Old Redford Academy has produced some relatively sound results at the elementary and middle school levels, its high school students struggle and its 9-12 program is involved in a Phase 1 school improvement. Moreover, while the Old Redford Academy has been producing some

relatively sound test scores, it is still ranked in the bottom 5% of Michigan's schools (as mentioned above).

At the other end of the spectrum, the TEAMS project includes the Michigan Health Academy (MHA). This school has a largely female student population and its program is targeted at preparing students for careers in the health care sector. MHA has a drop-out rate of 28% and is in Phase 4 of school improvement. This is a school that needs meaningful and substantive change immediately if its students are to develop the skills they need to function in the world of health care. Ninety eight percent (98%) of the students tested at MHA fail to demonstrate proficiency in math.

All of the schools in the TEAMS project are located in the Detroit metropolitan area and all serve student populations that are almost exclusively African-American. Only one of our schools has a student population that is less than 98% African-American: The Michigan Health Academy has a student population that is 85% African American, 10% white, and 5% other races/ethnicities.

The following is a snapshot of comparable school performance at nearby Detroit public schools. For our present purposes, our definition of a comparable school is a charter school or traditional public school in the state of Michigan: 1) whose student population is composed of at least 80% minority students; 2) where at least 70% of the students qualify for free or reduced price lunch; 3) that is located in a large metropolitan area; and 4) serves largely the same grade levels as the specific school or schools to which it is being compared (e.g., a K-6 school can be compared to a K-8 school but not to a 9-12 school). Most schools within the Detroit City School District (DCSD) would meet our criteria. Instead of handpicking the top performing schools out of this district, we

will first compare our nine schools to the average MEAP scores and MME scores for DCSD. Next, we will compare our nine schools to a handful of schools that meet the above criteria and that are in close geographic proximity to at least one of our schools.

Similar to our schools, the schools within DCSD are attended by minority students: 88% African-American, 8% Hispanic, 2.5% white, and 1% Asian-American. Seventy nine percent of students in DCSD are eligible for free or reduced price lunch. Finally, DCSD obviously is in a metropolitan area and serves the grade levels of our schools within its various public schools. DCSD, therefore, meets our definition for comparable schools. One final note: DCSD is deservedly known as one of the worst school districts in the nation. If a school is performing as poorly as the DCSD average, it is indeed a school whose students are being poorly served by the public education system. With that said, a good number of our schools are performing at or below the achievement level of the DCSD average. At the 5th grade level, 34.9% of DCSD students scored below proficient on the MEAP Reading test (all DCSD scores are for Fall 2009). Six of our eight schools serving the 5th grade had 34% or more of their students score below proficient on the same test. Four of those eight schools performed worse than the DCSD on the 5th grade MEAP Math test (43% of DCSD students scored below proficient). At the eighth grade level, 30.6% of DCSD students scored below proficient on MEAP Reading test. Four of our schools performed worse than DCSD and one of our schools that performed better did so by one and a half percentage points. Eighth grade DCSD students performed poorly on the MEAP Math test, with 60.5% performing below proficient. Five of our schools did worse than DCSD. Only one of the TEAMS project schools serving K-8 students performed substantially better on these tests than DCSD:

Plymouth Educational Centers. And it is worth mentioning that even this school has its areas of congruence with DCSD as its 5th and 8th grade math scores are only 7% to 11% better than DCSD.

The schools in the TEAMS project who serve high school students are struggling more than DCSD to prepare their students for college. Of the 4,414 DCSD students who took the Math MME in 2009, 83.8% scored below proficient. Of the six schools in our project who serve high school students, only one scored as well as DCSD. The other five scored substantially worse. Of the 4,574 DCSD students who took the ELA MME in 2009, 73.6% scored below proficient. Again, five of our six high schools scored worse than DCSD. Our top performing high school, Aisha Shule, scored the same as DCSD on both the Math and ELA MME tests in 2009. (We should also recall that Aisha Shule is in Phase 3 of school improvement and has struggled significantly in the past.)

In addition to comparing our schools to the DCSD, we have selected four schools within the DCSD for comparison. All four schools meet the criteria identified above and are located within several miles of at least one of the nine schools in the TEAMS project. Table 4. Student & Performance Profiles for 4 Comparison Schools (2009 MEAP & 2009 MME)

School	Grades	Minority %	% Free or Reduced	MEAP Reading < Proficient for 5 th or 8 th Grade	MEAP Math < Proficient for 5 th or 8 th Grade	MME ELA < Proficient	MME Math < Proficient
MacDowell Elementary	K-6	99.5%	82.5%	31.5%	44.4%	NA	NA
Rutherford Elementary	K-5	99.6%	86.7%	50.0%	56.3%	NA	NA
Central High School	9 to 12	99.4%	83.3%	NA	NA	85.2%	94.3%
Taft Middle School	6 to 8	98.2%	87.6%	23.0%	49.6%	NA	NA

Beginning with elementary reading assessment results, two of our schools performed worse than Rutherford Elementary, while six of our eight schools serving the 5th grade performed worse than MacDowell Elementary. Regarding elementary math, four of our schools performed worse than both Rutherford and MacDowell, while four of our schools performed slightly better than MacDowell and markedly better than Rutherford on the 5th grade math MEAP. At the middle school level (8th grade), five of our eight schools performed worse than Taft Middle School in reading. Comparisons of 8th grade math scores shows that our schools are struggling: all of our schools performed worse than did Taft on the MEAP. Central High School in Detroit is a failing school. Over the last seven years it has not made AYP a single time and it is in Phase 6 of school improvement. Yet two of our schools serving 9th-12th graders performed worse on the Math MME than did Central. Moreover, all but one of our schools (Aisha Shule) have between 90% and 98% of their students scoring below proficiency - right in the neighborhood of Central's figure of 94.3%. Three of our six schools serving high school students did as poorly as Central on the ELA MME, with three of our schools performing only slightly better than Central. In summary, having randomly selected four DCSD

schools in the vicinity of our project schools that match all selection criteria described above, it is clear that our schools exhibit extremely high needs for improvement, even when compared with similar schools within one of the nation's most dysfunctional school districts.

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **SchoolCommittmentLetters** Pages: **0** Uploaded File: **CommittLettersfromPSAs.pdf**

[REDACTED]

[REDACTED]



Detroit Academy of Arts & Sciences - Jefferson Campus
2985 E. Jefferson Avenue, Detroit, MI 48207
(313) 259-1744 • (313) 393-0460 FAX
www.daask12.com

June 22, 2010

BOARD OF DIRECTORS

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President

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Vice President

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Charles Wilson III
Member at Large

To MAPSA TIF Grant Coordinators:

The Detroit Academy of Arts and Sciences is excited and honored to be a part of the five-year Teacher Incentive Fund federal grant proposal designed to strengthen teacher effectiveness and student achievement in Detroit's charter schools.

We are committed to the reforms of undertaking and implementing a performance based compensation system for our teaching and leadership staff. We understand the commitment and work ahead to plan for an effective and sustainable model over the years of the grant and after the project's end.

We are aware of the proposed project's goal to be included in the national evaluation, and, if selected as a national evaluation grant, our school may be randomly selected to partake in the 1% bonus plan along with incentive opportunities for leadership roles, or, we may be placed in the PBCS cohort designed by MAPSA project coordinators called TEAMS (Teacher Excellence & Academic Milestones for Students).

Detroit Academy of Arts and Sciences has solid commitment from school staff and our governing board, with 100% of staff committed to the project. Andrea W. Bronson, will be our school's designated project coordinator. Additionally, one "master" teacher from our school will be appointed as our school's teacher representative to participate in monthly meetings, attend workshops, and take responsibility for project objectives and implementation with teacher teams.

We look forward to working with project staff and other Detroit charter schools in this five-year project and towards overall reforms in Detroit public education.

Thank you for your time and commitment to Detroit public education.

Sincerely,


Maurice G. Morton
Detroit Academy of Arts and Sciences



District Operations

Detroit Community Elementary/Middle School
12675 Burt Road Detroit, MI 48223
PH: 313 537-3570 Ext. 130
Mrs. Amen-Ra, Interim Director Erin Hepburn, Office Manager

June 24, 2010

To MAPSA TIF Grant Coordinators,

The Detroit Community Elementary/Middle School is excited and honored to be a part of the five-year Teacher Incentive Fund federal grant proposal designed to strengthen teacher effectiveness and student achievement in Detroit's charter schools.

We are committed to the reforms of undertaking and implementing a performance based compensation system for our teaching and leadership staff. We understand the commitment and work ahead to plan for an effective and sustainable model over the years of the grant and after the project's end.

We are aware of the proposed project's goal to be included in the national evaluation, and, if selected as a national evaluation grant, our school may be randomly selected to partake in the 1% bonus plan along with incentive opportunities for leadership roles, or, we may be placed in the PBCS cohort designed by MAPSA project coordinators called TEAMS (Teacher Excellence & Academic Milestones for Students).

Detroit Community Elementary/Middle School has solid commitment from school staff and our governing board, with all of our staff committed to the project. Marcelle Amen-Ra will be our school's designated project coordinator. Additionally, one "master" teacher, Jacqueline Goshton, will be appointed as our school's teacher representative to participate in monthly meetings, attend workshops, and take responsibility for project objectives and implementation with teacher teams.

We look forward to working with project staff and other Detroit charter schools in this five-year project and towards overall reforms in Detroit public education.

Thank you for your time and commitment to Detroit public education.

Sincerely,



Marcelle Amen-Ra
Interim Director
Detroit Community Elementary/Middle School

Sincerely,



Founder
Detroit Community Schools

Ross-Hill Academy of Math, Science & Technology

K-8
3111 Elmwood St.
Detroit, MI 48207
313-922-8088

9-12
317 Harper Ave
Detroit, MI 48202
313-875-2207

Nellie H. Williams, Superintendent
Phyllis Ross, Principal

June 25, 2010

To MAPSA TIF Grant Coordinators,

Ross-Hill Academy of Math, Science & Technology is excited and honored to be a part of the five-year Teacher Incentive Fund federal grant proposal designed to strengthen teacher effectiveness and student achievement in Detroit's charter schools.

We are committed to the reforms of undertaking and implementing a performance based compensation system for our teaching and leadership staff. We understand the commitment and work ahead to plan for an effective and sustainable model over the years of the grant and after the project's end.

We are aware of the proposed project's goal to be included in the national evaluation, and, if selected as a national evaluation grant, our school may be randomly selected to partake in the 1% bonus plan along with incentive opportunities for leadership roles, or, we may be placed in the PBCS cohort designed by MAPSA project coordinators called TEAMS (Teacher Excellence & Academic Milestones for Students).

Ross-Hill Academy of Math, Science & Technology has solid commitment from school staff and our governing board, with 100% of staff committed to the project. Principal Phyllis Ross, will be our school's designated project coordinator. Additionally, one "master" teacher from our school will be appointed as our school's teacher representative to participate in monthly meetings, attend workshops, and take responsibility for project objectives and implementation with teacher teams.

We look forward to working with project staff and other Detroit charter schools in this five-year project and towards overall reforms in Detroit public education.

Thank you for your time and commitment to Detroit public education.

Sincerely,



Phyllis Ross, Principal

ROSS-Hill Academy of Math, Science & Technology

K-8
3111 Elmwood St.
Detroit, MI 48207
313-922-8088

9-12
317 Harper Ave
Detroit, MI 48202
313-875-2207

Nellie H. Williams, Superintendent
Phyllis Ross, Principal

Michelle McKelvie

Michelle McKelvie, Board President



2450 S. Beatrice St. • Detroit, MI 48217
Tel: 313.383.1485 • Fax: 313.383.6532
www.leonagroup.com/toussaint

June 25, 2010

To MAPSA TIF Grant Coordinators,

The Pierre Toussaint Academy is excited and honored to be a part of the five-year Teacher Incentive Fund federal grant proposal designed to strengthen teacher effectiveness and student achievement in Detroit's charter schools.

We are committed to the reforms of undertaking and implementing a performance based compensation system for our teaching and leadership staff. We understand the commitment and work ahead to plan for an effective and sustainable model over the years of the grant and after the project's end.

We are aware of the proposed project's goal to be included in the national evaluation, and, if selected as a national evaluation grant, our school may be randomly selected to partake in the 1% bonus plan along with incentive opportunities for leadership roles, or, we may be placed in the PBCS cohort designed by MAPSA project coordinators called TEAMS (Teacher Excellence & Academic Milestones for Students).

Pierre Toussaint Academy has solid commitment from school staff and our governing board, with {insert %} of staff committed to the project. Stephen Turk will be our school's designated project coordinator. Additionally, one "master" teacher from our school will be appointed as our school's teacher representative to participate in monthly meetings, attend workshops, and take responsibility for project objectives and implementation with teacher teams.

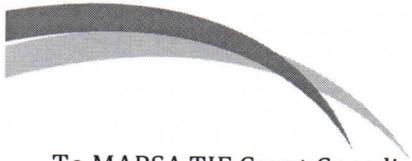
We look forward to working with project staff and other Detroit charter schools in this five-year project and towards overall reforms in Detroit public education.

Thank you for your time and commitment to Detroit public education.

Sincerely,

Stephen Turk
School Leader





To MAPSA TIF Grant Coordinators,

June 25, 2010

The Aisha Shule/W.E.B. Dubois Preparatory Academy is excited and honored to be a part of the five-year Teacher Incentive Fund federal grant proposal designed to strengthen teacher effectiveness and student achievement in Detroit's charter schools.

We are committed to the reforms of undertaking and implementing a performance based compensation system for our teaching and leadership staff. We understand the commitment and work ahead to plan for an effective and sustainable model over the years of the grant and after the project's end.

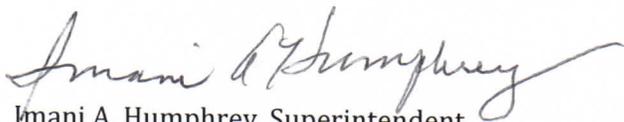
We are aware of the proposed project's goal to be included in the national evaluation, and, if selected as a national evaluation grant, our school may be randomly selected to partake in the 1% bonus plan along with incentive opportunities for leadership roles, or, we may be placed in the PBCS cohort designed by MAPSA project coordinators called TEAMS (Teacher Excellence & Academic Milestones for Students).

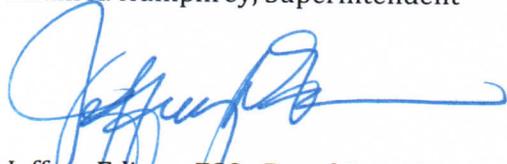
Aisha Shule/DuBois Preparatory Academy has solid commitment from school staff and our governing board, with 100% of staff committed to the project. Holly Hasina Murphy will be our school's designated project coordinator. Additionally, one "master" teacher from our school will be appointed as our school's teacher representative to participate in monthly meetings, attend workshops, and take responsibility for project objectives and implementation with teacher teams.

We look forward to working with project staff and other Detroit charter schools in this five-year project and towards overall reforms in Detroit public education.

Thank you for your time and commitment to Detroit public education.

Sincerely,


Imani A. Humphrey, Superintendent


Jeffrey Edison, ESQ., Board President



June 24, 2010

To MAPSA TIF Grant Coordinators,

The Plymouth Educational Center is excited and honored to be a part of the five-year Teacher Incentive Fund federal grant proposal designed to strengthen teacher effectiveness and student achievement in Detroit's charter schools.

We are committed to the reforms of undertaking and implementing a performance based compensation system for our teaching and leadership staff. We understand the commitment and work ahead to plan for an effective and sustainable model over the years of the grant and after the project's end.

We are aware of the proposed project's goal to be included in the national evaluation, and, if selected as a national evaluation grant, our school may be randomly selected to partake in the 1% bonus plan along with incentive opportunities for leadership roles, or, we may be placed in the PBCS cohort designed by MAPSA project coordinators called TEAMS (Teacher Excellence & Academic Milestones for Students).

The Plymouth Educational Center has solid commitment from school staff and our governing board. Mrs. Nicole Stokes will be our school's designated project coordinator. Additionally, one "master" teacher from our school will be appointed as our school's teacher representative to participate in monthly meetings, attend workshops, and take responsibility for project objectives and implementation with teacher teams.

We look forward to working with project staff and other Detroit charter schools in this five-year project and towards overall reforms in Detroit public education.

Thank you for your time and commitment to Detroit public education.

Sincerely,

Jessie E. Kilgore, Jr., Ph.D.
Superintendent

Sincerely,

Darwyn P. Fair, Esq.
Board President

MISSION STATEMENT

"We the Plymouth Educational Center Community will nurture, motivate, educate and elevate all students by promoting academic excellence and responsible citizenship."



4851 14th St. • Detroit, MI 48208
Tel: 313.896.6078 • Fax: 313.896.1363

To MAPSA TIF Grant Coordinators,

June 25, 2010

The George Crockett Academy is excited and honored to be a part of the five-year Teacher Incentive Fund federal grant proposal designed to strengthen teacher effectiveness and student achievement in Detroit's charter schools.

We are committed to the reforms of undertaking and implementing a performance based compensation system for our teaching and leadership staff. We understand the commitment and work ahead to plan for an effective and sustainable model over the years of the grant and after the project's end.

We are aware of the proposed project's goal to be included in the national evaluation, and, if selected as a national evaluation grant, our school may be randomly selected to partake in the 1% bonus plan along with incentive opportunities for leadership roles, or, we may be placed in the PBCS cohort designed by MAPSA project coordinators called TEAMS (Teacher Excellence & Academic Milestones for Students).

George Crockett Academy has solid commitment from school staff for the project. We will secure staff commitment upon their return in September. Our Board will be involved if we are chosen to be part of the project. Robert Warmack III, School Leader will be our school's designated project coordinator. Additionally, one "master" teacher from our school will be appointed as our school's teacher representative to participate in monthly meetings, attend workshops, and take responsibility for project objectives and implementation with teacher teams.

We look forward to working with project staff and other Detroit charter schools in this five-year project and towards overall reforms in Detroit public education.

Thank you for your time and commitment to Detroit public education.

Sincerely,

Robert Warmack II, School Leader



Where Education Meets Opportunity

5845 Auburn
Detroit, MI 48228
(313) 982-9422

June 25, 2010

To MAPSA TIF Grant Coordinators,

The Michigan Health Academy is excited and honored to be a part of the five-year Teacher Incentive Fund federal grant proposal designed to strengthen teacher effectiveness and student achievement in Detroit's charter schools.

We are committed to the reforms of undertaking and implementing a performance based compensation system for our teaching and leadership staff. We understand the commitment and work ahead to plan for an effective and sustainable model over the years of the grant and after the project's end.

We are aware of the proposed project's goal to be included in the national evaluation, and, if selected as a national evaluation grant, our school may be randomly selected to partake in the 1% bonus plan along with incentive opportunities for leadership roles, or, we may be placed in the PBCS cohort designed by MAPSA project coordinators called TEAMS (Teacher Excellence & Academic Milestones for Students).

Michigan Health Academy has solid commitment from our governing board, and anticipate that all returning staff will be committed to the project. Comerlynn Trout, Principal, will be our school's designated project coordinator. Additionally, one "master" teacher from our school will be appointed as our school's teacher representative to participate in monthly meetings, attend workshops, and take responsibility for project objectives and implementation with teacher teams.

We look forward to working with project staff and other Detroit charter schools in this five-year project and towards overall reforms in Detroit public education.

Thank you for your time and commitment to Detroit public education.

Sincerely,

A solid black rectangular box redacting the signature of Cheryl Herba.

Cheryl Herba
Chief Administrative Officer



To MAPSA TIF Grant Coordinators,

6-25-2010

The Old Redford Academy is excited and honored to be a part of the five-year Teacher Incentive Fund federal grant proposal designed to strengthen teacher effectiveness and student achievement in Detroit's charter schools.

We are committed to the reforms of undertaking and implementing a performance based compensation system for our teaching and leadership staff. We understand the commitment and work ahead to plan for an effective and sustainable model over the years of the grant and after the project's end.

We are aware of the proposed project's goal to be included in the national evaluation, and, if selected as a national evaluation grant, our school may be randomly selected to partake in the 1% bonus plan along with incentive opportunities for leadership roles, or, we may be placed in the PBCS cohort designed by MAPSA project coordinators called TEAMS (Teacher Excellence & Academic Milestones for Students).

Steven Curry will be our school's designated project coordinator. Additionally, one "master" teacher from each of our schools will be appointed as our school's teacher representative to participate in monthly meetings, attend workshops, and take responsibility for project objectives and implementation with teacher teams.

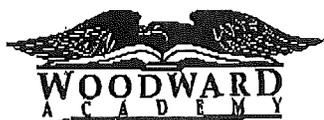
We look forward to working with project staff and other Detroit charter schools in this five-year project and towards overall reforms in Detroit public education.

Thank you for your time and commitment to Detroit public education.

Sincerely,



Melissa Ross
Compliance Officer



June 28, 2010

"Knowledge Is Power"

951 East Lafayette
Detroit, MI 48207

Office: 313-961-2108
Fax: 313-961-1625

Website: www.woodwardpsa.com

Chief Administrative Officer
David A. Patterson

School Principal
Cynthia Watt

Chief Financial Officer
Thomas Harrell

Board of Directors
Maria Anderson, President
Dr. Virginia Lloyd, Vice President
Patricia House, Treasurer
Dr. Montressia Smith-Cannady
Judge Lucile Watts

To MAPSA TIF Grant Coordinators,

Woodward Academy is excited and honored to be a part of the five-year Teacher Incentive Fund federal grant proposal designed to strengthen teacher effectiveness and student achievement in Detroit's charter schools. This commitment letter is pending final approval of the Woodward Academy Board of Directors, who will take final action on this at their board meeting on July 19, 2010.

Nonetheless, we are committed to the reforms of undertaking and implementing a performance based compensation system for our teaching and leadership staff. We understand the commitment and work ahead to plan for an effective and sustainable model over the years of the grant and after the project's end.

We are aware of the proposed project's goal to be included in the national evaluation, and, if selected as a national evaluation grant, our school may be randomly selected to partake in the 1% bonus plan along with incentive opportunities for leadership roles, or, we may be placed in the PBCS cohort designed by MAPSA project coordinators called TEAMS (Teacher Excellence & Academic Milestones for Students).

Woodward Academy has solid commitment from school staff and our governing board, with 100% of staff committed to the project. I (David Patterson) will be our school's designated project coordinator. Additionally, one "master" teacher from our school will be appointed as our school's teacher representative to participate in monthly meetings, attend workshops, and take responsibility for project objectives and implementation with teacher teams.

We look forward to working with project staff and other Detroit charter schools in this five-year project and towards overall reforms in Detroit public education.

Thank you for your time and commitment to Detroit public education.

Sincerely,

David Patterson, Chief Administrative Officer

MISSION STATEMENT

With an understanding that "Knowledge is Power" Woodward Academy is committed to a student-centered environment where all students maximize academic potential and moral character.

Project Narrative

Other Attachments

Attachment 1:

Title: **Project Resumes** Pages: **0** Uploaded File: **ResumesandObservationdocs.pdf**

Lesson Observation Rubric for Teachers

- Use this rubric as a guide when filling out the Lesson Observation Report while observing the teaching practices of classroom teachers.
- The box in the lower left corner of each teaching component refers to the National Professional Teaching Standards and corresponding disposition that is addressed in the lesson.

Lesson Component Instruction	Exceeds Expectations	Proficient	Emerging	Unsatisfactory
Set Anticipatory	<ul style="list-style-type: none"> • Motivates students • Connects learning to “real life” • Students see concepts as relevant to them 	In addition to “emerging” criteria: <ul style="list-style-type: none"> • Relates the experience of every student to the objectives of the lesson 	<ul style="list-style-type: none"> • Focuses student attention on lesson • Creates organizing framework for lesson 	Not evident, or no connection to lesson
Outcomes Lesson	<ul style="list-style-type: none"> • Establish high expectations, relate to curriculum frameworks and standards • All are measurable, written in the form of student learning • All permit viable assessment • Take into account the varying learning needs of individuals or groups of students 	<ul style="list-style-type: none"> • Represent appropriate expectations and conceptual understanding • Most are clear but may include a few activities • Most permit viable methods of assessment. • All are suitable for most students 	<ul style="list-style-type: none"> • Are moderately clear • Include combination of goals & activities • Some do not permit viable methods of assessment • Most are suitable for most students in the class 	<ul style="list-style-type: none"> • Represent low expectations or no conceptual understanding for students • Are not clear or are stated as student activities • Do not permit viable methods of assessment • Not suitable for the class
Content Delivery of	In addition to “proficient” criteria: <ul style="list-style-type: none"> • Students contribute to lesson content 	<ul style="list-style-type: none"> • Engages students • Links well with students knowledge and experience 	<ul style="list-style-type: none"> • Inconsistent in quality (see proficient and unsatisfactory descriptions) 	<ul style="list-style-type: none"> • Students seem confused or unengaged • Uses poor examples and analogies

The Education Policy Center at MSU
 Teacher Observation Protocol

<p>Directions and Procedures</p>	<ul style="list-style-type: none"> • Clear to students • Anticipate possible student misunderstanding • Effective scaffolding is given/apparent during student activity 	<ul style="list-style-type: none"> • Clear to students • Contain an appropriate level of detail • Modeling is done which provides scaffolding for student task 	<ul style="list-style-type: none"> • Clarified after initial student confusion or excessively delayed • Teacher models student task 	<ul style="list-style-type: none"> • Confusing to students • No example or modeling provided
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The Education Policy Center at MSU

Component C of Principal Observation Rubrics

C – Curriculum and Data

The principal:

4 - Expert

- a. Provides clear, manageable, standards-aligned grade-level goals with exemplars of proficient work.
- b. Ensures that all teams use previous-year summative data and fresh diagnostic data to plan instruction.
- c. Gets each grade-level/subject team invested in reaching measurable, results-oriented annual goals.
- d. Ensures that all teachers have top-notch curriculum materials – and training on how to use them.
- e. Ensures that high-quality, aligned, common interim assessments are given by all teacher teams.
- f. Orchestrates high-quality, low-stakes data/action planning meetings after each round of assessments.
- g. Gets data meetings engaged in a no-blame search for root causes and constant hypothesis-testing.
- h. Gets teams invested in following up assessments with reteaching, enhancements, and remediation.
- i. Uses data in all key strategic areas to monitor and drive continuous improvement toward goals.
- j. Fosters morale and a sense of efficacy by getting colleagues to celebrate measurable student gains.

3 - Proficient

- a. Tells teachers exactly what students should know and be able to do by the end of each grade level.
- b. Provides teacher teams with previous-year test data and asks them to assess students' current levels.
- c. Works with grade-level and subject-area teams to set measurable student goals for the current year.
- d. Gets the best possible literacy and math curriculum materials into teachers' hands.
- e. Orchestrates common interim assessments to monitor student learning at least four times a year.
- f. Schedules time for teacher teams to score and analyze assessments and formulate action plans.
- g. Ensures that data meetings go beyond *what* students got wrong and delve into *why* – the root causes.
- h. After assessments, coordinates and supports improvements in teaching and effective remediation.
- i. Gathers data on grades, attendance, behavior, and other variables to inform improvement efforts.
- j. Celebrates student, classroom, and school-wide successes and gives credit where credit is due.

2 - Developing

- a. Refers teachers to district or national scope-and-sequence documents for curriculum direction.
- b. Refers teachers to previous-year test data as a baseline for current-year instruction.
- c. Urges grade-level/subject teams to set measurable student learning goals for the current year.
- d. Works to procure good curriculum materials in literacy and math.
- e. Suggests that teacher teams give common interim assessments to check on student learning.

- f. Gives teachers common planning time to look at interim assessment results.
- g. Urges teacher teams to focus on the areas in which students had the most difficulty.
- h. Pushes teacher teams to use interim assessment data to help struggling students.
- i. Monitors attendance and discipline data to inform decisions.
- j. Congratulates staff on “small wins” and other successes.

1 - Novice

- a. Leaves teachers without clear direction on student learning outcomes for each grade level.
- b. Does not provide historical test data to teachers.
- c. Urges teachers to improve student achievement, but without measurable outcome goals.
- d. Urges teachers to make the best possible use of current curriculum materials.
- e. Allows teachers to use their own classroom assessments to check on student learning.
- f. Suggests that teachers use their classroom assessment results to modify and improve instruction.
- g. Tells teachers to implement “data-driven instruction” to improve test scores.
- h. Urges teachers to use test data to improve the performance of “bubble” (almost-proficient) students.
- i. Keeps an eye on attendance and suspension rates.
- j. Takes credit for improvements in school performance.

Comments:

BRIAN P. MAY

Management Consultant Higher Education

Veteran general management professional with over 10 years experience leading and managing world-class teams in educational environments. Passionate manager highly skilled at effectively communicating expectations to stakeholders and motivating workforce to achieve goals through collaboration. Detailed-oriented and disciplined with P&L management. Award-winning business development skills: 3 time recipient of Kaplan's prestigious President's Award given to top 0.5% of employees for revenue generation. Unique ability to build relationships that last beyond current role, yielding strong network within industry. Leads by example with fair management practices and distributed empowerment.

Business Strategy • P&L • Project Management • Marketing • Sales • Operations • Budgeting • Team Building
Curriculum Development • Strategic Partnerships • New Products • Staff Development • Customer Relations
Inventory • Financial Analysis & Planning • Purchasing • Office Management • Negotiations • Visa Regulations • SOX

PROFESSIONAL EXPERIENCE

KAPLAN, INC., New York, NY, 2001-Current

A leading provider of lifelong education services, \$2B in annual revenues.

Area General Manager – Chicago, IL (2007-Current)

Promoted to be in charge of Kaplan's 2nd largest market (\$10M in sales, approx. 150 employees) with P&L responsibilities for Downtown Center including specialty programming such as Live Medical and English Language programs. Additional responsibility of the Lincoln Park Center added in 2009. Measured on performance goals including sales, operating income, student experience and talent management. Develop and execute the short and long term strategies within the area to achieve growth. Create and present business plans for new ideas to senior management. Communicate and implement company-wide strategy, initiatives, and programs. Develop effective center management by providing ethical leadership, training and coaching.

Operations

- Achieved corporate-set revenue (+12% growth) and profit (50% GM) goals due to greater focus on business development and connection with Chicago business community, resulting in a drastic increase in the purchase of Kaplan professional services.
- Directed staff in the successful planning and execution of approximately 1K courses during tenure in Chicago.
- Developed needs-based assessment tool to determine capacity needs for forecasted program volume - added 2,500 sq. ft. to facility by negotiating with building owners for a favorable lease with locked-in rate through 2017.

Marketing & Sales

- Prospected institutional group sales for product offerings to major corporations in the area including: Morningstar, J.P. Morgan, Chicago Public Schools, CareerBuilder and KPMG, bringing in close to \$500K in incremental revenue.
- Conducted ongoing competitive market analysis, including surveys and 'mystery shopping,' to identify strengths and weaknesses, to find opportunity gaps and to drive strategy based on customer choice within market dynamics.

Staff Management & Training

- Created the standard operating procedure for the recruitment process to identify and hire accomplished Doctors (PhDs and MDs) for the Live Medical program in order to control the quality for the premium-priced program.
- Worked with other Area General Managers to share best practices to create consistency across the organization in all areas of operations through weekly meetings.

Area General Manager – Ann Arbor, MI (2005-2006)

Held P&L responsibility for strategic and competitive market area on the University of Michigan campus with \$5M in annual sales and 60 employees. Managed center strategy, daily operations, course selection and scheduling, and staff recruitment, training and management. Ensured high-quality student experience.

Major Accomplishments

- Exceeded corporate revenue goal by +22% and profit goal by +6% by stealing market share from competitors due to capturing key partnerships previously owned by competitor, and by aligning schedules with university calendar.

Tim Carey ~ Technology Coordinator

Recent Experience

Tim spent the last four years working with the State of Michigan on the Bridges project, Michigan's new integrated eligibility system for cash, food, and medical assistance.

Tim's

experience in large application systems development and maintenance projects, including roles

as a system engineer (i.e., system analyst and programmer), Project Lead, Project Manager,

and Quality Assurance monitor, enable him to quickly identify risk areas and manage large

projects to successful completion..

Experience

Self Employed – Senior Project Manager Oct 2005 – Nov

2008

As a contractor to the State of Michigan Department of Human Services (DHS) and Department of Information Technology (DIT), Tim provided support to the Bridges project in

terms of budget and financial oversight, hardware and software procurement, vendor contract

compliance monitoring, and communication with federal partners. Communication with federal partners includes development of an annual APD Update, a formal submission of the

project's status in terms of scope, schedule, and budget. In this role, Tim was effectively a

Quality Assurance monitor, communicating thoughts, issues, and concerns directly to the

Program Manager regarding the overall health of the project.

Self Employed – Senior Project Manager Nov 2004 – Sep

2005

As a contractor to the State of Michigan Department of Human Services (DHS) and Department of Information Technology (DIT), Tim developed the Feasibility Study, Cost Benefit Analysis (CBA), and Project Budget. These were critical elements of the Implementation Advanced Planning Document (IAPD) and necessary to obtain federal funding participation for the Bridges project. Coordinated the Bridges planning phase efforts

by producing a detailed project schedule - and monitoring progress against that schedule –

for the procurement of two vendors – a PCO vendor and a Development & Implementation

vendor. Tim also participated in the development of the RFPs for these procurements.

Self Employed – Senior Project Manager Oct 2004 – Nov

2004

Participated in planning and execution of project kickoff activities for the Integrated Service

Delivery (a.k.a., Bridges) project. Worked with State of Michigan staff to procure three additional Program Management Office (PMO) team members to prepare for the development

and implementation phase of the project.

EDS – Senior Project Manager Jul 2004 – Sep

2004

Working with the State of Michigan Family Independence Agency (FIA) and Department of Information Technology (DIT), Tim helped to establish the Integrated Service Delivery (ISD)

Program Management Office (PMO). Working with others, Tim helped develop the initial governance structure, business case, project charter, and high-level budget for this initiative.

The primary goal of this initiative was to implement an integrated eligibility system for cash, food, and medical assistance.

EDS – Senior Project Manager Aug 2003 – Jun**2004**

Assigned to the State of Michigan Family Independence Agency (FIA) responsible for the planning and execution of program-level activities to improve the Food Assistance Program (FAP) Accuracy Rate. Millions of dollars in federal penalties had been levied against FIA for

failure to meet nationwide standards, and a coordinated effort to develop and oversee plans to correct this problem were necessary; hence, the creation of a FAP Program Management

Office (PMO). The work required interfacing with the top executives in FIA and DIT to understand needs and influence strategy and decisions.

As part of the FAP PMO, Tim also had general oversight of a long-term IT project to enhance

the existing eligibility systems at FIA. This role enabled him to gain further knowledge of the agency's existing systems.

EDS – Senior Project Manager Nov 2002 – Jul**2003**

Tim was assigned to the State of Michigan Department of Information Technology performing

enterprise-wide support as a member of the Enterprise Portfolio Support Team. This support

included gathering application (system) and project information, as well as development of

tools and processes to keep this information current. As a direct result of this work, DIT was

able to collect – at the application, department, and enterprise levels - information regarding

total number of full-time equivalents (FTEs), total annual labor dollars spent, contract vs. State employee data, and maintenance vs. enhancement expenses for all applications statewide. This data enabled DIT executives to better understand the current situation, enabling them to have a proactive discussion with their business counterparts (i.e., Department Directors) in regards to IT planning. Tim was also responsible for the development of a “Project Tracker” tool, which was used to track the top DIT application development projects statewide.

EDS – Senior Project Manager Mar 2002 – Oct**2002**

Assigned to the State of Michigan, Family Independence Agency, as a Project Manager responsible for aiding the FIA Executive Management Team (EMT) in “Succession Planning”.

Succession Planning entailed formulating a plan to deal with the Early Retirement impact on

the organization, then helping the EMT to execute the plan. This work involved analyzing strategic goals and objectives of the organization, and identifying major activities and functions that could be eliminated and/or significantly reengineered to enable the organization

to function effectively with considerably less people. I facilitated this process by documenting

the ideas/initiatives to be considered and by following up on progress made by individuals

assigned to the tasks.

EDS – Senior Project Manager Oct 2001 – Feb 2002

As a Project Manager assigned to the State of Michigan Department of Community Health,

Tim detailed business and system requirements for a new development project for the Division for Vital Records and Health Statistics. This system was to replace the multiple systems currently in place, enabling a more accurate and timely birth registration process.

Responsibilities included development of project charter and project scope statements, highlevel

estimates (cost and schedule), and documentation of alternatives and recommendations to accomplish the project charter. Tim worked as a member of the Vital Records Steering

Committee, the team responsible for setting the direction for the automation of processes

related to the vital records business. Tim utilized the State of Michigan’s System Development Lifecycle (SDLC) and Project Management Methodology (PMM) to perform these activities.

EDS – Senior Project Manager Oct 2000 – Sep 2001

Tim was assigned to the State of Michigan Department of Community Health as a Project

Manager. In this capacity, Tim was responsible for oversight of a third-party vendor and coordinating development and implementation activities with State of Michigan staff. The system, written with Oracle development tools against an Oracle database backend, serves

the Division for Vital Records and Health Statistics, was written to record all vital records –

births, deaths, marriages, and divorces – for the State of Michigan. Responsibilities included

schedule management (scheduling of new releases and major upgrades to the product), issues management, scope management, and risk management. The job also gave Tim the

opportunity to be a business analyst, helping the organization reengineer business processes

to become more efficient in delivering services to their customers – citizens and other agencies/programs within the State of Michigan – and a business consultant to help the

organization understand and prioritize their business needs.

EDS – Senior Project Manager, Project Management Team Leader Sep 1998 – Sep 2000

Responsible for providing project management expertise and process improvement direction to all (15-20) of the Project Managers within the EDS Lansing Solution Center (LSC) site, an organization of more than 300 technical professionals. In this role, Tim was responsible for establishing site direction for how project management and systems engineering were to be performed, defining and documenting the standard processes, deploying these processes to the project teams within the organization, and enforcing the use of these processes. One objective of this activity was to improve the organization's "process maturity" to Software Engineering Institute (SEI) Capability Maturity Model (CMM) Level 3, enabling the organization and company to not only perform work more efficiently and effectively, but market that capability. This goal was accomplished in November of 1999.

EDS - Project Manager Oct 1997 – Aug 1998

Tim was responsible for the oversight of several development and production support projects in the General Motors (GM) Vehicle Order Management Systems (VOMS) area. These responsibilities included project schedule development and maintenance, risk assessment, risk and issue management, resource management, and scope management. Tim utilized the PM-2 project management methodology and the SLC (Systems Life Cycle) Roadmap development methodology. While managing these projects, Tim was also responsible for software engineering process improvements in the VOMS area, helping the Lansing Solution Centre (LSC) maintain and improve upon the organization's Level 2 SEI CMM processes.

EDS - Project Manager Jan 1996 – Sep 1997

Tim led the systems development effort for the State of North Carolina (NC) Wildlife Resources Commission (WRC) Customer Support System, including risk assessment/risk management, scope management, and detailed project planning. Tim also played a key role in establishing and maintaining the relationship with the customer (NC WRC) and gathering the detailed requirements for the system. This system was developed utilizing a base system - the Retail Sales System (RSS) - developed for the State of Michigan. The system enables the State to sell hunting and fishing licenses at retail agent outlets throughout the state. Additionally, the system tracks information on retail agents and license purchasers, performs accounts receivable record keeping, automates the receipt of revenue through the use of Electronic Funds Transfer (EFT) processing, and enhances law enforcement capabilities

for
the State. The size of the completed system is more than 3500 function points. The size
of
the technical development team ranged from 10 to 25 people, with a total project
development effort of approximately 200 staff-months.

**EDS - Project Manager Jun 1994 – Dec
1995**

Tim led the systems development effort for the State of Michigan Department of Natural
Resources (DNR) Retail Sales System, including detailed project planning and task
assignments for project team members. This point-of-sale (POS) system was developed
with
a Client/Server architecture, utilizing Windows NT Advanced Server on the file servers.
Powerbuilder was used for the on-line development, while the batch portion of the
system
was written in 'C'. The size of the development team ranged from 10 to 20 people.

Education

Bachelor of Science Electrical Engineering (BSEE) with emphasis on Computer
Engineering,

Michigan Technological University, 1985; GPA 3.3

Valedictorian, DeWitt High School Class of 1981; GPA 3.96

Training:

Certified as a Project Management Professional (PMP), Project Management Institute
(PMI),

May 2000

Project Management – numerous classes, including: Project Initiation, Startup and
Planning,

Execution, Closedown, Communications Management, Risk and Issues Management,
and Schedule Management

EDS Leaders Internship Program

Function Point Counting

CASE tools: IEF and SYNON

Application Development Methodologies: numerous Systems Life Cycle (SLC) classes
(SLC

is EDS' software development methodology), Information Engineering (Texas

Instruments methodology associated with IEF), Rational Unified Process (RUP)

Programming languages: FORTRAN, COBOL, Pascal, PL/1, Enform (Tandem 4GL),
AS/400

Query (AS/400 4GL), Focus, various assembly languages,

Resume of
SHARIF M. SHAKRANI

E-mail: shakrani@msu.edu



EDUCATION:

- Ph.D.** **Michigan State University**
Measurement and Evaluation, Mathematics Education
- M.A.** **Michigan State University**
Testing and Measurement, Mathematics
- B.Sc.** **Rockford College**
Mathematics, Science

EMPLOYMENT HISTORY:

Present Position **Professor, Measurement and Quantitative Methods,
Senior Advisor, the Education Policy Center at MSU
College of Education, Michigan State University, East Lansing,
Michigan**

Teach advanced graduate courses in educational measurement and quantitative methods. Provide technical assistance in the area of standards, curriculum, and assessment in the content areas of mathematics and science. Direct the activities of the Policy Center in areas of Educational Accountability, Reform Efforts, and Equity Issues.

Previous Positions

July 1997-February 2006 **Deputy Executive Director, National Assessment Governing Board
United States Department of Education, Washington, D.C.**

As the Deputy Executive Director, I was responsible for executing the policies and directions of the Governing Board. I served as chief of the professional and technical staff and advised the Governing Board and the United States Department of Education on all matters related to the design, methodology, analysis, and reporting of the National Assessment of Educational Progress (NAEP) on testing and measurement issues.

March 1993-July 1997 **Director, Design and Analysis Division
National Center for Education Statistics
United States Department of Education, Washington, D.C.**

Primary responsibility for the development, design, analysis, and interpretation of the National Assessment of Educational Progress (NAEP) and the National Adult Literacy Survey (NALS) at the national and state levels. Direct professional staff activities and

Resume of
SHARIF M. SHAKRANI

Between 2005 and 2010, Sharif Shakrani was the evaluator for state and federally funded education projects in 14 school districts in Michigan and 5 NSF funded projects in other states.

PUBLICATIONS (SINCE 1993):

NAEP 2012 Technological Literacy Framework & Specifications: Issues & Recommendations, NAGB, U.S. Department of Education, March, 2009.

Suggested Model Rules for Uniform Inclusion Criteria on NAEP Testing at the National and State Levels, NAGB, U.S. Department of Education, February, 2009.

The Value of Higher Education, *The New Educator*, Michigan State University Press, Winter 2009.

A Big Idea: Smaller High Schools, *The New Educator*, Michigan State University Press, Spring 2008.

Teacher Turnover, *the New Educator*, Michigan State University Press, Winter 2008.

A Chance to Make It Better: The Reauthorization of NCLB, *The New Educator*, Michigan State University Press, Spring 2007.

The Michigan Merit Curriculum, *the New Educator*, Michigan State University Press, Fall 2006.

Proposed National Standards for High School Mathematics, National Assessment Governing Board, Washington, D.C., August, 2006.

The Nation's Report Card: Science Assessment 2000, NAEP at the National and State Level, September, 2001. NAGB, U.S. Department of Education, Washington, D.C.: U.S. Government Printing Office.

Eighth-Grade Algebra Course-Taking and Mathematics Proficiency, NAEP FACTS, NCES Publication, February, 1996.

Promoting Excellence: Ensuring Academic Success for Limited English Proficient Students, Co-Author with C. Rivera. The Evaluation Assistance Center, the George Washington University, 1996.

Setting Performance Standards for Performance Assessment: Some Fundamental Issues and Technical Dilemmas. In "Technical Issues in Large-Scale Performance Assessment," U.S. Department of Education, OERI, GPO 048627-0, 1995.

The 1994 Geography Report Card, Findings from the National Assessment of Educational Progress, OERI, 1995.

Statement of Principles on Assessment in Mathematics and Science, National Science Foundation, PIP 94-1501, 1994.

Joyce C. Herron-Taylor



CAREER HIGHLIGHTS

Education

- Juris Doctor of Law
Wayne State University Law School
- Educational Leadership Administrator Certification
Eastern Michigan University
Michigan State University
University of Michigan
- Master of Science, Guidance and Counseling,
Wayne State University
- Bachelor of Science, English, Education
Wayne State University

Certifications

- Educational Administration, K-8
- Guidance and Career Counselor, K-12
- Teacher, K-8
- True Colors—Team Building/Diversity

Employment Experiences

- **Wayne Regional Education Service Agency Principal Leadership Coach, High Priority Schools Initiative**—Coached middle school principal and staff, analyzed data, conducted professional development, implemented best practices that improved academic achievement, developed and supported school improvement team process—Supported the restructuring and redevelopment of high priority middle and elementary schools, 7/07 to 5/08
- **Michigan State University, Principal Coaches Fellowship**, Participated in the study of best practices for improving the roles and functions of the principal and leadership teams towards total school improvement, 2007-2008.
- **Leadership Development Specialist, Detroit Public Schools Center for School Leaders**, Developed and implemented strategies that produced high performing future assistant principals and school leaders, 2006-2007
- **Director, Highly Qualified Teacher Assessment and Verification Center**, Detroit Public Schools, No Child Left Behind Act 2001, Title I-Developed project to ensure that teachers met the mandates of NCLB; directed staff of forty nine-2005-2006
- **Principal Coach**, Wayne Regional Educational Service Agency-Coached Middle and Elementary School Principals and staff to improve achievement 2004-2005
- **Principal**, Wayne Elementary School, Detroit Public Schools—1989-2003—Successfully led staff and up to 850 students annually. Wayne received an EdYes! grade of A and made AYP
- **Assistant Principal**, Wayne Elementary School, DPS—1986-1989
- **Guidance Counselor**, Carstens Elementary-Middle School, DPS—1984-1986
- **Counselor**, Oakland University, Wayne State University
 - Trio Project, Upward Bound—Summer 1970
- **Attorney**, State of Michigan License to practice is current—Domestic Relations, Civil Rights. Education Law
- **Referee**, Michigan Department of Civil Rights—Summer 1984

- **Law Clerk**, U.S. Federal District Court Magistrate—Summer 1981
- **Law Intern**, Detroit Public Schools—Summer 1982; North Mississippi Rural Legal Services—Summer 1979
- **Research Collaborator**, On loan from DPS to the Institute for Research on Teaching,
 - Michigan State University, National Institute of Education—1976-1978
- **Language Arts Specialist**, Reading Diagnostician-Middle and Elementary Schools, Detroit Public Schools—1976-1982. Supported/instructed teachers of reading
- **Teacher**, All Subjects K-8—Detroit Public Schools—1970-1976, 1982-1984

Awards/Distinctions

- **Patrick Francis Daly Award for Excellence in Educational Leadership**—Yale University School Development Program—The Comer Project 2001
- **Booker T. Washington Principals' and Educators' Award**—1988
- **American Business Women's Association, Employer of the Year**—1986
- **National TRIO Outstanding Alumnus Award**—1996
- **Wayne State University Law School—Student Board of Governors--1981**

- Secured \$200K in group bookings associated with universities including University of Michigan Dental, Medical and Nursing Schools, University of Michigan School of Public Policy, Albion College, and Jackson Community College – multiple programs expanded nationally to add business to other Kaplan centers.
- Built cost analysis tool and revenue projection models to persuade CEO to approve a location change of the Ann Arbor center in 2006 based on university student living areas – center achieved a 27% CAGR (vs. 25% proposed estimate) in sales since move in 2007.

Kaplan Fellow (2003-2006)

In addition to line-management positions, selected to join an elite project-oriented team of rising Kaplan managers to solve cross-functional, national problems in a collaborative group format within the organization. Group reported to VP of Graduate Programs and had authority to use Kaplan's full spectrum of resources upon management approval to achieve project completion.

- Collaborated with 5 other Kaplan Fellows to create, design and implement an internet-based systems analysis and training center (Command Post) as a shared resource to improve reporting and performance across centers nationwide – project completed in 12-months with a budget of \$100K.

Regional Operations Director – Great Lakes (2004-2005)

Oversaw 15 centers concurrently, focusing on operation efficiency, implementation of corporate initiatives and finding new ways to capture economies of scale. Liaised between home office and centers to implement best practices on a larger scale. Oversaw training of all field employees (approximately 500) within region on business systems, onboarding and performance improvement initiatives.

- First region to roll-out training and implementation of 'Class Watch' – a scheduling and resource allocation planning software tool. Software was adopted by centers nationwide after success in Great Lakes area.

General Manager – Westwood, CA (2003-2004)

Selected by Area Vice President to take-on challenging role faced with turning-around an underperforming center and satellite operations within a 12-month period.

Major Accomplishments

- Turned-around center, increasing revenues by 25% vs. 2003 to achieve target revenue goal (\$5M) in 2004.
- Hired an experienced relationship management professional to strengthen ties with business schools as part of a strategic plan to win-back market share against a niche competitor, resulting in a double-digit growth for classroom enrollment.
- Re-organized area workforce by streamlining activities and aligning job-task responsibilities, resulting in the deletion of two FT roles due to redundancy, thereby saving \$120K/yr in costs.
- Opened doors with area K-12 organizations and universities by employing grass-roots marketing tactics and by delivering convincing school board pitches.

Area Director – Great Lakes (2001-2003)

Pioneered new role in area responsible for managing multiple lower-volume centers in Grand Rapids, Kalamazoo and East Lansing, representing \$2.5M in total revenues with 50 employees. Focused on improving business development and creating growth strategy for under-developed area.

- Continuously exceeded target revenue goals for area during tenure due to more sophisticated business development initiatives and customer-reach:
 - 2001: achieved 110% of revenue goal
 - 2002: achieved 112% of revenue goal
 - 2003: achieved 143% of revenue goal

OXFORD LEARNING CENTERS, INC., London, Ontario, Canada, 1999-2001

Privately-held Canadian-based company providing supplemental tutoring to children K-12.

Area Director – Great Lakes

Opened and sustained the only two profitable tutoring centers in the Michigan area - as a result was the only employee asked to stay when the company exited the US market in 2001.

EDUCATION

MBA Candidate: Kaplan University – expected graduation in 2010

BS, Social Science Education: San Jose State University, San Jose, CA – 1995

LISA M. DIAZ

EDUCATION

Central Michigan University, Mt. Pleasant, Michigan
Bachelor of Science, May 1997 Master of Arts, Education Administration
Major: Political Science Graduation: May, 2001
Minor: Economics

EXPERIENCE

2001-current

Senior Vice President, Michigan Association of Public School Academies
-Provide overall leadership and organizational strategic planning which includes working with all divisions of MAPSA on their annual priorities and measurable benchmarks of success.
-Manage and support teams of staff working on membership services, academic support/performance management, business development, new school development and communications.
-Grow the financial support of MAPSA through grants and direct solicitation. Through this effort and business development effort MAPSA has grown its annual budget from \$200,000 a year to over 2 million dollars a year.
-Provide leadership in hiring and managing MAPSA staff members. The organization has grown over the last ten years from a staff of four to a staff of fourteen.
-Developed grassroots recruitment, education and activation outreach programs, which now consist of thousands of parents, teachers and school leaders.
-Organized and participated in the cultivation and education of legislators and other key policy makers.

2000-2001

Development Officer, Michigan State University
-Solicited gifts of \$10,000 or more to the College of Natural Science.
-Organized and facilitated the campus campaign for all faculty, staff and students of the college.
-Implemented a \$1.8 million campaign for lab renovations in the Lyman Briggs School of Science. Including the case statement, number of donors needed to meet goal, plan for corporate and foundation support and recognition levels.
-Executed a \$100,000 College of Natural Science Alumni Association campaign for the new Biomedical and Physical Science Building.
-Participated in the planning and coordination of the 2002 Capital Campaign.
-Advised departments on alumni and donor cultivation activities.
-Identified and cultivated donor prospects for the college.

1999- 2000

Associate Director of Alumni Relations, Central Michigan University
-Established and maintained regional alumni chapters. Organized all cultivation events hosted by assigned chapters.
-Organized reunion giving programs that raised more than \$45,000.
-Planned and executed scholarship golf outing that raised over \$50,000.
-Solicited corporate donations of over \$40,000 for scholarship programs.

1997- 1999

Interim Director of Alumni Relations, Central Michigan University
-Focused on increasing alumni participation through establishing a system of regional alumni groups, academic programs and student involvement.
-Developed a regional structure including guidelines for boards to interact with other CMU alumni and the university.

- Revamped structure of the Alumni Board of Directors resulting in a goal-oriented and focused board. The board became constituency-based and committees are focused on revenue generation, alumni communications (Centralight), awards, membership and regional alumni board chartering.
- Implemented a plan to encourage colleges to remain in contact with their alumni and engage in college activities. The program was designed to increase alumni commitment to CMU's academic colleges.
- Administered the 1997-1998 budget and created the 1998-1999 \$450,000 budget. Developed a system for evaluating expenditures in order to redirect current funds.
- Assisted in the development of the telemarketing program for the fall of 1998.
- Managed one professional staff member, two support staff and several student interns.
- Planned and hosted more than 50 reunions and alumni functions including scholarship golf outings, summer reunions, regional activities and Homecoming.

Assistant Director of Alumni Relations, Central Michigan University

1997

- Established, advised and assisted the Maroon Coat Society student group.
- Assisted with the organization and implementation of Homecoming events
- Planned activities for Alumni Reunion Weekend (reunions for 45th, 50th, 55th, 60th)
- Organized specific student organization reunion for campus constituencies
- Oversaw scholarship golf outing committees.
- Advised and assisted the Student Alumni Association.
- Oversaw all office correspondence.
- Oversaw Revenue Generation programs and prepared reports for revenue generation alumni committee
- Planned and initiated alumni activities throughout Michigan

Student Body President *Student Government Association*, Central Michigan University

1995- 1997

- Served as an advocate and liaison for a community of more than 16,000 students.
- Represented the student body at Board of Trustees meetings and university functions.
- Served as the student representative on a variety of university committees including Academic Senate, planning commission and calendar restructuring.

PROFESSIONAL DEVELOPMENT

- National Charter Schools Conference, annually
- National Alliance of Public Charter Schools Master Classes, 2008-2009
- California Educational Conference, March 2003
- Special Education IDEA Conference, February 2003
- United State Department of Education Charter School Conference, July 2002
- Mid American Conference Development Conference, July 1999
- Council for the Advancement & Support of Education conference, December 1997, 1998, 1999 & 2000

LEADERSHIP

- Renaissance Public School Academy board member, 2007-current
- University Church board member, 2001-2007
- Big Brothers and Big Sisters Board, 1999-2000
- Lions Club member, 1998-1999
- Alpha Chi Omega member, 1996-1997
- President's Planning Commission, 1995-1997
- Board of Trustees Student Liaison Committee, 1994-1997
- Chairperson for student United Way Campaign, 1996

Angi Beland

SUMMARY OF QUALIFICATIONS

Highly motivated and results-oriented professional with exceptional interpersonal and communication skills. Experienced in leading and motivating people. Strong background in the development and delivery of effective marketing strategies. Strong analytical and planning skills, combined with the ability to coordinate the efforts of many to meet organizational goals.

PROFESSIONAL EXPERIENCE AND ACCOMPLISHMENTS

LEADERSHIP

- Developed and implemented a sustainability model for MAPSA based on strategic plan; currently manage all budgets of the association to ensure return on investment goals are met
- Successfully launched out-of-state consulting business for MAPSA; developed through identification of a niche market not yet served
- Researched and implemented new database system for MAPSA; responsible for leading all internal communications for the association
- Succeeded in turning a struggling branch into a profit leader at Enterprise Rent-A-Car, increasing revenue by more than \$250K per year by promoting teamwork and motivating associates to exceed sales goals
- Developed teambuilding and motivational activities for staff and volunteers in order to increase revenue generated through fundraising programs at the Muscular Dystrophy Association

SALES AND COMMUNICATIONS

- Currently leading a communications strategy to allow MAPSA to better engage with their members; ultimately resulting in increased membership and association revenue derived from value-added programs
- Responsible for creation of all association marketing materials; manage logistics and sales for exhibit hall at annual conference
- Identified weaknesses in fulfilling customer satisfaction goals and developed an improvement strategy that resulted in an increase of the branch's customer satisfaction rating at Enterprise Rent-A-Car from a 6-month average of 65% to 78%
- Succeeded in raising nearly \$1 million per year through fundraising events by identifying strengths and weaknesses in core fundraising programs at the Muscular Dystrophy Association in order to maximize revenue
- Facilitated marketing success on over 100 accounts by incorporating various forms of communication and other services into client plans at Photo Marketing Association International

PROFESSIONAL WORK HISTORY

Michigan Association of Public School Academies (MAPSA) <i>Director of Business Development</i>	2007-present
Auto Owners Insurance Company ~ Lansing, MI <i>Life/Disability Underwriter</i>	2004-2007
Muscular Dystrophy Association ~ Lansing, MI <i>Program Coordinator</i>	2002-2004
Photo Marketing Association International ~ Jackson, MI <i>Advertising Sales Executive</i>	2001-2002
Enterprise Rent-A-Car ~ Lansing, MI <i>Branch Manager</i>	1998-2001

EDUCATION/PROFESSIONAL AFFILIATIONS

Master of Business Administration <i>Northwood University</i>	2005
Licensed in Life, Health & Accident Insurance <i>State of Michigan</i>	2001
Fellow, Life Management Institute <i>LOMA</i>	2006

REFERENCES UPON REQUEST

KELLY LAMBERT

Objective A high energy, detailed-oriented individual seeking leadership in managing, coordinating departments and team building.

Experience ***Michigan Association of Public School Academies***

Director of Professional Development, April 2005-present

- * Plan and organize the 2004 Charter School Fine Arts Camp
- * Organize all aspects of the Michigan Charter School Annual Conference attended by 2500 school leaders, teachers, and board members in Michigan.
- * Development year round Professional Development for the 225 Michigan Charter Schools.
- Lead year long special events for the Charter Schools.
-

Muscular Dystrophy Association, Lansing Michigan

District Director, August 2001- April 2005

- * Raised \$ 575, 567 in fiscal year 2004
- * Raised \$ 546, 525 in fiscal year 2003
- * Raised \$ 521, 985 in fiscal year 2002
- * Increased State of Michigan Lockup Event by 213%.
- * Increased City of Jackson lockup by 129%.
- * Created strategic plan of action to achieve district budget.
- * Managed and trained current staff.
- * Directed all aspects of the Lansing Area Jerry Lewis Labor Day Telethon.
- * Planned special events and fundraising programs.

Indian Lakes Resort, Bloomingdale, Illinois

Sales Manager, October 2000-July 2001

- * Concentrated on the corporate market with focus on pharmaceutical, medical, financial, insurance and high tech.
- * Sold meeting and function space with 35 or more guests room per night.
- * Solicited and negotiated guest rooms, rates, dates, and space.

Executive Meeting Manager, July 2000-October 2000

- * Sold and handled meetings from 10-30 room nights.
- * Negotiated guests rooms, rates, dates, and space.
- * Detailed all aspects of each meeting.

Catering Manager, June 2000-July 2000

- * Managed social events from 10-250 people.
- * Handled all details of all social events.

Central Michigan Newspapers, Mt. Pleasant, Michigan

Advertising Sales Consultant, January 1999-May 2000

- * Developed strong outside sales skills.
- * Covered territory including Mt.Pleasant and surrounding areas.
- * Created and developed advertising campaigns.

Grand Hotel, Mackinaw Island Michigan

Wedding Coordinator/Convention Manager, December 1996-January 1999

- * Acted as liaison between meeting planner and resort.
- * Increased annual revenue 10% from pre-sold group events.
- * Directly planned 75-85 weddings, conventions, tours, and special events each season: groups ranged in size from 50-500 persons: budget ranged from \$5,000-\$50,000.
- * Organized and followed through on all aspects of weddings and conventions including guest rooms, transportation, meeting rooms, food and beverage, golf, tennis, spouse events and children's programs.
- * Trained newly hired convention managers and supervised convention service staff.

Front Desk Manager, May 1996-December 1996

- * Supervised, trained and scheduled front desk staff.
- * Provided rapid guest check in and out.
- * Generated daily room inventory reports for five departmental heads.
- * Provided general information and answered questions on all aspects of the resort.

Assistant Reservation Manager, November 1995-May 1996

- * Assisted reservation manager with daily tasks and projects.
- * Verified convention reservation forms and processed checks.
- * Managed customer services and quality control.

Reservation Agent/Front Desk Agent, May 1993-November 1995

- * Provided rapid guest check in and out.
- * Gained strong communication and phone skills.

Education

Central Michigan University, Mt. Pleasant, Michigan 1995
B.A. Commercial Recreation & Facility Management
Minor in Management

**Organizations
and Honors**

Member of Meeting Professional International
Member of Association of Training and Development
Member of Northwest & Schumburg Association of Commerce
Honored at 2001 Amazing Women's Day
Member of Jr. League of Greater Dukane
Member of Lansing Area Chamber of Commerce

Budget Narrative

Budget Narrative

Attachment 1:

Title: **TEAMSBudgetNarrative** Pages: **0** Uploaded File: **TEAMSBudgetnarrativefinal(2)PDF7.3.10.pdf**

Budget Narrative

The consortium of LEA’s in partnership with MAPSA requests \$9,231,483.36 over the course of 5 years.

Year 1-Total Requested [REDACTED]

Salaries: Please see resumes submitted in the attachments for information on proposed salaried personnel in addition to the management plan beginning on page 40. A total of \$1 [REDACTED] is requested for year 1 with the following need:

<i>Personnel:</i> The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Project Director – Coordinates and leads all TEAMS project activities.	[REDACTED]	[REDACTED]	[REDACTED]
PD & Training Coordinator - works with schools in PLCs and Flippen Leadership models, coordinates trainings and meetings.	[REDACTED]	[REDACTED]	[REDACTED]
Financial Manager - manages all grant finances and financial reporting.	[REDACTED]	[REDACTED]	[REDACTED]
Administrative Assistant – Assists all project staff and school staffs with daily project operations.	[REDACTED]	[REDACTED]	[REDACTED]
Technology Coordinator - works with MAPSA and schools in Performance Management System	[REDACTED]	[REDACTED]	[REDACTED]

Benefits: A total of \$44,062.50 is requested for health & retirement:

Benefits are based on 25% of salary and include medical, dental, vision, and retirement	Amount
Project Director	[REDACTED]
PD & Training Coordinator	[REDACTED]
Financial Manager	[REDACTED]
[REDACTED]	[REDACTED]

Travel: Please see the management plan beginning on page 40 for a description of annual activities associated with travel. A total of \$82,850 is requested for travel with the following justification:

<i>Travel:</i> Travel expenses include the necessary trips to execute the TEAMS Project.	# Trips	\$ per Trip	Total
Project Director: 40 trips to [REDACTED] and [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED] o schools/districts at 150 miles each and [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED] school at 150 miles each for 9 schools.	[REDACTED]	[REDACTED]	[REDACTED]
Travel for Master Teacher Meetings: Master teachers meet 2 x per month in first two months and monthly thereafter. Nine schools at 20 miles each.	[REDACTED]	[REDACTED]	[REDACTED]
Travel for School leaders / trainings: One meeting per month @ 20 miles	[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED] for nine			
[REDACTED] p	[REDACTED]	[REDACTED]	[REDACTED]

Equipment: The equipment below is necessary for schools and project staff to implement project activities successfully. Please see job descriptions in the management plan section beginning on page 40 or descriptions of assessment processes under the methods of assessment descriptions beginning on page 13 for more information. A total of \$ [REDACTED] is requested for Equipment in Year 1 with the following rationale:

<i>Equipment:</i> Consistent with our organization’s policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.	Cost of Item	Item Description	Total
5 Laptops for Project Staff	[REDACTED]	[REDACTED]	[REDACTED]
5 Printers for Project Staff	[REDACTED]	[REDACTED]	[REDACTED]
Web Video Conferencing	[REDACTED]	[REDACTED]	[REDACTED]
Computers for Schools to implement computer testing (225 in total)	\$ [REDACTED]	[REDACTED]	[REDACTED]
Interactive Boards and projectors	\$ [REDACTED]	[REDACTED]	[REDACTED]
Laptops for School Leaders	\$ [REDACTED]	[REDACTED]	[REDACTED]

Supplies: Supplies will be used to carry-out project activities described in the management plan beginning on page 40. A total of \$23,000 for year 1 is requested with the following detail:

Supplies for Project	Units	Total Cost
Office Supplies for daily operations of Project for MAPSA & Project Staff (\$█/person)	6	█
TEAMS Materials - printing and distribution (█/school)	█	█
Statistician Materials for 9 schools (Copies, CDs, & Training Materials)	█	█
Training materials per school in TEAMS model: Budgeted at \$█/school	█	█

Contractual: Please see the management plan beginning on page 40 for more information on contractual staff and organizations that will help attain project goals. Information on the performance management system is found beginning on page 27. A total of \$█ in Year 1 is requested with the following justification:

Contract		Cost
Training in PLC Model for leaders in all 9 Schools and Mentor Teachers	█	█
Data analyst/statistician	Liaison between CEPI, MEAP, schools and MAPSA .	█
K-8 Assessment Licensing & Training (Scantron)	5 year licensing: \$█ per training for 1 full day. \$█ per follow-up visit █	█
Observation Licensing & Training	5yr Annual product Licensing & Training	█
Performance Management Licensing & Training	5yr Annual product license @█/school & training 6x annually/school @█/school	█
High School Assessment Licensing & Training (ACT)	5yr Annual product Licensing & Training	█
Teacher Observation Tool Development/Refinement	60 hours at \$█/hour for rubric and tool application for PLC standards-based model. Adjustments as needed to tool/rubric for Yr2 estimated at 15 hours.	█

Annual Grant Audit	40 hours at \$1[REDACTED]/hour	[REDACTED]
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Other Incentives: Complete descriptions of the proposed PBCS begin on page 16. A total of \$1,175,500 is requested for Year 1 with the following justification:

<i>Other Incentives:</i> Performance based incentives do not include benefits.	# of salaries	Amount of salary	Total
Teacher Incentive Pay TIF Eval: Teacher Bonus Potential Avg. of [REDACTED]0 (1% of Avg. Teacher salary of \$[REDACTED] x 100 Teachers.	1[REDACTED]	[REDACTED]	[REDACTED]
Teacher Incentive Pay-TEAMS: Teacher Bonus Potential Avg. of [REDACTED] (15% of [REDACTED] avg. salary) x 100 Teachers	[REDACTED]	[REDACTED]	[REDACTED]
Principal Incentive Pay-TIF Evaluation: Principal Bonus Potential Avg. of [REDACTED] school (1% of avg. salary of \$[REDACTED]) x 10 Roles	[REDACTED]	[REDACTED]	[REDACTED]
Principal Incentive Pay-TEAMS Principal Bonus Potential Avg. of [REDACTED]/school (15% of avg. salary of [REDACTED] x 12 Roles	[REDACTED]	[REDACTED]	[REDACTED]
Leadership/Mentor Roles: (TIF Eval) Avg. of 4/School @ \$[REDACTED] (16 roles)	[REDACTED]	[REDACTED]	[REDACTED]
Leadership/Mentor Roles: (TEAMS) Avg. of 4/School @ \$4[REDACTED] each (20 roles)	[REDACTED]	[REDACTED]	[REDACTED]
Student Tutor Roles: (TIF Evaluation) Avg. of 2/School @ [REDACTED] each	[REDACTED]	[REDACTED]	[REDACTED]
Student Tutor Roles: (TEAMS) Avg. of 2/School @ \$2[REDACTED]0 each	[REDACTED]	[REDACTED]	[REDACTED]
Critical Need Areas: (TIF Eval) Avg. of 2/School @ \$[REDACTED] each	[REDACTED]	[REDACTED]	[REDACTED]
Critical Need Areas: (TEAMS) Avg. of 2/School @ \$4[REDACTED] each	[REDACTED]	[REDACTED]	[REDACTED]

Other: Descriptions of professional development plans begin on page 34 and the proposed local evaluation plans begin on page 53. For more information on the SIMS model, please see page 23 and for further explanation of how costs relate to the management plan, please see 40. The amount of \$[REDACTED] requested for Year 1 with the following justification:

Teacher Subs @ TIF Eval Schools: Each school receives 10 sub days at \$ [redacted] /sub plus 3% increase for 4 schools	[redacted]
Teacher Subs at TEAMS Schools: Each school receives 10 sub days at \$ [redacted] /sub for 4 schools	
Conference attendance for Project Director and 2 Coordinat Attendance of 1 conference per year for 3 staff members @ \$ [redacted] person	
Marketing materials writing and layout = [redacted]	
Interim Assessment Score Growth Predictor Training (SIMS): (40 hours at [redacted] /hour). 4 days broken down into 3 hour training sessions plus prep and follow-up.	
Leadership Training: [redacted] /person for 18 leaders in year one, two, and three.	
TEAMS presentation at annual statewide charter school conference: Facilities rental, materials costs, travel and lodging	
Partial support of the charter school job fair: Staff time, advertising, promotional costs, and facilities rental.	
Telecommunications for Tech Coordinator and PD Director: cell phones (\$ [redacted] /mo), internet ([redacted] 60/mo), land line [redacted] month	
Telecommunications for Project Director: cell phones ([redacted] /mo), internet (\$ [redacted] /mo).	
TIF Evaluation Michigan State University: based on 10% of grant award spread over the five years of the project. Includes third party teacher and school leader evaluations.	[redacted]

Year 2-Total Requested - [redacted]

Salaries: A total of \$ [redacted] is requested for Year 2 with the following need:

<i>Personnel:</i> The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Project Director – Coordinates and leads all TEAMS project activities.	[redacted]	[redacted]	[redacted]
PD & Training Coordinator - works with schools in PLCs and Flippen Leadership models, coordinates trainings and meetings.	[redacted]	[redacted]	[redacted]
Financial Manager - manages all grant finances and financial reporting.	[redacted]	[redacted]	[redacted]
Administrative Assistant – Assists all	[redacted]	[redacted]	[redacted]

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Benefits: A total of \$45,384.38 is requested for health & retirement:

Benefits based on 25% of salary and include medical, dental, vision, and retirement	Amount
Project Director	\$1 [REDACTED]
PD & Training Coordinator	\$ [REDACTED]
Financial Manager	\$7 [REDACTED]
Administrative Assistant	\$ [REDACTED]
Technology Coordinator	\$ [REDACTED]

Travel: A total of \$69,585 is requested for travel with the following justification:

<i>Travel:</i> Travel expenses include the necessary trips to execute TIF Program.	# Trips	\$ per Trip	Total
Project Director: (40 trips to schools/districts at 150 miles each and .50/mile), Meals & Entertainment \$ [REDACTED], Lodging [REDACTED]. 3% increase/year.	[REDACTED]	[REDACTED]	[REDACTED]
Technology Coordinator: (40 trips to schools/districts at 150 miles each and .50/mile), Lodging \$ [REDACTED] Per diems \$ [REDACTED] Out of state travel for TEAM coordinator \$ [REDACTED] reduced to \$ [REDACTED] in yr. 2.	[REDACTED]	[REDACTED]	[REDACTED]
Travel for TEAMS Training 2-day trainings for 9 schools @ 250 miles each @ .50/mile plus	[REDACTED]	[REDACTED]	[REDACTED]

lodging/meals at \$1█/night for 3 people per school. One in yrs 2,3,4			
Required Grantee Travel: Travel to DC for three, Airfare \$4█ each, Lodging \$1█ night each, local travel \$█ and per diem \$█0 each.	█	█	█
Required Topical Meeting: Travel to DC for two, Airfare █ each, Lodging \$1█ night each, local travel \$█ and per diem \$█ each.	█	\$█	█
Director & PD & Training Coordinator Travel: 1 trip per month per school at 150 miles each for 9 schools.	█	█	█
Travel for Master Teacher Meetings: Master teachers meet 2 x per month in first two months and monthly thereafter. Nine schools at 20 miles each.	1█	█	█
Travel for School leaders / trainings: One meeting per month @ 20 miles each (█) and 3 meetings in Lansing per year @ 150 miles each for 8 number of school leaders. (█).	█	█	█
School Leader Travel to Leadership Training: 18 Leaders at 275 miles@ .50/mile plus three nights Hotel at \$█ night and \$█ per diem.	█	\$█	█

Equipment: A total of \$5,500 is requested for Equipment in Year 2 with the following rationale:

<i>Equipment:</i> Consistent with our organization's policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of █ or more per unit.	Cost of Item	Item Description	Total
Web Video Conferencing	\$█	█	█

Supplies: A total of \$2 [REDACTED] for Year 2 is requested with the following detail:

Supplies for Project	Units	Total Cost
Office Supplies for day-to-day work for MAPSA & Project Staff (\$700/person)	[REDACTED]	[REDACTED]
TEAMS Material for printing and distribution (\$444.44/school)	[REDACTED]	[REDACTED]
Statistician Materials for 9 schools (Copies, CDs, & training Materials)	[REDACTED]	[REDACTED]
Training materials per school for TEAMS is Budgeted at \$1500/school	9	\$13,500

Contractual: A total of \$ [REDACTED] in Year 2 is requested with the following justification:

Contract		Cost
Training in PLC Model for leaders in all 9 Schools and Mentor Teachers.	[REDACTED]	[REDACTED]
Data analyst/statistician	[REDACTED]	[REDACTED]
K-8 Assessment Licensing & Training (Scantron)	[REDACTED]	[REDACTED]
Observation Licensing & Training	[REDACTED]	[REDACTED]
Performance Management Licensing & Training	[REDACTED]	[REDACTED]
High School Assessment Licensing & Training (ACT)	[REDACTED]	[REDACTED]
Teacher Observation Tool Development/Refinement	[REDACTED]	[REDACTED]

	PLC standards-based model.	
Annual Grant Audit		

Other Incentives: A total of \$ [REDACTED] is requested for Year 2 with the following justification:

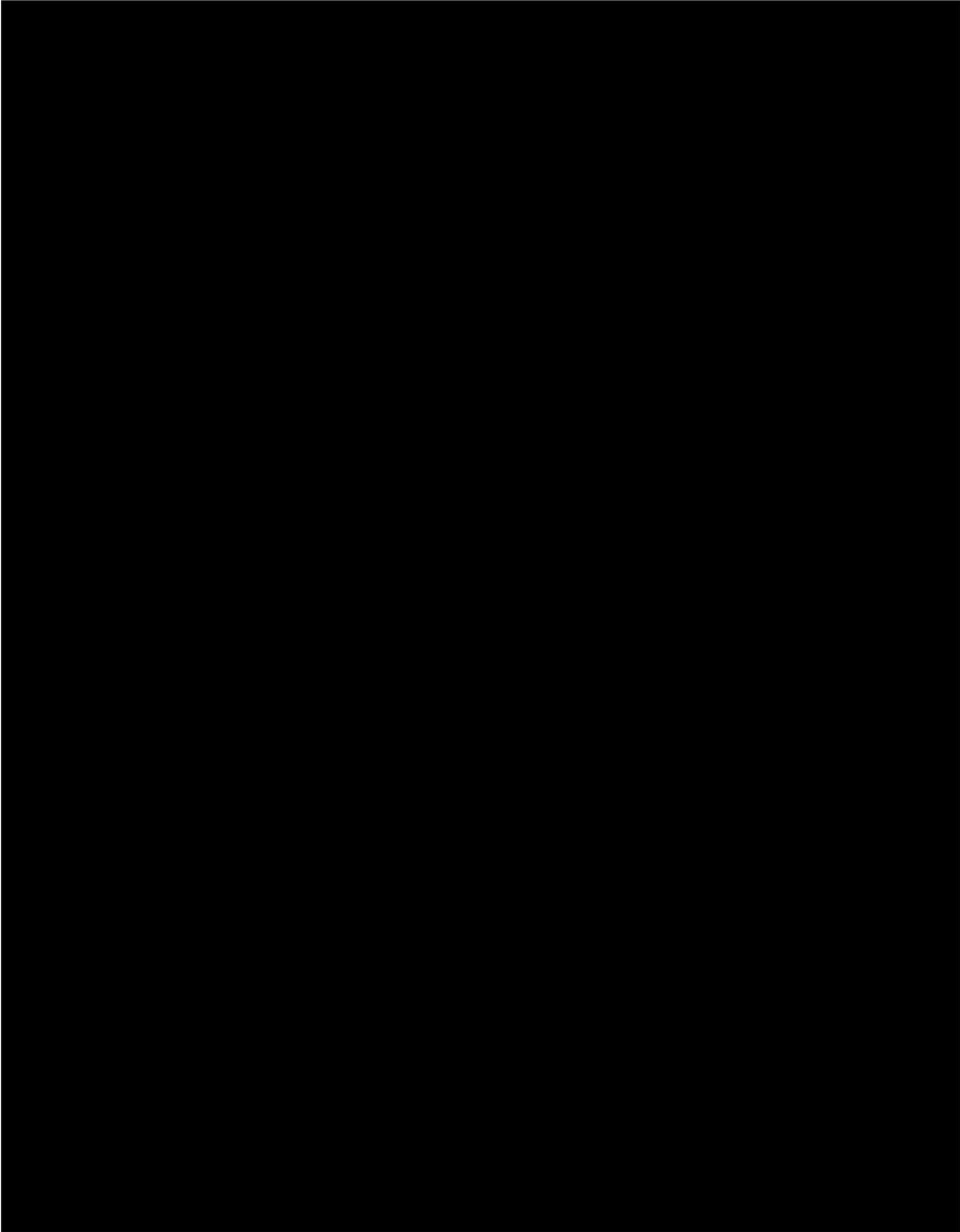
<i>Other:</i>	# of salaries	Amount of salary	Total
Teacher Incentive Pay: TIF Eval Teacher Bonus Potential Avg. of \$ [REDACTED] (1% of Avg. Teacher salary of \$ [REDACTED] x 100 Teachers	1 [REDACTED]	[REDACTED]	[REDACTED]
Teacher Incentive Pay: TEAMS Teacher Bonus Potential Avg. of [REDACTED] (15% of [REDACTED] avg. salary) x 100 Teachers	[REDACTED]	[REDACTED]	[REDACTED]
Principal Incentive Pay: TIF Evaluation Principal Bonus Potential Avg. of [REDACTED]0/school (1% of avg. salary of [REDACTED]) 10 Roles	[REDACTED]	[REDACTED]	[REDACTED]
Principal Incentive Pay: TEAMS Principal Bonus Potential Avg. of [REDACTED]/school (15% of avg. salary of [REDACTED]) x 12 Roles	[REDACTED]	[REDACTED]	[REDACTED]
Leadership/Mentor Roles: TIF Eval. Avg of 4/School @ [REDACTED] each (16 roles).	[REDACTED]	[REDACTED]	[REDACTED]
Leadership/Mentor Roles: (TEAMS) Avg. of 4/School @ [REDACTED]0 each (20 roles)	[REDACTED]	[REDACTED]	[REDACTED]
Student Tutor Roles: (TIF Evaluation) Avg. of 2/School @ [REDACTED] each	[REDACTED]	[REDACTED]	[REDACTED]
Student Tutor Roles (TEAMS) Avg. of 2/School @ \$ [REDACTED] each	[REDACTED]	[REDACTED]	[REDACTED]
Critical Need Areas (TIF Eval) Avg. of 2/School @ [REDACTED] each	[REDACTED]	[REDACTED]	[REDACTED]
Critical Need Areas (TEAMS) Avg. of 2/School @ [REDACTED] each	[REDACTED]	[REDACTED]	[REDACTED]

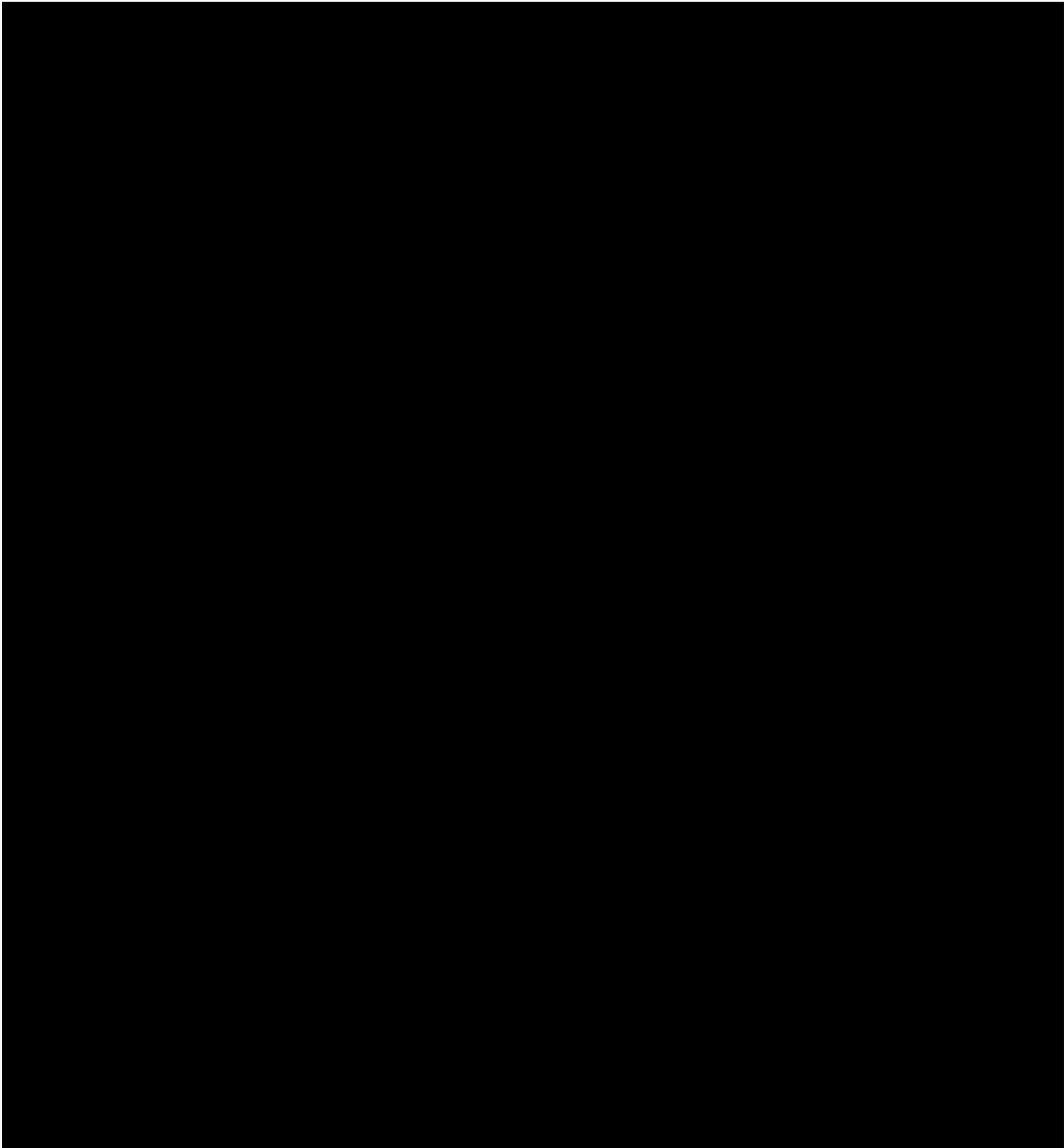
Other: The amount of [REDACTED] is requested for Year 2 with the following justification:

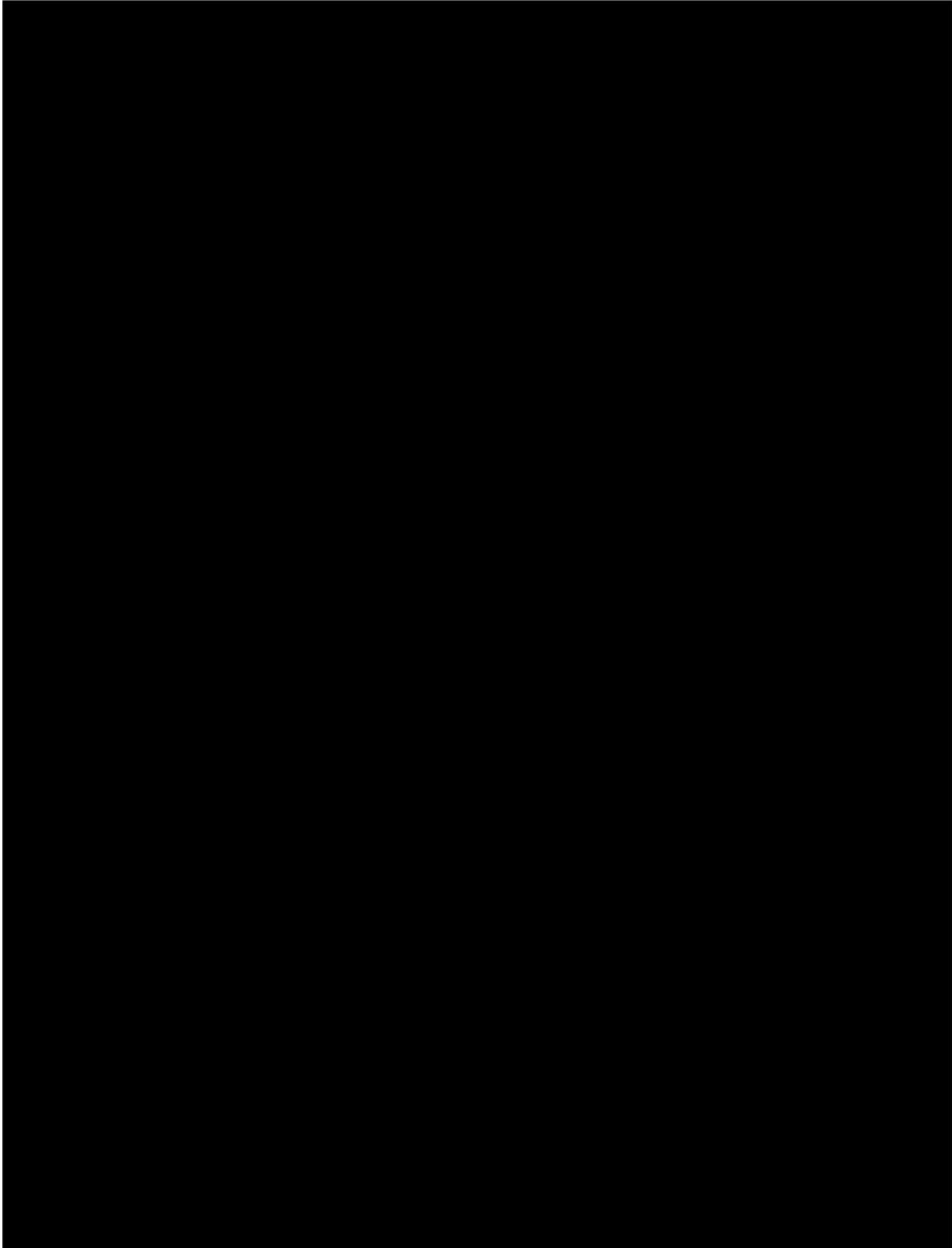
Teacher Subs @ TIF Eval Schools: Each school receives 10 sub days at \$9 [REDACTED]/sub plus 3% increase for 4 schools.	[REDACTED]
Teacher Subs at TEAMS Schools: Each school receives 10 sub days at \$9 [REDACTED]/sub for 4 schools	[REDACTED]
Conference attendance for Project Director and 2 Coordinator: Attendance of 1 conference per year for 3 staff members @ \$ [REDACTED]0 registration plus \$ [REDACTED] and lodging, food = [REDACTED] person.	[REDACTED]
Development of TEAMS marketing materials and annual report development: annual report writing and layout = [REDACTED]	[REDACTED]
Interim Assessment Score Growth Predictor Training (SIMS): (40 hours at \$7 [REDACTED]/hour). 4 days broken down into 3 hour training sessions plus prep and follow-up.	[REDACTED]
Flippen Leadership Training: \$5 [REDACTED]/person 18 leaders in year one, two, and three	[REDACTED]
MAPSA Event Planning/Hosting Costs, TEAMS: 2 regional trainings beginning year 2 and two trainings at district school in summer, year 3. Trainings are 9 days. Donated 1/2 staff time for planning. (Food & Facilities = [REDACTED] materials = [REDACTED] [REDACTED] Planning/Hosting Costs all TEAMS schools budget workshops: regional trainings in years 3 & 4, Facilities and Equipment = \$ [REDACTED] AV = [REDACTED]; Supplies = \$ [REDACTED]; staff events planning = \$ [REDACTED]	[REDACTED]
TEAMS presentation at annual statewide charter school conference: Facilities rental, materials costs, travel and lodging	[REDACTED]
Support of the charter school job fair: Staff time, advertising, promotional costs, facilities rental, etc.	[REDACTED]
Telecommunications for Tech Coordinator and PD Director: cell phones (\$ [REDACTED]/mo), internet (\$ [REDACTED]/mo), land line [REDACTED] month	\$ [REDACTED]
Telecommunications for Project Director: cell phones ([REDACTED]/mo), internet ([REDACTED]/mo)	[REDACTED]
TIF Local Evaluation: Michigan State University	[REDACTED]

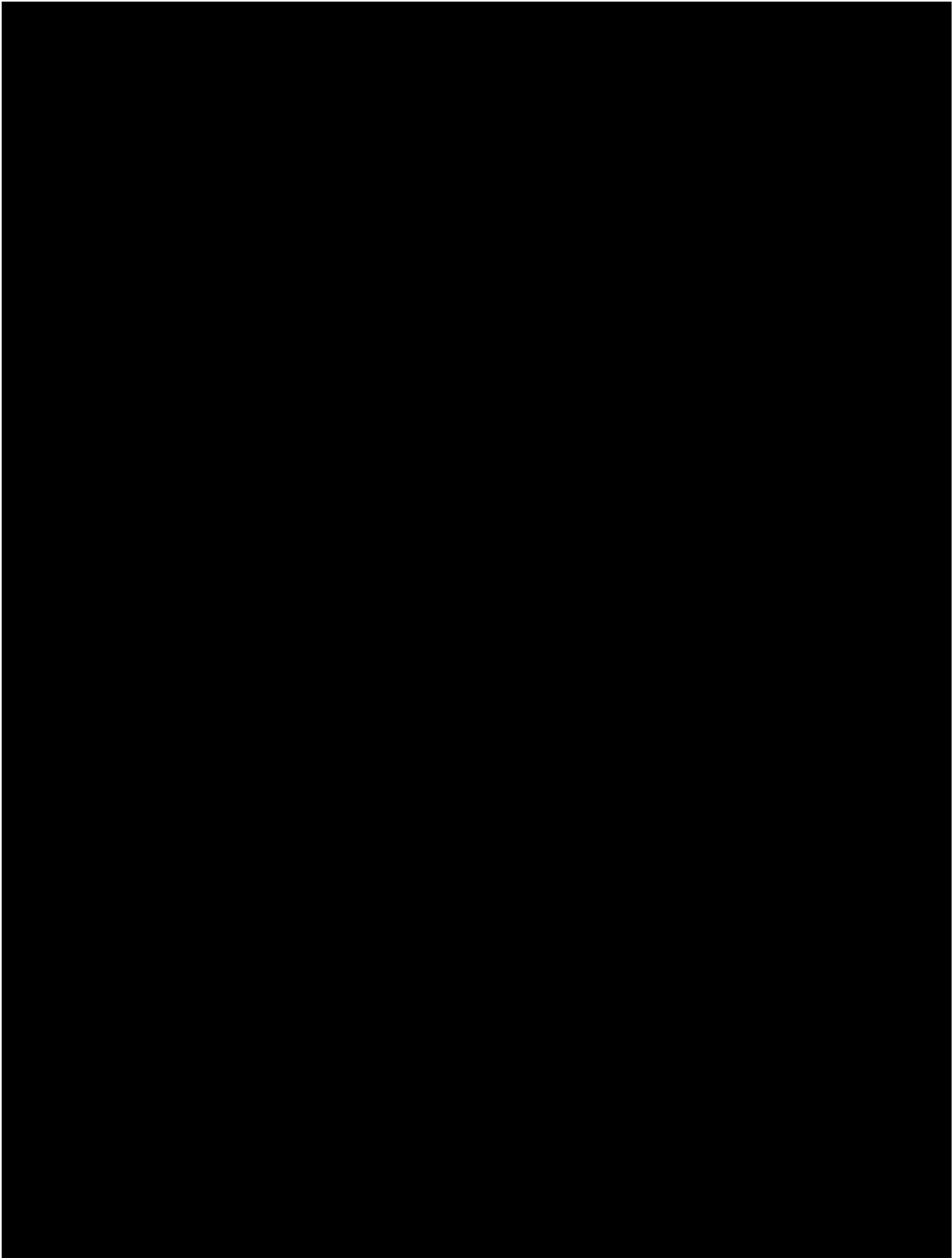
Year 3-Total Requested [REDACTED]

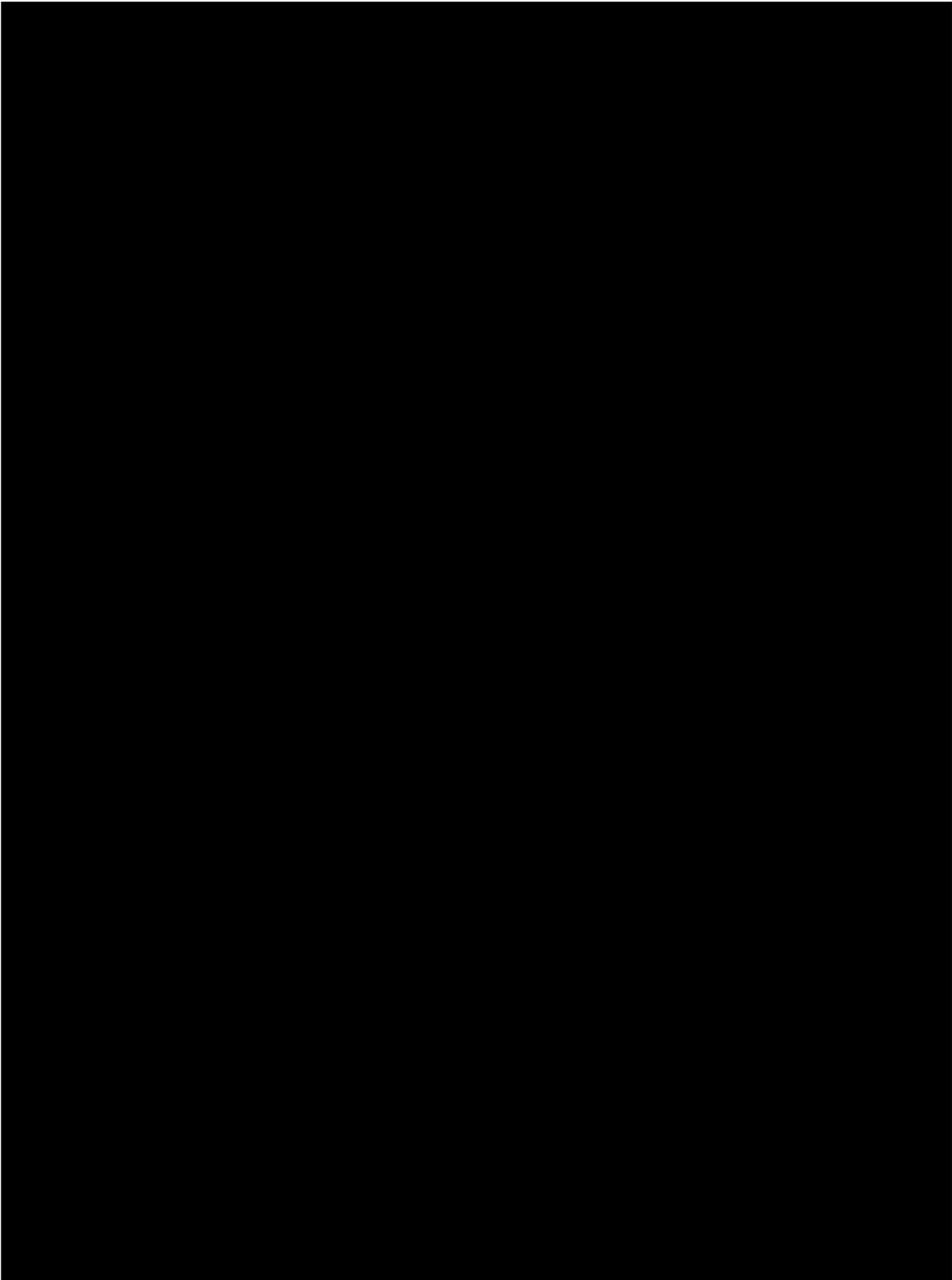
Salaries: A total of [REDACTED] is requested for Year 3 with the following need:

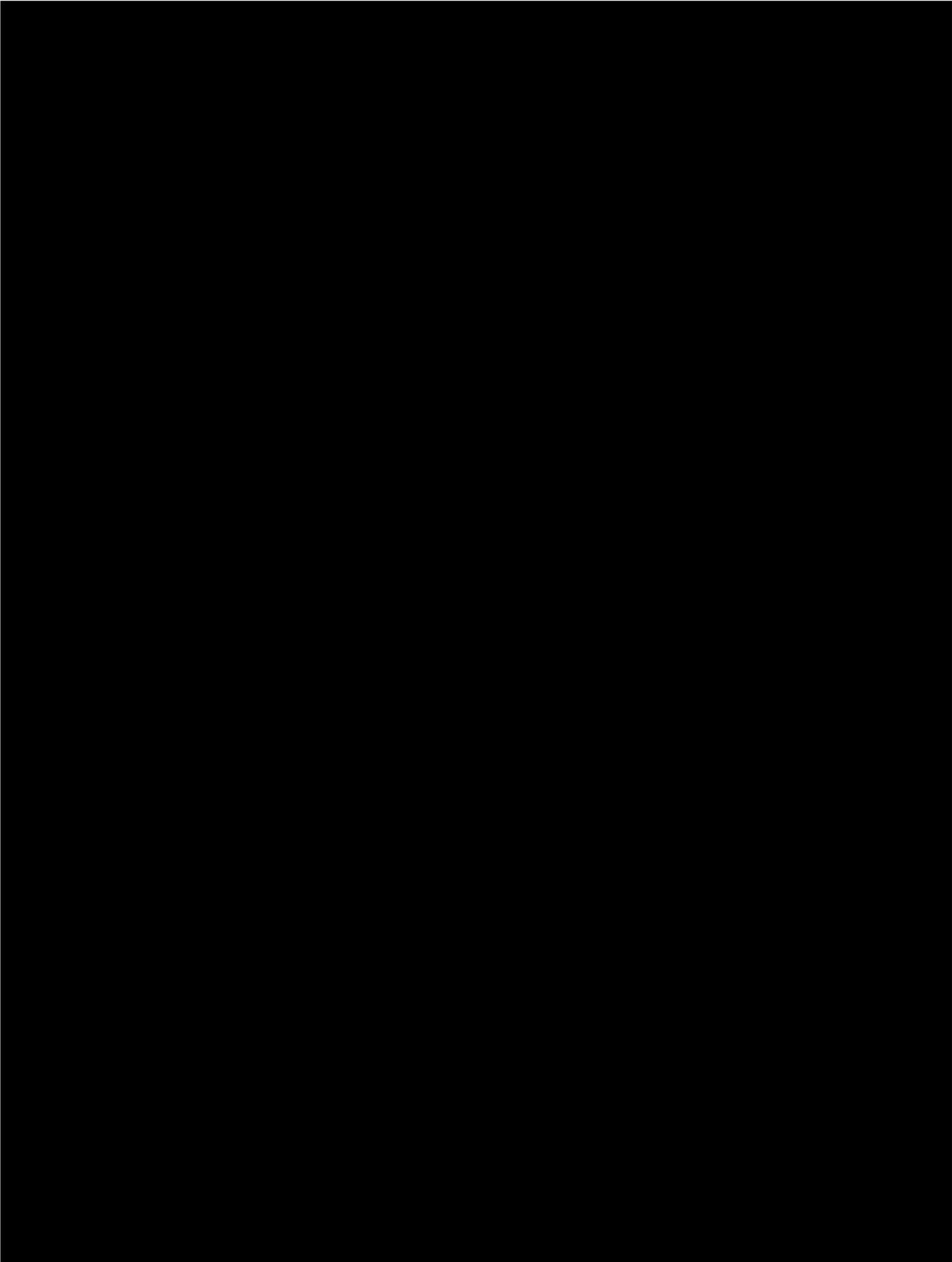


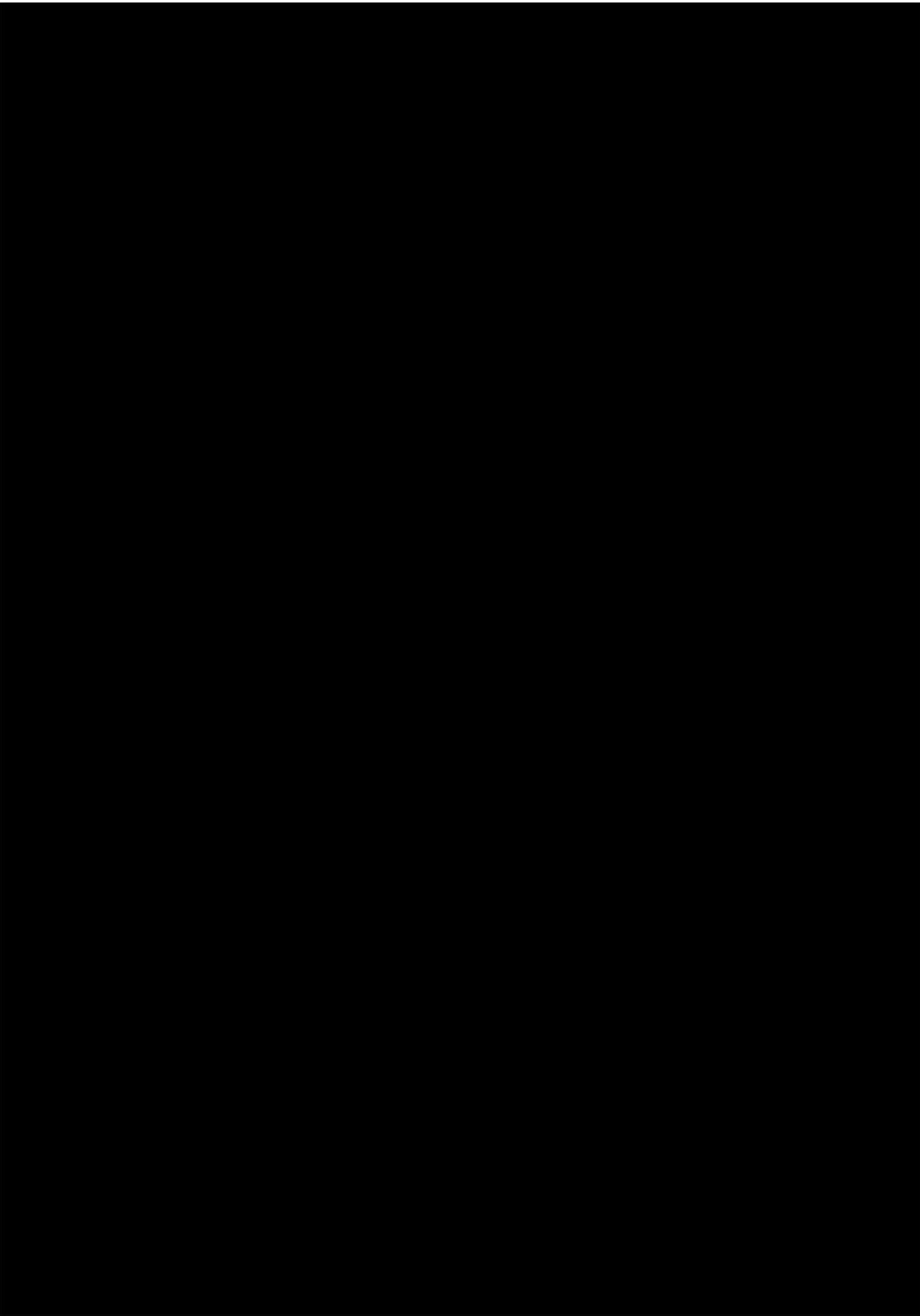


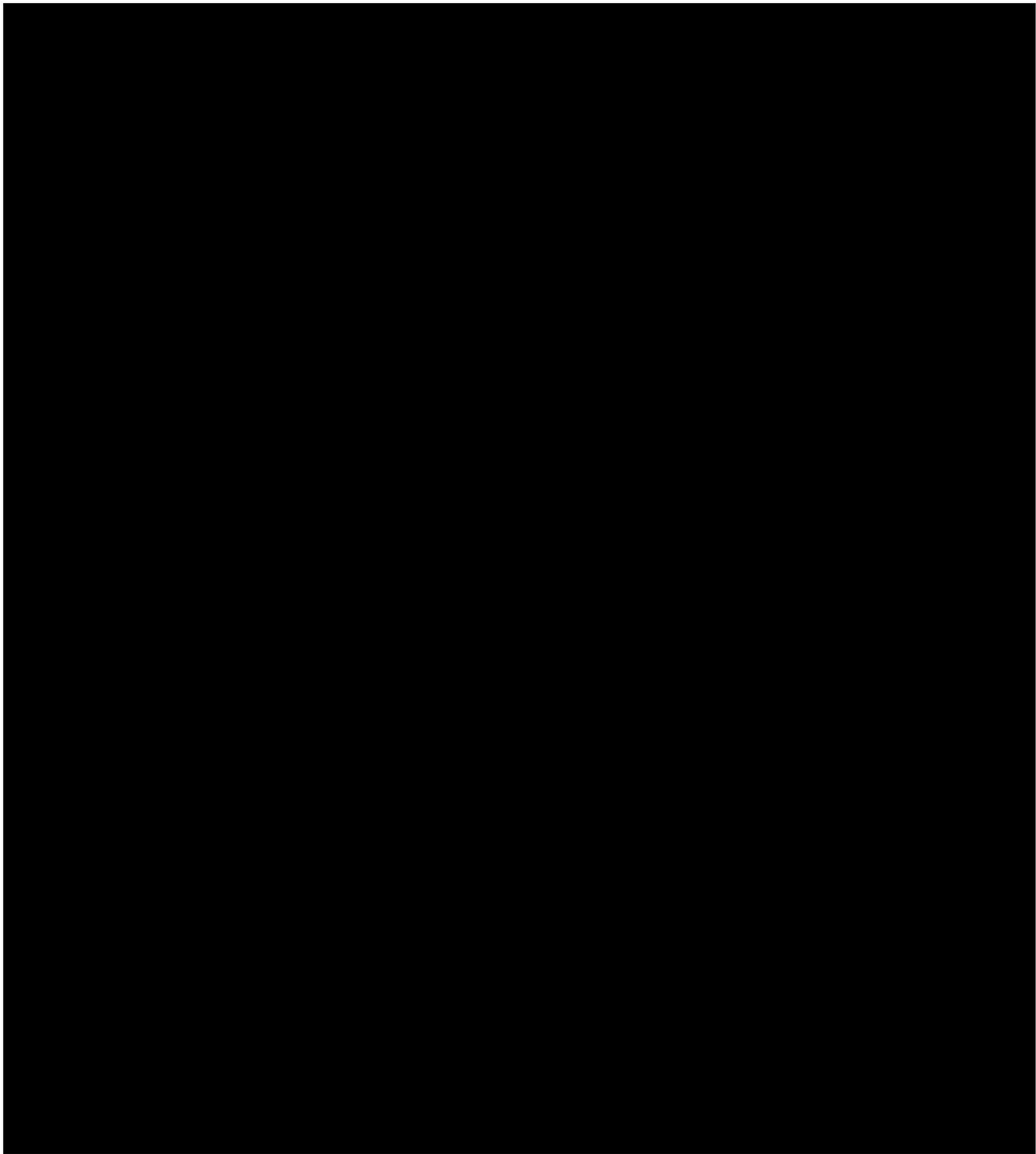
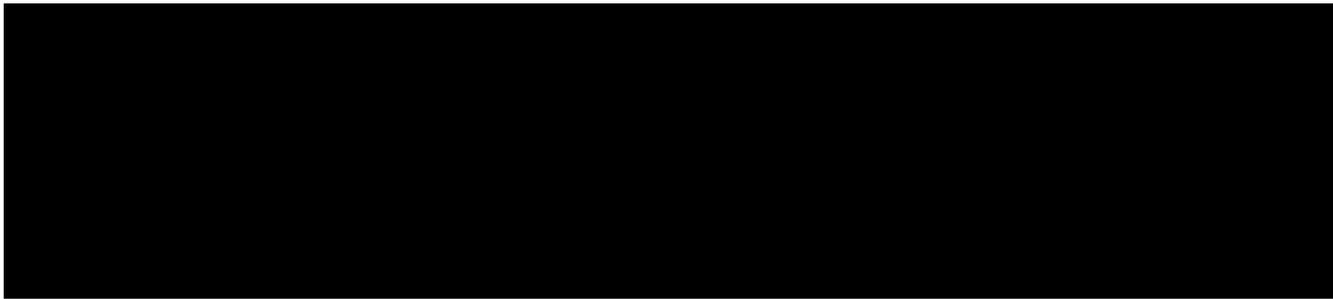


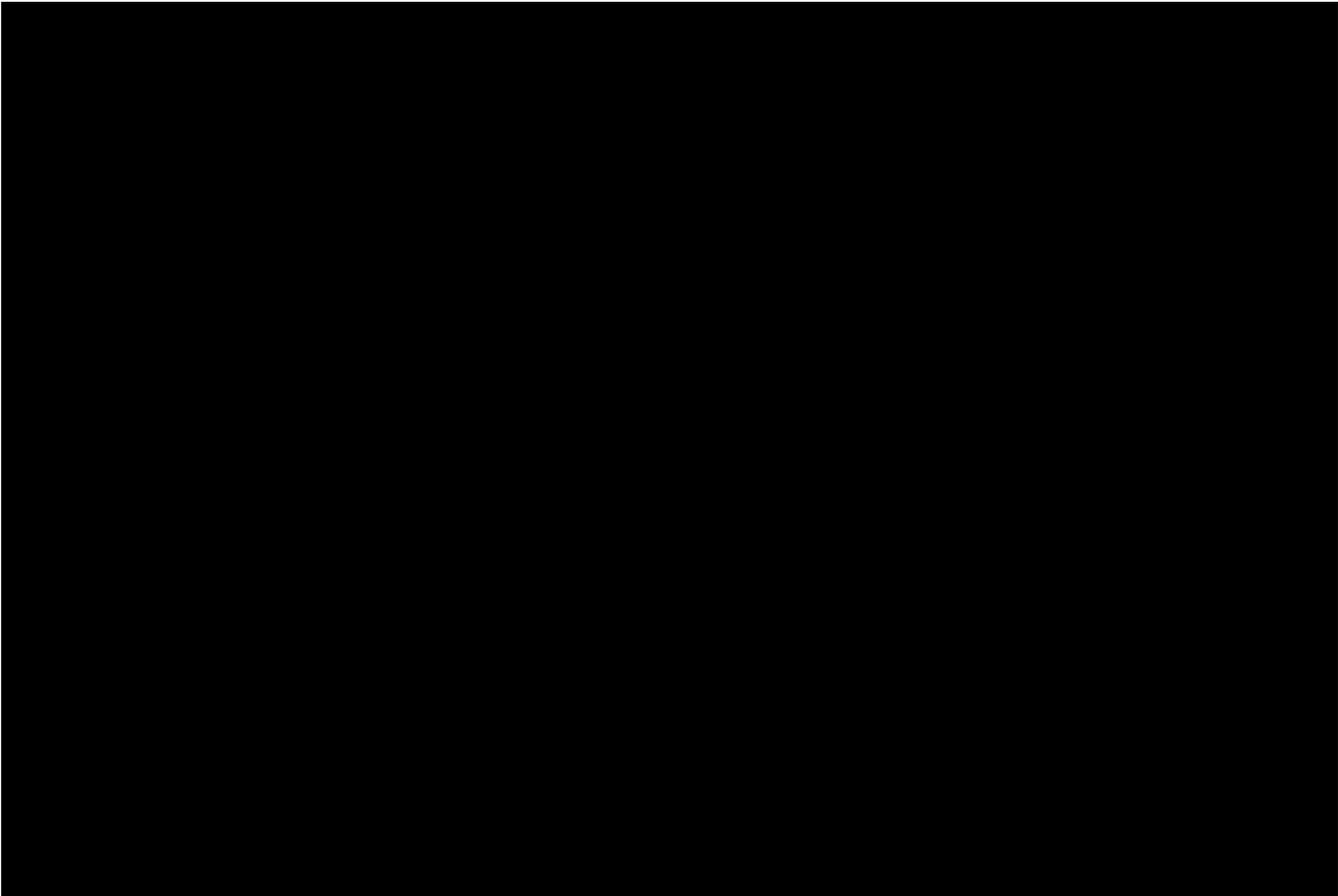
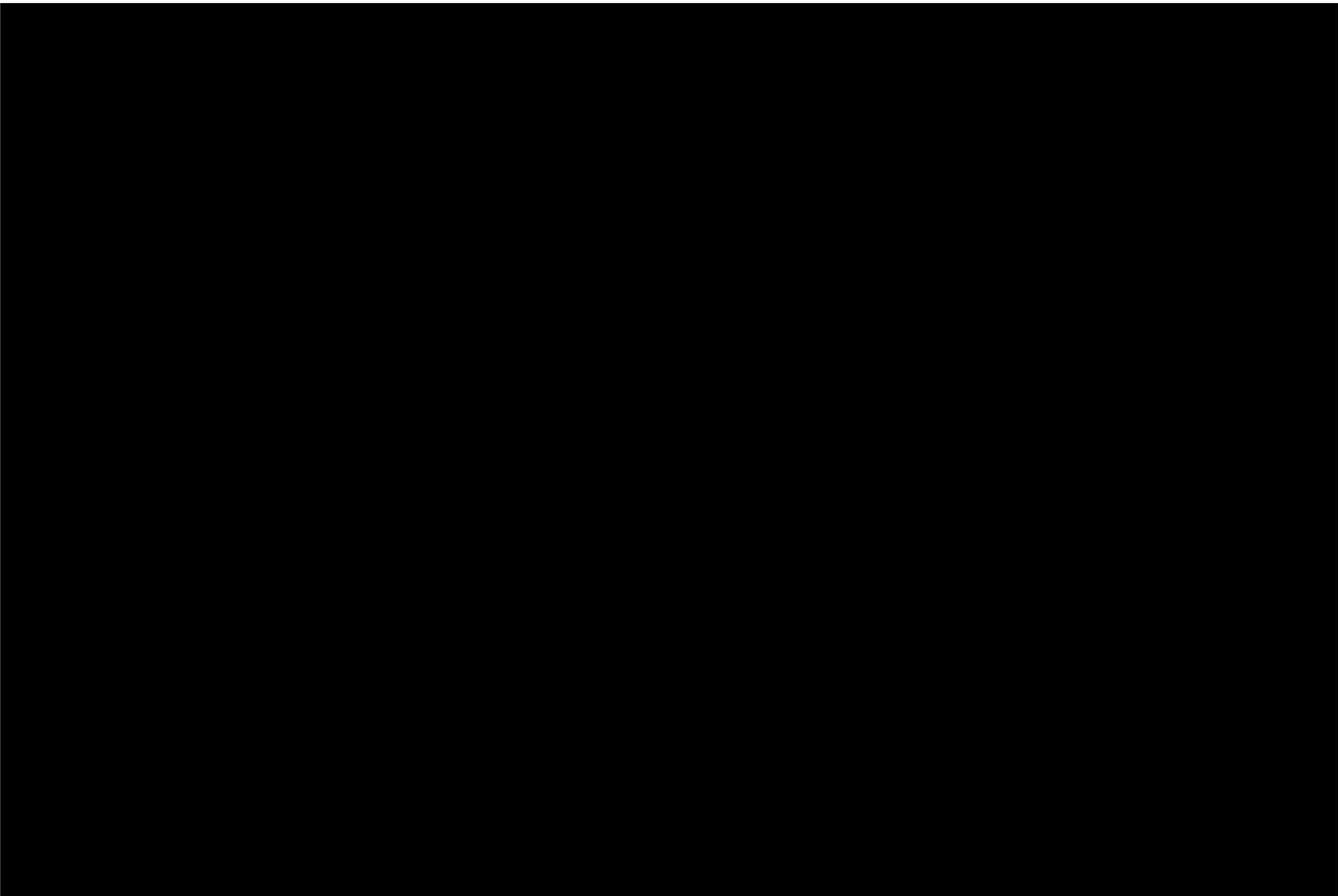












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