Attachment B

SIG GRANT--LEA Application FY 13

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: Lincoln Park Public School	Applicant's Mailing Address: 1351 Ethel Lincoln Park, Michigan 48146
LEA Contact for the School Improvement Grant Name: Cheryl Irving Position and Office: Assistant Superintendent Contact's Mailing Address: 1650 Champaign, Lincoln Park, MI 48146 Telephone: 313-389-0206 Fax: 313-389-1322 Email address:	
LEA School Acting Superintendent/Director (Printed Name): Terry Dangerfield	Telephone: 313-389-0200
Signature of the LEA School Superintendent/Director: x Terry Dangerfield	Date: 5-28-14
LEA School LEA Board President (Printed Name): Charles Kaminski	Telephone: 313-389-0200
Signature of the LEA Board President: x Charles V. Kaminski	Date: 5-28-14

GRANT SUMMARY

District Name: **District Code:**
ISD/RESA Name: **ISD Code:**

FY 2013
School Improvement Grant – Section 1003(g)
District Proposal Abstract

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

[ ] **Close/Consolidate Model:** Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district.

[X] **Transformation Model:** Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools.

[ ] **Turnaround Model**: Replace principal and at least 50% of the staff, adopt new governance, and implement a new or revised instructional model. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.

[ ] **Restart Model:** Close the school and restart it under the management of a charter school operator, a charter management organization (CMO) or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

LEA APPLICATION REQUIREMENTS

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

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

SCHOOL NAME	NCES ID #	INTERVENTION			
		turnaround	restart	closure	transformation
Raupp Elementary School	03153				X

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

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

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

Upon identification of Raupp Elementary as a priority school in August of 2012, the Lincoln Park Public School District (LPPS) immediately put together a school improvement team made up of Assistant Superintendent Cheryl Irving, Principal Daphne Springer, classroom teachers (who also served to advise on Union issues) Rachel Rembisz, Maria Zorn and Jessica Laurain, Wayne RESA School Improvement Facilitator Walter and Michigan State University Intervention Specialist Dr. JoAnn Andrees to analyze the needs of the school through leadership personnel review, analysis of academic data, and culture and climate perception data. The leader at the time had served 19 years as Principal and was immediately replaced with a high performing Principal from within the district. Daphne Springer has demonstrated turnaround competencies within LPPS by increasing student achievement on MEAP testing data during her tenure, leveraging stakeholder support for her building, and demonstrated competencies in growing culture and climate as seen through increased student attendance and decreased discipline referrals. Her special education background gives her expertise in meeting the needs of at-risk students, and she is well-respected by the district leadership team. The school improvement team began an intensive comprehensive needs assessment review, including critical analysis of state/local source academic and non-academic data, student achievement, attendance and behavioral data sets from: *Michigan School Report* • *Developmental Reading Assessments (DRA)* • *Michigan Educational Assessment Program (MEAP)* • *Climate/Culture online teacher self-assessment and District initiated Needs Assessment (Flippen Group)*

Data Review Analysis: Raupp School is an economically disadvantaged (97% of students are on free/reduced lunch) and a chronically underperforming school with all subgroup performance falling far below state expectations. It has also become necessary to take steps to support our ELL students, based upon district data that indicates the increased Hispanic population over the past nine years from 18% (2002-2003 school year) to 42% (2011-2012 school year).

The Michigan School Report grade for student achievement in both mathematics and reading was an F. Additionally, the percent of students earning a proficient rating in the problem solving section of the math Michigan Educational Assessment Program (MEAP) has declined since 2007. Data also suggests that Developmental Reading Assessment (DRA) comprehension scores were at the low end of the district approved proficiency level, which at that time was deemed to be a DRA comprehension score of 14 out of a possible 24, while students were still reading with accuracy and fluency. In January of 2013, the district increased the score necessary to show proficiency in comprehension on the DRA and as a result, Raupp students were unable to achieve this level of scoring, ultimately necessitating a need to provide intervention in the area of reading comprehension. Students who were reading at appropriate DRA grade levels were not proficient on the MEAP. The needs assessment process aligns with One Common Voice – One Plan through focusing on data-driven decision making, setting measurable goals and objectives utilizing research best practice, developing an action plan by doing (implementation, monitoring, and evaluation). This assessment demonstrated large gaps in curriculum alignment and instruction, demonstrating gaps where teachers can translate the curriculum plan into activities; however the gap is at higher level of cognitive student thinking giving the students the ability to apply the information they know to find solutions to new and existing problems. Climate and Culture perception data was obtained through teacher self-assessments, as well as key performance student indicators of behavioral outcomes. Baseline data highlighted gaps in pro-social skill development and implementation, with teachers scoring an average of 42% of competency in classroom level skills that are linked to protective factors and improved general social emotional well-being. (Flippen Group Survey Results). Student level data demonstrated that 25% of the school's student population was given an office referral at some point during the school year. Within that population, 53% were considered "repeat offenders" who had been referred to the office on more than one occasion. The external needs assessment noted that positive interactions between students and teachers were occurring only 57% of the time.

The school improvement team has chosen *the Transformation Model* of school improvement for Raupp School and has determined the following priorities for improvement based on the comprehensive data review.

Priority 1: Math and Reading - The areas of math and reading need to be accelerated in order to bring below level students up to grade level. This will be done through intensive interventions and supplemental instruction. Instruction in the school needs to be focused and at grade level. Teachers will be provided reinforcement training on the common core connection, and coached on the curriculum and effective instructional strategies put into place. Intense focused coaching is needed with highly qualified instructional coaches. **Student Performance Targets:** Student proficiency rate in reading is targeted to increase from the current proficiency rate of 33.5% to 46%, 51% and 57% for the school years 2014-2015, 2015-2016 and 2016-2017 respectively. Student proficiency rate in math is targeted to increase from the current proficiency rate of 12% to 32%, 39% and 48% for the school years 2014-2015, 2015-2016 and 2016-2017 respectively. Data sets will be managed by a Data Coach, hired prior to the start of the 2014-2015 school year using SIG funding. This individual will be responsible for analyzing and reporting the findings to all stakeholders through Professional Learning Community, School Improvement, Staff and Parent meetings.

Priority 2: Data driven instruction - Collaboration time and data collection will be integral to focus the instruction in the classroom and at grade level. Flippen Group, our external provider, will offer data support for the level of implementation of the school improvement professional development strategies via comprehensive short cycle and summative assessment systems to assist the district's school improvement team, and instructional leaders in tracking and measuring progress toward goal attainment. Data sets will be maintained by classroom teachers and managed by a Data Coach, hired prior to the start of the 2014-2015 school year using SIG funding. This individual, along with Professional Learning Community members (which is comprised of grade level teachers and RESA coaches in the pertinent subject area) will be responsible for analyzing and reporting the findings to all stakeholders through Professional Learning Community, School Improvement, Staff and Parent meetings.

Student Performance Targets: In this Priority area, student performance targets will require 80% of students to show growth in the area being targeted for each Instructional Learning Cycle (ILCs). These ILCs are determined using Pre and Post test data taken from CCSS Strands in both reading and math.

Priority 3: Culture and Climate - Culture and climate will be addressed by implementing a comprehensive school-level program. Flippen Group's Capturing Kids' Hearts training helps staff build relationships with students and provides a consistent learning environment with Campus (Process Champions) in place to improve implementation of proven strategies and maintain traction after the SI process is complete. This will specifically reduce office behavior referrals and increase instructional learning time. **Student Performance Targets:** Decreased student discipline referrals by 20% overall, decrease student discipline referrals within the subgroup of "repeat offenders" by 20%, increase A/B Honor Roll by 20% and show an increase in teacher implementation of the Capturing Kid's Hearts initiative from 42% to 80%.

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

The Lincoln Park Public School district has the capacity to provide adequate resources and related support to Raupp Elementary School, our only identified priority school. The Assistant Superintendent (Masters of Ed in Educational Leadership and Improvement) will work with the Raupp Transformation Team and the building administrator to ensure that requirements of the transformation plan and SIG are being implemented with fidelity. Through attendance at regular meetings with the transformation team and regular meetings with the administrator, the Assistant Superintendent will be integral in the implementation and evaluation of the transformation process. A new infrastructure of fiber and wireless capabilities allow up to date technology to be used efficiently within the building. A technology staff, including an instructional technology integration coach and technology support staff will supply one to one coaching for teachers and students, and oversee maintenance. The LPPS district ensures that highly qualified teachers are hired and retained in all areas of instruction. 100% of teachers and administrators receive yearly evaluations to monitor growth and effectiveness. In the area of finance, the Lincoln Park Public Schools will be able to front the money for summer professional development and student activities until grant funds become available. The district will oversee the budget and expenditures, with the School Improvement Grant Coordinator providing quarterly reports to the school improvement team.

2.a. Lincoln Park Public Schools are Advanc-ed Accredited. Instead of the District Process Rubric, we use the self-assessment to evaluate district processes. All indicators are implemented or exemplary, except 2. These areas are in the area of teaching and assessing for learning. Through the process of data walks a strong emphasis has been placed on instruction and assessments informing instruction. A plan to implement NWEA beginning in the fall of 2014 as a district will also help teachers with informing instruction.

2.b. The Lincoln Park Public Schools have a balanced budget with a 6% fund balance. All facilities are maintained and a 5-year plan ensures buildings are maintained and updated. A sinking fund within the district also assists in keeping buildings up to date.

2.c. The Lincoln Park Public Schools have a vertically and horizontally aligned curriculum in ELA, Math, Science and Social Studies. Teachers have been trained on the curriculum and its use within their planning instruction. The data walk process ensures that teachers are providing instruction that is aligned to the adopted curriculum. Every classroom has the needed resources to provide instruction as well as interactive whiteboards and access to Chromebooks to enhance each lesson. Local assessments, both summative and formative are collected and housed in the Class A system. This system is available to teachers to review data. In the fall of 2014, NWEA data will be added to this system to add another data point for teachers. A professional learning timeline has been developed for all teachers in LPPS as well as new teachers.

2.d. When allocating Title funds for schools within the district, schools with the greatest need receive the greatest amount of funds. This is based on free and reduced lunch populations. The Lincoln Park Education Agency (LPEA) supports the plans of rapid improvement across the district by signing letters of agreement to implement needed initiatives. The Board of Education fully supports the plans of rapid improvement by and receive quarterly updates to monitor this improvement

2.e. The LPPS district has a comprehensive evaluation component for all staff. The Danielson model is used to evaluate teachers. Student growth and setting goals is an integral portion of this evaluation. If improvement is needed, specific guidelines are set forth for this process. New staff are hired through both central office and the transformation team. Through an interview process and actual observation of teaching, the transformation team has a strong voice in the process. A mentor is assigned and personal incentives are put into place. Collaborative time once a week is provided for teachers due to an early release time.

3. For each Priority school in this application, the LEA must describe actions taken, or those that will be taken, to Maximum length 3 pages:

a. Design and implement interventions consistent with the final requirements

In order to support effective school improvement and continued traction for Raupp Elementary through the *Transformation Model,* the following strategies will be highlighted for each of the three identified priorities for improvement:

Priority 1: Math and Reading

In order to support students and design effective instruction for higher order thinking in mathematics, specifically problem solving, select teachers have attended the Mathematics Institute: Mathematics Instruction Common Core State Standards TIPM3 training through Wayne RESA and C3 Math through the Flippen Group. As teacher leaders, they are sharing the information learned through this in-service during teacher collaboration times. Professional development with Flippen Group in Common Core Math and Reading and Collaborative Coaching will be continued and reinforced to support higher order thinking skills. Ongoing consulting from the Flippen Group will provide direction throughout the process to ensure effective implementation. Flippen will be offering PD to teachers and staff including Momentum by Design and Recharged trainings to reinforce Capturing Kid's Hearts, training of two Process Champions personnel to continue with ongoing Capturing Kid's Hearts development and provide Campus Consulting to provide job-embedded implementation support for campus leaders in culture transformation, curriculum and instructional alignment The district team will meet with the Flippen Group quarterly to review the professional development plan and ensure traction. In order to move toward our final requirement with regard to improvement in reading comprehension, two additional reading interventionists have been hired to work in a tiered system with at risk students. Previously, two interventionists were used school wide; now there are four interventionists dedicated to improve reading achievement. Additionally, the Response to Intervention (RTI) program was not implemented with fidelity in previous years. It is being more closely monitored now to ensure fidelity. In order to support students and design effective instruction in reading, specifically comprehension, select teachers have attended the Reading in the Content Areas K-5 training through Wayne RESA. As teacher leaders, they are sharing the information learned through this in-service during teacher collaboration times. We have implemented the Scientific Learning program Fast For Word, which is a scientifically based research program to improve test scores with diverse populations as approved by the state of Michigan, will be implemented to improve reading comprehension as well. This rapid turnaround strategy will be available to all students, but will be exceptionally available for ELL students. Google ChromeBook carts were purchased to implement the program. The Making Meaning reading comprehension curriculum will be implemented, with the intent of improving higher level thinking skills. Additionally, informational texts were purchased in the content areas of social studies and science to embed reading comprehension within the content areas. Also, in the areas of math and reading, instructional coaches are being retained for teachers through Wayne RESA for the current 2013-2014 school year and will also be available to teaching staff for the following school year.

Priority 2: Data Driving Instruction

Our district is currently working with the Flippen Group to train teachers using three of Marzano's high yield instructional strategies: cooperative learning; setting objectives and providing feedback – both teacher to student and student to student; reinforcing and providing recognition. In order to monitor and analyze data related to our three focus areas, administration has been trained in conducting data walks to provide instructional feedback. Staff members also are able to locate areas for improvement using data collected during these walkthroughs. To promote the ongoing use of data related to student growth, data binders are being compiled by all staff members to analyze trends in all three of the focus areas and are being used during Collaborative Data Dialogue meetings. The district has hired a new Instructional Coach who will be trained in the Data Walks Process. In order to allow staff to collaborate with peers, Professional Learning Communities (PLC) have been implemented for staff collaboration following training by Wayne RESA. In order to allow time for teachers to use the PLC model with fidelity, early release time each Tuesday at 2:30 p.m. was put in place, beginning with the 2013-2014 school year.

In addition, teachers were provided release time to observe their peers and collaborate on ways that classroom management could improve. Another facet to improving instruction included training teachers in using the Sheltered Instruction Observation Protocol (SIOP) training, which is a research based model that is scientifically validated framework for improving the academic achievement of English learners.

Priority 3: Culture and Climate

To support the area focusing on classroom management, the Flippen Group, Capturing Kids' Hearts training was implemented to promote a positive school climate. Training for this initiative was provided during a professional development for all staff prior to the beginning of the 2013-2014 school year. Ongoing support from the Flippen Group has occurred throughout the school year and a staff member has been trained to be a "Process Champion" in order to coach staff when requested. We will continue providing the Capturing Kids' Hearts training model with job embedded coaching to ensure traction and effective implementation of the CKH strategies. In order to promote positive behavior in students, a Positive Behavior Support (PBS) System has been facilitated by the principal. Reward dollars are distributed by teachers and staff members to students at the discretion of staff members to reinforce positive behaviors and academic achievements. Students are given the opportunity to spend their reward dollars weekly. Additionally, the School Improvement Team/Reform Team will explore the need for and feasibility of a behavior management coach provided for teachers as well as opportunities for book studies focusing on improving Climate and Culture in the classroom.

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

Our School Improvement Leadership Team vetted competent options and has selected The Flippen Group based on the fact that they are a proven external provider and have been working successfully with our district since 2012. Continuity of improvement is essential to the success of Raupp Elementary. The Flippen Group is an approved provider with the Michigan Department of Education with an excellence rating of 100% score on the external provider application for School Improvement.

Additional vendor support includes: Wayne RESA based on the fact that Wayne RESA has been working with Raupp Elementary on a continuous basis to develop our Transformation Plan, provide curriculum coaching in each content area to gather data and monitor/implement differentiated strategies. In addition to guidance, RESA will provide researching the latest and best practices in education and the use of Parent Connect and Zangle data programs. RESA is committed to servicing any initiative that surfaces regarding training, instructional practice and student achievement. This will be altered, as the school's needs change.

Finally, our School Improvement Leadership Team has selected the Scientific Learning Company to provide programming that supports our focus on increasing student reading comprehension scores. This research-based, curriculum aligned program will allow for implementation of a differentiated learning plan for all students, provide an opportunity to collect and analyze performance data in a multi-faceted and usable format and enable all stakeholders to gain a clear picture of student growth on an ongoing basis.

c. Align additional resources with the interventions

Throughout the 2014-15 school year, our current resources, which include General Funds, Title I, which support our reading interventionists, additions to our informational text libraries, our current Climate and Culture initiatives as well as our Parent and Community Involvment initiatives; Title IA, 31A, which supports our math interventionist; Title IIA, and Special Education. These resources will continue to fund existing programs.

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

The School Improvement Team has taken actions to modify its practices and policies to enable Raupp School to implement the interventions fully and effectively. During staff meetings prior to the submission of the

Transformation Plan as well as following its acceptance by MDE, all staff and support staff were informed of the plan, discussed its implications and agreed unanimously to embrace the changes for the good of the school and the families it serves. Union support was evident based on mutually agreed upon changes that would appear in the Transformation Plan. The Board of Education was made aware of the proposed plan of action and was also in agreement with the changes deemed necessary to facilitate student growth as well as the interventions that would be put in place to begin to work toward our goals. These modifications include the adoption and implementation of:

- an extended school day to facilitate an extension of learning and, as a result, move toward the goal of increasing student abilities in the areas of math and reading, reduction of office referrals and to assist teachers in the analysis/usage of data to differentiate instruction for all learners.
- modified practices to include common preparation times for grade level teachers. This practice has been included in our plan in order to allow for effective instructional practices, for collaboration between teachers, leading to consistent and valid assessments, lesson planning and student engagement.
- Professional Learning Communities (PLC's) on early release days to allow for the use of Instructional Learning Cycles (ILCs) by teachers. These ILCs will allow instruction to be targeted toward the mastery of learning goals in specific content areas for all learners.
- Interventions meant to increase student growth in reading and/or mathematics are closely measured to ensure fidelity of instruction. The interventions obtained through the Scientific Learning programming was added to Raupp's ELA curriculum in all grades.

e. Sustain the reforms after the funding period ends

We are committed to obtaining funding to support continuous improvement through the effective implementation of the strategies that will be set forth during the three year improvement plan process by the thorough training of teachers and support staff so that they will be successful in continuing the strategies implemented during the three year improvement plan. In addition, we will seek to obtain necessary funding through our current resources. We plan to continue training teachers in the Professional Development, specifically, Capturing Kids' Hearts, that demonstrates improvement in culture and climate. Also, our Process Champion, will be mentoring staff in the ongoing use of the Capturing Kids' Hearts model. The administrator will assist in this progress by creating on-going learning opportunities for faculty and staff to enhance their skills in building relationships that promote success with the help of the Process Champion.

In addition, capacity for effective strategies and processes developed as a result of implemented action steps will have been transferred to leadership teams and teachers that will ensure prescriptive, differentiated support is provided to teachers and students. Professional Learning Communities (PLCs) training and assistance program is designed to develop strong instructional leaders throughout the school. Site-level assistance & training sustains implementation, maintains focus, and builds local capacity. This model includes training school staff to deliver PLC school services independently.

CLASS A will be sustained by the district. The training and assistance program for the implementation and use of Instructional Learning Cycles (ILCs) will enable faculty and staff to continue to use data effectively in order to differentiate and drive instruction toward student mastery of learning targets. Pre/post tests and common assessment benchmarks developed to assess and analyze student performance and mastery of the Common Core State Standards will be continued. Capacity for data management will be transferred to leadership teams and teachers in this manner.

In order to allow teachers to continually grow in the area of classroom instruction, administrators will continue to conduct walkthroughs and data walks, offering data collected to be used during grade level meetings for analysis of all facets of instruction, ensuring that strategies are being used with fidelity. In addition, the School Improvement Team will consider the development of a stakeholder steering committee that will begin reviewing ideas now and working with the district leadership team to ensure sustainability.

4. **Include a timeline delineating the steps to be taken to implement the selected intervention in each Priority school identified in the LEA's application.** *Include the action steps to be taken, who is responsible, start and end dates, and the metric to be used to determine completion. For example:*

Action Step	Person Responsible	Start Date	End Date	Success Metric
Raupp School Identified as Priority School	Mr. Rockwell	August 2012		
Superintendent decides to change the principal immediately. The current principal had been in place for 19 years. He wanted the new principal to be part of the transformation process.	Mr. Rockwell	August 2012		
A review of current principals in the district was completed by Central Office to look at turnaround competencies	Mr. Rockwell Mrs. Irving	August 2012	August 2012	Turnaround Competency Rubric
A review of the demographics of Raupp was also conducted.	Mr. Rockwell Mrs. Irving	August 2012	August 2012	Comprehensive Needs Assessment
Place Mrs. Daphne Springer as the principal after the review was completed based on turnaround success at Hoover Elementary	Mr. Rockwell	September 2012	Current	Turnaround Rubric Hoover School Improvement Results

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

The Lincoln Park Public School District has set annual goals for Raupp Elementary School that meet the Annual Measurable Objectives of the State of Michigan. Within the district a meeting is held with all administrators and these AMO's are reviewed on a yearly basis. With the implementation of NWEA in the district, each school will have measurable objectives for each student that must be met and will be included within both teacher and administrator evaluations.

Raupp Elementary School Annual Measureable Objectives												
Subject	Annual	11-12 Base Target	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
	Increment											
Math	7.57	9.31	16.88	24.45	32.02	39.59	47.16	54.72	62.29	69.86	77.43	85.00
Reading	5.66	28.43	34.09	39.74	45.40	51.06	56.72	62.37	68.03	73.69	79.34	85.00
Science	8.30	2.04	10.34	18.63	26.93	35.22	43.52	51.82	60.11	68.41	76.70	85.00
Social Studies	7.94	5.56	13.50	21.45	29.39	37.34	45.28	53.22	61.17	69.11	77.06	85.00
Writing	6.85	16.46	23.31	30.17	37.02	43.88	50.73	57.58	64.44	71.29	78.15	85.00

6. For each Priority school the LEA commits to serve, identify the services the school will receive or the activities the school will implement. (No response needed.)

7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Priority schools that receive school improvement funds. (No response needed.)

8. As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA's application and implementation of school improvement models in its Priority schools. Describe how this process was conducted within the LEA. Maximum length 1 page

A Raupp School SIG Committee was formed that included all relevant internal stakeholders (administrators, students, teachers, and parents). Administrators served the purpose of supplying district level support for the plan, guidance in choosing interventions that would be most effective in working toward the goals identified through data analysis. Teachers were able to bring to the planning table a working knowledge of student needs based on data collected from various sources including assessment data, parent/student surveys conducted both at the school and district levels as well as newly identified needs that arose following the alignment of district curriculum with the Common Core State Standards. Parents were able to bring to light needs of the families, including the need for opportunities to involve families in the educational process in the form of Family Nights, Curriculum Nights and Coffee With The Principal. Currently, positive collaborative efforts/partnerships agreements exist with parents, and partnerships with Michigan State University, Wayne RESA and the Flippen Group exist to offer consultation and collaboration within all facets of the school.

Community and business leaders, such as Richard Rockwell, Superintendent and Cheryl Irving, Assistant Superintendent participated in multiple meetings held both locally and in Lansing to determine the layers of resources, including stakeholders, available to Raupp. These meetings are transparent to community members and minutes from these meetings are available. As external stakeholders were identified, school team members, Cheryl Irving, Assistant Superintendant, Daphne Springer, Principal, School Improvement Facilitator Walter Rabchuk and Raupp teachers Alicia Gray, Kelly Klug and Maria Zorn contacted and integrated appropriate additional stakeholders into the overall school improvement process and SIG Committee.

Other potential human resources to be involved in this project include:

The Lincoln Park Public Schools Board of Education also supports the SIG transformational model. Central Office Administration, along with the Transformation Principal, Daphne Springer apprised the board of the SIG Transformational Model and following thorough discourse with the Executive Board, were able to secure support for the Plan. We will continue to present our work and findings quarterly at board meetings.

Parent support is involved through many of our events along with continuous contact with parents about student achievement. During PTO meetings, parents are informed of the process and encouraged to ask questions and voice concerns regarding School Improvement issues. Surveys are conducted on an ongoing basis concerning the schools improvement models. Through the use of data compiled during these surveys, the Team is able to ascertain specific concerns parents have and address them in the SIG and at PTO meetings. Information is given to parents as new issues present themselves and survey results are evaluated. School improvement discussions will continue to focus on communication with parents/guardians and the community regarding the unacceptable status of too many low achievers, inappropriate behavior, disengaged and unmotivated students, and the urgency to focus on and utilize available resources for every child.

Finally, bi-weekly newsletters and frequent e-mail alerts are being sent to communicate the systemic changes required, planned and occurring in the school.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve.

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

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

An LEA's budget for each year may not exceed the number of Priority schools it commits to serve multiplied by $2,000,000.

Example:

LEA XX BUDGET					
	Year 1 Budget		**Year 2 Budget**	**Year 3 Budget**	**Three-Year Total**
	Pre-implementation	**Year 1 - Full Implementation**			
Priority School #1	0	$1,665,786	$1,473,531	$1,390,377	$ 4,529,693
Total Budget	**$1,665,786**		**$1,473,531**	**$1,390,377**	**$ 4,529,693**

SCHOOL IMPROVEMENT GRANT BUDGET

APPLICANT INFORMATION

TYPE OR PRINT:

APPLICANT	Legal Name of District Lincoln Park Public Schools		District Code 82090
	Address of District 1650 Champaign		
	City and Zip Code Lincoln Park, MI 48146		Name of County Wayne
CONTACT PERSON	Name of Contact Person Cheryl Irving	Title Assistant Superintendent	Telephone (Area Code) (313) 389 - 0206
	Address 1650 Champaign	City Lincoln Park	Zip Code 48146
	E-Mail Address Cheryl.irving@lpps.info	Facsimile (A.C./No.) (313) 389 - 1322	

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL — Date 5-28-14

SIGNATURE OF LEA BOARD PRESIDENT — Date 5/31/14

SCHOOL BUILDING BUDGET

Districts and ISDs may apply for School Improvement grants for individual eligible school buildings within their jurisdiction for the purposes of this grant, eligible school buildings are those identified as a Priority school. Signature by the authorized representative indicates that the authorized representative of the school building will work cooperatively with the administrative and fiscal agent for this project. List the name of the school building for which you are applying below. **(Please use duplicate pages as necessary. A separate budget and budget detail narrative is required for each building. The budget must cover the three-year period of the grant. Year 1 must be separated into Pre-implementation activities and Implementation activities. See Page 7 for example.)**

SCHOOL BUILDING

Legal Name of School Building William Raupp Elementary School	Building Code 03153	Name and Title of Authorized Representative Daphne Springer, Principal	
Mailing Address (Street) 1351 Ethel		Signature Daphne Springer	
City Lincoln Park	Zip Code 48146	Telephone (Area Code/Local Number) (313) 389 - 0226	Date Signed (m/d/yyyy) 5/31/2014
Name and Title of Contact Person Daphne Springer		Mailing Address (If different from agency address)	

SCHOOL IMPROVEMENT GRANT BUDGET APPROVAL FORM

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

1. BUDGET SUMMARY FOR: Raupp Elementary

LEGAL NAME OF APPLICANT:					District Code
William Raupp Elementary					82090
MDE USE ONLY	Grant No.	Project No.	Project Type	Ending Date	FY of Approved Activity
					2014

BUDGET OBJECTS:

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
110	Instruction -- Basic Programs	265326	153018					
120	Instruction -- Added Needs	652398	144209		245675			
210	Pupil Support Services							
211	Truancy/Absenteeism Services							
212	Guidance Services	166319	115579	6000	500			
213	Health Services							
214	Psychological Services							
216	Social Work Services	63750	25500		89250			
220	Instructional Staff Services	6000	2400					
221	Improvement of Instruction	645107	277216	569060	1820			
225	Instruction Related Technology			169000	328914			
227	Academic Student Assessment	104160	21090	34200	6000			
230	General Administration							
232	Executive Administration							

240	School Administration							
250	Support Services Business	57500	28000					
257	Internal Services							
266	Operation and Maintenance	43600	10480					
280	Central Support Services							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services	129883	50701					
300	Community Services							
311	Community Services Direction	96600	18884					
331	Community Activities	9300	3333		98400			
	SUBTOTAL	2239945	850410	778260	770559	0	0	0
	Indirect Costs __2.34___ % Restricted Rate					103571		
	TOTAL	2239945	850410	778260	770559	103571		

2. BUDGET DETAIL

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

5/25/14 — Angela E Black

Date — BUSINESS OFFICE REPRESENTATIVE SIGNATURE

5-28-14 — Terry Dangerfield

Date — SUPERINTENDENT/DIRECTOR SIGNATURE

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

LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

ASSURANCES AND CERTIFICATIONS

STATE PROGRAMS

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

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

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

ASSURANCE WITH P.L. 111-117 OF THE U.S. DEPARTMENT OF EDUCATION OMNIBUS APROPRIATION ACT OF 2010
When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

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

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

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

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C. 7905, 34 CFR PART 108.

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

PARTICIPATION OF NONPUBLIC SCHOOLS

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

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

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

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

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

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

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

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

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

CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)
The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92` of Title 18, United States Code.)

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

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

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

ASSURANCE AGAINST TRAFFICKING IN PERSONS
The applicant assures that it adopts the requirements in the code of Federal Regulations at 2CFR 175 as a condition for this grant. You as a sub recipient under this award and your employees may not—

I. Engage in severe forms of trafficking in persons during the period of time that the award is in effect,
II. Procure a commercial sex act during the period of time that the award is in effect; or
III. Use forced labor in the performance of the award or sub awards under the award.
IV. Under this condition, the Federal awarding agency may terminate this grant without penalty for any violation of these prohibitions by the grantee, its employees or its sub recipients.

ASSURANCE REGARDING THE PROHIBITION OF TEXT MESSAGING AND EMAILING WHILE DRIVING DURING OFFICIAL FEDERAL GRANT BUSINESS
The applicant assures that it prohibits text messaging and emailing while driving during official grant business. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS
The applicant or grant recipient certifies it will meet the requirement for supplying a Data Universal Numbering systems (DUNS) number. As a condition of a sub recipient of a federal grant award, you must supply a DUNS number to the MDE. No entity may receive a federal sub award without a DUNS number. The MDE will not make a sub award to an entity unless that entity has provided its DUNS number.

ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS
The Federal Funding Accountability and Transparency Act (FFATA) is designed to increase transparency and improve the public's access to Federal government information. To this end, FFATA requires that subaward data be reported for all new Federal grants funded at $25,000 or more with an award date on or after October 1, 2010.

An applicant or subrecipient assures that it will timely report data as needed to the MDE for the purposes of federal reports for any subaward on a grant awarded by the U.S. department of Education will be reported for each action or subaward that obligates $25,000 or more in Federal funds that does not include Recovery funds (as defined in section 1512(a)(2) of the American Recovery and Reinvestment Act of 2009, Pub. L. 111-5).

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

SPECIFIC PROGRAM ASSURANCES

The following provisions are understood by the recipients of the grants should it be awarded:
1. Grant award is approved and is not assignable to a third party without specific approval.
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Improvement and Innovation unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority school that it serves with School Improvement funds.
7.If the recipient implements a restart model in a Priority school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
8. The recipient must monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
9. The recipient must monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
10. The recipient must report to the SEA the school-level data required under section III of the final requirements.

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

DATE 5-28-14

SUPERINTENDENT OR
AUTHORIZED OFFICIAL

Ty Dangerfield
SIGNATURE

TYPED NAME/TITLE: Terry Dangerfield - Acting Superintendent

SIG GRANT—School Building Application FY 13

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: William Raupp Elementary School School Building Code: 03153	Mailing Address: 1351 Ethel Avenue Lincoln Park, Michigan 48146
School Building Contact for the School Improvement Grant Name: Daphne Y. Springer Position and Office: Principal Contact's Mailing Address: 1351 Ethel Avenue Lincoln Park, Mi 48146 Telephone: (313) 389-0226 Fax: (313) 388-6429 Email address: Daphne.Springer@lpps.info	
LEA School Acting Superintendent/Director (Printed Name): Terry Dangerfield	Telephone: (313) 389-0200
Signature of the LEA School Superintendent/Director: X Terry Dangerfield	Date: 5-28-14
LEA School LEA Board President (Printed Name): Charles Kaminski	Telephone:
Signature of the LEA Board President: X Charles N Kaminski	Date: 5/31/14
Building Principal (Printed Name): Daphne Y. Springer	Telephone: (313) 389-0269
Signature of the Building Principal X Daphne Y. Springer	Date: 5-31-2014
Union Representative (Printed Name): Sarah Fults Sarah Fults	Telephone (313) 389-0226

Signature of Union Representative:	Date:
x Sarah Fults	5-31-14

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

Section A

1. Analysis of data.

The school should consider evidence of need by focusing on improvement status; reading and math achievement results, as measured by the Michigan Educational Assessment Program (MEAP), Mi-Access or the Michigan Merit Examination (MME), poverty level, graduation data, extended learning opportunities, etc., 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 Analysis and School Process Rubric Summary report. Consider how subgroups within the school are performing and possible areas to target for improvement. Do not attach the building CNA.

What sources of data did the school use in their analysis?
Based on the analysis, what are the major areas of need that the school's plan will target.

- SUMMARY DATA AND OBSERVATIONS

The school used a variety of data in their analysis of areas of need. The Michigan School Report grade for student achievement in both mathematics and reading was an F, indicating a need for increased student growth in both areas. Additionally, the percent of students earning a proficient rating in the problem solving section of the math Michigan Educational Assessment Program (MEAP) has declined since 2007. Data also suggests that Developmental Reading Assessment (DRA) comprehension scores were low, while students were still reading with accuracy and fluency. Additionally, students who were reading at appropriate DRA grade levels were not proficient on the MEAP. DRA data was collected and displayed on a data wall. A research based independent study team completed by the Flippen Group Solutions in the Spring of 2012 indicated that positive interactions between students and teachers were occurring only 57% of the time. Trends were noticed from data collected at the school level regarding student behavior. Data collection showed 25% of the school's student population was given an office referral at some point during the school year. Within that population, 53% were considered "repeat offenders" who had been referred to the office on more than one occasion. Additionally, suspensions increased as the school year went on. During the first card marking, only five students were issued school suspensions; during the fourth card marking, 31 students were given a suspension. Furthermore, data collected from walkthroughs and data walks performed by both administration and external providers indicated a need for instructional coaching to ensure that the classroom teachers are being supported in their use of instructional strategies outlined in the Plan.

- PERCEPTION DATA REVIEW:

The School Improvement Team has determined the following things that the school will fundamentally change for the turnaround to be successful, based on the review of our data sources.

- **TARGETED INTERVENTIONS:**

Based on a review of the summary data and trends reviewed in our needs analysis, we will focus on the following priority targeted interventions for our *Transformation Model:*

- **Math and Reading:** Provide a professional development program with support systems to ensure student and teacher success and sustained improvement in the areas of math and reading, aligned to common core.
- **Data Driven Instruction:** Improve instruction by utilizing data driven decision making to enhance the successful advancement of ALL students.
- **Culture and Climate:** Create an educational climate and culture with leadership that supports pro-social behaviors and fosters courtesy and respect as essential to high performance for long term school improvement sustainability.

By targeting interventions in these identified areas of focus, turnaround will be successful for increasing student achievement, as evidenced in student outcome data (ie: academic performance indicators, teacher observed student behavior, discipline referral reports, etc.)

2. School Building Capacity – Resource Profile

a. The MDE requires the following positions/funding for schools receiving SIG funds during the three-year period of funding. These positions/funding may be funded with School Improvement Grant funds:

- School Improvement Grant Coordinator/Facilitator (may not be the school principal)
- Family liaison position
- Data Coach
- Funding to support mental health services

b. Professional development must be provided throughout the school year (late start, early releases, school days without students, etc.) at least 8 hours per month for all professionals in the building including the administrators and support staff. All professional development cannot occur during the summer.

c. 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. Place a check in each box by the funding that will be used to support your SIG grant.

☒ **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**	☒ **Special Education**

3. School Building Commitment

Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence-based research, collaboration, and parental involvement. Union representation must be included in the development of this grant application. Michigan Department of Education staff will conduct face-to-face or conference call interviews with the SIG teams of each school that is selected to receive a School Improvement Grant prior to the grant being awarded.

Raupp Elementary has been committed to the school improvement process since 2012. With the support of the Raupp Elementary School Improvement Team, the *Transformation Model* has been selected as the framework for our reform plan. Commitment to rapid improvement is described below as we incorporate new implementation goals and sustained strategies that highlight our school building's commitment.

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

All buildings in the school district are accredited through AdvancED. Raupp Elementary School has adhered to the AdvancED Standards and Policies. This process was used to analyze the needs of the school, and from the process, the transformation model for school improvement was selected. Raupp Elementary School Improvement Team, comprised of building representatives from the teachers' union, upper and lower elementary departments, RESA support and parents, met at different times with the assistant superintendent of instruction and school administration to discuss the components of the SIG, review data and research best practices during the months of April and May. One hundred percent of the school staff supports the submission of our school improvement application as evidenced by staff and grade level meeting discussions. The SI Team has discussed the application at staff meetings held in March and April (2014), prior to the application. Survey data was collected via an online survey in order to gauge staff perception of the current interventions as well as the need for additional interventions necessary to move toward our final requirements as listed in the Transformation Model. Similarly, the entire staff supports the proposed efforts to effect change in the school, as evidenced by staff meeting discussions and survey data.

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

Administration and the teacher's union have been working together since September 2012 to assist Raupp Elementary as it moves through the Transformation process. The stakeholders recognize the need for systemic change and have begun making changes with the 2012-2013 school year. The District is fully committed to providing the support needed for the successful implementation of the SIG. Through district support, several new reform efforts have been implemented, including: increased student learning time, math and ELA assistants, and early release on Tuesdays to allow for teachers to collaborate in teams or to have additional professional development opportunities and common prep time for grade levels. In addition, the district provides supports and sustains teaching and learning through a written, systemic plan with aligned curriculum including all materials and technology necessary to deliver instruction. Yearly achievement goals are set that include increased rigor and higher student expectations. There are district and school level formative and summative assessments established and a plan for new teachers including Professional Learning available at both the building and district levels delivered by district personnel.

c. Indicate whether or not an agreement with the union will be required to support extended learning time, and if so, will the agreement be signed prior to SY 2014-15?

Beginning with the 2013-2014 school year, Raupp increased the learning time by 46 minutes/day with full support and the agreement by the union. This extension of learning time continues for the duration of the school improvement process.

4. School Improvement Plan

Attach School Improvement Plan

5. External Provider Selection

Describe the process the building will use to screen and select external providers or note that the school will select external providers from the MDE pre-approved list.

Currently, we are working with MDOE approved SIG provider, the Flippen Group, to support the initiatives that have been implemented in the School Improvement Plan. The School Improvement Team feels that these programs are being implemented with fidelity by all stakeholders and we plan to continue working with the Flippen Group in this capacity. Similarly, support from MDOE approved Wayne RESA is working effectively and our School Improvement team and other stakeholders feel strongly that this relationship should continue as well. Finally, the use of the MDOE approved external provider, Scientific Learning, was selected after the careful search for a research-based, aligned way to assist in the implementation of the school's reform model.

6. Alignment of Resources

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

a. Describe how the district/building's human resources will be more involved in intentional hiring of the best staff possible to build capacity.

The District has given the School Improvement Team the operational flexibility to recommend candidates for teaching positions that become available at Raupp School. This provides an opportunity to select the best staff possible through working interviews that allow the Team to see the strengths of potential candidates.

b. Describe how community resources will be aligned to facilitate implementation of the intervention selection.

The staff has created a number of new opportunities to utilize community resources that will be aligned to facilitate implementation of the intervention selections. These opportunities currently include a Curriculum Night, Back to School Family Skate Nights, Coffee with the

Principal, Family Game Night, Reading Night, International Day and Promotional Ceremonies for Kindergarten and Fifth Grade. Our school plans to add other opportunities to include community resources including a Science Night, Drama Presentations and Character Education activities geared toward helping students develop social skills that will be conducive to lowering the rate of office referrals by arming them with coping skills in real life situations. Local businesses continue to donate items to be used in conjunction with community engagement activities. The positions of literacy assistants, math assistants and curricular coaches will be outside sources that will allow for further collaboration between experts, staff and students. Regular presentations will be made to parents and community members regarding student achievement through school board presentations and academic workshops.

Our school will continue to work with successful programs that supply hundreds of local families by offering free food baskets, clothes, school supplies and vision, hearing and dental screenings. Additionally, we used the Comprehensive School Climate Inventory survey to collect data from staff, students and parents to analyze our student-staff relations, mental health needs and perceptions about bullying. Based on that data, we will add interventions to address the identified needs.

7. Modification of local building policies or practices

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

a. Describe how extended learning time (lengthening the school day, week or year) will be scheduled.
b. Describe how extended learning time will be spent engaging students in learning, not just adding clock time to a schedule.

a. Prior to the beginning of the 2013-2014 school year, the school day in the district, at the elementary level, was 8:19 a.m. – 3:04 p.m. After implementation of the *Transformation Plan*, the 2013-2014 school day begins at 8:05 a.m. and ends at 3:30 p.m. With the inclusion of early release Tuesday to accommodate PLC's and the removal of morning recess we have added an additional 46 minutes of instructional time daily.
b. We have also mandated a 90-minute literacy block, 60 minute math block and a 60 minute Writer's Workshop daily. This extension of learning time will be spent using bell-to-bell instruction that is supported by initiatives such as Capturing Kid's Hearts, which allow very little loss of instructional time due to classroom management issues.

8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2014-2015 school year.

Pre-Implementation Timeline for School FY 2014

May 2014	▪ SIG applications due
June 2014	▪ SIG Schools process contracts and plan school improvement initiative with external providers
July 2014	▪ Stage implementation- Professional development Math, Reading and Technology ▪ Determine Human Resource needs for grant implementation and develop job descriptions plus postings for a SIG Grant Coordinator, data coach, instructional coach, family liaison, & 2 Literacy/Math assistances, LA/MA.
Year One Full Implementation Timeline FY 2014-2015	
August 2014	▪ Implementation of SIG grant ▪ Implement positive behavior support, PBS committee to begin and develop next steps. ▪ Provide Positive Behavior Support, PBS training for all teaching staff. ▪ Monthly meeting of Transformation Team ▪ Professional Development: Capture Kids' Hearts Training ▪ Professional Development: EXCEL-IT ▪ Professional Development: Mental Health Service Administrator ▪ Professional Development: Writers Workshop ▪ Professional Development: Math Conference ▪ Professional Development: Activ Table and Board training ▪ Professional Development: Teaching for Excellence Conference ▪ Professional Development: Fast ForWord Training ▪ Professional Development: PBS ▪ Common core connections training ▪ Needs assessment (if required) ▪ Review technology needs, develop a purchasing plan and identify goals with District Technology Administrator. ▪ Begin planning external providers such as Wayne County RESA & Flippen. ▪ Hire a SIG Grant Coordinator, data coach, instructional coach, family liaison, & 2 Literacy/Math assistances, LA/MA, technology coach. ▪ Set year 2 calendar dates in conjunction with stakeholders and external providers. ▪ Begin planning professional development that will have a positive impact on student achievement and attitudes toward learning.

	▪ Develop communication plan that keeps all stakeholders updated about SIG. ▪ Administrative team begins to set short and long range planning goals/benchmarks. ▪ Develop job description for PBS team leader. ▪ Post for PBS team leader position. ▪ Post jobs for PBS steering committee. ▪ Develop job description for Process Champion of Capturing Kids Hearts in order to sustain the program throughout the building. ▪ Finalize school schedule and master schedule for 2014-2015. ▪ Conduct Yearly PBS planning Meeting; finalize plans for Tier 2 interventions. ▪ Administer team meeting to review goals and benchmarks from Year 1 implementation. ▪ Develop year 2 goals and benchmarks. ▪ Analyze data, identify gaps in data and initiatives, locate strengths and weakness, and devise goals and strategies to target areas of weakness. ▪ Revise SIG plans to reflect data findings. ▪ Purchase materials to support mental health service provider.
September 2014	▪ Collaborate with staff strategies to include in the SIG. ▪ Meet with outside partners to collaborate on the planning process (Wayne County RESA, SciLearn, Flippen) ▪ Implementation of professional development that will have a positive impact on student achievement and attitudes towards learning. ▪ Train staff on SIG initiatives ▪ Coordinate PLC facilitators ▪ Develop comprehensive professional development schedule for year 2 and schedule visits for internal staff, outside consultants, state staff, etc. ▪ Monthly meeting of Transformation Team ▪ Purchase technology materials and begin implementation of technology plan. ▪ Developmental Reading Assessment, DRA Testing throughout 1st -5th grades. ▪ North West Evaluation Association, NWEA Testing for K-5th grades. ▪ Michigan Literacy Progress Profile, MLPP Testing for K-3rd grades. ▪ Curriculum Night ▪ PAC- Parent Administrative Collaborative ▪ Back to school family skate night ▪ Monthly meeting of the PBS steering committee to review data and develop next steps. ▪ Monthly newsletter and calendar of events to parents. ▪ Evaluate blueprint for MEAP data through crosswalk to Common Core to assess needs. ▪ Conduct ongoing facilitation of Professional Learning Communities, PLC teams.

	▪ Conduct ongoing data meeting to include all support staff with in house data coach. ▪ Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to PLC, instructional coaching, and PBS. ▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG. ▪ Executive Oversight of initiatives and monitor SIG implementation via SIG grant coordinator. ▪ Analyze data, identify gaps in data and initiatives, locate strengths and weakness, and devise goals and strategies to target areas of weakness. ▪ Monthly grade level collaboration staff meetings. ▪ Revise SIG plans to reflect data findings.

October 2014	▪ Ensure alignment of other budgets/plans to School Improvement activities and SIG. ▪ Monthly meeting of Transformation Team ▪ Monthly instructional teacher workshops. ▪ Continue implementation of RTI model in conjunction with Wayne County RESA, including standardized progress monitoring tools. ▪ Process Champion training. ▪ Flippen Collaborative Training ▪ Flippen Campus Training ▪ Schedule PBS training for all non-teaching employees. ▪ Plan and create goals, in conjunction with external providers, for development and/or implementation of Instructional Learning Cycles, ILC, and other formative/summative assessments. ▪ Monthly meeting of the PBS steering committee to review data and develop next steps. ▪ Holiday Parade ▪ PAC- Parent Administrative Collaborative ▪ Family Game Night ▪ Monthly grade level collaboration staff meetings. ▪ Monthly newsletter and calendar of events to parents. ▪ Quarterly progress reports for students sent to parents. ▪ Conduct ongoing facilitation of Professional Learning Communities, PLC teams. ▪ Conduct ongoing data meeting to include all support staff with in house data coach. ▪ Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to PLC, instructional coaching, and PBS.

	▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG. ▪ Executive Oversight of initiatives and monitor SIG implementation via SIG grant coordinator.
November 2014	▪ Monthly meeting of Transformation Team ▪ Parent Teacher Conferences ▪ Report cards go home ▪ Monthly meeting of the PBS steering committee to review data and develop next steps. ▪ Monthly instructional teacher workshops. ▪ PAC- Parent Administrative Collaborative ▪ Rewards Assembly ▪ Priority customer call ▪ Collaborative Coaching ▪ Monthly grade level collaboration staff meetings. ▪ Complete development and/ or Instructional Learning Cycle, ILC & formative/summative assessments. ▪ Monthly newsletter and calendar of events to parents. ▪ Conduct ongoing facilitation of Professional Learning Communities, PLC teams. ▪ Conduct ongoing data meeting to include all support staff with in house data coach. ▪ Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to PLC, instructional coaching, and PBS. ▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG. ▪ Executive Oversight of initiatives and monitor SIG implementation via SIG grant coordinator.
December 2014	▪ Monthly meeting of Transformation Team ▪ Monthly instructional teacher workshops. ▪ Monthly meeting of the PBS steering committee to review data and develop next steps. ▪ Holiday Celebration ▪ Collaborative Coaching ▪ Evaluation/Data gathering (ie., discipline referral/truancy data, attendance data, honor roll, etc.) ▪ Mid Year Evaluation (Curriculum & Instruction and Climate & Culture) ▪ Monthly newsletter and calendar of events to parents. ▪ Monthly grade level collaboration staff meetings. ▪ Conduct ongoing facilitation of Professional Learning Communities, PLC teams. ▪ Conduct ongoing data meeting to include all support staff with in house data coach. ▪ Provide job-embedded individualized professional development for all

	staff in grant support programs and initiatives, including but not limited to PLC, instructional coaching, and PBS. ▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG. ▪ Executive Oversight of initiatives and monitor SIG implementation via SIG grant coordinator.
January 2015	▪ DRA Testing for K-5th grades ▪ NWEA Testing for K-5th grades ▪ MLPP Testing for K-3rd grades ▪ Monthly meeting of Transformation Team ▪ Monthly instructional teacher workshops. ▪ Monthly meeting of the PBS steering committee to review data and develop next steps. ▪ PAC- Parent Administrative Collaborative ▪ Science Night ▪ Report cards go home ▪ Priority Customer Call ▪ Monthly grade level collaboration staff meetings. ▪ Monthly newsletter and calendar of events to parents. ▪ Conduct ongoing facilitation of Professional Learning Communities, PLC teams. ▪ Conduct ongoing data meeting to include all support staff with in house data coach. ▪ Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to PLC, instructional coaching, and PBS. ▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG. ▪ Executive Oversight of initiatives and monitor SIG implementation via SIG grant coordinator.
February 2015	▪ Monthly meeting of Transformation Team ▪ Monthly instructional teacher workshops. ▪ Monthly meeting of the PBS steering committee to review data and develop next steps. ▪ Family Skate Night ▪ Black History Celebration ▪ PAC- Parent Administrative Collaborative ▪ Rewards Assembly ▪ Monthly grade level collaboration staff meetings. ▪ Quarterly progress reports for students sent to parents. ▪ Complete development and/ ILC & formative/summative assessments. ▪ Monthly newsletter and calendar of events to parents. ▪ Collaborative Coaching ▪ Campus Consulting

	▪ Conduct ongoing facilitation of Professional Learning Communities, PLC teams. ▪ Conduct ongoing data meeting to include all support staff with in house data coach. ▪ Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to PLC, instructional coaching, and PBS. ▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG. ▪ Executive Oversight of initiatives and monitor SIG implementation via SIG grant coordinator.
March 2015	▪ MLPP Testing for K-3rd grades ▪ Monthly meeting of Transformation Team ▪ Monthly instructional teacher workshops. ▪ Monthly meeting of the PBS steering committee to review data and develop next steps. ▪ Kindergarten Round-Up ▪ PAC- Parent Administrative Collaborative ▪ Reading Night ▪ Book Fair ▪ Report cards go home ▪ Monthly grade level collaboration staff meetings. ▪ Data Perception Survey ▪ Needs assessment for Year 2 PD recommendations. ▪ Monthly newsletter and calendar of events to parents. ▪ Conduct ongoing facilitation of Professional Learning Communities, PLC teams. ▪ Conduct ongoing data meeting to include all support staff with in house data coach. ▪ Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to PLC, instructional coaching, and PBS. ▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG. ▪ Executive Oversight of initiatives and monitor SIG implementation via SIG grant coordinator.
April 2015	▪ Monthly meeting of Transformation Team ▪ Monthly meeting of the PBS steering committee to review data and develop next steps. ▪ Family Skate Night ▪ Rewards Assembly ▪ Complete development and/ ILC & formative/summative assessments. ▪ Monthly instructional teacher workshops. ▪ Monthly grade level collaboration staff meetings.

	▪ Monthly newsletter and calendar of events to parents. ▪ Conduct ongoing facilitation of Professional Learning Communities, PLC teams. ▪ Conduct ongoing data meeting to include all support staff with in house data coach. ▪ Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to PLC, instructional coaching, and PBS. ▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG. ▪ Executive Oversight of initiatives and monitor SIG implementation via SIG grant coordinator. ▪ Administer State testing assessment.
May 2015	▪ Monthly newsletter and calendar of events to parents. ▪ DRA testing for K-5th grades. ▪ NWEA Testing for K-5th grades ▪ Monthly meeting of Transformation Team ▪ Monthly meeting of the PBS steering committee to review data and develop next steps. ▪ International Day ▪ PAC- Parent Administrative Collaborative ▪ End of the year Evaluation (Curriculum & Instruction and Climate & Culture) ▪ Monthly grade level collaboration staff meetings. ▪ Quarterly progress reports for students sent to parents. ▪ Monthly instructional teacher workshops. ▪ Monthly newsletter and calendar of events to parents. ▪ Conduct ongoing facilitation of Professional Learning Communities, PLC teams. ▪ Conduct ongoing data meeting to include all support staff with in house data coach. ▪ Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to PLC, instructional coaching, and PBS. ▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG. ▪ Executive Oversight of initiatives and monitor SIG implementation via SIG grant coordinator. ▪ Administer State testing assessment. ▪ Revise comprehensive professional development schedule for upcoming year.
June 2015	▪ MLPP Testing for K-3rd grades ▪ Monthly meeting of Transformation Team ▪ Monthly meeting of the PBS steering committee to review data and develop next steps.

	▪ Monthly instructional teacher workshops. ▪ Promotional ceremonies Kindergarten & 5th grade ▪ Rewards Assembly ▪ Report cards go home ▪ Monthly grade level collaboration staff meetings. ▪ Complete development and/ ILC & formative/summative assessments. ▪ Monthly newsletter and calendar of events to parents. ▪ Conduct ongoing facilitation of Professional Learning Communities, PLC teams. ▪ Conduct ongoing data meeting to include all support staff with in house data coach. ▪ Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to PLC, instructional coaching, and PBS. ▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG. ▪ Executive Oversight of initiatives and monitor SIG implementation via SIG grant coordinator. ▪ Finalize school schedule and master schedule for 2015-2016. ▪ Purchase materials, equipment, supplies for the upcoming school year. ▪ Submit updates and progress of School Improvement grant to LPPS Board of Education. ▪ Ensure alignment of other budgets/plans to School Improvement Activities. ▪ Professional Development: ISTE Conference
July 2015	▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG.

Year Two Full Implementation Timeline FY 2015-2016

August 2015	▪ Monthly meeting of Transformation Team ▪ Review state testing data from previous school year for Common Core to assess needs for the upcoming year. ▪ Conduct Yearly PBS planning Meeting; finalize plans for Tier 2 interventions. ▪ Administer team meeting to review goals and benchmarks from Year 2 implementation. ▪ Develop year 2 goals and benchmarks. ▪ Analyze data, identify gaps in data and initiatives, locate strengths and weakness, and devise goals and strategies to target areas of weakness. ▪ Revise SIG plans to reflect data findings.

	▪ Research based instructional strategies: Cooperative Learning, and student to student's feedback. ▪ Professional Development: Capturing Kids Hearts Refresher course for previously trained staff. ▪ Professional Development: Data Walks coaching for instructional leaders. ▪ Professional Development: Common Core Connections ▪ Professional Development: Effective Classroom Assessment ▪ Professional Development: Safety Net Curriculum Lessons ▪ Professional Development: Math Conference ▪ Professional Development: Mental Health Service Administrator ▪ Professional Development: Guided Reading Refresher ▪ Professional Development: Staff Conference for best practices ▪ Professional Development: Professional Development to be determined based on data
September 2015	▪ Developmental Reading Assessment, DRA Testing throughout 1st -5th grades. ▪ North West Evaluation Association, NWEA Testing for K-5th grades. ▪ Michigan Literacy Progress Profile, MLPP Testing for K-3rd grades. ▪ Monthly meeting of Transformation Team ▪ Monthly meeting of the PBS steering committee to review data and develop next steps. ▪ Curriculum Night ▪ Train new staff on SIG initiatives ▪ Back to school Family skate night ▪ Monthly newsletter and calendar of events to parents. ▪ PAC- Parent Administrative Collaborative ▪ Monthly grade level collaboration staff meetings. ▪ CKH Recharged ▪ CKH Momentum by design ▪ Conduct ongoing facilitation of Professional Learning Communities, PLC teams. ▪ Conduct ongoing data meeting to include all support staff with in house data coach. ▪ Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to PLC, instructional coaching, and PBS. ▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG. ▪ Executive Oversight of initiatives and monitor SIG implementation via SIG grant coordinator. ▪ Analyze data, identify gaps in data and initiatives, locate strengths and weakness, and devise goals and strategies to target areas of weakness.

	▪ Revise SIG plans to reflect data findings.
October 2015	▪ Monthly meeting of Transformation Team ▪ Family Game Night ▪ Monthly meeting of the PBS steering committee to review data and develop next steps. ▪ Holiday Parade ▪ PAC- Parent Administrative Collaborative ▪ Monthly grade level collaboration staff meetings. ▪ Quarterly progress reports for students sent to parents. ▪ Monthly newsletter and calendar of events to parents. ▪ Monthly instructional teacher workshops. ▪ Priority customer call ▪ Focused coaching ▪ Conduct ongoing facilitation of Professional Learning Communities, PLC teams. ▪ Conduct ongoing data meeting to include all support staff with in house data coach. ▪ Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to PLC, instructional coaching, and PBS. ▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG. ▪ Executive Oversight of initiatives and monitor SIG implementation via SIG grant coordinator.
November 2015	▪ Monthly meeting of Transformation Team ▪ Monthly meeting of the PBS steering committee to review data and develop next steps. ▪ Parent teacher conferences ▪ PAC- Parent Administrative Collaborative ▪ Monthly instructional teacher workshops. ▪ Rewards Assembly ▪ Report cards go home ▪ Campus Consulting ▪ Monthly grade level collaboration staff meetings. ▪ Complete development and/ ILC & formative/summative assessments. ▪ Monthly newsletter and calendar of events to parents. ▪ Conduct ongoing facilitation of Professional Learning Communities, PLC teams. ▪ Conduct ongoing data meeting to include all support staff with in house data coach. ▪ Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to PLC, instructional coaching, and PBS. ▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional

	strategies that are a part of the SIG. ▪ Executive Oversight of initiatives and monitor SIG implementation via SIG grant coordinator.
December 2015	▪ Monthly meeting of Transformation Team ▪ Monthly meeting of the PBS steering committee to review data and develop next steps. ▪ Holiday Celebration ▪ Monthly instructional teacher workshops. ▪ Monthly newsletter and calendar of events to parents. ▪ Quarterly progress reports for students sent to parents. ▪ Monthly grade level collaboration staff meetings. ▪ Mid Year Evaluation (Curriculum & Instruction and culture & Climate) ▪ Conduct ongoing facilitation of Professional Learning Communities, PLC teams. ▪ Conduct ongoing data meeting to include all support staff with in house data coach. ▪ Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to PLC, instructional coaching, and PBS. ▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG. ▪ Executive Oversight of initiatives and monitor SIG implementation via SIG grant coordinator.
January 2016	▪ DRA Testing for K-5th grades ▪ NWEA Testing for K-5th grades ▪ MLPP Testing for K-3rd grades ▪ Monthly meeting of Transformation Team ▪ Monthly meeting of the PBS steering committee to review data and develop next steps. ▪ PAC- Parent Administrative Collaborative ▪ Science Night ▪ CKH Momentum by design ▪ Report cards go home ▪ Monthly grade level collaboration staff meetings. ▪ Monthly instructional teacher workshops. ▪ Monthly newsletter and calendar of events to parents. ▪ Conduct ongoing facilitation of Professional Learning Communities, PLC teams. ▪ Conduct ongoing data meeting to include all support staff with in house data coach. ▪ Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to PLC, instructional coaching, and PBS. ▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG.

	▪ Executive Oversight of initiatives and monitor SIG implementation via SIG grant coordinator.
February 2016	▪ Monthly meeting of Transformation Team ▪ Monthly meeting of the PBS steering committee to review data and develop next steps. ▪ Family skate night ▪ Black History Celebration ▪ PAC- Parent Administrative Collaborative ▪ Rewards Assembly ▪ Monthly grade level collaboration staff meetings. ▪ Priority customer call ▪ Quarterly progress reports for students sent to parents. ▪ Monthly instructional teacher workshops. ▪ Complete development and/ ILC & formative/summative assessments. ▪ Monthly newsletter and calendar of events to parents. ▪ Conduct ongoing facilitation of Professional Learning Communities, PLC teams. ▪ Conduct ongoing data meeting to include all support staff with in house data coach. ▪ Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to PLC, instructional coaching, and PBS. ▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG. ▪ Executive Oversight of initiatives and monitor SIG implementation via SIG grant coordinator.
March 2016	▪ MLPP Testing for K-3rd grades ▪ Monthly meeting of Transformation Team ▪ Monthly meeting of the PBS steering committee to review data and develop next steps. ▪ Monthly instructional teacher workshops. ▪ Kindergarten Round Up ▪ Reading Night ▪ Book Fair ▪ PAC- Parent Administrative Collaborative ▪ Data Perception Survey ▪ Report cards go home ▪ Campus consulting ▪ Monthly grade level collaboration staff meetings. ▪ Monthly newsletter and calendar of events to parents. ▪ Conduct ongoing facilitation of Professional Learning Communities, PLC teams. ▪ Conduct ongoing data meeting to include all support staff with in house data coach. ▪ Provide job-embedded individualized professional development for all

	staff in grant support programs and initiatives, including but not limited to PLC, instructional coaching, and PBS. ▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG. ▪ Executive Oversight of initiatives and monitor SIG implementation via SIG grant coordinator.
April 2016	▪ Monthly meeting of Transformation Team ▪ Monthly meeting of the PBS steering committee to review data and develop next steps. ▪ Family Skate Night ▪ Rewards Assembly ▪ Monthly instructional teacher workshops. ▪ Priority customer call ▪ Complete development and/ ILC & formative/summative assessments. ▪ Monthly newsletter and calendar of events to parents. ▪ Monthly grade level collaboration staff meetings. ▪ Conduct ongoing facilitation of Professional Learning Communities, PLC teams. ▪ Conduct ongoing data meeting to include all support staff with in house data coach. ▪ Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to PLC, instructional coaching, and PBS. ▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG. ▪ Executive Oversight of initiatives and monitor SIG implementation via SIG grant coordinator. ▪ Administer State testing assessment.
May 2016	▪ Monthly meeting of Transformation Team ▪ Monthly meeting of the PBS steering committee to review data and develop next steps. ▪ International Day ▪ DRA Testing for K-5th grades ▪ NWEA Testing for K-5th grades ▪ PAC- Parent Administrative Collaborative ▪ Quarterly progress reports for students sent to parents. ▪ Monthly instructional teacher workshops. ▪ Monthly grade level collaboration staff meetings. ▪ Monthly newsletter and calendar of events to parents. ▪ End of the year evaluation (Curriculum & Instruction and culture & Climate) ▪ Conduct ongoing facilitation of Professional Learning Communities, PLC teams. ▪ Conduct ongoing data meeting to include all support staff with in

	house data coach. ▪ Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to PLC, instructional coaching, and PBS. ▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG. ▪ Executive Oversight of initiatives and monitor SIG implementation via SIG grant coordinator. ▪ Administer State testing assessment. ▪ Revise comprehensive professional development schedule for upcoming year.
June 2016	▪ Monthly meeting of Transformation Team ▪ Monthly meeting of the PBS steering committee to review data and develop next steps. ▪ Promotional ceremonies Kindergarten & 5th grade ▪ Rewards Assembly ▪ MLPP Testing for K-3rd grades ▪ Report cards go home ▪ Monthly grade level collaboration staff meetings. ▪ Monthly newsletter and calendar of events to parents. ▪ Conduct ongoing facilitation of Professional Learning Communities, PLC teams. ▪ Conduct ongoing data meeting to include all support staff with in house data coach. ▪ Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to PLC, instructional coaching, and PBS. ▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG. ▪ Executive Oversight of initiatives and monitor SIG implementation via SIG grant coordinator. ▪ Finalize school schedule and master schedule for 2016-2017 ▪ Purchase materials, equipment, supplies for the upcoming school year. ▪ Submit updates and progress of School Improvement grant to LPPS Board of Education. ▪ Ensure alignment of other budgets/plans to School Improvement Activities.
July 2016	▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG. ▪ CKH training for new staff ▪ CKH Momentum by design

Year Three Full Implementation Timeline FY 2016-2017

August 2016	▪ Monthly meeting of Transformation Team ▪ Monthly meeting of the PBS steering committee to review data and develop next steps. ▪ Review state testing data from previous school year for Common Core to assess needs for the upcoming year. ▪ Conduct Yearly PBS planning Meeting; finalize plans for Tier 2 interventions. ▪ Administer team meeting to review goals and benchmarks from Year 3 implementation. ▪ Develop year 2 goals and benchmarks. ▪ Analyze data, identify gaps in data and initiatives, locate strengths and weakness, and devise goals and strategies to target areas of weakness. ▪ Common Core Connections ▪ Review of design and delivery series (returning series) ▪ Research based Instructional strategies: Feedback and Effective questioning and identifying similarities and differences. ▪ Revise SIG plans to reflect data findings. ▪ Professional Development: Capturing Kids Hearts Refresher course for previously trained staff. ▪ Professional Development: Mental Health Service Administrator ▪ Professional Development: Math Conference ▪ Professional Development: Guided Reading Refresher ▪ Professional Development: Professional Development to be determined based on data
September 2016	▪ Developmental Reading Assessment, DRA Testing throughout 1st -5th grades. ▪ North West Evaluation Association, NWEA Testing for K-5th grades. ▪ Michigan Literacy Progress Profile, MLPP Testing for K-3rd grades. ▪ Monthly meeting of Transformation Team ▪ Monthly meeting of the PBS steering committee to review data and develop next steps. ▪ Curriculum Night ▪ Train new staff on SIG initiatives. ▪ Back to school family skate night ▪ CKH recharged ▪ PAC- Parent Administrative Collaborative ▪ Monthly grade level collaboration staff meetings. ▪ Monthly newsletter and calendar of events to parents. ▪ Conduct ongoing facilitation of Professional Learning Communities, PLC teams. ▪ Conduct ongoing data meeting to include all support staff with in house data

	coach. ▪ Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to PLC, instructional coaching, and PBS. ▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG. ▪ Executive Oversight of initiatives and monitor SIG implementation via SIG grant coordinator. ▪ Analyze data, identify gaps in data and initiatives, locate strengths and weakness, and devise goals and strategies to target areas of weakness. ▪ Revise SIG plans to reflect data findings.
October 2016	▪ Monthly meeting of Transformation Team ▪ Monthly meeting of the PBS steering committee to review data and develop next steps. ▪ Holiday parade ▪ Monthly newsletter and calendar of events to parents. ▪ PAC- Parent Administrative Collaborative ▪ Family Game Night ▪ Collaborative coaching ▪ Data walks coaching ▪ Campus coaching ▪ Monthly instructional teacher workshops. ▪ Monthly grade level collaboration staff meetings. ▪ Quarterly progress reports for students sent to parents. ▪ Conduct ongoing facilitation of Professional Learning Communities, PLC teams. ▪ Conduct ongoing data meeting to include all support staff with in house data coach. ▪ Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to PLC, instructional coaching, and PBS. ▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG. ▪ Executive Oversight of initiatives and monitor SIG implementation via SIG grant coordinator.
Novemb er 2016	▪ Monthly meeting of Transformation Team ▪ Monthly meeting of the PBS steering committee to review data and develop next steps. ▪ Parent teacher conferences ▪ PAC- Parent Administrative Collaborative ▪ Rewards Assembly ▪ Report cards go home ▪ Collaborative coaching ▪ Priority Customer Call ▪ Monthly grade level collaboration staff meetings.

	▪ Monthly instructional teacher workshops. ▪ Complete development and/ ILC & formative/summative assessments. ▪ Monthly newsletter and calendar of events to parents. ▪ Conduct ongoing facilitation of Professional Learning Communities, PLC teams. ▪ Conduct ongoing data meeting to include all support staff with in house data coach. ▪ Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to PLC, instructional coaching, and PBS. ▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG. ▪ Executive Oversight of initiatives and monitor SIG implementation via SIG grant coordinator.
December 2016	▪ Monthly meeting of Transformation Team ▪ Monthly meeting of the PBS steering committee to review data and develop next steps. ▪ Holiday Celebration ▪ Monthly grade level collaboration staff meetings. ▪ Monthly instructional teacher workshops. ▪ Collaborative coaching ▪ Mid-Year evaluation (curriculum & instruction and culture & climate) ▪ Monthly newsletter and calendar of events to parents. ▪ Conduct ongoing facilitation of Professional Learning Communities, PLC teams. ▪ Conduct ongoing data meeting to include all support staff with in house data coach. ▪ Quarterly progress reports for students sent to parents. ▪ Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to PLC, instructional coaching, and PBS. ▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG. ▪ Executive Oversight of initiatives and monitor SIG implementation via SIG grant coordinator.
January 2017	▪ DRA Testing for K-5th grades ▪ NWEA Testing for K-5th grades ▪ MLPP Testing for K-3rd grades ▪ Monthly meeting of Transformation Team ▪ Science Night ▪ Monthly meeting of the PBS steering committee to review data and develop next steps. ▪ PAC- Parent Administrative Collaborative ▪ Report cards go home ▪ Monthly grade level collaboration staff meetings.

	▪ Priority customer call ▪ Mid-Year Evaluation ▪ Monthly instructional teacher workshops. ▪ Monthly newsletter and calendar of events to parents. ▪ Conduct ongoing facilitation of Professional Learning Communities, PLC teams. ▪ Conduct ongoing data meeting to include all support staff with in house data coach. ▪ Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to PLC, instructional coaching, and PBS. ▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG. ▪ Executive Oversight of initiatives and monitor SIG implementation via SIG grant coordinator.
February 2017	▪ Monthly meeting of Transformation Team ▪ Monthly meeting of the PBS steering committee to review data and develop next steps. ▪ Family skate night ▪ Black History Celebration ▪ Monthly instructional teacher workshops. ▪ PAC- Parent Administrative Collaborative ▪ Rewards Assembly ▪ Monthly grade level collaboration staff meetings. ▪ Campus Consulting ▪ Quarterly progress reports for students sent to parents. ▪ Complete development and/ ILC & formative/summative assessments. ▪ Monthly newsletter and calendar of events to parents. ▪ Conduct ongoing facilitation of Professional Learning Communities, PLC teams. ▪ Conduct ongoing data meeting to include all support staff with in house data coach. ▪ Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to PLC, instructional coaching, and PBS. ▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG. ▪ Executive Oversight of initiatives and monitor SIG implementation via SIG grant coordinator.
March 2017	▪ MLPP Testing for K-3rd grades ▪ Monthly meeting of Transformation Team ▪ Monthly meeting of the PBS steering committee to review data and develop next steps. ▪ Kindergarten Round Up ▪ Reading Night

	▪ Monthly instructional teacher workshops. ▪ Book Fair ▪ Data Perception Survey ▪ PAC- Parent Administrative Collaborative ▪ Report cards go home ▪ Priority Customer Call ▪ Monthly grade level collaboration staff meetings. ▪ Monthly newsletter and calendar of events to parents. ▪ Conduct ongoing facilitation of Professional Learning Communities, PLC teams. ▪ Conduct ongoing data meeting to include all support staff with in house data coach. ▪ Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to PLC, instructional coaching, and PBS. ▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG. ▪ Executive Oversight of initiatives and monitor SIG implementation via SIG grant coordinator.
April 2017	▪ Monthly meeting of Transformation Team ▪ Monthly meeting of the PBS steering committee to review data and develop next steps. ▪ Family Skate Night ▪ Rewards Assembly ▪ Monthly instructional teacher workshops. ▪ Monthly grade level collaboration staff meetings. ▪ Complete development and/ ILC & formative/summative assessments. ▪ Monthly newsletter and calendar of events to parent. ▪ Conduct ongoing facilitation of Professional Learning Communities, PLC teams. ▪ Conduct ongoing data meeting to include all support staff with in house data coach. ▪ Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to PLC, instructional coaching, and PBS. ▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG. ▪ Executive Oversight of initiatives and monitor SIG implementation via SIG grant coordinator. ts. ▪ Administer State testing assessment.
May 2017	▪ Monthly meeting of Transformation Team ▪ Monthly meeting of the PBS steering committee to review data and develop next steps. ▪ International Day ▪ PAC- Parent Administrative Collaborative

	▪ DRA Testing for K-5th grades ▪ NWEA Testing for K-5th grades ▪ Monthly instructional teacher workshops. ▪ Quarterly progress reports for students sent to parents. ▪ Monthly grade level collaboration staff meetings. ▪ Monthly newsletter and calendar of events to parents. ▪ End of Year Evaluation (Curriculum & Instruction and Culture & Climate) ▪ Conduct ongoing facilitation of Professional Learning Communities, PLC teams. ▪ Conduct ongoing data meeting to include all support staff with in house data coach. ▪ Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to PLC, instructional coaching, and PBS. ▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG. ▪ Executive Oversight of initiatives and monitor SIG implementation via SIG grant coordinator. ▪ Administer State testing assessment. ▪ Revise comprehensive professional development schedule for upcoming year.
June 2017	▪ Monthly meeting of Transformation Team ▪ Monthly meeting of the PBS steering committee to review data and develop next steps. ▪ Promotional ceremonies Kindergarten & 5th grade ▪ MLPP Testing for K-3rd grades ▪ Rewards Assembly ▪ Complete development and/ ILC & formative/summative assessments. ▪ Monthly newsletter and calendar of events to parents. ▪ Report cards go home ▪ Final Report ▪ Monthly grade level collaboration staff meetings. ▪ Conduct ongoing facilitation of Professional Learning Communities, PLC teams. ▪ Conduct ongoing data meeting to include all support staff with in house data coach. ▪ Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to PLC, instructional coaching, and PBS. ▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG. ▪ Executive Oversight of initiatives and monitor SIG implementation via SIG grant coordinator. ▪ Finalize school schedule and master schedule for 2017-2018 ▪ Purchase materials, equipment, supplies for the upcoming school year.

	▪ Submit updates and progress of School Improvement grant to LPPS Board of Education. ▪ Ensure alignment of other budgets/plans to School Improvement Activities.
July 2017	▪ Continue to provide comprehensive PD courses outside of the student's day to continually refine teaching practices and instructional strategies that are a part of the SIG.

9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP/ MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three. Attachment I requires annual goals to be set for each leading/lagging indicator.

	Current Proficiency Rate 2013-14	**Goal for 2014-2015**	**Goal for 2015-2016**	**Goal for 2016-2017**
Reading	33.5%	46%	51%	57%
Mathematics	12%	32%	39%	48%
Writing	23%	37%	43%	50%
Social Studies	2%	30%	38%	46%
Science	2%	27%	35%	43%

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

During the 2012-2013 school year, the Transformation Team was chosen with the need for a variety of stakeholders who would offer relevant and effective means of increasing student growth and creative a positive change in the Climate and Culture of Raupp School. Identifying stakeholders using this metric allowed for the inclusion of individuals including Administration (Richard Rockwell, Superintendent, Cheryl Irving, Asst. Superintendent, Principal Daphne Springer) members of Raupp's teaching staff (Rachel Rembisz, Jessica Laurain and Maria Zorn), union representation (Sarah Fults) and Community members (Dr. JoAnn Andrees, Michigan State University Intervention Specialist and Walter Rabchuk, RESA School Improvement Facilitator). A Raupp School SIG Committee was formed that included all relevant internal stakeholders (students, teachers, and parents). Currently, positive collaborative efforts/partnerships agreements exist with parents, and partnerships with

Michigan State University, the Michigan Department of Education and Wayne RESA.

Community and business leaders, such as Dr. JoAnn Andrees, Michigan State University Intervention Specialist, participated in multiple meetings held both locally and in Lansing to determine the layers of resources, including stakeholders, available to Raupp. As external stakeholders were identified, school team members, Cheryl Irving, Daphne Springer, Kelly Klug, Alicia Gray and Maria Zorn contacted and integrated appropriate additional stakeholders into the overall school improvement process and SIG Committee.

Other potential human resources to be involved in this project include:
The Lincoln Park Public Schools Board of Education also supports the SIG transformational model. We will continue to present our work and findings quarterly at board meetings.
Central Office Administration, along with the Transformation Principal, Daphne Springer apprised the board of the SIG Transformational Model and following thorough discourse with the Executive Board, were able to secure support for the Plan. We will continue to present our work and findings quarterly at board meetings.

Parent support is involved through many of our events along with continuous contact with parents about student achievement. During PTO meetings, parents are informed of the process and encouraged to ask questions and voice concerns regarding School Improvement issues. Surveys are conducted on an ongoing basis concerning the schools improvement models. Through the use of data compiled during these surveys, the Team is able to ascertain specific concerns parents have and address them in the SIG and at PTO meetings. Information is given to parents as new issues present themselves and survey results are evaluated. School improvement discussions will continue to focus on communication with parents/guardians and the community regarding the unacceptable status of too many low achievers, inappropriate behavior, disengaged and unmotivated students, and the urgency to focus on and utilize available resources for every child.
Finally, bi-weekly newsletters and frequent e-mail alerts are being sent to communicate the systemic changes required, planned and occurring in the school.

11. Sustaining Reforms

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

We are committed to obtaining funding to support continuous improvement through the effective implementation of the strategies that will be set forth during the three year improvement plan process by the thorough training of teachers and support staff so that they will be successful in continuing the strategies implemented during the three year improvement plan. In addition, we will seek to obtain necessary funding through our current resources. We plan to continue training teachers in Capturing Kids' Hearts, the Professional Development that demonstrates improvement in culture and climate. This will be accomplished through initial "Restart Capturing Kids Hearts" at the beginning of the school year for all teachers, along with Campus Consulting for job-embedded support. Also, Our Process Champion, whose

responsibility includes mentoring staff in the ongoing use of the Capturing Kids' Hearts model, will incorporate traction strategies of Flippen's EXCEL model at each staff development meeting. The administrator will assist in this progress by creating on-going learning opportunities for faculty and staff to enhance their skills in building relationships that promote success with the help of the Process Champion.

In addition, capacity for effective strategies and processes developed as a result of implemented action steps will have been transferred to leadership teams and teachers that will ensure prescriptive, differentiated support is provided to teachers and students. Professional Learning Communities (PLCs) training and assistance program is designed to develop strong instructional leaders throughout the school. Site-level assistance & training sustains implementation, maintains focus, and builds local capacity. This model includes training school staffs to deliver PLC school services independently.

CLASS A will be sustained by the district. The training and assistance program for the implementation and use of Instructional Learning Cycles (ILCs) will enable faculty and staff to continue to use data effectively in order to differentiate and drive instruction toward student mastery of learning targets. Pre/post tests and common assessment benchmarks developed to assess and analyze student performance and mastery of the Common Core State Standards will be continued. Capacity for data management will be transferred to leadership teams and teachers in this manner.

In order to allow teachers to continually grow in the area of classroom instruction, administrators will continue to conduct walkthroughs and data walks, offering data collected to be used during grade level meetings for analysis of all facets of instruction, ensuring that strategies are being used with fidelity. Ongoing professional development will reinforce these strategies. In addition, the School Improvement Team will consider the development of a stakeholder steering committee that will begin reviewing ideas now and working with the district leadership team to ensure sustainability.

12. State Reform Plan

Attach approved State Reform Plan

Section B.

Attachment A--Transformation Model

The following items are required elements of the transformation model. Give a brief description after each requirement as to how each required element will be

implemented.

1. **Replace the principal**: Raupp Elementary School was designated as a Michigan Priority School in the summer of 2012. As a result, Mrs. Daphne Springer was transferred to Raupp Elementary School to be the turnaround leader for the start of the 2012-2013 school year.

2. **Include student data in teacher/leader evaluation:** The district created a teacher evaluation tool that meets state requirements. Student growth data is collected using an administrative walkthrough/data walk tool, state mandated assessment results, quarterly common assessments and data collected from student growth data in the classroom are all included as part of the teacher/leader evaluation each year.

3. **Evaluations that are designed with teacher/principal involvement:** The district formed a teacher evaluation team to develop an evaluation tool that meets state requirements and aligned with student outcomes. Teachers, union, and administration were represented on this team. Teachers will collect and assimilate data on each student, based on all content areas.

4. **Remove leaders/staff that have not increased achievement**: Leaders/staff that have not increased achievement will be provided with coaching that includes the creation and implementation of an Individualized Development Plan with clearly stated goals and objectives, geared toward the development of supports to be utilized in the improvement of instruction. This may result in staff and/or program reduction and/or modifications.

5. **Provide on-going job embedded staff development:** Professional development will center on three areas identified as needing improvement: reading comprehension, math problem solving and Climate & Culture. In each of these areas, the team has chosen three of Marzano's high yield strategies for teachers in order to guide their instruction. Staff development opportunities will be on-going and job embedded through the use of instructional coaches, PLC opportunities as well as discourse during grade level meetings. Professional development will continue to be aligned with teaching and learning needs as we respond to frequent evaluations of each development program through 2016.

6. **Implement financial incentives or career growth or flexible work conditions:** In order to provide opportunities for financial incentives, promotion, career growth and/or flexible working conditions, the School Improvement Leadership Team the following interventions are being offered to staff members to improve instruction:

- Teacher leaders will be identified and offered the opportunity to attend professional development and return to the school building to train colleagues in Math Problem Solving, Reading Comprehension and Climate and Culture.
- Workshops and professional development opportunities are made available for career growth.
- Professional Learning Communities teachers will be given leadership opportunities in their areas of strength.
- Grade level teaching partners will be encouraged to team teach in subject areas, where applicable, to teach their strengths and offer flexible working conditions.
- Instructional coaching in the content areas have been retained to provide teacher development opportunities.
- Release time will be available to teachers who desire to observe to peers and reflect upon their own teaching.
- Stipends will be available to teachers for attending Professional Development outside of the regular contracted day
- Faculty will receive stipends for time worked outside the regular contracted day

7. **Evidence of implementing financial incentives or career growth or flexible work conditions.**

All staff are eligible for incentives if student growth is at least 80% in reading or math. The incentives currently include additional prep, educational materials for the classroom and recognition at events. In the future, additional incentives will include a system incentive pay that focuses on student achievement. Incentive pay can come in formats of additional money, large instructional conference approvals without disruption to the educational process, and leadership opportunities, to name a few.

8. **Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.**
Data is at the center of all decisions made at Raupp School. Regularly scheduled data meetings are and will continue to be held to discuss data and drive instruction. Individual student data will be conducted by each teacher from various sources and compiled in a data binder. Sources of data include the Golden Package, Class A, Instructional Learning Cycles (ILC), Developmental Reading Assessment (DRA) and the Michigan Literacy Progress Profile (MLPP). Each piece of data will be studied to identify areas for student differentiation as well as areas of instructional deficit classroom wide. We will be continuing the following research-based instructional programs that were added to those already being used as a response to the preliminary data analysis completed by the reform team:

- Saxon Math

- Fast ForWord from Scientific Learning
- Making Meaning
- Capturing Kid's Hearts

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

The Flippen Group will provide ongoing professional development and coaching to selected teachers of core subjects to intense job embedded alignment of curriculum to state standards and student data from state assessments. Teachers will learn how to create formative, or benchmark, assessments that help them track student performance on objective mastery aligned to the state assessment for every student. The teachers in this cadre become the grade level and content experts for the campus and mentor other teachers in the process. The Flippen Group's Capturing Kids' Hearts training creates the model process for interacting professionally, and our teachers will have relational capacity for working together to accomplish explicit goals related to improved student achievement.

10. Provide increased learning time

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

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

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

With the inclusion of early release on Tuesday to accommodate PLC's and the removal of morning recess we have added an additional 46 minutes of instructional time daily. We are also mandating a 90 Literacy Block, 60 minute Math and 60 minute Writer's Workshop daily.

11. Provide ongoing mechanisms for family and community engagement:

The staff has created many opportunities for community and parent engagement. Some of these opportunities include Curriculum Night, Family Skate Nights, Parent Advisory Meetings, Black History Celebration, Reading Night, Science Night, Family Game Night, Book Fair, Kindergarten Round-Up, Kindergarten/5th Grade Graduation, International Day, and Rewards Assemblies. We also plan to provide a Parent Technology Area that will allow parents to use Parent Connect in order to keep connected with student progress. Raupp School uses MiStar to provides live grading, attendance and lunch account information, Edulink information system, used for sending mass phone messages to parents and consistently sends home school wide and classroom brochures/newsletters with students. We also post information for families and the community using the school website, marquee and via a parent bulletin board available in the main hallway. We also

have our Title I Parent Compact available in three forms, online, in the school office and we give each family a copy of the Compact on Curriculum Night. Our school's population is comprised of 52% Hispanic families. In order to provide ongoing support for our ELL families, we provide translators as needed, ensure that all communications are provided in Spanish. We also have provided a full-time parent facilitator to translate and communicate to families.

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

The Central Office Administrators and the Board of Education understand the need for support of these interventions and have granted Raupp Elementary flexibility in time, budgeting and staffing. The LPEA has also been cooperative in this initiative.

The following changes have been agreed upon by the school reform team, demonstrating that operational flexibility is in place:

- Additional time has been added to the school day
- Special class schedules have been designed to maximize the literacy learning block, writer's workshop and math
- Consideration is being given to eliminate multiage classrooms and/or split grade level classes, with the understanding that instruction time in core content areas is reduced in this environment.
- Newly hired and additional staff members will be interviewed and approved by the transformation reform team members.
- All staff members will be evaluated on an annual basis

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

The goal of the School Improvement Plan, and Raupp School, is to show student growth. To that end, technical assistance has been obtained through both the county ISD and the Michigan Department of Education. We will retain a SIG Grant coordinator who will act in a consulting capacity as school improvement facilitator. Additionally, the district assistant superintendent, Cheryl Irving, is an active member/participant of Raupp Elementary School's support team. She has attended Raupp's transformation school improvement team meetings along with data dialogue meetings with staff.

The following items are permissible elements of the transformation model. Provide a brief description after each element that the school plans to implement under the proposed reform plan.

1. **Provide additional funding to attract and retain staff.**

2. **Institute a system for measuring changes in instructional practices that result from professional development.**

3. **Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.**

4. **Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.**

5. **Implement a school wide Multi-Tiered System of Supports model.**

6. **Provide professional development to teachers/principals on strategies to support students in least restrictive environment and English Language Learners.**

Administrators, teachers and staff need ongoing, high quality, job-embedded professional development "aligned to the school's comprehensive instructional program." Our External Provider, The Flippen Group, provides ongoing, on-site, job-embedded coaching/mentoring for principals and school leadership; customized services to individual schools; and coaching and instructional support to the classroom teachers and support staff. Additionally, Professional Learning Communities will engage in studies of inquiry; creating and using formative assessments to assess student achievement, engaging in reflective conversations around data, and modifying instruction to meet the needs of students.

7. **Use and integrate technology-based interventions.**

8. **Increase rigor through programs such as Advanced Placement, International Baccalaureate, Science, Technology, Engineering, Arts and Mathematics (STEAM), and others.**

9. **Provide summer transition programs or freshman academies.**

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

11. Establish early warning systems to identify students who may be at risk of failure.

12. Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.

13. Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.

14. Implementing approaches to improve school climate, culture, and discipline.

15. Expanding the school program to offer full-day kindergarten or pre-kindergarten.

16. Allow the school to be run under a new governance arrangement.

17. Implement a per pupil, school-based budget formula weighted based on student needs.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention.
Attachment A – Transformation

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2014-15. Complete budgets for each building together with narratives must be entered into the MEGS+ system.

Program and Personnel	Expenditure Description	Pre-implementation Budget
Data Coach working with all staff to improve instruction	Onsite Educational Data Analysis Coach-Institute a data disaggregation tool "CLASS A" and provide the training necessary for administrators and teachers to use the tool to make daily instructional decisions. This will include the implementation of a system where data is evident throughout the school and all decisions are made based on individual student achievement data. Full time data coach will provide direct support for teachers for use with 21st Century technology in the classroom for the school as well as the lead CLASS A contact for the school. LEA has a Technology Coordinator which will be available to us for additional support. Training of current staff to analyze data for future implementation. Data Binder review and support of staff implementation of utilizing the binders. $160 day +$18.49% fee for social security and retirement cost x 140 days (3 days a week) hired through PESG or current district chosen provider.	$27,300

Instructional Coach working with all staff to improve instruction	Onsite Curriculum Support-Assistance will be given to systemically control the curricular sequence for all students in all grades. This will require the Instructional Coach to adhere to our pacing guides/ curriculum maps aligned to the Common Core State Standards for Math, Reading and Writing and Science/Social Studies GLCE's utilizing Common Core Connections from the Flippen Group. Instructional Coach will also meet with teachers to verify that Plans (using Planbook) will examine and reflect on instructional best practices. They will assist with locating instructional materials to support learning. Each teacher will be having onsite weekly meetings to model instructional practices as well as assist teachers in curriculum development and alignment (building units, measuring results, pacing based on mastery, and RtI strategy integration). YEAR 1 ELA focus. YEAR 2 & 3 ELA and Math focus. Salary through LPEA $89,954 + 40% retirement and Social Security + $17,950 + $60 life insurance.	$143,946
Grant Coordinator working with Grant Implementation	Onsite Grant Coordinator to assess and verify that all aspects of the plan are being implemented with fidelity. The Grant Coordinator will work directly with the School Improvement and Reform Team to implement and monitor plan including administer funding for events and expenditures working directly with committee chairs of events for information on funding. 2 days a week x $160 day +18.49% (social security and retirement) x 80 days. Meets with transformation team monthly for collaboration.	$15,600
External Service Provider	Flippen Consultant establishes contractual obligations, professional development timeline & communication with stakeholders based on needs assessment.	$0
Student Improvement	Literacy and Math Assistants will work with small learning communities, including at-risk students, increasing student achievement. 7 specialists per year @ $140.00/day+ 18.49% in related fees for 185 days (PESG or district chosen provider).	$214,822

	Pre-Implementation	$415,846

Program and Personnel	Expenditure Description	Year 1 Estimated Cost
Data Coach working with all staff to improve instruction	Onsite Educational Data Analysis Coach-Institute a data disaggregation tool "CLASS A" and provide the training necessary for administrators and teachers to use the tool to make daily instructional decisions. This will include the implementation of a system where data is evident throughout the school and all decisions are made based on individual student achievement data. Full time data coach will provide direct support for teachers for use with 21st Century technology in the classroom for the school as well as the lead CLASS A contact for the school. LEA has a Technology Coordinator which will be available to us for additional support. Training of current staff to analyze data for future implementation. Data Binder review and support of staff implementation of utilizing the binders. $160 day +$18.49% fee for social security and retirement cost x 140 days (3 days a week) hired through PESG or current district chosen provider	$27,300
	Sub Pay for teacher data meetings held during the day (6 subs, 2 x month (September-May) x 8 months = 96 days x $120 per day x 18.49% (social security and retirement)	$13,650
	Supplies for data coach/monitor and SIG coordinator	$4,000

Instructional Coach working with all staff to improve instruction	Onsite Curriculum Support-Assistance will be given to systemically control the curricular sequence for all students in all grades. This will require the Instructional Coach to adhere to our pacing guides/ curriculum maps aligned to the Common Core State Standards for Math, Reading and Writing and Science/Social Studies GLCE's utilizing Common Core Connections from the Flippen Group. Instructional Coach will also meet with teachers to verify that Plans (using Planbook) will examine and reflect on instructional best practices. They will assist with locating instructional materials to support learning. Each teacher will be having onsite weekly meetings to model instructional practices as well as assist teachers in curriculum development and alignment (building units, measuring results, pacing based on mastery, and RtI strategy integration). YEAR 1 ELA focus. YEAR 2 & 3 ELA and Math focus. Salary through LPEA $89,954 + 40% retirement and Social Security + $17,950 + $60 life insurance.	$143,946
	Sub Pay to meet with Instructional Coach to guide instruction. (28 meetings x $120 day x 18.49% (social security and retirement))	$3,985
Wayne RESA support/ Wayne RESA Personnel	Wayne Resa School Improvement Facilitator to oversee, assist and coordinate plan through the year.	$7,500
Grant Coordinator working with Grant Implementation	Onsite Grant Coordinator to assess and verify that all aspects of the plan are being implemented with fidelity. The Grant Coordinator will work directly with the School Improvement and Reform Team to implement and monitor plan including administer funding for events and expenditures working directly with committee chairs of events for information on funding. 2 days a week x $160 day +18.49% (social security and retirement) x 80 days. Meets with transformation team monthly for collaboration.	$15,600
External Service Provider	Flippen Consultant establishes contractual obligations, professional development timeline & communication with stakeholders based on needs assessment.	$0

Leader and Teacher Effectiveness	Implementation Evaluation-Online teacher surveys and campus walkthroughs offered pre and post implementation (year 1 – year 3). Provide assistance with design of surveys, outcome assessments and activities to support district-focused outcomes. This team supports school and district efforts toward measuring implementation of The Flippen Group leadership trainings.	$7,500
	Capturing Kids' Hearts (CKH)-3-consecutive-day professional development training to create a high performing culture and self-management in classrooms, based on a model process. (Capturing Kids' Hearts training for all staff not trained previously including secretarial and lunch workers and support staff 3 days x 6 hours of training x 22 staff members + $1800 travel, $500 day building rental)	$26,300
	Stipends for teachers and all staff not previously trained to attend CKH ($200 day + 40% (social security and retirement) x 3 days x 22 staff) in the summer months	$18,480
	CKH Momentum by Design-Virtual product of on-line/video to increase fidelity of implementation of CKH. Can be used as after school in-service full day in-service or individual growth in model processes.	$2,500
	Campus Consulting-Campus Consultants provide ongoing implementation support for campus leaders in culture transformation, curriculum and instructional alignment. During job-embedded coaching and consultations, we demonstrate to administrators/instructional leaders what teachers are being trained to do and how to hold them accountable. We job shadow the principal, providing ongoing evaluative support and offering feedback for improvement along the way. 6 visits of 3 days each to work with all team members. $7500 for each 3 day visit x 6 visits with $1800 travel each 3 day visit. Also for accountability and making sure implementation is done with fidelity	$55,800

Improvement of Instruction/ Teacher Evaluation	EXCEL-IT instructional teams by overcoming personal, team, and instructional behaviors that limit success in the classroom and across the school. Participants receive a behavioral attribute inventory, and learn how to: Over come personal constraints to become more effective. Interact with each other through understanding the Leadership Development Report Collect and use observable classroom data to then have powerful conversations and collaborate to grow personally and instructionally. 7 days of staff instruction + $3000 travel	$27,500
	Sub Pay for teacher meetings held during the day for teachers to meet with EXCEL-IT Instructor (2 subs, 6 days x $120 per day x 18.49% (social security and retirement) 1 day per grade level team	$1,706
	Collaborative Coaching- This on-site job-embedded coaching model guides teachers as they learn to collect and analyze student work, use that information to plan instructional interventions, and identify professional development that will enable them to be more effective. Participant sequence includes: · Identifying essential student performance data. Collaborating with the coach on teaching strategies. Using instructional practices while being observed by the coach. A mid-year review to indicate modifications needed. Continuing instructional intervention based on modifications. A summative review, including reflections on the teacher's growth cycle. The first year implementation will focus on Math. 6 teachers per cohort -10 days + $6600 travel. The second year will focus on science and the third year will focus on instructional strategies.	$36,600
	Sub Pay for Collaborative Coaching 6 subs, 2 days x $120 per day x $18.49 (social security and retirement), 1 floating sub, 10 days x $120 per day x $18.49 (social security and retirement)	$3,128
	Sheltered Instruction Observation Protocol training for all staff not previously trained for a researched based program for an approach to traching English language learners to integrate language and content instruction.	$500
	Stipends for teachers for SIOP training ($200 day + 40% (social security and retirement) x 3 days x 6) in the summer months	$10,080

Positive Behavior Support	Positive Behavior Supports (PBS) is a researched based program that addresses the social-emotional needs of the students. The program creates a tiered system that looks at the individual child and determines what type of supports—academic or behavior—should be put into place. It creates a culture for learning in the school because students know, understand and practice a set of common expectations. A team meets monthly to review data and develop a targeted or all school intervention to address the needs. The program is embedded in the school culture and is sustainable. Costs beyond 2013 are minimal and can be funded through general building funds. RESA consultant to help initiate program	$0
	Program Development 3 members x 3 days @ $200/day + 40% retirement and social security without interruption in the educational process	$2,520
	PD Substitute coverage to attend 3 meeting a year (3 members x $120 +18.49% fee)	$1,280
	Steering Committee Stipend 3 members x 10 months x 1 hour ($28.51/hour + 40% retirement and social security)	$1,198
	Program evaluation costs 3 members x 1 day @ $200/day + 40% retirement and social security	$0
	PBS Team Leader Stipend $200 + 40% retirement and social security a day x 1 x a month without interruption in the educational process for 10 months	$2,800
	Reward planning administrator on a monthly basis $200 + 40% retirement and social security a day x 1 x a month without interruption in the educational process for 10 months	$2,800

Mental Health Services	Mental Health Services- Licensed Social Work with experience in working with At-Risk students in support of academic success working with Family Liaison to support the educational process, help with parental support, truancy and informational sessions. Salary $52501 Benefits $37351 Increase of 2% each yr.	$89,852

	Truancy Attendance Officer- staff directly working with Mental Health Services to monitor and assess truancy in the school including all aspects of reporting and parental involvement of truancy. $25 an hour + 40% through PESG or district chosen provider. For 25 hours a week, 34 weeks	$29,750
	Training Mental Health Service administrator (Trauma, Bullying...) for courses relating to improvement of overall behavior related to school wide reform plan. Cost of program $750, Lodging $170 night x 5 days- $850, Mileage $105, Food Stipend $50 day- $250	$2,000
	Stipends for teachers for training Mental Health Service ($200 day + 40% (social security and retirement) x 5 day) in the summer months	$1,400
	Program for students to work with licensed social worker in small group settings after school for Boys and Girls club- 2 x week, 1 hour a time, 1 teachers, 34 weeks $28.51 + 40% retirement and social security +refreshments	$3,214

Student Improvement, Standards-based and Online Computer Based Tools	A variety of strategic online intervention tools will be set up on the network for classroom RtI use as well as extended learning program tools on a mobile learning lab. The lab environment will help students who either need more time or additional help. Programs may include: LLI (Leveled Literacy Intervention- $21625), ESGI (Education Software for Guided Instruction-($1050), Compass Learning-($5000), Scootpad-($1700), Kinetic City- ($1500)	$30,000
	Literacy and Math Assistants will work with small learning communities, including at-risk students, increasing student achievement. 7 specialists per year @ $140.00/day+ 18.49% in related fees for 185 days (PESG or district chosen provider).	$214,822
	Literacy and Math Assistant coordinator who oversees the program, schedules additional assistant in the classroom where need is needed, verifies focus of instruction, makes adjustments to program as needed and works directly with the data coach to implement program with fidelity. $200 + 40% retirement and social security a day x 1 x a month not during instructional time for 10 months	$2,800

	Teacher for Science in lower grades for greater focus on content for Science. All classes in K-3 will go to a Science classroom to work directly with a teacher who specialized in Science with the assistance of the classroom teacher. 185 days, $88442 salary, $51006 benefits	$139,448
	Summer Bridge Program (Summer Bridge Activities Books) $14.95 per student x 380 students	$5,681
	After School Tutoring Program- create an after school program based on needs of students. Staff Stipends 4 teachers x $28.51 + 40% retirement and social security x 1.5 hours x 4 days x 25 weeks +$250 for refreshments	$24,196
	Enrichment Program- summer school using computer based tools to improve learning. 3 x week, 2 hours a time, 4 teachers, 6 weeks $28.51 + 40% retirement and social security +$250 for refreshments	$5,747
	Site coordinator who coordinates all after school programs and summer enrichment including evaluation of programs and purchasing/ ordering all refreshments for after school/summer program. $200 + 40% retirement and social security a day x 3 x a month without interruption in the educational process for 12 months	$10,080
	Teacher assistance program- teacher availability after school to assist in homework, 1 hour a day 4 days a week, 2 teachers $28.51 + 40% retirement and social security , 34 weeks + $250 refreshments	$10,857
Professional Learning Communities	Incorporate and support a well-defined and fully articulated school improvement model Professional Learning Communities (PLC) with explicit framework and a support system that guides the teacher collaboration efforts and builds leadership capacity of administrators and teacher leaders. Additional meeting time stipends. Adding 1 hour of meeting time every Tuesday to incorporate additional Professional Development ($28.51 + 40% retirement and social security, 14 staff, 1 administrator 34 Days) Professional Learning Communities	$20,355
Improvement of Instruction/ added needs	Reading and Literature conferences through Michigan Reading Association ($210 Conference, Lodging $450 3 nights, Food Stipend $100, Mileage $300) x 6 staff	$6,360

	Math Manipulative (upper grades $25 per student, 185 students)	$4,625
	Michigan Math conferences ($335 Conference, Lodging $300 2 nights, Food Stipend $100, Mileage $250) x 8 staff	$7,880
Teacher/ Classroom Tools - 21st Century	Activate (cooperative learning support, small group instruction, differentiated education (13 classrooms) Interactive learning activities that encourage collaboration. (13 Activate @ $6399, Installation set up @ 500, 5 year on site support @ $1567)	$110,058
	Electronic Presentation Device (5 Interactive Whiteboard Fixed 595 Pro and EST Projector $3926 each, Installation $600, cables $200 - 5 new a year until all rooms have new Interactive boards)	$23,630
	Chromebooks for classroom (1-1 initiative) 8 Chromebook carts with 36 Chromebooks per carts for 8 classrooms @ $12409	$99,272
	Electronic testing systems for interactive response with Whiteboard integration. 12 classroom sets (6 sets of ActivVote for lower grades, 6 sets of ActivExpression for upper grades and Activ Slates (4)	$25,214
	PD for Activ Table and Boards for all staff 1/2 day in summer ($100 for 1/2 day +40% retirement and social security x 13 classrooms)	$1,820
	Batteries to support electronic testing systems (1152 AA for ActivVote and ActivExpression devices)	$2,000
	Computer Lab technology upgrade: 40 Chromebox for Computer Lab	$10,000
	Active Listening System for 12 classrooms x $790 each	$9,480
	Technology online programs to assist in classroom instruction. Online program subscriptions will include Scientific Learning (license, Professional Development, Progress Monitoring and web sessions)	$24,000

Incentive Program	Develop a system of incentive pay that focuses on student achievement. Incentive pay can come in formats of additional money, large instructional conference approval and additional professional development offerings. All teachers are interviewed by administration and the transformation team. Incentive Costs ($1500 +40% retirement and social security per 23 professional staff who earns effective or highly effective on review paid once at end of year)	$48,300
Transformation Team Incentive	Transformation Team = YEAR 1: $5,000.00 x 5 members. Incentives for YEAR 2 & 3: 5 staff x $2000 x 2 years = $36000 +40% retirement and social security. All meetings outside of school day.	$35,000

Family & Community Engagement	Parent Involvement events in Math, Science, Social Studies, Reading night, Zangle parent connect and PBiS. 6 meetings per year. $200 per meeting for refreshments. $100 per meeting for copying/materials expenses	$1,800
	Program Coordinator for each evening event $100 stipend for each chair. (Math (2), Science (2), Social Studies (2), Reading Night (2), Zangle Parent Connect (2), Family Game Night (2), International Day (2), School wide field trip (1))	$2100
	Orientation for back to school Refreshments =$300. Copying/Presenting expenses = $100	$400
	Family involvement events including: Curriculum night ($300), Monthly Parent Administrator Collaborative (PAC) ($300), Family Skate Night ($300), Monthly newsletters ($1400), Family Game Night ($2000), Monthly Reward Assemblies ($3000), Math Night ($2000), Science Night ($2000), Reading Night ($2000), Social Studies Night ($1000), International Day ($3000), Promotional Ceremonies ($1000), Black History Celebration ($1300), Parent Trainings and Community (4 times yearly ($5000)) and school wide field trip including parent/child ($3000)(+transportation cost ($3000). Parents and family are invited to attend all events to promote a relationship between school/ family and community.	$30,600
	Family Liason to support community/ parent involvement and bridge the school and homelife communication	$15,000

	Parent Conferences ELL support for interpreter to attend evening conferences $100 +18.49%	$711
	Full time ELL teacher working directly with students and teachers to assist in the improvement of student achievement ($100 +18.49% fee a day x 183 days)	$21,684
	Stipend for after school clubs which may include: Drama, Logic (Critical Thinking), Computers, Student Council, Lego Robotics, Debate and others as determined by student/parent interest and staff strengths. ($28.51 + 40% retirement and social security x 1 day every week x 4 clubs for 25 weeks)	$4,241
	Stipends for evening events (14 staff , 2 support staff, 1 administrator @ $28.51 + 40% retirement and social security ,1 assistants $17.76 hour + 40% retirement and social security, 5 support staff, 7 literacy @ $20 hour +18.49% x 8 evening events total)	$7,904
	Parent support workshops coordinated through Mental Health Service provider. Topics include: Cyber bullying, Internet/Social Networking, Helping busy families find balance, Building a relationship with your pre-adolescent and self control strategies to deal pre-adolescent issues in order to be successful in school. $500 +40% retirement and social security fee per event for presenter.	$3,500
Teacher and staff compensation	Additional teaching time is added to the school day to accommodate additional instructional time. Adding 30 minutes a day for 183 days- 91 additional hours in the year ($28.51 + 40% retirement and social security instructional staff (32) / $17.76 + 40% for additional clerical support staff)	$72,422
	Stipends for Teaching for Excellence in Lansing Michigan 5 days x $400 +40% retirement and social security - 4 staff attending	$11,200
Professional Development	National Conference, fees and related expenses. 14 staff members, 1 administrator will have the training to increase understanding of best practices in content areas. Professional, national and state conferences. Math, Reading and Technology conferences to improve instruction.	$3,180
	Summer professional development and related expenses on Fast ForWord/Scientific Learning and PBS (14 staff x $200 +40% retirement and social security x 1 day)	$3,920

	ISTE Conference June 2015 for 2 teachers to attend. Teachers will learn ways to incorporate technology into all curriculum, develop strategies to boost digital age learning and participate in learning environments. Registration $378 per person, $100 ISTE membership, $1300 5 nights lodging, $800 workshop fees, flights $500	$7,000
	Stipends for Chromebook training (13 staff x $200 +40% retirement and social security x 1/2 day)	$1,820
Guided Reading Leveled Library and Training	Additional Guided Reading Leveled Library for classroom library provided by Reading Resources. $5000 for each classroom leveled library x 12 classrooms +shelving of each library @ 500 per classroom	$70,000
	Additional listening center resources including storage for lending library for all staff and small group listening center resources. $800 storage, $300 per set (20)	$6,800
	Substitutes for training of teachers ($120 +18.49% fee, 13 teachers, 1/2 day training each) on Leveled Library	$1,000
Program Assessment	MEAP Benchmark Reports ($50/report x 8 reports)	$400
	The Golden Package- data analysis program to collect and review data by individual student, class, school and district. Data disaggregated by standard to identify problem areas.	$11,000
	Data Evaluation -Fast ForWord/ Scientific Learning Program Evaluation and Data Analysis, progress monitoring, attend progress monitoring calls, set up student accounts and evaluate usage for Fast ForWord lead teacher. This is completed 2 x a year for extensive analysis without interruption in the educational process, monthly for overall usage, weekly for classroom checks and summer for overall program analysis. The lead teacher will also set up all teacher emails for teachers to monitor their own students.	$800

	Indirect Cost 2.34%	$38,088
Administration	Year 1	$1,249,940

Program and Personnel	Expenditure Description	Year 1 Estimated Cost	Year 2 Estimated Cost	Year 3 Estimated Cost
Data Coach working with all staff to improve instruction	Onsite Educational Data Analysis Coach-Institute a data disaggregation tool "CLASS A" and provide the training necessary for administrators and teachers to use the tool to make daily instructional decisions. This will include the implementation of a system where data is evident throughout the school and all decisions are made based on individual student achievement data. Full time data coach will provide direct support for teachers for use with 21st Century technology in the classroom for the school as well as the lead CLASS A contact for the school. LEA has a Technology Coordinator which will be available to us for additional support. Training of current staff to analyze data for future implementation. Data Binder review and support of staff implementation of utilizing the binders. $160 day +$18.49% fee for social security and retirement cost x 140 days (3 days a week) hired through PESG or current district chosen provider	$27,300	$27,300	$27,300
	Sub Pay for teacher data meetings held during the day (6 subs, 2 x month (September-May) x 8 months = 96 days x $120 per day x 18.49% (social security and retirement)	$13,650	$13,650	$13,650
	Supplies for data coach/monitor and SIG coordinator	$4,000	$1,000	$1,000

Instructional Coach working with all staff to improve instruction	Onsite Curriculum Support- Assistance will be given to systemically control the curricular sequence for all students in all grades. This will require the Instructional Coach to adhere to our pacing guides/ curriculum maps aligned to the Common Core State Standards for Math, Reading and Writing and Science/Social Studies GLCE's utilizing Common Core Connections from the Flippen Group. Instructional Coach will also meet with teachers to verify that Plans (using Planbook) will examine and reflect on instructional best practices. They will assist with locating instructional materials to support learning. Each teacher will be having onsite weekly meetings to model instructional practices as well as assist teachers in curriculum development and alignment (building units, measuring results, pacing based on mastery, and RtI strategy integration). YEAR 1 ELA focus. YEAR 2 & 3 ELA and Math focus. Salary through LPEA $89,954 + 40% retirement and Social Security + $17,950 + $60 life insurance.	$143,946	$143,946	$143,946
	Sub Pay to meet with Instructional Coach to guide instruction. (28 meetings x $120 day x 18.49% (social security and retirement))	$3,985	$3,985	$3,985

Wayne RESA support/ Wayne RESA Personnel	Wayne Resa School Improvement Facilitator to oversee, assist and coordinate plan through the year.	$7,500	$7,500	$7,500

Grant Coordinator working with Grant Implementation	Onsite Grant Coordinator to assess and verify that all aspects of the plan are being implemented with fidelity. The Grant Coordinator will work directly with the School Improvement and Reform Team to implement and monitor plan including administer funding for events and expenditures working directly with committee chairs of events for information on funding. 2 days a week x $160 day +18.49% (social security and retirement) x 80 days. Meets with transformation team monthly for collaboration.	$15,600	$15,600	$15,600

External Service Provider	Flippen Consultant establishes contractual obligations, professional development timeline & communication with stakeholders based on needs assessment.	$0	$0	$0

Leader and Teacher Effectiveness	Implementation Evaluation-Online teacher surveys and campus walkthroughs offered pre and post implementation (year 1 – year 3). Provide assistance with design of surveys, outcome assessments and activities to support district-focused outcomes. This team supports school and district efforts toward measuring implementation of The Flippen Group leadership trainings.	$7,500	$0	$0
	Capturing Kids' Hearts (CKH)-3-consecutive-day professional development training to create a high performing culture and self-management in classrooms, based on a model process. (Capturing Kids' Hearts training for all staff not trained previously including secretarial and lunch workers and support staff 3 days x 6 hours of training x 22 staff members + $1800 travel, $500 day building rental)	$26,300	$0	$0

	Stipends for teachers and all staff not previously trained to attend CKH ($200 day + 40% (social security and retirement) x 3 days x 22 staff) in the summer months	$18,480	$18,480	$18,480
	CKH Momentum by Design-Virtual product of on-line/video to increase fidelity of implementation of CKH. Can be used as after school in-service full day in-service or individual growth in model processes.	$2,500	$2,500	$2,500
	CKH Recharged-Professional development training to reinforce CKH and create a high performing culture and self-management in classrooms, based on a model process. Available for campuses where 80% of administrators, faculty and staff are trained in CKH. 1 day + $1000 travel expenses + rental of building for PD	$0	$6,000	$6,000
	Stipends for teachers previously trained to attend CKH Recharged ($200 day + 40% (social security and retirement) x 1 day x 35) in the summer months	$0	$9,800	$9,800
	Process Champions- Training of key personnel to continue with ongoing CKH professional development in order to sustain the program for future years. Each process champion will be equip with the necessary tools to lead professional development of future staff members. 2 days training + $1500 travel expenses Summer 2015	$0	$13,500	$0
	Stipends for teachers to become Process Champions ($200 day + 40% (social security and retirement) x 2 day x 12) in the summer months	$0	$4,800	$0

	Campus Consulting-Campus Consultants provide ongoing implementation support for campus leaders in culture transformation, curriculum and instructional alignment. During job-embedded coaching and consultations, we demonstrate to administrators/instructional leaders what teachers are being trained to do and how to hold them accountable. We job shadow the principal, providing ongoing evaluative support and offering feedback for improvement along the way. 6 visits of 3 days each to work with all team members. $7500 for each 3 day visit x 6 visits with $1800 travel each 3 day visit. Also for accountability and making sure implementation is done with fidelity	$55,800	$55,800	$55,800

Improvement of Instruction/ Teacher Evaluation	EXCEL-IT instructional teams by overcoming personal, team, and instructional behaviors that limit success in the classroom and across the school. Participants receive a behavioral attribute inventory, and learn how to: Over come personal constraints to become more effective. Interact with each other through understanding the Leadership Development Report Collect and use observable classroom data to then have powerful conversations and collaborate to grow personally and instructionally. 7 days of staff instruction + $3000 travel	$27,500	$0	$0
	Sub Pay for teacher meetings held during the day for teachers to meet with EXCEL-IT Instructor (2 subs, 6 days x $120 per day x 18.49% (social security and retirement) 1 day per grade level team	$1,706	$0	$0

	Data Walks coaching will lead principals and instructional leaders in building reliability across the school and district. Participants will practice the Data Walks process with a trained consultant to build instructional expertise. 1 full day of training, 2 additional days for guided data walk practice + $1800 travel	$0	$6,300	$0
	Sub Pay for instructional leaders for data walk coaching (4 subs, 2 days x $120 per day x 18.49 (social security and retirement)	$0	$1,706	$0
	Research Based Instructional Strategies for sustainability of strategies learned-Student friendly content and working arrangements for maximum lesson delivery. 1/2 of the staff will be trained on Research Based Instructional Strategies for 1/2 day including Marzano's strategies for learning. Travel $1000. YEAR 1 Professional Development after school for Research Based Instructional Strategies provided by Wayne RESA, YEAR 2 & 3 Professional Development provided by Flippen Group	$0	$5,500	$5,500
	Sub Pay for Research Based Instructional Strategies 6 subs, 2 day x $120 per day x 18.49 (social security and retirement),	$0	$1,706	$1,706

	Collaborative Coaching- This on-site job-embedded coaching model guides teachers as they learn to collect and analyze student work, use that information to plan instructional interventions, and identify professional development that will enable them to be more effective. Participant sequence includes: · Identifying essential student performance data. Collaborating with the coach on teaching strategies. Using instructional practices while being observed by the coach. A mid-year review to indicate modifications needed. Continuing instructional intervention based on modifications. A summative review, including reflections on the teacher's growth cycle. The first year implementation will focus on Math. 6 teachers per cohort -10 days + $6600 travel. The second year will focus on science and the third year will focus on instructional strategies.	$36,600	$36,600	$36,600
	Sub Pay for Collaborative Coaching 6 subs, 2 days x $120 per day x $18.49 (social security and retirement), 1 floating sub, 10 days x $120 per day x $18.49 (social security and retirement)	$3,128	$3,128.00	$3,128.00
	Common Core Connection-This on-site professional development with job embedded coaching guides teachers through a process to create a strategic plan based on common core principles. Teacher development in their content area (Pre K-6, all content areas; includes special education, ELL, etc.) + $1000 travel	$0	$36,000	$0
	Stipends for teachers for Common Core Connections ($200 day + 40% (social security and retirement) x 1 day x 12) in the summer months	$0	$3,360.00	$0

	Effective Classroom Assessment to Promote Student Learning- This training provides participants the skills needed to understand and develop classroom assessment to guide instruction. Travel $1500	$0	$7,500	$0
	Stipends for teachers for Effective Classroom Assessment ($200 day + 40% (social security and retirement) x 1 day x 12) in the summer months	$0	$3,360	$0
	Safety Net Curriculum Lessons- Instructional leaders and teachers will explore the very limited set of learning objective organized for each grade and for each subject. 1 day + $1000 travel	$0	$4,000	$0
	Stipends for teachers for Safety Net Curriculum Lessons ($200 day + 40% (social security and retirement) x 1 day x 12) in the summer months x 1 day	$0	$3,360	$0
	Sheltered Instruction Observation Protocol training for all staff not previously trained for a researched based program for an approach to traching English language learners to integrate language and content instruction.	$500	$0	$0
	Stipends for teachers for SIOP training ($200 day + 40% (social security and retirement) x 3 days x 6) in the summer months	$10,080	$0	$0

Positive Behavior Support	Positive Behavior Supports (PBS) is a researched based program that addresses the social-emotional needs of the students. The program creates a tiered system that looks at the individual child and determines what type of supports—academic or behavior—should be put into place. It creates a culture for learning in the school because students know, understand and practice a set of common expectations. A team meets monthly to review data and develop a targeted or all school intervention to address the needs. The program is embedded in the school culture and is sustainable. Costs beyond 2013 are minimal and can be funded through general building funds. RESA consultant to help initiate program	$0	$0	$0
	Program Development 3 members x 3 days @ $200/day + 40% retirement and social security without interruption in the educational process	$2,520	$0	$0
	PD Substitute coverage to attend 4 meeting a year (3 members x $120 +18.49% fee)	$1,280	$1,280	$1,280
	Steering Committee Stipend 3 members x 10 months x 1 hour ($28.51/hour + 40% retirement and social security)	$1,198	$1,198	$1,198
	Program evaluation costs 3 members x 1 day @ $200/day + 40% retirement and social security	$0	$840	$840
	PBS Team Leader Stipend $200 + 40% retirement and social security a day x 1 x a month without interruption in the educational process for 10 months	$2,800	$2,800	$2,800
	Reward planning administrator on a monthly basis $200 + 40% retirement and social security a day x 1 x a month without interruption in the educational process for 10 months	$2,800	$2,800	$2,800

Mental Health Services	Mental Health Services- Licensed Social Work with experience in working with At-Risk students in support of academic success working with Family Liaison to support the educational process, help with parental support, truancy and informational sessions. Salary $52501 Benefits $37351 Increase of 2% each yr.	$89,852	$91,652	$93,485
	Truancy Attendance Officer- staff directly working with Mental Health Services to monitor and assess truancy in the school including all aspects of reporting and parental involvement of truancy. $25 an hour + 40% through PESG or district chosen provider. For 25 hours a week, 34 weeks	$29,750	$29,750	$29,750
	Training Mental Health Service administrator (Trauma, Bullying...) for courses relating to improvement of overall behavior related to school wide reform plan. Cost of program $750, Lodging $170 night x 5 days- $850, Mileage $105, Food Stipend $50 day- $250	$2,000	$2,000	$2,000
	Stipends for teachers for training Mental Health Service ($200 day + 40% (social security and retirement) x 5 day) in the summer months	$1,400	$1,400	$1,400
	Program for students to work with licensed social worker in small group settings after school for Boys and Girls club- 2 x week, 1 hour a time, 1 teachers, 34 weeks $28.51 + 40% retirement and social security +refreshments	$3,214	$3,214	$3,214

Student Improvement, Standards-based and Online Computer Based Tools	A variety of strategic online intervention tools will be set up on the network for classroom RtI use as well as extended learning program tools on a mobile learning lab. The lab environment will help students who either need more time or additional help. Programs may include: LLI (Leveled Literacy Intervention-$21625), ESGI (Education Software for Guided Instruction-($1050), Compass Learning- ($5000), Scootpad-($1700), Kinetic City-($1500)	$30,000	$30,000	$30,000
	Literacy and Math Assistants will work with small learning communities, including at-risk students, increasing student achievement. 7 specialists per year @ $140.00/day+ 18.49% in related fees for 185 days (PESG or district chosen provider).	$214,822	$214,822	$214,822
	Literacy and Math Assistant coordinator who oversees the program, schedules additional assistant in the classroom where need is needed, verifies focus of instruction, makes adjustments to program as needed and works directly with the data coach to implement program with fidelity. $200 + 40% retirement and social security a day x 1 x a month not during instructional time for 10 months	$2,800	$2,800	$2,800
	Teacher for Science in lower grades for greater focus on content for Science. All classes in K-3 will go to a Science classroom to work directly with a teacher who specialized in Science with the assistance of the classroom teacher. 185 days, $88442 salary, $51006 benefits	$139,448	$139,448	$139,448
	Summer Bridge Program (Summer Bridge Activities Books) $14.95 per student x 380 students	$5,681	$5,681	$5,681

	After School Tutoring Program- create an after school program based on needs of students. Staff Stipends 4 teachers x $28.51 + 40% retirement and social security x 1.5 hours x 4 days x 25 weeks +$250 for refreshments	$24,196	$24,196	$24,196
	Enrichment Program- summer school using computer based tools to improve learning. 3 x week, 2 hours a time, 4 teachers, 6 weeks $28.51 + 40% retirement and social security +$250 for refreshments	$5,747	$5,747	$5,747
	Site coordinator who coordinates all after school programs and summer enrichment including evaluation of programs and purchasing/ ordering all refreshments for after school/summer program. $200 + 40% retirement and social security a day x 3 x a month without interruption in the educational process for 12 months	$10,080	$10,080	$10,080
	Teacher assistance program- teacher availability after school to assist in homework, 1 hour a day 4 days a week, 2 teachers $28.51 + 40% retirement and social security , 34 weeks + $250 refreshments	$10,857	$10,857	$10,857

Professional Learning Communities	Incorporate and support a well-defined and fully articulated school improvement model Professional Learning Communities (PLC) with explicit framework and a support system that guides the teacher collaboration efforts and builds leadership capacity of administrators and teacher leaders. Additional meeting time stipends. Adding 1 hour of meeting time every Tuesday to incorporate additional Professional Development ($28.51 + 40% retirement and social security, 14 staff, 1 administrator 34 Days) Professional Learning Communities	$20,355	$20,355	$20,355

Improvement of Instruction/ added needs	Reading and Literature conferences through Michigan Reading Association ($210 Conference, Lodging $450 3 nights, Food Stipend $100, Milleage $300) x 6 staff	$6,360	$6,360	$6,360
	Math Manipulative (upper grades $25 per student, 185 students)	$4,625	$4,625	$4,625
	Michigan Math conferences ($335 Conference, Lodging $300 2 nights, Food Stipend $100, Milleage $250) x 8 staff	$7,880	$7,880	$7,880

Teacher/ Classroom Tools - 21st Century	Activate (cooperative learning support, small group instruction, differentiated education (13 classrooms) Interactive learning activities that encourage collaboration. (13 Activate @ $6399, Installation set up @ 500, 5 year on site support @ $1567)	$110,058	$0	$0
	Electronic Presentation Device (5 Interactive Whiteboard Fixed 595 Pro and EST Projector $3926 each, Installation $600, cables $200 - 5 new a year until all rooms have new Interactive boards)	$23,630	$23,630	$23,630
	Chromebooks for classroom (1-1 initiative) 8 Chromebook carts with 36 Chromebooks per carts for 8 classrooms @ $12409	$99,272	$0	$0
	Electronic testing systems for interactive response with Whiteboard integration. 12 classroom sets (6 sets of ActivVote for lower grades, 6 sets of ActivExpression for upper grades)	$23,214	$0	$0
	PD for Activ Table and Boards for all staff 1/2 day in summer ($100 for 1/2 day +40% retirement and social security x 13 classrooms)	$1,820	$0	$0

	Batteries to support electronic testing systems (1152 AA for ActivVote and ActivExpression devices)	$2,000	$2,000	$2,000
	Computer Lab technology upgrade: 40 Chromebox for Computer Lab	$10,000	$0	$0
	Active Listening System for 12 classrooms x $790 each	$9,480	$0	$0
	Technology online programs to assist in classroom instruction. Online program subscriptions will include Scientific Learning (license, Professional Development, Progress Monitoring and web sessions)	$24,000	$24,000	$24,000

Incentive Program	Develop a system of incentive pay that focuses on student achievement. Incentive pay can come in formats of additional money, large instructional conference approval and additional professional development offerings. All teachers are interviewed by administration and the transformation team. Incentive Costs ($1500 +40% retirement and social security per 23 professional staff who earns effective or highly effective on review paid once at end of year)	$48,300	$48,300	$48,300

Transformation Team Incentive	Transformation Team = YEAR 1: $5,000.00 x 5 members. Incentives for YEAR 2 & 3: 5 staff x $2000 x 2 years = $36000 +40% retirement and social security. All meetings outside of school day.	$35,000	$14,000	$14,000

Family & Community Engagement	Parent Involvement events in Math, Science, Social Studies, Reading night, Zangle parent connect and PBiS. 6 meetings per year. $200 per meeting for refreshments. $100 per meeting for copying/materials expenses	$1,800	$1,800	$1,800

	Program Coordinator for each evening event $100 stipend for each chair. (Math (2), Science (2), Social Studies (2), Reading Night (2), Zangle Parent Connect (2), Family Game Night (2), International Day (2), School wide field trip (1))	$2100	$2100	$2100
	Orientation for back to school Refreshments =$300. Copying/Presenting expenses = $100	$400	$400	$400
	Family involvement events including: Curriculum night ($300), Monthly Parent Administrator Collaborative (PAC) ($300), Family Skate Night ($300), Monthly newsletters ($1400), Family Game Night ($2000), Monthly Reward Assemblies ($3000), Math Night ($2000), Science Night ($2000), Reading Night ($2000), Social Studies Night ($1000), International Day ($3000), Promotional Ceremonies ($1000), Black History Celebration ($1300), Parent Trainings and Community (4 times yearly ($5000)) and school wide field trip including parent/child ($3000)(+transportation cost ($3000). Parents and family are invited to attend all events to promote a relationship between school/ family and community.	$30,600	$30,600	$30,600
	Family Liason to support community/ parent involvement and bridge the school and homelife communication	$15,000	$15,000	$15,000
	Parent Conferences ELL support for interpreter to attend evening conferences $100 +18.49%	$711	$711	$711
	Full time ELL teacher working directly with students and teachers to assist in the improvement of student achievement ($100 +18.49% fee a day x 183 days)	$21,684	$21,684	$21,684

	Stipend for after school clubs which may include: Drama, Logic (Critical Thinking), Computers, Student Council, Lego Robotics, Debate and others as determined by student/parent interest and staff strengths. ($28.51 + 40% retirement and social security x 1 day every week x 4 clubs for 25 weeks)	$4,241	$4,241	$4,241
	Stipends for evening events (14 staff , 2 support staff, 1 administrator @ $28.51 + 40% retirement and social security ,1 assistants $17.76 hour + 40% retirement and social security, 5 support staff, 7 literacy @ $20 hour +18.49% x 8 evening events total)	$7,904	$7904	$7904
	Parent support workshops coordinated through Mental Health Service provider. Topics include: Cyber bullying, Internet/Social Networking, Helping busy families find balance, Building a relationship with your pre-adolescent and self control strategies to deal pre-adolescent issues in order to be successful in school. $500 +40% retirement and social security fee per event for presenter.	$3,500	$3,500	$3,500

Teacher and staff compensation	Additional teaching time is added to the school day to accommodate additional instructional time. Adding 30 minutes a day for 183 days- 91 additional hours in the year ($28.51 + 40% retirement and social security instructional staff (32) / $17.76 + 40% for additional clerical support staff)	$72,422	$72,422	$72,422
	Additional stipends for teachers to attend additional Professional Development to support instruction. Summer 4 days, 15 teachers, 6 Interventionist, $250 + 40% retirement and social security	$0	$29,400	$29,400
	Stipends for Teaching for Excellence in Lansing Michigan 5 days x $400 +40% retirement and social security -	$11,200	$11,200	$11,200

	4 staff attending			

Professional Development	National Conference, fees and related expenses. 14 staff members, 1 administrator will have the training to increase understanding of best practices in content areas. Professional, national and state conferences. Math, Reading and Technology conferences to improve instruction.	$3,180	$3,180	$3,180
	Summer professional development and related expenses on Fast ForWord/Scientific Learning and PBS (14 staff x $200 +40% retirement and social security x 1 day)	$3,920	$0	$0
	ISTE Conference June 2015 for 2 teachers to attend. Teachers will learn ways to incorporate technology into all curriculum, develop strategies to boost digital age learning and participate in learning environments. Registration $378 per person, $100 ISTE membership, $1300 5 nights lodging, $800 workshop fees, flights $500	$7,000	$0	$0
	Stipends for Chromebook training (13 staff x $200 +40% retirement and social security x 1/2 day)	$1,820	$0	$0
	Summer Professional Development based on data interpretation as determined based on data needs from data coach	$0	$40,000	$40,000

Guided Reading Leveled Library and Training	Additional Guided Reading Leveled Library for classroom library provided by Reading Resources. $5000 for each classroom leveled library x 12 classrooms +shelving of each library @ 500 per classroom	$70,000	$70,000	$70,000
	Additional listening center resources including storage for lending library for all staff and small group listening center resources. $800 storage, $300 per set (20)	$6,800	$6,000	$6,800

	1/2 day staff refresher course for Guided Reading Training	$0	$600	$600
	Substitutes for training of teachers ($120 +18.49% fee, 13 teachers, 1/2 day training each) on Leveled Library	$1,000	$0	$0

Program Assessment	MEAP Benchmark Reports ($50/report x 8 reports)	$400	$400	$400
	The Golden Package- data analysis program to collect and review data by individual student, class, school and district. Data disaggregated by standard to identify problem areas.	$11,000	$11,000	$11,000
	Data Evaluation -Fast ForWord/ Scientific Learning Program Evaluation and Data Analysis, progress monitoring, attend progress monitoring calls, set up student accounts and evaluate usage for Fast ForWord lead teacher. This is completed 2 x a year for extensive analysis without interruption in the educational process, monthly for overall usage, weekly for classroom checks and summer for overall program analysis. The lead teacher will also set up all teacher emails for teachers to monitor their own students.	$800	$800	$800

	Indirect Cost 2.34%	$38,088	$33,692	$31,791
Administration		$1,665,786	$1,473,531	$1,390,377
3 Year Total				$4,529,693

Year 1 (Pre-Implementation), 2014-2015: During the pre-implementation phase, Raupp will be hiring support personnel including an Instructional Coach, Data Coach, SIG Coordinator, Family Liason and 7 Literacy/Math assistants (LA/MA). Total estimated costs for the services and program are $415,846.

Budget Year 1 2014-2015: Funds will be used to facilitate extended day programming. Professional development for all staff will also be provided through possible SIG funding and will also help to pay for the cost of substitutes to enable teachers to attend school-wide and

grade level professional development in culture and climate (CKH restart, CKH for new teachers, and Campus Consulting); Reading and Mathematics, including C3. Parental involvement workshops will also be provided to parents to assist them in helping their children in Reading, Mathematics and Writing. In order to successfully implement our school-wide PBS initiative, we will be retaining a PBS Leadership Team as well as a steering committee whose role it will be to ensure that the PBS program is being utilized effectively by all faculty and staff and the facilitation of earned rewards for students using classroom Culture and Climate data as the basis for such rewards. Staff will be trained in using PBS at the beginning of the school year (August 2014). This year will also involve the purchase of more classroom technology (Active Slates, Computer Performance Systems (clickers), Chromebook Carts, Promethean Boards, Smart Tables, etc.) to enable teachers and students to optimally use the District's software and programs available through Scientific Learning, BrainPop, Reading A to Z and Discovery Education. We will also be implementing After School Tutoring for upper and lower elementary aged students as well as programs available for students under the At-Risk Student Advisor. Staff and materials will need to be funded through SIG. We will be adding enrichment programs such as drama programs to teach social skills and in the content areas. A variety of strategic online intervention tools will be set up on the network for classroom RtI use as well as extended learning program tools on a mobile learning lab. The lab environment will help students who either need more time or additional help. Programs may include: LLI (Leveled Literacy Intervention), ESGI (Education Software for Guided Instruction, Compass Learning, Scootpad, Kinetic City. To supplement mathematics, we will use a variety of web-based programming used in conjunction with our mobile learning labs. In addition, After School tutoring will be available for content areas in grades 3-5. Total estimated costs are $1,653,005 for Budget Year 1.

Budget Year 2 2015-2016:

In order to continue the plan, Raupp will be retaining support personnel including an Instructional Coach, Data Coach, SIG Coordinator, Family Liason and 3 Literacy/Math assistants (LA/MA). Total estimated costs for the services and program are $362,000. Funds will be used to facilitate extended day programming. Professional development for all staff will also be provided through possible SIG funding and will also help to pay for the cost of substitutes to enable teachers to attend school-wide and grade level professional development in Reading and Mathematics. Parental involvement workshops will also be provided to parents to assist them in helping their children in Reading, Mathematics and Writing. . Ongoing CKH training will be provided to new staff. This year will also involve any maintenance and/or support of classroom technology (Active Slates, Computer Performance Systems (clickers), Smart Boards, Chromebook Carts, Calculators, Promethean Boards, Smart Tables, etc.) to enable teachers and students to continue to optimally use the District's software and programs available through Scientific Learning, BrainPop, Reading A to Z and Discovery Education. We will also be continuing After School Tutoring for students in grades 3 - Staff and materials will need to be funded through SIG. We will be continuing enrichment programs such as

drama programs to teach social skills and in the content areas. To supplement mathematics, we will use a variety of web-based programming used in conjunction with our mobile learning labs. A variety of strategic online intervention tools will be set up on the network for classroom RtI use as well as extended learning program tools on a mobile learning lab. The lab environment will help students who either need more time or additional help. Programs may include: LLI (Leveled Literacy Intervention), ESGI (Education Software for Guided Instruction), Compass Learning, Scootpad, Kinetic City. In order to successfully continue our school-wide PBS initiative, we will be retaining a PBS Leadership Team as well as a steering committee whose role it will be to ensure that the PBS program is being utilized effectively by all faculty and staff and the continued facilitation of earned rewards for students using classroom Culture and Climate data as the basis for such rewards. Total estimated costs are $1,473,531 for Budget Year 2.

Budget Year 3, 2016-2017

In order to continue the plan, Raupp will be retaining support personnel including an Instructional Coach, Data Coach, SIG Coordinator, Family Liason and 3 Literacy/Math assistants (LA/MA). Funds will be used to facilitate extended day programming. Professional development for all staff will also be provided through possible SIG funding and will also help to pay for the cost of substitutes to enable teachers to attend school-wide and grade level professional development in Reading and Mathematics. Parental involvement workshops will also be provided to parents to assist them in helping their children in Reading, Mathematics and Writing. Ongoing CKH training will be provided to new staff. This year will also involve any maintenance and/or support of classroom technology (Active Slates, Computer Performance Systems (clickers), Smart Boards, Chromebook Carts, Calculators, Promethean Boards, Smart Tables, etc.) to enable teachers and students to continue to optimally use the District's software and programs available through Scientific Learning, BrainPop, Reading A to Z and Discovery Education. Wireless printers and ink for classroom teachers will have been purchased to allow access for students to have additional assistance with increasing student achievement in the core content areas. We will also be continuing After School Tutoring for students in grades 3 - Staff and materials will need to be funded through SIG. We will be continuing enrichment programs such as drama programs to teach social skills and in the content areas. To supplement mathematics, we will use IXL web-based program. A variety of strategic online intervention tools will be set up on the network for classroom RtI use as well as extended learning program tools on a mobile learning lab. The lab environment will help students who either need more time or additional help. Programs may include: LLI (Leveled Literacy Intervention), ESGI (Education Software for Guided Instruction, Compass Learning, Scootpad, Kinetic City. In order to successfully continue our school-wide PBS initiative, we will be retaining a PBS Leadership Team as well as a steering committee whose role it will be to ensure that the PBS program is being utilized effectively by all faculty and staff and the

continued facilitation of earned rewards for students using classroom Culture and Climate data as the basis for such rewards. Total estimated costs are $1,390,377 for Budget Year 3.

Section D.

Baseline Data Requirements

The MDE is required to send this information to the United States Department of Education (USED) on a yearly basis.

USED Baseline Data Requirements

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

Metric	
Which intervention was selected (turnaround, restart, closure or transformation)	Transformation
Number of minutes in the school year	69,433.80 minutes
Dropout rate (Numeric %)	Not applicable for Elementary
Number of Disciplinary Incidents	28
Number of Students Involved in Disciplinary Incidents	28
Increased Learning Time	124 minutes/weekly
ILT – Longer School Year	n/a
ILT – Longer School Day	31 minutes/day
ILT – Before or After School	n/a

ILT – Summer School	n/a
ILT – Weekend School	n/a
ILT - Other	n/a
Student attendance rate (Numeric %)	99%
Advanced Coursework	n/a
Dual Enrollment Classes	n/a
Advanced Coursework **and** Dual Enrollment Classes	n/a
International Baccalaureate	n/a
Early college/college credit	n/a
High School Graduation Rate	n/a
College Enrollment Rates (Numeric %)	n/a
Truants (Numeric)	1%
Teacher Attendance Rate	97%
Highly Effective Teachers (Numeric %)	69%
Effective Teachers (Numeric %)	23%

Minimally Effective Teachers (Numeric %)	0
Ineffective Teachers (Numeric %)	0
Explanation of other types of increased learning	n/a

Fiscal Information

The MDE has asked for a waiver of section 421(b) of General Education Provisions Act 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. Line item budgets must be submitted for school years 2014-2015, 2015-2016, and 2016-2017.

USES OF FUNDS

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

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

Intensive monitoring of grant implementation and evaluation are required.

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 intervention models at the school.

Attachment A--Transformation Model

The following items are required elements of the transformation model. Give a brief description after each requirement as to how each required element will be implemented.

1. **Replace the principal**: Raupp Elementary School was designated as a Michigan Priority School in the summer of 2012. As a result, Mrs. Daphne Springer was transferred to Raupp Elementary School to be the turnaround leader for the start of the 2012-2013 school year.

2. **Include student data in teacher/leader evaluation:** The district created a teacher evaluation tool that meets state requirements. Student growth data is collected using an administrative walkthrough/data walk tool, state mandated assessment results, quarterly common assessments and data collected from student growth data in the classroom are all included as part of the teacher/leader evaluation each year.

3. **Evaluations that are designed with teacher/principal involvement:** The district formed a teacher evaluation team to develop an evaluation tool that meets state requirements and aligned with student outcomes. Teachers, union, and administration were represented on this team. Teachers will collect and assimilate data on each student, based on all content areas.

4. **Remove leaders/staff that have not increased achievement**: Leaders/staff that have not increased achievement will be provided with coaching that includes the creation and implementation of an Individualized Development Plan with clearly stated goals and objectives, geared toward the development of supports to be utilized in the improvement of instruction. This may result in staff and/or program reduction and/or modifications.

5. **Provide on-going job embedded staff development:** Professional development will center on three areas identified as needing improvement: reading comprehension, math problem solving and Climate & Culture. In each of these areas, the team has chosen three of Marzano's high yield strategies for teachers in order to guide their instruction. Staff development opportunities will be on-going and job embedded through the use of instructional coaches, PLC opportunities as well as discourse during grade level meetings. Professional development will continue to be aligned with teaching and learning needs as we respond to frequent evaluations of each development program through 2016.

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

In order to provide opportunities for financial incentives, promotion, career growth and/or flexible working conditions, the School Improvement Leadership Team the following interventions are being offered to staff members to improve instruction:

- Teacher leaders will be identified and offered the opportunity to attend professional development and return to the school building to train colleagues in Math Problem Solving, Reading Comprehension and Climate and Culture.
- Workshops and professional development opportunities are made available for career growth.
- Professional Learning Communities teachers will be given leadership opportunities in their areas of strength.
- Grade level teaching partners will be encouraged to team teach in subject areas, where applicable, to teach their strengths and offer flexible working conditions.
- Instructional coaching in the content areas have been retained to provide teacher development opportunities.
- Release time will be available to teachers who desire to observe to peers and reflect upon their own teaching.
- Stipends will be available to teachers for attending Professional Development outside of the regular contracted day
- Faculty will receive stipends for time worked outside the regular contracted day

7. Evidence of implementing financial incentives or career growth or flexible work conditions.

All staff are eligible for incentives if student growth is at least 80% in reading or math. The incentives currently include additional prep, educational materials for the classroom and recognition at events. In the future, additional incentives will include a system incentive pay that focuses on student achievement. Incentive pay can come in formats of additional money, large instructional conference approvals without disruption to the educational process, and leadership opportunities, to name a few.

8. Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.
Data is at the center of all decisions made at Raupp School. Regularly scheduled data meetings are and will continue to be held to discuss data and drive instruction. Individual student data will be conducted by each teacher from various sources and compiled in a data binder. Sources of data include the Golden Package, Class A, Instructional Learning Cycles (ILC), Developmental Reading Assessment (DRA) and the Michigan Literacy Progress Profile (MLPP). Each piece of data will be studied to identify areas for student differentiation as well as areas of instructional deficit classroom wide. We will be continuing the following research-based instructional

programs that were added to those already being used as a response to the preliminary data analysis completed by the reform team:

- Saxon Math
- Fast ForWord from Scientific Learning
- Making Meaning
- Capturing Kid's Hearts

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

The Flippen Group will provide ongoing professional development and coaching to selected teachers of core subjects to intense job embedded alignment of curriculum to state standards and student data from state assessments. Teachers will learn how to create formative, or benchmark, assessments that help them track student performance on objective mastery aligned to the state assessment for every student. The teachers in this cadre become the grade level and content experts for the campus and mentor other teachers in the process. The Flippen Group's Capturing Kids' Hearts training creates the model process for interacting professionally, and our teachers will have relational capacity for working together to accomplish explicit goals related to improved student achievement.

10. Provide increased learning time

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

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

d. Teachers to collaborate, plan and engage in professional Development

With the inclusion of early release on Tuesday to accommodate PLC's and the removal of morning recess we have added an additional 46 minutes of instructional time daily. We are also mandating a 90 Literacy Block, 60 minute Math and 60 minute Writer's Workshop daily.

11. Provide ongoing mechanisms for family and community engagement:

The staff has created many opportunities for community and parent engagement. Some of these opportunities include Curriculum Night, Family Skate Nights, Parent Advisory Meetings, Black History Celebration, Reading Night, Science Night, Family Game Night, Book Fair, Kindergarten Round-Up, Kindergarten/5th Grade Graduation, International Day, and Rewards Assemblies. We also plan to provide a Parent Technology Area that will allow parents to use Parent Connect in order to keep connected with student progress. Raupp School uses MiStar to provides live grading, attendance and lunch

account information, Edulink information system, used for sending mass phone messages to parents and consistently sends home school wide and classroom brochures/newsletters with students. We also post information for families and the community using the school website, marquee and via a parent bulletin board available in the main hallway. We also have our Title I Parent Compact available in three forms, online, in the school office and we give each family a copy of the Compact on Curriculum Night. Our school's population is comprised of 52% Hispanic families. In order to provide ongoing support for our ELL families, we provide translators as needed, ensure that all communications are provided in Spanish. We also have provided a full-time parent facilitator to translate and communicate to families.

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

The Central Office Administrators and the Board of Education understand the need for support of these interventions and have granted Raupp Elementary flexibility in time, budgeting and staffing. The LPEA has also been cooperative in this initiative.

The following changes have been agreed upon by the school reform team, demonstrating that operational flexibility is in place:

- Additional time has been added to the school day
- Special class schedules have been designed to maximize the literacy learning block, writer's workshop and math
- Consideration is being given to eliminate multiage classrooms and/or split grade level classes, with the understanding that instruction time in core content areas is reduced in this environment.
- Newly hired and additional staff members will be interviewed and approved by the transformation reform team members.
- All staff members will be evaluated on an annual basis

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

The goal of the School Improvement Plan, and Raupp School, is to show student growth. To that end, technical assistance has been obtained through both the county ISD and the Michigan Department of Education. We will retain a SIG Grant coordinator who will act in a consulting capacity as school improvement facilitator. Additionally, the district

assistant superintendent, Cheryl Irving, is an active member/participant of Raupp Elementary School's support team. She has attended Raupp's transformation school improvement team meetings along with data dialogue meetings with staff.

The following items are permissible elements of the transformation model. Provide a brief description after each element that the school plans to implement under the proposed reform plan.

1. Provide additional funding to attract and retain staff.

2. Institute a system for measuring changes in instructional practices that result from professional development.

3. Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.

4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.

5. Implement a school wide Multi-Tiered System of Supports model.

6. Provide professional development to teachers/principals on strategies to support students in least restrictive environment and English Language Learners.

Administrators, teachers and staff need ongoing, high quality, job-embedded professional development "aligned to the school's comprehensive instructional program." Our External Provider, The Flippen Group, provides ongoing, on-site, job-embedded coaching/mentoring for principals and school leadership; customized services to individual schools; and coaching and instructional support to the classroom teachers and support staff. Additionally, Professional Learning Communities will engage in studies of inquiry; creating and using formative assessments to assess student achievement, engaging in reflective conversations around data, and modifying instruction to meet the needs of students.

7. Use and integrate technology-based interventions.

8. Increase rigor through programs such as Advanced Placement, International Baccalaureate, Science, Technology, Engineering, Arts and Mathematics (STEAM), and others.

9. Provide summer transition programs or freshman academies.

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

11. Establish early warning systems to identify students who may be at risk of failure.

12. Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.

13. Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.

14. Implementing approaches to improve school climate, culture, and discipline.

15. Expanding the school program to offer full-day kindergarten or pre-kindergarten.

16. Allow the school to be run under a new governance arrangement.

17. Implement a per pupil, school-based budget formula weighted based on student needs.