SIG GRANT--LEA Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: Gaudior Academy	Applicant's Mailing Address: 27100 Avondale Inkster, MI 48141
LEA Contact for the School Improvement Grant Name: Steven Mostyn Position and Office: Board Liaison Contact's Mailing Address: 27100 Avondale, Inkster MI 48141 Telephone: 313-792-9444 Fax: Email address: stevenmostyn@choiceschools.com	
LEA School Superintendent/Director (Printed Name): Steven Mostyn	Telephone: 616-550-8795
Signature of the LEA School Superintendent/Director: X	Date: 5/30/14
LEA School LEA Board President (Printed Name): LaTonya Bynum	Telephone: 616-550-8795
Signature of the LEA Board President: X	Date: 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.	

GRANT SUMMARY

Di District Name: Gardner Academy
ISD/RESA Name: Wayne RESA

District Code: 82911
ISD Code:

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.

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

☐ **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
Gaudior Academy	260013200782				x

Note: An LEA that has nine or more Priority schools may not implement the transformation model in more than 50 percent of those schools.

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.**

In July 2013 Gaudior's School Board hired Choice Schools as the new management company and a new school leader. The first priority was to do a review of the state of Gaudior Academy's academic progress, student culture, community and staff.

MEAP and Scantron Performance Series data showed a consistent decline in academic progress over the previous several years. Assessment data was never used to drive instruction or school level decision making.

Information was collected and analyzed regarding curriculum development and implementation, indicating that there was not a researched based academic curriculum being used consistently, rather that each teacher was developing their own as they felt necessary throughout the year. The curriculum is not mapped, and it is not clear who taught what and when.

There were no extensions or correctives in place to support the curriculum. Title One services were not cohesive or coherent, nor were they measured. The majority of Title One funds were spent on teacher assistants. No schedule was created for the teacher assistants to support academic instruction. There were no prescribed duties or tracking systems established.

Student culture was also examined. Discipline data that was available demonstrated a significant number of aggressive behaviors, fighting, and disrespectful behavior toward staff and employees. Approximately 20 referrals have been sent to the office each day over the past 2 years, equaling 3300 incidents per year. Of those 3300 incidents, 660 became documented disciplinary issues. Currently a Social Worker is assigned to the school 6 hours per week and no assistant principal is in place to address behavior or other student disciplinary issues.

Looking at the school community, many parents undervalue the merit of education. Of the 200 students currently enrolled, 100 are new to the school. In the 2013-2014 school year alone, over 300 students have been enrolled at Gaudior Academy, and yet the current school population stands at 188. Partnerships with the community are non-existent.

When considering these key pieces it was determined that a researched based, K-8 curriculum needed to be implemented to ensure focus on appropriate standards, flow from grade to grade, and that it either included a strong character education piece or that one would be added to support needed change in student culture. It was also determined that to support a new curriculum and reinforce a positive student culture a muli-tiered system of intervention needed to be developed and implemented that would target both academic and behavioral concerns. Lastly, to ensure that the focus remained on teaching and

learning it was determined that regular data analysis needed to be completed, ensuring teacher focus was on target and that planning was focused on student needs, supported by recent data.

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.

Based on the Comprehensive Needs Assessment that was conducted at Gaudior Acadamy, a plan has been developed to address a variety of School Improvement Initiatives. A different, new school leader will be hired, who has a strong background in School Improvement. The new leader will facilitate the processes outlined in this document with fidelity. A Parent and Community Liaison will be hired by the Academy, and will work with parents and staff to address the high turnover of students. In addition, a Title One Coordinator, Instructional Coach, and Data Coach will also be employed.

The School Improvement Team has been reconstituted. A SIP Chair has been designated, and the team consists of all required members. This team has been an integral part of creating the Redesign Plan for the Academy, and completing the Comprehensive Needs Assessment. Locally, they will be the driving force behind the transformation.

RTI will be implemented within the Academy. A fulltime social worker and a Title One coordinator will work together to coordinate staff and resources to create a multi-tiered system of support. Individual Student Learning Plans will be created for all students to chart individual progress toward predetermined academic goals. The ISLP will have three sections: Setting Goals, Identifying Potential Barriers, and Identifying Strategies to Reach Goals. The RTI team will discuss what resources and tools will be used with each identified student.

In the two weeks prior to the beginning of the 2014-2015 School Year, staff will receive training on effective implementation of RTI and resources to carry out the intervention, as well as training on Data Driven Decision Making and Instructional Learning Cycles through Wayne RESA. Training is also scheduled for August 2014 for all new and existing staff who are not currently trained in the Academy's curriculum.

For each Priority school in this application, the LEA must describe actions taken, or those that will be taken, to:

a. Design and implement interventions consistent with the final requirements

Increased time for students in all core subject areas was one of the first needs identified by the team. At the start of the 2013-14 school year all student schedules were redesigned to support implementation of the new curriculum. Teachers provided differentiated instruction in math, reading, spelling and language arts. In the 2014-2015 school year, there will be an increased amount of instructional time in all core subjects. Reading, ELA, and Writing will be taught for a minimum of 75 minutes each day. Math instruction will take place 60 minutes per day. Science will be taught for 45 minutes each day, and Social Studies a minimum of 30 minutes each day. Science will focus on the Scientific Method and Hands-on discovery, and Social Studies will focus on Project Based Learning. Creative Arts will be infused into all 4 areas of the Common Core Curriculum.

RTI will be implemented within the Academy. A fulltime social worker and a Title One coordinator will work together to coordinate staff and resources to create a multi-tiered system of support. Individual Student Learning Plans will be created for all students to chart individual progress toward predetermined academic goals. The ISLP will have three sections: Setting Goals, Identifying Potential Barriers, and Identifying Strategies to Reach Goals. The RTI team will discuss what resources and tools will be used with each identified student, and a parent meeting will be scheduled to engage parents in the process.

The school day will be extended by fifteen minutes each day. With the additional time added to the end of each day, 45 minutes of imbedded intervention will take place. All students will take place in an Academic Acceleration program, and all certified staff will be providing intervention services through small group instruction. Study Island will be used as an additional resource during this time, and opportunities for academic enrichment will be offered for students who are at or above grade level. The Academy is currently exploring programs such as Science Olympiad and Junior Achievement.

In addition to the 45 minutes of imbedded intervention, the Academy will also offer 60 minutes of afterschool tutoring to all students identified as being 2 or more years behind grade level. ISLP's and Scantron Performance Series Data will be used to determine grouping for tutoring.

A Summer School Program will be offered to all students over the summer of 2014. The program will focus on Project Based Learning. It will run for 6 weeks, 4 days per week. Pre and Post Assessments will be given to all students attending the summer program, so the Academy can properly assess the effectiveness of a summer school program.

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

Wayne RESA
Reading and Language Arts Centers

b. Align additional resources with the interventions

An instructional coach will be on staff through the full implementation of this transformation plan. As Gaudior Academy grows and expands, it will be important to have all staff trained and supported by an instructional coach. The Instructional Coach, with the support of the Data Coach, will provide ongoing support of Data Driven Instruction. Compass, a data collection system that supports the Common Core Curriculum, will be used by teachers to quickly and effectively assess the progress of students. Ipads will be provided to staff for the sole purpose of data collection and student assessment.

Another key target is to provide intensive emotional mental health services to our high-risk students through the employment of a full-time school Social Worker and the creation of a multi-tiered system of support. The Social Worker will target students who do not qualify for services through the special education program, and develop support groups.

d. Modify its practices or policies, if necessary, to enable its schools to

implement the interventions fully and effectively.

The school has already set aside two weeks for training prior to the start of the 2014-2015 school year. Training in research based, hand-on interventions will take place throughout the school year for staff. Gaudior will partner with the Reading and Language Arts Centers to train staff in an Orton Gillingham based phonics programs and Math-U-See. Gaudior has already adopted and begun implementation of the new curriculum. An RTI program will positively impact both behavioral and academic goals.

e. Sustain the reforms after the funding period ends.

The goal of the Academy is to no longer need an instructional coach, data coach, and Title One Coordinator due to the fact that systems are in place and imbedded in the school culture.

Reprioritizing Title One funding can allow the Academy to maintain the Parent and Community Liaison and the Social Worker. Tutoring and Summer School will also be supported through Title One funds. Resources such as Study Island and Compass with either Title One and General funds.

3. **Include a timeline delineating the steps to be taken to implement the selected intervention in each Priority school identified in the LEA's application.**

Action Step	Person Responsible	Start Date	End Date	Success Metric
Hiring of Instructional Coach, Data Coach, Social Worker, Parent Liaison, SIG Coordinator, and Title One Coordinator	Steven Mostyn	July 1, 2014	August 1, 2014	Accepted Offers of Employment
Orton Gillingham Training, Math-U-See, RTI, Compass, Study Island	School Leader	August 15, 2014	September 1, 2014	PD Logs and PD Evaluations
Implementation of RTI programs Math-U-See, Orton Gillingham, and Study Island	SIG Grant Coordinator	September 2, 2014	Ongoing	Title One Service Logs, SIG Coordinator Evaluation of Programs, Assessment Data
Embedded Intervention/Academic Acceleration (45 min./day)	Title One Coordinator	September 2, 2014	Ongoing	Compass, Scantron, Performance Series and MEAP data. Data reviewed monthly at PLC
After School Tutoring (60 min, 4 days/week)	Title One Coordinator	September 15	Ongoing	Compass, Scantron, Performance Series and MEAP data. Data reviewed monthly at PLC
Summer School Enrichment	Title One Coordinator	July 7, 2014	August 15, 2014	Compass, Scantron, Performance Series and MEAP data. Data reviewed monthly at PLC

Identification of technology equipment for purchase	School Leader	July 1	July 30	Purchase and setup of new technology to support interventions
Formation of Parent Group	Parent and Community Liaison	September 2, 2014	Ongoing	Parent Activity Logs and sign sheets, and parent evaluation forms
Creation of Data Walls for staff and student use	Data Coach	October 1, 2014	Ongoing	School Leader oberservation/evaluation
ELA Curriculum Mapping (Math completed June, 2014)	School Leader and Instructional Coach	September 2, 2014	December 20, 2014	Maps distributed to teachers. Lesson plans, school leader observation/evaluation

4. 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.

The Academy has set SMART goals the next 3 years on the state assessment. In the 2014-2015 school year, the goal is a 10% increase in all 4 core content areas. In the 2015-2016 and 2016-2017 school years, the goal is a 15% increase in all 4 core content areas.

6. For each Tier III 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 Tier III 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

The School Improvement Team includes all stakeholders, and the Redesign Plan and the SIG grant were all developed within the School Improvement Team.

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.

Example:

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

SCHOOL IMPROVEMENT GRANT BUDGET

APPLICANT INFORMATION

TYPE OR PRINT:

APPLICANT	Legal Name of District Gaudior Academy		District Code 82911
	Address of District 27100 Avondale		
	City and Zip Code Inkster 48141		Name of County Wayne
CONTACT PERSON	Name of Contact Person Steven Mostyn	Title Board Liaison	Telephone (Area Code) (313) 792 - 9444
	Address 27100 Avondale	City Inkster	Zip Code 48141
	E-Mail Address stevenmostyn@choiceschools.com	Facsimile (A.C./No.) (313) 792 - 9445	

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

Date 5/30/14

SIGNATURE OF LEA BOARD PRESIDENT

Date 5/30/14

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
Gaudior Academy</td><td>Building Code
07597</td><td colspan="2">Name and Title of Authorized Representative
Steven Mostyn
Board Liaison</td></tr>
<tr><td colspan="3">Mailing Address (Street)
27100 Avondale</td><td colspan="2">Signature</td></tr>
<tr><td>City
Inkster</td><td>Zip Code
48141</td><td colspan="2">Telephone (Area Code/Local Number)
(313) 792 - 9444</td><td>Date Signed (m/d/yyyy)</td></tr>
<tr><td colspan="3">Name and Title of Contact Person
Steven Mostyn
Board Liaison</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: Please Insert Building Name

LEGAL NAME OF APPLICANT: Gaudior Academy				District Code 82911	
MDE USE ONLY	**Grant No.**	**Project No.**	**Project Type**	**Ending Date**	**FY of Approved Activity 2010**

BUDGET OBJECTS:

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
110	Instruction -- Basic Programs			50000				
120	Instruction -- Added Needs			25000	29000			
210	Pupil Support Services							
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services							
214	Psychological Services							
216	Social Work Services			65000				
220	Instructional Staff Services							
221	Improvement of Instruction			240000				
225	Instruction Related Technology							

227	Academic Student Assessment							
230	General Administration							
232	Executive Administration							
240	School Administration							
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			65000				
331	Community Activities							
	SUBTOTAL							
	Indirect Costs _____ % Restricted Rate							
	TOTAL							

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.)***

5/30/14
Date

BUSINESS OFFICE REPRESENTATIVE SIGNATURE

MAY 30, 2014
Date

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 to 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. Ii. Procure a commercial sex act during the period of time that the award is in effect; or
III. 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.

CERFICIATION 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 MDE. No entity may receive a federal sub award without a DUNS number. 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 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 Innovation and Improvement 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 I 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.

DATE 5/30/14 SUPERINTENDENT OR AUTHORIZED OFFICIAL

SIGNATURE

TYPED NAME/TITLE: Steven Mostyn

5. WAIVERS: The MDE has requested all of the following waivers of requirements applicable to the LEA's School Improvement Grant. Please indicate which of the waivers the LEA intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ❑ **Waiver 3: Priority schools list waiver**
  In order to enable the State to replace its list of Tier I, Tier II, and Tier III schools with its list of priority schools that meet the definition of "priorities schools" in the document titled *ESEA Flexibility* and that were identified in accordance with its approved request for ESEA flexibility, waive the school eligibility requirements in Section I.A.1. of the SIG final requirements.
- ❑ **Waiver 4: Period of availability of FY 2013 funds waiver**
  Waive section 421(b) of the General Education Provisions Act (20 U.S.C. 1225 (b)) to extend the period of availability of FY 2013 school improvement funds for the SEA and all of its LEA's to September 30, 2017.

SIG GRANT—School Building Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Gaudior Academy School Building Code: 07597	Mailing Address: 27100 Avondale Inkster, MI 48141
School Building Contact for the School Improvement Grant Name: Steven Mostyn Position and Office: Board Liaison Contact's Mailing Address: 27100 Avondale, Inkster MI 48141 Telephone: 313-792-9444 Fax: Email address: stevenmostyn@choiceschools.com	
LEA School Superintendent/Director (Printed Name): Steven Mostyn	Telephone: 616-550-8795

Signature of the LEA School Superintendent/Director: X	Date:
LEA School LEA Board President (Printed Name): Latonya Bynum	Telephone:
Signature of the LEA Board President: X	Date: 5/30/14
Building Principal (Printed Name): Carol Hutton	Telephone:
Signature of the Building Principal X Carol Hutton	Date: 5-30-14
Union Representative (Printed Name): N/A	Telephone
Signature of Union Representative: X	Date:
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.

In July 2013 Gaudior's School Board hired Choice Schools as the new management company and a new school leader. The first priority was to do a review of the state of Gaudior including, academic progress, student culture, community and staff.

MEAP and Scantron Performance Series data showed a consistent decline in academic progress over the previous several years. Assessment data was never used to drive instruction or school level decision making.

Information was collected and analyzed regarding curriculum development and implementation, indicating that there was not a researched based academic curriculum being used consistently rather that each teacher was developing their own as they felt necessary throughout the year. The curriculum is not mapped, and it is not clear who taught what and when.

There were no extensions or correctives in place to support the curriculum. Title One services were not cohesive or coherent, nor were they measured. The majority of Title One funds were spent on teacher assistants. No schedule was created for the teacher assistants to support academic instructions. There were no prescribed duties or tracking systems established. There is currently no afterschool programming in place to support the Academic or Social Needs of the students.

Student culture was also examined. Discipline data that was available demonstrated a significant number of aggressive behaviors, fighting, and disrespectful behavior toward staff and employees. Approximately 20 referrals have been sent to the office each day over the past 2 years, equaling 3300 incidents per year. Of those 3300 incidents, 660 became documented disciplinary issues. Currently a Social Worker is assigned to the school 6 hours per week and no assistant principal is in place to address behavior or other student disciplinary issues.

Looking at the school community, many parents undervalue the merit of education. Of the 200 students currently enrolled, 100 are new to the school. In the 2013-2014 school year alone, over 300 students have been enrolled at Gaudior Academy, and yet the current school population stands at 188. Partnerships with the community are non-existent.

When considering these key pieces it was determined that a researched based, K-8 curriculum needed to be implemented to ensure focus on appropriate standards, flow from grade to grade, and that it either included a strong character education piece or that one would be added to support needed change in student culture. It was also determined that to support a new curriculum and reinforce a positive student culture a muli-tiered system of intervention needed to be developed and implemented that would target both academic and behavioral concerns. Lastly, to ensure that the focus remained on teaching and learning it was determined that regular data analysis needed to be completed, ensuring teacher focus was on target and that planning was focused on student needs, supported by recent data.

2. School Building Capacity – Resource Profile

Based on the Comprehensive Needs Assessment that was conducted at Gaudior Acadamy, a plan has been developed to address a variety of School Improvement Initiatives. A new school leader will be hired, who has a strong background in School Improvement. A School Improvement Grant Coordinator will facilitate the processes outlined in this document with fidelity. A Parent and Community Liaison will be hired by the Academy, and will work with parents and staff to address the high turnover of students and build relationships within the community. In addition, a Title One Coordinator, Instructional Coach, and Data Coach will also be employed with a focus on student achievement. A Fulltime Social Worker will also be on staff.

Beginning in the 2013-14 school year, common planning time was created which includes PLC time twice per week. Weekly staff meetings were implemented to be used for training, team building, and committee meetings. Six professional development days were added to the calendar, in addition to 10 days of Professional Development that took place prior to the beginning of the School Year. In addition, during the 2013-14 school year curriculum training took place during one Saturday session a month and two evening webinars per month.

In the two weeks prior to the beginning of the 2014-2015 School Year, staff will receive training on effective implementation of RTI and resources to carry out the intervention, as well as training on Data Driven Decision Making and Instructional Learning Cycles through Wayne RESA.

With the addition of the Instructional Specialist to the staff, embedded curriculum coaching will take place in all classrooms on a weekly basis.

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.

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

3. School Building Commitment

The School Improvement Team has been reconstituted. A SIP Chair has been designated, and the team consists of all required members, including parent and community members. This team has been an integral part of creating the Redesign Plan for the Academy, and completing the Comprehensive Needs Assessment. Locally, they will be the driving force behind the transformation.

Members of the School Improvement Team will be a Sub-Committee Chairperson. These committees will support all school functions: Technology, Student Achievement and Data, Communication and Public Relations, Curriculum, and Health and Safety. Each committee will ensure all programs and activities taking place within the school keep a focus on School Improvement. All staff members will be part of a sub-committee, ensuring that all staff members have an attachment to the school improvement process.

Staff will be in place and trained in current curriculum and supplemental programs that will be offered at Gaudior Academy. All staff will be familiar and committed to the Redesign Plan and Its implementation.

There is no collective bargaining unit or union at Gaudior Academy, therefore no agreement is required.

4. School Improvement Plan

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

5. External Provider Selection

The school improvement team met to review student achievement data to identify areas where support was needed, in relation to the transformation plan. From that information the team reviewed and selected 7 that fit the criteria the staff was looking for. The team then narrowed the list down to four based on initial research of the provider and how they matched the needs identified by the staff.

Those four were contacted by SIP team members and asked for the following information; references for schools where they have partnered in school improvement efforts, a list of schools in which they have provided services (unrelated to a SIG), a detailed description of services provided, cost, and how they think they could help Gaudior Academy meet our school improvement goals. The team then reviewed information in order to select a provider that would make significant impact towards the Academy's goals.

6. Alignment of Resources

The Parent Liaison and Social Worker will be the coordinators of all community outreach efforts. All staff will take part in initiatives designed to coordinate school efforts with local agencies.

Outreach efforts will include Mobile Dentist, Gleaners Food Bank, Detroit Institute of the Child, Children's Hospital Safety and Prevention Program, and Healthy Living Detroit, Image of Success.

The Title One and SIG Cordinator will oversee all interventions services taking place at the Academy.

7. Modification of local building policies or practices

Increased time for students in all core subject areas was one of the first needs identified by the team. At the start of the 2013-14 school year all student schedules were redesigned to support implementation of the new curriculum. Teachers provided differentiated instruction in math, reading, spelling and language arts. In the 2014-2015 school year, there will be an increased amount of instructional time in all core subjects. Reading, ELA, and Writing will be taught for a minimum of 75 minutes each day. Math instruction will take place 60 minutes per day. Science will be taught for 45 minutes each day, and Social Studies a minimum of 30 minutes each day. Science will focus on the Scientific Method and Hands-on discovery, and Social Studies will focus on Project Based Learning. Creative Arts will be infused into all 4 areas of the Common Core Curriculum.

RTI will be implemented within the Academy. A fulltime social worker and a Title One coordinator will work together to coordinate staff and resources to create a multi-tiered system of support. Individual Student Learning Plans will be created for all students to chart individual progress toward predetermined academic goals. The ISLP will have three sections: Setting Goals, Identifying Potential Barriers, and Identifying Strategies to Reach Goals. The RTI team will discuss what resources and tools will be used with each identified student, and a parent meeting will be scheduled to engage parents in the process.

The school day will be extended by fifteen minutes each day. With the additional time added to the end of each day, 45 minutes of imbedded intervention will take place. All students will take place in an Academic Acceleration program, and all certified staff will be providing intervention services through small group instruction. Study Island will be used as an additional resource during this time, and opportunities for academic enrichment will be offered for students who are at or above grade level. The Academy is

currently exploring programs such as Science Olympiad and Junior Achievement.

In addition to the 45 minutes of imbedded intervention, the Academy will also offer 60 minutes of afterschool tutoring to all students identified as being 2 or more years behind grade level. ISLP's and Scantron Performance Series Data will be used to determine grouping for tutoring.

8. Timeline

Action Step	Person Responsible	Start Date	End Date	Success Metric
Hiring of Instructional Coach, Data Coach, Social Worker, Parent Liaison, SIG Coordinator, and Title One Coordinator	Steven Mostyn	July 1, 2014	August 1, 2014	Accepted Offers of Employment
Orton Gillingham Training, Math-U-See, RTI, Compass, Study Island	School Leader	August 15, 2014	September 1, 2014	PD Logs and PD Evaluations
Implementation of RTI programs Math-U-See, Orton Gillingham, and Study Island	SIG Grant Coordinator	September 2, 2014	Ongoing	Title One Service Logs, SIG Coordinator Evaluation of Programs, Assessment Data
Embedded Intervention/Academic Acceleration (45 min./day)	Title One Coordinator	September 2, 2014	Ongoing	Compass, Scantron, Performance Series and MEAP data. Data reviewed monthly at PLC
After School Tutoring (60 min, 4 days/week)	Title One Coordinator	September 15	Ongoing	Compass, Scantron, Performance Series and MEAP

				data. Data reviewed monthly at PLC
Summer School Enrichment	Title One Coordinator	July 7, 2014	August 15, 2014	Compass, Scantron, Performance Series and MEAP data. Data reviewed monthly at PLC
Identification of technology equipment for purchase	School Leader	July 1	July 30	Purchase and setup of new technology to support interventions
Formation of Parent Group	Parent and Community Liaison	September 2, 2014	Ongoing	Parent Activity Logs and sign sheets, and parent evaluation forms
Creation of Data Walls for staff and student use	Data Coach	October 1, 2014	Ongoing	School Leader oberservation/evaluation
ELA Curriculum Mapping (Math completed June, 2014)	School Leader and Instructional Coach	September 2, 2014	December 20, 2014	Maps distributed to teachers. Lesson plans, school leader observation/evaluation

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.

	Current Proficiency Rate 2013-14	**Goal for 2014-2015**	**Goal for 2015-2016**	**Goal for 2016-2017**
Reading	34%	44%	59%	74%

Mathematics	11%	21%	36	51%
Writing	24%	34%	49	64%
Social Studies	11%	21%	31	46%
Science	3%	13%	28	43%

10. Stakeholder Involvement

The School Improvement Team includes all stakeholders, and the Redesign Plan and the SIG grant were all developed within the School Improvement Team.

11. Sustaining Reforms

The goal of the Academy is to no longer need an instructional coach, data coach, and Title One Coordinator due to the fact that systems are in place and imbedded in the school culture.

Reprioritizing Title One funding can allow the Academy to maintain the Parent and Community Liaison and the Social Worker. Tutoring and Summer School will also be supported through Title One funds. Resources such as Study Island and Compass with either Title One and General funds.

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**

Section D.

Baseline Data Requirements

MDE is required to send this information to USED on a yearly basis.

USDOE 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	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	Transformation
Number of minutes in the school year	66690
Student Data	
Dropout rate	0
Student attendance rate	91%
For High Schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	n/a

International Baccalaureate	n/a
Early college/college credit	n/a
Dual enrollment	n/a
Number and percentage enrolled in college from most recent graduating class	n/a
Student Connection/School Climate	
Number of disciplinary incidents	660
Number of students involved in disciplinary incidents	660
Number of truant students	9
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	Highly Effective Effective Minimally Effective Ineffective
Teacher Attendance Rate	92%

Fiscal Information

The MDE has asked for a waiver of section 421(b) of GEPA 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. 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 turnaround models at the school.

Select only 1 Model

Attachment A--Transformation Model

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

1. Replace the principal

Occurred prior to the 2013-14 school year beginning

2. Include student data in teacher/leader evaluation

Comprises 50% of final evaluation

3. Evaluations that are designed with teacher/principal involvement

Evaluation for both teachers and principal are common to all of Choice Schools (the management company). They were developed using input from a cross section of staff from all schools they manage.

4. Remove leaders/staff that have not increased achievement

As the final evaluation is based heavily on student achievement (50%), no staff will be renewed for consecutive years if student achievement isn't present.

5.Provide on-going job embedded staff development

Instructional Coach will be hired for the 2014-2015 school year

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

Teachers are reimbursed $500.00/ year for any college course they receive a grade of a B or higher in.

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.

Interventions programs have been identified that are structured, systematic, sequential, and cumulative. All programs are research based, and have been aligned to the CCSS.

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

Starting in the 2013-14 school year, all students K-8th grades take the Scantron Performance Series assessment three times each year. This data is analyzed and used to create individualized goals for each student.

9. Provide increased learning time

a. Extended learning time for all students in the core areas.... Embedded Intervention time is being added to the end of each school day and will focus on core subjects.

b. Instruction in other subjects and enrichment activities that contribute to a well-rounded education... Physical Education, Music, and Foreign Language will be taught. Character Education and Art are being infused into core academic areas.

c. Teachers to collaborate, plan and engage in professional development... Teachers have common planning time 3 days each week and are receiving training in Instructional Learning Cycles Summer 2014. Teachers are required to submit written documentation of their PLC meetings, which require actionable items.

10. Provide ongoing mechanisms for family and community engagement

The Academy will employ a Parent and Community Liaison who will be putting systems in place to support family and community engagement. Regular parent meetings will be held a minimum of one time per month.

11. Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates. – Gaudior Academy has the authority to make these types of decisions at the school level. Decisions of this nature are made by the School Improvement Team, at the building level.

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

Choice Schools, the Academy's management company, employs consultants in all areas of school administration. Consultants in the areas of technology, State and Federal Programs, Compliance, and Curriculum are accessible at all times.

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. n/a

2. Institute a system for measuring changes in instructional practices that result from professional development.

School leader observations and evaluations have been developed, based on the Danielson model. Student achievement and instructional practices are part of this model.

3.Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority. n/a

4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.

School leader observations and evaluations have been developed, based on the Danielson model. Student achievement and instructional practices are part of this model. The Instructional Coach will also do formal and informal evaluations and observations. Lesson Plans will also be submitted and evaluated.

5. Implement a school wide Multi-Tiered System of Supports model.

An RTI program will be in place for the beginning of the 2014-2015 school year.

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

7.Use and integrate technology-based interventions.

The use of Study Island will begin at the start of the 2014-2015 school year.

8. Increase rigor through programs such as Advanced Placement, International Baccalaureate, Science, Technology, Engineering, Arts and Mathematics (STEAM), and others.

The Academy is looking to offering Science Olympiad as part of the acceleration option during embedded intervention time.

9. Provide summer transition programs or freshman academies

A Summer School program is planned for the Summer of 2014, which includes transition planning for students new to the Academy

10. Increase graduation rates through credit recovery, smaller learning communities, and other strategies. n/a

11. Establish early warning systems to identify students who may be at risk of failure.

This will be part of the RTI process

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

The Parent Liaison and Social Worker will be responsible for the implementation of the safe school environment programming. (anti-bullying)

13.Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.

Time is being added to the end of the school day to accommodate an embedded intervention time, 5 days per week. The school day was changed at the beginning of the 2013-2014 school year to allow for common planning time for teachers.

14.Implementing approaches to improve school climate, culture and discipline.

A Character Education program was added at the beginning of the 2013-2014 school year. A Social Worker is being hired for the upcoming school year.

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

Full day Kindergarten and Pre-School are offered at Gaudior Academy.

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

This is part of the Transformation Plan

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

Already in place

Section D—Baseline Data—Federal Requirement

Chart fully complete	25 points	**Score**
Chart partially complete	10 points	**Score**
Chart not completed	0 points	**Score**

Section E – Priority for Schools that have not Previously Received SIG funds

School has not previously received School Improvement Grant Funds	100 points	**Score**
School has previously received School Improvement Grant Funds	0 points	**Score**

Section F – Priority for Reform Model Selected

School selected Transformation Model	100 points	**Score**
School selected Turnaround Model	100 points	**Score**
School selected Restart Model	0 points	**Score**
School selected Closure Model	0 points	**Score**