

LEA Application
Michigan SIG Cohort V
APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS (SIG)

LEA Information

Legal Name of LEA Applicant: Detroit Public Schools Community District

District Code: 82015

Applicant's Mailing Address: 14th Floor, 3011 West Grand Blvd., Detroit, MI 48202

LEA Contact for the School Improvement Grant

Name: Alycia Meriweather

Position and Office: Interim Superintendent

Contact's Mailing Address: 14th Floor, 3011 West Grand Blvd., Detroit, MI 48202

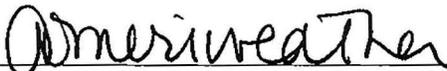
Telephone: (313) 870-3772

Fax: (313) 870-3726

Email address: alycia.meriweather@detroitk12.org

Alycia Meriweather, Interim Superintendent
LEA School Superintendent/Director (Printed Name)

(313) 870-3772
Telephone


Signature of the LEA School Superintendent/Director

7/14/16
Date

Judge Steven J. Rhodes, Transition Manager
LEA School Board President (Printed Name)

(313) 870-3772
Telephone


Signature of the LEA Board President/Transition Manager

July 14, 2016
Date

Union Representation is signed on the building level
Applications

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

ASSURANCES AND CERTIFICATION: 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 **Attachment G**, 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.

LEA Application Schools to be Served

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

The LEA must identify each Eligible school the LEA commits to serve and identify the model that the LEA will use in each Eligible school. Detailed descriptions of the requirements for each intervention are in attachments B.1 – B.6

An LEA in which one or more priority schools are located must serve all of these schools before it may serve one or more focus schools.

Note: Weight will be given to applicant schools that:

- have not previously received a SIG award
- are identified as priority
- choose the transformation, turnaround, whole-school reform, or early learning models
- are facing a documented public health or environmental emergency

SCHOOL NAME	NCES ID #	PRIORITY (check)	FOCUS (check - if applicable)	INTERVENTION MODEL
Cody Detroit Institute of Technolgy College Prep High School	00022	X		Whole-School Reform
Detroit Collegiate Preparatory Academy at Northwestern	02778	X		Turnaround
Earhart Elementary/Middle School	00860	X		Transformation
Osborn Collegiate Academy of Mathematics, Science and Technology	00032	X		Turnaround

Overview of Application Requirements

- DO NOT RESPOND HERE -

1. **Analysis of Need: (Section B, Question 1)** For each priority and focus school that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, based on a needs analysis that, among other things, analyzes the needs identified by families and the community, and selected interventions for each school aligned to the needs each school has identified.
2. **Family and Community Input: (Section B, Question 1.b)** For each priority and focus school that the LEA commits to serve, the LEA must demonstrate that it has taken into consideration family and community input in selecting the intervention.
3. **Intervention Plan: (Section B, Question 3)** The LEA must describe actions it has taken, or will take, to design and implement a plan consistent with the final requirements of the turnaround model, restart model, school closure, transformation model, evidence-based whole school reform model, early learning model, or state-determined model.
4. **Capacity to Provide Adequate Resources: (Section A, Question 1)** The LEA must describe actions it has taken, or will take, to determine its capacity to provide adequate resources and related support each priority and focus school, identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected on the first day of the first school year of full implementation.
5. **External Service Provider Selection: (Section B, Question 5)** The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality, and regularly review and hold accountable such providers for their performance.
6. **Resource Profile: (Section B, Question 4)** The LEA must describe actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention.
7. **LEA Actions to Support the Intervention Model: (Section A, Question 1)** The LEA (district/central office) must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively.
8. **LEA Oversight of SIG Implementation: (Section A, Question 2)** The LEA must describe how it will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve.
9. **Family and Community Engagement: (Section B, Question 3.e)** The LEA must describe how it will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.
10. **Sustaining Reforms: (Section B, Question 9)** The LEA must describe how it will sustain the reforms after the funding period ends.

11. **Reform Model Implementation: (Section B, Question 3, Attachment B)** The LEA must describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.
12. **Annual Goals:** The LEA must describe how it will monitor each priority and focus school, that receives school improvement funds including by
 - a. Establishing annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics **(Section B, Question 8)**
 - b. Measuring progress on the leading indicators from attachment A, Baseline Data. **(Section A, Question 3)**
13. **Charter School and External Service Provider Accountability: (Section A, Questions 4 and 5)** An LEA must hold the charter school operator, CMO, EMO, or other external provider accountable for meeting these requirements, if applicable.
14. **Pre-Implementation Activities: (Section B, Question 3, Attachments B and D)** An LEA that intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible school, the LEA must include a description of the activities, the timeline for implementing those activities, and a description of how those activities will lead to successful implementation of the selected intervention.
15. **Rural LEA Model Modification: (Section B, Question 3.d)** For an LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) that chooses to modify one element of the turnaround or transformation model, the LEA must describe how it will meet the intent and purpose of that element.
16. **Evidence-Based, Whole-School Reform Model: (Section B, Question 3, Attachment B.4)** For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools, the LEA must describe how it will
 - a. Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and
 - b. Partner with a whole school reform model developer, as defined in the SIG requirements.
17. **Restart Model: (Section B, Question 3, Attachment B.5)** For an LEA that applies to implement the restart model in one or more eligible schools, the LEA must describe the rigorous review process (as described in the final requirements) it has conducted or will conduct of the charter school operator, CMO, or EMO that it has selected or will select to operate or manage the school or schools.
18. **Implementation Timeline: (Section B, Question 7, Attachment D)** the LEA must include a timeline delineating the steps it will take to implement the selected intervention in each school identified in the LEA’s application.

Section A

District/Central Office Level Responses

1. Actions to Support the Intervention Model:

- The LEA (district/central office) must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively
- Describe how the district/building's human resources will be more involved in intentional hiring of the best staff possible to implement the grant and build capacity
- Describe how community resources will be aligned to facilitate implementation of the selected intervention
- If the applicant is a priority school, how does this align with and support the existing state reform/redesign plan? **(maximum length 2 pages)**

Detroit Collegiate Preparatory Academy at Northwestern and Osborn Collegiate Academy of Mathematics, Science and Technology will implement the Turnaround Model. Earhart Elementary-Middle School will use Transformation Model. Cody-Detroit Institute of Technology College Prep High School will implement the Whole School Reform Model.

Detroit Public Schools Community District (DPSCD) has implemented several measures to fully and effectively support each intervention model. The district has adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs. The district currently uses the Charlotte Danielson framework for teacher evaluation. Administrators and instructional specialists perform classroom walk-throughs regularly and feedback is given immediately. Instructional specialists work closely with teachers who need support to build capacity. They are able to co-plan, co-teach and reflect on lessons. The network staff from central office has been assigned schools to support in each of the core content areas. Each SIG school will have a direct contact person from the network to support the goal of increasing teacher effectiveness.

Human resources will be involved in the intentional hiring of staff by vetting candidates to develop an eligibility pool for all positions. Each school is then provided a copy of the eligibility list from which to select candidates to interview for various positions. The school teams will conduct interviews following guidelines that have been established by human resources.

Two of the applying schools will implement the Turnaround Model and will screen and rehire no more than 50 percent of the existing staff. The district will support this by working with unions to negotiate contract language to that

effect. Currently, in SIG schools, principals have autonomy in the selection of new staff. This process will continue with Cohort V. A member of the network staff will support the selection of new staff by participating in interviews. The district will work with school level teams to develop strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.

The central office network staff is continuously providing ongoing, high-quality, job embedded professional development aligned with instructional program and designed with school staff. Classroom observations are conducted and professional development needs are determined based on observations and achievement data. Network specialists work closely with building specialists to plan and implement professional development.

The DPS governance structure includes a Network Leader who reports to the Superintendent. The same Network Leader will support all the SIG schools. Current school data will be used 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. Each school team will work collaboratively with a central office/network representative to identify the instructional program.

Each school will continuously use student data to inform and differentiate instruction. Each network is staffed with 2 Professional Learning Community Facilitators who will support the school's development and implementation of Professional Learning Communities. The facilitators will assist schools in analyzing data for the purpose of improving instruction and achievement. Schools will select from 2 options: extending the day or the year to provide increased learning time.

Community resources will be aligned to facilitate implementation of the intervention by regular collaborative meetings with all partners. District representation will be present to ensure that support does not overlap and will monitor activities regularly for effectiveness.

All SIG V schools are currently priority schools. The School Improvement Grant is directly aligned to the schools' current reform/redesign plans. Both plans require extended learning time, teacher collaboration, professional development, operational flexibility, and parent and community engagement.

2. **Oversight of SIG Implementation:** The LEA (district/central office) must describe how it will provide effective oversight for implementation of the selected intervention for each school it proposes to serve. Who will perform this work? Will it

be existing staff, or does the LEA propose to add additional staff or contract with another entity to perform this work? **(maximum length 1 page)**

Detroit Public Schools Community District's Network 1 will provide effective oversight for the implementation of the selected intervention model for each school. The Network is responsible for addressing and coordinating the needs of all SIG schools. The Network Leader will assess and evaluate the effectiveness of support resources for students and other school building outcomes. As part of Network1, current oversight and support model staff includes School Improvement Grant Coordinators, ELA/Math Instructional Specialist, and a Professional Learning Community Facilitator. In order to further solidify community engagement and effect change as a complete school transformation, DPSCD has identified the need for a family/community engagement coordinator.

Detroit Public Schools Community District instituted the School Improvement Grant Strategic Categorical Team as part of its strategy to effectively oversee the implementation of the school's intervention. The team includes representation from the Office of State and Federal Program, Procurement and Logistic, Accounts Payable, School Improvement Grant Coordinators, the Network Leader and the Deputy Network Leader for the Priority Schools. When necessary, the Human Resources Department is invited to participate. The SIG Categorical Team meets weekly to monitor all processes associated with the delivery of SIG-related goods and services. One meeting per month the SIG principals are invited to attend a SCT meeting to share any successes and/or challenges related to SIG implementation. Also, one meeting per month is dedicated to the State SIG monitors so that the team is kept abreast of SIG related updates from MDE. The team monitors the finances of the schools to ensure that the budget is being used for the intended purposes and that each school is maximizing resources already available through the DPSCD system. Furthermore, the team troubleshoots issues that may delay the delivery of good services and ensures that tracking and recordkeeping occurs at the building level. This tiered supportive system streamlines and expedites budget related processes and procedures.

- 3. Monitoring Progress on Annual Goals:** The LEA must describe how it will monitor the progress on meeting annual goals for each school receiving a SIG. Refer to Attachment E, Annual Goals, as appropriate. **(maximum length 1 page)**

The PLC Facilitators as well as the SIG Coordinators will monitor progress on annual goals by closely monitoring the formative and benchmark assessment data. NWEA/MAP (Mathematics, Reading and Science), District pre/post-test (Social Studies) data will be reviewed from the Network level and progress will be discussed with teams during PLC meetings to determine necessary next steps for intervention and support. The Instructional Specialists will assist schools in the

development of learning targets and identification of instructional strategies. The School Improvement Coaches will support teachers in implementing the strategies.

- 4. Charter School Accountability:** If the applicant is a Michigan charter school, describe how district/central office will regularly review the charter school operator, CMO, or EMO and hold them accountable for meeting the SIG requirements. **(maximum length 1 page; please respond "N/A" if the applicant entity is not a charter school)**

N/A

- 5. External Service Provider Accountability:** Describe how the district/central office will regularly review the performance of external service providers (ESP) and hold them accountable for meeting the SIG requirements. **(maximum length 1 page)**

NOTE: The district and school may choose not to work with an ESP; however, the SIG still requires a description of how the district will hold ESPs accountable should they ever have one in place. A response consisting simply of "N/A" or one indicating the district or school does not plan to work with ESPs and does not describe an accountability or monitoring plan will receive a score of zero.

Each school has different needs and requires a customized intervention. DPSCD will support the school's choice of using an External Service Provider, however, the use External Service Providers may not be needed for the entire duration of the grant. Instead, if a school desires additional assistance beyond what is offered by the district/Network, the school may choose packages or specific programming from external service providers registered with the Michigan Department of Education. These specific programs must meet a need outlined within the school's SIG proposal and be able to be measured both qualitatively and quantitatively. The Network will assume the responsibility of ensuring that the External Service Providers (ESP) are held accountable to established contractual obligations and positive outcomes. Prior to utilizing the services of an External Provider, the District will ensure that the ESP is a reputable organization by carefully vetting the ESP's credentials, and experience working with districts where they have made a positive impact on student achievement. ESP contracts will be written with very specific deliverables and they will be held to those obligations. The SIG Coordinators assigned to each school will ensure that services performed by the ESP are consistent with the contract and that services align with the schools' turnaround plans. SIG Coordinators will meet at least twice a month with the ESP to determine any hurdles, provide feedback, and provide notice of any unsatisfactory performance. At the beginning of each week, External Service Providers will be required to submit a plan of focus to the SIG Coordinator and the building administrators detailing the objectives to be met that week and the population to be served. During weekly meetings, successes and challenges are discussed based on the outcome of the plan to determine if goals were met. The ESPs will be

required to sign in each day, submit invoices detailing services rendered, and agendas. Also, they are to maintain sign-in sheets for any parents or students served and time sheets for themselves and employees. Their invoices and time sheets must include the principal's signature verifying services were rendered. If it is determined that an ESP is not performing at a satisfactory level, after notice and appropriate corrective actions, the district has the discretion to terminate its contractual obligation with the ESP within 3 days.

6. District Level Budget:

- a. Complete a five year budget overview for all eligible schools and applying for the SIG. Include annual district costs. **(Attachment F.1; a template has been provide for your reference)**
 - i. Annual district level costs should not exceed 5% of the overall LEA allocation.
 - ii. Building level costs or positions should not be duplicated at the district level. For example, if the SIG coordinator is a building level position, associated costs come out of the building budget. In this scenario, these costs may not come from the district budget, nor could the district employ additional SIG coordinators at the district level.
 - iii. District level oversight and associated costs must reflect the actual amount of time spent on those duties.
 1. This may include restructuring duties and time of current district/central office staff.
 2. This may include hiring new staff to perform SIG-specific duties. However, the district must have a plan for how this work will be sustained after the grant period ends.
 3. This may include contracting with a third party.
 - iv. District level duties may include, but are not limited to:
 1. Financial oversight
 2. Support for school buildings receiving the grant
 3. Monitoring schools and other entities for compliance with grant requirements
 4. Monitor progress on annual goals and implementation of the grant and selected intervention model.
- b. Describe how the district budget represents the costs incurred by the district over each of the five years of the grant will support grant implementation, monitor the progress of each school, and monitor external service providers and charter school operators/CMOs/EMOs to hold them accountable for meeting SIG requirements. How does this align with and support the existing state reform/redesign plan? (N/A for focus schools) If proposing to add SIG-funded positions at the district level, describe how these will be funded and sustained when the grant ends? **(maximum length 2 pages)**

Attachment F.1: Five Year Budget Overview

NOTE: Preliminary budgets are for planning and review purposes only. **Initial approval** of the grant application **does not grant explicit approval to 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+.**

Annual awards per building are capped at the following amounts:

- Planning (Option 1, Year 1): **\$500,000**
- Implementation (Option 1, years 2-4 or Option 2, years 1-3): **\$750,000**
- Sustaining reforms (Option 1 year 5 or Option 2 years 4 & 5): **\$500,000**

Any district level costs are charged against the school level budget. District level costs are considered in the overall totals for schools applying for the grant.

Here is an example:

- The district has two eligible schools. Each school initially plans to request \$750,000 for year one.
- The maximum the district can receive in year 1 is \$1,500,000.
- \$75,000 will be used for district level costs; the school requests must be reduced by that amount so as not to exceed the \$1,500,000 maximum.
- Overall district proposed budget for year 1:
 - District costs (\$75,000) + school A (\$712,500) + school B (\$712,500) = \$1,500,000

Complete the budget overview on the next page using the template provided.

LEA BUDGET OVERVIEW

Budget Year	Year 1	Year 2	Year 3	Year 4	Year 5	5 Year Total
Cody DIT <i>Option 1</i>	415,000	665,000	665,000	665,000	415,000	2,825,000
Detroit Collegiate Prep <i>Option 1</i>	415,000	665,000	665,000	665,000	415,000	2,825,000
Earhart <i>option 1</i>	415,000	665,000	665,000	665,000	415,000	2,825,000
Osborn Academy of Math <i>option 1</i>	415,000	665,000	665,000	665,000	415,000	2,825,000
LEA Costs	340,000	340,000	340,000	340,000	340,000	1,700,000
Total Budget	2,000,000	3,000,000	3,000,000	3,000,000	2,000,000	13,000,000

BUDGET NARRATIVE – DETROIT PUBLIC SCHOOLS COMMUNITY DISTRICT - LEA

Turnaround Specialist – Network Leader (.15 FTE) – This position will oversee district -wide SIG program implementation and administration and provide guidance to schools in the planning and implementation of reform strategy. The position is funded for years 1 -5.

SIG Coordinators – (2.0) - SIG Coordinators will coordinate, maintain data as well as maintain and managing required reports. Responsible for the monitoring of budget and expenditures. Will also monitor implementation of the research and development of effective school Improvement programs and initiatives. There are a total of 2 FTE, that will be shared between the four schools in the application. The position is funded for years 1 -5.

Grant Compliance Administrator (.20 FTE) - Compliance administrator to provide fiscal compliance and oversight for SIG funded schools on behalf of the district. This position is funded for years 1 -5.

Budget Narrative

A. Year 1 Cost - \$340,000

Option 1 was chosen the District. Cost of the centrally funded SIG Coordinators, Turnaround Specialist and Compliance Administrator. Other costs include mileage to SIG related meeting in Lansing and minimal administrative office supplies.

B. Year 2 Cost - \$340,000

Cost for the two (2) centrally funded SIG Coordinators, Turnaround Specialist and Compliance Administrator. Other costs include mileage to SIG related meeting in Lansing and minimal administrative office supplies, and indirect costs. Costs are in line with previous years costs with no increases

C. Year 3 Cost - \$340,000

Cost for the two (2) centrally funded SIG Coordinators, Turnaround Specialist and Compliance Administrator. Other costs include mileage to SIG related meeting in Lansing and minimal administrative office supplies, and indirect costs. Costs are in line with previous years costs with no increases

D. Year 4 Cost - \$340,000

Cost for the two (2) centrally funded SIG Coordinators, Turnaround Specialist and Compliance Administrator. Other costs include mileage to SIG related meeting in Lansing and minimal administrative office supplies, and indirect costs. Costs are in line with previous years costs with no increases

E. Year 5 Cost - \$ \$340,000

Cost for the two (2) centrally funded SIG Coordinators, Turnaround Specialist and Compliance Administrator. Other costs include mileage to SIG related meeting in Lansing and minimal administrative office supplies, and indirect costs. Costs are in line with previous years costs with no increases