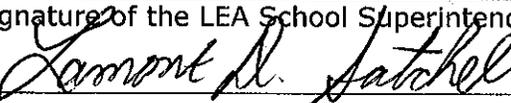
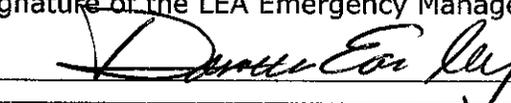


LEA Application

Michigan SIG Cohort IV

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of LEA Applicant: School District of the City of Detroit (Detroit Public Schools) District Code: 82010	Applicant's Mailing Address: 3011 W. Grand Blvd. Fisher Bldg., Suite 450 Detroit, MI 48202
LEA Contact for the School Improvement Grant Name: Linda Blanton Position and Office: Sr. Deputy Executive Director, Department of State and Federal Programs Contact's Mailing Address: 3011 W. Grand Blvd., Fisher Bldg., Suite 450, Detroit, MI 48202 Telephone: (313) 873-7671 Fax: (313) 873-3283 Email address: linda.blanton@detroitk12.org	
LEA School Superintendent/Director (Printed Name): Lamont Satchel, Esq.	Telephone: (313) 873-8873
Signature of the LEA School Superintendent/Director: X 	Date: July 1, 2015
LEA School Emergency Manager (Printed Name): Darnell Earley	Telephone: (313) 870-3740
Signature of the LEA Emergency Manager: X 	Date: July 1, 2015
Union Representative (Printed Name): <i>Please see amended building application cover sheet authorized by Bill Witt, Michigan Department of Education on 6/30/2015.</i>	Telephone: N/A
Signature of Union Representative: <i>Please see amended building application cover sheet authorized by Bill Witt, Michigan Department of Education on 6/30/2015.</i>	Date: N/A
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 H , 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 E.1 – E.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-reform, or early learning models

SCHOOL NAME	NCES ID #	PRIORITY (check)	FOCUS (check - if applicable)	INTERVENTION MODEL
Ann Arbor Trail Magnet School	261200004641	X		Turnaround
Bow Elementary-Middle School	261200004851	X		Transformation
Detroit Collegiate Preparatory High School	261200004802	X		Turnaround
Durfee Elementary-Middle School	261200004701	X		Turnaround

Note: The **"Rule of Nine"** has been **eliminated**. In previous years, an LEA that has nine or more Priority schools could not implement the transformation model in more than 50 percent of those schools. That requirement is **no longer in effect**.

Section A

District/Central Office Level Responses

Actions to Support the Intervention Model

Current Policy and Practice Modifications

Detroit Public Schools (DPS) has implemented several measures to fully and effectively support school-level interventions. The measures implemented that affect SIG schools include autonomous central office leadership, data assessment, and customized school support.

In response to urgent systems change requirements, DPS developed the Office of Turnaround Schools (OST). OST is an independent extension of DPS' Academic organization. OST is solely focused on providing leadership, professional development, curriculum, and social-emotional supports to all priority, focus, and SIG schools to assist them in making quick and sustainable gains in student academic achievement. The Office of Turnaround Schools, with a budget exceeding \$20 million, is led by an Assistant Superintendent, who reports directly to the Chief Innovation Officer and the Emergency Financial Manager. Mr. Bilal K. Tawwab serves as the Assistant Superintendent for the Office of School Leadership and Educational Accountability as well as the Office of School Turnaround. Additionally, the Assistant Superintendent assesses and evaluates the effectiveness of support resources on student and other school building outcomes. Mr. Tawwab serves as the advocate for Priority Schools in decision making that affects the district as a whole including supporting school building level oversight on human resource and budget concerns.

Alignment with and Support of Existing State Reform/Redesign Plan

Continued support to ensure effective school-level interventions also includes Student and Assessment Achievement Managers who are dedicated to professional development, data analysis, school improvement and pastoral care. These individuals work along with content area instructional specialist and school improvement coaches to assist in dissecting data and learning trends to guide school-based decisions on professional development and curriculum modifications in order to achieve greater student gains.

As a whole the OST staff meet weekly to discuss the progress of each school and determine the effectiveness of the supports being provided. These weekly meetings afford an opportunity to discuss best practices and brainstorm what modifications to existing supports or possible additions of new supports are needed to customize the achievement growth of each school. Aside from the data dive provided by the Student and Assessment Achievement Managers, OST also performs school-wide instructional audits to determine a course of action for the year. All of these individualized supports ensure that interventions are fully and effectively implemented.

Evolving Policy and Practice Modifications

In order to give all schools more autonomy, flexibility, and dedicated support, DPS is transitioning to a District Network Model beginning the fall of 2015. This model creates a central point of communication and support for schools; empowers principals to make decisions around all aspects of schools; makes professional development more responsive to needs of leaders and teachers at the school level; and develops support systems that improve outcomes for all learners including PK, bilingual, and special needs. This robust system of support and school-based flexibility will supplement the

current changes being implemented by the Office of School Turnaround allowing for quicker modifications to increase and maintain student achievement.

Intentional Hiring of Best Staff

DPS knows that superior education requires highly effective and innovative staff. As part of its commitment providing all learners with the best teachers, DPS developed a teacher and principal assessment tool. DPS is pleased with its recent implementation of the instrument. This instrument is one method for recruiting talented teachers for the leadership pipeline, reinforcing and acknowledging talented teachers for their skill in working with at-risk youth, and supporting teachers struggling to meet the needs of DPS students. To continue to improve on teacher quality and effectiveness within priority schools, the following additional methods are being pursued:

- Ineffective Teachers – The District is working to pursue a Memorandum of Understanding with the teacher’s union related to ineffective teachers in low performing schools. DPS believes that the lowest performing schools should have the highest performing teachers. With that being said, using the current evaluation instrument and process if a teacher remains as ineffective or minimally effective, then that individual will be removed from the low-performing school, but continue to receive professional development support and coaching.
- Union Agreement/Increase Learning – Currently the District has a Memorandum of Understanding with the various bargaining units regarding Increased Learning Time. These agreements allow for current union contracts to be set-aside and the needs of the school be addressed through different models of teaching and learning time such as blocked schedules, rotating schedules, team teaching, and extended day or year schedules.
- Union Agreement/Occupational Flexibility – The District will update the MOU with the various Unions regarding operational flexibility relative to budgeting, staffing, and scheduling.

Community Resource Alignment

In an effort to expedite the delivery of goods and services to SIG buildings, central office has allocated funds for a dedicated administrator that is housed in the Office of Procurement and Logistics. This individual oversees contract development for SIG related services and procurement process from requisition entry to delivery.

An additional alignment of resources is the SIG Coordinator positions. SIG Coordinators are funded by Central Office but located in schools. This practice ensures 100% of the coordinators time is dedicated to successful implementation of the grant. MDE noted this alignment as a promising practice in a recent review of the current SIG grant. A detailed description of duties is included in the building level job descriptions.

Finally, in an effort to continue to create community-oriented school, DPS continues to focus on school climate and culture. Therefore, seminars, trainings, and other activities are hosted through other funding sources to engage educators, community leaders, and families to transform the climate and culture at the school level. Basic coaching services and programming are offered to all DPS schools, but priority and SIG schools receive extensive support to assist in their building transformation.

Oversight of SIG Implementation

DPS' Office of School Turnaround (OST) will provide effective oversight for the implementation of the selected intervention model for each school. OST is responsible for addressing and coordinating the needs of all SIG schools. The Assistant Superintendent assesses and evaluates the effectiveness of support resources on students and other school building outcomes. As part of the OST oversight and support model, current staff includes: Student Assessment and Achievement Manager for Data Analysis, Student Assessment and Achievement Manager for Professional Development, Student Assessment and Achievement Manager for School Improvement, Student Assessment and Achievement Managers for Pastoral Care, School Improvement Grant Coordinators, ELA/Math Instructional Specialist, School Improvement Coaches, and Behavior Specialists. In order further solidify community engagement and effect change as a complete school transformation, DPS has identified the need for a family/community engagement coordinator. This coordinator will work closely with the school level family case workers to develop programming and partnerships that can improve this area.

DPS 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, and the Assistant Superintendent for the Office of School Turnaround. When necessary, the Human Resource 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 receives constant feedback. 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 DPS 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.

Monitoring Progress on Annual Goals

Cognitive Factors

The Student Assessment and Achievement Manager for Data will work closely with the Assistant Superintendent for the Office of School Turnaround (OST) to not only monitor progress on annuals goals by closely monitoring the formative and benchmark assessment data.

The Student Assessment and Achievement Manager (SAAM) for Data Analysis will support and monitor the implementation of the Instructional Learning Cycle (ILC) and provide a progress report to the school leadership team and the Office of School Turnaround every 3-6 weeks. As part of the support of the ILC, the OST Instructional Specialist 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.

The SAAM for Data Analysis will also facilitate the analysis benchmark data (NWEA-MAP, STAR Reader/Math) on the school level and provide a progress report to the OST. SAAM for Data Analysis maintains a Data Snapshot Tool for each school that will serve a quick data reference tool that will be used by Instructional Specialist and School Improvement Coaches to inform supports provided to teachers and leaders.

Non-Cognitive Factors

Pastoral care is based on the philosophical assumption that the purpose of education is to develop all aspects of the individual: social, emotional, and intellectual (Best, 1989). Schools that serve children and young people well are defined by two anchoring pillars, strong academic press and supportive culture (Murphy & Torre, 2014). The Office of School Turnaround has dedicated staff that support schools in developing support systems and programming related to pastoral care. The promotion of students' personal and social development is the key essential to pastoral care. These non-cognitive factors are just as important as the cognitive factors in student development. Non-cognitive attributes developed during adolescence have been shown to have a significant and lasting impact on success in life (Rauber, 2007). Pastoral care can raise the standards of behavior in school. Research suggests that students with high-self-esteem on average behave better, compared to those with low self-image. Pastoral care will lead to higher academic performance, as well as increasing the ability for schools to retain and attract students. The Student Assessment and Achievement Manager for Pastoral Care will work with schools to help establish and maintain effective pastoral care programming.

Charter School Accountability

N/A

External Service Provider Accountability

Detroit Public Schools believes that a school's transformation to intimately address the specific needs of the schools. Since each school's needs are different and each need may require a customized intervention, DPS will not use external service providers for entire school transformation. Instead, if a school desires additional assistance beyond what is offered by OST 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 Office of School Turnaround 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 provider are consistent with the contract and that services align with the Schools turnaround plan. 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.

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.

District Level Budgets

DETROIT PUBLIC SCHOOLS -BUDGET NARRATIVE

The District's Office of School Turnaround (OST) will assume the responsibility of supporting SIG implementation, monitoring, and administration of the School-wide SIG program. DPS will continue to utilize its Strategic Categorical Team (SGT) to monitor schools' implementation progress, including expenditure levels. The SCT team consists of the SIG Turnaround Specialist (Assistant Superintendent) SIG Coordinators, Purchasing Assistant and District representatives from Purchasing, Finance and Grant Compliance. This team monitors the progress of the schools and identifies and mitigates any barriers that could impede a school's implementation activities.

1) SIG Turnaround Specialist – OST Assistant Superintendent –Funding –Years 1-5 Total Cost \$234,986

Mr. Bilal Tawwab, Assistant Superintendent of Office of School Turnaround (OST), will serve as the SIG Turnaround Specialist, responsible for the oversight of district-wide SIG program implementation and administration. This position addresses and coordinates the needs of all Priority Schools within the District, as well as the assessment and evaluation of the effectiveness of support resources on students and school buildings. This position is budgeted for grant years 1-5, and spends nearly .3 FTE of time on SIG activities. However, for years 1-2, this position is budgeted at .15 as the corresponding .15 FTE will be paid from other resources. In years 3-5, the position is budgeted at .30 FTE. This is an Assistant Superintendent position that provides oversight for all Priority schools in the District and will be sustained by the District at the end of the grant.

2) SIG Coordinators – 4.0 FTE's – Funding for Years 1-5 Total Cost of \$2,238,140

Further oversight of the SIG program includes a full-time SIG Coordinator assigned to each of the four Priority Schools in this application. Under the supervision of the OST Assistant Superintendent, the SIG Coordinators will guide and monitor school site planning and implementation of SIG goals and activities. Coordinators will ensure that professional development support is planned, implemented, and monitored to directly support the school staff. Coordinators will prepare local, State and Federal written reports, maintain data and documentation related to grant implementation as evidence. The Coordinators will monitor and collaborate with External Providers and vendors to ensure that all contracts and deliverables are aligned to the application and school's reform plan. Coordinators will serve as a liaison between the School and other DPS departments to facilitate implementation, i.e. HR, Grants Office, Budget and Accounting. The SIG Coordinators are budgeted at the District level, and therefore are not included in the school level budgets, as this strategy will further reinforce District monitoring efforts and oversight of implementation. Please note, that during the District's 2015 Fiscal Monitoring of SIG Cohort III, the Michigan Department of Education (MDE) commended the District for this organizational structure and labeled it as a Promising Practice for other SIG recipients to implement.

It will not be necessary to retain these positions after the grant ends. It is the Districts intent that these schools will move out of Priority status at the end of the grant, and therefore will no longer need Coordinators.

3) Compliance Administrator .4 FTE – Funding for Years 1-5 – Total Cost of \$179,051

The Grant Compliance Administrator will provide fiscal compliance, oversight and technical assistance to SIG funded Schools, ensuring that the District adheres to all MDE and Federal regulations. The position is responsible for all MEGS activity and completion of the annual Final Expense Reports (FER).

This position is budgeted for years 1-5 and spends nearly .4 FTE of time on SIG related activities. However, the first two years of the grant, this position is budgeted at .2 FTE as the corresponding .2 FTE will be paid from other resources. In years 3-5, the position is budgeted at .40 FTE. This position will be sustained through the Department of State and Federal Programs, with other resources when the grant ends.

4) Purchasing Assistant – 1.0 FTE – Funding Years 3-4 - Total Cost of \$154,550

The Purchasing Assistant will be responsible for facilitating and expediting the procurement of SIG services and materials for SIG schools and Central Office. The position will not be needed for year 1 as most expenditures are personnel related. This position is budgeted for SIG related activities for years 3-4 and will be eliminated after year 5 as the need for contractual services and materials will drastically decrease.

5) Lead Family & Community Liaison – 1.0 FTE – Funding years 2-5 – Total Cost \$447,628

This position will be responsible for the oversight of all Parent programs funded in the SIG grant and ensure that the Family liaisons assigned to each building are meeting all grant requirements. The position will take the lead in assisting schools build capacity to increase parent participation. This position is not needed for year 1 as this is the planning phase.

6) Purchased Services – Funding Years 1-5 – Total Cost \$25,720

Annual LEA purchased services includes cost for SIG Coordinators to attend 2-day MDE School improvement Conference, Lansing each year. Includes mileage, registration, lodging and per diem. Cost is \$602 per person x 4 coordinators - \$2,408 x 5 years = **\$12,040**. Budget also includes mileage for SIG Coordinators to attend various SIG network meetings throughout the year. Annual cost of \$2,736 x 5 years = **\$13,680**.

7) Supplies and Materials – Funding years 1-5 – Total \$16,380

LEA supply and materials costs for Coordinators include: 4 iPad to be utilized for school site visits, walkthroughs and data collection. 4 @ \$620=**\$2,480**. Office chairs for Coordinators 4 @ \$400=**\$1,600**. Computers, printers and ink cartridges for SIG **\$6,800**. Office supplies for each year at approx. **\$5,500**. The technology is for year 1 only.

Attachments

Attachment C.2: Five Year Budget Overview

Attachment C.3: Preliminary District Level Budget

Attachment C.2: Five Year Budget Overview

LEA BUDGET OVERVIEW						
Budget Year	Year 1	Year 2	Year 3	Year 4	Year 5	5 Year Total
Ann Arbor Trail Elem/Middle	617,537	1,354,023	1,321,366	1,178,366	693,103	5,164,395
Bow Elem/Middle	610,645	1,259,855	1,286,845	1,096,022	559,657	4,813,024
Detroit Collegiate Prep	630,122	1,247,243	1,248,343	1,092,423	564,867	4,782,998
Durfee Elem/Middle	623,852	1,390,834	1,188,046	1,048,106	577,339	4,828,177
LEA Costs	516,907	617,435	746,463	746,463	669,188	3,296,456
Total Budget	2,999,063	5,869,390	5,791,063	5,161,380	3,064,154	22,885,050

Attachment C.3: Preliminary District Level Budget

District/Central Office Budget Year 1: (may not exceed 5% of total allocation)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction							
226	Supervision and Direction of Instructional Staff							
232	Executive Administration	20,850	8,523					29,373
233	Grant Writer/Grant Procurement	0	0	0	0			0
249	Other School Administration	319,200	150,180	5,144	12,380			487,534
252	Fiscal Services							
266	Operation and Maintenance							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities							
	SUBTOTAL							
	Indirect Costs _____ % Restricted Rate							
	TOTAL	340,050	159,333	5,144	12,380	0	0	516,907

District/Central Office Budget Year 2: (may not exceed 5% of total allocation)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction							
226	Supervision and Direction of Instructional Staff							
232	Executive Administration	20,850	8,523					29,373
233	Grant Writer/Grant Procurement	0	0					0
249	Other School Administration	319,200	150,810	5,144	1,000			476,154
252	Fiscal Services	0	0					0
266	Operation and Maintenance	0	0					0
281	Planning, Research, Development, and Evaluation	0	0					0
283	Staff/Personnel Services	0	0					0
331	Community Activities	76,000	35,907					111,907
	SUBTOTAL							
	Indirect Costs _____ % Restricted Rate							
	TOTAL	416,050	195,240	5,144	1,000			617,434

District/Central Office Budget Year 3: (may not exceed 5% of total allocation)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction							
226	Supervision and Direction of Instructional Staff							
232	Executive Administration	41,700	17,046					58,746
233	Grant Writer/Grant Procurement	0	0					0
249	Other School Administration	384,400	185,266	5,144	1,000			575,810
252	Fiscal Services	0	0	0	0			0
266	Operation and Maintenance	0	0	0	0			0
281	Planning, Research, Development, and Evaluation	0	0	0	0			0
283	Staff/Personnel Services	0	0	0	0			0
331	Community Activities	76,000	35,907	0	0			111,907
	SUBTOTAL							
	Indirect Costs _____ % Restricted Rate							
	TOTAL	502,100	238,219	5,144	1,000			746,463

District/Central Office Budget Year 4: (may not exceed 5% of total allocation)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction							
226	Supervision and Direction of Instructional Staff							
232	Executive Administration	41,700	17,046	0	0			58,746
233	Grant Writer/Grant Procurement	0	0	0	0			0
249	Other School Administration	384,400	185,266	5,144	1,000			575,810
252	Fiscal Services	0	0	0	0			0
266	Operation and Maintenance	0	0	0	0			0
281	Planning, Research, Development, and Evaluation	0	0	0	0			0
283	Staff/Personnel Services	0	0	0	0			0
331	Community Activities	76,000	35,907	0	0			111,907
	SUBTOTAL							0
	Indirect Costs _____ % Restricted Rate							0
	TOTAL	502,100	238,219	5,144	1,000			746,463

District/Central Office Budget Year 5: (may not exceed 5% of total allocation)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction							
226	Supervision and Direction of Instructional Staff							
232	Executive Administration	41,700	17,046	0	0			58,746
233	Grant Writer/Grant Procurement	0	0	0	0			0
249	Other School Administration	334,400	157,991	5,144	1,000			498,535
252	Fiscal Services	0	0	0	0			0
266	Operation and Maintenance	0	0	0	0			0
281	Planning, Research, Development, and Evaluation	0	0	0	0			0
283	Staff/Personnel Services	0	0	0	0			0
331	Community Activities	76,000	35,907	0	0			111,907
	SUBTOTAL							0
	Indirect Costs _____ % Restricted Rate							
	TOTAL	452,100	210,944	5,144	1,000			669,188

