



# SEE IT BELIEVE IT

## DETROIT PUBLIC SCHOOLS

### 10-POINT MANAGEMENT PLAN

#### INTRODUCTION

The accomplishments made in Detroit's turnaround, including the 'Grand Bargain' and its positive impact on the financial future and economic condition of the City, demands that the educational landscape in Detroit reflect a more efficient and effective delivery system. To get Detroit Public Schools (DPS) to this end goal, the District must become both financially solvent and educationally competitive. These two critical outcomes will be achieved through a comprehensive review of DPS' current strengths and challenges, which will then inform the development and implementation of a results-oriented management plan.

The goal of this management plan is to provide a strategy for determining and evaluating relevant and specific criteria for assessing and implementing operational and academic change within the DPS organization. The plan identifies 10 critical points and objectives for each that will need to be met based upon the DPS Cabinet's review of data and other information related to the day-to-day work performed by their staff.

Below is the outline of this 10-Point Management Plan, which as a management team and a District, we will focus on over the next 18 months. It is divided evenly between the operations and academic sides of the business because they are intricately intertwined. The success of the whole cannot be achieved without equal focus on both.

Implemented with fidelity, this 10-Point Management Plan will make DPS a more efficient and effective node on Detroit's education network, and will position the organization for both sustainability and a return to local control in July 2016.

#### OPERATIONS

1. Cash Flow Stability
  - a. Vendor payments (In a timely and reasonable manner; prevent potential service interruptions)
  - b. Debt service
  - c. Facility issues
    - i. Determine and identify funding for critical facility needs that could impact cash flow (i.e. severe roof leaks, heating system failures, etc.)\*
  - d. Identify alternative millage funds options (i.e. Sinking Fund)
  - e. Addressing overall Per Pupil funding model\*
  - f. Evaluate all programs and facility locations for efficiency/efficacy/duplication and make determinations regarding consolidations\*
  - g. Multi-year budgeting

2. Governance (Schools in the City of Detroit)
  - a. Control over opening/closing of schools – Issues of school/seat supply and quality\*
  - b. Monitoring of “Schools of Choice” (105c/25e)\*
  - c. Stronger oversight of governing board (Consider model similar to City post-bankruptcy)
  - d. Stronger administrative oversight in strategic operations decision making
  - e. Stronger collaboration/relationships with State and Federal agencies
  - f. Governmental/legislative advisor to address policy/laws creating barriers to progress
3. Staff Development
  - a. Cross training/in-service training (Building bench strength)
  - b. Needs, strengths and weaknesses assessment (Existing vs. actual needs)
  - c. Improve/build employee morale
  - d. Process re-engineering related to technology
4. Organizational Development
  - a. Team approach to management
  - b. Standard operating procedures (Comprehensive review and updating)
  - c. Districtwide service assessment (Gap analysis/strengths & weaknesses; strategy for service delivery alternatives)
  - d. Performance metrics and targets (Data driven)
  - e. Operational transparency, accountability and integrity
5. Comprehensive Funding Strategy
  - a. Partnerships (Build on existing and seeking out new)
  - b. Collaboration (Internal and external stakeholders)
  - c. Philanthropy (Target requests for expenditures that cannot be covered by existing grants)
  - d. Aggressive pursuit of alternative funding sources (Grants, donations, non-traditional)

## **ACADEMICS**

1. Academic Competitiveness (Excellence)
  - a. Creating “Nimble Teachers”- Teachers need to be able to respond to student needs
  - b. Growth and learning opportunities for teachers
  - c. Teacher-to-Teacher mentoring (Highly effective teachers paired with less effective)
  - d. Focus on institutional leadership (Principals must be instructional leaders)
  - e. Academic monitoring of student cohorts
  - f. Student support services (Wrap-around services to address needs of the whole student)
  - g. Removal of barriers (Safe Routes, etc.)
  - h. Replication of successful programs/instructional models
  - i. Continued expansion of quality Pre-K programming
  - j. Continued strengthening of Career Tech curriculum, including building trades, communications and media arts/radio and television production and performing arts
  - k. Integration of technology in all curricular areas

2. Higher Education/Collaboration with Colleges and Universities
  - a. Partnership to improve teacher education
    - i. DPS to provide counsel on important student/district needs so that colleges & universities can better train new teachers
  - b. Understand and address the instructional gap (high school to college) to improve student career and college readiness
  - c. Expansion of dual enrollment, career technical education and early college models
3. Special Education
  - a. Equitable distribution of Specialized Student Services among all Detroit schools ( i.e. Non-DPS students get DPS services)\*
  - b. Address the funding gap (Center-based fully funded; services for IEP students costs general fund \$28 million annually to supplement)\*
  - c. Address expertise gap in educators outside of DPS system
  - d. Identify and advocate for the removal of barriers that exist in utilizing available resources (Retired teachers, social workers, counselors, psychologists, etc.)\*
4. Transportation
  - a. Analysis of potential centralized transportation system for all Detroit school districts led by DPS (In order to understand feasibility and examine equitable funding model)
  - b. Review of current model for service gaps and availability of resources
5. Customer Service
  - a. Provision of a superior academic product
  - b. Engagement at all levels of the community (Parents, grassroots, civic, corporate, foundation, etc.)
  - c. Public/student safety
  - d. Building readiness/curb appeal
  - e. Student support services
  - f. Specialized, diverse populations

***\*Refer to 10-Point Management Plan-Addendum A***