DENBY HIGH SCHOOL

LEA Application Part II

ATTACHMENT III

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and code	District Name and Code
Denby High School F524	Detroit Public Schools
Model for change to be implemented: Turnaround Model	

School Mailing Address:
12800 Kelly Rd.
Detroit, Michigan 48224

Contact for the School Improvement Grant:

Name: Kenyetta Wilbourn

Position: Principal

Contact's Mailing Address: 12800 Kelly Rd., Detroit, Michigan, 48224
Telephone: 313-866-7200 or 313-401-6757
Fax: 313-866-2038
Email address: kenyetta.wilbourn@detroitk12.org

Principal (Printed Name): Kenyetta C. Wilbourn	Telephone: 313-866-7200
Signature of Principal: X Kenyetta C. Wilbourn	Date: August 3, 2010

The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.

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SECTION I: NEED

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

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

SEE ATTACHMENT OF REQUIRED DATA PROFILE

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)						
Race/Ethnicity						
Students with Disabilities						
Limited English Proficient (LEP)						
Homeless						
Neglected & Delinquent						
Migrant						
Gender						
Male						
Female						
Aggregate Scores						
State						

Sub Group Non-Academic Analysis   Year: 2009-2010

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

Year: 2009-2010

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

Enrollment and Graduation Data – All Students

Year: 2009-2010

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

Number of Students enrolled in Extended Learning Opportunities

Year: 2009-2010

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

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

School Resource Profile

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

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

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

SECTION II: COMMITMENT

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

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

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

Collectively, the school staff was committed to supporting the school improvement application. To propose and impact change on a greater level the staff has endeavored to promote the social, emotional and cognitive growth of all students through enhanced student-centered academic, career and developmental pathways. As a group, the staff maintains a shared vision and will continue to thrive as a professional learning team that develops and implement initiatives to move student achievement forward. Through shared decision making, team building and critical friends, the expertise (i.e. data collection, technology, staff development, benchmarking, cross-curricular methods, differentiated and mediated learning, etc.) within the building will be implored during professional development opportunities, staff meetings and school improvement meetings to further execute the school's improvement process. We believe that we are staffed with a full complement of persons who are equipped and qualified to serve in the capacity of academic coach, staff developer and master teachers.

Staff is committed to attending and implementing professional development; implementing strategies; teaching within the context of the cognitive and affective domain; strengthening understanding of pedagogy; learning how to connect learning to ACT College and Job Readiness Standards and benchmarks

in order to move student achievement; evidence student matriculation on standardized tests and formal and summative assessments.

Counseling staff will create supportive relationships between students and adults. These relationships involve providing students with the extra help needed to meet challenging course standards and with the support to make successful transitions from the middle grades to high school and from high school to postsecondary studies and careers. They will work as advisers with parents to help students set goals and take the right courses that prepare them for postsecondary studies and careers.

Administrative staff will make the School Improvement Plan a living breathing document by regularly monitoring the change process and effective implementations of identified strategies. School leadership will focus on supporting what and how teachers teach by providing necessary materials, common planning time when possible and professional development aligned with school improvement plans. Leadership will also enhance communication to all stakeholders to increase collegiality and promote learning.

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

Denby has architected a change model that encompasses **thematic learning academies** that will provide career and academic enhancements in the following: Allied Health and Sciences, International Studies and Commerce, Advanced Technology and a comprehensive Ninth Grade Academy that serves as a foundation of learning and bridge from middle school to high school. These pathways are designed to ensure relevance to learning and outcomes for students beyond high school.

Denby has redesigned its learning community to move our students forward at a rapid pace, based on the wrap around services, systemic and external supports provided for in this proposal. This model will also provide support to families in order to develop a "village" approach to educating the whole child. Exposing students to culture and connecting them to the world beyond the classroom and their community will address the systemic issues that impedes on progress and the opportunities for students to be life-long learners, develop self-efficacy and be productive and contributing citizens in their society. This

process will be on-going within the change model with a DUECE (Denby's Upperclassman Educational & Collegiate Exposure) which is signified by a student being in good academic standing as a rising 11th grader. This process includes:

- A review of a student's academic record.

- Oral comprehensive exam before a panel of peers, parent representative, staff and community business partners representing each thematic learning academies.

  Upon successful completion of this process, the student will attend an annual ceremony where they will receive the Denby DUECE'S blazer representing their transition to the Denby upperclass.

Administration, staff and students will use data to drive decision making, implement and monitor strategic thrusts that are research based and vertically aligned from one grade to the next as well as with state academic and ACT College Readiness standards (MME/ AYP determination). Test data (i.e. Brigance, PSAT *as administere*d) will be used at the ninth grade level to track academic levels through high school. In addition, the data will be used to provide additional support services to the learners. Formal and summative assessments in the classroom will be used by teachers to adjust instructional methods. Student feedback will provide other stakeholders with an assessment of needs from their perspective which will provide opportunities to offer experiences, opportunities and academics that are tantamount to student success.

To increase the opportunities for students to succeed, Denby has non-traditional educational programs for its students are over-aged or not matriculating at level. The Second Chance is a twilight program for over-aged students ages 15-18. This program provides students an alternative educational setting which places them in a fast-track to graduation. Extended Day and E20/20 Credit Recovery will be implemented Fall 2010 for students needing to make up core courses for graduation. This opportunity is available for 12th graders. In January 2011, an Option School within the school will begin for at-risk student who face failure due to behavior and truancy issues. All of these programs, with the exception of Second Chance, are contingent upon financing to support the initiatives.

Decision making will be transparent and inclusive. Denby will have shared decision making where members of the school improvement team will meet monthly to discuss decisions about the school. This team will include, the administration, teachers, student, parents and members of the community. Decisions will be made based on data and what is in the overall best interest of the students and school. Administration will enhance the present governance structure in which all stakeholders will embrace the school as a "village" of learning and emotional growth of students. The administration will monitor this process and facilitate the operational efficiency of the learning organization through consensus (of the group), collaboration (from the group) and no-fault. In matters where an agreement can't be made, the principal will make the final decision as the ultimate leader of the school. The staff relies on using data collaboratively in a variety of forms in order to strengthen and enhance educational opportunities for all students and families.

In order to enhance leadership skills, members of the team will visit exemplary model schools (e.g. Bronx Lab, etc.), that represent academic excellence in inner-city/urban settings. The grant shall include a budget to support additional training and opportunities for site visits to other educational centers.

The application shall include a budget to hire staff members to coach all teachers in getting students to use reading, writing and mathematics across the curriculum to improve achievement in all content areas. Use qualified staff to also provide professional development to integrate technology into teaching and learning. Science teachers will be in-serviced on using promethean boards and other mediums of learning to expose students to virtual labs. Foreign language teachers will use technology to connect the learner to countries where they are studying. Reading teachers will increase the use of technology in classrooms to connect the students to world beyond the class. Mathematic teachers will receive training and technology to in-service students on how to use calculators and other modes of math technology.

Establish a true vision with all key stakeholders and create a systemic approach for continuous improvement. This approach will include wrap-around services to students and parents in order to strengthen the educational partnership. Parents will receive opportunities to participate in workshops that enhance their approaches to parenting and contributions to their child's educational success. Students will receive support services which include

social work services and opportunities to receive a real world education and exposure to learning outside of the school. This will include college tours, field trips that include the arts and cultural heritage and overall personal development that promote self-efficacy and social growth. Denby also intend to develop a positive relationship with feeder schools and promote benefits with all stakeholders through an articulation and vertical alignment process from middle to high school.

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

Grade	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
11	15%	15%	19%	1%	1%	2%

MME data report indicates that, while the change was not marginal, students increased in both reading and mathematics. This increase can be attributed to in-depth student MME Workshops and focus on ACT College Readiness Standards. The lack of incremental movement can be attributed to the school's failure to meet all of the accommodations of special needs students tested and lack of technological resources (i.e. working computer labs, etc.) to implore additional testing opportunities. In addition, an influx of providers (Kaplan, RESA) taught varying strategies that confused students.

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

The development of an interdisciplinary team will provide building leaders from all core subject areas the opportunity to collect, monitor, evaluate and adjust

the implementation of the school improvement plan using all data as it becomes available. This also provides instructional staff with necessary feedback to align professional development with data input. Leadership team weekly meetings will include discussion of strategies to be shared with teachers in common planning sessions.

- Analyze assessed data (i.e. walk-throughs, observations, teacher/student attendance).
- Implement the use of common assessments and data as it becomes available.
- Assess culture and climate of the building.
- Monitor and evaluate the implementation of instructional strategies in alignment with instructional needs and school improvement plan.

Tier I is high-quality, evidence-based primary, or core, classroom instruction provided to *all* students with inclusion of special needs students.

- Students' educational needs are met through research-driven instructional (academic and/or behavioral) practices within core instruction.

- Students are screened to identify those in need of more social, emotional and academic support, provided in the form of interventions.

- Progress monitoring yields data to assess students' learning and academic performance and to determine whether a specific intervention is effective for a particular student.

- Using data from screening and progress-monitoring measures, assess both the students' responses and the interventions' effectiveness. These data may also be used in the special education eligibility process.

Tier II

In-service staff on how to read data and use it to design instruction; Institute a school-wide instructional model (i.e. Lorraine Monroe BBC Model); foster learning that is research based; develop a "critical friends" approach to develop learning teams; Actively monitor the instructional process and provide feedback; Use data to steer professional development (i.e. staff and leadership) to impact the areas of highest need. Data will be used to inform

decisions for professional development. Data will include information obtained from evaluations, walk-throughs, observations and teacher self-assessment surveys.

We will support authentic, embedded, and sustained professional development (PD), including teacher coaching and modeling, as a way to increase students' overall progress.

Tier III

Results from measures (such as state tests or other standardized achievement measures in reading and/or math) given at the end of eighth grade to determine the placement of students into an appropriate level of intervention at the beginning of ninth grade. Using Zangle, we will screen past failures (over-age) students who are entering high school for immediate intervention, support services and placement. We will administer additional testing (using standardized achievement measures or curriculum-based measures) at the beginning of ninth grade to verify student placement. Using an examination of "multiple failures"—that is, identifying students who failed one or more English and/or algebra classes. This approach indicates that passing grade 9 algebra and English classes places students on a positive trajectory and that not passing these classes is significantly correlated with dropping out. We will interview parents of 9th grade students to identify students who need additional services (i.e. glasses, hearing aids, social work services, etc.) not already listed in academic records or IEPs.

We will use a wide range of measures, including diagnostic measures (such as the Brigance), curriculum-based measures (CBMs; such as maze passages), class grades, class quizzes and tests, and high school graduation tests (including practice or benchmark tests given throughout the year). With the support of key stakeholders we will plan and implement an architectural information management strategy which maximizes the use of all available data efficiently.

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

- Organized groups to provide the social interaction that often deepens learning and the interpersonal support and synergy necessary for creatively solving the complex problems of teaching and learning.

- Increased teamwork among teachers and administrators in designing lessons, critiquing student work, and analyzing various types of data, among other tasks, directing professional learning toward improving the quality of collaborative work.
- Teacher preparation periods have been built into the Master Schedule for planning. Extended/Flex-Scheduling to meet with staff; Utilize staff meetings for departments and grade levels to align curriculum, review data and research and observe best-practices for learning. Implement administrative cabinet meetings to review school climate and instruction. Host twilight sessions to adjust behaviors and instruction.

The common planning period will include a leadership team. The administrative cabinet will meet weekly and agenda will focus on SIP information, culture and climate and student achievement. The leadership will monitor the fidelity of implementation. Leadership team will develop a system to document successful and sustainable changes. Teams will share lessons learned from successful reform efforts targeted at improving student daily attendance, academic achievement and social and emotional growth. Staff will also be updated on successful implementation on the use of technology with instruction.

Community partnerships will be enlisted to provide the social interaction that often deepens learning and the interpersonal support and synergy necessary for creatively solving the complex problems of teaching and learning. Denby will increase teamwork among teachers and administrators in designing lessons, critiquing student work, and analyzing various types of data, among other tasks, directing professional learning toward improving the quality of collaborative work. A non-negotiable time will be dedicated to data analysis and planning by teams, which will meet bi-weekly. A fundamental cultural shift throughout Denby will result from collaboration and shared decision making.

50-minute teacher preparation periods have been built into the Master Schedule for planning. Extended/Flex-Scheduling to meet with staff; Utilize staff meetings for departments and grade levels to align curriculum, review data and research and observe best-practices for learning. Implement administrative cabinet meetings to review school climate and instruction. Host twilight sessions to adjust behaviors and

instruction called Second Chance and a proposed option school for at-risk students beginning January 2011.

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

Collaboration is integral and must include on-going adjustments aimed at achieving still higher goals in change efforts. Collaboration will be linked to sustainability. Members of shared leadership teams will communicate progress with change efforts; identify resources and capabilities including business partners for sustaining change and convey progress to the school community; the appropriateness and effectiveness of change efforts.

- Expand the Involvement of Families and the Community
Our comprehensive partnership has an evolving picture of community strengths, conditions, and resources.   We enlist families and community leaders who may be disenfranchised from traditional groups but still have their finger on the pulse of important segments of the community. Building upon the Denby Village concept, families and the community are encouraged to voice their opinion, share resources/knowledge, implement strategies for the benefit of the Denby Community and utilize services for themselves and with the students.

- Form Partnerships with local colleges, universities, business partners and governmental agencies to provide specific career pathway exposure for each thematic learning academy.

Attract appropriate participants to the collaborating table-- Ensure a broad-based, inclusive partnership by seeking partners who represent a cross-section of the community: parents, principals (feeder schools), teachers, counselors and other school staff, cultural and religious leaders, health care and human service providers, business and political leaders, staff and administrators from community organizations, and representatives from local universities and student groups.

- Include all stakeholders in the decision-making process. Solicit expertise of consultants to enhance parental involvement and student mentorship across career and academic interests.   Develop wrap-around

services to engage and attract parents to the learning community. Host Town Hall and Teen Hall Meetings to address the social climate of the school and community.   Increase communication outlets to the community and staff. Develop a Peer-Review Model.

SECTION III: PROPOSED ACTIVITIES

1. Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.

- Professional Development
  Enhance curriculum and instruction.
  Introduce strategies to teach the at-risk learner.
  Learn to use different instructional strategies that speak to various learning styles and student engagement (i.e. differentiated instruction, mediated learning, project based learning and community classroom development).
  Connecting students to the world beyond the classroom.
  Understanding and using data to drive decisions.
  Cognitive Development that includes higher-order thinking skills.
  Lorraine Monroe BBC Model.
- Theme Based Academies (derivative of SLC)
- Staff and Administrative Retreats
- Professional Teaming (team teaching)
- Narrowing test support down to one company, Cambridge Educational: ACT Program (too many different approaches to testing at once has impeded on the progress of student learning and levels of comfort to the test taking process)
- Inclusion (LRE for special needs students)
- Vertical Teaming
- E 20/20 Credit Recovery
- Truancy
- Parental Involvement Activities
- Workshops, programs and activities for students, staff and parents to engage and track students' to graduation.
- Manner of efficacy of discipline
  Classroom Management
  Affective Domain of learning
  Discipline
  Behavior Intervention and Modification

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

3.
    i. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.
- Use data to develop BLAPs (Building Level Action Plans); DLAPs (Departmental Level Action Plans), and CLAPs (Classroom Level Action Plans) to increase student achievement in low performing areas.
- Ensure that all staff has access to the SIP, MME reports and know the school's vision and mission.

    ii. Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.
- Use formal and summative assessments to modify teaching to include "chunking" for retention of information;
- Refine date to a laser-like view to understand the needs of the learner;
- Correlate instruction to GLCEs, HSCEs, and ACT College Readiness Standards;
- Use technology as a mode for collecting data;
- Have assessments that mirror standardized tests for exposure;
- Analyze student performance on previous exams

    iii. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.
- The school administration plans to observe the staff on a frequent bi-weekly basis.
- Observations will monitor school wide strategies, student/teacher engagement.
- MME/ ACT/ Work Keys for 11th grade
- Gates-MacGinitie 9-11
- Staff will submit lesson plans reflecting use of data and connection to state and ACT standards, along with school-wide adopted instructional models.

- Staff must uses professional development strategies adopted in their classrooms.
- Adopt the Cambridge Education: ACT Program

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

- Plan is currently being developed by leadership team and stakeholders and will be complete by September 30, 2010.

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

The District will establish the Office of Priority Schools, which will include an Assistant Superintendent of Priority Schools, Priority School Coaches, and a Priority School Budget Implementation/Compliance Officer. Collectively, this office will be responsible for monitoring and supporting each school with the implementation of the selected model. Each school will be assigned a Priority School Coach, who will be responsible for making direct contact with assigned schools weekly.   Each Priority School Coach will be assigned no more than seven SIG schools. At the school level, the principal will be the primary point of contact responsible for ensuring the required components of the plan are fully implemented.

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

Technical Assistance Needed	**Person responsible**
Technology for online credit recovery	Vendor
Computer labs (Word 2007 capable)	DPS/Vendor/School Tech.
Statistician	Data specialist
Literacy/Math remediation	Instructional specialist

ACT test analysis/guidance	Vendor (Cambridge)
Tech. for grade book/attendance	Administration/staff
Information Architecture	Consultant/ Vendor

Section IV: Fiscal Information

Individual grant awards will range from not less than $50,000 to not more than $2,000,000 per school, with grants averaging around $500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. http://www2.ed.gov/programs/sif/applicant.html

LEA Application Part III

Policies and Practices Change Analysis to Implement the SIG Final Requirements

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

Respond by indicating yes or no. Provide

Polices/ Practices	In Place	Under Consideration	Not Needed
• Leadership councils Composition • Principal Authority/responsibility • Duties – teacher • Duties - principal • Tenure • Flexibility regarding professional development activities • Flexibility regarding our school schedule (day and year) • Waivers from district policies to try new approaches • Flexibility regarding staffing decisions • Flexibility on school funding	X X X X X X X X	X X	
Job-Embedded Professional Development			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content	X		
• Schedule	X		
• Length	X		

• Financing	X		
• Instructors	X		
• Evaluation	X		
• Mentoring	X		
Budgeting			
School funding allocations to major spending categories • School staff input on allocation	X		
• Approval of allocation	X		
• Change of allocation midyear	X		
Major contracts for goods and services • Approval process streamlined	X		
• Restrictions (e.g., amounts, vendors)	X		
• Legal clarifications	X		
• Process	X		
• Stipulations (e.g., targeted vs. unrestricted spending)	X		
• Timeline	X		
• Points of contact	X		
Auditing of school financial practices Process	X		
• Consequences	X		

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