

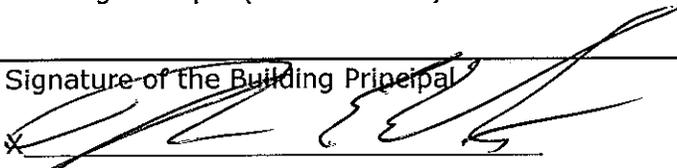
## SECTION B

### LEA Application -School Building Level Information

### MICHIGAN SIG COHORT IV

#### APPLICATION COVER SHEET

COMPLETE IN ENTIRETY FOR EACH SCHOOL APPLYING FOR A GRANT

Legal Name of School Building: American International Academy School Building Code: 00899	Mailing Address: 300 South Henry Ruff Road Westland, Michigan 48186
School Building Contact for the School Improvement Grant  Name: Thomas White  Position and Office: School Leader  Contact's Mailing Address: 300 South Henry Ruff Road, Westland, Michigan, 48186  Telephone: 734-895-7974  Fax: 734-331-4260  Email address: T.White@americanintlacademy.com	
Building Principal (Printed Name): Thomas White	Telephone: 734-895-7974
Signature of the Building Principal 	Date: 7/5/15
<p>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.</p> <p><b>ASSURANCES AND CERTIFICATION:</b> By signing this cover sheet, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications in <b>Attachment H</b>, 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.</p>	

**Identify the Intervention Model Used in This School:**

**Intervention Model:** Turnaround

**Identification Status of the School (Priority or Focus):** Priority

**NOTE:** Narratives should follow the sequence of the grant application.

### 1.a. Analysis of Need

In choosing the reform model and implementation activities, the Reform Team reviewed longitudinal data in all grades, including MEAP and Performance Series, stakeholder surveys, and other data sources through a data dialogue process. The Performance Series assessment system has established achievement and growth benchmarks based on national norms and proficiency cut scores. The Team also reviewed samples of student work at a particular moment in time and CAN results. Prior year attendance data, walkthroughs and teacher observations, and other data sources were also reviewed. Subgroups (race/ethnicity, gender, students with disabilities) were analyzed, with no significant variation found, excepting students with severe impairments. Based on data analysis, AIA's plan targets three Big Ideas:

- Differentiated instruction, leveraging the use of instructional technology and personalized learning
- Institution of and investment in professional learning communities, job-embedded coaching, and professional development of teachers and leaders
- The development and maintenance of a positive school climate and culture

The Team evaluated all models and chose the Turnaround model by consensus because of needs:

- a. Instructional program reform –the school's instructional program was inadequately articulated and incoherent, instructional practices were weak and inconsistent across grades and subjects, there was not a common instructional vision, and data collected was not effectively used; the school had a history of weak instructional leadership and no structures and practices encouraging adult learning and collaboration.
- b. Teacher development –teachers had not been developed as professionals.
- c. Leadership had been replaced in 2014, and there was clear momentum moving forward. The new principal had seized on quick wins, fostered positive parent relations, and helped the staff change its culture.

As with many low performing schools, the Academy's data showed very low achievement across all subjects, not just in particular domains.

The data made clear that the Academy had systemically weak programming, and that focusing on activities targeting limited areas (e.g. subdomains in math such as measurement or geometry, or informational text in ELA) was not a proper prescription. Instead, the team The Team selected several implementation activities to improve student achievement in reading, writing, and math. The Reform Team chose to change its instructional program to a blended learning model, based on data and its research supporting increased student engagement through technology, teacher observations, and the opportunities for differentiation and student learning measurement made possible through instructional technology. The Reform Team also chose to strengthen its multi-tiered system of student supports and RtI processes, and funded same through its extant federal and state categorical funding.

The Team also recognized through staff surveys and the participation of its entire staff in the process, that in its brief history, the Academy had not developed effective staff development systems or fostered a climate of adult learning through professional learning communities. Successful adult learning comes through reflective practice, and the Team saw PLCs are a critical tool for teacher growth. Professional development was also seen to be weak, with PD unaligned to the Academy's programming and teachers' needs.

Finally, teacher and leadership observations made clear the need to have a positive, student-centered climate, and that the dominant adult and student cultures needed attention and change. The school had had two unsuccessful operating years, with high student, leadership, and staff turnover, low morale, and infighting among critical stakeholders. The climate in the school reflected our messy, unsuccessful history. The Reform Team focused immediately on promoting a philosophy of Love, Laugh, Learn.

1.b.

As noted in 1a, above, parent and community representatives were participating members of the School Support Team. Parent representatives were recruited by the school leader, who had made family and community involvement a top priority.

When the school leader joined the school in July 2014, there was widespread recognition that change was not just necessary, but instead essential. The Academy's poor performance and operational ineptitude had put at risk its charter, and families were leaving or threatening to do so. Fortunately, despite the troubled history there were several key staff people, parents, community members, and board members who were committed to the school and desirous of positive change.

Gaining feedback and input during that time was not a challenge – it could not be avoided. Parents and stakeholders were angry and frustrated, and felt underserved and underappreciated. Voices of input and feedback were everywhere. School leadership and staff listened.

The school leader also solicited input through one-on-one and small group meetings with longtime parents, asking for their feedback and listening to their concerns. The school leader gained the commitment of many to remain with the school, and from these recruited two to serve as parent representatives on the Team. Informal and scheduled meetings were held every day in July, August, and September.

The Team also held three regular, open meetings, inviting parents and community members to attend and provide input and feedback.

Regular meetings are necessary, but they also tend to be sparsely attended. In addition, AIA is a newer charter school and not part of the local district, and a school to which many students are bused. The Academy also had a challenging start, and operates in a building formerly leased to a now-closed, failed charter school. All of these factors combine to limit connections with the community – over the years, there has not been much for the community to support at 300 South Henry Ruff in Westland. Because of this unique, regrettable history, community input was therefore also gathered informally by Team members in their daily interactions with community members and school neighbors. The school leader and assistant school leader, especially, made community engagement and the collection of feedback a priority.

3.b.

The Academy implements Everyday Mathematics, an evidence-based strategy according to the What Works Clearinghouse. “Moderate evidence” is required pursuant to 34 CFR 77. There is at least one study of the effectiveness that 1) meets the What Works Clearinghouse Evidence Standards with reservations, 2) found a statistically significant favorable impact on student achievement, with no statistically significant and overriding unfavorable impacts on that outcome for urban and minority students, 3) includes urban and minority students in its sample, which overlaps with the Academy’s population and setting, and 4) includes a large, multi-site sample. Everyday Mathematics meets the federal definition and requirements of the school improvement grant.

As discussed above, the program incorporates the teaching of mathematical concepts, operations, computing, reasoning, problem-solving, strategic thinking, and engagement in mathematics through real-world connections. Mathematics instruction is delivered individually, in pairs, whole group or small guided groups.

Using Everyday Mathematics, elementary teachers find fun, practical ways to teach students the application of math concepts. There is a focus on real-life problem solving, student communication of mathematical thinking, and appropriate use of technology.

3.c.

Based on due diligence discussions with other SIG-awarded schools, and our Team members' experiences, program and grant evaluation is too often planned with great intentions and practiced as a compliance exercise. In our view, the critical tasks facing school building leadership and instructional staff are too important and numerous to expect quality evaluation and data collection. For that reason, a third party evaluator will be retained to provide contracted evaluation services, and its report will be produced independent of school staff and leadership in December 201x, March 201x, and June 201x. Working with the school improvement grant coordinator and data coach, the evaluator will provide continuous monitoring and measuring of the Academy's progress in meeting expected outcomes.

Through this evaluator, the school improvement grant will be evaluated on the following metrics:

1. The extent to which teachers, support staff, parents, and students can articulate the core tenets of the Academy's reform plan and school improvement grant, and their role in it. The development of a compelling vision and the support of same by all stakeholders is a precondition to school reform. Baseline survey data collected in September (goal: parents 20%, staff 80%, students 20%), followed by comparative data in December (40%, 100%, 60%) and May (70%, 100%, 90%).
2. Fidelity of implementation of the grant's core components (e.g. productive use of teacher collaboration time, skillful implementation of blended learning, student engagement in productive tasks, etc), as measured by evaluator's classroom walkthroughs, interviews, and observations of leadership. Walkthroughs and interviews in October, January, April. Rating labels: beginning to implement, partially implementing, fully implementing.
3. Student achievement data, which is the ultimate measure of our success. Performance Series data will be collected in the fall, winter, and spring, with appropriate testing measures in place to help ensure reliable data and consistent student effort..

Throughout each school year the evaluator's findings and recommendations will be posted on the Academy's website, presented at a public Board meeting, shared with the Academy's authorizer, and plotted on large displays in the school building.

The larger Academy community, consisting of parents, caregivers, and other stakeholders, have an important support role to play in the school's reform. From our own experience and that of others, we are fortunate to know what does not work but is nearly always posited as a plan: parent and community meetings. As discussed above, we will hold public meetings regularly, but in our view this is insufficient and would only represent some form of compliance. In addition to traditional meetings, the Academy will recruit ten diverse parents to serve as a parent council relative to the reform plan and SIG. Two days each month, these parents will be responsible for contacting their designated families personally by telephone or in person (whenever possible) to update them on the grant implementation, new data related to student progress and achieving grant objectives, and their critical role in supporting the grant and school reform. These parents will be paid a stipend that reflects the value of their time, and be accountable to the school leader in completing their important work.

While everyone has a role to play in implementing the SIG, there must be an individual or team that is responsible for the ongoing monitoring and evaluation of the grant. Information and data is being collected by the evaluator, parent leaders, data coach, and others, but someone(s) must form judgments, plot course corrections, recommend changes, and otherwise use the data for beneficial purposes. The Reform Team, under the leadership of the school leader,

will be primarily responsible for these tasks. The Team will meet monthly to review collected data and check on progress, with the meetings in December, March and June being reserved for review of the evaluator's data and report, and consensus-driven adjustments and changes based on same. All Reform Team members have a voice and a role, and the Team will use collaborative processes throughout the grant period.

Ultimately, we are all accountable to the Academy Board, and the Board's role is important within our monitoring system. The evaluator will present its reports to the Board and other stakeholders at public Board meetings.

The Academy is committed to engaging parents and community members in the Turnaround reform. We have observed that parent and community involvement plans are usually well-intentioned but ineffective. As noted above, parent meetings and newsletters are ubiquitous but poorly attended and read, and "parent involvement" is too often somewhat of a compliance exercise to meet grant or program requirements. There are two reasons for this: 1) adults are busy and have competing priorities and troubles that prevent them from being involved, and 2) listening to or reading about grant programming is tedious and not directly beneficial to one's child. Few reviewers reading this grant (and writers writing this grant) would hurry home after a workday to attend a SIG or Reform meeting at her child's school. Yet we too often place that expectation on our families and are disappointed when attendance is low (and at times equate same with 'not caring').

In truth principals and program managers schedule public meetings and add information to newsletters because it is easy and efficient, as they work in an environment with competing priorities, shifting objectives, and daily stressors. All of us know they are (nearly always) ineffective methods of communicating and involving families and community members, but the demands of time and place dictate efficient solutions.

With that said, we will hold public meetings to gather input and include information in newsletters. However, we will also commit to trying something different – recruiting and compensating through a stipend ten diverse parents to help communicate and listen to families. The parents will contact families regularly in person or by phone to update them on the grant implementation, student data, and how they can contribute to the school and students' success. Research shows that adults are much more likely to read and respond to SMS texts as well, so we will use text messaging for short messages and reminders of our families' roles in our reform. The school leader and SIG-funded family and community liaison will have responsibility for preparing the message, educating the parent team, and overseeing the program. Our intention is to engage in an authentic, beneficial manner, our families in school reform, and perhaps provide a useful model for other similarly situated schools.

3.d. Not applicable to our school

3.e. Describe how the school and district will meaningfully engage families and the community in the implementation of the reform model on an ongoing basis.

*NOTE: This is a repeat of a section of question 3.c, above, due to inconsistency between the application and rubric.*

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#### 4.a. Resource Profile

The Academy has worked in anticipation of applying for the SIG to ensure categorical fund spending is aligned with the grant proposal. 2015-16 supporting resources include all of the following:

Federal funding – robust services within a multi-tiered system of student support. The Academy chose to invest funds in direct student services, anticipating the use of SIG funds for other critical needs.

- Title IA
  - \$7,500 investment in curriculum development through Curriculum Crafter
  - \$69,000 for two (2) FTE blended learning technology specialists provide prescriptive intervention and supplemental services to Tier 2 and 3 students using existing technology
  - \$137,000 for three (3) support teachers providing Tier 3 student services
  - \$115,000 for four (4) FTE skilled paraprofessionals to provide support to students, working collaboratively with teachers to deliver instruction to individual and small groups of Tier 1 and 2 students, supporting school wide instruction and RTI
  - \$1,500 in books for Guided Reading
- IDEA
  - \$51,846 for resource room support, providing services to Tier 3 students.
- Title IIA
  - \$1,000 for two days of teacher training on standards unpacking, lesson development, as Academy moves toward greater use of blended learning model
  - \$1,000 for teacher stipends for after school training through RESA priority school services

#### State funding

- Section 31a – At Risk
  - >\$100,000 to support paraprofessionals working with Tier 1 and 2 students and supporting teachers in classrooms
  - >\$50,000 for books for Guided Reading
  - Additional funds for after school and summer learning
- Great Start Readiness Program – the Academy has applied for preschool funding to prepare 4 year olds for kindergarten reading instruction. GSRP leadership and staff will emphasize pre-reading and reading instruction so that its 32 preschool graduates have strong phonemic awareness, letter and letter-sound recognition, and other pre-reading skills.

#### SIG Funding

The Academy has aligned its limited resources with its State Reform Plan and its SIG efforts. SIG funding will be used to extend and accelerate the Academy's reform, permitting our efforts to be applied more consistently, more deeply, and at a faster pace. In keeping with the Reform Plan's priorities, SIG funds support fundamental improvement in the Academy's programming and systems:

- Development of necessary infrastructure, programs and devices to implement fully a blended learning model that allows for differentiated instruction and personalized learning,
- Time and resources for PLCs, job-embedded coaching, and staff professional development,
- Investment in improving the climate and underlying student and staff cultures, and

Each of these investments supplements and supports our GF/GP and categorical spending in line with the Reform plan.

#### 4.b. Required SIG-Funded Positions

Based on discussions with schools in SIG Cohort III and an analysis of its needs, the Academy will seek to hire a full-time SIG Coordinator/Data Coach, and half-time Family and Community Liaison. Discussion of these positions and decisions follows.

##### Half-time SIG Coordinator

The SIG Coordinator position is important but is not a full-time position, based on the experience of SIG III schools. Some of these schools have shared that, at times, the SIG Coordinator position has served as a base of power and authority in competition with building and district leadership, resulting in conflict and contributing to poor outcomes. This will not be the Academy's experience. Our expectation is that the SIG Coordinator will function as a member of a team responsible for ensuring the SIG and SRO plan are implemented with fidelity – s/he will simply be the most knowledgeable member from a technical standpoint. However, the SIG coordinator will have a reporting and accountability relationship to the School Leader and the Board, which we view as critical in the absence of a district office. The SIG coordinator will take a leadership role in all SRO monitor and SIG monitoring meetings.

The SIG Coordinator will be 100% funded by the SIG.

The SIG Coordinator will be 0.5 FTE against the SIG.

##### Half-time Data Coach

The half-time Data Coach position will be combined with the half-time SIG Coordinator position. The Data Coach position will provide leadership in collecting, analyzing, and reporting qualitative and quantitative data on student achievement and growth, effectiveness of SIG funded initiatives and programming, setting challenging student and team goals and contributing to their achievement, interpreting data to identify staff development needs and resource allocation changes, and building of a data driven culture. The Data Coach will serve as member of the School Support Team.

The Data Coach will be 100% funded by the SIG.

The Data Coach will be 0.5 FTE against the SIG.

##### Half-time Family and Community Liaison

Again based on discussions with SIG III schools and our team's knowledge of our school's highest needs, the Family and Community Liaison will be a half-time position. The Liaison's primary responsibilities will be to educate and involve parents and the community in our school's reform, and to facilitate effective communication between classrooms and home. One of the goals of this grant against which we will be measured is the extent to which parents and students can articulate the core tenets of the Academy's reform plan and SIG, and their role in it. The goal is not for parents to recite grant details and recount program purchases, but rather that they can explain (1) what we are endeavoring to accomplish and (2) what they are doing to ensure our collective success. A parent might explain that we are in year one of our three year plan to become a high performing school, and that her contribution might be as simple and straightforward as listening to her child read for 10 minutes each day, and saying something loving and positive every day before and after school.

The Family and Community Liaison will be 100% funded by SIG.

The Family and Community Liaison will be 0.5 FTE against the SIG.

#### 4.c. Mental Health Services

The Academy has elected to not provide mental health services through the SIG.

4.d. 2015-16 will bring focus on four priority areas: differentiation, classroom management and leadership, instructional technology, and blended learning. We cannot know the extent to which teachers will improve their skills, which aspects will require the most support, the differentiated needs of teachers, what student and program data will tell us throughout the year, and so on. The schedule, therefore, is a projection based on our assumptions, but is subject to change based data. We will collect, review, and interpret student and other data collaboratively to inform professional development. Finally, we are avoiding the impulse to focus on too many topics – we have many more needs, but we believe these are paramount.

August – 20 Hours: Classroom management, engaging children w/ blended learning/technology

September – 25 Hours: Classroom management, engaging children w/ blended learning/technology

October – 14 Hours: Blended learning, instructional technology to extend and apply learning (coaching in classroom management/leadership continues for those with continuing need)

November – 14 Hours & December – 12 Hours: Differentiating in a blended learning classroom, using data and technology to extend, personalize learning – *In December, potential changes to classroom assignments and continuing employment based on evaluations (we hope this is not necessary, but we will not wait until the year is lost to replace leadership in a failing classroom.*

December 28-31: Classroom management/leadership, engaging children with blended learning/technology for new hires/replacements (winter break boot camp)

January – 16 Hours: Newer teachers -- classroom management/leadership, engaging children with blended learning/technology; Veteran teachers – focus on applying differentiation, generally, but working more on individual needs identified by teacher and leader in the evaluation process (ongoing)

February – 14 Hours: Newer -- classroom management/leadership, engaging children with blended learning/technology

March – 10 Hours: Newer -- blended learning, instructional technology to extend and apply learning (coaching in classroom management/leadership continues for those with continuing need – this continues through year)

April – 14 Hours & May – 12 Hours: Newer -- differentiating in a blended learning classroom, using data and technology to personalize learning

The Academy will deliver professional development delivered through a variety of methods.

- Whole group. This is, more or less, what teachers tend to think of when “professional development” is mentioned – all teachers, in a room, listening to someone talk at them. Educators deride it as “sit ‘n git” professional development, and too often it is how PD is delivered. We believe that whole group PD has a limited role to play in adult learning. We will use whole group PD to introduce concepts, ideas, and strategies; provide necessary background knowledge; to explain “why;” and for other purposes when all (or nearly all) participants have the same needs.
- Professional Learning Communities (PLCs). The SIG will provide the resources to allow teachers up to two additional prep periods per week to be used for training, mentoring, engagement with other teachers, data analysis, and discussions with coaches. Successful adult learning comes through reflective practice, and PLCs are a crucial structure provided by the SIG.
- Job-embedded coaching. Teacher development cannot be divorced from the classroom environment. The SIG will provide instructional coaches through a third party provider, supplementing the existing job-embedded coaching from the school leader and instructional coach.

5.

#### *The Committee*

Although the Academy Board will make the final determination by approval and execution of a contract, a committee of two Academy leaders, three or more teachers, one or more support staff, two or more parents, and one or more staff from a prior SIG school, will be formed to vet and select an external service provider (ESP). Members of this committee will be drawn from the Reform Team. All Reform Team members will be invited and allowed to participate equally. If there is an insufficient number of volunteers, the School Leader will contact individuals recommended by committee members to personally request their involvement.

#### *The Research and Review Process*

It is noted the Academy now works on a limited basis with a qualified third party provider, but we have not selected an ESP. This is an important decision we will make at the conclusion of the following process.

1. Determination of needs –The Academy will seek an ESP for instructional coaching. The selected provider will have the capacity to support teachers and leadership with classroom management and leadership, differentiation, and instructional technology.
2. Development of RFP – under development, to be completed August 31, 2015; **will require submission of all past client names, contact information, and relevant student data for evidence of effectiveness**
3. Issuance of invitation to bid – send to all providers on MDE approved ESP list; send September 4, 2015
4. Deadline to receive responses – September 25, 2015
5. Interviews by selection committee –October 5 - 15, 2015

#### *The Selection Process*

6. Committee reflection, selection of top two or three ESPs by committee's consensus (each participant equal, each has veto) – October 16, 2015
7. Due diligence period – **all references checked; all prior schools contacted to discuss ESP's past performance and evidence of effectiveness**; October 19-30, 2015
8. Second interview by selection committee; selection by committee's consensus (each participant equal, each has veto) –November 2-5, 2015
9. Development of contract – November 6-12, 2015
10. Recommendation to and approval of contract by Academy Board at November 19, 2015 meeting.

#### *Monitoring and Evaluation*

The ESP will be monitored day-to-day by the School Leader for the quality and quantity of its work, and by the SIG coordinator for performance of deliverables under the contract and contract compliance. The School Leader shall direct the ESP's work and ensure same is coordinated with the work of school leadership and other instructional support staff, and the Academy's Reform Plan. The School Leader shall meet with the ESP representative(s) as frequently as necessary to ensure coordination of effort and hold ESP accountable, but not less than monthly.

The SIG coordinator shall authorize payment by the business office provided contract terms are met. The contract with the ESP will include a right of 30 day, no cause termination by the Academy Board.

The Academy will utilize an outside contractor to evaluate the third party provider in November 201x, February 201x, and May 201x. The ESP will be evaluated by:

- (1) the extent to which the Academy meets its SIG goals;
- (2) data from a survey concerning the effectiveness coaching services;

(3) evidence of teacher professional growth and development in implementing strategies and programs described in the school improvement plan and other key instructional strategies and practices.

With the support of the third party evaluator, the Academy will work in 2015-16 to develop a suitable evaluation instrument.

The outside evaluator shall collect data and information and produce a written report in early December 201x and early March 201x. The report shall describe the ESP's standing against the above measures; describe the work being done by the ESP, and its relationship to improved teaching and student outcomes; recommend any mid-year course corrections and changes that, in the evaluator's judgment, would result in improved performance by the Academy and/or ESP; and, if the ESP is working with other SIG schools providing similar services, include a brief discussion of other school(s)' progress and with the provider.

The evaluator's reports will be submitted and presented to the Board at its December 201x, March 201x, June 201x meetings. The Reform Team will recommend to the Academy Board at its June 201x meeting (a) the renewal of a contract with the ESP, and any changes to the services, rate, or terms thereof, or (b) that an interview and selection process for a new ESP be held.

6.

The Academy Reform Team studied this issue after it learned of its Priority designation in summer 2014. As a result of data collection and analysis, we resolved to extend our school day and increase learning time by thirty (30) minutes. We will continue this reform into 2015-16. The Academy's school day schedule will be 7:30 a.m. to 3:30 p.m., providing 7.5 hours of instructional time each day, given the 30 minute lunch period, and added 90.5 hours for the year. This has given the Academy more flexibility to redesign the school schedule to address student needs.

Adding more time to an ineffective school day is not a solution to anything. We also looked at how we were using our time, and how we are engaging our children in learning. We discovered that in practice, children were receiving only forty (40) minutes of reading and forty (40) minutes of math each day; writing, social studies, and science were not taught every day.

The longer school day and reconfiguration of the instructional schedule will allow students to receive ninety (90) minutes of math, ninety (90) minutes of ELA, forty five (45) minutes of science, and thirty (30) minutes of social studies, along with a daily special. The math block is divided into thirty (30) minutes each of whole group, small group, and lab work; and the ELA block has thirty (30) minutes for whole group, thirty (30) minutes for small group, and thirty (30) minutes for writing.

Students also have a lab period during which students work on their own prescriptive learning path through Compass Learning. Student learning paths are developed through Performance Series score analysis. Time is built into the schedule for paraprofessionals to engage the poorest performing 30% of students in intervention. The top 60% of the student population is broken into small groups for enrichment and intervention daily.

The Academy is also providing additional school days for enrichment and intervention during the summer. The summer school is run for five (5) weeks of four (4) hour half days Monday through Thursday. The additional summer school hours are designed to help increase student achievement.

The Academy's staff are not working under a collective bargaining agreement. Therefore, no agreement with a union will be necessary.

7. Please see Attachment F.

8.b.

### *Goal Targets*

The Academy has aggressive targets to reach as outlined in question 8.a. Our goals are based on the M-STEP assessment, but also the results of other assessments throughout year. We believe these additional goals are necessary due to the uncertainty of year to year comparisons on State-mandated assessments, a system which continues to see change; and the infrequent annual administration of the assessment, which is not motivating throughout the school year. The Academy's 2<sup>nd</sup> – 8<sup>th</sup> will therefore have mid- and end of year reading and math growth goals on Performance Series.

### *Use of Data for Continuous Improvement*

M-STEP scores are important and have some limited utility for instructional planning. We will use available information from those assessments each summer to improve our program and curriculum and target areas of need. 2014-15 scores will provide a base from which the Academy will build.

Performance Series data will be used in the fall to develop short-term grade level and classroom priority instructional areas, individual student learning plans and targets, and student end of year growth goals; in the winter to monitor student progress toward his/her goals, and adjust student instructional plans as necessary; in the spring to measure and celebrate student growth against individual goals, make recommendations for summer programming, and evaluate instructional program.

Both of these assessments are important for accountability and program purposes. However, neither is a substitute for teacher-driven, common, classroom assessments, which are the richest sources of data in school buildings. In highly effective schools, formative and interim classroom data drives responsive instruction, because highly skilled, well-trained classroom teachers operate as professionals and clinicians gathering and interpreting the information required to deliver effective instruction. Our focus is on instituting systems and structures, and developing teacher capacity, over the term of the SIG.

We will use classroom data to drive instruction. For core subject areas, the Academy will institute a standard process of assessment, analysis, and instruction. Academy teachers will 1) pre-assess using Academy-developed common unit assessments; 2) in PLCs, supported by data and instructional coaches, compile and analyze data, reflect on results, and design/adjust instruction and in-unit formative assessment; 3) implement instruction, supported by instructional coaches, and record formative/interim results through data coach-developed system; 4) in PLCs, supported by data and instructional coaches, monitor and plan/adjust instruction throughout the unit, based on formative/interim assessment results and other information; 5) administer post-unit assessment; 6) in PLCs, interpret, make collective instructional decisions; and so on.

9. The school's plan is sustainable over the long term as it is centered on the development of human potential alongside the institution of perpetuating systems and a culture of collaboration and learning, and investment in sustainable technology infrastructure. The plan is not focused on quick but temporary fixes, financially unsustainable student interventions, or one-time investments that diminish over time. Our success is predicated on building effective systems, creating structures, and developing skilled leaders and teachers. Regrettably, we do not expect the clear challenges our students face to diminish over time, so we must become a far more responsive organization that can replicate and improve continuously.

As with the turnaround plan, the sustainability plan is the product of the discussions of our Reform Team, a group of parents/community members, teachers, support staff, and leadership. We cannot emphasize enough the thoughtful reasoning that emerged from these discussions, and the many thereafter. As discussed previously, all staff and families were invited to participate in all aspects of the plan, and the school leader gained supplemental feedback and input from teacher leaders and involved and active parents.

### *People*

The best predictor of student success, setting aside the many non-school factors we cannot control, is the skill and knowledge of the practicing classroom teacher. In turning around our school, the Academy must 1) recruit a team of caring, qualified teachers who are committed to the school and its students (and the school must show its commitment to them, as well), 2) train and develop them into highly effective, clinically minded teachers, 3) provide them with the instructional leadership and support they need to be successful, and 4) retain them over the long term. This grant will contribute toward each of these objectives by boosting recruitment efforts for several positions, allowing for a wider reach and larger pool of candidates; fund teacher development and support; improve the quality of instructional leadership through training and mentoring; and increase teacher salaries to compensate our best teachers for working where it matters most.

These reforms will be sustained by the Academy over the course of the grant through a smart use of general fund/general purpose and categorical funds. At present the Academy is in a financial position in which some of its investment in people can be made – but not all. The Academy spends several hundred thousand dollars each year – a significant fraction of its budget – providing support to struggling, new teachers and the organizational consequences arising from their learning. This support includes behavioral, classroom control, mid-year recruiting, substitute services, instructional support, mentoring, and coaching. The Academy can increase teacher pay to be competitive, but at the cost of reducing teacher support. Alternatively, the Academy can provide teachers with improved data systems, instructional coaching, leadership, and behavioral support services, but only by limiting in some way its financial support for teachers or direct supplemental services to children. This is the zero sum game that all schools face, particularly those who perform poorly and serve at risk children. The grant changes that equation.

Our plan is to use the grant funds to develop and retain– keeping attrition to 10% or less – a cadre of highly effective teachers, and leverage these improved teachers and school leaders to train, develop, and support limited new instructional staff each year. A team of 24 teachers can absorb a turnover of 2-3 teachers annually and continue to improve. Developing and retaining teachers will permit the scaling back of services and costs necessary only because of teacher churn and inexperience. Our vision is a post-SIG school investing in its core instructional team and support for student learning, which we can do financially at present – but not while also developing that instructional team rapidly, providing the expensive support that new teachers need, and absorbing the sky-high costs of teacher attrition. The Academy can and does commit to the higher pay for highly effective, trained teachers – it is the best possible use of funds.

### *Systems*

The Academy's implementation of a clinical cycle of pre- and post-assessment, lesson design, and instruction is a sustainable reform. In fact, nothing is more sustainable than a change in the mindset and practice of a highly effective teacher – it cannot be undone. Moreover, an organizational culture that is staff-led and centered on student learning, pedagogy, data analysis, student centeredness, and individualized instruction and learning – while not impervious – does become deeply embedded and sustainable through ongoing human effort.

The Academy is not through this grant inventing systems and structures. There is no need to experiment as there are plenty of models to follow, all the same in fundamentals and essentials. The State of Michigan promotes the instructional learning cycle (now '2.0'), which is known in other places (and at other times in our history) as the standards-based teaching and learning cycle; reflective clinical practice; the 5 step model; the 5D+ framework; and so on. The Academy's mission is to inculcate in teachers a system of clinical practice and mindset. It is our firm belief that doing so is in itself sustaining over the long term.

Data systems will be robust, fully realized, and sustainable, not requiring a full time data coach.

### *Structures*

One of the troubling roadblocks our school (and others) faces is the simultaneous need to provide intensive services to high-need children, delivered by staff who need training and development; and the need to train and develop those staff (and provide teacher collaboration time), which requires time out of the classroom away from high-need children. The grant helps resolve this trouble, allowing necessary, short-term direct student support services to continue while inexperienced, learning teachers and teaching teams get the customized support they require.

One of the key structures that permits this is the additional time for PLCs. At present, teachers have a common, daily preparation period, a reform implemented in the 2014-15 school year. That single preparation period, however, is insufficient for early career teachers. The grant funds over the grant term additional collaborative prep periods each week dedicated for teacher PLCs, learning, and collaboration. By the end of the grant, collaborative planning, analysis, and decision making will be fully mature. Professional learning communicates – a key outcome of our turnaround – will be strongly rooted, allowing new staff to join fully established teams and learn and adapt to the culture. The Academy willingly commits to the retention of the added time for PLCs.

Another structure is intensive coaching, which is scheduled to fade over the grant term as teacher capacity reaches a critical point and systems become mature and perpetuating. By the end of the term, instructional coaching will have been taken over by the school leader and other teachers, as we move to a model of master teachers having scheduled release time (likely half-day of teaching/half day of coaching and mentoring).

### *Technology Infrastructure*

The Academy's budget permits annual investment in core technology infrastructure, but not the large scale, one time building of a high capacity system. The Academy is only entering its fourth year of operation, and regrettably the management company (now terminated) failed to make the necessary investment when the school opened. The grant will permit the school to build a robust, high speed wireless network with full facility coverage, essential for the Academy's blended learning model. With the initial development completed, the Academy has adequate resources to make annual investments and upgrades, and has the staff support already in place to maintain the network – these are costs already incurred in the school's budget.

#### 10.a. Budget Narrative – Description of Activities

*Infrastructure, Technology, and Resources:* In the preoperational year, the grant builds a state of the art wireless network within the building and provides training in instructional technology and blended learning. The operational years see support for user devices, apps, programs, and supplemental technology and instructional resources. The preoperational and operational years also see support in instructional technology and blended learning through a grant funded instructional technology coach (1.0 FTE). The coach assists teachers with technology integration; assists teachers in lesson planning to maximize effective technology use; provides teacher training; proactively identifies opportunities for technology integration; improves students' technology and media literacy. The sustaining year sees a drawdown in support for resources but continuation of instructional technology coaching support, a position the Academy continues to fund after the grant period.

*Professional Development, Coaching, and Training:* In the preoperational year, the grant provides training in blended learning, technology, and culture and climate. In the operational years, instructional coaching in math, ELA, and STEM through an external service provider, with a gradual service reduction through the sustaining year. The operational years also feature training in cultural sensitivity and multicultural education, as the Academy increases its outreach to other ethnic communities; and center-based instruction. Pursuant to the Academy's reform plan and this grant, training will be delivered through PLCs, small group pullouts, and job-embedded efforts.

*Climate and Culture Development:* The Academy will realize the climate we want and need only when our culture is changed. To assist in that process, which is already well underway, the Academy will work with a knowledgeable outside consulting firm. While we will evaluate other options, the Academy is partial to the Flippen Group's Capturing Kids' Hearts approach, which has been effective in schools with similar demographics. The preoperational year sees initial training, followed by ongoing, declining support in the operational years.

*Required SIG positions:* In the preoperational year, the grant funds the SIG coordinator (0.5 FTE) coordinate program budgets and activities, maintain grant records, prepare written reports, monitor and assess program progress, develop and disseminate SIG information, and work with the reform team. In the operational/sustaining years, the grant funds the combined SIG coordinator/data coach (1.0 FTE). Data coach duties include identifying and meeting staff development needs through data analysis; assisting in identifying instructional priorities; planning/conducting staff development activities; assisting grade-level/department teams developing short and long-term goals based on data; implementing effective data systems; analyzing qualitative and quantitative data, and improving the analytical skills of team members. The family and community liaison (1.0 FTE) is also funded in the operational and sustaining years. The liaison assists in coordinating with community leaders and organizations to leverage resources and expand program capabilities; develops and implements a parent/student/staff communication plan; engages families in improving student achievement; recruits partners to become part of the district's family involvement program; coordinates home visits for identified students in order to help families.

*Grant Accountability Resources:* In the preoperational year, the grant funds a contractual evaluator (FTE n/a – not hourly/salary position) to monitor and report progress, and develop data collection instruments and protocols for the grant term. The evaluator will also develop a process and instruments for evaluation of the ESP. The operational year sees the evaluator conducting periodic evaluations and delivering reports concerning the Academy's implementation progress and ESP performance.

10.b Budget Narrative	Preoperational	Full Implementation	Sustaining
Build Network	\$110,000 in servers, switches, full building wiring, wireless access points, installation, design.	Yrs 2-4, \$60,000 annually in added investment to meet needs/remedy limitations identified once system is operational and in full use, and to accommodate school's increasing enrollment	None, Academy assumes responsibility with GF/GP funds.
Instructional Technology Coach	\$85,000 annual total cost, 1.0 FTE instructional tech coach begins working with staff with extant tech resources; training on programs and using technology for higher order tasks; assists with tech planning and investments.	Yrs. 2-4, \$90,202 annual avg. total cost, 1.0 FTE coach assists teachers with technology integration, lesson planning; provides teacher training; improves students' technology & media literacy	\$47,834, 0.5 FTE annual cost funded by SIG, 0.5 FTE funded by other sources, as SIG funding draws to a close. Position to be fully funded by other sources after SIG as demand/need will be ongoing.
Apps, Programs, Electronic Resources	None	Yrs 2-4, \$20,951 annual total: \$2,123 Raz-kids (ELA); \$1,494 Dreambox app (math); \$3,550 IXL (math and ELA); \$1,995 Achieve 3000 (reading); \$4,800 Compass Learning (reading and math); \$1,500 Science Fusion; \$1,489 iStation (reading); \$4,000 Front Row (math).	50% support of cost during sustaining year, with balance being met by Title I; full Academy support following grant.
Professional Development	\$110,000 – blended learning, individual apps and programs, Adaptive Schools, technology, culture and climate (Flippen Group)	Yr. 2, \$75,000 supporting blended learning, apps and programs, Capturing Kids' Hearts, Guided Reading/Fountas & Pinnel; Yrs 3-4, \$55,000 supporting all above, but limited consultative services from Flippen Group, with additional PD in cultural sensitivity, multicultural education	None; Academy to assume
Building Substitutes	\$20,000 for building substitute costs for teacher coverage during small group professional development beginning February 2016.	Yr. 2 \$110,000 annual avg. total cost for two 1.0 FTE floating teachers to teach STEM special during added PLC periods; two teachers, provides two additional prep period/week/teacher; Yr. 3-4 3 teachers at \$165,000 (added PLC time)	None
SIG Coordinator/Data Coach	\$42,500, 0.5 FTE	Yrs. 2-4, \$90,202 avg. annual total cost, 1.0 FTE	\$95,668, 1.0 FTE annual cost. Position eliminated at close of SIG.
External Service Provider	\$180,000 for instructional, leadership, coaching beginning in February 2016; 1.0 FTE coaches full time through close of school year - 100 days x \$600/day x 3 FTE	Yr. 2 \$243,000 annually for instructional, leadership, coaching - 3 coaches at 135 days x \$600/day; Yr. 3-4 \$360,000 - 3 coaches at 200 days x \$600/day	\$120,000 for instructional coaching, training and development of lead teachers to take over coaching following grant.

10.b Budget Narrative	Preoperational	Full Implementation	Sustaining
Family and Community Liaison	\$29,000 for 1.0 FTE beginning in February 2016, \$15,000 to evaluate/monitor progress in pre-op year, design instruments and protocols for operational years	Yrs. 2-4, \$61,550 avg. annual total cost, 1.0 FTE	\$32,600 for 0.5 FTE annual cost. Position to be funded by Title I at close of SIG.
Evaluator		Yrs. 2-4, \$25,000 annually, ongoing evaluation, monitoring, reporting Yr. 2: \$24,000 for 13 MacBook Pro; \$240,000 for 500 iPad 4; \$30,000 for 500 iPad Gumdrop cases; \$9,000 for 200 Belkin wired keyboards; \$7,150 for 550 headphones; \$12,475 for 25 wireless printers; \$39,975 for 25 Epson Brightlink 585Wi smartboards; Yr. 3-4: \$69,000 60 iMac 21.5", \$7,272 for 4 MacBook Pro (added teachers); \$47,900 for 100 iPads (added students); \$6,000 for 100 Gumdrop cases; \$4,500 for 100 keyboards; \$1,300 for 100 headphones; \$4,797 for 3 Epson Smart Boards; \$1,500 for 3 wireless printers	\$0 - function to be performed by school leader and reform team
Instructional technology equipment	\$40,000 for 22 MacBook Pro @ \$1,818 for teachers to facilitate professional learning, implementation of blended learning		\$35,000 for sustained technology acquisition, to be funded thereafter by GF/GP
ELA Resources	None	\$45,000 annually for leveled classroom libraries Yr. 2. \$156,000 for 300 Node student chair/desks from Steelcase, permitting flexible student grouping and individual work in a modern, blended learning classroom; \$33,500 for classroom library bookshelves and reading centers; yr. 3-4 \$41,500 for 75 Node chair/desks.	\$20,000 in leveled classroom libraries
Furniture and Fixtures	None		None
Teacher Signing and Retention Bonuses	\$90,000 for retention bonuses for teachers and school leaders who sign contracts for 16-17 school year, paid \$1,500 in June, \$1,500 in September 2016.	Yrs. 2-4, \$18,000 for new teacher/leader bonuses in fall 2016, paid \$1,500 in October, \$1,500 in December. \$90,000 in retention bonuses as in pre-op year.	\$60,000 in new teacher/leader and retention bonuses, with Academy resources funding other \$60,000 cost.
Indirect Cost & Misc. Exp	\$25,131	\$26,109 yr. 2, \$49,000 yr. 3 & 4	\$25,131

## **Attachments**

**Attachment A:** Baseline Data (to be uploaded as a separate Excel file into MEGS+)

**Attachment B:** Professional Development Calendar

**Attachment C.1:** School Level Budgets

**Attachments D.1 – D.3:** SIG Funded Position Descriptions

**Attachments E.1- E.6:** Intervention Models

**Attachment F:** SIG Timeline

**Attachment G:** Annual Goals

**Attachment H:** Assurances and Certifications

**Attachment A: Baseline Data Collection**

## SIG Data Requirements

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

### USED SIG Data Requirements

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

Data Group (Office Use Only)	Heading & Description	SY 2014-2015 Baseline Year 1
DG5	<b>Building Code</b>	00899
XXX	<b>School Name</b>	American International Academy
DG4	<b>District Code</b>	82730
XXX	<b>District Name</b>	American International Academy
DG728	<b>School Improvement Status</b>	Priority
DG728	<b>Intervention Used</b> The type of intervention used by the school under the School Improvement Grant (turnaround, restart, evidence-based whole-school reform, early learning intervention, closure, or transformation).	TURN - Turnaround
DG752	<b>Baseline Indicator Status</b> The baseline year is the school year immediately previous to the first year a school implemented one of the intervention models and received SIG funds.	YES
DG729	<b>School Year Minutes</b> <i>If decreased time please explain in DG745 Supplemental.</i>	77700.0
DG745	<b>Increased Learning Time (ILT)</b> Did the school provide for increased learning time from previous year?	YES
DG745	<b>ILT - Longer School Year</b> Did the school provide longer school year for increased learning time?	NO
DG745	<b>ILT - Longer School Day</b> Did the school provide longer school day for increased learning time?	YES
DG745	<b>ILT - Before or After School</b> Did the school provide before or after school for increased learning time?	NO
DG745	<b>ILT - Summer School</b> Did the school provide summer school for increased learning time?	NO
DG745	<b>ILT - Weekend School</b> Did the school provide weekend school for increased learning time?	NO

Data Group (Office Use Only)	Heading & Description	SY 2014-2015 Baseline Year 1
DG745	<b>ILT - Other</b> Did the school provide increased learning time other than longer school year, longer school day, before or after school, summer school, weekend school? <i>If yes, include information about the type of increased learning time in the explanation field in row 40.</i>	NO
DG745 Supplement	<b>Explanation</b> Explanation of other type of increased or decreased learning time. (maximum of 200 characters)	NA
<b>Student Data</b>		
DG731	<b>Student Attendance Rate</b> The count of school days during the regular school year (plus summer, if applicable) students attended school divided by the maximum number of days students could have attended school during the regular school year.	93.00%
XXX	Dropout Rate	1.00%
XXX	Number of Disciplinary Incidents	0
XXX	Number of Students Involved in Disciplinary Incidents	0
XXX	Number of Truant Students	297
<b>High Schools Only Data</b>		
DG732	<b>Advanced Coursework</b> The number of students who complete advanced coursework, such as Advanced Placement, International Baccalaureate classes, or advanced mathematics. Applies to grades 9-12 only.	NA
XXX	International Baccalaureate	NA
XXX	Early College/College Credit	NA
DG733	<b>Dual Enrollment</b> The number of high school students who complete at least one class in a postsecondary institution. Applies to grades 9-12 only.	NA
DG734	<b>Advanced Coursework &amp; Dual Enrollment</b> The number of students who complete advance coursework and complete at least one class in a postsecondary institution. Applies to grades 9-12 only.	NA
XXX	High School Graduation Rate	NA
XXX	<b>College Enromment</b> Number of students enrolled in college from most recent graduating class.	NA
<b>Teacher Data</b>		

<b>Data Group</b> <i>(Office Use Only)</i>	<b>Heading &amp; Description</b>	<b>SY 2014-2015</b> <b>Baseline Year 1</b>	
<b>DG735</b>	<b>Teacher Attendance Rate</b> The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days.	96.00%	

## DG729 - School Year Minutes

The number of minutes that all students were required to be at school and any additional learning time (e.g., before or after school, weekend school, summer school) for which all students had the opportunity to participate.

Description	SY 2014-2015 Year 1
<b>Minutes per Regular Day</b> Number of <u>minutes</u> required <u>for all students</u> per regular day	420
<b>Number of Regular Days of Instruction</b> The number of <u>days</u> required <u>for all students</u> during the normal school year	185
<b>Total Minutes - Regular Day</b>	<b>77,700.0</b>
<b>Minutes Before School per day</b> Number of minutes <u>all student</u> had the opportunity to participate <u>before school</u> each day	0
<b>Number of Before School days</b> Number of days <u>all students</u> had the opportunity to participate <u>before school</u> during the normal school year	0
<b>Total Minutes - Before School</b>	-
<b>Minutes After School per day</b> Number of minutes <u>all students</u> had the opportunity to participate <u>after school</u> each day	0
<b>Number of After School days</b> Number of days <u>all students</u> had the opportunity to participate <u>after school</u> during the normal school year	0
<b>Total Minutes - After School</b>	-
<b>Minutes from weekends per week</b> Number of minutes <u>all students</u> had the opportunity to participate on <u>weekends</u>	0
<b>Number of weekends per year</b> Number of <u>weekends</u> <u>all students</u> had the opportunity to participate during the normal school year	0
<b>Total Minutes - Weekend</b>	-
<b>Minutes per Summer Day</b> Number of minutes <u>all students</u> had the opportunity to participate during <u>summer</u> each day	0
<b>Number of Summer Days</b> Number of days <u>all students</u> had the opportunity to participate during <u>summer</u>	0
<b>Total Minutes - Summer</b>	-

## **Attachment B: Professional Development Calendar**

### August

- 24 – Classroom management/leadership (5 hours)
- 25 – Classroom management/leadership through student engagement (5)
- 26 – Instruction using AIA's blended learning model (5)
- 31 – Blended learning: Math: Dreambox, Front Row, Compass Learning (5)

### September

- 1 – Blended learning: Reading: Achieve 3000, Raz-Kids, iStation, Compass Learning (5)
- 2 – Student engagement strategies in blended learning environment (5)
- 3 – Differentiation through blended learning (5)
- 25 – Classroom management and student engagement (4)
- PLC time (6)

### October

- 14 – Blended learning – using technology to extend learning (3)
- 21 – Blended learning – using technology to extend learning (1.5)
- 28 – Blended learning – using technology to extend learning (1.5)
- PLC time (8)

November Differentiating in a blended learning classroom, using data and technology to extend, personalize learning

- 3 – Differentiation/personalizing learning through technology (4)
- 11 – Differentiation/personalizing learning through technology (2)
- 18 – Differentiation/personalizing learning through technology (2)
- PLC time (6)

### December

- 2 – Extending learning through technology (2)
- 9 – Extending learning through technology (2)
- 16 – Extending learning through technology (2)
- 28 – Classroom management/leadership for new hires/replacements (4)
- 29 – Classroom management/leadership for new hires/replacements (4)
- 30 – Student engagement strategies in blended learning for new hires/replacements (4)
- 31 – Instruction using AIA's blended learning model for new hires/replacements (4)
- PLC time (6)

### January

- 6 – Classroom management/leadership, new teachers (2)
- 13 – Differentiation in blended learning environment, new teachers (2)
- 18 – Applying differentiation strategies, all teachers (8)
- PLC time (8)

February: Newer -- classroom management/leadership, engaging children with blended learning/technology

- 19 – Classroom management/engagement, new teachers (8); veteran TBD based on data & needs
- 24 – TBD based on data & needs, new teachers (2)
- PLC time (6)

March

2 – TBD based on data & needs (2)

16 – TBD based on data & needs (2)

PLC time (6)

April

15 - TBD based on data & needs (8)

PLC time (6)

May

4 – TBD based on data & needs (2)

18 – TBD based on data & needs (2)

PLC time (8)

June

22 – Reflection and resolutions for 2016-17

## Attachment C.1: Preliminary School Level Budget

**NOTE:** Preliminary budgets are for planning and review purposes only. Initial approval of the grant application does not grant explicit approval to all preliminary budget items. Final approval of SIG budget items occurs in the Michigan Electronic Grants System Plus (MEGS+) and is subject to Title I rules of supplement vs. supplant, tests of allowability, and reasonable and necessary expenditures to support the approved reform model. Inclusion of an item in the preliminary budget does not guarantee it will be approved as a line item submitted in MEGS+.

LEAs may apply for School Improvement grants for each individual eligible school building within their jurisdiction. For the purposes of this grant, eligible school buildings are Title I eligible or Title I receiving Priority or Focus schools.

A separate budget and budget detail narrative is required for each building. Please use duplicate pages as necessary. The budget must cover the five-year period of the grant, with each year separate and distinct from the preceding year. Budgets that do not distinguish between the five years of the grant will be considered incomplete and will receive reduced scores accordingly.

There are two options allowed for the five-year grant period. These are detailed below:

### **Option 1:**

- Year 1: Pre-implementation and planning not to exceed \$750,000. These activities comprise the budget for year 1.
- Years 2-4: Full implementation not to exceed \$1.5 million annually. Each year of implementation requires a separate budget.
- Year 5: Sustaining SIG funded reforms not to exceed \$750,000. Sustainable activities comprise the year 5 budget.

### **Option 2:**

- Years 1-3: Full implementation not to exceed \$1.5 million annually. Each year of implementation requires a separate budget.
- Years 4 & 5: Sustaining SIG funded reforms not to exceed \$750,000 annually. Sustainable activities comprise the year 4 and year 5 budgets. Each year of sustainability requires a separate budget.

### **The following general guidelines must be adhered to in creating the school budget:**

- External service provider expenditures should not exceed 30% of the total annual building award.
- Personnel expenditures should not exceed 30% of the total annual building award.
- Technology expenditures should not exceed 20% of the total annual building award.
- Professional development expenditures should not exceed 20% of the total annual building award.

**Use the supplied templates on the following page to complete the school level budget.**

**A budget template for each five-year option is supplied; use the correct form as appropriate.**

**SCHOOL IMPROVEMENT GRANT PRELIMINARY BUDGET FORM**

**INSTRUCTIONS:** The Budget Summary and the Budget Detail must be prepared by or with the cooperation of the Business Office using the School District Accounting Manual (Bulletin 1022). Please complete a School Improvement Grant Preliminary Budget for EACH building. Annual budgets are submitted in MEGS+ for final review and approval by MDE.

**NOTE:** Approval of the preliminary budget in the review process **does not guarantee** all preliminary budget items will be **approved** in the final budget in **MEGS+**.

<b>LEGAL NAME OF DISTRICT APPLICANT:</b> American International Academy	<b>District Code</b> 82730
<b>BUDGET SUMMARY FOR:</b> American International Academy	<b>Building Code:</b> 00899

**OPTION 1: Pre-implementation/Planning in Year 1, full implementation in Years 2-4, and sustaining reforms in Year 5.**

<b>Year 1: Pre-Implementation and Planning (may not exceed \$750,000)</b>								
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
111	Elementary	84,000						
112	Middle/Junior High							
113	High School							
118	Pre-Kindergarten							
119	Summer School							
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services							

## Year 1: Pre-Implementation and Planning (may not exceed \$750,000)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
216	Social Work Services							
221	Improvement of Instruction	89,250	15,750	180,000				
225	Instruction Related Technology			30,000		230,000		
226	Supervision and Direction of Instructional Staff			31,625	6,375			
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement							
241	Office of the Principal	6,000						
249	Other School Administration							
250	Support Services Business							
257	Internal Services							
266	Security Services							
271	Pupil Transportation Services							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities	24,650	4,350					
	<b>SUBTOTAL</b>	<b>203,900</b>	<b>20,100</b>	<b>241,625</b>	<b>6,375</b>	<b>230,000</b>		<b>702,000</b>
	Indirect Costs 1.82 % Restricted Rate							12,776
	<b>TOTAL</b>							<b>714,776</b>

## Year 2: Full Implementation (may not exceed \$1,500,000)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
111	Elementary	130,985	11,055		44,187	126,965		
112	Middle/Junior High	64,515	5,445		21,767	62,535		
113	High School							
118	Pre-Kindergarten							
119	Summer School							
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services							
216	Social Work Services							
221	Improvement of Instruction	74418	13,132	318,000				
225	Instruction Related Technology					422,600		
226	Supervision and Direction of Instructional Staff	74,418	13,132					
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement							
241	Office of the Principal	6,000						
249	Other School Administration							
250	Support Services Business							
257	Internal Services							

**Year 2: Full Implementation (may not exceed \$1,500,000)**

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
266	Security Services							
271	Pupil Transportation Services							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities	50,779	8,961					
	<b>SUBTOTAL</b>	<b>401,115</b>	<b>51,725</b>	<b>318,000</b>	<b>65,954</b>	<b>632,100</b>		<b>1,468,894</b>
	Indirect Costs 1.82 % Restricted Rate							6,106
	<b>TOTAL</b>							<b>1,475,000</b>

## Year 3: Full Implementation (may not exceed \$1,500,000)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
111	Elementary	163,648	16,583		44,187	27,805		
112	Middle/Junior High	80,602	8,167		21,767	13,965		
113	High School							
118	Pre-Kindergarten							
119	Summer School							
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services							
216	Social Work Services							
221	Improvement of Instruction	76,650	13,526	415,000				
225	Instruction Related Technology					202,269		
226	Supervision and Direction of Instructional Staff	76,650	13,526					
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement							
241	Office of the Principal	6,000						
249	Other School Administration							
250	Support Services Business							
257	Internal Services							

### Year 3: Full Implementation (may not exceed \$1,500,000)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
266	Security Services							
271	Pupil Transportation Services							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities	52,302	9,230					
	<b>SUBTOTAL</b>	<b>455,852</b>	<b>61,122</b>	<b>415,000</b>	<b>65,954</b>	<b>243,769</b>		<b>1,241,697</b>
	Indirect Costs 1.82 % Restricted Rate							22,599
	<b>TOTAL</b>							<b>1,264,296</b>

## Year 4: Full Implementation (may not exceed \$1,500,000)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
111	Elementary	163,648	16,583		44,187	27,805		
112	Middle/Junior High	80,602	8,167		21,767	13,965		
113	High School							
118	Pre-Kindergarten							
119	Summer School							
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services							
216	Social Work Services							
221	Improvement of Instruction	76,650	13,526	415,000				
225	Instruction Related Technology					190,294		
226	Supervision and Direction of Instructional Staff	76,650	13,526					
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement							
241	Office of the Principal	6,000						
249	Other School Administration							
250	Support Services Business							
257	Internal Services							

### Year 4: Full Implementation (may not exceed \$1,500,000)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
266	Security Services							
271	Pupil Transportation Services							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities	53,871	9,507					
	<b>SUBTOTAL</b>	<b>457,421</b>	<b>61,309</b>	<b>415,000</b>	<b>65,954</b>	<b>232,064</b>		<b>1,231,748</b>
	Indirect Costs 1.82% Restricted Rate							22,417
	<b>TOTAL</b>							<b>1,254,165</b>

## Year 5: Sustaining Reforms (may not exceed \$750,000)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
111	Elementary	40,200			20,419			
112	Middle/Junior High				10,056			
113	High School							
118	Pre-Kindergarten							
119	Summer School							
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services							
216	Social Work Services							
221	Improvement of Instruction	81,318	14,350	120,000				
225	Instruction Related Technology					35,000		
226	Supervision and Direction of Instructional Staff	81,318	14,350					
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement							
241	Office of the Principal							
249	Other School Administration							
250	Support Services Business							
257	Internal Services							

## Year 5: Sustaining Reforms (may not exceed \$750,000)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
266	Security Services							
271	Pupil Transportation Services							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities	27,710	4,890					
	<b>SUBTOTAL</b>	<b>230,546</b>	<b>33,590</b>	<b>120,000</b>	<b>30,475</b>	<b>35,000</b>		<b>449,611</b>
	Indirect Costs 1.82 % Restricted Rate							8,183
	<b>TOTAL</b>							<b>457,794</b>

## **Attachment E.2: Turnaround Model**

### **1. Replace the principal.**

The Academy replaced the school leader prior to the start of the 2014-15 school year, consistent with the turnaround model. The newschool leader is a respected, professional educational leader specializing in turnaround projects with low performing urban schools. The Board found him to have a demonstrated history of cultivating a positive school culture and successfully providing leadership to students, school faculty, and community partners. Further, he is skilled in developing school-wide initiatives, implementing blended learning technological programs, and building highly motivated teams focused on achieving a school's mission.

Since joining the Academy, the school leader and school support team have identified and focused on early wins with big payoffs, and “big ideas:” differentiated instruction, professional learning and growth through PLCs, and positive climate and culture supporting improved academic achievement.

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

In addition to replacing leadership, the school support team and school leader worked collaboratively to adopt a teacher and leader evaluation system to measure the effectiveness of school staff. As part of its due diligence process, the team surveyed teachers to gather feedback on evaluation tools and frameworks. As a result of the survey and team discussion, the school support team selected Charlotte Danielson’s Framework for Teaching as its evaluation instrument for teachers, and a modified, aligned framework for school leaders. The Academy believes that evaluation is properly just a part of a continuum of feedback, coaching, professional development, and continuous improvement efforts. The goal of evaluation is continuous improvement through the generation of greater understanding, by all involved parties, of what constitutes highly effective instructional practice, and the evaluated educator’s present level of performance against same. The evaluation is always a formative tool for continuous improvement, not simply a summative judgment.

The Academy’s system uses four effectiveness labels to differentiate performance, in line with State requirements: highly effective, effective, minimally effective, and ineffective. By a strict reading of the rubric language, “highly effective” is a place teachers visit, not live. In the Academy’s view, the system’s definition of “effective” describes a high level of teacher performance. The system incorporates student learning growth data as 25% of its total possible score.

The Academy has fully embraced the Framework as a basis for discussions about teaching and learning, and has incorporated and instilled the Framework throughout its turnaround efforts. The Framework and student data were used in the 2014-15 school year to screen and retain less than half of the instructional staff, and as a reference tool when identifying, evaluating, and selecting new teachers. **One local competency** added to the evaluation Framework in 2015-16 is the teacher’s technology skills, which must grow throughout the year. The Academy will evaluate teacher use of technology against the SAMR model (substitution, augmentation, modification, redefinition). **Another locally adopted competency** is a positive, joyous attitude in relating to children and adults. The Academy incorporates this into its evaluation framework, with the goal the maintenance of positive outlooks and affects for our children.

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

In the Academy’s view, turning over staff is not in itself an improvement strategy, and replacing 50% or more of teachers should be done rarely and only when circumstances merit. The Academy selected the turnaround model and replaced more than half of its teachers to break a caustic organizational climate and a culture of low expectations for student achievement and conduct, and to recruit and retain replacements who were sincerely interested in the Academy’s developing blended learning instructional model.

#### **4. Select new staff.**

New teachers were selected through a multi-step process that involved the school leader, assistant school leader, teachers, and other instructional staff. In addition to aligning criteria to the Framework and seeking candidates interested in technology and blended learning, prospective teachers were required to have successful experience in urban education or a willingness to learn, and a unwavering commitment to positive, productive relationships with children.

#### **5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.**

To attract and retain staff, the Academy has implemented financial incentives, promotion and career advancement opportunities, and some flexibility in working rules and conditions. We are committed to rewarding our best teachers. Effective and highly effective teachers and leaders returning to the Academy will receive a bonus of \$3,000. In addition, staff meeting clearly defined objectives (e.g. improved teaching practice, classroom and standardized assessment improvement) receive 1) a financial reward of 5% salary increase the next year; and 2) \$300 in conference and travel reimbursement and two days release time for PD (flexibility); both are one year only and do not roll forward to subsequent years. However, teachers meeting criteria two consecutive years are promoted to lead teacher (promotion and career advancement) and receive 1) 15% salary increase; and 2) continuation of PD benefit above (reimbursement is \$500 if taken on non-school days); these benefits are permanent.

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

As discussed above, replacing teachers in itself is not an improvement strategy. All teachers have the potential to grow, and far too many charter schools pin their hopes on finding “better” teachers. In our experience, high-performing, high capacity teachers are not to be found, but to be developed – and our focus is on growing teacher skills to deliver better instruction and provide improved support to our children through a supportive, aligned, individualized system of professional development and coaching.

Prior to the start of the 2015-16 school year, teachers will receive professional development in priority “Big Idea” areas, including differentiation, classroom management and leadership, utilization of instructional technology, and blended learning. The Academy believes and research supports that for teachers to learn effectively and deeply, learning systems must involve on the job-embedded components. At present the school leader, assistant school leader, and a dedicated instructional coach provide instructional coaching in classrooms. Instructional coaching includes modeling, providing feedback, co-teaching, participation in PLCs, and traditional whole group and small group instruction. However, given the needs of our instructional staff and their passion to learn and improve – and they are passionate – our capacity at present is inadequate. Using grant resources to expand coaching services in classrooms is among the promises of the grant that most excites our Team.

#### **7. Adopt a new governance structure.**

In addition to committing to ongoing staff development, the Academy changed its governance structure considerably. Prior to engaging in its turnaround, the Academy was managed by a full-service management company. Due to poor support and low student achievement, the Academy Board terminated its contract with this company in favor of self-management. The new structure involves a nonprofit staff leasing and human resources provider, CAO/school leader, and a business office. The Board has empowered the school leader with the responsibility to develop and implement the school's educational program and reform plan in pursuit of the school and authorizer's educational goals. This new model of self-management for the school reflects a new way for the Academy to make decisions and share information, and removed barriers to reform implementation.

## **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.**

The Academy utilized multiple data sources (e.g. Mi School Data, BAA scorecard, Performance Series, MEAP) to 1) understand the school's priority school designation and causes therefore, 2) realize the strengths and weaknesses in the existing program, 3) select research based, aligned instructional programs, and 4) ensure each student's instructional needs were being met in a vertically-aligned, coherent instructional program. The Academy's school support team was augmented by experts working with the school from Wayne RESA, Michigan State University and The Institute for Educational Excellence to disaggregate data by subject, grade and subgroups. After identifying and prioritizing underlying causes of low student performance the Academy developed an educational plan to help raise student achievement.

In line with Maslow's Hierarchy of Needs (revised), the Academy believes that in order for a student to learn, social and emotional needs must be met. Students need to believe in themselves as competent learners and need to feel valued and cared for in the school community. In an urban school, student's social and emotional needs may not be met outside the school walls. Teachers must assist students in acquiring the skills to become competent learners and to feel valued and cared for in the school community. Good instructional practice is interdependent with caring and trustful relationships among students and teachers. The Academy's program stresses relevant pedagogy that avoids stereotypes, uses ability grouping sparingly and flexibly, and prepares inclusive learning environments. The Academy focuses on providing a developmentally-appropriate education that recognizes and honors the fact that all humans go through the same basic stages of development but progress at different paces.

The Academy's research-based, balanced literacy approach incorporates reading, writing, listening and speaking into all parts of instruction. The Academy uses Wallace Howard's Making Great Readers program in kindergarten through second grades. The program uses guided reading to 1) provides students the opportunity to develop as individual readers while participating in a socially-supported activity, 2) gives teachers the opportunity to observe individuals processing new texts, 3) provides individual readers the opportunity to develop reading strategies in order to read increasingly difficult texts independently, 4) presents students with enjoyable, successful experiences in reading for meaning, 5) develop the abilities needed for independent reading, and 6) assists students in learning how to use independent reading strategies successfully

In addition, kindergarten and first grade students engage in writing across the curriculum. The Academy designates a block of time every day that is devoted to engaging students to write for a variety of purposes. During the writing and ELA blocked time, students engage in utilizing the writing process of prewriting, drafting, revising, editing and publishing. Teachers use aspects of Writer's Workshop and/or the 6+1 Trait Writing Model to create rubrics and evaluate student writing. The models incorporate the traits into cross-curricular writing instruction and help students refine writing abilities by examining the traits of good writers. These traits include ideas, organization, word choice, sentence fluency, voice, conventions and presentation. Grammar and punctuation instruction are embedded and evaluated through these programs.

Mathematics instruction also uses a balanced approach. The Academy employs the Everyday Mathematics texts which are recognized by the U.S. Department of Education's What Works Clearinghouse (WWC) as having potentially positive effects on mathematics achievement for elementary students. The program incorporates the teaching of mathematical concepts, operations, computing, reasoning, problem-solving, strategic thinking, and engagement in mathematics through real-world connections. Mathematics instruction is delivered individually, in pairs, whole group or small guided groups.

Using Everyday Mathematics, elementary teachers find fun, practical ways to teach students the application of math concepts. According to the WWC report, "the distinguishing features of Everyday Mathematics are its focus on real-life problem solving, student communication of

mathematical thinking, and appropriate use of technology. This curriculum resource also emphasizes balancing different types of instruction, using various methods for skills practice, and fostering parent involvement in student learning." Although Everyday Math is an exceptional tool utilized in the classroom, teachers understand that it is only a resource to be used to teach the standards.

The Academy uses student data on an ongoing basis to inform and differentiate instruction to meet student needs. To maintain a successful, balanced literacy environment, teachers continuously assess and monitor student progress. Students are assessed frequently throughout the year using a variety of literacy assessments which enables teachers to plan appropriate literacy instruction for each student based on progress. The Academy utilizes a series of literacy assessments such as the Developmental Reading Assessment (DRA) and the PST to identify specific areas of strengths and weaknesses at the individual or classroom level.

The writing program incorporates a series of rubrics teachers and students use as students' progress through the developmental stages of writing. Utilizing a balanced approach to literacy instruction enables teachers to reach and teach students based upon individual ability as a reader and writer as well as stretch students in a comfortable intensity zone to become fluent in reading and writing.

The Academy also utilizes computer-adaptive programs to provide support for core instruction and the school wide Response to Intervention (RTI) program. To support daily classroom instruction, these programs such as RAZKids, A-to-Z, IXL and Compass Learning Odyssey provides students with weekly practice on mathematics, science and reading standards. This strategy aligns with best practice identified in Classroom Instruction that Works (Marzano, 2001) which states "practice is essential to student learning to perform new skills and process quickly and accurately."

Computer-adaptive intervention programs provide students with a high quality RTI program. With the RTI program, individual learning objectives are identified and teachers monitor progress toward the goals. The Academy's tiered system of support is structured around best practices in pedagogy. The first tier is the delivery of core instruction within the general education classroom which focuses on improving core instruction for all students. The second tier is targeted and focused instruction based on individual needs as identified through data analysis. Tier II instruction, supported by various instructional staff and computer-adaptive programs, focuses on remediating, reinforcing and enriching student learning. Tier III is individualized learning and reserved for students not demonstrating progress during the first two tiers of instruction. As students progress through the tiers, additional objectives are provided to meet the individual needs of the student. This approach is implemented to assure academic growth with all students.

Based on assessment data, appropriate placements provide extended learning opportunities and more challenging work for advanced students. Students who require remediation are given respectful tasks to address learning gaps. According to the school's scorecard the gaps are in reading, math, science, social studies and writing. The gap in literacy deficiency is a factor that affects all other subject areas at the Academy. To close learning gaps, instruction focuses on accommodating differences in learning styles, learning modalities or types of intelligences.

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

The Academy uses multiple assessments at regular intervals to determine student progress on key mathematics and reading learning outcomes. The Academy uses a standards-based curriculum aligned to Grade Level Content Expectations (GLCE) in Science and Social Studies, and Common Core State Standards (CCSS) in mathematics and English language arts. Teachers are provided a curriculum binder that identifies:

1. what to teach (grade level standards)
2. when to teach (a pacing guide is provided in the binder)
3. what to teach with (teachers understand that the book is not the curriculum and can use various resources to teach the standard)

In 2015-16 the school will incorporate the Kent County Collaborative Curriculum in Curriculum Crafter. Training and professional development will begin in the summer of 2015 and continued job-embedded support will continue throughout the school year.

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

The Academy extended its school day and increased learning time by thirty (30) minutes as a result of its priority designation, and that will be continued into 2015-16. The Academy's school day schedule will be 7:30 a.m. to 3:30 p.m., providing 7.5 hours of instructional time, given the 30 minute lunch period.

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

American International Academy will provide student support by providing training for the staff on implementing a school wide character enrichment program, Capturing Kids Hearts. The program is divided into two components and is grade level specific. Keystone (K-5 grades) instills and reinforces important principles that enhance character and decrease discipline. Teen Leadership (6-12) focuses on building personal responsibility and leadership skill through role-play, group activities speeches and projects. This school wide program will begin for the 2015-16 school year. Students will also participate in the nationally- recognized bully prevention program (The Bully Project), where they will develop empathy and skills to recognize situations where bullying to occurring.

Many of the families at American International Academy struggle with meeting the daily basic needs of sufficient food, appropriate school clothing, school supplies and access to community resources to fulfill these needs. American International Academy will partner with Gleaners Food Bank to provide perishable and non-perishable food items to our families on a monthly basis. The school will develop a school closet that will supply supplemental school uniforms, personal hygiene supplies and school supplies to our families at no cost to them. Starfish Family Service has in the past been a reliable agency to the school and our families. Collaborative working relationship with this agency will continue to provide vital community resources to the families within the school.

Students at the academy will have the opportunity to be involved in numerous after-school and extra-curricular activities. These activities will keep the students engaged in the school's climate and culture of "Love, Laugh, and Learn" after school hours and help build great relationships between teacher, parent, and students. Students will be able to choose from sport activities (basketball and cheer leading), enrichment programs (tutoring, Sign Language, Mime, Dance and Linguistics.)

In addition to research-based instructional strategies, the Academy integrates character education throughout the curriculum. The use of character development strategies supports the effort of integrating the power of making personal decisions on what happens throughout the school and in classroom instruction. Students with behavioral challenges have several opportunities to correct the behavior. Students have an initial counseling session with support staff to complete a reflection sheet, assess needs, and devise a corrective action plan. Students are filtered into a three-track process. The less severe behavior or minor concerns continue to receive counseling with the support staff. Students who continue to have problems receive support through a group setting (e.g., anger management and social skills building). Students with more severe and or reoccurring behavior problems are given a Personalized Exploration Plan (PEP) utilizing a variety of strategies and resources.

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

N/A

## Attachment F: SIG Timeline

School Improvement Grant Application

Year One (2015-16)

Preoperational

SIG Corr/Data Coach	Preoperational Activities	Responsible party(ies)	Due date
Identify & Retain	Identify key skills needed	Principal, personnel director	done
	Develop position description	Personnel director	done
	Consider internal candidates	Principal & Personnel Director	done
	Post position externally	Personnel director	8/30/15
	Recruitment efforts - industry contacts, etc.	Principal & Personnel Director	Ongoing
	Evaluate & interview applicants-initial	Principal & Personnel Director	9/20/15
	Evaluate & interview applicants-second	Principal & Personnel Director	9/30/15
	(A) Continue to look (B) Choose and retain one applicant		
	If (B) offer contingent on grant approval, retain	Personnel Director	10/3/15
	If (A) repost and continue to look		10/3/15
Prepare data	Compile summative data for prior three years; 14-15 student assessments work samples;	Principal	10/31/15
Readiness	Develop list of position needs, e.g. office space, technology, programs	Principal & Personnel Director	10/31/15
Start date	--	--	10/31/15
<b>Family Liaison</b>	<b>Preoperational Activities</b>	<b>Responsible party(ies)</b>	<b>Due date</b>
Identify & Retain	Identify key skills needed	Principal, personnel director	10/31/15
	Develop position description	Personnel director	Done
	Consider internal candidates	Principal & Personnel Director	Done
	Post position externally	Personnel director	9/30/15
	Recruitment efforts - industry contacts, etc.	Principal & Personnel Director	Ongoing
	Evaluate & interview applicants-initial	Principal & Personnel Director	10/20/15
	Evaluate & interview applicants-second	Principal & Personnel Director	10/30/15
	(A) Continue to look (B) Choose and retain one applicant		

	If (B) offer contingent on grant approval, retain	Personnel Director	11/3/15
	If (A) repost and continue to look		11/3/15
Readiness	Develop list of position needs, e.g. office space, technology, programs	Principal & Personnel Director	11/30/15
Start date	--	--	11/30/15
<b>ESP Vetting</b>	<b>Preoperational Activities</b>	<b>Responsible party(ies)</b>	<b>Due date</b>
Research and Review	Determine needs	Reform Team	Done
	Develop RFP	Reform Team	8/31/15
	Issue to all approved vendors	Principal	9/4/15
	Deadline for responses	n/a	9/25/15
	Interviews	Reform Team	10/5-10/15/15
Selection	Select top 2-3	Reform Team	10/16/15
	Due diligence	Reform Team	10/19-10/30/15
	Second interview	School support team	11/2-11/5/15
	Contract Development	Principal and attorney	11/6-11/12/15
Start of contract	Recommend and approval by Board	Reform Team & Board	11/19/15
	Contract begins	School leader	2/1/16
<b>Network Development</b>	<b>Preoperational Activities</b>	<b>Responsible party(ies)</b>	<b>Due date</b>
RFP	Develop RFP for equipment and installation based on current configuration and needs	School leader supported by 3 <sup>rd</sup> party, non-bidding vendor, tech staff	11/13/15
	Issue RFP	School leader, tech staff	11/18/15
	Deadline for RFP response		1/4/16
	Interviews	School leader, tech staff	1/20/16
	Scoring and Decision	School leader, tech staff	1/25/16

Contract	Develop contract	School leader, tech staff, attorney	2/13/16
	Recommendation and approval	School leader, Board	2/18/16
Work	Project start date	Tech staff	3/1/16
	Project end date	Tech staff	5/30/16

<b>Professional Development</b>	<b>Preoperational Activities</b>	<b>Responsible party(ies)</b>	<b>Due date</b>
Schedule	Develop PD schedule for 2015-16	School leader	Done
	Identify external partners as needed	School leader	8/30/15
	Contract as necessary with partners	School leader	Various
	Seek feedback on PD session	School leader	Ongoing with each session
<b>Instructional Tech Coach</b>	<b>Preoperational Activities</b>	<b>Responsible party(ies)</b>	<b>Due date</b>
Identify & Retain	Identify key skills needed	Principal, personnel director	Done
	Develop position description	Personnel director	Done
	Consider internal candidates	Principal & Personnel Director	Done
	Post position externally	Personnel director	8/30/15
	Recruitment efforts - industry contacts, etc.	Principal & Personnel Director	Ongoing
	Evaluate & interview applicants-initial	Principal & Personnel Director	9/20/15
	Evaluate & interview applicants-second	Principal & Personnel Director	9/30/15
	(A) Continue to look (B) Choose and retain one applicant		
	If (B) offer contingent on grant approval, retain If (A) repost and continue to look	Personnel Director	10/3/15 10/3/15

Readiness	Develop list of position needs, e.g. office space, technology, programs	Principal & Personnel Director	10/15/15
Start date	--	--	10/15/15
<b>Evaluator</b>	<b>Preoperational Activities</b>	<b>Responsible party(ies)</b>	<b>Due date</b>
Identify & Retain	Identify key skills needed	Principal, personnel director	10/31/15
	Post position externally	Personnel director	10/31/15
	Recruitment efforts - industry contacts, etc.	Principal & Personnel Director	Ongoing
	Evaluate & interview applicants-initial	Principal & Personnel Director	11/20/15
	Evaluate & interview applicants-second	Principal & Personnel Director	11/30/15
	(A) Continue to look		
	(B) Choose and retain one applicant		
	If (B) offer contingent on grant approval, retain	Personnel Director	12/3/15
	If (A) repost and continue to look		12/3/15
Start date	--	--	1/4/16
<b>Equipment Purchases</b>	<b>Preoperational Activities</b>	<b>Responsible party(ies)</b>	<b>Due date</b>
	Purchase 22 MacBook Pro laptops	Tech staff, business office	10/31/15
<b>Year 2-4 (2016/17-18/19)</b>			
Network	Assess network, identify additional needs, issue RFP(s) as necessary, vet, contract	Tech staff, school leader	7/15/16; 7/15/17; 7/15/18
	Commence work	Tech staff	7/20/16; 7/20/17; 7/20/18
	Work completed	Tech staff	8/15/16; 8/15/17; 8/15/18
Purchase Equipment	Furniture – RFP, vet, contract	School leader, business office	7/15/16; 7/15/17; 7/15/18
	iPads, technology, apps, programs, smartboards, computers	Tech staff, business office	7/1/16; 7/1/17; 7/1/18
	Installation furniture and computers completed	School leader, business office, tech staff	8/15/16; 8/15/17; 8/15/18

	Books & ELA resources	School leader	7/15/16; 7/15/17; 7/15/18
Evaluator	Reports	Evaluator, school leader	12/201x, 3/201x, 6/201x
ESP	Evaluation, retention replacement	Reform team, Board	5/30/201x

**Year 5, 2019-20;  
Sustaining**

SIG Coordinator, Instructional tech coach	Budget for 50% of cost	School leader, business office	6/30/19
Apps, instructional tech	Budget for 50% of cost	School leader, business office	6/30/19
Purchase Equipment	Technology	Tech staff, business office	7/1/19
	Books & ELA resources	School leader	7/15/16; 7/15/17; 7/15/18

## Attachment G: Annual Goals

Insert annual goals here. A template is provided for your reference.

	<b>Current Proficiency Rate 2014-15</b>	<b>Goal for 2015-2016</b>	<b>Goal for 2016-2017</b>	<b>Goal for 2017-2018</b>	<b>Goal for 2018-19</b>	<b>Goal for 2019-20</b>
<b>Reading</b>	M-STEP base	M-STEP Base + 6.53%	+6.53%	+6.53%	+6.53%	+6.53%
<b>Mathematics</b>	M-STEP base	M-STEP Base + 8.65%	+8.65%	+8.65%	+8.65%	+8.65%
<b>Writing</b>	M-STEP base	M-STEP Base + 5.56%	+5.56%	+5.56%	+5.56%	+5.56%
<b>Additional area: Social Studies</b>	M-STEP base	M-STEP Base + 7.11%	+7.11%	+7.11%	+7.11%	+7.11%
<b>Additional area: Science</b>	M-STEP base	M-STEP Base + 7.9%	+7.9%	+7.9%	+7.9%	+7.9%

## **Attachment H: ASSURANCES AND CERTIFICATIONS**

**INSTRUCTIONS:** *Please review the assurances and certification statements that are listed below. Signatures on the\* application cover sheet indicate the applicant entity has read, understand, and agrees to the assurances and certifications herein.*

### **SPECIFIC PROGRAM ASSURANCES**

The following provisions are understood by the recipients of the grants should it be awarded:

1. The LEA will use its School Improvement Grant to implement fully and effectively an intervention in priority and focus school, which the LEA commits to serve consistent with the final requirements.
2. The LEA will 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 Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
3. The LEA will report to the MDE the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
4. The LEA will ensure that each priority and focus school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
5. The grant award is approved and is not assignable to a third party without specific approval. 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.
6. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
7. Payments made under the provision of this grant are subject to audit by the grantor.
8. If the recipient implements a restart model in an eligible 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.
9. 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.
10. 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.

### **CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS**

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

### **CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS**

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its

principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. **OG-4929**

**ASSURANCE WITH P.L. 111-117 OF THE U.S. DEPARTMENT OF EDUCATION OMNIBUS APROPRIATION ACT OF 2010**

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

**ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT**

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

**CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS**

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

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

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

**PARTICIPATION OF NONPUBLIC SCHOOLS**

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

**ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS**

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

**ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS**

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

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

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be

subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

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

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

**CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)**

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

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

**AUDIT REQUIREMENTS**

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

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

**ASSURANCE AGAINST TRAFFICKING IN PERSONS**

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

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

**ASSURANCE REGARDING THE PROHIBITION OF TEXT MESSAGING AND EMAILING WHILE DRIVING DURING OFFICIAL FEDERAL GRANT BUSINESS**

The applicant assures that it prohibits text messaging and emailing while driving during official grant business. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

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

**CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS**

The applicant or grant recipient certifies it will meet the requirement for supplying a Data Universal Numbering systems (DUNS) number. As a condition of a sub recipient of a federal grant award, you must supply a DUNS number to the MDE. No entity may receive a federal sub award without a DUNS number.

The MDE will not make a sub award to an entity unless that entity has provided its DUNS number.

**ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS**

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

**IN ADDITION:**

This project/program will not supplant nor duplicate an existing School Improvement Plan. In the case of priority schools already implementing a state approve reform/redesign plan, the grant will be used to supplement, expand, or otherwise substantially increase the efforts and work of the selected reform model. Grant funds shall not be used for a reform model that has not been approved by the Michigan Department of Education.