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

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant:	Applicant's Mailing Address:
Hamilton Academy	14223 Southampton Detroit, Mi. 48213

LEA Contact for the School Improvement Grant

Name: Dr. Jefferson Hamlin

Position and Office: Superintendent – Central Office

Contact's Mailing Address: 14223 Southampton Detroit, Mi. 48213

Telephone: 248 712-4923

Fax: 248 712-4901

Email address: jhamlin@edpartners.net

LEA School Superintendent/Director (Printed Name): Dr. Jefferson Hamlin	Telephone: 248 712-4923
Signature of the LEA School Superintendent/Director: X _____	Date: 5/21/14
LEA School LEA Board President (Printed Name): Damion Ellis	Telephone: 248 712-4923
Signature of the LEA Board President: X _____	Date: 5/21/14

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

District Name: **District Code:**

ISD/RESA Name: **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.

[X] **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.

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
Hamilton Academy	2600987				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.**

   *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**

In 2011 Hamilton school was one of Detroit Public Schools lowest performing K-8 schools. As part of the Detroit Public Schools Renaissance Plan the school became a charter school for the 2011/12 school year and Hamilton Academy was formed. In 2013 Hamilton Academy was placed the states' priority schools list based on its scores as a DPS school, and as a charter school. At that point the school reform team was formed and began analyzing the needs and interventions that would turn the school around. We worked with representatives from Wayne County RESA and Michigan State University to analyze both the needs and best interventions for Hamilton.

The first process the staff used for self-examination was the SPR (40) School Process Rubrics. This provided a snapshot of current school performance with 40 key indicators that have the most effect on student achievement. In completing the report, we identified the level of achievement on each Key Characteristic, and evidence used to support the level of achievement. This self-assessment helped the school to identify areas of strength and weaknesses, as well as opportunities for student and staff improvement.

Next, the reform team utilized an intensive strategic planning process called SWOT Analysis (SWOT), to determine the schools strengths, weaknesses, opportunities and threats. We reviewed MEAP, MAP, Zangle student database (attendance, behavior, grades) and free and reduced lunch indicators. We also collected perception data from our stakeholders, including teachers, administration, parents, students, our Wayne RESA school improvement facilitator, and school improvement parent members. The information was used to inform teachers what challenges our students and staff face for improving student achievement and determining priority goals. Through various data dialogues with all stakeholders, we were able to arrive at a ranking of the needs of Hamilton Academy, and determined three key ideas that the school will implement for rapid transformation. In every instance, these elements will drive our research-based solutions:

1. Implement a school wide comprehensive instructional program aligned to the Common Core that meets the needs of our students.
2. Use data to monitor and inform instruction.
3. Recruit and retain highly qualified teachers who meet the needs of all students through internal policies and procedures, including growing a culture that establishes strong relational capacity across all stakeholders.

Our school data reflects that the achievement gap continues to remain low even after Hamilton Academy was transitioned from a DPS school to a charter school. Hamilton falls far below state expectations on the MEAP Test. Our data shows since the 2012-2013 school year, student's that were previously proficient are losing proficiency. In Reading, all grades declined in 2013-2014, except for 7th grade, which remained at <10% proficiency. In Math, all grades remained the same with <10% proficient, except for 4th grade who declined to<10% proficiency from 22.6% in 2012-2013. Science and Social Studies continue to remain at a low of <10% proficient. Writing has remained the same for 4th grade with <10% proficient, however 7th grade has increased slightly to 13.6%.

This data review guided the Reform Team with support of the Leadership o examine and select a new core of programs and instruction with a comprehensive curriculum that provides our students and teachers with the necessary materials and resources needed for students to meet achievement levels and rapid improvement.

The Transformational Model was selected as best model that aligns with and is most appropriate for improving student achievement. There are several positive factors that demonstrate the school's growth and serve as the basis for not recommending the turn-around, closure, or restart model. These positive factors included:

- An increase in each subject area tested as measured by NWEA MAP Testing during the Spring of 2014.
- Increased time on task by utilizing, Response to intervention process, CHAMPS Classroom Management System, peer mediation and conflict resolution, PBIS (Positive Behavior Intervention Systems), and a school-wide Reflection. School-Wide
- Classroom Education Initiatives: Marzano's Nine Instructional Strategies for Effective Teaching and Learning. and tracking individual student progress and data
- Reduced class size cohorts for lowest performing students (17 students).

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

Hamilton Academy is a single school district overseen by its own school board and managed by a not for profit management company that is dedicated to the success of the school. 100% of all school improvement funds will go directly to school improvement as outlined in the School Improvement Grant and the state approved reform plan. Since Hamilton Academy is a one school district all funding received from state and federal sources goes directly to the school. Any additional resources the school receives from the School Improvement Grant will directly benefit the school. Additionally the principal and school reform team will be directly involved in staffing and curriculum decisions as well as budgetary decisions that directly impacts student achievement. These decisions include but are not limited to selection and determination of staff, support staff needs and curriculum materials necessary to raise student achievement and ensure the success of the reform plan and the use of Title

and grant funding for the school. The district has a systematic plan in place to provide the core district functions for management and operations of the school and that staff receive the training and data they need to be successful. The district plan aligns with the schools reform plan and will ensure that the staff receive the curriculum, materials and professional development necessary for the school to be effective. This also includes a teacher mentoring program for all new teachers in addition to the professional development that all teachers will be receiving.
District office will provide the school reform team with a strong candidate pool to select staff that will be effective at Hamilton.

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.*

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

The district has chosen the Transformation redesign plan, a comprehensive three year improvement plan focusing on redesigning the instructional program of the school and focusing on student achievement. This effort will involve resources from various entities in order to make this vision come into reality. Hamilton Academy has already begun the process, incorporating several interventions to close our students' achievement gaps. The following transformation interventions are currently being implemented or will be implemented in the 2014/15 school year:

- **Site Based Management implemented.** This provides the operational flexibility to the school to make decisions regarding decisions that will affect student achievement. These include such thins and scheduling, budgeting, curriculum and staffing decisions.
- **Principal Replacement.** Under the reform plan both principals are being replaced with new administrators that have turn around experience.
- **Previous management company terminated in October of 2013** and a not for profit company that had experience in turning around at risk schools was installed (Educational Partnerships Inc.). This brought in expertise in the area of school turn around and freed up monetary resources that had been previously been used to cover management fees.
- **Release staff that** was determined to be ineffective based on student achievement data.
- **Recruit and retain highly effective teachers and administrators.** A three tiered system is being implemented to recruit and retain highly qualified and effective staff. 1. Increase in current staff

salaries 2. Retention bonuses for returning staff. 3. Performance bonuses for teachers whose students demonstrate superior achievement as cited in the reform plan.

- **New Curriculum (KC-4).** Was selected by the reform team as the curriculum that will be most effective with our students. Our reform team used student data to identify an instructional program that is research based and aligned from one grade to the next as well as with state common core standards.
- **New Curriculum materials purchased** to support the new curriculum. The academy is purchasing totally new curriculum materials to support the new KC-4 curriculum. These materials will be consistent from 1st grade through 8th grade and the district will be contracting with the publishers to ensure that materials are kept updated on a yearly basis. Additionally all staff will receive extensive training on the new curriculum and materials from the vendor as part of the pre-opening professional development training in the summer. Curriculum material series identified by the reform team so far include, STEM science with Pearson's science series, Avenues English language Arts series and Pearson's Mathematics series which ties in with their science series.
- **NWEA Map Testing K-8**: A computerized adaptive test given three times a year in Reading, Math and Language Arts. The data produces a score which gives the student's academic level and growth rate. These scores allow us to monitor student achievement and modify instruction through differentiated instruction techniques as needed.
- **Accelerated Reader K-8**: A reading program in which students take computer generated comprehension quizzes over the books that they read with someone or independently. Students as assigned a reading level to help them select books for independent reading and a point goal.
- **In School Tutoring during the day**: Paraprofessionals are assigned to the bottom 5% of students for each grade and push-in/pull-out to target those students' academic learning needs.
- **After School Academic Tutoring**: Is open and available to all students K-8, three days a week, for one hour after-school. Students are instructed in reading and math in a small group setting (within their grade level). Tutoring is offered the entire school year.
- **Extended day and year.** This year Hamilton added 97 seat hours to the calendar to provide additional instructional time to students.
- **Additional Core classes**. All students will now take an additional core class each 10 weeks in addition to their current core classes. By the end of four years every student will have had an additional year of Math, Science, English Language Arts and Social Studies.
- **Reduced Class Sizes.** This year Hamilton began implementing reduced class sizes for students that are academically in need. At this time we have four sections of reduced class sizes with a maximum of 17 students per class.
- **Reduced class size cohorts.** Students in reduced class sizes move forward in grade level with their student cohort.
- **Compass Odyssey.** This computerized self-paced program that aligns to the Michigan Common Core will provide additional individualized instruction based on individual student needs. All students in Grades 2-8 will work on this program a minimum of 5 hours a week in addition to regular classroom instruction.
- **Individualized Support.** The school has committed to providing a Reading and Math Specialist as well as para-professional support for students needs additional support.
- **Intensive staff support and training.** Staff skills and training provided to staff on instructional techniques and use of curriculum and evaluation Provide intensive on-going job embedded staff development three week prior to the school year starting and continuing throughout the school year.
- **.Staff and administrator evaluations** have been designed with teacher/principal involvement to ensure that the school reform plan moves forward with effective staff. These evaluation include student data as a factor to determine teacher effectiveness.

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

Hamilton Academy is committed to staying the course and our choice of external providers represents our commitment to student achievement. We have selected two research-driven providers who are both approved by MI DOE for turnaround support. Both of these providers have been vetted by the Reform Team and School Leadership team

Wayne RESA was chosen from the MDE preapproved list of external providers due to the comprehensive support that they provide. The school is currently receiving Support for RESA on its school reform plan and has a dedicated School Reform specialist that works directly with the school. The Flippen Group was selected based on their systemic, turnkey support, offering both Climate & Culture as well as Curriculum & Instruction that is research based and evidence driven.

Both groups have extensive experience working with other vendors to coordinate school improvement efforts and will provide support in the following areas:

- Curriculum improvement.
- Student assessment and data analysis.
- Alignment of curriculum to the common core and state and national standards.
- Professional development.
- Improving instruction and differentiated instructional techniques.
- Curriculum selection.
- Student intervention and support.
- Teacher and administrator mentoring.
- Parent and board education.
- Career education and pathways.

c. Align additional resources with the interventions

In addition to the SIG, the district will use various resources to implement the specific components of the reform plan. These include both General funding from the states per pupil funding allowance as well as various title funds. The following resources represents the district's commitment to ensuring the school is successful:

- General funds will be used to cover salary increases and retention bonuses listed as a goal in our reform plan.
- Extended Day services will be offset using Title I, IID and 31a. These funds will be used to increase the school day by 20 minutes per day.
- General funds will be used to purchase curriculum materials for the four common core courses. Per the reform plan Hamilton will be implementing a completely new curriculum next year.
- Title II part D will be used to offset some of the basic student assessment costs. As assessment is one of our three big ideas we will be using multiple measures throughout the year including, Dibels, NWEA, Compass and accelerated reader.
- Supplemental materials and services (Not supplant) will be offset using title funds. Social workers, para pro's, speech, math and reading specialists, parent liaison and supplementary curriculum materials.
- Salaries and benefits will be covered through general funds and title funds for support staff where allowed. Para professionals, reading and math coaches, interventions specialist, academic principal.
- Transportation for after school programs will be covered under title I and 31a funds.
- Professional and program development will be covered as part of the purchase of new curriculum and through the use of Title I, II and 31a.
- Pupil support services will be covered with both general funds as well as Title I, V and 31a funds.
- NWEA assessment will be partially paid for by the academies authorizer.

Access to the expertise of our two external providers: Wayne RESA and Flippen Group will complement the internal capacity of our district and further support the instructional strategies that are needed for the reform plan. Central

office will work closely to provide additional professional development and mentoring to the staff in the areas identified, as well as any additional resources needed to implement the reform plan. Wayne RESA and Flippen Group offer job-embedded support and coaching that will help our instructional leaders with weekly classroom observations. During the weekly observations, teachers are encouraged to reflect on their instructional strategies and determine those best practices that will effectively engage students in their learning experiences.

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

Hamilton Academy Board of Education has shifted policies in order to make decisions quickly that will directly impact student achievement. The site based decision model will be implemented in the 2014/15 school year. In this decision model, the school administrator and the reform team will have the autonomy to implement and modify interventions to meet the needs of the students, including decisions regarding curriculum and instruction, instructional materials, scheduling, professional development, as well as title funding, some general funding, and staffing decisions. These policies have already been modified to accommodate the school based decision making process and have been approved by the board of education, the superintendent and the school reform team. These policies were also included in our state reform plan that was approved in February of 2013 by MDE.

e. Sustain the reforms after the funding period ends

The transformational reform plan adopted by Hamilton isn't just a purchase of materials and goods by the school in order to be successful. If that were the case then every school in the state could simply purchase a set curriculum or plan and be successful. Our reform plan is a complete shift in the paradigm we have used to instruct our students. Award of our grant will simply be the impetus to kick start our reforms and allow us to make changes quickly. The goal is for the school to be transformed to a place where the staff are trained and the program sustainable through regular school funding sources after the school improvement Grant has expired. By implementing the Transformation Plan along with the School Improvement Grant, and the support of our lead providers, Wayne RESA and Flippen Group, accountability and sustainability will be transferred to our team and will decrease over a three year time frame. The goal in the end, is for all staff to become more knowledgeable through excellent research-based professional development, coaching and onsite mentors. Over the three year period, we will create a stable staff through improved relational capacity across all stakeholders enhance Professional Learning Communities and allow for career growth.

Year 1: Full Support from Wayne RESA, Flippen Group, district and external providers for training and mentoring on implementation of the transformation plan.

Year 2: Full support continues from Wayne RESA, Flippen Group and external providers with full district Support. Focus now shifts to refining skills learned in year one.

Year 3: Support from Wayne RESA, Flippen Group and external providers changes to more of a mentoring role and providing specific support where needed and preparing the school to train and mentor its own staff and develop corrective actions on its own.

Being a single school district and with the initial curriculum and materials in place that were purchased through our grant the school will continue with the same Site Based Decision Model and receive all of the school funding it normally would. This will be sufficient to continue the initiatives begun under the grant.

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	Year	Person Responsible	Start Date	End Date	Success Metric
Replace Principal	1	Dr. Hamlin (Superintendent)	June 1	June 30	New principal hired with turnaround experience
Curriculum Selection	1	School reform team. Principal.	Sept 2013	Feb 2014	Curriculum selected
Curriculum materials selections	1	School reform team. Principal.	April 1	June 1	Materials Selected and ordered.
Professional development needs identified	1,2,3	Principal. School Reform team.	May 1	June 15. Ongoing process though out the year.	Professional development scheduled.
Staff identified as ineffective	1	Dr. Hamlin and Principal.	Sept 2013	June 15 2014	Staff replaced.
New staff hired	1	Building principal and building team.	June 1	August 1 Or until completed	Highly effective staff hired and placed.
Budget submitted to board of education	1,2,3	Dr. Hamlin. (Superintendent)	May 27	June 30	Budget approved by board.
Student Enrollment	1,2,3	Principal	May 15	Continuous.	All students enrolled who apply.
Student evaluations	1,2,3	Principal	Sept 1 Initial intake evaluation	3 times a year for NWEA Once a year for (MEAP?)	Students evaluated 3 times a year on NWEA and one a year on state test (Meap?)
Professional Development on curriculum and data	1,2,3	Principal RESA, Flippen Group	August 11 2014 3 weeks PD before school	June 16 2015	Initial 3 weeks summer PD and then through out the school year.
Performance bonuses awarded	1,2,3	Dr. Hamlin. Principal. Reform Team	Sept 2014	June 30 2015	Based on Academic achievement
Extended day starts	1,2,3	Principal	Sept 1	June 15	Extended day begins first day of classes.
After School programs start	1,2,3	Principal	Sept 29	June 5	Intake testing completed and students identified.
New Staff evaluation	1	Principal	August 11		Designed by reform team

introduced and staff trained on it.					
Begin intensive work with External providers	1,2,3	Flippen Group WCRESA	June 16	Continuous	Implementation of reform plan an increased student achievement
Staff Schedule	1,2,3	Principal	August 11		Provides staff with common planning for collaborative lessons.
Parent liaison hired	1	Reform Team	June 16	August 11	Parent liaison on board and providing services for community and families.

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.**

Below are the minimum annual goals approved by MDE's school reform office on the schools reform plan. These goals represent the minimum goals for student achievement. It is the academies goal to surpass these goals

Grade	Reading 2013-2014	Math 2013-2014	Reading 2014-2015	Math 2014-2015	Reading 2015-2016	Math 2015-2016	Reading 2016-2017	Math 2016-2017
3	18.5%	<10%	28.5%	20%	38.5%	30%	48.5%	40%
4	15.6%	<10%	25.6%	20%	35.6%	30%	45.6%	40%
5	23.3%	<10%	33.3%	20%	43.3%	30%	53.3%	40%
6	15.6%	<10%	25.6%	20%	35.6%	30%	45.6%	40%
7	15.9%	<10%	25.9%	20%	35.9%	30%	45.9%	40%
8	18.8%	<10%	28.8%	20%	38.8%	30%	48.8%	40%

** The annual goals for student achievement is based on a 10% increase in each subject area tested on the MEAP Assessment. These goals may vary depending on the status of the MEAP Assessment and Smarter Balanced Assessment for the 2014-2015 school year. **

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**

Numerous meetings were held with parents, teachers, board members, community members, and the superintendent to examine the different turn around options available and to choose the one that offered the best chance of ensuring that the school would be successful. Additionally surveys were conducted among the staff and parents to get additional input as to what parents and the Hamilton community thought was best. Overwhelmingly parents wanted to keep Hamilton Academy as a neighborhood school. They concurred with our data analysis reports that their children were failing and intense interventions needed to take place. Stakeholders provided input and feedback on ways to make the plan stronger.

The district completely understands the importance of engaging all stakeholders in the transformation process over the next three years and beyond. The school will continue to work with the reform team which includes members of the community and parents (see list below) throughout the three cycle to ensure that the Academy is meeting the expectations of the community as well as the reform goals.

The academy recognizes that school improvement is a continuous process and that it is necessary to receive continuous input from the community regarding their perceptions of how the school continues to progress under the transformation plan.

Below are some of the additional actions taken to involve all of the relevant stake holders who have been involved in the process:

- **Meetings with Church and community leaders.**
- **Meetings with Michigan State University and Parents.**
- **School meetings with parents and the Academy Authorizer.**
- **Meetings with Parents and the school reform team.**
- **School reform team that includes parents, teachers, central office, authorizer, board member, principal, local church pastor, representative from Michigan state and Wayne County Resa.**
- **Surveys were conducted by phone and mail of parents and community members regarding the school.**
- **Meetings with school attorney and accountants.**

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.

Hamilton Academy LEA BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Priority School #1		$807,133	$714,942	$656,175	$2,178,250
Total Budget	$2,178,250				

SCHOOL IMPROVEMENT GRANT BUDGET

APPLICANT INFORMATION

TYPE OR PRINT:

APPLICANT	Legal Name of District Hamilton Academy		District Code 82733
	Address of District 14223 Southampton		
	City and Zip Code Detroit		Name of County Wayne
CONTACT PERSON	Name of Contact Person Dr. Jefferson Hamlin	Title Superintendent	Telephone (Area Code) (248) 712 - 4923
	Address 14223 Southampton	City Detroit	Zip Code 48213
	E-Mail Address jhamlin@edpartners.net	Facsimile (A.C./No.) (248) 712 - 4901	

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL — Date

J Hamlin — 5-21-14

SIGNATURE OF LEA BOARD PRESIDENT — Date

5/27/14

SCHOOL BUILDING BUDGET

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

SCHOOL BUILDING

Legal Name of School Building Hamilton Academy	Building Code 82733	Name and Title of Authorized Representative Dr. Jefferson Hamlin	
Mailing Address (Street) 14223 Southampton Street		Signature J Hamlin	
City Detroit	Zip Code 48213	Telephone (Area Code/Local Number) (313) 866 - 4505	Date Signed (m/d/yyyy) 5-30-2014
Name and Title of Contact Person Linda Earl- Executive Director-Operations		Mailing Address (If different from agency address) 14223 Southampton Detroit,Michigan 48213	

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: Hamilton Academy

LEGAL NAME OF APPLICANT:					District Code
Hamilton Academy					82733
MDE USE ONLY	**Grant No.**	**Project No.**	**Project Type**	**Ending Date**	**FY of Approved Activity**
					2014

BUDGET OBJECTS:

Yrs 1-3 Totals

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
110	Instruction -- Basic Programs							$0
120	Instruction -- Added Needs			$600,000	$235,350			$835,350
210	Pupil Support Services			$120,000				$120,000
211	Truancy/Absenteeism Services			$225,000				$225,000
212	Guidance Services							$0
213	Health Services							$0
214	Psychological Services							$0
216	Social Work Services			$195,000				$195,000
220	Instructional Staff Services							$0
221	Improvement of Instruction							$0
225	Instruction Related Technology							$0
227	Academic Student Assessment			$120,000				$120,000
230	General Administration			$150,000				$150,000

232	**Executive Administration**							$0
240	**School Administration**			$300,000				$300,000
250	**Support Services Business**							$0
257	**Internal Services**							$0
266	**Operation and Maintenance**							$0
280	**Central Support Services**							$0
281	**Planning, Research, Development, and Evaluation**			$232,900				$232,900
283	**Staff/Personnel Services**							$0
300	**Community Services**							$0
311	**Community Services Direction**							$0
331	**Community Activities**							$0
	Totals	$0	$0	$1,942,900	$235,350	$0	$0	$2,178,250

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.)***

3-yr Detailed Summary		Description	FTE / Hours (h)	Salaries	Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Expenses	Total
Line Item	Func Code			1,000	2,000	3000, 4000	5,000	6,000	7000, 8000	
1	125	**Paraprofessionals (6)**: to provide supplementary instruction to 3&4 MEAP students for reading, writing and mathematics instruction; Students will be seen individually and in groups by PP; PP may be used cross-curricular with main focus on literacy proficiency. Students will be identified by their level of proficiency in math, reading and writing. Working one-on-one will help facilitate expedited academic growth; staff to be contracted through ESP; tot. comp reflected. SIP 1.2, DIP. includes salary and benefits				$600,000				$600,000
2	125	Supplementary resources: to aid in the expedited improvements of academic improvements. See attached detailed list (14-15 = mathreading = 116833; 15-16 = science= $69142; 16-17 = social studies = $49375)					$235,350			$235,350
3	210	**Family Liaison:** This person will work closely with all stakeholders to help forge a stronger connection between school and home. The focus will be increased parent involvement, education of parents in areas such as nutrition, healthy living, academic growth of their children, help with identifying and locating providers for special services, and any other areas involving the link between home and school. Includes salary and benefits				$120,000				$120,000

4	211	**Intervention Specialist (IC)** provides support services to students, staff, and parents; designed to address the needs of students whose specific behavioral and attendance issues are interfering with their academic success. IC will work with students, parents and teachers to determine the source of the behavioral issues; create behavior mod plans; track progress. referrals, 1-1 and group counseling, assmnt, report writing; DIP comp.10 pg69; .1.0 FTE salary+ benefits				$225,000				$225,000
5	216	**Social Worker:** Will facilitate connections between school and home, provide services to students with the end being determining underlying issues contributing to poor academic performance. Includes salary and benefits				$195,000				$195,000
6	227	**Data Coach:** This individual will work closely with administrators, teachers and support staff to refine the data collected and the use of said data to expedite academic improvements in all students. This individual will have capacity in data management and coaching				$120,000				$120,000
7	230	**School Improvement Grants coordinator:** The person will be made at least a level 3 on MEGs+ in order to enter and maintain the application; they will perform all necessary tasks for the compliant management of the grant and its funds.				$150,000				$150,000
8	240	**Academic Reform Principal:** will be charged at driving the academic turnaround of the school. Will work with all stakeholders including teachers, outside contractors, administrators, State and RESA consultants, and support staff. This individual will fill many roles including mentoring of teachers, data analysis, overseeing PD all staff. Focus will be only academics. The day-to-day operational duties will be assigned to a co-principal. Includes salary and benefits.				$300,000				$300,000
9	281	**Flippen Systemic Solutions- External provider** for implementation of reform plan. Please see attached detailed listing of services and timeline				$232,900				$232,900
					Sub-Total	$1,942,900	$235,350			$2,178,250

Yr 3	Grand-Tot	$2,178,250

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 sub-grantee 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 sub award 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 sub recipient assures that it will timely report data as needed to the MDE for the purposes of federal reports for any sub award on a grant awarded by the U.S. department of Education will be reported for each action or sub award 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

DATE 5/30/2014 AUTHORIZED OFFICIAL

J Hamlin

SIGNATURE

TYPED NAME/TITLE: Jefferson Hamlin- Superintendent

SIG GRANT—School Building Application FY 13

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Hamilton Academy School Building Code: 82733	Mailing Address: 14223 Southampton Detroit Mi. 48213

School Building Contact for the School Improvement Grant
Name: Dr. Jefferson Hamlin

Position and Office: Superintendent. Central office.

Contact's Mailing Address: 14223 Southampton. Detroit Mi. 48213.

Telephone: 248 712-4923

Fax: 248 712-4901

Email address: jhamlin@edpartners.net

LEA School Superintendent/Director (Printed Name): Dr. Jefferson Hamlin.	Telephone: 248 712-4923
Signature of the LEA School Superintendent/Director: X _____	Date: 5/21/14
LEA School LEA Board President (Printed Name): Damion Ellis	Telephone: 248 712-4923
Signature of the LEA Board President: X _____	Date: 5/21/14
Building Principal (Printed Name): Dr. Jefferson Hamlin (Interim Principal)	Telephone: 248 712 - 4923
Signature of the Building Principal X _____	Date: 5/21/14
Union Representative (Printed Name): Not Applicable.	Telephone N/A

Signature of Union Representative: X_____ N/A	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. 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.

Data was disaggregated by subject area, grade and all subgroups to identify the cause of low student performance. The causes of low student performance were determined to be student transiency, teacher/staff turnover, poor attendance, new students enrolling with skills far below grade level, lack of parental involvement, lack of cohesively aligned curriculum, lack of instructional fidelity, students apathy towards learning, inconsistent use of data and poor performance as a Detroit Public School.

What sources of data did the school use in their analysis?
Based on the data analysis generated from XXX, what are the major areas of need that the school's plan will target?

The major areas of need that the schools plan will target are: Purchasing a vertically and horizontally aligned curriculum with resources, professional learning to support instructional practices, collecting student data to inform and differentiate instruction, and family and community engagement strategies to support student success.

District and school data used: Achievement, attendance, suspension, perception, demographic, formative and summative assessment, process, discipline and enrollment data

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

Staff completed a strengths, weaknesses, opportunities and threats (SWOT) analysis. Through various data dialogues, the staff were able to rank the needs of our students and narrow the needs to three big ideas. Three "big ideas" that the school will change for turnaround are:

1. Implement a school wide comprehensive instructional program aligned to the Common Core that meets the needs of our students.
2. Use data to monitor and inform instruction.

3. Recruit and retain highly qualified teachers who meet the needs of all students through internal policies and procedures, including growing a culture that establishes strong relational capacity across all stakeholders.

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.)

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.

Transforming a school requires a certain level of dedication and commitment from all stakeholders involved in this important turnaround process. During September 2013, a meeting was held with the School Leadership Team to begin the process of selecting the Transformation Model which involves hiring a new principal and implementing revised instructional programs for Hamilton Academy.

Dr. Tammy Anderson, was hired on October 1, 2013. Dr. Anderson understands and fully supports the redesign model that will be in place over the next several years. The staff at Hamilton is also committed to increasing student achievement and setting high expectations for their students. The School Leadership Team has been meeting regularly in order to plan and organize for full implementation of the Transformation Model.

Administration's Commitment:

- Possess the needed skills and competencies that support continuous improvement in instruction
- Accept the responsibilities and requirements identified with working at a priority school
- Provide perception feedback from walkthroughs and observations

Staff's Commitment:

- Accepting the responsibilities and requirements identified with working at a priority school
- Taking on opportunities that support change:

Redesign Team/Leadership Team participation, team teaching, coaching and collaborative instruction, data driven decision making on instruction and weekly professional development

Parent Commitment:

- Be an active participant in their child's education at home and school
- Participate in Reform Meetings
- Attendance at Parent Teacher Conferences and other school events
- Volunteering at school
- Completing surveys and giving feedback
- Communicating with teachers

Stakeholder/District Commitment:

- Support will be provided through professional development training in data analysis, curriculum/ instruction (Data Driven and Best Practices)
- Will make sure that the school has the necessary resources in place to improve academic achievement
- Will recruit, retain, and provide highly qualified teaching and support staff

Leadership Team:

- Is committed to working with staff and school leaders to develop a collaborative, achievement focused school
- Have two-way open communication with staff and school leaders on the Transformation Model
- Will continue to focus on improving instruction and student academic achievement

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

The school will be able to support systemic change through building a School Leadership team, School Improvement Team and Professional Learning Communities across all grade levels. The school staff will continue to work together to ensure the academic needs of students and that programs are implemented with fidelity.

b. 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?

A union does not exist with Educational Partnerships, Inc.

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

Hamilton Academy leadership team has been involved in vetting external providers and has chosen Wayne RESA and Flippen Group, both approved external providers for MI DOE School Improvement Grant. Flippen Group offers a comprehensive, systemic turnkey solution that includes a balance between human performance factors and system design factors. Both Wayne RESA and Flippen Group will offer solutions for our success.

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.** A more calculated approach will be taken to hiring highly qualified individuals who have the drive and energy to be dynamic in the classroom and engage the students. With the increases in salaries plus extensive professional development, the desired outcome is to attract a larger pool of applicants. A change in the culture of the school should also lead to higher levels of retention for newly hired staff. Retention will ultimately lead to higher levels of capacity. When coupled with sustained professional development and continued sustained support from the Central office, staff will have the tools and culture to be successful in improving academic achievement.

b. **Describe how community resources will be aligned to facilitate implementation of the intervention selection.** The intervention specialist, working in collaboration with teachers, social workers and school leadership, will be able to identify those factors affecting a student's ability to perform academically. Based on the data gathered, the intervention specialist will be able to utilize innumerable community resources that will help the student and the family be more successful and focus more energy on academic success.

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.** 5 minutes are added to the start of the day and 15 minutes to the end of the day. 20 minutes per day results in 59.33 hours of additional learning time.
b. **Describe how extended learning time will be spent engaging students in learning, not just adding clock time to a schedule.** Students get an earlier start on the day, when they are at their freshest and most alert. In addition, the time at the end of the day is used or extended core focus. Thus even though only 15 minutes are added at the end of the day, the focus for the last period of the day is additional core academics, with a focus on one core per marking period.

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.

Pre Implementation Strategies

1. Summer 2014 – Initial meeting with Flippen Group Lead Consultant
2. Summer 2014 – Implementation Evaluation (Pre Implementation Assessments for CKH: Campus By Design)

Year One Implementation Activities:

3. Summer 2014- Common Core Connection training for up to 100 people (3 consecutive days) – all teachers (they do not need this more than year one).
4. Fall 2014 - Data Walks Part I and II – Leadership
5. January 2015 – Mid-Year Implementation Evaluation Assessments
6. Spring 2015 - Data Walk coaching -
7. Spring 2015 - Research based instructional strategies
8. May 2015 – Post-Year Implementation Evaluation Assessments

Year Two: Implementation Activities

9. Fall 2015 - Training for new teachers on C3 for up to 50.
10. January 2016 – Mid Year Implementation Assessments
11. Focused Coaching – Fall 2015
12. Fall 2015/Spring 2016 - Collaborative Coaching

Year Three: Implementation Activities

1. Fall 2016 - Training for new teachers on C3 for up to 50.
2. January 2017 – Mid Year Implementation Assessments

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.

Grade	Reading 2013-2014	Math 2013-2014	Reading 2014-2015	Math 2014-2015	Reading 2015-2016	Math 2015-2016	Reading 2016-2017	Math 2016-2017
3	18.5%	<10%	28.5%	20%	38.5%	30%	48.5%	40%
4	15.6%	<10%	25.6%	20%	35.6%	30%	45.6%	40%
5	23.3%	<10%	33.3%	20%	43.3%	30%	53.3%	40%
6	15.6%	<10%	25.6%	20%	35.6%	30%	45.6%	40%
7	15.9%	<10%	25.9%	20%	35.9%	30%	45.9%	40%
8	18.8%	<10%	28.8%	20%	38.8%	30%	48.8%	40%

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**

Numerous meetings were held with parents, teachers, board members, community members, and the superintendent to examine the different turn around options available and to choose the one that offered the best chance of ensuring that the school would be successful. Additionally surveys were conducted among the staff and parents to get additional input as to what parents and the Hamilton community thought was best. Overwhelmingly parents wanted to keep Hamilton Academy as a neighborhood school. They concurred with our data analysis reports that their children were failing and intense interventions needed to take place. Stakeholders provided input and feedback on ways to make the plan stronger.

The district completely understands the importance of engaging all stakeholders in the transformation process over the next three years and beyond. The school will continue to work with the reform team which includes members of the community and parents (see list below) throughout the three cycle to ensure that the Academy is meeting the expectations of the community as well as the reform goals.

The academy recognizes that school improvement is a continuous process and that it is necessary to receive continuous input from the community regarding their perceptions of how the school continues to progress under the transformation plan.

Below are some of the additional actions taken to involve all of the relevant stake holders who have been involved in the process:

- **Meetings with Church and community leaders.**
- **Meetings with Michigan State University and Parents.**
- **School meetings with parents and the Academy Authorizer.**

- **Meetings with Parents and the school reform team.**
- **School reform team that includes parents, teachers, central office, authorizer, board member, principal, local church pastor, representative from Michigan state and Wayne County Resa.**
- **Surveys were conducted by phone and mail of parents and community members regarding the school.**
- **Meetings with school attorney and accountants.**

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**

Hamilton Academy is a school-wide Title I school and thus qualifies for funding each year. They have also qualified for Section 31A funding. Between these two funding sources and the use of general funds, Hamilton Academy will be diligent in sustaining personnel. Other supplementary resources will already be in place.

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.

Hamilton Academy LEA BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Priority School #1		$807,133	$714,942	$656,175	$2,178,250
Total Budget	$2,178,250				

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	1263.66 hrs. = 75819.6 minutes
Dropout rate (Numeric %)	n/a

Number of Disciplinary Incidents	183
Number of Students Involved in Disciplinary Incidents	
Increased Learning Time	20 minutes/ day
ILT – Longer School Year	
ILT – Longer School Day	20 minutes per day; 178 days; 5 minutes at the start and 15 minutes at the en of the day; = 3560 = 59.33 hrs/ year
ILT – Before or After School	After School; T-W-TH; 1 hr. 43 days; Jan 2015-May 2015.
ILT – Summer School	Summer School 2014: M-T-W-TH; 6 wks/ 24 days; 5 hrs/day. Breakfast and lunch served
ILT – Weekend School	n/a
ILT – Other	n/a
Student attendance rate (Numeric %)	87%
Advanced Coursework	Not Applicable
Dual Enrollment Classes	Not Applicable
Advanced Coursework **and** Dual Enrollment Classes	Not Applicable

International Baccalaureate	Not Applicable
Early college/college credit	Not Applicable
High School Graduation Rate	Not Applicable
College Enrollment Rates (Numeric %)	Not Applicable
Truants (Numeric)	5
Teacher Attendance Rate	95%
Highly Effective Teachers (Numeric %)	30%
Effective Teachers (Numeric %)	40%
Minimally Effective Teachers (Numeric %)	0%
Ineffective Teachers (Numeric %)	30%
Explanation of other types of increased learning	

Fiscal Information

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

USES OF FUNDS

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

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

Intensive monitoring of grant implementation and evaluation are required.

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

Select only 1 Model

Attachment A--Transformation Model

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

1. **Replace the principal.** It is anticipated that a new principal will be in place by June 30th 2014. Interviews have begun and a preliminary candidate identified that will meet the needs of the school and the reform plan. The new principal should be in place no later than June 30 2014.

2. **Include student data in teacher/leader evaluation.** The current evaluation tool that is being implemented utilizes student data from MEAP and NWEA to help determine teacher effectiveness. Currently 50% of a teacher and administrator evaluation will be based on student performance. These percentages will be changed if the legislature should change the requirements on staff evaluations. Student data is collected using the NWEA MAP Test administered three times per year in each subject area tested (Math, Reading, Language). Staff bonuses will also be determined based on student achievement data.

3. **Evaluations that are designed with teacher/principal involvement.** As part of the reform plan design, the reform team including administration reviewed a number of teacher evaluations models in conjunction with WCRESA and MSU and determined that the Teachscape model best met the needs of the school. Administrators will begin training in July on this model and teachers will be trained in August and teach scape will be fully implemented when school begins..

4. **Remove leaders/staff that have not increased achievement.** Building leaders and staff that have not increased student achievement and have been rated as ineffective have been identified and will be replaced at the end of the current school year. The reform team will be directly involved in the selection of highly effective teachers to replace these staff.

5. **Provide on-going job embedded staff development.**

The Academy is committed to ensuring that the staff receive quality ongoing professional development throughout the year. This includes three weeks of professional development before schools starts, as well as professional development during the school year. Additionally embedded staff development will be provided to the staff from central office and our external providers. These include modeling, staff and classroom observations, working with teachers during common planning time and in the classroom with the teachers. Our chosen providers, Wayne RESA and the Flippen Group provides ongoing, on-site, job-embedded coaching/mentoring for principals and school leadership; customized services; and coaching and instructional support to the classroom teachers and support staff. A professional development schedule has been developed to support our reform plan. Opportunities for peer coaching are provided and all five tenets of school improvement will be addressed: Curriculum and Instruction, Teacher and Leader Effectiveness, Extended Learning Time, Flexible Operating Conditions, and Family and Community Engagement.

6. **Implement financial incentives or career growth or flexible work conditions.** Retention of exceptional staff and increasing student achievement are two of our reform plans main goals. The district has committed funds to increase each teacher's salary for next year and will also provide a retention bonus to all staff that remain for the full school year. Additionally a significant bonus is available to all teachers whose students meet the target goals established in the reform plan. If a teacher receives the pay increase and bonuses they can increase their salaries in excess of $6,000 next year.

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.**
The Flippen Group will provide support for comprehensive short cycle and summative assessment systems to assist our campus and instructional leaders in tracking and measuring progress toward goal attainment. Data Walks training will be offered for instructional leaders, including the new **Instructional Coach**, creating a method for capturing campus data reflective on actual classroom practice. This process will serve as a prescriptive model for professional development that is aligned to research based instructional strategies.

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

A comprehensive professional development series for our instructional leaders will include the following:

- Common Core Connection, which provides teachers the underlying research and methodology for creating high payoff lesson plans aligned to the Data Walks walk-through protocol. Since the classroom data collected is random and non-teacher specific, the process creates capacity for continual improvement and gives rise to collegial professional conversations concerning planning and implementation. The new **Instructional Coach** will be coached individually and provided guidance on and how to coach the grade level teams.

- Job-embedded coaching to support alignment of curriculum to state standards and student data from state assessments. Teachers will learn how to create formative, or benchmark, assessments that help them track student performance on objective mastery aligned to the state assessment for every student. The teachers in this cadre become the grade level and content experts for the campus and mentor other teachers in the process.

9. Provide increased learning time

a. Extended learning time for all students in the core areas
b. Instruction in other subjects and enrichment activities that contribute to a well-rounded education
c. Teachers to collaborate, plan and engage in professional development

10. Provide ongoing mechanisms for family and community engagement. These mechanisms are provided through the use of the intervention specialist, social worker and parent liaison.

11. Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates. As described in previous sections this is part of the Site Based Management model. The school has autonomy to develop calendars and budgets as long as they comply with State and federal requirements. This has been built into the reform plan and approved by both the state and the school board.

12. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization.
Flippen Group to provide intensive intervention to help us accomplish strategies that will build relational capacity across all stakeholders, improved instruction, data driven decision making, and curriculum alignment. Flippen Group has been vetted by both the School Improvement Team and believed to be the best fit for intensive technical assistance and ongoing support.

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 with pay increase and bonuses staff can increase their salaries in excess of $6,000 next year.

2. Institute a system for measuring changes in instructional practices that result from professional development. New staff evaluation model is being implemented next year, administrators and external providers will be doing classroom evaluations to ensure that professional development strategies are being implemented effectively. Additionally staff will discuss and evaluate the effectiveness of strategies learned in professional development.

3. Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority. The school has no union contract and will also be using a site based management model that will allow staff the school to choose the most qualified candidates for the reform plan.

4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement. In addition to the daily walk through by the academic principal. The external providers will also be conducting reviews of classroom instruction and ensuring that the curriculum is impacting student achievement. More importantly the teaching team will self-assess the effectiveness of the curriculum and review student data on a monthly and weekly basis to ensure that the curriculum is effective.

4. Implement a school wide Multi-Tiered System of Supports model. The RTI model will be implemented at the school level and will be supported by reading and math specialists, the intervention specialist, school social worker, parent liaison, special education services and administration. Additionally after school programs will be available to provide additional academic support to students.

6. Provide professional development to teachers/principals on strategies to support students in least restrictive environment and English Language Learners. Professional development will be continuing throughout the school year on a weekly basis at staff meetings, during team planning times, during professional development days during the school year. Additionally staff will participate in 3 weeks of professional development in the summer prior to students returning. External providers from WCRESA and the Flippin group will also provide group and one on one professional development to staff as needed.

7. Use and integrate technology-based interventions. Beginning in the 2014/15 school year all students will be taking the NWEA testing on line as well as whichever state test is chosen. In

addition to this all students will receive one hour of instruction per day online using Compass Odyssey. This software package adapts to the specific needs of the student and provides individualized instruction. Other student data; such as assessment data will be available for staff to make instructional decisions.

8. Increase rigor through programs such as Advanced Placement, International Baccalaureate, Science, Technology, Engineering, Arts and Mathematics (STEAM), and others. The school will be increasing the rigor of its current curriculum and replacing ineffective curriculum. As a K-8 school the major goal of the school is to bring students up to grade level this will be the schools primary focus. However through the use of Compass Odyssey students will have the opportunity to excel at their own level.

9. Provide summer transition programs or freshman academies.
Summer school programs will be offered for all grades. This includes incoming kindergardners.

10. Increase graduation rates through credit recovery, smaller learning communities, and other strategies.
The school has implemented smaller class size cohorts (17 students), credit recover using online instructional programs and the RTI process for rapid interventions. The whole reform plan is intended to increase graduation rates and improve student achievement.

11. Establish early warning systems to identify students who may be at risk of failure. As previously described the Academy has instituted a plethora of early warning systems designed to identify and provide interventions to students. These include the RTI program, a full support staff of intervention specialists and academic specialists and social workers. Additionally intake testing is conducted in the first two weeks to identify student strengths and weaknesses.

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

13. Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.
The school day was extended by 20 minutes each day and the school year extended as well. Staff are given common planning times and team common planning times to discuss and develop strategies that will help students be successful. During team meetings all staff including support staff meet together to develop strategies and to review ways to help students

14. Implementing approaches to improve school climate, culture, and discipline. The whole support team including administrators, social workers, intervention specialists and para professionals and teachers are implementing the RTI process and CHAMPS to improve school

climate and safety. Additionally school security has been hired and are trained on student support and intervention strategies to ensure a safer and more academic school climate.

15. Expanding the school program to offer full-day kindergarten or pre-kindergarten. The school currently offers full day Kindergarten and is exploring the option of a pre-kindergarten program if funding and spacing allow.

16. Allow the school to be run under a new governance arrangement.
The Academy has been operated as a charter school for the past two year. Prior to that it was formerly a DPS school. The school now has its own school board and a new management company was hired in October of 2013. A new principal will be hired for the 2014 school year and the school will be instituting a Site Based Management model.

17. Implement a per-pupil, school-based budget formula weighted based on student needs. This is being implemented as part of the Site Based Management model however school funding is dependent on state allocations. Since this is a one school district 100% of funding is dedicated to the school.