

Attachment B

SIG GRANT--LEA Application FY 13

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: Ecorse Public Schools	Applicant's Mailing Address: 27225 West Outer Drive Ecorse MI 48229
LEA Contact for the School Improvement Grant Name: Thomas Parker Position and Office: Superintendent Contact's Mailing Address: 27225 West Outer Drive Telephone: 313 715 8570 Fax: 313 294 4769 Email address: tparker@cps.k12.mi.us	
LEA School Superintendent/Director (Printed Name): <i>Thomas Parker</i>	Telephone: 313 715 8570
Signature of the LEA School Superintendent/Director: <i>[Signature]</i>	Date: May 31, 2014
LEA School LEA Board President (Printed Name): <i>Shanda Miller Biles</i>	Telephone: 313 294 4750
Signature of the LEA Board President: <i>[Signature]</i>	Date: May 31, 2014
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

GRANT SUMMARY

District Name: ISD/RESA Name:	District Code: ISD Code:
<p>FY 2013 School Improvement Grant – Section 1003(g) District Proposal Abstract</p> <p>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.</p> <p><input type="checkbox"/> Close/Consolidate Model: Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district.</p> <p><input type="checkbox"/> Transformation Model: Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools.</p> <p><input checked="" type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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.</p>	

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
Ecorse Community High School	1069	X			
Ralph Bunche Academy	3144	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:

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

For each Priority school that the LEA commits to serve, the LEA must:

- 1. Describe the process the LEA used to analyze the needs of the school and how the intervention was selected for each school.**
The LEA must analyze the needs of each Priority school using complete and consistent data. (The school building plan provides a possible model for that analysis. Do not attach a copy of the district or building CNA.) Maximum length 1 page

For both of our priority schools, the Ecorse School District engaged in a comprehensive, inclusive process of examining baseline data and establishing a method for monitoring progress at each school and as a district moving forward. This process started with the formulation of both the School Reform Office (SRO) and School Improvement Plans (SIP) at each school during the 2012-2013 school year as well as the unpacking and revision tool during the 2013-2014 school year. The development of these plans allowed us to develop a process that integrated district staff, school leadership, and teachers in the analysis of longitudinal data, including student achievement data, graduation and retention rates, student attendance data, and behavior and climate data. This analysis of longitudinal data allowed us to establish student performance goals that would drive each school's reform plan, the appropriate reform strategy for each campus, and the key strategies that would build our collective capacity to ensure student outcomes improved.

As evidenced in each school's SRO and SIP plan, multiple data sources were used to analyze the needs at each school, including but not limited to MME scores, ACT scores, attendance data, course passing rates, diagnostic assessment data, and school climate data. When this data was reviewed during this school year, the annual evaluation noted gaps in the data sources, notably in diagnostic data. The district will implement the NWEA MAP assessment during the 2014-2015 school year to address this need.

Moving forward, the district plans to enhance the ongoing needs assessment and progress monitoring systems developed by our Priority schools by increasing both the frequency and disaggregation of data analysis at both schools. Specifically, individual student data will be reviewed bi-weekly during as part of the Early Warning Indicator (EWI) process, while formative and summative student achievement data will be analyzed both by content area and grade level and/or teacher team on a monthly basis. This ongoing data analysis that drives instructional and climate decision making by teachers and school leadership will be complemented by a quarterly reviews of student outcome data and fidelity checks related to the SRO and SIP plans conducted by district staff. The board of education will also receive quarterly progress monitoring updates.

After careful consideration by the district leadership and the school board—including input from staff and the community—the turnaround model was selected for both of our district's Priority schools as part of the Redesign process during the 2012-2013 school year. District leadership determined that the turnaround model would provide Ecorse's Priority Schools with the best chance of rapid transformation for several reasons. First, the turnaround model ensured that new school leadership would be empowered to make significant changes to the instructional staff and select teachers who shared a common vision and sense of purpose around student achievement. Additionally, the turnaround model ensured that each school's leadership had the operational flexibility to make the ongoing tactical decisions necessary to make progress towards our student outcome goals. Finally, selection of the turnaround model was the strongest public affirmation of our district and community's collective commitment to the rapid improvement of our schools.

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. Maximum length 1 page

Ecorse Public Schools are AdvanceED Accredited. Instead of the District Process Rubric, the district uses the AdvanceED self-assessment to assess district processes. All indicators are implemented or exemplary, with the exception of two areas—teaching and assessing for learning. Through the process of data walks a strong emphasis has been placed on instruction and the use of assessments to inform instruction. The district's plan to implement the NWEA MAP Assessment beginning in the fall of 2014 as a district will also help teachers with informing instruction. Specific strategies and activities driving the reform plan for each of the schools in our proposal also address the use of assessment to inform instruction as well as the quality of instruction in every classroom.

The Ecorse Public Schools have an approved Deficit Elimination Plan with financial resources allocated accordingly to all necessary areas. Our district will be able to utilize existing district resources to ensure that summer professional development and student activities are held according to the project timeline until grant funds become available. District staff will also support each individual school with budget allocation, and monitoring. The district also has the capacity to ensure that facilities are maintained at a standard that allows for student safety, high quality instruction, and the implementation of all activities proposed in this application.

A new infrastructure of fiber and wireless capabilities allow up to date technology to be used efficiently within the building and across the district. District technology staff will maintain the technology relevant to the activities proposed in this application as well as train instructional and support staff on the effective and appropriate use of all equipment. Local assessments, both summative and formative, will be collected and housed in the Class A system. Teachers will be trained in summer 2014 on both the Class A system and NWEA Map Assessment system, and all data will be available to all staff through these systems in fall of 2014.

The Ecorse 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. Our 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 iPads to enhance each lesson. A professional learning timeline has been developed for all teachers in Ecorse as well as new teachers. These professional learning timelines and new teacher induction plans are supported both by district staff as well as the instructional leadership at each building.

Each of the schools included in this application have a clear vision for rapid improvement detailed in their state-approved turnaround and redesign plans. Progress towards achieving these visions will be significantly accelerated by the School Improvement Grant resources. The Ecorse Federation of Teachers has demonstrated their supports for by signing letters of agreement that create work rules that allow us to implement reform plans. The Board of Education fully supports the plans of rapid improvement by and receives quarterly updates to monitor this improvement. The district and school leadership as well as instructional staff have improvements in student achievement that are aligned to the goals in this proposal included in their evaluation process. If improvement is needed, specific guidelines are set forth for this process. New staff members are hired through both central office and the School Improvement team. Through an interview process and actual observation of teaching, the SIT has a strong voice in the process. A mentor is assigned and personal incentives are put into place. Collaborative time weekly and monthly early release (15) is currently provided to teachers.

Note: If the LEA is not applying to serve each Priority school, explain why it

lacks capacity to serve each Priority school.

If an LEA claims lack of sufficient capacity to serve each Priority school, the LEA must submit written notification along with the School Improvement Grant application, that it cannot serve all Priority schools. The notification must be signed by the District Superintendent or Public School Academy Administrator and the President of the local school board. Notifications must include both signatures to be considered.

The notification must include the following:

- *A completed online Michigan District Comprehensive Needs Assessment indicating that the district was able to attain only a "Getting Started" or "Partially Implemented" rating in at least 15 of the 19 areas with a description of efforts to improve.*
- *Evidence that the district lacks personnel with the skills and knowledge to work with struggling schools. This includes a description of education levels and experience of all leadership positions as well as a listing of teachers who are teaching out of certification levels.*

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

Ecorse Community High School

Over the next three years, Ecorse Community High School's turnaround plan will focus on creating a safe community that values student learning, improving academic achievement using innovative curriculum and intensive job-embedded professional development to improve instructional quality, and ensure that every student remains on-track to graduate prepared for post-secondary success by utilizing an Early Warning System (EWS) and a multi-tiered intervention system to ensure that right students receive the right supports at the right time.

As consistent with the expectation of the turnaround process, Ecorse Community High School will hire a turnaround principal in the summer of 2014. The school and district's focus will be to identify a principal with the turnaround competencies:

1. Identify and focus on early wins and big payoffs;
2. Break organizational norms;
3. act quickly in a fast cycle;
4. collect and analyze data; and
5. galvanize staff around big ideas

- The district will post the positions and engage a multidisciplinary team to interview for the principal position.

This team will include

1. Teachers
2. Students
3. District Admin

4. School Improvement Team

5. Parents

- The interview process will consist of a data review, ensuring the new candidate has the capacity to “cold read” and interpret student achievement data
- The potential candidate will be required to show evidence of these turnaround competencies.

Our school day will be organized by our school’s priorities. Student schedules will be designed to allow for extended time in reading and mathematics—90 minutes a day in each subject area throughout the year. Teachers will be scheduled in teams that will allow them to develop strong relationships with their students and collectively look at student data when considering interventions for individual students. Additionally, our bell schedule will be restructured to allow for common planning time for all staff members on a daily basis prior to the start of the student school day, resulting in 150 hours per year of job-embedded professional development.

Ecorse Community High School plans to fully leverage the structure of a revised school schedule by ensuring all students complete a Michigan Merit Curriculum course of study that prepares them for post-secondary success. To ensure that every student at Ecorse Community High School can successfully complete a college preparatory course of study, we plan on providing a variety of research-based extra help courses designed by our external partner Johns Hopkins University. These courses will help close skills gaps and scaffold standards and contents for students who need additional support while still allowing them access to the core MMC curricula. The Class A system and NWBA MAP assessment system will be utilized to ensure teachers have real-time access to disaggregated student data around attendance, behavior, and academic achievement.

In order for our students to achieve the full benefit of this additional extra-help curriculum, we know that it must be paired with a commitment to dynamic, high-quality instruction. All teachers will engage in job-embedded professional development as a professional learning community. These professional development activities will include professional reading, data analysis, sharing of best practices, and examination of student work through the use of tuning protocols. In addition to professional development delivered through the professional learning community structure, Ecorse High will deploy full-time instructional coaches that will provide co-planning, co-teaching, and guided reflection to the staff on a continuous basis. Instructional coaches will engage in continuous job-embedded coaching, engaging in co-planning, modeling, co-teaching, and guided reflection. Each instructional coach will have both a content area focus (math/ELA) as well as provide other staff members with coaching around pedagogy and lesson design.

To ensure that multimodal technologies are built into lesson design and instructional delivery, Ecorse plans to assign a full-time technology coach to Ecorse Community High School. The tech coach will provide job-embedded professional development to the entire staff that focuses on integrating technology into the classroom. Professional activities will include co-planning, co-teaching, modeling, and guided reflection.

We want to ensure that all of our students feel safe, supported, and confident at Ecorse Community High School. To that end, a critical piece of our transformation plan will be around professional development regarding school culture and climate. A full-time school transformation facilitator will ensure that teachers receive ongoing, job-embedded training around Positive Behavior Interventions and Support and Restorative Practices, the two philosophies that anchor our approach towards climate and culture. Additionally, we are building special transition programs for our 8th and 9th grade students to ensure a successful start to their high school journey. Our 8th and 9th grade teams will include dedicated teachers and physical layout within the building, extra help courses in mathematics and English, and student success courses to ensure that students develop affective and social-emotional skills necessary for high school and post-secondary success. These transition programs will help us build strong relationships between staff and students, and help our students develop habits that will help them succeed both in and beyond high school.

Complementing the 8th and 9th grade transition years will be opportunities for upper grade students to engage in experiences beyond the traditional classroom that will prepare them for post-secondary success. These experiences will include dual-enrollment offerings and career exploration and preparation opportunities such as job shadowing, internship, and summer work-study opportunities.

In addition to a school-wide focus on community and culture, we know that each student requires unique supports, and that many students exhibit signs of trouble at school long before more serious consequences such as retention or dropping out occur. In order to look for those signs and ensure that all students receive appropriate supports, we are launching an Early

Warning System (EWS) along with a multi-tiered support system for our students. Teachers will regularly review attendance, behavior, and course performance data along with student support personnel. While teachers provide the first layer of student support in the classroom, additional student support staff, including tutors from Wayne State University and a case manager from Communities In Schools of Detroit, will provide more targeted and intensive support to get off-track students back on track.

A full-time school transformation facilitator (STF) serves as a full-time, on-site coordinator of transformation activities, including facilitating common planning time professional development and managing the EWS and tiered-intervention systems. The STF also serves as the liaison between school leadership and the external partner, Johns Hopkins University.

Ecorse Community High School will create multiple opportunities for families and community members to be an active part of our school community. Teachers will interact regularly with parents through the EWS process, and parents will be regularly included in student celebration and recognition events. Community members will also be invited to interact with the school community and serve as mentors for students through the report card conferencing process and career exploration opportunities afforded students.

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

Ecorse School District will be working with Johns Hopkins University as our primary external provider for this transformation plan. With 20 years of experience in urban school reform and research-based strategies for both school organization, school climate, curriculum and instruction, and professional development, we feel that Johns Hopkins Talent Development Secondary model provides us with a comprehensive and coherent blueprint to transform Ecorse Community High School. Ecorse School District selected the Talent Development Model

c. Align additional resources with the interventions

Ecorse School district will align resources to support the priorities of the high school’s transformation plan in several ways. First, we will be realigning our staffing model at the high school to ensure that we are able to expand instruction in mathematics and language arts, including the use of general funds and 31a at-risk funds to ensure the appropriate staffing model. Title III resources will be used to provide stipends for teachers for pre-service training and extended professional development options during the school year. In addition to these resource allocations, Ecorse School District will engage in the process of applying for School-wide Title I funding for Ecorse Community High School. Title I funding will prove to be a key asset when developing a sustainability plan to continue reform strategies beyond the initial funding window provided by the School Improvement Grant.

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

The most vital change that the district has and continues to support is decentralizing management processes to allow the school the

operational flexibility to implement needed interventions.

1. District Steering allows the district to support operational flexibility K-12
 - a. It is vital to our success to remember the collaborative leadership and K-12 alignment are necessary parts of instructional growth. To that end, the district has created a District Steering committee comprised of the SIT chair, co-chair, and principal of each building. The team meets bi-weekly and develops all instructional and operational decision making processes. District-level funding priorities are set at the DSC level with the school needs becoming the basis for the district financial decisions. That process began this year with outstanding success. The school teams have been able to reclaim their necessary role as leading from the ground up and have transformed how the district does business.
2. School Improvement Team as School Turnaround/Leadership Entity
 - a. The School Improvement Team has modified the following: adoption and implementation of an extended school day (Approved and supported by the Ecorse Federation of Teachers) reduction of office referrals and to assist teachers in the analysis/usage of data to differentiate instruction for all learners, extension 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. In addition, the Turnaround Plan includes the use of Professional Learning Communities (PLCs) 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 able to be closely measured to ensure fidelity of instruction. This addition allows us to ensure that the Intervention is being implemented with fidelity because it allows all stakeholders to glean information from data on all levels of implementation or consider the relationship of implementation to outcomes.

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 that demonstrates improvement in culture and climate. 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, building 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.

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 and teacher teams 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 beyond the life of the grant.

Throughout the 2014-15 school year, our current resources, which include General Funds, Title I, Title IA, 31A, Title IIA, and Special Education, will continue to fund existing programs as outlined in the Turnaround redesign plan.

The elements outlined in the SIG will allow the district to accelerate implementation of the grant. However, the district has a data-focused plan, developed by the District Steering Committee to provide necessary supports for teachers and students using general and grant funds. An example of the matrix used to ensure that each of the funding priorities are addressed:

- a. Socio-economic supports (At Risk and Title II); Social work Services, Interventionist, Case managers from Children's Aid Society, Attendance Agent, Transportation for Summer School

2. Academic Supports (Title I); Instructional Specialists, Online and computer based academic interventions: Mind play, iPad in each classroom (only able to fund a limited number with district funds), NWEA testing for all students,
3. Professional Development for Staff (Title II); Teacher Academy, Pay for extended Professional Development Monthly, Professional Learning Communities PD,

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:

Table 1: Timeline of intervention activities, Ecorse High School

Month	Action Items	Champion/Completion Date (Completion Date will be end of the month unless otherwise noted)	Success Metric
Pre-Implementation Activities (May-June 2014)	<ol style="list-style-type: none"> 1. Job postings circulated for all positions: <ol style="list-style-type: none"> a. Principal b. School Transformation Facilitator c. Data Coach d. English Language Arts Instructional Coach e. Mathematics Instructional Coach f. Site Coordinator 2. Draft preliminary schedule 3. Draft preliminary professional development calendar 4. Draft preliminary facilities layout for teacher teams 5. Develop preliminary climate plans and calendars 	<ol style="list-style-type: none"> 1. Superintendent/June 15th 2. School Improvement Team/External Provider 3. School Improvement Team/External Provider 4. School Improvement Team/External Provider 5. School Improvement Team/External Provider 	<ol style="list-style-type: none"> 1. Minimum of 10 candidates apply for each advertised position 2. Draft schedule ready for evaluation and approval by June 30 3. Draft professional development calendar ready for evaluation and approval by June 30 4. Draft facilities layout ready for evaluation and approval by June 30 5. Draft of climate plan and calendar ready for approval by June 30
July 2014	<ol style="list-style-type: none"> 1. Curriculum mapping for all subjects finalized 2. Interviews conducted and staff hired for all open positions: <ol style="list-style-type: none"> a. Principal b. School Transformation Facilitator c. Data Coach d. English Language Arts Instructional Coach e. Mathematics Instructional Coach f. Site Coordinator 3. Finalize schedule for teachers and students 	<ol style="list-style-type: none"> 1. School Improvement Team/Principal who hired 2. Superintendent (for principal)/Principal (for other positions) 3. School Improvement Team/Principal 4. School Improvement Team/Principal 5. Districts Now Field Manager 6. School Improvement Team 	<ol style="list-style-type: none"> 1. Final course of study that meets all Michigan Merit Curriculum guidelines 2a. Principal with turnaround experience and high scores on candidate rubric selected by July 15. 2b. Candidates for all positions with appropriate experience and high scores on candidate selection rubrics

	<ol style="list-style-type: none"> 4. Finalize facilities structures for academics 5. Participate in Diplomas Now Summer Institute 6. Publish school climate plans and calendars for parents and students 		<p>hired by July 30—finalists selected by Superintendent and SRT and final selection vetted/confirmed by principal</p> <ol style="list-style-type: none"> 3. Effective schedule for 2014–2015 school year 4. Efficient layout of classrooms ready for first day of school 5. Completion of facilities 6. Evidence of awareness of climate plan and calendar among students and families
August 2014	<ol style="list-style-type: none"> 1. Training and onboarding of new hires: <ol style="list-style-type: none"> a. Principal b. School Transformation Facilitator c. English Language Arts Instructional Coach d. Mathematics Instructional Coach e. Site Coordinator 2. Conduct a week of professional development to cover <ol style="list-style-type: none"> a. Ninth grade double dose curriculum b. Michigan Merit Curriculum c. Classroom assessment and grading d. High impact instructional strategies e. Teacher team practices f. Early Warning Indicator processes g. Literacy across all curriculum h. Instructional coaching cycle 3. Establish initial tier 1 plans for school and academies to address attendance, climate and culture 4. Conduct a parent and student night for orientation explaining expectations and vision for school culture 5. Conduct student instruction and climate surveys 6. Analyze all data on incoming freshman to plan for early interventions 7. Facilitate academic and cultural events for incoming freshman to orient them to the school and cultural expectations 8. School leadership team begins weekly meetings 9. Teacher teams begin weekly meetings 10. Communities In Schools begins mapping and coordinating social and 	<ol style="list-style-type: none"> 1. a. Superintendent Parker b. Field Manager/School and Student Support Services (S4) Facilitator for Diplomas Now e. ELA Instructional Facilitator-Diplomas Now d. Math Instructional Facilitator-Diplomas Now e. Communities In Schools Detroit staff 2. Diplomas Now Facilitators (ELA, Math, S4) 3. Principal 4. School Transformation Facilitator 5. School Transformation Facilitator 6. Data Coach/August 15th 7. School Transformation Facilitator 8. Principal 9. Principal 10. Site Coordinator 11. Data Coach 	<ol style="list-style-type: none"> 1. Successful completion of championed actions by new hires during first 3-months of plan 2. Positive feedback from at least 85% of participants in professional development and evidence of professional growth in at least 85% of classrooms during walkthroughs during 1st quarter of 2014-2015 school year 3. Meeting established attendance and behavior metrics during 2014-2015 school year 4. Participation of at least 60% of students and families during orientation night 5. 90%+ response on student surveys 6. All incoming 9th graders appropriately scheduled in support interventions 7. 90% of freshman participate in orientation events 8. Regularly held school leadership meetings with appropriate artifacts (agenda and minutes)

	<p>emotional supports</p> <ol style="list-style-type: none"> 11. Data collection and distributions system tested 		<ol style="list-style-type: none"> 9. Regularly held teacher team meetings with appropriate artifacts (agenda and minutes) 10. Completed needs assessment that informs development of tiered intervention system and family support resources 11. Data systems online and functional on first day of school.
September 2014	<ol style="list-style-type: none"> 1. Instructional Coaches begin observations in order to begin developing coaching plans 2. Instructional Coaches begin coaching cycle collaboration with teachers 3. Initial diagnostics in math and ELA conducted and data organized 4. Special Education rolls checked to ensure proper services 5. Weekly external partner/school leadership team meetings begin 6. Instructional staff will conduct meetings with all students 7. Regular process of attendance challenges begin 8. Weekly Early Warning Indicator meetings begin, facilitated by School Transformation Facilitator 9. Students in need of additional supports regarding course performance, attendance or behavior are placed on focus lists for intervention 	<ol style="list-style-type: none"> 1. Instructional Coaches (continues throughout year) 2. Instructional Coaches (continues throughout year) 3. Instructional Coaches 4. Principal 5. School Transformation Facilitator 6. Principal 7. School Transformation Facilitator 8. School Transformation Facilitator (continues throughout year) 9. School Transformation Facilitator (continues throughout year) 	<ol style="list-style-type: none"> 1&2. Documentation of initial coaching cycles with all teachers. Learning walks indicate evidence of instructional growth 3. Common assessment data available for teacher use and analysis within 3 weeks of administration. 4. 100% JEP compliance 5. Regularly held external partner/school leadership meetings with appropriate artifacts (agenda and minutes) 6. All students have signed initial learning contract by day 20 of school 7. Attendance metrics met for month of September, including critical 30 day attendance benchmark 8. Regularly held EWI meetings with appropriate artifacts (agenda and minutes); All off-track students assigned intervention with champion 9. School meets attendance benchmark, student
October 2014	<ol style="list-style-type: none"> 1. Instructional coaches facilitate professional development on high impact instructional strategies to meet challenges of Michigan Merit 	<ol style="list-style-type: none"> 1. Instructional Coaches 2. School Transformation Facilitator 3. School Transformation 	<ol style="list-style-type: none"> 1. At least 85% of staff provides positive feedback on Professional Development

	<ul style="list-style-type: none"> Curriculum 2. Students in need of additional supports regarding course performance, attendance or behavior are placed on focus lists for intervention 3. Biweekly team-level school climate events begin 4. Progress in alignment of course of study to Michigan Merit Curriculum checked 5. Student data analyzed by Teacher Teams and Academics in order to implement necessary course corrections 6. Individual progress conferences held with all students 7. Celebratory Assembly held to mark early successes and growth and to provide a venue for student voice 8. First teacher team leaders selected to begin taking over facilitation from School Transformation Facilitator 	<ul style="list-style-type: none"> Facilitator 4. Instructional Coaches 5. School Transformation Facilitator 6. School Transformation Facilitator 7. School Transformation Facilitator 	<ul style="list-style-type: none"> 2. 100% of off-track students are assigned intervention with champion from staff or external partners. 3. Increased attendance and decreased behavior issues 4. Courses, units, and lessons aligned to state standards 5. Improved diagnostic scores in January 2015 6. Successful completion of event. 7. Successful completion of event
November 2014	<ul style="list-style-type: none"> 1. Instructional Coaches facilitate writing of aligned, end of term assessments common across subject 2. Teachers conduct quarterly review of Tier I climate plans and adjust based on data, reflection, and feedback 3. Technology elective pathway planning for grades 10-12 4. Student interest surveys conducted regarding technology elective pathway 5. Survey of community resources and potential business and organization partners conducted 6. Quarterly implementation review—outcomes and fidelity of implementation assessed 	<ul style="list-style-type: none"> 1. Instructional Coaches (Completed by December 15 2014) 2. School Transformation Facilitator 3. School Transformation Facilitator 4. Data coach 5. Data coach 6. Principal/Diplomas Now Field manager 	<ul style="list-style-type: none"> 1. All students complete common end of course assessments 2. Updated climate plans; increased attendance and behavior metrics 3&4. Full technology elective pathway offered for 2015-2016 school year 5. Off-campus career experiences for every 10th-12th grader in 2015-2016 school year 6. Updated work plans for school team and external providers
December 2014	<ul style="list-style-type: none"> 1. First semester ending strong plan created and implemented 2. 	<ul style="list-style-type: none"> 1. School Transformation Facilitator (Climate/ Instructional Coaches (Academic Achievement) 	<ul style="list-style-type: none"> 1. Improved student outcomes for 1st semester
January 2015	<ul style="list-style-type: none"> 1. Common benchmark assessments administered for all students in core areas 	<ul style="list-style-type: none"> 1. Instructional Coaches 	<ul style="list-style-type: none"> 1. All students complete common end of course assessments
February	<ul style="list-style-type: none"> 1. Individual progress conferences held with all students 2. Celebratory Assembly held to mark 	<ul style="list-style-type: none"> 1. School Transformation Facilitator 2. School Transformation 	<ul style="list-style-type: none"> 1. 100% of all students participate in progress conference

2015	<ul style="list-style-type: none"> early successes and growth and to provide a venue for student voice 3. First semester data sets analyzed and multi-level course correction implemented 4. Quarterly implementation review—outcomes and fidelity of implementation assessed 5. New technology pathway marketed to students 	<ul style="list-style-type: none"> 3. Facilitator 4. Data Coach (data collection and preparation)/Principal (reflection/modification) 4. Principal/Diplomas Now Field manager 5. Principal 	<ul style="list-style-type: none"> 2. 100% of all students participate in celebratory conference 3. A daylong plan to climate plan improve attendance on behavior metrics 4. Updated action plans for school team and external provide
March 2015	<ul style="list-style-type: none"> 1. Finishing Strong plan developed for coordinated plan to end the school year 	<ul style="list-style-type: none"> 1. Principal (by April 15th) 	<ul style="list-style-type: none"> 1. Increased student achievement, attendance, on behavior metrics at end of year.
April 2015	<ul style="list-style-type: none"> 1. Curricular planning for next year begins, facilitated by Instructional Coaches and school leadership 2. Individual progress conferences held with all students 3. Celebratory Assembly held to mark early successes and growth and to provide a venue for student voice 4. Quarterly implementation review—outcomes and fidelity of implementation assessed 5. Implement Finishing Strong Plan 	<ul style="list-style-type: none"> 1. Instructional coaches (by August 1st) 2. School Transformation Facilitator 3. School Transformation Facilitator 4. Principal/Diplomas Now Field Manager 5. Principal 	<ul style="list-style-type: none"> 1. All course curriculum updated and revised by August 1st. 2. 100% of all students participate in progress conference 3. 100% of all students participate in celebratory conference 4. Updated action plans for school team and external provide 5. Increased student achievement, attendance, and behavior metrics at end of year.
May 2015	<ul style="list-style-type: none"> 1. Talent Development course resources for following year ordered 2. Common benchmark assessments for all students 	<ul style="list-style-type: none"> 1. Instructional Coaches 2. Instructional Coaches 	<ul style="list-style-type: none"> 1. All course materials ready at beginning of school year 2. 98% of students take benchmark assessments; at least 60% demonstrate growth from initial diagnostic
June 2015	<ul style="list-style-type: none"> 1. Common course exams for all students 2. End of year celebrations for all students and staff 3. All year end data carefully analyzed 4. Return for teachers to process year and set personal goals for following year, academy culture building 5. Full alignment to Michigan Merit Curriculum checked for 2015-2016 curriculum 6. 015-2016 Pre-service professional development activities planned 7. Staffing needs and capacity reviewed 8. End of year implementation review/leadership retreat for School Leadership and external partners 	<ul style="list-style-type: none"> 1. Instructional Coaches 2. School Transformation Facilitator 3. Data Coach 4. Principal 5. Instructional Coaches 6. School Transformation Facilitator/Instructional Coaches (through July 30) 7. Principal 8. Principal/DN Field Manager 	<ul style="list-style-type: none"> 1. 100% of students take common end of course assessments in core areas 2. Successful completion of event 3. Clear, effective data profile available for end of year reflection 4. Clear purpose and high morale headed into 2015-2016 year 5. Fully aligned curriculum in all core areas 6. 90%+ of participants in pre-service training report valuable experience through evaluation forms 7. All staff hired for 2015-2016 8. Clear mission/vision among leadership team headed into 2015-2016

July 2015	<p>Note: Year 2 and 3 timelines contain only unique actions to those years of the grant. All implementation activities detailed during the year 1 timeline will continue through years 2 and 3 of the grant.</p> <ol style="list-style-type: none"> Hire City Year Program Manager for site Offer summer bridge activities for rising 8th-10th graders Select teacher leaders to engage in capacity building activities to lead during sustainability phase 	<ol style="list-style-type: none"> City Year Principal Principal 	
August 2015	<ol style="list-style-type: none"> Conduct a week of professional development to cover <ol style="list-style-type: none"> 9-11 grade double dose curriculum High impact instructional strategies Refinement and extension of Teacher Team roles and practices Early Warning Indicator processes and effective partner integration Distributed leadership practices Literacy across all curriculum Math in science and social science classes Blended instruction between technology electives and core academic curricula City Year Corps members oriented to school Launch technology elective courses Begin teacher leader training/mentoring with School Transformation Facilitator and coaches 	<ol style="list-style-type: none"> School Transformation Facilitator/Instructional Coaches City Year Program Manager/School Transformation Facilitator Principal School Transformation Facilitator and Coaches 	
September 2015	<ol style="list-style-type: none"> Begin off-campus career exposure/education opportunities City Year begins service before, during, after school 	<ol style="list-style-type: none"> School Transformation Facilitator City Year Program Manager 	
October 2015			
November 2015	<ol style="list-style-type: none"> Quarterly implementation review Progress check-in with teacher leaders 	<ol style="list-style-type: none"> Principal Principal 	
December 2015			
January 2016	<ol style="list-style-type: none"> Quarterly implementation review Progress check-in with teacher leaders 	<ol style="list-style-type: none"> Principal Principal 	
February 2016			

March 2016			
April 2016	<ol style="list-style-type: none"> Quarterly implementation review Progress check-in with teacher leaders 	<ol style="list-style-type: none"> Principal Principal 	
May 2016			
June 2016	<ol style="list-style-type: none"> Quarterly implementation review Progress check-in with teacher leaders 	<ol style="list-style-type: none"> Principal Principal 	
July 2016			
August 2016	<ol style="list-style-type: none"> Conduct a week of professional development to cover <ul style="list-style-type: none"> Academy process refinement High impact instructional practices Protocols for professional learning communities Student outcomes based planning Building community relations 	<ol style="list-style-type: none"> SST/Instructional Coaches-- Teachers Leaders support to build capacity 	
September 2016			
October 2016			
November 2016	<ol style="list-style-type: none"> Quarterly implementation review Progress check-in with teacher leaders 	<ol style="list-style-type: none"> Principal Principal 	
December 2016			
January 2017			
February 2017	<ol style="list-style-type: none"> Quarterly implementation review Progress check-in with teacher leaders 	<ol style="list-style-type: none"> Principal Principal 	
March 2017			
April 2017	<ol style="list-style-type: none"> Quarterly implementation review Progress check-in with teacher leaders 	<ol style="list-style-type: none"> Principal Principal 	
May 2017			
June 2017			

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.

Course Community High School has historically underperformed in Math and Reading, and also struggles with maintaining a satisfactory graduation rate. The district has worked with stakeholders at the school to establish a series of significant increases in MM proficiency rates for each year of the School Improvement Grant, and to

percent annual increase in graduation rate over the course of the three-year School Improvement grant. Achieving these goals would result in Ecorse Community High School's demonstrating a significant growth rate and exceeding current state averages at the end of three years.

	MME Proficiency Rates		
	Reading	Math	Graduation Rate
2012/2013	18%	4%	60%
2013/2014*	n/a	n/a	n/a
2014/2015	33%	25%	75%
2015/2016	48%	45%	80%
2016/2017	65%	65%	90%

*2013/2014 QCEI scores not yet available. Projections based on 12/13 data.

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

The district has engaged in an ongoing dialogue with school leadership and teachers regarding the SRO plan at each school. This resulted in school staff and leadership—including union representatives—playing a crucial role in the development of the school reform plans detailed in this proposal. In addition to the engagement of school staff and leadership, the Ecorse School District met with parents and students in May of 2014 to outline the proposed reform strategies implemented at each school and solicit feedback on the proposed School Improvement Grants prior to final submission of this application. Community partners and nonprofit organizations were also consulted during the development of the grant proposal, specifically to gauge their support for specific reform strategies related to wraparound student supports, off-campus learning activities, and extended day/year opportunities outlined in the school reform plans. Throughout the school redesign process and the development of this proposal, Superintendent Parker remained in close communication with the school board members, and solicited input on the plan's design as well as approval for the plan prior to submission.



(see budget packet, beginning following page)

- 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 12,000,000.

	LEA XX BUDGET				Three-Year Total
	Year 1 Budget		Year 2 Budget	Year 3 Budget	
	Pre-implementation	Year 1 - Full Implementation			
Bunche Academy	\$329,000	\$1,642,348	\$1,304,000	\$1,381,348	\$4,327,696

SCHOOL IMPROVEMENT GRANT BUDGET


APPLICANT INFORMATION

TYPE OR PRINT:

APPLICANT	Legal Name of District Ecorse Public Schools		District Code 82250
	Address of District 27225 West Outer Drive		
	City and Zip Code Ecorse 48229		Name of County Wayne
CONTACT PERSON	Name of Contact Person Thomas Parker	Superintendent:	Telephone (Area Code) (313) 715 - 8570
	Address 27225 West Outer Drive	City Ecorse	Zip Code 48229
	E-Mail Address tparker@eps.k12.mi.us	Facsimile (A.C./No.) (313) 294 - 4769	


SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

Date



May 31, 2014

SIGNATURE OF LEA BOARD PRESIDENT



Date

May 31, 2014

Ecorse High School	\$317,000	\$1,662,999	\$1,662,999	\$1,662,999	\$4,958,997
Total Budget	646,000	2,966,999	\$3,044,347	\$5,620,000	\$9,286,693

SCHOOL IMPROVEMENT GRANT BUDGET APPROVAL FORM

Form for EACH building.

raf

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
114	Instruction - Basic Program							1,220,976
120	Instruction - Added Needs							525,156
210	Pupil Support Services							1,522,553
211	Truancy/Absenteeism Services							1,080,312
212	Guidance Services							
213	Health Services							
214	Psychological Services							
216	Social Work Services							
220	Instructional Staff Services							
221	Improvement of Instruction							
225	Instruction Related Technology							
227	Academic Student Assessment							
230	General Administration							
232	Executive Administration							

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 Ecorse Community High School	Building Code 1069	Name and Title of Authorized Representative Thomas Parker, Superintendent	
Mailing Address (Street) 27385 West Outer Drive		Signature 	
City Ecorse	Zip Code 48229	Telephone (Area Code/Local Number) (313) 715 - 8570	Date Signed (m/d/yyyy) May 31, 2014
Name and Title of Contact Person Thomas Parker		Mailing Address (If different from agency address)	

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 insertion into 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 APPROPRIATION ACT OF 2010
 When issuing comments, 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, 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."

240	School Administration							
	Support Services Business							
	Internal Services							
	Operation and Maintenance							
246	Capital Support Services							
280	Planning, Research, Development, and Evaluation							
283	Student and Services							
300	Community Services							
311	Community Services Director							
331	Community Activities							240,000
	Subtotal							
	Total							4,358,997
	Total							

2. BUDGET DETAIL

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

Date	BUSINESS OFFICE REPRESENTATIVE SIGNATURE
Date	SUPERINTENDENT/DIRECTOR SIGNATURE

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 subawards 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 grant to 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 restar 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.


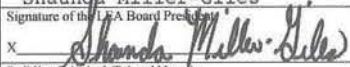

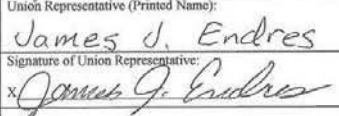
ASSURANCES AND CERTIFICATION: By signing this assurance and certification statement, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications on page 2, and will comply with all state and federal regulations and requirements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

DATE May 31, 2014 SUPERINTENDENT OR AUTHORIZED OFFICIAL

SIGNATURE
TYPED NAME/TITLE: Thomas Parker, Superintendent

SIG GRANT—School Building Application FY 13

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Ecorse Community High School School Building Code: 1069	Mailing Address: 27385 W. Outer Drive Ecorse, MI 48229
School Building Contact for the School Improvement Grant Name: Kenneth McPhaul Position and Office: Educational Leader Contact's Mailing Address: 27385 W. Outer Drive, Ecorse, MI 48229 Telephone: 313-294-4700 Fax: 313-294-4709 Email address: mcphaulk@eps.k12.mi.us	
LEA School Superintendent/Director (Printed Name): Thomas E. Parker	Telephone: 313-294-4750
Signature of the LEA School Superintendent/Director: X 	Date: May 29, 2014
LEA School LEA Board President (Printed Name): Shaunda Miller-Giles	Telephone: 313-294-4750
Signature of the LEA Board President: X 	Date: May 29, 2014
Building Principal (Printed Name): Kenneth McPhaul	Telephone: 313-294-4700
Signature of the Building Principal: X 	Date: May 29, 2014
Union Representative (Printed Name): James J. Endres	Telephone: 2486879207
Signature of Union Representative: X 	Date: 5/30/14
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	

Section A

1. Analysis of data. Maximum length 1 page

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.

Identify 3 things that the school will fundamentally change for turnaround to be successful.

The School Improvement Team, with the guidance of the external partner, reviewed longitudinal data from the past 5 school years to analyze trends in student achievement and college readiness, graduation rates, student attendance, and other key metrics. A summary of key findings is provided in Table 1. This data analysis revealed three primary conclusions:

1. Students at Ecorse Community High School need much more support in mathematics and English/Language Arts. This is demonstrated through low MME proficiency rates and ACT College Readiness rates.
2. Students at Ecorse Community High School are not receiving the support necessary to successfully engage in and complete a rigorous high school course of study. This conclusion is supported by the graduation rate.
3. Students are not consistently attending school to engage in instruction and school-based support structures, as evidenced by the Average Daily Attendance Rate.

	MME Proficiency Rates		ACT College Readiness Rates				Grad Rate	Attendance
	Reading	Math	English	Math	Reading	Composite		
2013/2014	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	87%**
2012/2013	18%	<10	9.5%	1.6%	1.6%	0%	60	86%

2011/2012	14%	<10	15%	1.3%	6.3%	0%	60	80
2010/2011	10%	<10	2.5%	0%	1.2%	0%	55	60%
2009/2010	13.3%	<10	17.1%	2.6%	5.3%	1.3%	57	53%
2008/2009	16.9%	<10	17.5%	1.3%	3.8%	1.3%	52	53%

Table 1: Summary of student outcomes, Ecorse Community High School, 2008-2014 ** as of 5/29/14 through 5/29/14 **

Based on these conclusions, Ecorse Community High School has committed to focusing on three primary strategies to improve student outcomes:

1. Ecorse Community High School will extend its school day and rework its master schedule to ensure that every student engage in extended learning time in mathematics and language arts. This extended learning time will be used to implement extra help support courses for students who are not demonstrating proficiency in these areas, and should have a significant impact on MME proficiency and ACT College Readiness rates.
2. Ecorse Community High School will implement a comprehensive system of job-embedded professional development focused on increasing the quality of instruction, especially in core content areas. This job-embedded professional development plan will include the implementation of professional learning communities with common planning time, the deployment of instructional coaches to classrooms, and an increase of professional development time to at least 150 hours of professional development for each staff member each year. This investment in instructional quality should have a significant positive impact on MME proficiency and ACT College Readiness rate, with a corresponding link to an increase in graduation rates.
3. Ecorse Community High School will implement an Early Warning Indicator (EWI) system and multi-tiered student support model that ensure that individual students with attendance, behavior, or achievement issues are assigned an adult who will provide the appropriate intervention necessary to help the student get back-on track. The multi-tiered support model will include increased capacity to provide interventions from external partners such as Wayne State's C2 tutoring program, Communities In Schools of Detroit, and City Year Detroit. This ability to identify struggling students early and provide targeted and intensive supports should significantly increase both the average daily attendance and graduation rates.

2. School Building Capacity – Resource Profile Maximum length 1 page

- 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

The school plans to use a variety of local, state, and federal funds to support the activities and key reform strategies detailed in this proposal. In order to ensure that our core staffing model will

allow us to offer a college preparatory core curriculum with extended time in English and math, we will allocate our general funds as well as our state 31A funds to secure the necessary instructional and administrative staff to deploy our desired master schedule. Special education funds will be allocated to ensure the appropriate special education staffing and scheduling model is developed to complement and parallel our shifts in the master schedule.

In addition to this core instructional staff, we will utilize SIG funds to staff a School Transformation Facilitator who will serve as the lead for grant-related activities, a data coach, and a Communities In Schools site coordinator who will serve as our family liaison coordinator as well as coordinate our mental health services. All three of these positions are critical champions of establishing an Early Warning Indicator system with multi-tiered supports that will help us improve our attendance rate and graduation rate.

In addition to these positions funded exclusively through SIG funds, Ecorse Community High School will use a blend of SIG funding to hire a mathematics and language arts instruction coach. These positions are instrumental in enacting our job-embedded professional development program by providing modeling, co-planning, co-teaching, and guided reflection opportunities to staff while also taking the lead on curriculum enhancement projects and providing professional development to content area Professional Learning Communities around data analysis focused on student achievement and college readiness additionally, Title IIa funds will be used to support technical assistance provided by Diplomas Now to increase the instructional capacity of our staff.

Teachers will engage in a minimum of 240 hours of professional development per year, over 210 hours of which will be delivered during the school year. Much of this professional development will be embedded into the professional day through a restructuring of the master schedule, while SIG funding and Title II, Part A funding may be used to provide stipends to teachers for other professional development opportunities.

<input type="checkbox"/> General Funds	<input type="checkbox"/> Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start	<input type="checkbox"/> Special Education
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C			
Other: (Examples include: Smaller Learning Communities, Magnet			

Schools.)

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. **Maximum length 1 page**

The staff at Ecorse Community High School has been involved in developing the strategies that drive this reform plan throughout the 2013-2014 school year. Through the Redesign and School Improvement Planning (SIP) processes, staff were engaged in analyzing student achievement data, engaging in individual and collective reflection around the strategies that should be employed to drive student achievement, and the selection of an external partner to assist with this process. The culmination of this staff engagement process was a staff vote that approved the SIG proposal and our work with Diplomas Now as an external provider. In addition to the results of this staff vote, the district, school, and Ecorse Federation of Teacher are in the process of completing a memorandum of understanding that will secure the necessary support for the reform plan the high school, including necessary changes to the master schedule and professional day. In addition to staff and school leadership, parents and community members were invited to learn more about our reform strategies and provide feedback on the reform plan. Agendas from these parent outreach meetings are available upon request, and minutes from these meetings indicate the support of parents and community organizations.

Because of the thoughtful, collaborative process that stakeholders engaged in to develop and design the school reform plan, there is a widespread understanding of the baseline data for student outcomes, the goals our school has established as part of reform plan, and the key strategies Ecorse Community High School will employ to meet these goals. This dissemination and analysis of baseline data served to launch Ecorse Community High School's annual cycle of data analysis, goal setting, and progress monitoring around our school reform priorities. Our school community's collective understanding of our data and outcomes will be continually reinforced by ongoing analysis of data at the teacher team, content area, and whole school levels on a regular basis. Staff will have increased opportunity to analyze data, engage in collaborative PD around research-based best practices, collaboratively examine student work, and engage in professional research and discourse as part of the teacher teams being developed through our school's new staffing and scheduling model. This staffing and scheduling model also effectively leverages these professional learning communities by providing common planning time to teachers

on a daily basis as well as in-service time provided through early release days on a monthly basis.

Our belief is that the attention to data analysis and job-embedded professional development will result in an improved school climate and higher quality instruction in every classroom. School and district leadership expects to see the impact of these changes in student achievement data, and has embedded this evaluation of student achievement data in both teacher and principal evaluations.

As stated above, a memorandum of understanding with the Ecorse Federation of Teachers is in development, and will be signed by both the district and the union by June 30, 2014.

4. School Improvement Plan

Attach School Improvement Plan **(DO NOT insert here, upload as a separate file)**

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. **Maximum length 1 paragraph**

Ecorse Community High School began a data dive last year to ascertain the challenges with our student achievement data. The data identified challenges with alignment and delivery of instruction. Based on this data we began vetting potential external partners who would provide instructional expertise to our staff. Johns Hopkins University's Talent Development model was a perfect fit for our needs and the school is in year one of implementation of the model. Talent Development is the instructional leg of the Diplomas Now Model thus an effective model for SIG implementation. The school would essentially begin its first year, already a year ahead in implementing instructional practices.

All staff members at ECH have been trained in the DN instructional model and SIG implementation would be greatly accelerated.

Ecorse School District will be working with the Diplomas Now model. Combining the experience of Johns Hopkins University, City Year, and Communities In Schools of Detroit, Diplomas Now is a Michigan Department of Education approved external provider with a track record of school turnaround and evidence-based best practices that align with our district and school reform priorities. Diplomas Now has a track record of effective school reform in Detroit and across the county, as evidenced by their approved external partner application.

6. Alignment of Resources

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

Maximum length 1 page

In order to fully support the staff, we are organizing our master schedule to provide daily common planning time to professional learning communities, hiring instructional coaches who will provide job-embedded professional development within the classroom, and staffing a School Transformation Facilitator and data coach who will provide job-embedded professional development to staff around working effectively as professional learning communities. These support strategies will ensure that we fully leverage the human capital allocated to Ecorse Community High School. Additionally, so that our staff can maximize the impact of classroom-based technology, Ecorse Community High School will staff a technology coach that will provide job-embedded professional development around integrating technology into lesson design and student assessment.

In addition to the human capital deployed by the school district, Ecorse Community High School will also be organizing our community-based supports around the multi-tiered system of support for students. During the first year of the project, tutors from Wayne State's partnership will provide academic tutoring to students identified by our Early Warning Indicator (EWI) system as needing targeted academic support. For students and families that need more intensive, case managed support, the Communities In Schools site coordinator who works full-time at Ecorse Community High School will broker partnerships with Detroit metro area community-based organizations in order to provide the social, health, emotional, and materials supports that students and their families need in order to focus on academics. In addition to aligning community partners with the multi-tiered intervention model, Communities In Schools will also assist Ecorse Community High School will also assist with outreach to local businesses and organizations in an effort to assist finding our students workplace-based experiences including job shadowing, internships, and summer opportunities.

During the second year of the program, Ecorse Community High School will be supplementing these supports with City Year, an organization that will provide 8 AmeriCorps volunteers who will provide ongoing mentoring, social-emotional support, and academic tutoring to students identified as having targeted needs within our school.

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.

Maximum length 1 page

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

As part of this reform plan, Ecorse Community High School is modifying a number of policies and practices to align with our key strategies. These strategies have the support of our staff and the Ecorse Teachers' Federation, and will be reflected in a Memorandum of Understanding that will be executed prior to the 2014-2015 school year. Policies and practices were shifted to support several key strategies:

- Extend the school day in order to increase learning time.

- Transition from a trimester to a semester schedule. This increases the amount of learning time for each course from 5100 minutes per course to 6750 minutes— equating an additional 27.5 hours of instruction per course
 - Adding a weekly advisory period that will allow for students with additional opportunities to meet with teachers, Wayne State tutors, and City Year corps members to receive targeted small group and individual academic support
- Utilizing additional learning time to support students in ELA and Mathematics
- Revising our course sequences in language arts and mathematics to include additional research-based extra help courses for struggling students. These courses were designed by Johns Hopkins University as part of the Diplomas Now model.
 - Course Community High School will add Mastering the Middle Grades and Freshman Seminar, two electives that will provide students with an opportunity to learn the affective skills necessary for success in the secondary grades. These courses were designed by Johns Hopkins as part of the Diplomas Now model.
- Significantly increasing the opportunity for job-embedded professional development in order to improve quality of instruction
- Providing in-service training for all staff for 5 days prior to the start of the school year. This block of time will provide approximately 30 hours of professional development.
 - Increasing the length of the professional day for all teachers by 1 hour to ensure the use of daily common planning time. This daily common planning time will occur at the start of the professional day before students arrive. This block of time provides approximately 180 hours of professional development per year.
 - Incorporating monthly early release days into the school's calendar to provide for monthly in-service time. This early release days will provide approximately 30 hours of professional development time per year.
- Organize our staff and schedule to effectively support students
- Teachers will be reorganized into grade-level teams that will share students in an effort to build stronger relationships with students and fully leverage the Early Warning Indicator system.
 - Grade level teams will be required to discuss their students' Early Warning Indicator (EWI) data focused on attendance, behavior, and course performance on a weekly basis during common planning time. Ongoing training around the EWI data and associated data analysis protocol will be provided by our external partner, Diplomas Now.
 - Staff will relocate their classrooms so that teachers will be grouped and assigned classrooms by grade level teams, to reduce the amount of transition time in between classes.

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.

Month	Action Items	Champion/Completion Date (Completion Date will be end of the month unless otherwise noted)	Success Metric
Pre-Implementation Activities (May-June 2014)	<ul style="list-style-type: none"> 6. Job postings circulated for all positions: <ul style="list-style-type: none"> a. Principal b. School Information Facilitator c. Data Coach d. English Language Arts Instructional Coach e. Mathematics Instructional Coach f. Site Coordinator 7. Draft preliminary schedule 8. Draft preliminary professional development calendar 9. Draft preliminary facilities layout for teacher teams 10. Develop preliminary climate plans and calendars 	<ul style="list-style-type: none"> 6. Superintendent/June 15th 7. School Improvement Team/External Provider 8. School Improvement Team/External Provider 9. School Improvement Team/External Provider 10. School Improvement Team/External Provider 	<ul style="list-style-type: none"> 6. Minimum of 10 candidates apply for each advertised position 7. Draft schedule ready for evaluation and approval by June 30 8. Draft professional development calendar ready for evaluation and approval by June 30 9. Draft facilities layout ready for evaluation and approval by June 30 10. Draft of climate plan and calendar ready for approval by June 30
July 2014	7. Curriculum mapping for all subjects finalized	7. School Improvement Team/Principal when	2. Final course of study that

	<p>8. Interviews conducted and staff hired for all open positions:</p> <ol style="list-style-type: none"> Principal School Transformation Facilitator Data Coach English Language Arts Instructional Coach Mathematics Instructional Coach Site Coordinator <p>9. Finalize schedule for teachers and students</p> <p>10. Finalize facilities structures for academics</p> <p>11. Participate in Diplomas Now Summer Institute</p> <p>12. Publish school climate plans and calendars for parents and students</p>	<p>8. Superintendent (for principal)/Principal (for other positions)</p> <p>9. School Improvement Team/Principal</p> <p>10. School Improvement Team/Principal</p> <p>11. Diplomas Now Field Manager</p> <p>12. School Improvement Team</p>	<p>meets all Michigan Merit Curriculum guidelines</p> <p>2a. Principal with turnaround experience and high scores on candidate rubric selected by July 15.</p> <p>2b. Candidates for all positions with appropriate experience and high scores on candidate selection rubrics hired by July 30—finalists elected by Superintendent and SIA and final election verified/continued by principal</p> <p>3. Effective schedule for 2014-2015 school year</p> <p>4. Efficient layout of classrooms ready for first day of school</p> <p>5. Completion of Institute</p> <p>6. Evidence of awareness of climate plan and calendar among students and families</p>
August 2014	<p>12. Training and onboarding of new hires:</p> <ol style="list-style-type: none"> Principal School Transformation Facilitator English Language Arts Instructional Coach 	<ol style="list-style-type: none"> Superintendent Partner Field Manager/School and Student Support Services (S4) Facilitator for Diplomas Now EIA Instructional 	<ol style="list-style-type: none"> Successful completion of championed actions by new hires during first 3 months of plan Positive feedback

	<ol style="list-style-type: none"> Mathematics Instructional Coach Site Coordinator <p>13. Conduct a week of professional development to cover</p> <ol style="list-style-type: none"> Next grad double dose curriculum Michigan Merit Curriculum Classroom assessment and grading High impact instructional strategies Teacher team practices Early Warning Indicator processes Literacy across all curriculum Instructional coaching cycle <p>14. Establish initial tier 1 plans for school and academies to address attendance, climate and culture</p> <p>15. Conduct a parent and student night for orientation explaining expectations and vision for school culture</p> <p>16. Conduct student instruction and climate surveys</p> <p>17. Analyze all data on incoming freshmen to plan for early interventions</p> <p>18. Facilitate academic and cultural events for incoming freshmen to orient them to the school and cultural expectations</p> <p>19. School leadership team begins weekly meetings</p> <p>20. Teacher teams begin weekly meetings</p> <p>21. Communities In Schools begins mapping and coordinating social and emotional supports</p> <p>22. Data collection and distributions system tested</p>	<p>Facilitator-Diplomas Now</p> <p>d. Math Instructional Facilitator-Diplomas Now</p> <p>e. Communities In Schools Detroit staff</p> <p>2. Diplomas Now Facilitators (ELA, Math, S4)</p> <p>3. Principal</p> <p>4. School Transformation Facilitator</p> <p>5. School Transformation Facilitator</p> <p>6. Data Coach/August 15th</p> <p>7. School Transformation Facilitator</p> <p>8. Principal</p> <p>9. Principal</p> <p>10. Site Coordinator</p> <p>11. Data Coach</p>	<p>from at least 85% of participants in professional development and evidence of professional growth in at least 85% of classrooms during walkthroughs during 1st quarter of 2014-2015 school year</p> <p>3. Meeting established attendance and behavior metrics during 2014-2015 school year</p> <p>4. Participation of at least 60% of students and families during orientation night</p> <p>5. 90%+ response on student surveys</p> <p>6. All incoming 9th graders appropriately scheduled in support interventions</p> <p>7. 90% of freshman participate in orientation events</p> <p>8. Regularly held school leadership meetings with appropriate artifacts (agenda and minutes)</p> <p>9. Regularly held teacher team meetings with appropriate artifacts (agenda and minutes)</p> <p>10. Completed needs assessment that</p>
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			<p>inform development of tiered intervention system and family support resources.</p> <p>11. Data Systems online and functional on first day of school.</p>
September 2014	<p>10. Instructional Coaches begin observations in order to begin developing coaching plans</p> <p>11. Instructional Coaches begin coaching cycle collaboration with teachers</p> <p>12. Initial diagnostics in math and ELA conducted and data organized</p> <p>13. Special Education rolls checked to ensure proper services</p> <p>14. Weekly external partner/school leadership team meetings begin</p> <p>15. Instructional staff will conduct meetings with all students</p> <p>16. Regular process of attendance challenges begin</p> <p>17. Weekly Early Warning Indicators meetings begin, facilitated by School Transformation Facilitator</p> <p>18. Students in need of additional supports regarding course performance, attendance or behavior are placed on focus lists for intervention</p>	<p>10. Instructional Coaches</p> <p>11. Instructional Coaches (continues throughout year)</p> <p>12. Instructional Coaches</p> <p>13. Principal</p> <p>14. School Transformation Facilitator</p> <p>15. Principal</p> <p>16. School Transformation Facilitator</p> <p>17. School Transformation Facilitator (continues throughout year)</p> <p>18. School Transformation Facilitator (continues throughout year)</p>	<p>1&2. Documentation of initial coaching cycles with all teachers. Learning walks indicate evidence of instructional growth</p> <p>3. Common assessment data available for teacher use and analysis within 3 weeks of administration.</p> <p>4. 100% IEP compliance</p> <p>5. Regularly held external partner/school leadership meetings with appropriate artifacts (agenda and minutes)</p> <p>6. All students have signed initial learning contract by day 20 of school</p> <p>7. Attendance metrics met for month of September, including critical 30 day attendance benchmark</p> <p>8. Regularly held EWI meetings with</p>

			<p>appropriate artifacts (agenda and minutes); All off-track students assigned intervention with champion</p> <p>9. School meets attendance, benchmark, student</p>
October 2014	<p>9. Instructional coaches facilitate professional development on high impact instructional strategies to meet challenges of Michigan Merit Curriculum</p> <p>10. Students in need of additional supports regarding course performance, attendance or behavior are placed on focus lists for intervention</p> <p>11. Biweekly team-level school climate events begin</p> <p>12. Progress in alignment of course of study to Michigan Merit Curriculum checked</p> <p>13. Student data analyzed by Teacher Teams and Academics in order to implement necessary course corrections</p> <p>14. Individual progress conferences held with all students</p> <p>15. Celebratory Assembly held to mark early successes and growth and to provide a venue for student voice</p> <p>16. First teacher team leaders selected to begin taking over facilitation from School Transformation Facilitator</p>	<p>8. Instructional Coaches</p> <p>9. School Transformation Facilitator</p> <p>10. School Transformation Facilitator</p> <p>11. Instructional Coaches</p> <p>12. School Transformation Facilitator</p> <p>13. School Transformation Facilitator</p> <p>14. School Transformation Facilitator</p>	<p>8. At least 85% of staff provides positive feedback on Professional Development</p> <p>9. 100% of off-track students are assigned intervention with champion from staff or external partners.</p> <p>10. Increased attendance and decreased behavior issues</p> <p>11. Courses, units, and lessons aligned to state standards</p> <p>12. Improved diagnostic scores in January 2015</p> <p>13. Successful completion of event.</p> <p>14. Successful completion of event</p>
November 2014	<p>7. Instructional Coaches facilitate writing of aligned, end of term assessments common across subject</p> <p>8. Teachers conduct quarterly review of Tier 1 climate plans and adjust based on data, reflection, and feedback</p>	<p>7. Instructional Coaches (Completed by December 15 2014)</p> <p>8. School Transformation Facilitator</p> <p>9. School Transformation Facilitator</p>	<p>3. All students complete common end of course assessments</p> <p>4. Updated climate plans: Increased attendance and behavior metrics</p>

	<ul style="list-style-type: none"> 9. Technology elective pathway planning for grades 10-12 10. Student interest surveys conducted regarding technology elective pathway 11. Survey of community resources and potential business and organization partners conducted 12. Quarterly implementation review—outcomes and fidelity of implementation assessed 	<ul style="list-style-type: none"> 10. Data coach 11. Data coach 12. Principal/Diplomas Now field manager 	<ul style="list-style-type: none"> 3&4. Full technology elective pathway offered for 2015-2016 school year 5. Off-campus career experiences for every 10th-12th grader in 2015-2016 school year 6. Updated work plans for school team and external providers
December 2014	<ul style="list-style-type: none"> 3. First semester ending strong plan created and implemented 4. 	<ul style="list-style-type: none"> 2. School Transformation Facilitator (Climate)/Instructional Coaches (Academic Achievement) 	<ul style="list-style-type: none"> 2. Improved student outcomes for 1st semester
January 2015	<ul style="list-style-type: none"> 2. Common benchmark assessments administered for all students in core areas 	<ul style="list-style-type: none"> 2. Instructional Coaches 	<ul style="list-style-type: none"> 2. All students complete common end of course assessments
February 2015	<ul style="list-style-type: none"> 6. Individual progress conferences held with all students 7. Celebratory Assembly held to mark early successes and growth and to provide a venue for student voice 8. First semester data sets analyzed and multi-level course correction implemented 9. Quarterly implementation review—outcomes and fidelity of implementation assessed 10. New technology pathway marketed to students 	<ul style="list-style-type: none"> 6. School Transformation Facilitator 7. School Transformation Facilitator 8. Data Coach (data collection and preparation)/Principal (reflection/modification) 9. Principal/Diplomas Now field manager 10. Principal 	<ul style="list-style-type: none"> 5. 100% of all students participate in progress conference 6. 100% of all students participate in celebratory conference 7. Adaptations to climate plan improve attendance and behavior metrics 8. Updated action plans for school team and

March 2015	<ul style="list-style-type: none"> 2. Finishing Strong plan developed for coordinated plan to end the school year 	<ul style="list-style-type: none"> 2. Principal (by April 15th) 	<ul style="list-style-type: none"> external provide 2. Increased student achievement, attendance, and behavior metrics at end of year.
April 2015	<ul style="list-style-type: none"> 6. Curricular planning for next year begins, facilitated by Instructional Coaches and school leadership 7. Individual progress conferences held with all students 8. Celebratory Assembly held to mark early successes and growth and to provide a venue for student voice 9. Quarterly implementation review—outcomes and fidelity of implementation assessed 10. Implement Finishing Strong Plan 	<ul style="list-style-type: none"> 1. Instructional coaches (by August 1st) 2. School Transformation Facilitator 3. School Transformation Facilitator 4. Principal/Diplomas Now Field Manager 5. Principal 	<ul style="list-style-type: none"> 6. All course curriculum updated and revised by August 1st. 7. 100% of all students participate in progress conference 8. 100% of all students participate in celebratory conference 9. Updated action plans for school team and external provide 10. Increased student achievement, attendance, and behavior metrics at end of year.
May 2015	<ul style="list-style-type: none"> 3. Talent Development course resources for following year ordered 4. Common benchmark assessments for all students 	<ul style="list-style-type: none"> 3. Instructional Coaches 4. Instructional Coaches 	<ul style="list-style-type: none"> 3. All course materials ready at beginning of school year 4. 98% of student take benchmark assessments; at least 66% demonstrate growth from initial diagnostic
June 2015	<ul style="list-style-type: none"> 9. Common course exams for all students 10. End of year celebrations for all students and staff 11. All year end data carefully analyzed 12. Retreat for teachers to process year and set personal goals for following year, academy culture building 13. Full alignment to Michigan Merit Curriculum checked 	<ul style="list-style-type: none"> 9. Instructional Coaches 10. School Transformation Facilitator 11. Data Coach 12. Principal 13. Instructional Coaches 14. School Transformation Facilitator/Instructional Coaches (through July 30) 15. Principal 16. Principal/DN Field Manager 	<ul style="list-style-type: none"> 9. 100% of students take common end of course assessments in core areas 10. Successful completion of event 11. Clear, effective data profile available for end of year

	<ul style="list-style-type: none"> for 2015-2016 curriculum 14. 2015-2016 Pre-service professional development activities planned 15. Staffing needs and capacity reviewed 16. End of year implementation review/leadership retreat for School Leadership and external partners 		<ul style="list-style-type: none"> reflection 12. Clear purpose and high morale headed into 2015-2016 year 13. Fully aligned curriculum in all core areas 14. 90%+ of participants in pre-service training report valuable experience through evaluation forms 15. All staff hired for 2015-2016 16. Clear mission/vision among leadership team headed into 2015-2016
July 2015	<p>Note: Year 2 and 3 timelines contain only unique activities to those years of the grant. All implementation activities detailed during the year 1 timeline will continue through years 2 and 3 of the grant.</p> <ul style="list-style-type: none"> 4. Hire City Year Program Manager for site 5. Offer summer bridge activities for rising 8th-10th graders 6. Select teacher leaders to engage in capacity building activities to lead during sustainability phase 	<ul style="list-style-type: none"> 4. City Year 5. Principal 6. Principal 	
August 2015	<ul style="list-style-type: none"> 5. Conduct a week of professional development to cover <ul style="list-style-type: none"> a. 9-11 grade double dose curriculum b. High impact instructional strategies c. 	<ul style="list-style-type: none"> 6. School Transformation Facilitator/Instructional Coaches 7. City Year Program Manager/School Transformation Facilitator 8. Principal 9. School Transformation 	

	<ul style="list-style-type: none"> Teacher Roles and practices d. Early Warning Indicator processes and effective partner integration e. Distributed leadership practices f. Literacy across all curriculum g. Math in science and social science classes h. Blended instruction between technology electives and core academic curricula 6. City Year Corps members oriented to school 7. Launch technology elective courses 8. Begin teacher leader training/mentoring with School Transformation Facilitator and coaches 		
September 2015	<ul style="list-style-type: none"> 3. Begin off-campus career exposure/education opportunities 4. City Year begins service before, during, after school 	<ul style="list-style-type: none"> 3. School Transformation Facilitator 4. City Year Program Manager 	
October 2015			
November 2015	<ul style="list-style-type: none"> 3. Quarterly implementation review 4. Progress check-in with teacher leaders 	<ul style="list-style-type: none"> 3. Principal 4. Principal 	
December 2015			
January 2016	<ul style="list-style-type: none"> 3. Quarterly implementation review 4. Progress check-in with teacher leaders 	<ul style="list-style-type: none"> 3. Principal 4. Principal 	
February 2016			
March 2016			
April 2016	<ul style="list-style-type: none"> 3. Quarterly implementation review 	<ul style="list-style-type: none"> 3. Principal 4. Principal 	

	4. Progress check-in with teacher leaders		
May 2016			
June 2016	3. Quarterly implementation review 4. Progress check-in with teacher leaders	3. Principal 4. Principal	
July 2016			
August 2016	2. Conduct a week of professional development to cover <ul style="list-style-type: none"> Academy process refinement High impact instructional practices Protocols for professional learning communities Student outcomes based planning Building community relations 	2. STF/Instructional Coaches—Teachers Leaders support to build capacity	
September 2016			
October 2016			
November 2016	3. Quarterly implementation review 4. Progress check-in with teacher leaders	3. Principal 4. Principal	
December 2016			
January 2017			
February 2017	3. Quarterly implementation review 4. Progress check-in with teacher leaders	3. Principal 4. Principal	
March 2017			
April 2017	3. Quarterly implementation review 4. Progress check-in with teacher leaders	3. Principal 4. Principal	
May 2017			
June 2017			

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 (2012-2013 data used)	Goal for 2015-2016	Goal for 2016-2017	Goal for 2017-2018
Reading	18%	33%	48%	65%
Mathematics	<10%	25%	45%	65%
Writing	<10%	25%	45%	65%
Social Studies	<10%	25%	45%	65%
Science	<10%	25%	45%	65%

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. **Maximum length 1 page**

Ecorse's commitment to identifying and developing stakeholders has been multifaceted. Our goal has been to inform our community about the work that we have been doing while we seek additional support for the SIG process. Prior to this year Ecorse Community High had parent support, but in a more passive sense. We have been more purposeful about how we work to develop an active parent participation corps.

First, we actively seek parents and community members to volunteer in and support communications to other parents. We have a number of parents who now volunteer and lead conversations with new parents as they arrive to campus. We've held numerous community meetings to communicate with parents about the potential changes the SIG grant would bring to the building, and also utilize these forums as a process for gathering input on the reform plans. Throughout the process of developing our redesign and turnaround plans, members of the community have been engaged in the ongoing dialogue at the district and school level, and have provided written support for each step of the process.

In addition to the support of parents and the community, the Ecorse Board of Education has tirelessly supported and held accountable the school and district leaders for developing and implementing the site-based management/collaborative leadership model. The district leadership and School Board implemented the turnaround model because they believed that drastic changes needed to be made to support rapid turnaround. The results have been that the school has improved each year and no longer finds itself in the bottom 5%, but still knows that there is work to be done to accelerate the success even further. The Board's commitment to the process is most evident in its initial \$100,000 investment to bring Johns Hopkins instructional model to Ecorse Community High School a year before the SIG grants were announced. The Board believes and financially supports the vision. SIG will allow a full implementation of the other components of Diploma's now that the district does not have the capacity to support.

We would like to capitalize on the momentum generated with our broader school community during the next phase of the school improvement process in a variety of ways. First, we plan to utilize the relationships developed with a core group of parents. In addition to current parent membership on the School Improvement Team, parents will also be invited to be part of the hiring process for new staff members. Additionally, parents from Ecorse Community High School will be invited to sit on the District Steering Committee.

In order to increase the communication with parents, the school will develop weekly communication to parents. These weekly bulletins will include ongoing information around outcome data and our action plans so that we can create a shared language that contributes to our shared vision for students. Additionally, we create a parent steering committee that will help enhance and grow our parent engagement strategies.

11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends. **Maximum length 1 page**

Ecorse Community High School understands that the reform initiative supported by the School Improvement Grant is only the next phase of our sustained efforts to build and maintain a high performing high school. Given this fact, we have developed a sustainability plan that focuses on increasing the capacity of our staff to drive and sustain critical reform activities beyond the initial grant period, improved student outcomes can be translated to increased resources to sustain reform efforts, and work with district staff to secure new sources of revenue to sustain our reform and improvement efforts.

First, by creative of a system of intensive job-embedded professional development with hands-on support from the coaches, our efforts will be focused not only on improving the quality of school climate and instruction at Ecorse Community High School, but also on increasing the capacity of our staff to take ownership of the reform strategies themselves. During year one of the program, coaches will focus on strategies that model the successful strategies that drive professional learning communities, inform high quality instruction, and improve student outcomes. Coaching staff will continuously evaluate staff during these modeling opportunities to identify staff members who demonstrate the ability, interest, and capacity to serve as a peer leader. During the second and third year of the model, coaches will increasingly share responsibility for critical reform activities with staff leadership with the goal of transitioning responsibility for the continuance of school improvement strategies to teacher leaders after the School Improvement Grant window. This will allow the district to shift from a coaching model to a more cost-effective lead teacher model during the sustainability phase of the work.

In addition to developing the capacity of staff members to serve as teacher leaders, Ecorse Community High School has the commitment of our district leadership to reinvest revenue recaptured through improvements in student outcomes into our reform strategies. Specifically, our dropout rate is currently 22%, representing approximately 48 students. By the end of the School Improvement Grant period, we intend to cut the dropout rate to no more than 5%. This would result in an increased enrollment of 37 students. Retaining 37 students during the final year of the grant period would result in an additional \$276,205, available in funding at the current per pupil funding level of \$7,465. This represents a significant source of revenue that could be reinvested in reform strategies, particularly in budget items that allow us to extend the school day.

Finally, Ecorse Community High School plans to work with our district leadership to secure new revenue sources to sustain the reform strategies that drive our school improvement plan. Specifically, while Ecorse Community High School is currently Title I eligible, it does not utilize Title I Targeted Assistance Funds or have access to Title I school-wide funds. Our shared goal with district leadership is to engage in the process to ensure that Ecorse Community High School has access to Title I funds by the end of the grant period in order to maintain critical school

improvement activities that are aligned with Title I guidelines—particularly the provision of extra help courses in ELA and mathematics, and the provisions of targeted academic support delivered through the multi-tiered support system.

12. State Reform Plan

Attach approved State Reform Plan **(DO NOT insert here, upload as a separate file)**

Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention. **Only select the model that aligns to the approved SRO Plan.**

- Attachment A – Transformation
- Attachment B – Turnaround
- Attachment C – Restart
- Attachment D – Closure

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.

Example:

LEA XX BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Bunche Academy	\$329,000	\$1,642,348	\$1,040,000	\$1,381,348	\$4,327,696
Ecourse High School	\$317,000	\$1,662,999	\$1,662,999	\$1,662,999	\$4,958,997
Total Budget	646,000	2,965,999	\$5,620,000	\$3,044,347	\$9,286,693

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)	turnaround
Number of minutes in the school year	84 min per class + 55 min 5 periods = 391 x 180 = 70380
Dropout rate (Numeric %)	22
Number of Disciplinary Incidents	157
Number of Students Involved in Disciplinary Incidents	87
Increased Learning Time	30min
ILT – Longer School Year	yes
ILT – Longer School Day	yes

ILT – Before or After School	both 15min each
ILT – Summer school	YES
ILT – Weekend School	twice year on Saturday Academic enrichment
ILT - Other	
Student attendance rate (Numeric %)	91%
Advanced Coursework	11th Eng A online, 8th grade Honor ELA, Alg, S.S & Science

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 B—Turnaround Model

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

1. Replace the principal. As consistent with the expectation of the turnaround process, Ecorse Community High School will hire a turnaround principal in the summer of 2014. The school and district's focus will be to identify a principal with the turnaround competencies:

1. identify and focus on early wins and big payoffs;
2. break organizational norms;
3. act quickly in a fast cycle;
4. collect and analyze data; and
5. galvanize staff around big ideas

- The district will post the positions and engage a multidisciplinary team to interview for the principal position.

This team will include

6. Teachers
7. Students
8. District Admin
9. School Improvement Team
10. Parents

- The interview process will consist of a data review, ensuring the new candidate has the capacity to "cold read" and interpret student achievement data
- The potential candidate will be required to show evidence of these turnaround competencies.

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.

Our new Educational Leader will have thorough understanding of the competencies of the staff. He will convene a Selection Committee and lead them to use knowledge driven decision making to select highly qualified staff to support learning at Ecorse High School.

The Principal will utilize a Data Walk system to consistently measure the effectiveness of staff within the school and have the autonomy to make adjustments during the school year to address unsatisfactory progress in the turnaround environment

The Data Walk will support a comprehensive approach to determining the effectiveness of instruction in every classroom on a campus, as well as the instructional patterns and trends across the campus during prime instructional time. Data can be easily collected using a formulated walkthrough format, an electronic application that makes collecting protocol information easy as

well as downloading data into a spreadsheet. When collected data is triangulated, patterns begin to emerge that paint a clear and accurate picture of the quality of instruction in the classroom across the campus.

Ecorse School district and staff have collaboratively developed and implemented an evaluation system based on the Charlotte Danielson framework. This model will serve as a guide to assist the principals and staff in understanding being held accountable for the necessary turnaround competencies in the instruction.

3. Screen all existing staff and rehire no more than 50 percent.

The leadership team will continue to use the district's competency assessment plan to screen existing staff and rehire not more than 50 percent of those present when the school was identified as a priority school. The district has screened, dismissed and reassigned the entire mathematics department of Ecorse High School in September of this year. The assessment tool included review of staff (credentials from students in their classroom), student outcomes (ACT scores, classroom achievement levels for the last five years, data analysis of the MEAP scores), past recommendation of the teachers and effectiveness in previous teaching years found in their evaluation files.

In addition, the district will interview each employee to obtain information about what they "actually do" in the classroom. Questions are designed to obtain complete and specific answers, not to get general responses from the candidates. The candidates will be asked to describe their detailed actions and thinking in past and scenario work events.

The following are samples of the interviewing scenario:

- Personal interviews by the High School Educational Leader and the leadership team will include: questioning to ascertain the teacher's:
 - a. initiative and persistence qualities
 - b. flexibility
 - c. sensitivity to norms of interaction in different situation
 - d. self-confidence to lead
 - e. team leadership
 - f. analytical and conceptual thinking
 - g. ability to plan short and long term
- Given a written classroom or situational scenario and the candidate will be asked to explain how he/she would handle the situation.

- The candidate will be asked to write examples of inquiry based on learning activities he/she uses in the classroom.
- The candidate will be asked to present a lesson to the interviewing team after taking a ten (10) minute break from the team using the smart boards, computer, textbooks or any other items located in the interview.
- Additional questioning of potential teachers center around the candidate monitors sound instruction in the following modes:
 - a. lesson planning
 - b. collaborative learning strategies
 - c. formative and summative assessment
 - d. use and implementation of data to drive instruction
 - e. teacher/student interaction
 - f. classroom management, sound homework practices and communication with parents
- After the interview, the High School Leadership Team will review and match components of the District's teacher evaluation tool with the responses of the candidate. The District's tool includes Standard of Effective Teaching which is based on the work of Charlotte Danielson. The evaluation is attached and will be used until the State of Michigan completes one. Also attached are sample questions the leadership team will use during interviews.

4. Select new staff.

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

5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more 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

6. Provide staff ongoing, high-quality, job embedded Professional Development aligned with instructional program and designed with school staff.

Ecorse Community High School will implement a program of job-embedded professional development that provides 240 hours of professional development to staff members—210 of

which occur during the school year. This professional development will be driven by the school transformation facilitator, the data coach, and the instructional coaches. The professional development program will be regularly reviewed with the School Improvement Team to ensure quality and monitor progress towards student outcome and staff capacity goals.

7. Adopt a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)

District Steering Committee allows the district to support operational flexibility K-12

- a. New superintendent, Thomas Parker has created a District Steering committee comprised of the School Improvement team chair, co-chair, and principal of each building.
 - i. District data indicated that the school teams need more autonomy in the financial and operation decision making processes
 - ii. Data also identifies a lack of alignment K-12 with our financial and academic foci.
 - iii. The DSC allow school teams to have autonomy in decision making, but also creates a governance structure that ensures alignment and accountability
 - 1. The team meets bi-weekly and develops all instructional and operational decision making processes.
 - 2. District-level funding priorities are set at the DSC level with the school needs becoming the basis for the district financial decisions.
 - 3. That process began this year with outstanding success.
 - 4. The school teams have been able to reclaim their necessary role as leading from the ground up and have transformed how the district does business.
 - 5. Title I and 31 Funds are allocated based on building needs as communicated via the District Steering Committee Process. School teams have autonomy to develop budgets and the responsibility to ensure alignment K-12

8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards.

Attendance, coursework, graduation, achievement data were analyzed to develop the instructional plan along with the Top to Bottom MDE report. The data clearly showed the students of Ecoise Community High School need extra learning time with math and English, an accelerated curriculum and more effective teaching. The low graduation rate also indicated a need to keep students engaged and back on track to graduation by using data to get the right intervention to the right student at the right time.

Working with their external partner (Diplomas Now), Ecoise Community High School will develop a core, college preparatory curriculum based on the Michigan State standards. Using student achievement data, those students with a skills gap in literacy or mathematics will be provided with “double dose” math and literacy curriculum that provides skill reinforcement and scaffolding so that all students can successfully

complete their grade level coursework in mathematics and language arts. This double dose curriculum is based on research conducted by Johns Hopkins University and vetted through a third party evaluation process.

Instructional materials that use evidence based practice to close student skills gaps and build their advanced thinking skills linked with on-site embedded professional development via instructional coaches and professional learning communities.

● one of the four pillars of transformation of the Diploma's now model:

Talent Development instructional model will be implemented fully by EHS. Talent Development Secondary provides both a common instructional core for all students and effective accelerated learning opportunities for students who start out behind grade level delivered through high engagement learning experiences for students that motivate them to attend, behave, try, and see value of schooling experience. We recommend the use of a coordinated, coherent, evidence based instructional system linked to educational outcomes needed for student success at next education/training level (integrated standards, curriculum, instructional materials, assessments etc.)

To deliver this level of instruction requires our teachers to have command of subject area knowledge and teaching craft, ability to continually reflect on practice and improve it via professional learning communities and job-embedded professional development. Talent Development Secondary utilizes site based instructional coaches and a school transformation facilitator to guide teacher as they work collectively to make decisions around matching educational practices to student needs.

They provide facilitation, training, support, and time for weekly collaborative work by teachers by inter-disciplinary team and by subject-area and create professional

development sequences that build teachers' instructional, leadership, and cultural competency skills.

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

Ecorse will implement an Early Warning Indicator (EWI) system that will allow interdisciplinary teacher teams to monitor the attendance, behavior, course performance, and academic achievement of the students they share, and to use this data to assign supports to students through a multi-tiered support system. These EWI meetings will be conducted weekly, and complemented by bi-weekly content area meetings that will focus on analyzing trend data in course performance and academic achievement data, and using these analysis to drive job-embedded professional development opportunities tiered academic interventions to students. Data will be shared and monitored weekly by a data specialist who supports the leadership, teachers, and teacher teams with data to support planning at the school and classroom level, decision making and check for student achievement impact. Data will be displayed publicly and show progress towards goals. Data will also support the embedded coaching cycle with coaching based and supported with data.

10. Establish schedules and implement strategies that provide increased learning time.

Our school day will be organized by our school's priorities. Student schedules will be designed to allow for extended time in reading and mathematics—that increase the amount of learning time in each subject area by 27.5 hours per year. We will increase our minimum credits offered to each student to 32 credits over four years. Ecorse Community High School plans to fully leverage the structure of a revised school schedule by ensuring all students complete a Michigan Merit Curriculum course of study that prepares them for post-secondary success. To ensure that every student at Ecorse Community High School can successfully complete a college preparatory course of study, we plan on providing a variety of research-based extra help courses designed by our external partner Johns Hopkins University. These courses will help close skills gaps and scaffold standards and contents for students who need additional support while still allowing them access to the core MMC curricula.

Collaborative teacher time will be centered around student data based on researched off track indicators and student achievement scores. Teachers will set goals for their shared cohort of students, check for impact of tiered interventions, collaborate on cross curricular lesson plans, and analyze learning gaps.

11. Provide appropriate social-emotional and community-oriented services and supports for students.

Ecorse Community High School plans to engage Communities in Schools of Detroit as a partner that will assist in providing case-managed supports for students (based on collaboration with staff in support of a tiered intervention plan) and families in need while linking Ecorse Community High School to community-based organizations that provide academic, mental health, wellness, and other supports to students and families. In addition to this mechanism for family and community engagement, teacher teams at Ecorse will engage families in building a positive community for students within the school buildings. This outreach will include family nights, parent invitations to participate in EWI and teacher team meetings, and regular communication between the teachers and students' families. The design of Communities in Schools support will be guided by a school wide survey that will provide the data needed align the services with the needs of the school and community.

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

Through our partnership with Diplomas Now, Ecorse Community High School will develop a multi-tiered system of supports that is driven by an Early Warning Indicator (EWI) data system. When students are identified as being off-track in attendance, behavior, or course performance, they will receive either targeted (Tier II) or intensive (Tier III) supports from either school staff or community based partners identified by Communities in Schools of Detroit.

7. Use and integrate technology-based interventions.

The school will have a focused one to one deployment. Students will learn to become 21st century learners as they complete assignments and conduct research with the use of instructional technology. Each child will receive, be responsible for, and engage learning on I-pads.

9. Provide summer transition programs or freshman academics.

Ecorse Community High School's transformation plan include detailed plans for creating a Ninth Grade Success academy to ensure students' successful transition into high school. The Ninth Grade Success Academy will have a designated staff, physically distinct area within the building, and specialized curriculum designed to close skill gaps and support the transition to a college preparatory high school curriculum.

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

Item Number	Validation	Function Code	Description	FTE/Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
1	Valid Function Code	113	English Support supplemental teacher	1.00	\$60,000.00	\$22,526.00					\$82,526.00
2	Valid Function Code	113	Math support supplemental teacher	1.00	\$60,000.00	\$22,526.00					\$82,526.00
5	Valid Function Code	113	External Partner City Year (\$100,000 per year) embeds a team of 8-10 corps members full time in partner schools where they work to address the needs of students. Through this program, City Year supports student success by placing a team of near-peer role models in the school four days each week from before the first morning bell until after-school programs end, where they provide one-on-one and small-group tutoring, whole class support, mentoring, and educational enrichment during and after school.				\$100,000.00				\$100,000.00
6	Valid Function Code	331	External Partner Communities in School, One full time Coordinator				\$80,000.00				\$80,000.00
6	Valid Function Code	113	Extended Teaching time/ 150 hours per year per teacher@\$28/hr	15.00	\$40,500.00	\$15,674.00					\$57,174.00
7		113	Salary for Staff Summer work and Professional development 15 teachers @20/hr for 40 hrs	15.00	\$12,000.00	\$4,000.00					\$16,000.00
8	Valid Function Code	113									

Diplomas Now will assist Noble in utilizing student attendance, behavior, and course performance data to develop an Early Warning Indicator system that will in turn drive our multi-tiered system of support.

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

Communities In Schools will conduct a needs assessment that determines the social, emotional, and health needs of students and families. The results of this needs assessment will drive the formation of strategic partnerships between community-based organizations and Ecorse Community High School to help us best meet the needs of our students.

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

By restructuring our schedule to revolve around teacher teams and to include a weekly student advisory, we will help foster strong relationships between students and staff.

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

Ecorse Community High School will be crafting a school climate and culture plan that blends the philosophies of Positive Behavior Intervention Supports (PBIS) and Restorative Practices. This philosophy will be driven through our interdisciplinary teaming organizational model that creates a safe, personalized community for students within the larger school.

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

Not Applicable

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

Not Applicable

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

Not Applicable

Section C—Budget

See Attachments

Date		9/14/2012		Contact Name		Thomas Parker		Contact Email		tparker@eps.k12.mi.us		Contact Phone		313 715 8570	
Building Name		Ecorse Community High School year1		District Name		Ecorse Public Schools		Item Number		Validation		Function Code		Description	
FTE/Hours		Salaries 1000		Benefits 2000		Purchased Services 3000, 4000		Supplies & Materials 5000		Capital Outlay 6000		Other Expenses 7000, 8000		Total	
19															
22	Valid Function Code	113	ECH will work to develop teacher leadership via the implementation of Professional Learning Communities. Each PLC (3) will have a teacher facilitator charged with the organization and management of the structure. The focus of all will be to improve student achievement by placing a laser like focus on classroom instruction and teacher collaboration. The Facilitators will receive a stipend commensurate to the extra hours that will be required to lead the group. \$5,000/person	3.00	\$15,000.00	\$3,000.00									\$18,000.00
25															
30	Valid Function Code	225	IPADS One to one technology for each student 350 units at \$750						\$ 2,500.00						\$262,500.00
31	Valid Function Code	225	Storage case for each IPAD 350 @ \$54						\$18,900.00						\$18,900.00
32	Valid Function Code	225	IPADS Storage Carts 15@ \$3000						\$45,000.00						\$45,000.00
33	Valid Function Code	225	Staging and securing Technology						\$13,500.00						\$13,500.00
34	Valid Function Code	225	Network Printers 2 @ \$3,000						\$6,000.00						\$6,000.00
35	Valid Function Code	225	Shoulder to Shoulder support and Professional Development for Implementation of Instructional Technology						\$35,000.00						\$35,000.00
36															

Date		9/14/2012		Contact Name		Thomas Parker		Contact Email		tparker@eps.k12.mi.us		Contact Phone		313 715 8570	
Building Name		Ecorse Community High School year1		District Name		Ecorse Public Schools		Item Number		Validation		Function Code		Description	
FTE/Hours		Salaries 1000		Benefits 2000		Purchased Services 3000, 4000		Supplies & Materials 5000		Capital Outlay 6000		Other Expenses 7000, 8000		Total	
9	Valid Function Code	113	Summer School staffing 6 teachers + 1 Secretary 15 hours of instruction, 1 hr planning, 5 hours 5 days per week @ \$24 per hour for 100 students + \$29,882.	6.00	\$29,892.00	\$10,874.00									\$40,766.00
10	Valid Function Code	221													
11	Valid Function Code	221	External Partner Johns Hopkins University Item Description FY 2015 Technical Assistance 60 Days/Year @ \$2000 \$120,000 ELA Materials Student and Teacher Materials for ELA 9-11 \$31,860 Math Materials Student and Teacher Materials for Mathematics 9-11 \$23,112 Student Success Materials Student and Teacher Materials for Freshman Seminar \$10,000 Organization Materials Materials for organization and whole staff training \$1,979 STF Support Ongoing support for STE, including university-based training \$15,000 Annual Conference 4 participants at \$1000/person \$4,000 Principals Network Fee Costs associated with professional development network for participating principals, including on-site and off-site trainings \$10,000 Total \$215,951.00						\$215,951.00						\$215,951.00
12	Valid Function Code	221	Substitute Teacher Pay for Teacher Training \$100/Day 15 teachers 6 days /year						\$9,000.00						\$9,000.00

9/14/2012						Contact Name Thomas Parker					
Ecorse Community High School						Contact Email tparker@eps.k12.mi.us					
Ecorse Public Schools						Contact Phone 313 715 8570					
Number	Validation	Function Code	Description	FTE/Hours	Salaries 1000	2000	4000	5000	6000	7000, 8000	Total
19			Professional Learning Communities . facilitator charged with the								
22	Valid Function Code	113		3.00	\$15,000.00	\$3,000.00					
25											
30		225	each student 350 units at \$750					\$262,500.00			300
31	Valid Function Code	225	Storage case for each IPAD 350 @ \$54					\$18,900.00			\$18,900.00
32	Valid Function Code	225	IPADS Storage Carts 15 @ \$3000					\$45,000.00			\$45,000.00
33	Valid Function Code	225	Staging and securing Technology				\$13,500.00				\$13,500.00
34	Valid Function Code	225	Network Printers 2 @ \$3,000					\$6,000.00			\$6,000.00
35	Valid Function Code	225	Shoulder to Shoulder support and Professional development for Implementation of Instructional Technology				\$35,000.00				\$35,000.00
36											

9/14/2012						Contact Name Thomas Parker					
Ecorse Community High School						Contact Email tparker@eps.k12.mi.us					
Ecorse Public Schools						Contact Phone 313 715 8570					
Item Number	Validation	Function Code	Description	FTE/Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
9	Valid Function Code	113	Summer School staffing 6 teachers + 1 Secretary (5 hours of instruction, 1 hr planning, 5 hours 5 days per week @\$24 per hour-) for 100 students + \$29,882.	6.00	\$29,892.00	\$10,874.00					\$40,766.00
10	Valid Function Code	221	External Partner Johns Hopkins University Item Description FY 2015 Technical Assistance 80 Days/Year @ \$2000 \$120,000 ELA Materials Student and Teacher Materials for ELA 9-11 \$31,860 Math Materials Student and Teacher Materials for Mathematics 9-11 \$23,112 Student Success Materials Student and Teacher Materials for Freshman math \$10,000 Organization Materials Materials for organization and whole staff training \$1,979 STF Support Ongoing support for STF, including university-based training \$15,000 Annual Conference 4 participants at \$1000/piece \$4,000 Principals Network Fee Costs associated with professional development network for participating principals, including on-site and off-site trainings \$10,000 Total \$215,951								
11	Valid Function Code	221	Substitute Teacher Pay for Teacher Training \$100/Day 15 teachers 6 days/year				\$215,951.00				\$215,951.00
12	Valid Function Code	221	Substitute Teacher Pay for Teacher Training \$100/Day 15 teachers 6 days/year				\$9,000.00				\$9,000.00

