Attachment B **SIG GRANT--LEA Application FY 13**

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant:	Applicant's Mailing Address:
School District of the City of Detroit (Detroit Public Schools)	3011 W. Grand Blvd. Fisher Bldg., Ste. 450 Detroit, MI 48202

LEA Contact for the School Improvement Grant

Name: Bilal Tawwab

Position and Office: Assistant Superintendent, Office of School Turnaround

Contact's Mailing Address: 3011 W. Grand Blvd., Fisher Bldg., 9th Floor, Detroit, MI 48202

Telephone: (313) 873-6178

Fax: (313) 873-3371

Email address: bilal.tawwab@detroitk12.org

LEA School Superintendent/Director (Printed Name): Karen Ridgeway	Telephone: (313) 873-6205
Signature of the LEA School Superintendent/Director: X Karen Ridgeway	Date: May 29, 2014
LEA Emergency Manager (Printed Name): Jack Martin	Telephone:
Signature of the Emergency Manager: X Jack Martin	Date: May 29, 2014

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

GRANT SUMMARY

District Name:	**Detroit Public Schools**	**District Code: 82010**
ISD/RESA Name:	**Wayne RESA**	**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.

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

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 SENORITY	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

	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
Priority School	**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. Supplies 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. Various 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:

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

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL — Date

Karen Rekgeway — 5/29/14

SIGNATURE OF EMERGENCY MANAGER — Date

Jack Martin MEC — 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

<table>
<tr><td colspan="2">Legal Name of School Building
Noble Elementary-Middle School</td><td>Building Code
473</td><td colspan="2">Name and Title of Authorized Representative
Angela Broaden, Principal</td></tr>
<tr><td colspan="3">Mailing Address (Street)
8646 Fullerton</td><td colspan="2">Signature</td></tr>
<tr><td>City
Detroit</td><td>Zip Code
48238</td><td>Telephone (Area Code/Local Number)
(313) 873 - 0377</td><td colspan="2">Date Signed (m/d/yyyy)
05/30/2014</td></tr>
<tr><td colspan="3">Name and Title of Contact Person
Angela Broaden</td><td colspan="2">Mailing Address (If different from agency address)</td></tr>
</table>

SCHOOL IMPROVEMENT GRANT BUDGET APPROVAL FORM

INSTRUCTIONS: The Budget Summary and the Budget Detail must be prepared by or with the cooperation of the Business Office using the School District Accounting Manual (Bulletin 1022). Please complete a 'School Improvement Grant Budget Approval Form' for EACH building. Duplicate 'School Improvement Grant Budget Approval Form' for each school.

1. BUDGET SUMMARY FOR:

LEGAL NAME OF APPLICANT:				District Code:				
Noble Elementary /Middle School				82010				
MDE USE ONLY		Grant No.	Project No.	Project Type	Ending Date		FY of Approved Activity 2010	
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
110	Instruction -- Basic Programs	975,780	367,564	459,585	183,000		-	1,985,929
120	Instruction -- Added Needs							-
210	Pupil Support Services							-
211	Truancy/Absenteeism Services	156,000	95,560					251,560
212	Guidance Services							-
213	Health Services							-
214	Psychological Services	112,500	59,228					171,728
216	Social Work Services							-
220	Instructional Staff Services							-
221	Improvement of Instruction	903,075	387,240	694,500	9,000			1,993,815
225	Instruction Related Technology				776,400			776,400
227	Academic Student Assessment							-

230	General Administration							-
232	Executive Administration							-
240	School Administration	213,288	114,569					327,857
250	Support Services Business							-
257	Internal Services							-
266	Operation and Maintenance							-
280	Central Support Services							-
281	Planning, Research, Development, and Evaluation							-
283	Staff/Personnel Services							-
300	Community Services							-
311	Community Services Direction							-
331	Community Activities	186,000	105,515	201,000				492,515
	SUBTOTAL							-
	Indirect Costs _____ % Restricted Rate							-
	TOTAL	**2,546,643**	**1,129,676**	**1,355,085**	**968,400**	-	-	**5,999,804**

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

BUSINESS OFFICE REPRESENTATIVE SIGNATURE

5/30/14

SUPERINTENDENT/DIRECTOR SIGNATURE

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 APROPRIATION ACT OF 2010
When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

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

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

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

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

A State or 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

Karen Ridgeway
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: Noble Elementary-Middle School School Building Code: 473	Mailing Address: 8646 Fullerton Detroit, MI 48238
School Building Contact for the School Improvement Grant Name: Angela Broaden Position and Office: School Principal Contact's Mailing Address: 8646 Fullerton, Detroit, MI 48238 Telephone: (313) 873-0377 Fax: (313) 873- 0398 Email address: angela.broaden@detroitk12.org	
LEA School Superintendent/Director (Printed Name): Karen Ridgeway	Telephone:
Signature of the LEA School Superintendent/Director: X Karen P. Ridgeway	Date:
LEA School LEA Board President (Printed Name):	Telephone:
Signature of the LEA Board President: X	Date:
Building Principal (Printed Name):Angela Broaden	Telephone: (313) 873-0377
Signature of the Building Principal X Angela M Broaden	Date: 5/30/14
Union Representative (Printed Name): Jason Posey	Telephone: (313) 873-0377

Signature of Union Representative:	Date:
X Jason Perez	5/30/14

The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that 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.

1. Analysis of Data

Noble School ranked at 4% in the State's Top to Bottom ranking, making it a Priority School in 2012-13. An analysis of student data reveals that our major areas of need are: student attendance, behavior, and academic achievement in all core content areas.

Attendance According to data from Mischooldata.org, Noble has failed to make AYP for attendance over the past five years. The 2012-13 rate of 81%, though an improvement over the two previous years' 74% and 68% respectively, was still short of the 90% requirement. We will aim to achieve 85% in the 2014-15 school year and 90% by 2015-16 through prevention, monitoring and intervention by an onsite attendance agent working closely with our Attendance Solutions Team.

Behavior Data from our Student Information System (SIS) reveals 725 Student Code of Conduct violations, or 69 per month, in 2012-13 and 545 during the first eight months of this school year. This is an average of 68 suspensions per month, with the most frequent offenses being disorderly conduct, fighting, and insubordination. Thirty-seven percent of students have had at least one suspension this school year, with no reduction in suspensions over the past two years. To effect school turnaround, we will implement targeted interventions using a Positive Behavior Intervention and Supports model, with the goal of cutting the disciplinary suspension rate by 50% to 34 per month by the end of 2014-15, and cutting that rate to 17 per month by the end of 2015-16..

Academic Achievement 2013 MEAP scores reveal a net decrease in Math scores building-wide from 2.6% proficient in 2012 to 2.3% in 2013. Reading proficiency increased from 17.3% in 2012 to 22.2% in 2013. Writing proficiency increased by 2.1% from 9.6% in 2012 to 11.7% in 2013. Science proficiency improved from 0% in 2012 to 7% in 2013, while Social Studies proficiency dropped from 2.5% in 2012 to 0% in 2013. The small increases were short of our state proficiency targets in all subjects. We will achieve these targets by 2016-17. Special attention will be given to students in the bottom 30%, as this subgroup has failed to demonstrate adequate growth.

Despite less than expected improvements on MEAP, NWEA MAP data reveals an average 5.6% decrease in the gap between our students and the national average in all grades and subjects from Spring 2013 to Fall 2013. Data from our Success for All reading program shows an increase from 16% of students reading at or above grade level in Sept. 2013 to 31% after three 8-week reading cycles. Data from our partner Diplomas Now (DN) reveals that for attendance, the percent of students at risk dropped from 43% in the first quarter to 37% in the third. The number of students at risk for behavior dropped only 1% from 33 to 32% over the same time period, while the number of students at risk academically rose in both ELA (4% to 9%) and Math (7% to 21%) as evidenced by report card marks. Perception data reveals that parents credit Success for All with improvements observed in their children's reading proficiency, and they welcome the interventions provided by Diplomas Now, especially City Year mentors.

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:

- School Improvement Grant Coordinator/Facilitator (may not be the school principal)
- Family liaison position
- Data Coach
- Funding to support mental health services

b. Professional development must be provided throughout the school year (late start, early releases, school days without students, etc.) at least 8 hours per month for all professionals in the building including the administrators and support staff. All professional development cannot occur during the summer.

c. The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.

☒ **General Funds** ☒ **Title I Part A** ☒ **Title I Schoolwide** ☐ **Title I Part C** ☐ **Title I Part D**	☐ **Title I School Improvement (ISI)**	☒ **Title II Part A** ☐ **Title II Part D** ☐ **USAC - Technology**	☐ **Title III**
☐ **Title IV Part A** ☐ **Title V Parts A-C**	☐ **Section 31 a** ☐ **Section 32 e** ☐ **Section 41**	☒ **Head Start** ☐ **Even Start**	☒ **Special Education**
Other: (Examples include: Smaller Learning Communities, Magnet Schools.) i3 Grant 21st Century Community Learning Centers			

2. School Building Capacity - Resource Profile

The following SIG-funded positions will help to facilitate collaboration, as we quickly implement interventions that address attendance and improved instruction as outlined in our Transformation Plan, while building systems to promote sustainability. A SIG Coordinator will coordinate all aspects of grant implementation, as well as preparing and maintaining reports and facilitating communication among stakeholders. A Family Liaison will facilitate parental involvement in all aspects of school operations, promote home-school communication and provide learning opportunities for parents to improve the educational experience for our students. A Data coach will work with teacher teams in collaboration with Title I-funded instructional specialists (IS) and SIG-funded Diplomas Now (DN) transformation facilitator to analyze data and use it effectively with our tiered system of supports. SIG funds will add a half-time school psychologist to our Title I funded guidance counselor and SSW, thus comprising our mental health team. They will lead our Interventions and the Resource Coordinating Teams, working closely with our DN / Communities in Schools coordinator and our state-funded Department of Human Services (DHS) Success Coach to ensure that students and their families receive the support needed to increase attendance and improve academic achievement. They will focus on students' social-emotional development in an effort to resolve conflict and improve school culture and climate.

Other positions funded by the SIG include a math IS to help our Title I-funded IS promote fluency, problem solving and rigorous instruction; a technology integration (TI) teacher to co-teach technology-rich lessons while teachers build their own skills, and an attendance officer to lead prevention and intervention efforts while facilitating communication between stakeholders. Four building subs will provide classroom coverage, so teachers may have rich and regular collaboration. Title I ELA and math teachers, as well as Title IIA class-size reduction teachers will collaborate with their colleagues to provide informed student support.

SIG and Title I-funded PD will be significant, particularly during Year One, when new strategies and new classroom technology are introduced. Through the MSU Fellowship, major areas of focus will include building capacity for leadership and creating a rigorous learning environment. A train-the-trainer model with gradual release will begin with "front-loading" during pre-implementation and continue with job-embedded support from Title I-funded IS, visiting consultants/coaches, and our TI teacher. Additional PD spaced throughout the grant period will allow teachers to develop advanced skills in a supported environment. In addition to 8 hours of PD monthly, afterschool and on Saturdays, teacher teams will have time each week to meet in their PLCs to support implementation. Head Start, GSRP and Special Ed-funded staff will participate in all PD and receive SIG-funded technology and programs in their classrooms. The SIG will supplement our consolidated budget for curriculum materials, supplies and trips.

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. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.

b. Explain the district and school's ability to support systemic change required by the model selected.

c. Indicate whether or not an agreement with the union will be required to support extended learning time, and if so, will the agreement be signed prior to SY 2014-15?

3. School Building Commitment

Our staff members have embraced the Transformation Model, meeting regularly to support reform efforts and create a vision for our SIG application. Based on a thorough data analysis conducted with stakeholders, including our Wayne RESA support team and Diplomas Now partners, we selected research-based programs to address our attendance, behavior and core content achievement. With consultants from MSU, we examined our data and refined our annual goals, setting high expectations for rapid turnaround. The MSU Fellowship will facilitate a series of protocols with our leadership team and staff to encourage and focus commitment on our teaching and learning goals.

ILT members reaffirmed their support for Diplomas Now (DN), a dropout prevention program, funded the past two years with the i3 grant. Teachers, parents and students are accustomed to working with DN's tiered student supports including City Year "near peer" mentors. They look forward to continuing to improve school culture and climate with Positive Behavior Interventions and Supports (PBIS). Staff and students have recently embraced the Success for All reading program, and have requested additional PD to strengthen cooperative learning and the operations of our Solution Teams. Teachers are ready to embrace new classroom technology and PD to integrate its use into all content areas. Our stakeholders realize the opportunities that properly integrated technology provide for communication and engagement, particularly as we prepare students for online assessment. Staff members unable to embrace the blended learning environment or extra PD may request a transfer to the eligibility pool for non-Priority Schools without penalty.

Detroit Public Schools provides Priority Schools with a high level of differentiated support based on the school's needs. The DPS Office of School Turnaround includes an assistant superintendent with experience in school reform/redesign and instructional specialists to provide coaching in data-analysis, strategic planning, differentiated instruction, scheduling, student engagement, and strategic family/community planning. A grant compliance officer assists schools with aligning resources to support school improvement initiatives. In addition, as a Priority School, we receive regular assistance from a school support team from Wayne RESA, including a school achievement consultant, a project service provider, and content area coaches. They work with our ILT to analyze data and adjust our goals, and with teachers and PLCs to implement best practice instruction.

To facilitate Priority Schools' reform, an Executed Addendum was established between the district and the Union with provisions to accommodate the requirements 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**

The instructional leadership team (ILT) at Noble began considering external partners after members attended the MDE SIG introductory meeting at Wayne RESA on March 04, 2014. After revisiting our Transformation Plan, we examined the list of MDE pre-approved external partners to determine which might meet our needs. We had conversations with our current partners and contacted potential new partners by phone. From May 01 through May 06, 2014, the DPS Office of School Turnaround facilitated opportunities for grant applicants to speak with provider representatives. Follow-up meetings with members of the ILT and representatives from the external providers afforded the chance to discuss specific needs and interview providers to determine whether their scope of services aligned with our mission, vision and educational program model. Ultimately, we selected Michigan State University (MSU) from the pre-approved list with buy-in obtained from our stakeholders, both parents and staff. MSU has ranked #1 on U.S. News and World Report's Graduate Elementary Teacher Education programs. The MSU Fellowship of Instructional Leaders has a proven record working with educators in high needs schools to develop schoolwide coherence around research-based strategies, while leveraging community resources for sustainable reform.

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. Describe how the district/building's human resources will be more involved in intentional hiring of the best staff possible to build capacity.

b. Describe how community resources will be aligned to facilitate implementation of the intervention selection.

6. Alignment of Resources

We have deployed our human resources strategically, creating a leadership structure to target specific concerns while supporting systemic change. Each instructional staff member is included in one of our Solutions Teams. Cooperative Culture Team oversees behavior data, ensuring that our social/emotional curricula are implemented and supported, and promoting prevention programs. Community Connections establishes and maintains relationships with community and business partners, allowing us to provide resources to support our programs. The Attendance Team monitors, provides incentives and interventions, and promotes prevention of tardiness, absences, and early releases. Interventions Team addresses referrals for students exhibiting early warning indicators or failing to make progress. Parent and Family Involvement Team works to bring families in and increase participation. These teams address each of the improvements we are seeking to make in order to effect deep fundamental change. Their team chairmen comprise our Instructional Leadership Team, thus maintaining a systems perspective while ensuring greater accountability.

Priority Schools have a greater degree of autonomy with hiring. As new staff members are needed to fill vacancies and grant funded positions, Principal Broaden and the building selection committee will interview candidates prescreened by the DPS Talent Acquisition Department to select highly committed and qualified individuals who support our mission and vision

Noble School has strong community partnerships which benefit the students and their families. Community partners providing services to our families include Schoolbells, SVS Vision and Mobile Dentists. Several faith-based organizations and local police, fire and bus companies donate food baskets, winter coats and school uniforms. Our DHS Success Coach collaborates with our Intervention and Resource Coordinating Teams, bringing a variety of resources to her client families, including help with utilities, transportation, and job training and placement. We have six dedicated tutors from the DPS Volunteer Reading Corps, as well as several college volunteers from the U of M Detroit Partnership. Our Family Liaison and Communities in School site coordinator will work with the Community Connections team to forge new partnerships to support parents and sustain our programs. This will help us continue positive programming once the grant period has ended.

We envision expanding our partnerships to include food and incentives donation to reward improved attendance, behavior and academic achievement. We will work with a local Coney Island to sponsor a perfect attendance recognition breakfast each quarter. We will create a mentoring program to support students with behavior challenges. We will also look for sponsors to help us implement enrichment activities such as chess club, academic games and robotics. MSU's Fellowship will assist with our resource alignment efforts and help facilitate the inclusion of our other providers and community resources.

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.
b. Describe how extended learning time will be spent engaging students in learning, not just adding clock time to a schedule.

7. Modification of local building policies or practices

With an amendment to the collective bargaining agreement already in place, the ILT considered options for extended learning time. These options were then presented to the full staff and discussion was held. Having already committed to an extended year during the 2012-13 and 2013-14 school years, the staff was leaning in that direction. However, in fairness to all perspectives, staff members were asked to record their choices and a count was taken. Our staff voted for the extended year by a 3:1 margin, so this became our extended learning model of choice. We will add three to four weeks to the school year for all students, in lieu of an optional summer school attended by a fraction of our population.

Though the extended year will be full days beginning with breakfast in the classroom and continuing with instruction in reading, writing, math, science and social studies, the time will be anything but routine. Teacher teams will plan fun, engaging lessons which take advantage of the sunshine in our school gardens and athletic fields. With an emphasis on science and social studies, students will be engaged in interdisciplinary project-based learning, such as kites in the classroom, exploring the history and cultural connections while learning about aerodynamic principles and geometric shapes. Success for All reading instruction will continue, with students grouped by reading level for instruction. We will focus increased attention on preparing students for the next grade level in math by utilizing the EnVision Step Up to Math materials for K-6. Many of our eighth graders attend ninth grade transition academies, but we will supplement the core curriculum with college and career readiness activities for those in attendance. Additional outdoor field trips, such as the Toledo Zoo, the Environmental Interpretive Center, and the trout farm will allow us to further expand students' experience while taking advantage of the warmer weather.

The extended year will also provide an opportunity for us to facilitate deeper work with MSU's Fellowship and focus more time on student reflection and goal setting. Our counselor collaborates with Diplomas Now staff, including City Year mentors, to have quarterly one-on-one conferences with our middle school students. During these conversations with a concerned adult, students look back on recent assessments and course grades, reflecting on progress and formulating academic, behavior and attendance goals for the upcoming quarter. This personal attention has helped students focus on their responsibility, taking ownership of their own academic progress.

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.

Implementation Timeline: Noble School / Michigan State University Partnership

Timeframe	MSU Fellowship for Instructional Leadership
Summer 2014	**Pre-implementation**
Building Leadership Capacity	School staff will work to: • Interview and hire energetic personnel to support our mission • Establish an instructional leadership team and draft a calendar of meetings • Draft a professional development calendar • Create a workable schedule which allows for regular collaboration among staff, including PLCs, EWI conferences
Year One	**Beginning the work**
Building Leadership Capacity	Working as a team, the principal, school improvement coach (see below) and instructional leadership team work on: • Creating a culture of improvement, including an accountable professional community • Creating a collective vision of what is possible, including a shared understanding of instructional program coherence and the role students have in their own education • Understanding the data available to inform decisions about instructional improvement • Learning about the change process and how it impacts staff, students and families • Developing a clear understanding of effective instruction that leads to improved student achievement • Identifying effective organizational structures that support improved student achievement
Integrating Classroom Technology	• Performing a needs assessment on the school's technology infrastructure and staff IT fluency • Strengthen basic instructional technology skills with workshops supported by subscriptions to online resources • Providing in-depth instructional technology professional

	development centered on newly integrated technologies (SMART Boards and Tables, laptop carts)
Year Two	**Deepening the work**
Building Leadership Capacity	The principal, coach and leadership team continue their growth by: • Expanding the capacity to implement effective instructional and leadership practice • Increasing skills in using data and in helping others become adept in data analysis • Continuing to learn how to manage complex change in schools • Using the school improvement plan, identifying an appropriate problem of practice and theory of action in order to provide focus for school improvement efforts that will leverage the greatest student improvement • Expanding the accountable professional community to include feeder schools and central offices
Integrating Classroom Technology	• Strengthening the integration of IT infrastructure into instructional practice (differentiated instruction, tiered interventions, etc.) • Advanced professional development on specific technology areas with customized support • Developing leadership and support components to IT use in school, including faculty and students
Year Three	**Sustaining the work**
Building Leadership Capacity	The principal, coach and leadership team work 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 • Continuing an emphasis on effective and efficient school organization
Integrating Classroom Technology	• Supporting the development of proficient instructors and school leaders that can implement strategies that result in increased student achievement through the use of technology. • Advanced professional development on specific technology areas (*Teach SMARTer LLC)*

	• Facilitating demonstrable basic technology fluency by personnel • Supporting instructional technology use across and between grade levels/subjects • Assisting in the planning for supporting the IT infrastructure and identifying future needs • Scaffolding the continuation of an expanded professional community involved in IT infrastructure including parents, students and personnel

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	22.2	35	48	60.44
Mathematics	2.3	20	37	53.5
Writing	11.7	26	40	53.67
Social Studies	0	18	35	51.72
Science	7.0	22	37	51.53

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**

10. Stakeholder Involvement

The SIP team (which includes teachers, administrators, parents, and students) were involved in the planning stage of this application. When the principal was notified that the school qualified for the School Improvement Grant, the team immediately convened to evaluate this information and generate input for the future of Noble School. The stakeholders met biweekly to assist with the analysis of the data, select the intervention and identify strategies and activities for moving the school forward. Participation of the stakeholders in these regularly scheduled meetings remained consistent with active involvement in the decision making. Through varied methods of communications- emails, letters, meetings and phone calls – all the SIP team -inclusive of parents and community – collaboratively worked together to review research based methodology. Additionally, the team requested the expert input from the Culture and Climate researchers, "Teaching Our Youth," who provided the Noble group with needed guidance and direction. (Documents - sign in sheets, agendas and handouts, are on site.)

Through the MSU Fellowship, the team will continue to monitor the implementation of the plan, make recommendations for future improvement strategies, and assist in assessing the school's progress towards achieving the goals. The team will also make decisions towards the allocation of resources and recommendations of policies and procedures that will enhance the effectiveness of the intervention model.

Noble school will nurture the established team in order to continue promoting the school's progress in the community, maximizing opportunities for the students. In turn, the team will continue to implement the Transformation Plan which provides a strategic planning process and structure for school improvement efforts.

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

11. Sustaining Reforms

The period of the grant will be a time for collaboration and capacity building supported by our commitment to school improvement and our partnership with the MSU Fellowship. Human resources will be allocated strategically to bolster our reform efforts and strengthen leadership. Building subs will be deployed to permit regular and sustained collaboration among teacher teams. PD will begin before school starts and will continue throughout the SIG period, fostering a dynamic professional learning culture. These changes, along with changes to our mission / vision and the creation of a school creed, will drive the Noble School of the future. Once deeply ingrained, our instructional leadership team (ILT) will nurture teamwork and collaboration well into the future. Administrative walk-throughs and peer observations will serve to monitor continuity.

Systems and funding will be put in place to sustain reform efforts based on program evaluation, using the MDE Program Evaluation Tool. The results will determine which positions and programs remain. General funds, Title I A, Title I Schoolwide and Title IIa funds will be used to support those we retain. Additional community, business, state and federal funding opportunities will be leveraged to maintain selected programs once the grant period has expired.

The data analyst and additional instructional specialist provided by the SIG will assist teachers with using data to make impactful instructional decisions. With more data available than ever, teachers will learn to use formative and summative assessment scores to make real-time decisions on grouping students and differentiating instruction. The school transformation facilitator (STF) from Diplomas Now (DN) will help primary, elementary and middle school teacher teams learn to analyze early warning indicators and utilize our tiered system of support. Specialists will support teachers to sustain this work by strengthening our Professional Learning Communities (PLCs). This scaffolded approach will allow for rapid changes in instruction and assessment, which will be maintained over the long term.

The use of a technology integration (TI) teacher will provide support when new classroom technology is installed, then gradually release responsibility as teachers become proficient with using and maintaining the technology, as well as integrating it into their daily practice. A tech/media literacy scope and sequence will be developed based on the Michigan Education Technology Standards. It will guide the TI teacher in creating and co-teaching rigorous, engaging lessons with K-8 teachers. PD and technical support provided by MSU and Teach SMARTer LLC will prepare teachers to maintain the blended learning environment made possible by the grant. Our reading partner, Success for All, will provide additional PD on Solutions Teams and cooperative learning. Playworks and Living Arts, will help teachers incorporate play and the arts into daily instruction thus contributing to cultural change by engaging students' creativity and improving their ability to work as a 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
~~Attachment B – Turnaround~~
~~Attachment C – Restart~~
~~Attachment D – Closure~~

Section C.

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

Example:

LEA XX BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
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

Noble Elementary-Middle School
Implementation Budget Narrative

Expense	Detail	Year 1		Year 2	Year 3	3 Year Total
		Pre-implement	Year 1			
SIG Coordinator	Will coordinate all aspects of grant implementation, as well as preparing and maintaining reports and facilitating communication among stakeholders.		$103,831	$103,831	$103,831	$311,493
Psychologist (half-time)	Will join our guidance counselor and school social worker in our Intervention Team to help with students' social-emotional development and address behaviors that interfere with learning.		$57,243	$57,243	$57,243	$171,729
Data Coach	Will work with teacher teams, instructional		$93,842	$93,842	$93,842	$281,526

	specialists and school transformation facilitator to analyze data and use it effectively with our tiered system of supports.					
Parent Liaison	Will facilitate parental involvement in all aspects of school operations, promote home-school communication and provide learning opportunities for parents.		$97,172	$97,172	$97,172	$291,516
Attendance Officer	Will coordinate efforts to monitor, prevent, intervene and report on absences and tardies to increase building-wide student attendance.		$83,854	$83,854	$83,854	$251,562
Teacher	Will formulate a technology scope and sequence and co-teach technology-rich lessons with K-8 teachers as		$93,842	$93,842	$93,842	$281,526

	they become competent with new learning technologies.					
Substitutes (4)	Will provide classroom coverage, allowing teachers to collaborate weekly with peers in PLCs, EWI conferences, and PD.		$127,533	$127,533	$127,533	$382,599
Instructional Specialist Math	Will work with teachers and teacher teams to implement rigorous, data-driven mathematics instruction.		$103,831	$103,831	$103,831	$311,493
Incentive Plan	Financial incentives will be offered to instructional staff for fidelity of implementation of instructional programs.		$53,272	$53,272	$53,272	$159, 816
PD: ILT	Stipends for 8 members of instructional leadership team who attend 3-day MSU Fellowship of	$8183		$8183		$16366

	Instructional Leaders					
Extended Year	Three weeks of extended learning time will be added for all students.		$226,406	$226,406	$226,406	$679,218
PD: Workshop Stipends	Staff stipends for professional development held outside the school day.		$133,478	$133,478	$133,478	$400,434
PD: Summer Institute	Staff stipends for 4-day summer institute		$45,682	$45,682	$45,682	$137,046
MSU Partnership	Fellowship for Instructional Leadership and leadership coaching services for ILT; professional development for teachers to support rigorous instruction and technology integration.		$220,000	$220,000	$220,000	$660,000
Pearson Successmaker	Online subscriptions for K-8 to digital learning curriculum for math and reading in the content areas which allows for		$90,700	$25,000	$25,000	140,700

	customized learning paths for individual students. Includes PD and ongoing support for teachers.					
Pearson Write-to-Learn	Online subscriptions for grades 4-8 to reinforce our 6+1 Traits writing across the curriculum initiative; provides students real-time feedback while giving teachers data to drive instruction. Includes PD and ongoing support for teachers.		$26,385	$6000	$6000	$38,385
Johns Hopkins University	Diplomas Now is a dropout prevention program. that teaches schools to use the Early Warning Indicators of attendance, behavior and course performance to identify students for intervention		$67,000	$67,000	$67,000	$201,000

Success for All	Reading partner provider will provide PD to enhance operation of our Solution Teams and cooperative learning.		$10,000	$10,000	$10,000	$30,000
Enrichment: Playworks, Living Arts	Playworks to provide coaching and PD to staff to increase student cooperation through facilitated play. Living Arts will work with K-5 teachers to infuse the arts into core content instruction to increase engagement and encourage creativity.		$67,000	$56,000	$53,500	$176,500
Facility for summer PD	Rental of space in the MSU Detroit Center for summer PD.		$1500	$1500	$1500	$4500
Labs: hardware, furnishings, set-up	Costs involved in the set-up of classroom SMART Boards and Tables.		$25,000			$25,000
Field Trips	Additional field trips planned by teacher teams to enhance the		$10,000	$10,000	$10,000	$30,000

	core content curriculum.					
SMART Tables (8)	Interactive tables for PK-K classrooms to engage early childhood students in digital learning.		$40,000			$40,000
I-pad carts of 30 (8)	I-pad carts for grades 1-2 classrooms to engage students and support learning in a digital format.		$216,000			$216,000
HP laptop carts (13)	Laptop cart for each classroom grades 3-8 to create a blended learning environment with customized lessons and real-time data analysis.		$351,000			$351,000
SMART Board projectors (38)	One interactive whiteboard for each classroom to support visual learners and enhance teaching and testing.		$102,000			$102,000
Computers to support SMART	One desktop computer for each classroom to		$30,400			$30,400

Boards (38)	support the operations of the SMART Board.					
Printers for Lab/media center	High volume printers for library/media center to support instruction and assessment.		$4000			$4000
High capacity copier/scanner	Copier/scanner for use by instructional staff in the library.		$8000			$8000
Web-based instructional software	Online subscriptions for supplementary and enrichment curricula; ebooks, etc.		$25,000	$25,000	$25,000	$75,000
Teaching and testing supplies: manipulatives, workbooks	Supplementary supplies for teaching and testing, including Character Education program to address culture and climate.		$50,000	$40,000	$23,000	$113,000
Supplies/materials	Materials and supplies for classroom use, including extended year and afterschool activities.		$25,000	$20,000	$15,000	$60,000

Supplies for PD	Supplies needed for PD: chart paper, markers, highlighters, flash drives, etc.		$3000	$3000	$3000	$9000
Netop Vision Pro Software license	Classroom management software will allow teachers to manage and instruct in an online environment.		$6000	$1500	$1500	$9000
Totals		$8183	$2597969	$1713167	$1680485	
Grand Total						**$5,999,804**

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 With Extended Year	67860 73710
Dropout rate (Numeric %) Detroit Public Schools district rate	22.65%
Number of Disciplinary Incidents	617
Number of Students Involved in Disciplinary Incidents	252
Increased Learning Time	90 minute math and ELA blocks daily
ILT – Longer School Year	Extended Year: adds 3 weeks for all students
ILT – Longer School Day	N/A
ILT – Before or After School	

21 Century Community Learning Center: gr. 6-8 Afterschool program: gr. 1-5	720 mins/week 240 mins/week
ILT – Summer School	N/A
ILT – Weekend School	N/A
ILT - Other	N/A
Student attendance rate (Numeric %)	81.3%
Advanced Coursework 59 students placed above grade level for SFA reading instruction	11%
Dual Enrollment Classes	N/A
Advanced Coursework **and** Dual Enrollment Classes	N/A
International Baccalaureate	N/A
Early college/college credit	N/A
High School Graduation Rate (District)	65%
College Enrollment Rates (Numeric %) (District) students enroll in any college within 16 months of graduation	47%
Truants (Numeric)	19

Teacher Attendance Rate Excludes FMLA, where long-term sub was in place	96%
Highly Effective Teachers (Numeric %)	74.07%
Effective Teachers (Numeric %)	18.51%
Minimally Effective Teachers (Numeric %)	7.4%
Ineffective Teachers (Numeric %)	0%
Explanation of other types of increased learning Lunch Bunch Math Intervention Group (20-30 mins. 3-5X per week during the lunch period) and Lunch Bunch Book Club	5% of students participate

Fiscal Information

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

USES OF FUNDS

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

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

Intensive monitoring of grant implementation and evaluation are required.

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

Attachment 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

The current principal at Noble is in her second year. Principal Angela Broaden is an experienced administrator with a proven track record of high expectations and utilizing data to meet AYP. Her placement at Noble during the 2012-13 school year allowed her to hire a dynamic team of educators, establish consistent policies and procedures, correct safety and maintenance issues involving the physical plant, and build relationships in the community, thus creating a foundation for rapid school reform

2. Include student data in teacher/leader evaluation

The Noble staff is committed to developing a community of learners. Noble's teachers and administrators have set goals that require high quality instruction and assessment to ensure improved outcomes for all students. All instructional and non-instructional staff at Noble have accepted that they are accountable for student success. Staff members are aware that the students are expected to meet proficiency targets by 2016 in ELA/Reading, Math, Science, and Social Studies and that the improvement of MEAP scores will be a (30%) component of final teacher evaluations. Noble is a Success for All School, so staff are also expected to demonstrate growth in student reading levels.

3. Evaluations that are designed with teacher/principal involvement

Evaluations were developed with input from DPS teachers, administrators, and the DFT union. Observation 360 has been adopted by the Detroit Public Schools as the tool for conducting and documenting informal, formal, and final observations. Post-observation conferences between the teacher and administrator are held after every observation.

4. Remove leaders/staff that have not increased achievement

The staff at Noble understands that increasing student achievement is our first priority. If a teacher's students do not show increased achievement, he/she will be considered for removal from Noble at the end of the school

year. Staff members removed from a Priority School may be eligible for placement at a non-Priority School within the district.

5. Provide on-going job embedded staff development

Staff at Noble are committed to on-going job embedded staff development that will assist with student achievement Professional development will be held during and after work hours, as well as on Saturdays. Staff development will include but not be limited to whole staff development, Instructional Leadership Team (ILT) development, grade level, content area, etc. Coverage provided by building subs will significantly increase time available for weekly PLC meetings in which teachers may collaborate with instructional specialists, consultants, coaches and their peers.

6. Implement financial incentives or career growth or flexible work conditions.

To motivate our staff, we will work with our ILT to create a financial incentive related to fidelity of implementation of our instructional initiatives. The timeline created in our Transformation Plan focused our PD and PLC efforts on improving reading and writing instruction in 2013-14, math and science in 2014-15 and social studies in 2015-16. The financial incentive will, therefore, reward assimilation of the previous year's capacity building into the next year's practice. The process will be cumulative, so fidelity of reading/writing implementation will be the focus of the 2014-15 school year incentive; reading/writing and math in 2015-16; reading/writing, math, science and social studies in 2015-16. Our partners from MSU will help us create a rubric, and all staff will be eligible to receive compensation for effective implementation.

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.

Our data analyst and school transformation facilitator will work with teacher teams to use data to group students, differentiate instruction and assign interventions. As a Priority School, we are supported by content area coaches from Wayne RESA, who make weekly visits to collaborate with instructional specialists and teacher teams, providing resources to support rigorous CCSS instruction and assessment that informs our instructional learning cycles. They work with grade level PLCs, but also within content

area teams, helping them develop the learning progressions that will build solid understandings. Our technology integration teacher and ed techs will support the use of learning technologies in the classroom, as a tool for instruction, intervention and assessment.

8. Promote continuous use of student data to inform instruction and meet individual needs of students.

Data analysis drives differentiated instruction and intervention. Our data analyst will keep data at the forefront of every discussion and coordinate communication to avoid redundancy. Our school transformation facilitator will ensure that no student ever falls through the cracks. Together, they will work with individual teachers and teacher teams to plan lessons, group students, and utilize the tiered system of supports routinely. Instructional specialists and Wayne RESA coaches will assist teams with using data thoughtfully to plan instructional learning cycles.

9. Provide increased learning time

a. Extended learning time for all students in the core areas

Noble has an extended school year for all students, which adds 3-4 weeks of instruction. Teachers will use this time for interdisciplinary project-based learning, incorporate outdoor instruction involving the school garden and athletic field. SFA reading will continue at each students' instructional level, and the EnVision Step Up to Math program will prepare students for the next grade level. More time will be devoted to science and social studies, and teacher teams will plan field trips, which enrich the learning experience.

b. Instruction in other subjects and enrichment activities that contribute to a well-rounded education

In addition to the core content areas, Noble students participate in physical education and music classes. The grant will allow Playworks coaches and Living Arts artists to teach our staff how to incorporate play and creative arts into their day to motivate and engage students. They will collaborate with grade level teams to integrate these activities into the core curriculum to provide a well-balanced experience that taps students' varied interests and abilities. As a participant in Project Healthy Schools, the DPS School Garden Program, and a Go Green Energy Challenge School, we offer real-world applications, while encouraging healthy lifestyle choices. The SIG will

also allow us to expand field trips for all students, both real and virtual, to enhance instruction and expand their experiences. Afterschool programs funded by a 21st Century Community Learning Center grant and our non-profit partner, Healthy Kidz, Inc., will offer students athletic and enrichment opportunities, including dance, crafts and computer applications.

c. Teachers to collaborate, plan and engage in professional development

Finding time for collaboration with consultants/coaches and each other has been one of the greatest impediments to true transformation. We will eliminate this hurdle by purchasing four building substitute teachers, whom we will schedule strategically to permit weekly time for PLC collaboration, Early Warning Indicator (EWI) meetings, and job-embedded PD. A robust professional development calendar will be created to focus on building leadership, academic rigor, and integration of classroom technology for teaching and testing. Some will be presented to the whole staff, while others will be modeled as train-the-trainer. All will be reinforced and supported by our instructional leadership team, our MSU SIG partners, and our program providers, including Wayne RESA, Pearson, Success for All, etc.

10. Provide ongoing mechanisms for family and community engagement

Our family liaison will expand our capacity to connect with our parents by uniting the efforts of our Parental Advisory Council on Student Achievement (PACSA), Detroit Parent Network and Home Visitation Project with Communities in Schools and the Department of Human Services, along with our teaching staff through the Parent and Family Involvement Solution Team. During the grant period, this counselor will help us develop sustainable systems to engage parents in meaningful dialogs with school staff, arrange mutually beneficial volunteer opportunities, and provide information and resources that will help them assist their children with homework. With the MSU Fellowship, our Community Connections Solution Team will support and expand our current partnerships, including the DPS Volunteer Reading Corps, U of M Detroit Partnership, SVS Vision, Mobile Dentists, while seeking new relationships to enhance and improve our program. We will appeal to these partners to help us sustain programs once the grant period has ended.

11. Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates.

Noble School has been given operational flexibility allowing us to hire staff, create a leadership structure, and select partners, providers, and programs. Our budget was created to maximize support for transformation, while our schedule will provide for maximum teacher collaboration while maintaining maximum student time on task.

12. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization.

Noble School receives ongoing support and technical assistance from a variety of sources. As a Priority School, content area coaches from Wayne RESA support our teachers with rigorous instruction, while Mr. Tawwab and the DPS Office of School Turnaround champion Priority Schools, providing professional development, coaching, and funding for materials and field trips. Our Diplomas Now program, based on research conducted at Johns Hopkins, will continue to receive technical assistance from the University. Our new partnership with Michigan State University will begin with an intensive three-day leadership institute, followed by six Saturdays on which the instructional leadership team (ILT) will receive training to help us make fundamental changes. A coach from MSU will be onsite three days per week to assist us in constructing a framework to support lasting school reform even after the grant period. The Instructional Leadership Team also receives support from Wayne RESA School Achievement Services, as well as feedback from DPS and MDE on the implementation of our School Improvement and Transformation Plans.

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.

Increased support will be provided for classroom innovation as teachers demonstrate effectiveness at raising student achievement. A financial incentive will be offered to all instructional staff for fidelity of implementation of our instructional initiatives.

2. Institute a system for measuring changes in instructional practices that result from professional development.
Our ongoing partnership with Michigan State University College of Education will help us monitor improvements to instructional practice. These will be supported in our PLCs and through peer observations.

3. Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.
Teacher efficacy has replaced seniority as the quality used to place and retain teachers. By accepting a position in a Priority School, teachers accept and agree to the provisions made for Priority Schools, including longer school day, longer school year, participation in additional professional development, etc. The principal, with support from a building selection committee, has the authority to make hiring decisions. Teachers had the opportunity to opt out or request a transfer, if they chose not to be a part of the school's reform/redesign plan.

4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.
The Instructional Leadership Team, with support from our Wayne RESA content coaches and our MSU leadership coach, will monitor curriculum implementation. Our reading program, Success for All, features monthly consultation and monitoring visits from district coaches and regional consultants. Walkthroughs and peer observations will allow administrators and our onsite coordinator to monitor and support fidelity of implementation. A financial incentive will be available to staff members who fully implement instructional programs

5. Implement a school wide Multi-Tiered System of Supports model.
Noble staff will work with the Diplomas Now school transformation facilitator to enhance our tiered student support system in order to meet the needs of all of our students. The tiered intervention support system uses an Early Warning Indicator (EWI) system to provide the *right resources to the right students at the right time*. The model is built on the recognition that students need varied levels of supports, and that an integrated team of teachers and other support staff need to work together to provide this support. Teachers will focus on providing *whole-school/classroom interventions* designed to support all students and form the base of the

model. Some students need *targeted interventions*, such as small group activities or lessons designed for specific groups of students. These targeted interventions will be primarily provided by the City Year corps members assigned to Noble as part of our partnership with Diplomas Now. Other students will require *intensive supports*. Intensive support may include a one-on-one behavior modification plan facilitated by an adult or ongoing counseling around anger management. Intensive supports are coordinated through our Interventions Solution Team, which includes counselor, social worker, school psychologist and student support staff, the Communities In Schools site coordinator, and CIS partner organizations. Early in the implementation (and as needed) the CIS site coordinator will conduct a needs assessment to identify areas of greatest need within the school and support whole school intervention planning. Further descriptions of the services provided by City Year and Communities In Schools as part of the Diplomas Now partnership can be found in Appendix A.

6. Provide professional development to teachers/principals on strategies to support students in least restrictive environment and English Language Learners.

MSU will provide professional development to our administrative and instructional staff in differentiated instruction to support students in the least restrictive environment. This will include strategies for learning and developmental needs, as well as for English language learners. Our special education staff, including teachers, aides, and therapists, are included in all PD and PLCs.

7. Use and integrate technology-based interventions.

Noble instructional staff will participate in extensive professional development and receive ongoing support with utilizing and maintaining classroom technology, as well as integrating it into their daily practice. An on-site technology integration teacher will co-teach lessons with K-8 teachers. Consultants from MSU and Teach SMARTer LLC will help us create an engaging blended learning environment. Subscriptions to Pearson Successmaker and Write-to-Learn will allow teachers to meet a range of needs with SMART Boards and classroom laptop carts.

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.

The school will implement a school-wide Early Warning Indicator system and second team of adults who will provide multi-tiered supports to off-track students. This approach to analyzing student data and assigning intervention resources will fundamentally change Noble's support in several ways. First, by examining EWI data as interdisciplinary teams, the staff will engage in coherent analysis and decision making around providing the right support for the right students at the right time. Second, the addition of external partners with a significant on-site presence will dramatically increase our capacity to quickly and appropriately respond to students with attendance, behavior, and academic achievement indicators. Finally, the data analysis and progress monitoring afforded to Noble through the EWI system will help school leadership continuously gauge the impact of whole school climate and instruction reforms, and adjust strategies and redeploy resources in a significantly more responsive manner.

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

Noble School has partnered with our local Parent Advisory Council on Student Achievement (PACSA), Detroit Parent Network, and the Home-School Visitation Project to engage our families and community members in improving the school environment for all. A recent Safe Routes to School grant invested nearly a half million dollars in pedestrian safety around the school. As a Department of Human Services Pathways to Potential School, we have a DHS Success Coach on staff in our building. A three year grant from Blue Cross and Blue Shield of Michigan allows us to participate in Project Healthy Schools, an initiative focused on student, staff, and community wellness.

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.

Through the Office of School Turnaround, a Culture and Climate coach is helping us revise our mission and vision. We will also create a student creed to inspire, motivate and challenge our students to achieve at higher levels. To counteract the behavior problems and fights that result in our high disciplinary suspension rate, we will implement Positive Behavior Interventions and Supports building-wide utilizing free resources from Wayne RESA. Grant funds and partner contributions will help us to purchase incentives and recognitions. The initiative will be introduced to students at an orientation. We will offer a Character Education curriculum in grades 6-8, facilitated by our mental health team. Our reading partner, Success for All, will provide professional development on cooperative learning strategies. Additional partners, Playworks and Living Arts, will be engaged for the grant period to help teachers incorporate play and the arts into daily instruction. By giving teachers tools to engage students' creativity and improve their ability to work as a team, we will contribute to cultural change, which will be maintained through systems supported by the ILT. We will implement an after-school detention supported by our mental health team as a deterrent and intervention, to help students work through behavior issues in a supported environment, while reducing the suspension rate and minimizing class time missed.

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

Noble School currently offers full-day kindergarten, as well as full-day pre-kindergarten four days per week. Both programs participate in the Extended School Year.

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

During the summer of 2012, a new principal was appointed and the teaching staff was replaced. We have created a leadership structure to

support systemic change. Each instructional staff member is included in one of our Solutions Teams: Cooperative Culture, Community Connections, Attendance, Interventions, or Parent and Family Involvement. These teams address the improvements we are seeking to make in order to effect deep fundamental change. The team chairmen make up the School Instructional Leadership Team, thus maintaining a systems perspective while ensuring greater accountability.

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

Noble Elementary-Middle School

School Improvement Plan

2013-2014

Supplementary Documents

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4	Noble Elementary-Middle School Parental Involvement Calendar 2013-2014
5	Noble Preschool Transition Plan
6	Instructional Focus: Big Ticket Items PK-8

Noble Elementary-Middle School Professional Development Plan 2013-2014

(Subject to change based on need and/or District calendar)

Date	Topic	Target	Evaluation
January 2013	Data Analysis: Debrief MEAP	Instructional staff	DI Plan
	PLCs: Standards-based assessment	Instructional staff	Transcript
	Vertical Collaboration: ELA/SS, Math/Science	Instructional staff	Vertical Plan
February 2013	Data Analysis: Debrief MOY & MAP	Instructional staff	DI Plan
	PLCs: Data-driven instruction	Instructional staff	Transcript
	Winter Break	Instructional staff	
	Vertical Collaboration: ELA/SS, Math/Science	Instructional staff	Vertical Plan
March 2013	Data Analysis: Instructional Learning Cycle	Instructional staff	DI Plan
	PLCs: Common Core Literacy Standards	Instructional staff	Transcript
	Family	Instructional staff	
	Vertical Collaboration: ELA/SS, Math/Science	Instructional staff	Vertical Plan
April 2013	Spring Break	Instructional staff	
	Data Analysis: Instructional Learning Cycle	Instructional staff	DI Plan
	PLCs: Common Core Math Standards	Instructional staff	Transcript
	Vertical Collaboration: ELA/SS, Math/Science	Instructional staff	Vertical Plan
May 2013	Data Analysis: Instructional Learning Cycle	Instructional staff	DI Plan
	PLCs: Transitions Planning	Instructional staff	Transcript
	Family Literacy Games Night	Instructional staff	Parent evaluation
	Vertical Collaboration: ELA/SS, Math/Science	Instructional staff	Vertical Plan
June 2013	Data Analysis: Debrief EOY / Summer planning	Instructional staff	DI Plan
	PLCs: Parental involvement	Instructional staff	Transcript
	Instructional Focus Monitoring	Instructional staff	IF Progress Notes
	Vertical Collaboration: ELA/SS, Math/Science	Instructional staff	Vertical Plan
July 2013	Instructional Focus Monitoring	Instructional staff	IF Progress Notes
	Core Content-specific Pedagogy	Instructional staff	Staff evaluations
August 2013	Orton-Gillingham / Phonics First Program	Instructional staff	Staff evaluations
	District PD: DPS New Textbook Adoptions	Instructional staff	Staff evaluations
	School PD: Character education	Instructional staff	Staff evaluations
	Classroom Set-up	Instructional staff	
September 2013	Data Analysis: Establish priorities	Instructional staff	DI Plan
	PLCs: Grade Level Collaboration	Instructional staff	Unit Plans
	Open House / Curriculum Night	Instructional staff	Family evaluations
	Vertical Collaboration: ELA/SS, Math/Science	Instructional staff	Vertical Plan
October 2013	Data Analysis: Debrief BOY & Plan for MEAP	Instructional staff	DI Plan
	PLCs: Agenda set by members	Instructional staff	Unit Plans
	Vertical Collaboration: ELA/SS, Math/Science	Instructional staff	Vertical Plan
	Common Core Implementation Update	Instructional staff	Staff evaluations
		Instructional staff	
November 2013	District PD: Research writing	Instructional staff	Staff evaluations
	Data Analysis: Examine student work samples	Instructional staff	DI Plan
	PLCs: Agenda set by members	Instructional staff	Unit Plans
	Vertical Collaboration: ELA/SS, Math/Science	Instructional staff	Vertical Plan
	Common Core Implementation Update	Instructional staff	Staff evaluations
December	Data Analysis: Debrief MAP	Instructional staff	DI Plan
	PLCs: Agenda set by members	Instructional staff	Unit Plans

2013	Staff Luncheon	Instructional staff	
January 2014	Data Analysis: Debrief MEAP scores	Instructional staff	DI Plan
	PLCs: Writing across the curriculum	Instructional staff	Unit Plans
	Vertical Collaboration: Problem-solving	Instructional staff	Vertical Plan
	Common Core Implementation Update	Instructional staff	Staff evaluations
February 2014	Data Analysis: Debrief MOY	Instructional staff	DI Plan
	PLCs: Agenda set by members	Instructional staff	Unit Plans
	Vertical Collaboration: Inquiry-based Science	Instructional staff	Vertical Plan
March 2014	Data Analysis: Debrief MAP	Instructional staff	DI Plan
	PLCs: Agenda set by members	Instructional staff	Unit Plans
	District PD: DPS focus?	Instructional staff	Staff evaluations
	District PD: Reading Focus	Instructional staff	Staff evaluations
	Vertical Collaboration: Content Vocabulary	Instructional staff	Vertical Plan
April 2014	Data Analysis: Examine student work samples	Instructional staff	DI Plan
	PLCs: Agenda set by members	Instructional staff	Unit Plans
	Vertical Collaboration: Strategic reading	Instructional staff	Vertical Plan
	Data Analysis: Summer School Planning/AR	Instructional staff	DI Plan
May 2014	PLCs: Transitions Planning	Instructional staff	Unit Plans
	Vertical Collaboration: SS aids, primary sources	Instructional staff	Vertical Plan
	Family Math and Science Night	Instructional staff	Family evaluations
	Common Core Implementation Update	Instructional staff	Staff evaluations
June 2014	Extended Year Training	Instructional staff	
	Instructional Focus Monitoring	Instructional staff	IF Progress Notes
		Instructional staff	
July 2014	Instructional Focus Monitoring	Instructional staff	IF Progress Notes
	PD Focus: Best practice strategies	Instructional staff	Staff evaluations
	PD Focus: Increasing rigor	Instructional staff	
August 2014	District PD: DPS Opening PD?	Instructional staff	Staff evaluations
	School PD: Character Ed/Resiliency	Instructional staff	Staff evaluations
	Classroom Set-up	Instructional staff	
September 2014	Data Analysis: Establish priorities	Instructional staff	DI Plan
	PLCs: Grade Level Collaboration	Instructional staff	Unit Plans
	Open House / Curriculum Night	Instructional staff	Family evaluations
	Vertical Collaboration: ELA/SS, Math/Science	Instructional staff	Vertical Plan
October 2014	Data Analysis: Debrief BOY	Instructional staff	DI Plan
	PLCs: Grade Level Collaboration	Instructional staff	Unit Plans
	Vertical Collaboration: ELA/SS, Math/Science	Instructional staff	Vertical Plan
	Common Core Implementation Update	Instructional staff	Staff evaluations
November 2014	Data Analysis: Instructional Learning Cycle	Instructional staff	DI Plan
	District PD: DPS Focus or Research Writing	Instructional staff	Staff evaluations
	PLCs: Grade Level Collaboration	Instructional staff	Unit Plans
	Vertical Collaboration: ELA/SS, Math/Science	Instructional staff	Vertical Plan
December 2014	Data Analysis: Instructional Learning Cycle	Instructional staff	DI Plan
	PLCs: Grade Level Collaboration	Instructional staff	Unit Plans
	Vertical Collaboration: ELA/SS, Math/Science	Instructional staff	Vertical Plan

Additional Professional Development as Scheduled: Literacy/Math Specialists Monthly Meetings, Special Education Monthly Meetings, Early Childhood, PD 360 (online, on-demand)

Noble Elementary-Middle School Parental Involvement Calendar

2013-2014

Date	Topic	Presenter	Audience
September 2013	Open House Title I Annual Meeting PK Home Visits	School staff Parent Liaison, PACSA PK staff	PK-8 parents PK-8 parents PK families
October 2013	Family Math and Science Night Parent/Child Make-and-Take PACSA meeting	School staff PK staff PACSA board	PK-8 parents PK parents PK-8 parents
November 2013	Parent Teacher Conferences PK Parent Educational Event PACSA meeting	Teachers PK staff PACSA board	PK-8 parents PK parents PK-8 parents
December 2013	Holiday Program PACSA meeting	Students and teachers PACSA board	PK-8 parents PK-8 parents
January 2014	PACSA meeting	PACSA board	PK-8 parents
February 2014	African-American History Program Parent/Child Make-and-Take PACSA meeting	Students and teachers PK staff PACSA board	PK-8 parents PK parents PK-8 parents
March 2014	PK Parent Educational Event Family Literacy Games Night PACSA meeting	PK staff Consultant, staff PACSA board	PK parents PK-8 parents
April 2014	PACSA meeting	PACSA board	PK-8 parents
May 2014	Spring Talent Show PK/Kindergarten Round-up PACSA meeting	Students and teachers School staff PACSA board	PK-8 parents PK-K parents PK-8 parents
June 2014	PACSA meeting	PACSA board	PK-8 parents
July 2014	PK-K Moving Up Ceremonies Eighth Grade Promotional Ceremony Summer Parent Institute	PK-K staff School staff School staff	PK-K parents Gr. 8 parents PK-8 parents

Noble Preschool Transition Plan 2013-2014

PK Staff: K Staff:

Date	Event	Target
July 2013	Schoolwide Professional Development	PK-8 teachers
September 2013	PLC: Annual Planning	PK-K teachers
September 2013	PK Home visits	PK teachers / aides
Fall 2013	PK-K Reciprocal Observations	PK-K teachers
October 2013	PLC: TBD	PK-2 teachers
October 2013	Family Math and Science Night	PK-8 families
October 2013	PK Parent/Child Seasonal Make & Take: Halloween	PK students & parents
October 2013	Drug Awareness Week / Anti-bullying Campaign	Whole school
November 2013	PLC: TBD	PK-2 teachers
November 2013	PK Parent Ed Event: First Aid/CPR	PK parents / staff
December 2013	PLC: TBD	PK-2 teachers
December 2013	Holiday Performance	Whole school
January 2014	PLC: TBD	PK-2 teachers
January 2014	PK Teachers observe K classes	PK teachers
February 2014	PLC: TBD	PK-2 teachers
February 2014	PK Parent/Child Seasonal Make & Take	PK students & parents
February 2014	African-American History Program	Whole school
February 2014	PK-K Shared Event: 100th Day	PK-K classes
March 2014	PLC: TBD	PK-2 teachers
March 2014	PK Parent Ed Event: Fire Safety	PK parents / staff
March 2014 Reading Month	PK-K Shared Event: Seussabration	PK-K classes
March 2014 Reading Month	Family Literacy games Night	PK-8 families
Spring 2014	PK-K Reciprocal Observations	PK-K teachers
April 2014	PLC: TBD	PK-2 teachers
May 2014	PLC: TBD	PK-2 teachers
May 2014	PK-K Marketing /Community Outreach Activities	PK-K staff and classes
May 2014	Kindergarten Round-up	PK-K classes
June/July 2014	Parent Event: Moving Up Ceremonies	PK-K classes

Instructional Focus: Big Ticket Items

Pre-K:

During Work times, (students work in eight areas; writing, book, computer, block, listening, art, toy, blocks), students are observed by teachers demonstrating active learning. Teachers help to facilitate learning through learning prompts, questions and scaffolding. Large and small group instructions are also opportunities to observe students to record COR items and student's progress. Whatever learning level student is demonstrating is identified and scored utilizing the following COR items relating to learning objectives (Big ticket items).

Kindergarten:

Reading Comprehension SW read a variety of text to explain and identify the author. SW: act out the beginning, middle and ending of a story to identify the setting character and sequence. SW: also draw pictures of setting and discuss. SW: Summarize through acting out and orally retell story for comprehension.

Math SW: Identify parts of a clock, count by 5, repetition counting for DO NOW. SW: Group pictures for adding and subtracting identify vocabulary using word wall.

Writing SW: Identify sentence structure, print concept through stories SW use word wall and journals to learn and identify letter formation.

1st Grade:

Reading Comprehension TW: give biweekly progress monitor assessment. One minute timed oral reading assessment for fluency. D.E.A.R. TW: read a story and students will take assessment on Accelerated Reading. SW: identify authors through Genre Books. Ask ongoing comprehension question throughout the story.

Math: addition and subtraction fluency (manipulatives, games, center activities, Math facts in a Flash); geometry (2D shapes and vocabulary)

2nd Grade:

Reading Comprehension Diagrams (use to describe the scene) Retell (Vocabulary).

Draw pictures vocabulary tip word wall.

Math: Make clocks introduce vocabulary using math journals use graphs for counting. Use manipulative for counting base tens. SW: Solve problems through writing using math journals. SW: Draw pictures use word wall, TW: implement **Ticket out Ticket In.**

Writing SW: learn how to take notes using journals. SW: Define words SW: use journals for sentence starters. After lunch D.E.A.W (Drop Everything and Write). Analyze characters through mapping and sequencing.

Big Ticket Items (MEAP): Reading Comprehension through

Pre-School Child Observation Record (COR): V. Language and Literacy items:

Q. Listening and understanding speech

1. Child responds with actions or words to a suggestion; request, or question.
2. When listening to a story, rhyme, or narrative, child anticipants and fills in a word or phrase.
3. 3. When listening to a story, rhyme, or narrative, child comments on or asks a question about it.
4. Child contributes to an ongoing conversation.
5. Child sustains a dialogue by taking three or more conversational turns.

Big Ticket Items (MEAP): Narrative Text

U. Demonstrating knowledge about books

1. Child shows interest when a book is read aloud.
2. Child holds book right side up, turns the page and looks at them.
3. Child asks another person to read a book to him or her.
4. Looking at the pictures in a book, child tells the story or makes up a story related to the pictures.
5. Child points to the words in a book or follows a line of text while telling or reading the story.

Big Ticket Items (MEAP): Writing

X. Writing

1. Child writes using pictures, squiggles, or letter like forms.
2. Child uses clay, wire, or sticks to make recognizable letter.
3. Child writes two or more recognizable letters.
4. Child writes a string of letters and reads them or asks to have them read.
5. Child writes a phrase or sentence of two or more words.

Active Learning Activities demonstrating Comprehension;

1. Students locate an object that was mentioned in the read aloud daily story.
2. Retell story in own words.
3. Act out story using props.

5th - 8th Grade Reading Big Ticket Items:

Comprehension and Narrative Text

- Get old text and make packets to reinforce
- Make HW packets
- Document reader with short story or poem as DO NOW
- 5 Questions regarding story (1 question per day)
- Have conversation about it
- Analyze text reinforcing terminology
- Have students retell stories in their own words
- Assign simplified reading and questions based on students' needs
- Utilize Accelerated Reader
- Go into the lesson with the end in mind
- Read to the students and have questions written for them to answer to ensure they are gaining the knowledge expected
- Be sure to emphasize vocabulary
- Weekend packets are encouraged.
- Utilize Phonics via Listening Center

Mathematics Big Ticket Items:

5th Grade: Decimals and Fractions and Connections

6th Grade: Whole Number Division and Connections

7th Grade: Rational Number Operations and Expressions and Equations

8th Grade: Proportionality and Similarity and Functions, Linear Equations

- Utilize Manipulatives
- Grid sheets
- Technology
    - Netbooks
    - Calculators
    - Utilize various websites
- Games
- Be sure to emphasize vocabulary
    - Frayer model
    - Visual representations
    - Utilize Foldables
- Make Connections to the students' daily lives and the world outside the school walls

5th Grade Science Big Ticket Items:

Physical Science (16) and Science Processes

- Be sure to emphasize science vocabulary
- More visuals (completed kits)
- Charting and Graphing
- Comparing and Contrasting:
    - informational texts

    - relationships between scientific concepts
- Hands on investigations using scientific method
    - Purpose
    - Research
    - Hypothesis
    - Experiment
    - Analyze Data
    - Results
    - Conslusion

6th Grade Social Studies Big Ticket Items:

History and Civics/Government

- Reading, Writing, and Comprehension
- Research utilizing Timelines
    - United States
    - Michigan
    - Detroit
    - African-Centered
- Timeline:
    - Relative to student's life
    - Parent
        - Mother
        - Father
- Have conversations regarding daily news
    - Kilpatrick
    - Governmental Corruption
- Steer away from political opinion.
- Incorporate Seniors
    - Convalescent Homes
    - Guest Speakers

6th Grade Social Studies Big Ticket Items:

Writing Process and Writing Genre

- Incorporate the Basics
    - Noun
    - Verb
    - Parts of Speech
- Utilize Write Source
- Cross-curricular writing
- Proof Reading and Editing

Nichols Elementary – Middle School
Professional Development Calendar – Tentative 2013 – 2014

Month	Topic	Audience	Person Responsible
August	Success For All Refresher	Instructional Staff	E. Cassar – SFA facilitator SFA Point Coaches
	Solution Team	Instructional Staff	K. Walker – AEA
	Review of School Improvement Plan	All Stakeholders	T. Robinson – Instr. Spec.
	Cooperative Learning	Instructional Staff	T. Robinson – Instr. Spec.
	Differentiated Instruction	Instructional Staff	R. Partmon – Title 1 Teacher
	Depth of Knowledge/ Bloom's Taxonomy	Instructional Staff	T. Robinson – Instr. Spec.
	Component Team Meeting	Instructional Staff	E. Cassar – SFA facilitator
September	Annual Title 1 Meeting	All Stakeholders	Principal
	Accelerated Reader Review	Instructional Staff	T. Robinson – Instr. Spec.
	Data Analysis/SFA Grouping	Instructional Staff	Principal
	Solution Team	Instructional Staff	K. Walker – AEA

	Professional Learning Community (PLC)	Instructional Staff	T. Robinson – Instr. Spec.
	School Improvement Team	All Stakeholders	T. Robinson – Instr. Spec.
	Parent Meeting – Helping Your Child Have a Successful Year	Parents	R. Partmon – Title 1 Teacher
	Component Team Meeting	Instructional Staff	E. Cassar – SFA facilitator
October	Solution Team	Instructional Staff	K. Walker – AEA
	Professional Learning Community (PLC)	Instructional Staff	T. Robinson – Instr. Spec
	School Improvement Team	All Stakeholders	T. Robinson – Instr. Spec.
	Parent Meeting – Math Workshop	Parents	R. Partmon – Title 1 teacher
	SFA Site Visit	Instructional Staff	SFA Point Coaches
	Component Team Meeting	Instructional Staff	E. Cassar – SFA facilitator
	Data Analysis	Instructional Staff	Principal
November	Solution Team	Instructional Staff	K. Walker – AEA
	Professional Learning Community (PLC)	Instructional Staff	T. Robinson – Instr. Spec.

	School Improvement Team	All Stakeholders	T. Robinson – Instr. Spec.
	Parent Meeting – Literacy Workshop	Parents	T. Robinson – Instr. Spec. E. Cassar – SFA facilitator
	Component Team Meeting	Instructional Staff	E. Cassar – SFA facilitator
	Data Analysis	Instructional Staff	Principal
	District wide PD	Instructional Staff	District
December	Solution Team	Instructional Staff	K. Walker – AEA
	Professional Learning Community (PLC)	Instructional Staff	T. Robinson – Instr. Spec.
	School Improvement Team	All Stakeholders	T. Robinson – Instr. Spec.
	Parent Meeting – Science Workshop	Parents	S. Brown – Science Teacher
	SFA Site Visit	Instructional Staff	SFA Point Coaches
	Component Team Meeting	Instructional Staff	E. Cassar – SFA facilitator
	Data Analysis	Instructional Staff	Principal

January	Solution Team	Instructional Staff	K. Walker – AEA
	Professional Learning Community (PLC)	Instructional Staff	T. Robinson – Instr. Spec.
	School Improvement Team	All Stakeholders	T. Robinson – Instr. Spec.
	Parent Meeting – Writing Workshop	Parents	Auntie Lillie - Consultant
	Component Team Meeting	Instructional Staff	E. Cassar – SFA facilitator
	Data Analysis	Instructional Staff	Principal
	Family Math Night	Parents	R. Partmon – Title 1 Teacher
February	Solution Team	Instructional Staff	K. Walker - AEA
	Professional Learning Community (PLC)	Instructional Staff	T. Robinson – Instr. Spec.
	School Improvement Team	All Stakeholders	T. Robinson – Instr. Spec.
	Parent Meeting/Workshop	Parents	R. Partmon – Title 1 Teacher
	SFA Site Visit	Instructional Staff	SFA Point Coaches
	Component Team Meeting	Instructional Staff	E. Cassar – SFA facilitator

	Data Analysis	Instructional Staff	Principal
March	Solution Team	Instructional Staff	K. Walker - AEA
	Professional Learning Community (PLC)	Instructional Staff	T. Robinson – Instr. Spec.
	School Improvement Team	Instructional Staff	T. Robinson – Instr. Spec.
	Parent Meeting – Making Learning Engaging Workshop	Parents	R. Partmon – Title 1 Teacher
	Component Team Meeting	Instructional Staff	E. Cassar – SFA facilitator
	Data Analysis	Instructional Staff	Principal
	Kindergarten Round Up	Parents	S. Dearing - Kindergarten Teacher
	Family Literacy Night	Parents	T. Robinson – Instr. Spec.
	District wide PD	Instructional Staff	District
April	Solution Team	Instructional Staff	K. Walker – AEA
	Professional Learning Community (PLC)	Instructional Staff	T. Robinson – Instr. Spec.

	School Improvement Team	All Stakeholders	T. Robinson – Instr. Spec.
	Parent Meeting - Preparing Students for Kindergarten Workshop	Parents	S. Dearing – Kindergarten Teacher
	Component Team Meeting	Instructional Staff	E. Cassar – SFA facilitator
	Data Analysis	Instructional Staff	Principal
	Family Science Night	Parents	S. Brown – Science Teacher
May	Solution Team	Instructional Staff	K. Walker - AEA
	Professional Learning Community (PLC)	Instructional Staff	T. Robinson – Instr. Spec.
	School Improvement Team	All Stakeholders	T. Robinson – Instr. Spec.
	Parent Meeting – Educational Summer Activities Workshop	Parents	R. Partmon – Title 1 teacher
	Component Team Meeting	Instructional Staff	E. Cassar – SFA facilitator
	Data Analysis	Instructional Staff	Principal
	SFA Site Visit	Instructional Staff	SFA Point Coaches

Nichols Elementary – Middle School
Professional Development Calendar – Tentative 2014 – 2015

Month	Topic	Audience	Person Responsible
August	Success For All Refresher	Instructional Staff	E. Cassar – SFA facilitator SFA Point Coaches
	Solution Team	Instructional Staff	K. Walker – AEA
	Review of School Improvement Plan	All Stakeholders	T. Robinson – Instr. Spec.
	Component Team Meeting	Instructional Staff	E. Cassar – SFA facilitator
September	Annual Title 1 Meeting	All Stakeholders	Principal
	Data Analysis/SFA Grouping	Instructional Staff	Principal
	Solution Team	Instructional Staff	K. Walker – AEA
	Professional Learning Community (PLC)	Instructional Staff	T. Robinson – Instr. Spec.
	School Improvement Team	All Stakeholders	T. Robinson – Instr. Spec.
	Parent Meeting – Helping Your Child Have a Successful Year	Parents	R. Partmon – Title 1 Teacher

	Component Team Meeting	Instructional Staff	E. Cassar – SFA facilitator
October	Solution Team	Instructional Staff	K. Walker – AEA
	Professional Learning Community (PLC)	Instructional Staff	T. Robinson – Instr. Spec
	School Improvement Team	All Stakeholders	T. Robinson – Instr. Spec.
	Parent Meeting /Workshop	Parents	R. Partmon – Title 1 teacher
	SFA Site Visit	Instructional Staff	SFA Point Coaches
	Component Team Meeting	Instructional Staff	E. Cassar – SFA facilitator
	Data Analysis	Instructional Staff	Principal
November	Solution Team	Instructional Staff	K. Walker – AEA
	Professional Learning Community (PLC)	Instructional Staff	T. Robinson – Instr. Spec.
	School Improvement Team	All Stakeholders	T. Robinson – Instr. Spec.
	Parent Meeting /Workshop	Parents	R. Partmon – Title 1 Teacher
	Component Team Meeting	Instructional Staff	E. Cassar – SFA facilitator

	Data Analysis	Instructional Staff	Principal
	District wide PD	Instructional Staff	District
December	Solution Team	Instructional Staff	K. Walker – AEA
	Professional Learning Community (PLC)	Instructional Staff	T. Robinson – Instr. Spec.
	School Improvement Team	All Stakeholders	T. Robinson – Instr. Spec.
	Parent Meeting/Workshop	Parents	R. Partmon – Title 1 Teacher
	SFA Site Visit	Instructional Staff	SFA Point Coaches
	Component Team Meeting	Instructional Staff	E. Cassar – SFA facilitator
	Data Analysis	Instructional Staff	Principal
January	Solution Team	Instructional Staff	K. Walker – AEA
	Professional Learning Community (PLC)	Instructional Staff	T. Robinson – Instr. Spec.
	School Improvement Team	All Stakeholders	T. Robinson – Instr. Spec.
	Parent Meeting/Workshop	Parents	R. Partmon – Title 1 Teacher

	Component Team Meeting	Instructional Staff	E. Cassar – SFA facilitator
	Data Analysis	Instructional Staff	Principal
	Family Math Night	Parents	R. Partmon – Title 1 Teacher
February	Solution Team	Instructional Staff	K. Walker - AEA
	Professional Learning Community (PLC)	Instructional Staff	T. Robinson – Instr. Spec.
	School Improvement Team	All Stakeholders	T. Robinson – Instr. Spec.
	Parent Meeting/Workshop	Parents	R. Partmon – Title 1 Teacher
	SFA Site Visit	Instructional Staff	SFA Point Coaches
	Component Team Meeting	Instructional Staff	E. Cassar – SFA facilitator
	Data Analysis	Instructional Staff	Principal
March	Solution Team	Instructional Staff	K. Walker - AEA
	Professional Learning Community (PLC)	Instructional Staff	T. Robinson – Instr. Spec.
	School Improvement Team	Instructional Staff	T. Robinson – Instr. Spec.

	Parent Meeting/Workshop	Parents	R. Partmon – Title 1 Teacher
	Component Team Meeting	Instructional Staff	E. Cassar – SFA facilitator
	Data Analysis	Instructional Staff	Principal
	Kindergarten Round Up	Parents	S. Dearing - Kindergarten Teacher
	Family Literacy Night	Parents	T. Robinson – Instr. Spec.
	District wide PD	Instructional Staff	District
April	Solution Team	Instructional Staff	K. Walker – AEA
	Professional Learning Community (PLC)	Instructional Staff	T. Robinson – Instr. Spec.
	School Improvement Team	All Stakeholders	T. Robinson – Instr. Spec.
	Parent Meeting /Workshop	Parents	R. Partmon – Title 1 Teacher
	Component Team Meeting	Instructional Staff	E. Cassar – SFA facilitator
	Data Analysis	Instructional Staff	Principal
	Family Science Night	Parents	S. Brown – Science Teacher
	Preparing for Kindergarten	Parents	S. Dearing - Kindergarten Teacher

May	Solution Team	Instructional Staff	K. Walker - AEA
	Professional Learning Community (PLC)	Instructional Staff	T. Robinson – Instr. Spec.
	School Improvement Team	All Stakeholders	T. Robinson – Instr. Spec.
	Parent Meeting/Workshop	Parents	R. Partmon – Title 1 teacher
	Component Team Meeting	Instructional Staff	E. Cassar – SFA facilitator
	Data Analysis	Instructional Staff	Principal
	SFA Site Visit	Instructional Staff	SFA Point Coaches

Nichols Elementary – Middle School
Professional Development Calendar – Tentative 2015 – 2016

Month	Topic	Audience	Person Responsible
August	Success For All Refresher	Instructional Staff	E. Cassar – SFA facilitator SFA Point Coaches
	Solution Team	Instructional Staff	K. Walker – AEA
	Review of School Improvement Plan	All Stakeholders	T. Robinson – Instr. Spec.
	Component Team Meeting	Instructional Staff	E. Cassar – SFA facilitator
September	Annual Title 1 Meeting	All Stakeholders	Principal
	Data Analysis/SFA Grouping	Instructional Staff	Principal
	Solution Team	Instructional Staff	K. Walker – AEA
	Professional Learning Community (PLC)	Instructional Staff	T. Robinson – Instr. Spec.
	School Improvement Team	All Stakeholders	T. Robinson – Instr. Spec.
	Parent Meeting – Helping Your Child Have a Successful Year	Parents	R. Partmon – Title 1 Teacher

	Component Team Meeting	Instructional Staff	E. Cassar – SFA facilitator
October	Solution Team	Instructional Staff	K. Walker – AEA
	Professional Learning Community (PLC)	Instructional Staff	T. Robinson – Instr. Spec
	School Improvement Team	All Stakeholders	T. Robinson – Instr. Spec.
	Parent Meeting /Workshop	Parents	R. Partmon – Title 1 teacher
	SFA Site Visit	Instructional Staff	SFA Point Coaches
	Component Team Meeting	Instructional Staff	E. Cassar – SFA facilitator
	Data Analysis	Instructional Staff	Principal
November	Solution Team	Instructional Staff	K. Walker – AEA
	Professional Learning Community (PLC)	Instructional Staff	T. Robinson – Instr. Spec.
	School Improvement Team	All Stakeholders	T. Robinson – Instr. Spec.
	Parent Meeting /Workshop	Parents	R. Partmon – Title 1 Teacher
	Component Team Meeting	Instructional Staff	E. Cassar – SFA facilitator

	Data Analysis	Instructional Staff	Principal
	District wide PD	Instructional Staff	District
December	Solution Team	Instructional Staff	K. Walker – AEA
	Professional Learning Community (PLC)	Instructional Staff	T. Robinson – Instr. Spec.
	School Improvement Team	All Stakeholders	T. Robinson – Instr. Spec.
	Parent Meeting/Workshop	Parents	R. Partmon – Title 1 Teacher
	SFA Site Visit	Instructional Staff	SFA Point Coaches
	Component Team Meeting	Instructional Staff	E. Cassar – SFA facilitator
	Data Analysis	Instructional Staff	Principal
January	Solution Team	Instructional Staff	K. Walker – AEA
	Professional Learning Community (PLC)	Instructional Staff	T. Robinson – Instr. Spec.
	School Improvement Team	All Stakeholders	T. Robinson – Instr. Spec.
	Parent Meeting/Workshop	Parents	R. Partmon – Title 1 Teacher

	Component Team Meeting	Instructional Staff	E. Cassar – SFA facilitator
	Data Analysis	Instructional Staff	Principal
	Family Math Night	Parents	R. Partmon – Title 1 Teacher
February	Solution Team	Instructional Staff	K. Walker - AEA
	Professional Learning Community (PLC)	Instructional Staff	T. Robinson – Instr. Spec.
	School Improvement Team	All Stakeholders	T. Robinson – Instr. Spec.
	Parent Meeting/Workshop	Parents	R. Partmon – Title 1 Teacher
	SFA Site Visit	Instructional Staff	SFA Point Coaches
	Component Team Meeting	Instructional Staff	E. Cassar – SFA facilitator
	Data Analysis	Instructional Staff	Principal
March	Solution Team	Instructional Staff	K. Walker - AEA
	Professional Learning Community (PLC)	Instructional Staff	T. Robinson – Instr. Spec.
	School Improvement Team	Instructional Staff	T. Robinson – Instr. Spec.

	Parent Meeting/Workshop	Parents	R. Partmon – Title 1 Teacher
	Component Team Meeting	Instructional Staff	E. Cassar – SFA facilitator
	Data Analysis	Instructional Staff	Principal
	Kindergarten Round Up	Parents	S. Dearing - Kindergarten Teacher
	Family Literacy Night	Parents	T. Robinson – Instr. Spec.
	District wide PD	Instructional Staff	District
April	Solution Team	Instructional Staff	K. Walker – AEA
	Professional Learning Community (PLC)	Instructional Staff	T. Robinson – Instr. Spec.
	School Improvement Team	All Stakeholders	T. Robinson – Instr. Spec.
	Parent Meeting /Workshop	Parents	R. Partmon – Title 1 Teacher
	Component Team Meeting	Instructional Staff	E. Cassar – SFA facilitator
	Data Analysis	Instructional Staff	Principal
	Family Science Night	Parents	S. Brown – Science Teacher
	Preparing for Kindergarten	Parents	S. Dearing - Kindergarten Teacher

May	Solution Team	Instructional Staff	K. Walker - AEA
	Professional Learning Community (PLC)	Instructional Staff	T. Robinson – Instr. Spec.
	School Improvement Team	All Stakeholders	T. Robinson – Instr. Spec.
	Parent Meeting/Workshop	Parents	R. Partmon – Title 1 teacher
	Component Team Meeting	Instructional Staff	E. Cassar – SFA facilitator
	Data Analysis	Instructional Staff	Principal
	SFA Site Visit	Instructional Staff	SFA Point Coaches