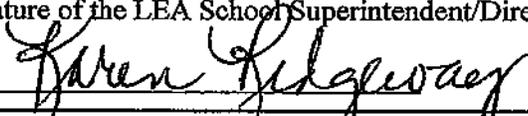
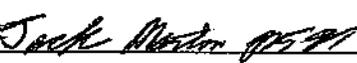


Attachment B

SIG GRANT--LEA Application FY 13

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

<p>Legal Name of Applicant:</p> <p>School District of the City of Detroit (Detroit Public Schools)</p>	<p>Applicant's Mailing Address:</p> <p>3011 W. Grand Blvd. Fisher Bldg., Ste. 450 Detroit, MI 48202</p>
<p>LEA Contact for the School Improvement Grant</p> <p>Name: Bilal Tawwab</p> <p>Position and Office: Assistant Superintendent, Office of School Turnaround</p> <p>Contact's Mailing Address: 3011 W. Grand Blvd., Fisher Bldg., 9th Floor, Detroit, MI 48202</p> <p>Telephone: (313) 873-6178</p> <p>Fax: (313) 873-3371</p> <p>Email address: bilal.tawwab@detroitk12.org</p>	
<p>LEA School Superintendent/Director (Printed Name): Karen Ridgeway</p>	<p>Telephone: (313) 873-6205</p>
<p>Signature of the LEA School Superintendent/Director:</p> <p>X </p>	<p>Date: May 29, 2014</p>
<p>LEA Emergency Manager (Printed Name): Jack Martin</p>	<p>Telephone:</p>
<p>Signature of the Emergency Manager:</p> <p>X </p>	<p>Date: May 29, 2014</p>
<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>	

GRANT SUMMARY

District Name: Detroit Public Schools
ISD/RESA Name: Wayne RESA

District Code: 82010
ISD Code: 82000

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

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

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

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

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

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

LEA APPLICATION REQUIREMENTS

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

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

<u>SCHOOL NAME</u>	<u>NCES ID #</u>	<u>INTERVENTION</u>			
		turnaround	restart	closure	transformation
<u>Ronald Brown</u>					<u>x</u>
<u>Carstens</u>					<u>x</u>
<u>Carlton</u>					<u>x</u>
<u>Carver</u>		<u>x</u>			
<u>DCP @ Northwestern</u>					<u>x</u>
<u>Neinas</u>					<u>x</u>
<u>Nichols</u>					<u>x</u>
<u>Noble</u>					<u>x</u>
<u>Osborn-College Prep</u>					<u>x</u>
<u>Osborn - Evergreen</u>					<u>x</u>
<u>Coleman A. Young</u>		<u>x</u>			

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

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

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

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

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

The Detroit Public Schools (DPS) Office of School Turnaround completed a thorough analysis of the needs of priority schools eligible to participate in the SIG application. The following processes are conducted on an annual basis and were used to analyze the needs of the schools and necessary interventions for student success.

Process Step 1: Collection of Needs assessment Data from Sources including:

- Longitudinal and within cohort analysis of schools' academic performance (all groups and subgroups) by grade level on state assessment (MEAP) in each academic area
- Number of each school's subgroups such as special education compliance issues, referrals, and number of students exiting special education programs and English Language Learners academic performance as evidenced by the ELPA.
- Average student daily attendance, promotion and retention rates, suspension and serious incidences reports.
- Changes in student population due to consolidation/mergers
- Qualitative data collected by Office of Turnaround Schools during walkthroughs
- Principal performance review ratings and number of ratings returned by school staff
- Previous reform efforts for each school and identified lessons learned
- Comprehensive Needs Assessment (CNA), District Improvement Plan (DIP), and School Improvement Plans
- Staff turnover rate and staff seniority rates.

Process Step 2: Strategic Categorical Team identified Gaps both District-wide and School Building levels during monthly meetings from November 2013 - Present. Team is comprised of representatives such as central administrators (Research, Assessment, and Evaluation, Office of School Turnaround, Finance, Curriculum) and school principals and teachers.

Process Step 3: School Buildings were identified. Decisions made based on assessment data, emphasizing a. student achievement scores, b. likelihood of SIG building success given community contextual factors, c. supportive resources (within and outside of DPS), and d. trend data for student population.

Process Step 4: School Building administration contacted and commitments secured.

Administration, in collaboration with the Strategic Categorical Team, and leadership from the Office of Turnaround Schools selected the models of intervention.

Turnaround models were selected specifically for schools with the following variables:

- Continuous decline of student performance data over a minimum of four years (all and/or subgroups)
- Previous intervention models yielded minimal success
- Contextual factors of the school significantly impacts the likelihood of improvement without substantial reform efforts (e.g. climate, high seniority rate of building staff)
- Student enrollment trends are expected to remain stable over time

Transformational models were selected specifically for schools with the following variables:

- Minimal growth of student performance data over a minimum of four years (all and/or subgroups)
- Previous intervention models yielded moderate improvements
- Contextual factors of the school, including systems and structures, have allowed for some progress in previous reform efforts
- Staff exhibit an urgency and willingness to implement necessary intervention strategies

Process 5: MDE approved providers introduced at large principal orientation/meeting

Process 6: Strategic Categorical Team and the Office of Turnaround Schools staff, in collaboration with building principals, reviewed needs assessment data, intervention model, and MDE approved vendors.

Process 7: Building principals selected providers based upon needs and willingness of vendors to tailor programming given building level student, staff, and facility needs.

2. Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Priority school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Maximum length 1 page

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

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

The notification must include the following:

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

DPS has the capacity to use school improvement funds to provide adequate resources and related support to schools identified in order to implement, fully and effectively, the required activities of the school intervention model. Schools included in this application were specifically identified for reasons outlined in Q.1. In addition, the Priority Schools requesting support through this LEA SIG application are not included in other various District wide support programming. Detroit Public Schools have consistently received exemplary scores on their process rubric for their capacity to serve Priority Schools.

Management Capacity. In response to urgent systems change requirements, DPS recently developed the Office of Turnaround Schools. The Office of Turnaround Schools, with a budget exceeding \$20 million, is led by an Assistant Superintendent, who reports directly to the Superintendent of DPS and the Emergency Financial Manager. Mr. Bilal K. Tawwab serves as the Assistant Superintendent, Office of School Leadership and Educational Accountability, and the Office of School Turnaround (Priority Schools/SIG). He is responsible for addressing and coordinating the needs of all Priority Schools in DPS. In addition, 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.

Two Student Achievement and Assessment Managers will report to Mr. Tawwab. This person is responsible for tracking school building level data on student achievement and developing reports and recommendations for reform effort modifications.

Finally, DPS has instituted the Strategic Categorical Team that monitors Priority School processes, including budgets. 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. Relative tracking and recordkeeping occurs at the building level. This tiered supportive system streamlines and expedites budget related processes and procedures.

Professional Development. As described in the intervention protocol, DPS has created strategies to build the leadership pipeline through targeted professional support including a formal Instructional Academy and targeted professional development workshops. In addition, Priority School Coaches are instituted in DPS. Content area coaches and school improvement coaches will assist Mr. Tawwab. School Coaches are responsible for providing on-site professional development and support for principals and teachers around the work required by the reform intervention. Coaches are also responsible for collecting data (walk-throughs, teacher satisfaction), to inform professional development and supportive programming. Coaches are assigned no more than seven schools, spending four days a week at the school. The fifth day each week is spent on professional development and follow-up for coaches.

Human Resources and staff recruitment, retention, and mentoring. DPS is pleased with its recent completion of a reliable and valid instrument to assess the effectiveness of teacher instruction in Priority Schools. The instrument is one method for recruiting talented teachers for the leadership pipeline, reinforcing and acknowledging talented teachers for their skills in working with at-risk youth, and supporting teachers struggling to meet the needs of DPS students.

- 3. For each Priority school in this application, the LEA must describe actions taken, or those that will be taken, to Maximum length 3 pages:
 - a. Design and implement interventions consistent with the final requirements****

DPS intends to meet the intervention requirements for the two selected models. Actions that will be taken for identified schools include the following:

Transformation Model

DPS has already and/or will design and implement strategies to:

- Develop teacher and leader effectiveness. (1) Beginning in Summer 2014, DPS will offer a School Leadership Academy, in collaboration with Michigan State University. The academy is designed for principals, highly effective assistant principals, and emerging leaders among the teaching faculty. The purpose of the academy is to building district level capacity for current and emerging talent, while improving individual skills (e.g. how to articulate and use actionable feedback and data, goal setting, breaking organizational norms, acting quickly, galvanizing staff, becoming an instructional leaders, rigorous standards based instruction, and instruction learning cycle)

In addition,(2) DPS will implement Job Embedded Professional Development (JEPD) in identified schools. Coaching and instruction will occur over 2014 on issues such as a. model instruction, b. data driven instruction, c. facilitating complex learning, d. guiding deeper thinking, e. teaching foundations, f. goals and scales, g. conditions for learning, and h. guided reading.

DPS Office of Turnaround Schools will provide (3) all identified schools with one additional ELA and math teachers to provide push-in and pull-out support. Since 2013, 50 of the 72 intended Title I teachers in the areas of ELA and Math have been filled and deployed to DPS Priority Schools.

Finally, DPS has implemented, in partnership with WRESA, (4) the Instructional Learning Cycle in all identified schools. The Instructional Leadership Team (ILT) has been established to serve as the primary link between the actions and strategies outlined in the school plan. This team includes the school's administrators, Lead Teachers of the Horizontal Teams, Vertical Team members, and a parent and student when deemed necessary.

- Implement comprehensive instructional programs using student achievement data. Session will begin in Summer 2014 for the Common Core Academy, designed to bring district curriculum leadership together to perform a deep five around the Common Core State Standards (CCSS) and the College and Career Readiness Standards (CCRS). DPS will continue to implement a mandatory 120 minute literacy block and 90 minute math block for all students in grades pk-8. Double dosing for 9th grade students will continue for both English and Math, allowing students to stay on track with support necessary to successfully complete coursework before 10th grade.
- Provide extended learning time. Beginning in 2010-2011, an extended day program began, providing students in grades 1-8 additional support, intervention, and acceleration in the areas of reading and math; resulting in an extended 2.5 additional hours as instructional time. The student ratio is 15:1. Through the 21st Century After-School Programs, students are provided with out-of-school and summer programming to enhance academic and enrichment opportunities. The program is designed as an extension of learning opportunities for all students. An Oral Language (K-3), Reading Recover (1), Middle/High School Literacy Initiative (6-8), and Guided Reading (K-12) programs will be implemented in identified schools. Finally, DPS instituted a credit recovery program designed to provide opportunities for students to retake courses in which they were unable to earn the necessary credits required for graduation and /or progression to the next level course. These online and "in classroom" credit recovery courses are offered for grades 9-12.
- Create community-oriented schools. Began in March 2014 DPS hosts the Culture and Climate Institute, an initiative designed to engage educators, community leaders, and families to transform the culture and climate of the schools. Coaching services around culture and climate occurred in 11 schools in 2013-2014, and an additional 14 schools (including identified SIG grantees) will receive similar services for 2014-2015.

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

As indicated in a previous section, the LEA convened all school building administrators to meet with MDE approved preferred providers Monday, May 5, 2014, from 3:00pm – 5:00pm at Northwestern HS' Center for Professional Learning and Development. Attendance by eligible SIG building personnel was 100%.

The purpose of the orientation/meeting was for principals to discuss and match their needs to the providers. As well, the preliminary meeting was designed for administrators to outline their implementation requirements of each provider to maximize grant impact and reduce implementation obstacles. As described earlier, the LEA has guided the school building in developing their SIG applications, but decision-making was conducted, not from central administration, but rather by local level school buildings.

Providers selected by building principals include:

- Pearson Learning Teams
- Competitive Education Solutions
- Liberty Leadership Development Inc.
- Inquiry Bridge L.L.C.
- Amplify (Wireless Generations)
- Michigan State University (K-12 outreach)
- Project SEED Mathematics Professional Development and Instruction

Select service providers were then invited to submit proposals and present to each building's Instructional Leadership Teams (ILT) to outline the products and services recommended to address the specific needs of the school.

Providers will be provided a performance-based contract for services and will be monitored closely by DPS as well as through MDE contracted WestEd evaluation.

c. Align additional resources with the interventions

As describe in Question 2, DPS intends to align current and future resources with the interventions to maximize reform efforts. This strategies include:

- Maintaining staff and associated partners of the Office of Turnaround Schools in support of reform efforts
- Leveraging funding (internal and external) from private and public sources to support interventions
- Engaging school building personnel to take "ownership" for reform success. Autonomy at the school level is paramount to reform efforts with Priority Schools. School personnel are actively engaged in developing and executing school improvement plans so that strategies may be tailored to the specific culture of the school.
- Developing scaffolding model for teachers and administrators of previously successful SIG grant building personnel to work with new grant recipient personnel
- Leverage relationships with members of the Strategic Categorical Team to sustain programming beyond the funding period.

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

DPS has taken the following actions to enable schools to implement the interventions fully and effectively:

1. DPS maintains a "Priority Schools" agreement with collective bargaining units to facilitate:
 - PLAs to recruit, select, retain, and release staff without adherence to seniority rules. The Highly Qualified Principal must now meet all five turn-around competencies: Identify and Focus of early wins and big payoffs, break organizational norms, act quickly in a fast cycle, collect and analyze data and galvanize staff around big ideas.

The following reflects anticipated release and recruitment data for teachers in Fall 2014.

SCHOOL	RETENTION FIG. TEACHERS 2012-2013	RETENTION FIG. TEACHERS 2013-2014	AVERAGE TEACHER SENIORITY	ANTICIPATED NO. NEW TEACHERS FALL 2014
BROWN, RONALD	36	36	14 YRS	4
CARLETON	22	21	15 YRS	3
CARSTENS	10	26	12 YRS	5
CARVER	20	23	16 YRS	4
NEINAS	13	16	10 YRS	3
NICHOLS	13	12	17 YRS	0
NOBLE	26	21	15 YRS	8
DCP@ NORTHWESTERN	18	16	15 YRS	5
OSBORN COLLEGE PREP	22	14	15 YRS	18
OSBORN EVERGREEN	18	23	12.5 YRS	6
YOUNG, COLEMAN A.	31	28	20 YRS	0

- Shared decision-making allows PLAs operational flexibility to make decisions about work rules and operations that best meet the needs of their school population
- Extended school year and day
- Mandatory prescribed professional development aligned to the academic programs and reform option.

2. DPS is currently completing a standardized instruction reform instrument to measure teacher effectiveness, in compliance with DPS human resources standards and collective bargaining units.

3. DPS has streamlined outreach to community resources and sponsors (Foundations, corporations) to further support the overall success of identified schools, while leveraging general and Title funding to maximize reform efforts.

e. Sustain the reforms after the funding period ends

As described previously, DPS has instituted significant systems reform efforts, including the development of an entire Office for School Turnaround. The Office has staff, budget, and relative autonomy from traditional large school district systems. The result is an Office with continuous improvement opportunities that are responsive, expeditious, and relevant to the needs of the school. The DPS Office for Turnaround Schools is one significant and sustainable reform effort strategy.

In addition DPS will:

- Build staff capacity to take on site level "ownership" of school reform efforts beyond the funding period. The strengthened leadership pipeline will encourage effective teachers to become emerging school administrators.
- Scaffold effective reform schools, funded previously through SIG, with schools new to reform efforts. Scaffolding efforts will continuously evolve as school move into and out from clusters of low, moderate, and highly effective schools.

Despite recent news reports of a diminishing population (US Census, 2013), identified schools have demonstrated almost a 10% increase since Fall 2011. If this trend continues, sustainability of reform efforts will be paramount to DPS and will be an ongoing issue for the SIG Oversight Committee (described in Q. 8).

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

Action Step	Person Responsible	Start Date	End Date	Success Metric
Hold weekly meeting with awarded school principal(s) with the SIG Strategic Categorical Team	Bilal Tawwab and SIG Project Manager	June 24, 2014	September 30, 2017	The role of each department in the success of the individual school implementation is clearly defined
Leadership Academy	Bilal Tawwab	June 26, 2014	September 30, 2017	All participants are registered by June 26, 2014
Transformation University	Bilal Tawwab	June 26, 2014	September 30, 2017	All participants are registered by June 26, 2014
Finalize bell and bus schedules for extended learning time	James Minnick (Transportation)	July 1, 2014	July 30, 2014	All bell and bus schedules are published by the deadline
Finalize contract(s) between the external provider and the District	Sharon Vandyke (Procurement and Logistics)	July 1, 2014	July 31, 2014	All providers are able to start August 1, 2014
Post and fill all required positions and positions specific to the District and school(s)	Bilal Tawwab and Gregory Stokes (Human Resources)	July 1, 2014	August 1, 2014	All position are filled by the deadline
Order all supplies and technology	School Principal(s) and Sharon Vandyke	July 1, 2014	August 1, 2014	
Perform and review data collected from performing instructional audits	Bilal Tawwab and SIG Project Manager	September 12, 2014	September 19, 2014	All audits and data reviews are completed within time line
Hold monthly meeting with external providers and school Instructional Leadership Team	School Principal Bilal Tawwab and SIG Project Manager	August 1, 2014	September 30, 2017	Meetings are held monthly supported with evidence of sign-in sheets and agendas

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

In accordance to the MDE District and School Proficiency Targets, DPS calculates the 2014-2015 proficiency rate and subtracts it from the end 85% proficiency rate for the 2021-2022 school year. That number is then divided by seven (the number of years between the two data points) to determine the annual increment for the subject target rate. This increment is added to the 2014-2015 subject proficiency rates and then again each year leading up to the 2021-2011 school year. Target rates for reading/language arts and mathematics may be found in the below table.

SCHOOL	READING/LANGUAGE ARTS 2013 - 2016				MATH 2013 - 2016			
	Annual Increment	Target 13-14	Target 14-15	Target 15-16	Annual Increment	Target 13-14	Target 14-15	Target 15-16
BROWN, RONALD	3.06%	60.49%	63.55%	66.62%	5.82%	38.44%	44.26%	50.08%
CARLETON	6.26%	34.92%	41.18%	47.44%	7.94%	21.52%	29.46%	37.39%
CARSTENS	6.35%	34.2%	40.55%	46.9%	8.03%	20.74%	28.77%	36.8%
CARVER	5.71%	39.34%	45.05%	50.76%	8.14%	19.87%	28.01%	36.15%
NEINAS	6.50%	33%	39.5%	46%	7.67%	23.6%	31.3%	38.9%
NICHOLS	4.6%	48.03%	52.65%	57.27%	7.37%	26.02%	33.39%	40.76%
NOBLE	6.14%	35.87%	42.01%	48.15%	7.88%	22%	29.88%	37.75%
DCP@ NORTHWESTERN	7.73%	23.15%	30.88%	38.61%	8.5%	17%	25.5%	34%
OSBORN COLLEGE PREP	6.46%	33.33%	39.79%	46.25%	8.5%	17%	25.5%	34%
OSBORN EVERGREEN	7.83%	22.34%	30.17%	38%	8.06%	20.55%	28.61%	36.66%
YOUNG, COLEMAN A.	5.42%	41.68%	47.1%	52.51%	8.14%	19.89%	28.03%	44.31%

- 6. For each Priority school the LEA commits to serve, identify the services the school will receive or the activities the school will implement. (No response needed.)**
- 7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Priority schools that receive school improvement funds. (No response needed.)**
- 8. As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA's application and implementation of school improvement models in its Priority schools. Describe how this process was conducted within the LEA. Maximum length 1 page**

The DPS Office of Turnaround Schools has met regularly with a diverse group of stakeholders for the past several years on Priority School issues, including the development of this application and selection of school improvement models. The Strategic Categorical Team meets bi-monthly and consists of central administration staff, principals, teachers and teachers. Member of the Team regularly reported on their continuous improvement processes. Stakeholders were selected to participate based upon their job responsibilities in central administration, as well as their "sphere of influence". Team members identified gaps both district-wide and at school building levels during monthly meetings from November 2013 - Present.

School building administrators were integral to the development of both the LEA and building level SIG grant applications. School administration plays a key role in leading this effort through the committed usage of data analyses and the implementation of research-based practices to reach goals and objectives outlined in the plan. Through modeling, organizational restructuring, improving two-way communication and parent involvement, school administration has committed to leading school-wide efforts to ensure that school's vision and mission are understood by all staff, and clearly defined school-wide strategies are implemented to meet school goals. These articulated goals are reflected in the SIG school building applications.

Parent/guardian and student involved in school improvement efforts have been coordinated through the Office of Turnaround Schools, 21st Century Community Learning Centers After-School Program. Participants regularly provide input on academic and enrichment opportunities available at the school level to engage parents/guardians and facilitate student success.

Recently, the Office has created a SIG Oversight Committee. The Committee members will begin meeting to support SIG recipients. Members as well as students, parents, community and business leaders, as well as members from local foundations. The purpose of the SIG Oversight Committee is to maximize student outcomes through grant funded programming and infrastructure efficiency.

The SIG Oversight Committee will meet one time each month. The goals of the committee include: provide guidance on SIG grant compliance, support the collection and analysis of process data, implement program revisions, and create sustainability strategies for the program.

The SIG Oversight Committee is led by Mr. Bilal Tawwab, Assistant Superintendent. His project director will facilitate meeting notices, venues, minutes, and engagement of presenters and documentation, as needed.

In addition, the Office of Turnaround Schools has developed a system of support that assisted with the application and will assist with the school improvement models. Wayne County RESA has provided School Achievement and Content Consultants, and Michigan State University has guided DPS through its intervention specialists and K-12 outreach components.

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

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

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

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

LEA DETROIT PUBLIC SCHOOLS BUDGET

Priority School	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Carleton Elementary	\$300,000	\$2,236,241	\$1,856,023	\$1,607,736	\$6,000,000
Carstens Elem/Middle		\$2,336,239	\$1,907,454	\$1,756,307	\$6,000,000
Carver		\$2,262,971	\$1,905,371	\$1,831,371	\$5,999,713
Coleman A Young		\$2,417,570	\$1,867,564	\$1,705,570	\$5,990,704
DCP @ Northwestern		\$2,139,049	\$1,704,549	\$1,704,549	\$5,548,147
Neinas Elementary		\$2,402,020	\$1,701,940	\$1,576,941	\$5,680,901
Nichols Elem/Middle		\$2,214,571	\$1,789,571	\$1,699,571	\$5,703,713
Noble Elem/Middle	\$8,183	\$2,597,969	\$1,713,167	\$1,680,485	\$5,999,804
Osborn College Prep		\$2,029,490	\$1,793,590	\$1,793,590	\$5,616,670
Osborn Evergreen		\$2,453,038	\$1,659,110	\$1,723,816	\$5,835,964
Ronald Brown Academy		\$2,830,188	\$1,644,858	\$1,524,858	\$5,999,904
LEA-level Activities	\$384,243		\$376,949	\$361,349	\$1,122,541
Total Budget	\$26,611,772		\$19,920,146	\$18,966,143	\$65,498,061
LEA-level Activities	\$384,243		\$376,949	\$361,349	\$1,122,541
Total Budget	\$26,611,772		\$19,920,146	\$18,966,143	\$65,498,061

Detroit Public Schools LEA Budget Narrative
 SCHOOL IMPROVEMENT GRANT - COHORT III

FUNCTION	DESCRIPTION	YEAR 1	YEAR 2	YEAR 3	TOTAL
221	Sig Coaches - SIG Central Office: Two (2) SIG Coaches to assist in implementation of reform model, give on-site professional development related to academic programming and ensure achievement of academic targets. Salary \$68,000+Fringe \$37,163=\$105,162 x 2 staff = \$210,325 per year.	210,325	210,325	210,325	630,975
221	Extended school year - Pre-Implementation (summer 2014)- 3 weeks of Extended year and workshop salary/fringe for SIG Coaches to provide support to SIG school. 3 weeks of Salary= \$3,865+fringe of \$1,282= \$5148 x 2 staff = \$10,294	10,294	-	-	10,294
221	Extended school year - 3 weeks of Extended year and workshop salary/fringe for SIG Coaches to provide support to SIG school. 3 weeks of Salary= \$3865+fringe of \$1,282= \$5148 x 2 staff = \$10,294. Year 1 Summer 2015 - Year 2 Summer 2016, Year 3 Summer 2017	10,294	10,294	10,294	30,882
283	SIG Project Director - Assistant Superintendent @ .3 FTE to oversee district wide SIG implementation.	56,320	56,320	56,320	168,960
283	Administrative support -.5 FTE Clerical to provide administration support in the implementatin of the SIG program.	39,265	39,265	39,265	117,795
283	SIG Compliance admin - .3 FTE Compliance administrator to provide fiscal oversight and ensure grant compliance for the SIG program.	34,345	34,345	34,345	103,035
283	Administrative supplies - Support Material and Supplies to for Central Office staff to assist in SIG program implementation. Suppliles include Ipads for mobility and walk throughs, works stations (desk top and/or Laptops) and day to day operational supplies (notebooks, pen, paper, ink, toner, filing carts, folder, binders, etc.	3,100	2,600	1,500	7,200
283	Conference costs for SIG approved travel that focus on increased knowledge on school improvement strategies and teacher collaboration. Costs include mileage for State Meetings and local travel for up to 5 SIG Central Office Staff. Varlous Lansing workshops, Michigan Center for Educational Networking Conferences (School Improvement (MASA) SIP Professional Learning Communities and ASCD Conference in Washington D.C. , International Reading Association (IRA) Learning Science International, Harvard Institute.	20,300	23,800	9,300	53,400
TOTAL		384,243	376,949	361,349	1,122,541

SCHOOL IMPROVEMENT GRANT BUDGET

APPLICANT INFORMATION

TYPE OR PRINT:

	Legal Name of District School District of the City of Detroit	District Code 82010
APPLICANT	Address of District 3011 W. Grand Blvd., Fisher Bldg., Ste. 450	
	City and Zip Code Detroit 48202	Name of County Wayne
	Name of Contact Person Bilal Tawwab	Title Assistant Superintendent
CONTACT PERSON	Address 3011 W. Grand Blvd., Fisher Bldg., 9 th Floor	City Detroit
	E-Mail Address Bilal.tawwab@detroitk12.org	Zip Code 48202
		Telephone (Area Code) (313) 873 - 6178
		Facsimile (A.C./No.) (313) 873 - 3371

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

[Handwritten Signature]

Date

5/29/14

SIGNATURE OF EMERGENCY MANAGER

[Handwritten Signature]

Date

5/29/14

SCHOOL BUILDING BUDGET

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

SCHOOL BUILDING

Legal Name of School Building Carstens @ Remus Robinson E.M	Building Code 105600	Name and Title of Authorized Representative Donna M. Thornton, Ed.S
Mailing Address (Street) 13000 Essex Avenue	Signature 	Date Signed (m/d/yyyy) 05/29/2014
City Detroit	Zip Code 48215	Telephone (Area Code/Local Number) (313) 866 - 5500
Name and Title of Contact Person Donna M. Thornton, Principal		Mailing Address (If different from agency address) Same

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

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

ASSURANCES AND CERTIFICATIONS

STATE PROGRAMS

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

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

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

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

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

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

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

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

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

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

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

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

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

PARTICIPATION OF NONPUBLIC SCHOOLS

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

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

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

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

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

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

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

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

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

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

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

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

AUDIT REQUIREMENTS

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

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

ASSURANCE AGAINST TRAFFICKING IN PERSONS

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

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

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

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

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

CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS

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

ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS

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

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

IN ADDITION:

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

SPECIFIC PROGRAM ASSURANCES

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

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

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

SUPERINTENDENT OR
AUTHORIZED OFFICIAL

DATE: May 29, 2014


SIGNATURE

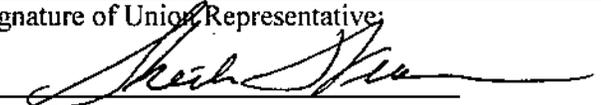
TYPED NAME/TITLE: Karen Ridgeway, Superintendent of Academics

SIG GRANT—School Building Application FY 13

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: John F. Nichols School Building Code: 273	Mailing Address: 3000 Burns Street
School Building Contact for the School Improvement Grant Name: Regina Haywood Position and Office: Nichols Elementary/Middle School Contact's Mailing Address: 3000 Burns Street Telephone: 313 852-0800 Fax: 313 852.0811 Email address: regina.haywood@detroitk12.org	
LEA School Superintendent/Director (Printed Name):	Telephone:
Signature of the LEA School Superintendent/Director: X <u><i>Karen P. Ridgeway</i></u>	Date:
LEA School LEA Board President (Printed Name):	Telephone:
Signature of the LEA Board President: X _____	Date:
Building Principal (Printed Name): <u><i>Regina Haywood</i></u>	Telephone: <u><i>(313) 852-0800</i></u>
Signature of the Building Principal X <u><i>Regina Haywood</i></u>	Date: <u><i>May 29, 2014</i></u>
Union Representative (Printed Name): <u><i>SHEILA WEAVER</i></u>	Telephone: <u><i>(313) 852-0800</i></u>

Signature of Union Representative: X 	Date: 5/29/14
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The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.

Section A

1. Analysis of data. Maximum length 1 page

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

What sources of data did the school use in their analysis?

Based on the analysis, what are the major areas of need that the school's plan will target.

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

The three areas that will serve as the focus for our strategies associated with the Turnaround Model of school improvement:

- teacher pedagogy around cooperative learning during reading and math instruction,
- analyzing and using data effectively, and
- improving our Culture and Climate.

Our Leadership team, along with parents, students, and community members reviewed demographic data, perception data, and achievement data and concur that these areas will be the driving force to propose research-based solutions in the areas of instruction for math and reading, critical areas of need.

Our results on the MEAP achievement scores demonstrate the following deficiencies in math and reading:

Grade Level	MEAP Scores (Proficiency)	
	Reading	Math
3rd	34%	19%
4th	55%	29%

5th	30%	0%
6th	70%	4%
7th	26%	40%
8th	50%	11%

The achievement data described above, along with teacher surveys indicate that our teachers need assistance with building capacity in the area of Delivery of Instruction during Reading and Math. Improved student reading will positively impact all subject areas. Professional development and job-embedded coaching with our instructional staff will help teachers understand cooperative learning, effective feedback strategies and data driven decision making. Evidence of gaps in this area was noted in principal walkthroughs where students were not engaged in collaborating with their peers. Using cooperative learning as a focus in all classrooms will improve student engagement and collaboration. Success for All will help us put a framework in place for cooperative learning. Michigan State University and EduVation will assist teachers with pedagogy and instruction. We will also strive to become a Blue Ribbon school and implemented processes and protocols to achieve this goal.

Teacher Evaluations and walkthroughs have shown that our teachers need more help with using data to drive instruction. Analyzing data to improve instruction will be a targeted area. We want to create a culture where teachers are confident and competent when it comes to data. Teachers will be given intensive help with looking at their data and making instructional decisions based on their data. Amplify Services will help us organize, analyze and use data to move forward.

While SIS indicated that our daily student attendance is currently 85%, lower than our targeted 90%, we also have extremely poor parent participation. Less than 25% of our parents have shown up for any events as evidenced by sign in sheets, a trend consistent in the classroom as well for Parent Teacher Conferences. We want to grow relational capacity across all stakeholders. Because school culture defines the context in which teaching and learning take place, it has a profound effect on academic progress and student interactions with peers and adults. Schools that encourage social and emotional development will see rewards for their students, including greater academic success, fewer at-risk behaviors, and improved relationships for students both at school and in the home. By incorporating a school-wide model - Capturing Kids Hearts: Campus By Design, research shows that we will increase our student attendance and parental participation. All stakeholders will have a voice in the decision making process. Changing the way we are perceived by students and families will help us build stronger relationships, which will work to help our school function more effectively.

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

a. The MDE requires the following positions/funding for schools receiving SIG funds during the three-year period of funding. These positions/funding may be funded with School Improvement Grant funds. We will coordinate the work of these new positions and our leadership team using the MSU Fellowship:

- The School Improvement Grant Coordinator/Facilitator will offer professional development to staff and ensure implementation of the grant initiatives. The facilitator will work directly with administrators, teachers, parents, and teachers.
- The Family liaison will provide monthly tips, strategies, and ideas to parents related to the SIG grant initiatives. The family liaison will also provide regular communication with parents to be sure they are current on all of the events and opportunities at the school.
- The Data Coach will devise school wide strategies for analyzing data to improve instructional practices and student outcomes.
- The School Nurse will provide preventive health, health assessments, and health referrals for students as needed. This will strengthen and facilitate the educational process by improving the health status of all children.

b. Professional development will be provided year round for all professionals in the building including the administrators and support staff for two hours each week.

c. Our general funds pay for the classroom teachers and materials necessary for instruction. We have used our Title 1 funds to hire an Instructional Specialist, Title 1 math teacher, and counselor. The Instructional Specialist and Title 1 math teacher offer feedback to teachers on best practices and job embedded PD. The counselor will offer human and health services to students to ensure academic success. Our Title II Part A covers a SFA coach to help teachers with implementation of cooperative learning in the classrooms. Our Special Education funds cover a speech pathologists, social worker, psychologists, two resource teachers, and four self contained special education teachers.

X General Funds	X Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A	X Title III
X Title I Part A		<input type="checkbox"/> Title II Part D	
X Title I School wide		<input type="checkbox"/> USAC - Technology	
<input type="checkbox"/> Title I Part C			
<input type="checkbox"/> Title I Part D			

<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input checked="" type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start	<input checked="" type="checkbox"/> Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools.)			

3. School Building Commitment

Evidence of a strong commitment should be demonstrated through the district’s and school’s ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence-based research, collaboration, and parental involvement. Union representation must be included in the development of this grant application. Michigan Department of Education staff will conduct face-to-face or conference call interviews with the SIG teams of each school that is selected to receive a School Improvement Grant prior to the grant being awarded. **(Maximum length 1 page).**

a. Our Leadership team met to review the requirements of the SIG grant and how it could help with the implementation of our current reform plan. This information was shared with the staff during a regularly scheduled staff meeting. During this time the principal, Regina Haywood, led data discussions, shared information about our Reform Plan and how it aligns to the SIG turnaround model and encouraged input and discussions. The staff provided feedback and has committed to helping to implement and adjust the plan as needed. Parents and community members were invited into the discussions through regularly scheduled monthly parent meetings provided a platform to review current achievement data, updates on the progress of our plan and offer input on the writing of the plan.

b. Our Leadership Team, staff, parents, and students have all been a part of the collaborative process. Our math and reading data is reviewed every eight weeks as a school team and we make adjustments and increase rigor based on the results. Yearly achievement goals have been set and we refer back to those goals as the year progresses. One of the systematic changes is that our teacher and principal evaluations include a major emphasis on student achievement and student growth. We took into account that in

order to make systemic changes, we had to create an environment where data drives decision making, and research-based best practices would be used in all classrooms. In order to do this we created a professional development calendar which includes monthly data team meetings, monthly Professional Learning Communities (PLCs) meetings, sharing best practices weekly, and job embedded professional development provided by the Success For All coach, Instructional Specialist, Wayne RESA coach, and MSU's Fellowship. Central Office provides Instructional Specialists for all content areas. These district level Instructional Specialists come out to the building monthly to support our teachers. They also provide professional development, up to date data and curriculum information, and school level flexibility in the hiring practices.

c. Detroit Public Schools and the Detroit Federation of Teachers (DFT) have established an agreement focused on enhancing student achievement through Instructional, Economic and Operational Reforms in the establishment of Priority Schools. It is the intention of Priority Schools to offer a rigorous educational program, which includes extended day learning and measurable expectations for school reform.

To implement the Priority Schools' reform, an Executed Addendum was established between the district and the Union with provisions to accommodate the necessary and unusual requirements and changes needed for this reform, including: creative teaching methods; acceleration of improved student achievement as measured by MDE standards; creative scheduling; dedicated staff assigned to each school; extended school day/extended year; and parental and community involvement. (See Executed Addendum in the Appendix)

4. School Improvement Plan

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

5. External Provider Selection

Describe the process the building will use to screen and select external providers or note that the school will select external providers from the MDE pre-approved list. **Maximum length 1 paragraph**

Nichols Elementary/Middle School has selected Michigan State University as its external partner. Michigan State University is a provider that is on the MDE pre-approved list and has been vetted by the district. The process in which this partner was selected involved all members of the Leadership Team. The Leadership team attended a provider fair to collect information from all providers before making a selection. This forum provided a platform for the leadership team to survey services offered by those providers in attendance. Once the top three providers were chosen, the principal and two members of the team met with a representative from the external providers. These meetings offered a great opportunity for the school to interview the providers to determine whether or not their scope of services aligned with the mission, vision and educational program model adopted by the school. Michigan State University was selected based on their

proven/demonstrated success with developing school wide coherence for implementing reforms.

*MSU's Fellowship of Instructional Leaders has demonstrated the ability to build capacity and efficiency through the development of organizational coherence and shared goals. All previous schools participating in the Fellowship have demonstrated improvement in these areas.

*Amplify has worked with every school in Rhode Island for the past two years and have successfully strengthen the way educators use data to enhance their instructional practices. Now data is part of their culture and is used in every part of the decision making process.

*EduVation has worked with students, teachers and schools throughout the United States. Creative lessons and innovative teaching with a technology focus is the emphasis of this program.

*Flippen Group has demonstrated an ongoing layered approach that involves training for administrators, teachers, classroom curricula for students, and active mentoring to successfully change the culture and climate of many schools.

6. Alignment of Resources

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

Maximum length 1 page

a. Our district and schools human resources will be more involved in intentionally hiring the best staff possible. The intent is for the district to recruit a diverse group of highly qualified teachers into classrooms throughout the District. The District will have a focus on recruitment with the majority of activities supplemented through recruitment visits. The district has in state and out of state Teacher Fairs. They have National Conventions as well as presentations at teacher training institutions. The district has engaged in multiple partnerships with colleges and universities to increase its efforts for recruitment. The district actively maintains a student teacher program designed to attract pre-service teachers from local colleges and universities as well as out of state schools of education by offering support through the final phase of the teacher certification process. Nichols Elementary Middle School will have a team that would be responsible for selecting the highly qualified teacher that would best suit our school. Nichols would use portfolios, resumes, and teacher evaluation data to help drive the selection process.

b. There is a system in place to involve stakeholders for collaborative efforts in the district. We continue to use the following resources to bridge our parent, community, school collaborations and partnerships such as MSU, in an effort to successfully raise student achievement and school improvement:

- Provide a Parent Involvement Coordinator, monthly Parent Advisory Council on Student Achievement Meetings (PACSA), parents and community educational workshops. This works to improve Culture and Climate at our school. We feel that if parents are working collaboratively with the school staff it will create a better working environment for the school as a whole.
- Community organizations provide support and services to both the students and their families. An on-going partnership with The Greening of Detroit, Gleaners, Big Brothers Big Sisters, Generation With Promise- a Michigan Department of Education Initiative all help to strengthen student achievement through active student and parent participation and engagement. Through these organizations students, parents and community partners work collaboratively to address the needs of the entire student body and their families.
- Partnerships with Jefferson Avenue Presbyterian Church, Greater Christ Baptist Church, and Mack Avenue Church help provide assistance with academic achievement through tutoring and mentoring services and for at-risk and low achieving students. The church works with Nichols parent and community team to find out the needs of the students. They provide tutoring in their facility after school.
- The Department of Human Service (DHS) is stationed in our building. The DHS provides services such as assistance with housing, food and medical assistance, and an in house caseworker. Services are provided on an as needed basis to students throughout the school. This initiative works to improve the Culture and Climate by giving the students and their families what they need in regards to health and human services.
- Our collaboration with General Motors provided us with technology for our classrooms. This will work to increase student achievement through technology.

7. Modification of local building policies or practices

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

Maximum length 1 page

- a. Describe how extended learning time (lengthening the school day, week or year) will be scheduled.

The district has increased time for core subjects during the school day. The 60-minute ELA and 45 minute math increase is possible due to the elimination of the common prep each Friday and the elimination of three preparation periods each week for elementary teachers. Nichols Elementary/Middle School will extend the learning time in our building by scheduling an additional four weeks

of instruction to the end of the school year to provide continued time for student learning.

- b. Describe how extended learning time will be spent engaging students in learning, not just adding clock time to a schedule.
- c. All lessons to be taught are aligned with Common Core State Standards (CCSS) and provided to teachers through the use of pacing guides and other curriculum materials. All homeroom/middle school teachers will maximize instruction time by providing small group instruction and cooperative group learning during the day for core subjects. Through the use of cooperative learning groups, students are not only responsible for learning the material but they are instrumental in helping their teammates learn. By allowing students more time to work as groups per our big idea, it provides teachers with additional time to support other students needing one-on-one, assistance. Students identified as needing additional help in the core subjects will also be assisted by our Special Education Resource teachers. We also have a Title 1 elementary math teacher for further assistance. Along with the regular weekly assessments for Reading and Math, we have formal assessments to assess student progress and achievement. Teachers will be able to utilize data generated from Instructional Learning Cycle pretests and weekly classroom assessments and formal assessments to monitor student achievement and progress.

Teachers collaborate weekly in either the Component Team meetings, Professional Learning Communities (PLCs), or Solution Team meetings for one hour to provide updates on student achievement, review data, engage in professional development including information on best practices, and discuss strategies for student success. Component Team meetings are cluster meetings with K – 2 teachers, 3 – 5 teachers, and 6 – 8 teachers. PLCs are meetings with teachers with similar skills they are trying to develop, such as, differentiation, writing across the curriculum, and Depth of Knowledge (increasing rigor). Each member of the staff is a part of a Solution Team, which focuses on Family and Community Engagement, Intervention, Attendance, and Cooperative Culture. With the implementation of this format, we will increase student achievement on the MEAP 2012-13 at least 10% overall in the areas of Reading and Math for students achieving non-proficient and a continued growth of 10% each year over the coming years. We will utilize MSU's Fellowship to conduct an analysis of each program to ensure the focus meets the Learning Priorities identifies in our transformation plan and focus resources as needed.

8. Timeline

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

	July-August – Pre Implementation	September-June – School Year
Year One – Beginning the Work	<ul style="list-style-type: none"> • MSU works with the leadership team to create a shared vision • Amplify conducts needs assessment, compiling and analyzing data from the preceding school year and facilitate a 3 day PD for the instructional leadership team, building the foundation for school-wide, inquiry-based approach to data use. • EduVation will conduct a needs assessment with the leadership team and develop a plan of action. • Flippen Group will analyze current culture and climate practices with the leadership team. • The Leadership Team will research the Blue Ribbon School requirements. 	<ul style="list-style-type: none"> • MSU Professional development will be given to help the staff understands the data available to inform decisions about instructional improvement. • Amplify Professional development will be given to teachers to help them identify their needs related to data use. An Amplify Coach spends 12 days per month on-site, working with leadership and teachers, in teams and individually. The focus is on building a practice of regular data use to improve student achievement. Amplify facilitates 2 family outreach sessions, supporting parent engagement in the school improvement process. • Flippen Group will work with the building leadership and staff to analyze the current culture and climate and identify areas of improvement. Professional development will be given to teachers related to culture and climate. Family outreach will also be provided to ensure that they are onboard with the changes and modifications to the current system. The staff will be coached on building relationships with staff, students, parents, and the community. • The Leadership Team will attend a leadership conference for Blue Ribbon schools. There will be training provided in the processes and protocols for becoming a Blue Ribbon school. • EduVation will work to increase individual and collective capacity in learning and

		<p>teaching is the goal for year one. Understanding the knowledge capacity of the instructional staff is paramount. The instructional core, analysis of student learning and instructional leadership will be the essential features of this deliverable. The instructional leadership team and staff will receive in-depth training in the following professional learning opportunities:</p> <ul style="list-style-type: none"> • The Instructional Risk Management System • Instructional Audits & Instructional Mitigation Sessions • Implement • Develop Instructional Execution School-Wide Plan • Identifying Professional Development Targets • Customized and Differentiated Professional Learning • Instructional Monitoring Sessions • Prioritizing and Strategically Allocating Instructional Resources • Evidenced-Based Professional Development Models (Lesson Study, Problem-Based Mathematics & Collaborative Learning Sessions) • Develop Classroom Achievement Matrices & Data Profiles • Vertical Alignment of Instruction across Content Areas • Professional Development Transfer
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<p>Year Two - Deepening the Work</p>	<ul style="list-style-type: none"> • MSU will work with the principal, coach, and leadership team to continue their growth by expanding the capacity to implement effective instructional and leadership practice. Increasing skills in using data and
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	<p>in help others become adept in data analysis. Staff will continue to learn how to manage complex change in schools. Using the transformation plan, identifying appropriate problem of practice and theory of action in order to provide focus for school improvement efforts that will leverage the greatest student improvement. The staff will expand the accountable professional community to include feeder schools and central offices.</p> <ul style="list-style-type: none"> • An Amplify Coach spends 8 days per month on-site, supporting leadership and teachers identified as needing targeted support. The focus is on expanding the practice of regular data use to improve student achievement. • Flippen will work intensively with the staff to continue the initiatives and make adjustments as necessary. School leadership will be coached to build capacity on improving culture and climate. Families will be involved in this effort as well. • EduVation and the ILT will collaborate to further develop and enhance the instructional culture. Supporting the team with monitoring established and new systems while making connections and identifying disconnects is a way to extend ownership to the staff. Professionals will continue to the Year 1 activities while engaging at a deeper level. Additional activities will include: <ul style="list-style-type: none"> • Year 1 Professional Learning Systems & Processes • Instructional Analysis & Designing Methods • Critically examining and analyzing core programs • A Multi-Tiered Approach for Professional Learning • Systematically Identifying Instructional Gaps
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<p>Year Three - Sustaining the Work</p>	<ul style="list-style-type: none"> • MSU will work with the principal, coach, and leadership on institutionalizing a culture of accountable practice by developing proficiency to implement the strategies that result in increased student achievement. Demonstrating data proficiency in all aspects of the school's work. Ensuring instructional program coherence across and between grade levels/subjects. Planning for continued progress and continuing an emphasis on effective and efficient school organization. • An Amplify Coach spends 4 days per month on-site, supporting leadership and teachers identified as needing targeted support. Amplify facilitates one half-day of PD for school staff on topics identified through the needs assessment process. Amplify facilitates 2 family outreach
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	<p>sessions, supporting parent engagement in the school improvement process.</p> <ul style="list-style-type: none"> • Flippen Group will analyze the school's improvement in the area of culture and climate before the year starts to be sure we are on track to continue the efforts after the three year grant is completed. The leadership team will be coached on identifying needs and making decisions regarding culture and climate based on the needs. The staff will be given professional development on identified topics to build capacity in the area of culture and climate. • EduVation will coach the leadership team and utilize multiple data points to make decisions about the effectiveness of professional learning and student learning. Frequent monitoring of progress will be the norm. Gradual release of support will also occur at this time. It is expected that the school will be able to sustain these efforts by the end of the year 3.
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9. Annual Goals

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

	Current Proficiency Rate 2014-15	Goal for 2015-2016	Goal for 2016-2017	Goal for 2017-2018
Reading	41.2%	52.65%	57.27%	61.9%
Mathematics	17.2%	33.39%	40.76%	48.14%
Writing	39%	46.17%	53.58%	60.98%
Social Studies	11%	26.47%	34.83%	43.2%
Science	0%	25.5%	34%	42.5%

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application. **Maximum length 1 page**

In the month of May 2014, a meeting was held with the principal, leadership team, parents and faculty to discuss the School Improvement Grant and what this would mean for Nichols Elementary/Middle School. During the meeting the principal provided information about the School Improvement Grant and invited staff and parents to volunteer to work with the School Planning Team in completing the grant application. The community was also engaged during the development of the SIG application and the intervention model.

Our school stakeholders will continue to be involved in a collaborative manner as we participate with our partners Michigan State University, Amplify, EduVation and Flippen Group. Through a collaborative process including the principal, key staff members, parents, district personnel, community members, MSU, and Amplify, a series of goals and objectives were developed to guide the process over the next three years.

Goals were formulated to ensure coordination with future school improvement plans. This brings continuity to the tasks that need to be completed. Through the effective establishment of leadership teams, vertical teams, grade level teams, increased parental involvement and community support the school will be able to bring a climate of collaboration and focus into the school's vision. Michigan State University and Amplify has created an intensive cycle of Professional Development repeated over two years that engages all stakeholders from the principal to the teachers to parents and the community.

Focus groups will continue to conduct surveys among students, staff, parents and community members in order to include everyone in the process. Ongoing feedback must be solicited in order to sustain support and keep lines of communication open. Their support, guidance and contribution will encourage student success and increase achievement.

11. Sustaining Reforms

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

The Action Plan emphasizes building internal capacity processes so that at the end of the grant period, the school will be at a place to continue success without external support and dollars.

Our goal is to build a sufficient foundation of achievement and capacity to allow for continued and sustainable progress to set the stage for a high-performing school. Our three-year timeline for implementation shows a gradual release process with our partners: Michigan State University, Amplify, EduVation and Flippen Group. Our partners will provide our leadership and staff with the knowledge, strategies and skills to monitor progress and improve instruction and culture and climate. By the end of the three-year implementation we will be fully equipped to carry on with all of the initiatives at the school level, with minimal outside support.

To support the building and Instructional Leadership Team, a Leadership Coach as defined by the Michigan State Fellowship for instructional leaders, will provide support throughout the school year. The Michigan Model of Leadership Coaching is part of the Michigan's State system of support for high priority schools. Leadership coaches have been identified as a key mechanism for providing on-site assistance to school principals and Leadership Team in order to help them make improvements that result in demonstrated gains in student achievement. The role of a leadership coach is to help school leaders build their capacity and through a one-to-one, confidential relationship.

The goal is to build the capacity of a sustainable program to continue once the service has ended. Specifically, the job of the leadership coach is to engage principals in a learning process focused on systematic instructional improvement in the service of increased student achievement. Principals and leadership coaches attend professional development together in order to provide a common framework and opportunity for collaborative learning.

The Wayne RESA provides professional development opportunities in curriculum, instruction, technology, assessment, etc. In addition it also provides regular professional communications on content-specific issues, provides a forum for professional discussion that goes beyond the walls of our school. After the grant has ended the Leadership team will continue the function of the leadership coaches and continue to support building improvement efforts.

Amplify Services will provide onsite coaching and professional development for our professional learning communities on how to analyze and utilize data for the purpose of increasing student achievement. Lead teachers will continue to lead PLC's after the grant period has ended. EduVation will build teachers capacity in pedagogy through professional development. School embedded professional development will continue after the grant period by led by the Leadership Team.

12. State Reform Plan

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

Section B.

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

Attachment A – Transformation

1. The district will align the principal selection process for Priority Schools to the "two year rule."

2. The teachers and the administrators will take data into consideration when making their plan for the year. Student achievement and growth will be a significant factor. Throughout the year teachers will be observed periodically and the principal will offer feedback and assistance to ensure quality teaching is happening in every classroom.

3. Teacher Evaluation is a yearlong opportunity for teachers to develop, refine, rejuvenate and reflect upon their teaching practice in pedagogical skills, student growth, classroom management, relevant special training, and educator responsibilities. The following information will help the evaluator and the teacher successfully implement the Teacher Evaluation process.

Principals in service their teachers on the evaluation process, each teacher is requested to complete a Professional Learning Plan, Observers conduct an initial meeting (post observation) with the teacher and complete the following: Review the observation, review the teacher's PLP and make recommendations, administrator and teacher sign the PLP, provide access to the evaluation materials and help review the list of possible assessments to use as measures of tracking student growth.

4. At the end of the year, the principal will make a decision as to whether each teacher has increased student achievement. If the teacher has not met an effective status, the teacher will not be rated effective and will not be recommended to be part of Nichols Elementary/Middle School.

5. During the school year, the professional development will include ongoing, systematic, and job-embedded experiences to enrich and enhance the skills sets of teachers in the areas of planning and preparing, engaging students in learning through high quality

instruction, as well as utilizing assessment appropriately in instruction. All of the professional development will focus on helping teachers and administrators pay close attention to the classroom environment and improve student learning. Teachers will receive PD on our reading program (SFA), our two big ideas (Cooperative Learning and PLCs), use of data, differentiated instruction, Accelerated Reading & Math and the Home Visit Program.

6. Nichols School has different incentives and strategies in place to facilitate increased opportunities for promotion and career growth. The incentive and encouragement programs are instrumental in helping us to maintain and recruit staff. Attendance incentives include movie passes, and gift cards to local restaurants for staff members achieving perfect attendance within each quarter. Encouragement from the administration in the form of awards including certificates and plaques helps staff members to feel appreciated and a part of the team. This helps staff members to be more motivated and engaged and its impact is positive in meeting the needs of the students academically.

7. The school will gather student data from state, district, and teacher assessments. This data will be analyzed and reflected on at the beginning and end of each year as well as every eight weeks for each grade level and for each student at the staff meetings and during component team meetings (PLCs). The state assessment was used to find gaps in instruction and to identify and implement an instructional program that is research-based and aligned with state standards.

8. Nichols School promotes the continuous use of individual data throughout the year. The data obtained throughout the year guides the teacher to change and monitor instruction. At the beginning of the year, during the first days of professional development, the teachers will use the tool called Data Director. This tool allows each teacher to look at the previous results of all standardized test results taken by the students. The teachers get together within and across grade levels and look at the information. This tool helps the teachers to see and plan differentiated instruction for their students. Looking at standardized results across the grade levels will help the school plan for daily instruction, their enrichment and after school programs.

9. The district has increased time for core subjects during the school day. The new time allotment will remain in effect until further notice from the district. The Reading/English Language Arts instruction time for elementary students has increased to 120 minutes each day and 90 minutes for middle school. Math has increased to 90 minutes. The 60 minute (ELA) and 45 minute (Math) increase is possible due to the elimination of the common

prep each Friday and the elimination of three preparation periods each week for elementary teachers. The school year will also be extended twenty additional days to provide continued time for student learning. Teachers collaborate weekly during the Component Team meetings, PLCs, and Solution Team meetings for one hour to provide updates on student achievement, review data, engage in professional development including information on best practices, and discuss strategies for student success.

10. There are many strategies that we are using to continuously engage families and community at Nichols that will help with our rapid turnaround plan. On the local level our Parent Advisory Council for Student Achievement (PACSA) has implemented many programs. Upon reviewing data related to parent concerns, we realized that effective communication is necessary for everyone involved in our school. Lillie Thomas will facilitate these workshops. These workshops will touch on parts of our big idea related to cooperative learning. We will use this model with not only our students, but also our parents and community. We have launched a Home Visit Program where teachers visit the homes of students throughout the school year to forge strong partnerships. At the Community level, Nichols is teaming up with area churches as a way to engage families and community. The district has paired our school with Greater Christ Church. This partnership is in the developmental stage, but it promised continuous positive interactions with families and community. We also have a partnership with Jefferson Avenue Presbyterian Church, which has lasted over 25 years. They provide programs for our parents and students outside of school, such as tutoring, workshops and summer camp.

11. The title 1 funds are utilized and budgeted for the enhancement of school operations in the following ways: Staffing- Nichols staffing such as instructional specialist, literacy or math instructors, and school nurse are determined and funded based on current data and data trends. These trends indicated that attendance has been steadily declining in our school and the school nurse is one way to combat this problem. The students are sick and they can come to school and get health care. Calendar- Nichols has a site based calendar based on the needs of our school. It is aligned with Parent Advisory Council for Student Achievement and the district calendar. Parent and discretionary funds are allotted to sponsor activities that enhance parent and student knowledge based on achievement data. Time- Site based administration had some flexibility in the formation of the schedules to maximize instructional time for high priority areas. Budgeting- School Improvement and component teams in designated areas for growth have been established. Staffing, materials, and technology are all purchased based on school needs and are planned to stimulate student growth.

12. Detroit Public Schools will ensure that each priority school receives ongoing and intensive technical assistance to support their school turnaround efforts. Detroit Public Schools is committed to providing all Priority Schools with a high level of differentiated support based on their school's need. Detroit Public Schools will provide extensive monitoring. Five Reform/Redesign Monitors will monitor the implementation of 6-7 schools. The Reform/Redesign Monitors will utilize a tiered approach to monitoring. This includes:

- Frequent Site Visits
- Required Data Reporting
- Formal Quarterly Benchmark Meetings

The monitors will evaluate local progress and provide guidance to the district level in meeting the student achievement goals and the selected intervention models. Monitors will submit monthly reports to the Office of School Turnaround detailing the school's efforts and progress. Feedback will be utilized to guide the level of professional development and type of technical support based on the schools data.

Section C.

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

Example:

LEA XX BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Priority School #1	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
Priority School #2	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
Priority School #3	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
Priority School #4	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
LEA-level Activities	\$250,000		\$250,000	\$250,000	\$750,000
Total Budget	\$6,279,000		\$5,981,500	\$5,620,000	\$17,880,500

SCHOOL BUILDING BUDGET

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

SCHOOL BUILDING

Legal Name of School Building John F. Nichols	Building Code 273	Name and Title of Authorized Representative Regina Hayward
Mailing Address (Street) 3000 Burns Street	City Detroit	Signature 
City Detroit	Zip Code 48214	Telephone (Area Code/Local Number) (313)852-0800
Name and Title of Contact Person Regina Hayward		Date Signed (m/d/yyyy) May, 29, 2014
Mailing Address (If different from agency address) 3000 Burns Street		

Func	Title	Descrip	Num of Staff	Total Salary	Health	fringe	TOTAL SALARY	PURCHASE SERVICE	SUPPLIES/ TECHNOLOGY	TOTAL	
241	SIG Coordinator	AEA	1 \$	85,000	\$ 14,600	\$ 28,203	\$ 127,803				
216	Nurse	nurse	1 \$	60,000	\$ 14,600	\$ 19,908	\$ 94,508				
221	Data Coach	IS	1 \$	67,000	\$ 14,600	\$ 22,231	\$ 103,831				
331	Parent Liaison	contractual	1 \$	-	-	-	-				
111	Computer technology teacher	Teacher	1 \$	59,493	\$ 14,600	\$ 19,740	\$ 93,833				
221	INSTRUC SPEC	math/science	2 \$	134,000	\$ 29,200	\$ 44,461	\$ 207,661				
111	teachers small group instr		2 \$	116,000	\$ 29,200	\$ 38,489	\$ 183,689				
111	Extended Year/DAY (ALL STAFF)		1 \$	150,000		\$ 49,770	\$ 199,770				
221	wkshops 10 sessions x 30 staff x 4 hrs x 23.82		1 \$	28,584		\$ 9,484	\$ 38,068				
221	summer PD academy		1 \$	20,580		\$ 6,828	\$ 27,408				
221	MSU							\$ 250,000			
221	Amplify							\$ 150,000			
221	Flippen Culture Climate							\$ 25,000			
221	Success for all							\$ 10,000			
331	Contractual Parent Liaison							\$ 50,000			
111	Blue Ribbon School Assessment							\$ 10,000			
225	Labs (, furnishings, setup (30)								\$ 50,000		
225	Computers for labs (30) k-5 Mac and HP								\$ 10,000		
225	Smartboards (5)								\$ 27,500		
225	smart tables (2)								\$ 16,000		
225	HP Carts 30 (10 carts)								\$ 270,000		
225	1 ipad cart (1)								\$ 27,000		
225	ipads singles instr spec and adm staff (10)								\$ 7,500		
225	printers for classrooms and media center/Lab (13+2)								\$ 15,000		
111	web-based instructional Software Study Island								\$ 10,000		
111	ebooks								\$ 2,000		
331	Computer workstation for parent resource center with printer								\$ 15,000		
111	Field trips								\$ 10,000		
111	Teaching Testing supplies manipulatives, workbooks								\$ 15,000		
111	supplies materials (printer ink cartridges, paper folders for extended year and after school activities, headphones)								\$ 60,000		
221	Professional Development supplies (flashdrive, paper, pens, folders)								\$ 30,000		
111	tables and chairs for small group instruction								\$ 3,000		
									\$ 20,000		
YEAR 1 TOTAL								\$ 1,076,571	\$ 535,000	\$ 603,000	\$ 2,214,571
3 YEAR TOTAL									\$ 5,703,713		

NICHOLS YEAR 2

NARRATIVE

fringe rate 0.3318

Func	Title	Descrip	Num of Staff	Total Salary	Health	fringe	TOTAL SALARY	PURCHASE SERVICE	SUPPLIES/ TECHNOLOGY	TOTAL
241	SIG Coordinator	AEA	1	\$ 85,000	\$ 14,600	\$ 28,203	\$ 127,803			
216	Nurse	nurse	1	\$ 60,000	\$ 14,600	\$ 19,908	\$ 94,508			
221	Data Coach	IS	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831			
331	Parent Liaison	contractual	1	\$ -	\$ -	\$ -	\$ -			
111	Computer teacher	Teacher	1	\$ 59,493	\$ 14,600	\$ 19,740	\$ 93,833			
221	INSTRUC SPEC	math/science	2	\$ 134,000	\$ 29,200	\$ 44,461	\$ 207,661			
111	teachers small group instr		2	\$ 116,000	\$ 29,200	\$ 38,489	\$ 183,689			
111	Extended Year/DAY (ALL STAFF)		1	\$ 150,000	\$ -	\$ 49,770	\$ 199,770			
221	wkshops 10 sessions x 30 staff x 4 hrs x 23.82		1	\$ 28,584	\$ -	\$ 9,484	\$ 38,068			
221	summer PD academy		1	\$ 20,580	\$ -	\$ 6,828	\$ 27,408	\$ 250,000		
221	MSU							\$ 150,000		
221	Amplify							\$ 75,000		
221	Eduvation							\$ 25,000		
221	Flippen Culture Climate							\$ 10,000		
221	Success for all							\$ 50,000		
331	Contractual Parent Liaison							\$ 15,000		
111	web-based instructional Software Study Island							\$ 10,000		
111	ebooks							\$ 15,000		
111	Field trips							\$ -	\$ 60,000	
111	Teaching Testing supplies manipulatives, workbooks							\$ -	\$ 30,000	
111	supplies materials (printer ink cartridges, paper folders for extended year and after school activities, headphones							\$ -	\$ -	
221	Professional Development supplies (flashdrive, paper, pens, folders)							\$ -	\$ 3,000	
111	tables and chairs for small group instruction							\$ -	\$ 20,000	
								\$ 600,000	\$ 113,000	\$ 1,789,571

Func	Title	Descrip	Num of Staff	Total Salary	Health	fringe	TOTAL SALARY	PURCHASE SERVICE	SUPPLIES/ TECHNOLOGY	TOTAL
241	SIG Coordinator	AEA	1	\$ 85,000	\$ 14,600	\$ 28,203	\$ 127,803			
216	Nurse	nurse	1	\$ 60,000	\$ 14,600	\$ 19,908	\$ 94,508			
221	Data Coach	IS	1	\$ 67,000	\$ 14,600	\$ 22,231	\$ 103,831			
331	Parent Liaison	contractual	1	\$ -	\$ -	\$ -	\$ -			
111	Computer teacher	Teacher	1	\$ 59,493	\$ 14,600	\$ 19,740	\$ 93,833			
221	INSTRUC SPEC	math/science	2	\$ 134,000	\$ 29,200	\$ 44,461	\$ 207,661			
111	teachers small group instr		2	\$ 116,000	\$ 29,200	\$ 38,489	\$ 183,689			
111	Extended Year/DAY (ALL STAFF)		1	\$ 150,000	\$ -	\$ 49,770	\$ 199,770			
221	wkshops 10 sessions x 30 staff x 4 hrs x 23.82		1	\$ 28,584	\$ -	\$ 9,484	\$ 38,068			
221	summer PD academy		1	\$ 20,580	\$ -	\$ 6,828	\$ 27,408			
221	MSU							\$ 250,000		
221	Amplify							\$ 75,000		
221	Eduvation							\$ 60,000		
221	Flippen Culture Climate							\$ 25,000		
221	Success for all							\$ 10,000		
331	Contractual Parent Liaison							\$ 50,000		
111	web-based instructional Software Study Island							\$ 15,000		
111	ebooks							\$ 10,000		
111	Field trips							\$ 15,000		
111	Teaching Testing supplies manipulatives, workbooks							\$ -	\$ 60,000	
111	supplies materials (printer ink cartridges, paper folders for extended year and after school activities, headphones							\$ -	\$ 30,000	
221	Professional Development supplies (flashdrive, paper, pens, folders)							\$ -	\$ 3,000	
111	tables and chairs for small group instruction							\$ -	\$ 20,000	
								\$ 510,000	\$ 113,000	\$ 1,699,571

Section C.

Attachment B- Budget Attached

Narratives below:

Field Trip Rationale

Creating authentic learning experiences associated with ELA, Math, Science and Social Studies curriculum is an important experiential educational practice. One form developing the authentic field of educational programming is through field trips. Field trips involve student activities, relevant curriculum, and a reflection component.

Research indicates that numerous objectives are met through field trips including,

- facilitating the learning of abstract concepts
- motivating students through increased interest and curiosity
- improving long term retention of concepts
- teaching method by example
- increasing student-student and student-teacher social interaction
- developing social consciousness an increased appreciation for the phenomenon studied and learning is seen as a practical component of life versus a structured classroom activity

E- Books

Help grasp concepts in any subject area. Students interact with the text. The interactive features **will guide them through exercises and develop their reading and comprehension skills.**

Eric Cork

Writing workshop for staff and students that empowers students to systematically organize their thoughts and communicate them effectively. Students will be highly engaged in physical interactions and demonstrations while learning the fundamentals of writing.

Technology

Prepare students for 21st century. Use technology to promote hands on work, stimulating discussions, small group interactions. Students will be engaged interactive demonstrations and help develop and build prior knowledge and vocabulary. Teachers will be able to present more information effectively.

Study Island

Researched base digital learning program that provides students with additional time on task and provide supplemental instruction and practice in key content areas: reading and math. English Language Learners can receive support based on their individual needs.

Section D.

Baseline Data Requirements

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

USED Baseline Data Requirements

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

Metric	
Which intervention was selected (turnaround, restart, closure or transformation)	Transformation
Number of minutes in the school year	66,120
Dropout rate (Numeric %)	N/A
Number of Disciplinary Incidents	Approx.2-3 suspensions per week
Number of Students Involved in Disciplinary Incidents	Approx. 2-4 per day
Increased Learning Time	Extended School Year 3 additional weeks
ILT – Longer School Year	3 additional weeks
ILT – Longer School Day	NIL

ILT – Before or After School	NIL
ILT – Summer School	NIL
ILT – Weekend School	NIL
ILT - Other	
Student attendance rate (Numeric %)	Approx. 83%
Advanced Coursework	
Dual Enrollment Classes	
Advanced Coursework and Dual Enrollment Classes	
International Baccalaureate	
Early college/college credit	
High School Graduation Rate	N/A
College Enrollment Rates (Numeric %)	N/A
Truants (Numeric)	N/A
Teacher Attendance Rate	Approx. 95% in attendance daily
Highly Effective Teachers (Numeric %)	40%

Effective Teachers (Numeric %)	60%
Minimally Effective Teachers (Numeric %)	0%
Ineffective Teachers (Numeric %)	0%
Explanation of other types of increased learning	

Fiscal Information

The MDE has asked for a waiver of section 421(b) of General Education Provisions Act to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Line item budgets must be submitted for school years 2014-2015, 2015-2016, and 2016-2017.

USES OF FUNDS

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

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

Intensive monitoring of grant implementation and evaluation are required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four intervention models at the school.

Select only 1 Model

Attachment A--Transformation Model

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

1. Replace the principal
2. Include student data in teacher/leader evaluation
3. Evaluations that are designed with teacher/principal involvement
4. Remove leaders/staff that have not increased achievement
5. Provide on-going job embedded staff development
6. Implement financial incentives or career growth or flexible work conditions.
7. Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.
8. Promote continuous use of student data to inform instruction and meet individual needs of students.
9. Provide increased learning time
 - a. Extended learning time for all students in the core areas
 - b. Instruction in other subjects and enrichment activities that contribute to a well-rounded education
 - d. Teachers to collaborate, plan and engage in professional development
10. Provide ongoing mechanisms for family and community engagement

11. Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates.
12. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization.

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

1. Provide additional funding to attract and retain staff.
2. Institute a system for measuring changes in instructional practices that result from professional development.
3. Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.
4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.
5. Implement a school wide Multi-Tiered System of Supports model.
6. Provide professional development to teachers/principals on strategies to support students in least restrictive environment and English Language Learners.
7. Use and integrate technology-based interventions.
8. Increase rigor through programs such as Advanced Placement, International Baccalaureate, Science, Technology, Engineering, Arts and Mathematics (STEAM), and others.
9. Provide summer transition programs or freshman academies.

10. Increase graduation rates through credit recovery, smaller learning communities, and other strategies.
11. Establish early warning systems to identify students who may be at risk of failure.
12. Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.
13. Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.
14. Implementing approaches to improve school climate, culture, and discipline.
15. Expanding the school program to offer full-day kindergarten or pre-kindergarten.
16. Allow the school to be run under a new governance arrangement.
17. Implement a per pupil, school-based budget formula weighted based on student needs.

Attachment B—Turnaround Model

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

1. Replace the principal.
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.
3. Screen all existing staff and rehire no more than 50 percent.
4. Select new staff.
5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.
6. Provide staff ongoing, high-quality, job embedded Professional Development aligned with instructional program and designed with school staff.
7. Adopt a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)
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.
9. Promote continuous use of student data to inform and differentiate instruction to meet student needs.
10. Establish schedules and implement strategies that provide increased learning time.

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

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.

1. Any of the required and permissible activities under the transformation model.
2. A new school model (themed, dual language academy, etc.).

Attachment C—Restart Model

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

1. A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization that has been selected through a rigorous review process.
2. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

Attachment D—School Closure

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

1. School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving.
2. The receiving schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

Nichols Professional Development Calendar

August

8/27/12 - 8/29/12
8/30/12 Success For All Training - SFA Point Coach
Setting Accelerated Reader Goals

September

9/9/12 Accelerated Reader Review Ms. Robinson
9/19/12 Success For All Tutoring Training Ms. Cassar
9/23/12 Common Core Video Ms. Robinson
9/26/12 Success For All Grouping Ms. Cassar

October

10/3/12 Professional Learning Communities
10/17/12 Professional Learning Communities
10/28/12 Common Core Video #2 Ms. Robinson
10/31/12 Accelerated Math Ms. Partmon

November

11/4/12 Professional Learning Communities
11/8/12 Priority School Training
10/18/12 Professional Learning Communities

December

12/2/12 Cooperative Learning Training Ms. Cassar
12/9/12 Professional Learning Communities

January

1/20/13 Professional Learning Communities

February

2/10/13 Professional Learning Communities

March

3/6/12 Professional Learning Communities
3/19/13 District PD
3/20/13 District PD

April

4/20/13 Professional Learning Communities

May

5/11/13 Professional Learning Communities

Professional Development Calendar – Tentative 2013-2014

August	Success for All refresher Solution Teams Review School Improvement Plan
September	Accelerated Reader Review Common Core State Standards Data Analysis/ Success for All Grouping Solution Team/Professional Learning Communities
October	Common Core – Digging Deeper Solution Team/Professional Learning Communities School Improvement Team Data Analysis
November	Common Core – In the Classroom Solution Team/Professional Learning Communities School Improvement Team Data Analysis
December	Common Core – Next Steps Solution Team/Professional Learning Communities School Improvement Team Data Analysis
January	Common Core – Sharing Ideas Solution Team/Professional Learning Communities School Improvement Team Data Analysis
February	Common Core – Expository Text Solution Team/Professional Learning Communities School Improvement Team Data Analysis
March	Common Core – Literacy Across in all Content Areas Solution Team/Professional Learning Communities School Improvement Team Data Analysis
April	Common Core – Questions Solution Team/Professional Learning Communities School Improvement Team

Data Analysis

May

Common Core – Adjusting Instruction
Solution Team/Professional Learning Communities
School Improvement Team
Data Analysis

June

Common Core – In the Classroom
Solution Team/Professional Learning Communities
School Improvement Team
Data Analysis