

School Improvement Grants

Application for FY 2013 New Awards Competition

Section 1003(g) of the Elementary and Secondary Education Act

Fiscal Year 2013

CFDA Number: 84.377A

State Name: Michigan



U.S. Department of Education
Washington, D.C. 20202

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Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 74 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is mandatory required to obtain or retain benefit and voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1810-0682. Note: Please do not return the completed FY 2013 School Improvement Grant application to this address.

SCHOOL IMPROVEMENT GRANTS

Purpose of the Program

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving five percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving five percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

ESEA Flexibility

An SEA that has received ESEA flexibility no longer identifies Title I schools for improvement, corrective action, or restructuring; instead, it identifies priority schools, which are generally a State's lowest-achieving Title I schools. Accordingly, if it chooses, an SEA with an approved ESEA flexibility request may select the "**priority schools list waiver**" in Section H of the SEA application for SIG funds. This waiver permits the SEA to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools.

Through its approved ESEA flexibility request, an SEA has already received a waiver that permits its LEAs to apply for SIG funds to serve priority schools that are not otherwise eligible to receive SIG funds because they are not identified as Tier I, Tier II, or Tier III schools. The waiver offered in this application goes beyond this previously granted waiver to permit the SEA to actually use its priority schools list as its SIG list.

Availability of Funds

The Consolidated and Further Continuing Appropriations Act, 2013, provided \$506 million for School Improvement Grants in fiscal year (FY) 2013.

FY 2013 SIG funds are available for obligation by SEAs and LEAs through September 30, 2015.

State and LEA Allocations

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a SIG grant. The Department will allocate FY 2013 SIG funds in proportion to the funds received in FY 2013 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its SIG funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Consultation with the Committee of Practitioners

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

FY 2013 NEW AWARDS APPLICATION INSTRUCTIONS

This application is for use only by SEAs that will make new awards. New awards are defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2014–2015 school year. New three-year awards may be made with the FY 2013 funds or any unobligated SIG funds from previous competitions not already committed to grants made in earlier competitions.

The Department will require those SEAs that will use FY 2013 funds solely for continuation awards to submit a SIG application. However, those SEAs using FY 2013 funds solely for continuation purposes are only required to complete the Continuation Awards Only Application for FY 2013 School Improvement Grants Program located at the end of this application.

SUBMISSION INFORMATION

Electronic Submission:

The Department strongly prefers to receive an SEA's FY 2013 SIG application electronically. The application should be sent as a Microsoft Word document, **not** as a PDF.

The SEA should submit its FY 2013 application to OESE.OST@ed.gov.

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below under "Paper Submission."

Paper Submission:

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Group Leader
Office of School Turnaround
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

Application Deadline

Applications are due on or before November 15, 2013.

For Further Information

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at Carlas.Mccauley@ed.gov.

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Michigan Department of Education	Applicant's Mailing Address: P.O.Box 30008 Lansing MI 48909
State Contact for the School Improvement Grant Name: Linda Forward Position and Office: Director, Office of Education Improvement and Innovation Contact's Mailing Address: P.O. Box 30008, Lansing, MI 48909 Telephone: (517) 241-3232 Fax: (517) 241-2540 Email address: Forwardl@michigan.gov	
Chief State School Officer (Printed Name): Michael P. Flanagan	Telephone: (517) 373-3823
Signature of the Chief State School Officer: X	Date:
The State, 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.	

PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

A. ELIGIBLE SCHOOLS

Part 1 (Definition of Persistently Lowest-Achieving Schools): Along with its list of Tier I, Tier II, and Tier III schools, the SEA must provide the definition that it used to develop this list of schools. If the SEA's definition of persistently lowest-achieving schools that it makes publicly available on its Web site is identical to the definition that it used to develop its list of Tier I, Tier II, and Tier III schools, it may provide a link to the page on its Web site where that definition is posted rather than providing the complete definition. If an SEA is requesting the priority schools list waiver, it need not provide this definition, as its methodology for identifying its priority schools has already been approved through its ESEA flexibility request.

Michigan Department of Education is requesting the priority schools list waiver.

Part 2 (Eligible Schools List): As part of its FY 2013 application an SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State or, if it is requesting the priority schools list waiver, of each priority school in the State. (A State's Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State's persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years.

The Michigan Department of Education will allow any Priority schools that are Title I Eligible to apply for the School Improvement Grant, with the understanding that the school, if just Title I eligible but not Title I Receiving, would be required to transition to participate in Title I as a targeted or school wide program. The Michigan Department of Education will not require such a transition unless the school is awarded a School Improvement Grant.

Michigan is providing a list of Priority schools from 2012 and 2013 for eligibility for FY 2013 new awards. (See Attachment A)

Directions: SEAs that generate new lists should create this table in Excel using the format shown below. An example of the table has been provided for guidance.

SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY (if applicable)	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE ¹

EXAMPLE:

SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
LEA 1	##	HARRISON ES	##		X				
LEA 1	##	MADISON ES	##		X				
LEA 2	##	TAYLOR MS	##				X		X

Part 3 (Terminated Awards): All SEAs are required to list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed for the 2014-2015 school year. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds. Not applicable. Michigan did not run a competition for SIG Schools for SY 2012-2013 or SY 2013 – 2014, and therefore did not terminate any awards that would have been renewed for SY 2014-2015.

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
TOTAL AMOUNT OF REMAINING FUNDS:			

B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA’s application for a School Improvement Grant.

Part 1: The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA’s application with respect to each of the following actions:

A copy of the LEA district and building application is provided as Attachment B. The application includes a scoring rubric that will be used to evaluate the information provided in

¹ “Newly Eligible” refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State’s lowest quintile of performance based on proficiency rates on State’s assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a “persistently lowest-achieving school” or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about “newly eligible schools,” please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

the LEA application. In addition, 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.

- (1) The LEA has analyzed the needs of each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA's application and has selected an intervention for each school.

All newly identified districts and schools in Michigan are required to complete a Comprehensive Needs Assessment (CNA). Continuing schools are required to complete Data Dialogues. The CNA/Data Dialogue analyzes the student achievement data as well as system processes and protocols of practice that are in place to support student achievement. Information from the CNA/Data Dialogue is used to set specific, measurable goals for each school. This forms the basis of an improvement plan that is monitored and revised as needed.

Examples of the items that will be evaluated are:

- Analysis of student achievement data
- Data on action/change required by selected intervention for teachers and principals (i.e. does the principal have the skills necessary for implementing the selected model, how were replaced staff in turnaround schools selected – skills, experience, etc.)
- Assessment of system processes
- Use of analysis to select turnaround model
- Inclusion of external partner for turnaround model

- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

The SEA will require the LEA to demonstrate that it has the capacity to use school improvement funds to provide adequate resources and related support to each priority school. The SEA will look for evidence of adequate resources and related support for each priority school as applicable in order to implement fully and effectively the selected intervention model. The scoring rubric will look for the following:

- Level of funding appropriate for described activities
- Selection of a district level coordinator responsible for oversight and monitoring of the model
- Selection of an external partner to provide support
- Evidence of commitment of teachers and leaders to the turnaround effort
- Evidence of school board support for the turnaround effort
- Evidence of community inclusion and support for the turnaround effort
- Evidence of what the LEA proposes to do differently to produce student achievement
- Evidence of LEA financial stability and fiscal responsibility

- (3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA's application, as well as to support school improvement activities in Tier III schools in a State that is not requesting the priority schools list waiver, throughout the period of availability of those funds (taking

into account any waiver extending that period received by either the SEA or the LEA).

Budgets received from the LEAs will be reviewed to ensure that they have adequately budgeted for the activities to support the intervention model selected. Each identified priority school may receive up to \$2,000,000 per year for up to 3 years not to exceed a total of \$6,000,000 to improve the levels of student achievement and graduation rates through the use of one of the turnaround models. The SEA rubric will evaluate the budget for the following:

- Budget items are reasonable, necessary, and allowable for Title I funding
- Budget includes personnel and activities necessary to implement the selected model
- Budget covers allowable timelines
- Budget items are tied to specifics in the approved plan

Part 2: The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEAs commitment to do the following:

- Design and implement interventions consistent with the final requirements;

Michigan will review LEA grant applications for evidence that all required elements are addressed for the reform model selected for/by the priority school. Schools selected to receive the School Improvement Grant will be assigned a monitor who will assess grant implementation on a regular basis. Grantees will be visited once a week during the early phase of implementation. As progress is made, visits will scale back to bi-weekly or monthly depending on the monitor's review. The Michigan Department of Education will also review the application to find evidence that the district is assigning a staff person to oversee and monitor implementation in its priority schools that receive School Improvement Grant funds.

- Recruit, screen, and select external providers, if applicable, to ensure their quality;

Michigan will screen external providers using attachment C and compile a list of preferred providers to LEAs. If an LEA does not select from the State list, the provider selected by the LEA must also go through the state approval process prior to engaging in the turnaround intervention. All External Providers must be preapproved by the Michigan Department of Education using the State Application through a separate process; then LEA's can contract with approved external providers. See Attachment C for the external provider application and rubric.

- Align other resources with the interventions;

Michigan will review LEA applications for evidence of the coordinated use of funds to implement the intervention selected by the LEA. The LEA application budget section details resources suggested for possible coordination and implementation and for budget details.

- Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and,

Michigan will review LEA applications on an annual basis in MEGS+ and through monitoring for evidence of change in practice and policy. The information below will be addressed in the approved State Reform Plan. Examples may include:

- Teacher commitment to implement the selected intervention

- Granting operational flexibility to the principal
- Removing other initiatives from the building so that staff can focus on the intervention
- Releasing staff from professional development not related to the focus of the intervention
- Appointing a district level person to oversee the intervention selected
- Evidence of school board support for the intervention
- Sustain the reforms after the funding period ends.

The Michigan Department of Education will review LEA applications for evidence that the LEA will begin working from the start of the grant toward sustainability at the end of the three-year grant period. Examples may include:

- A clear plan to coordinate the use of federal, state and local funds to implement the intervention
- Budget detail that shows a decreasing need for SIG funding over the life of the grant
- A plan for how external supports will be decreased over time and school personnel will take on the leadership of the intervention
- A plan for continuing accountability measures after the life of the School Improvement Grant

- **B-1. ADDITIONAL EVALUATION CRITERIA: In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA’s budget and application:**

(1) How will the SEA review an LEA’s proposed budget with respect to activities carried out during the pre-implementation period² to help an LEA prepare for full implementation in the following school year?

Prior to the release of SIG funds, the SEA will review all proposed first-year budgeted activities from pre-implementation through implementation to assure that pre-implementation activities are allowable and directly related to the implementation of the intervention model identified by the LEA as meeting its needs to improve student achievement. Reviewers will also evaluate whether adequate funds remain after pre-implementation activities to fund the activities planned during the first year of the grant. Pre-implementation activities are not required.

(2) How will the SEA evaluate the LEA’s proposed activities to be carried out during the pre-implementation period to determine whether they are allowable?

The SEA will first review the proposed pre-implementation activities to determine whether they are reasonable, necessary and directly related to the first-year implementation plan of the intervention model selected. IF the activities pass this screening, reviewers will then look to the SIG Guidance to determine whether the proposed activities fall into allowable areas. Examples include, but are not limited to:

- Family and community engagement that is designed to engage the broader school “family” in the implementation of the reform plan
- Recruiting and interviewing external providers who bring expertise to the implementation of the reform plan
- Recruiting and interviewing staff

- Providing remediation or supplemental instruction for students prior to the start of the school year
- Piloting teacher and principal evaluation systems
- Any other activities that will lead to the full implementation of the reform plan at the start of the 2014 -15 school year

² “Pre-implementation” enables an LEA to prepare for full implementation of a school intervention model at the start of the 2014–2015 school year. For a full description of pre-implementation, please refer to section J of the SIG Guidance.

C. TIMELINE: An SEA must describe its process and timeline for approving LEA applications.

- LEA application will be released within 30 days of approval of this application by the United States Department of Education
- LEA applications will be due to the MDE within 60 days after release
- The MDE will issue three year awards to districts, unless negotiation is needed, within 90 days after receipt from LEA.
- Pre-implementation will begin July 1, 2014. Implementation will begin at the start of the 2014-2015 school year.

D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.

(1) Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier II schools, or for its priority schools, as applicable, and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier I or Tier II schools, or one or more priority schools, in at LEA that is not meeting those goals and making progress on the leading indicators in section III of the final requirements.

To achieve the desired outcome of rapid improvement in student achievement, LEAs and their school must set rigorous, achievable goals and strive to meet them. The MDE will require all LEAs and their schools that receive School Improvement Grant funds to do the following:

- Submit the required baseline data on student achievement and other indicators from the year preceding the grant award
- Set rigorous, achievable academic performance goals for each year of the grant
- Specify the interim assessments they will use to provide regular achievement progress reports (see State Reform Plans)
- High schools receiving School Improvement Grant funds will be required to administer the Explore and Plan assessments to provide a measure of annual growth at the high school level (Michigan uses the ACT as part of its annual State assessment for high school students)

(2) Describe the SEA’s process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

Michigan has requested the priority schools list waiver and will have no Tier III schools.

(3) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools, or the priority

schools, as applicable, the LEA is approved to serve.

Monitors assigned by the SEA will gather data on a quarterly basis through on-site visits to determine whether and how well the requirements in the reform plan are being implemented, whether expenditures are being made on a timely and appropriate basis, and whether progress is being made on student achievement. The SEA will also assess the level of implementation of the School Improvement Grant based on leading/lagging indicators, State assessments, and monitoring reports.

(4) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

In the event the SEA does not have sufficient funds to serve all eligible schools for which each LEA applies, priority will be given to schools in LEAs that receive the highest reviewer rating that have evidence of commitment to implement fully and efficiently one of the four required reform models. Priority will be given to schools that have not previously received School Improvement Grant Funds. Based on State authority, not federal guidelines, priority will also be given to schools that have selected the Transformation model or Turnaround model rather than the Restart model or the Closure model. Weight may also be given to the school's poverty rate and level of proficiency in mathematics and reading, writing, social studies and science.

(5) Describe the criteria, if any, which the SEA intends to use to prioritize among Tier III schools. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

Michigan Department of Education has requested the priority schools list waiver and will have no Tier III schools.

(6) If the SEA intends to take over any Tier I or Tier II schools, or any priority schools, as applicable, identify those schools and indicate the school intervention model the SEA will implement in each school.

Michigan has State legislation (Public Act 201 of 2009) that allows the State Superintendent to appoint a State School Reform/Redesign Officer (SSRO) who oversees and monitors the progress of the lowest performing schools. Michigan's priority schools (lowest 5%) must choose one of the four reform models as specified in the Federal School Improvement Grant Guidance, file a reform plan, and implement the reform plan. If a school does not make progress, the SSRO may recommend that the school be placed in the State Redesign District and take control of the school. If the SSRO places schools into the State Redesign District and takes direct control, the SEA will submit to the United States Department of Education a list of identified priority schools it will take over and the reform model to be implemented in each school.

(7) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, or for priority schools, as applicable, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA's approval to have the SEA provide the services directly.

The SEA does not intend to provide direct services to any schools in the absence of a takeover. The SEA does intend to provide support to schools in the context of evaluating progress on meeting goals for student achievement. The SEA has posted on its website, a list of external service providers that are available to assist schools in implementing their selected reform model.

³ If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

E. ASSURANCES: The SEA must provide the assurances set forth below.

By submitting this application, the SEA assures that it will do the following (check each box):

- Comply with the final requirements and ensure that each LEA carries out its responsibilities outlined in the final requirements.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school, or each priority school, as applicable, that the SEA approves the LEA to serve.
- Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.
- If a Tier I or Tier II school, or priority school, as applicable, implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school or priority school, as applicable.
- Report the specific school-level data required in section III of the final SIG requirements.

F. SEA RESERVATION: The SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant allocation.

Administration

Infrastructure

Michigan has employed and trained staff and consultants to carry out the State led activities of the School Improvement Grant. Staff time is allocated to developing and enhancing the implementation

of the School Improvement Grant on an ongoing basis. Staff works with LEA's and schools who are experiencing complex issues that arise. Staff time is also allocated for federal reporting requirements, fiscal and program audits of the School Improvement Grant LEA's and schools, integration within the MDE across other program areas, and funding streams including traditional Title I and II funds, Individuals with Disabilities Education Improvement Act (IDEA), and other Statewide initiatives such as the teacher evaluation project. The SEA reservation will not exceed five percent.

On-Line Grant Process

To facilitate the competitive grant application process, Michigan will provide technical assistance to eligible districts in the form of a webinar and/or face-to-face group meeting. The technical assistance will provide background information and expectations of the School Improvement Grant as well as information about choosing vendors, allowable grant expenditures, and preparation of a budget.

Applications will be submitted via the Michigan Electronic Grants System (MEGS+). The system includes an on-line application and end-of-year reporting mechanism. Utilizing the system enables the MDE to receive the grant application and budget on-line. At the close of each grant year, the system allows for the renewal expenditure reporting through the State's grants closure systems.

Data Collection and Reporting

Michigan will use the Center for Educational Performance Information (CEPI) to track and report the leading/lagging indicators to the United States Department of Education. The system collects data on students, school personnel, and financial records. These data will be enhanced to include data specific to the School Improvement Grant.

Technical Assistance

Monitors

Michigan will identify monitors for each school. Experienced educators may be contracted as monitors. In the early months of grant implementation, monitors will visit the schools once weekly. If implementation problems and/or barriers surface, monitors will visit schools on a more frequent basis to be certain that grant implementation is on track. After the early months of the grant, monitors' school visits may be reduced to once per month.

Partnership Network

Michigan will facilitate a partnership network with districts and schools that has a two-fold purpose. One, the meetings serve as a two-way communication vehicle between the MDE and the districts/schools and two, an opportunity for districts/schools to share best practice and learnings with each other. It is anticipated that 4 – 6 meetings will be held yearly. Plans are also underway to establish a vehicle for establishing an on-line learning community for SIG grantees.

State and National Networking

SEA staff and consultants will participate in meetings and conferences with other states to gather information about promising practices and benchmarks and bring the information back to Michigan.

Evaluation

SEA staff and consultants will provide requested information to the United States Department of Education for the federal evaluation. In addition, Michigan has funded an evaluation of the SIG Cohort I and Cohort II schools (WestEd). As funds allow, case studies of SIG schools and districts will be conducted.

G. CONSULTATION WITH STAKEHOLDERS

By checking this box, the SEA assures that it has consulted with its Committee of Practitioners regarding the information set forth in its application.

H. WAIVERS: SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.

Michigan requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools or in its priority schools, as applicable.

Waiver 1: Tier II waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2013 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined.

Assurance

The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

Waiver 2: n-size waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2013 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is

less than [Please indicate number].

Assurance

The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its “minimum n.” The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its “minimum n” in its definition of “persistently lowest-achieving schools.” In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

Waiver 3: Priority schools list waiver

In order to enable the State to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools that meet the definition of “priority 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.

Assurance

The State assures that its methodology for identifying priority schools, approved through its ESEA flexibility request, provides an acceptable alternative methodology for identifying the State’s lowest-performing schools and thus is an appropriate replacement for the eligibility requirements and definition of persistently lowest-achieving schools in the SIG final requirements.

Waiver 4: Period of availability of FY 2013 funds waiver

Note: This waiver only applies to FY 2013 funds for the purpose of making three-year awards to eligible LEAs.

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 LEAs to September 30, 2017.

Additional Waiver Requests:

Michigan is requesting a waiver to extend the period of availability of the fiscal year (FY) 2012 School Improvement Grant (SIG) funds awarded under Section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, until September 30, 2017. Michigan is also requesting to amend the use of (FY) 2012 funds for the three-year implementation of a new Cohort. These requests, submitted pursuant to section 9401(d)(2) of the ESEA, would permit the Michigan Department of Education to make new awards, using FY 2012 SIG funds in combination with FY 2013 funds for a new cohort of schools (Cohort III) that will begin their three-year SIG implementation in the 2014 – 2015 school year.

WAIVERS OF LEA REQUIREMENTS

Michigan requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA’s application for a grant. The State believes that the requested waiver(s) will increase the quality of instruction for students and improve

the academic achievement of students in Tier I, Tier II, or Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I, Tier II, and Tier III schools.

Waiver 5: School improvement timeline waiver

Note: An SEA that requested and received the school improvement timeline waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.

An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the requirement in section 1116(b) of the ESEA to identify schools for improvement through its approved ESEA flexibility request.

Schools that started implementation of a turnaround or restart model in the 2011-2012, 2012-2013, 2013-2014 school years cannot request this waiver to “start over” their school improvement timeline again.

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2014–2015 school year to “start over” in the school improvement timeline.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in the 2014–2015 school year in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

Waiver 6: Schoolwide program waiver

Note: An SEA that requested and received the schoolwide program waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.

An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the schoolwide poverty threshold through its approved ESEA flexibility request.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

I. ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS

The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

PART II: LEA APPLICATION

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs.

LEA APPLICATION REQUIREMENTS

The LEA application form that the SEA uses must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

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

An LEA must identify each priority school, as applicable, the LEA commits to serve and identify the model that the LEA will use in each priority school, as applicable.

SCHOOL NAME	NCES ID #	PRIORITY	INTERVENTION			
			turnaround	restart	closure	transformation

Note: An LEA that has nine or more Tier I and Tier II 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.

- (1) For each priority school, that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, and selected interventions for each school aligned to the needs each school has identified.
- (2) The LEA must ensure that each priority school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- (3) The LEA must describe actions it has taken, or will take, to—
 - Determine its capacity 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;
 - Design and implement interventions consistent with the final requirements of the turnaround model, restart model, school closure, or transformation model;
 - Recruit, screen, and select external providers, if applicable, to ensure their quality;
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and,
 - Sustain the reforms after the funding period ends.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each priority school, identified in the LEA’s application.
- (5) The LEA must describe how it will monitor each priority school, that receives school improvement funds including by-
 - Establishing annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics; and,
 - Measuring progress on the leading indicators as defined in the final requirements.
- (6) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its priority schools, as applicable.

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 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

Note: An LEA’s budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each priority school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan.

An LEA’s budget for each year may not exceed the number of priority schools, it commits to serve multiplied by \$2,000,000 (not to exceed \$6,000,000 per school over three years).

Example:

LEA XX BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Tier I ES #1	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
Tier I ES #2	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
Tier I MS #1	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
Tier II HS #1	\$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

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

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each priority school, that the LEA commits to serve consistent with the final requirements;
- (2) 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.
- (3) If it implements a restart model in a priority school, 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;
- (4) 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;
- (5) 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; and,
- (6) Report to the SEA the school-level data required under section III of the final requirements.

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it 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.

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a school-wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

SEA ATTACHMENTS INDEX

- A. 2012 and 2013 Priority Lists
- B. Building Application and Scoring Rubric
- C. External Provider Application and Rubric
- D. 2011- 2012 School Ranking Business Rules
- E. Committee of Practitioners Agenda November 13, 2013
- F. Waiver letter to priority superintendents
- G. Website notice for comment period
- H. Comments
- I. Leading/Lagging Indicator Data Collection Spreadsheet
- J. Signed Cover Page
- K. Closure Model Template
- L. Restart Model Template
- M. Transformation Redesign Plan Template
- N. Turnaround Redesign Plan Template

Attachment A

2012 and 2013 Priority Lists - School Improvement Grant Eligible Schools

SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY	GRAD RATE	NEWLY ELIGIBLE
Academy for Business and Technology High School	2600166	Academy for Business and Technology High School	260016601035	X	86.96%	
Albion Public Schools	2602070	Albion High School	260207003954	X	78.56	X
Battle Creek Public Schools	2600005	Dudley School	260000503832	X		X
Battle Creek Public Schools	2600005	Verona Elementary School	260000503848	X		
Beecher Community School District	2604500	Beecher High School	260450004133	X	78.45	
Beecher Community School District	2604500	Tucker Elementary School	260450004135	X		
Benton Harbor Area Schools	2604830	Benton Harbor High School	260483004162	X	78.80%	
Benton Harbor Area Schools	2604830	International Academy at Hull	260483004175	X		X
Benton Harbor Area Schools	2604830	Montessori Academy at Henry C Morton	260483004163	X		X
Benton Harbor Area Schools	2604830	STEAM Academy at MLK	260483004170	X		
Commonwealth Community Development Academy	2600140	Commonwealth Community Development Academy	260014001192	X		X
Dearborn City School District	2611600	Edsel Ford High School	261160004590	X	83.52	X
Decatur Public Schools	2611670	Davis Elementary School	261167004625	X		X
Decatur Public Schools	2611670	Decatur High School	261167004624	X	93.385	X
Detroit Academy of Arts and Sciences	2600174	Detroit Academy of Arts and Sciences	260017401043	X		X
Detroit City School District	2612000	Blackwell Institute	261200001298	X		
Detroit City School District	2612000	Bow Elementary-Middle School	261200004851	X		
Detroit City School District	2612000	Brewer Elementary-Middle School	261200008081	X		
Detroit City School District	2612000	Brown, Ronald Academy	261200004841	X		
Detroit City School District	2612000	Burton International School	261200004663	X		
Detroit City School District	2612000	Carleton Elementary School	261200004880	X		
Detroit City School District	2612000	Carstens Elementary-Middle School	261200004667	X		
Detroit City School District	2612000	Carver Elementary-Middle School	261200004668	X		
Detroit City School District	2612000	Dixon Elementary School	261200004695	X		
Detroit City School District	2612000	Dossin Elementary-Middle School	261200004696	X		
Detroit City School District	2612000	Douglass Academy for Young Men	261200007415	X	77.46	
Detroit City School District	2612000	Fisher Magnet Lower Academy	261200001611	X		
Detroit City School District	2612000	Fisher Magnet Upper Academy	261200001679	X		X

Detroit City School District	2612000	Gardner Elementary School	2612000004717	X	
Detroit City School District	2612000	Gompers Elementary-Middle School	2612000004719	X	
Detroit City School District	2612000	Greenfield Union Elementary-Middle School	2612000004722	X	
Detroit City School District	2612000	Henderson Academy	2612000008041	X	
Detroit City School District	2612000	King High School	2612000004703	X	90.46
Detroit City School District	2612000	King, John R. Academic and Performing Arts Academy	2612000004756	X	
Detroit City School District	2612000	Mann Elementary School	2612000004772	X	
Detroit City School District	2612000	Marquette Elementary-Middle School	2612000004775	X	
Detroit City School District	2612000	Marshall, Thurgood Elementary School	2612000004691	X	
Detroit City School District	2612000	Mason Elementary School	2612000004778	X	X
Detroit City School District	2612000	Neinas Elementary School	2612000004796	X	
Detroit City School District	2612000	Nichols Elementary-Middle School	2612000004799	X	
Detroit City School District	2612000	Noble Elementary-Middle School	2612000004892	X	
Detroit City School District	2612000	Osborn College Preparatory Academy	2612000008073	X	X
Detroit City School District	2612000	Osborn Evergreen Academy of Design and Alternative Energy	2612000008006	X	X
Detroit City School District	2612000	Palmer Park Preparatory Academy	2612000001293	X	
Detroit City School District	2612000	Pulaski Elementary-Middle School	2612000004817	X	
Detroit City School District	2612000	Sampson Academy	2612000004855	X	
Detroit City School District	2612000	Thirkell Elementary School	2612000004845	X	
Detroit City School District	2612000	Wayne Elementary School	2612000004853	X	
Detroit City School District	2612000	Wright, Charles School	2612000001609	X	
Detroit City School District	2612000	Young, Coleman A. Elementary	2612000004835	X	
East Detroit Public Schools	2612450	Bellview Elementary School	2612450004948	X	X
East Detroit Public Schools	2612450	East Detroit High School	2612450004950	X	88.57
East Detroit Public Schools	2612450	Pleasantview Elementary School	2612450004955	X	X
Ecorse Public Schools	2612930	Ecorse Community High School	2612930004988	X	66.40%
Ecorse Public Schools	2612930	Ralph J. Bunche Academy	2612930004990	X	
Education Achievement Authh	2601001	Brenda Scott Academy for Theatre Arts	2612000001676	X	
Education Achievement Authh	2601001	Burns Elementary-Middle School	2612000004660	X	
Education Achievement Authh	2601001	Central Collegiate Academy	2612000004670	X	72.275
Education Achievement Authh	2601001	Denby High School	2612000004693	X	78.08
Education Achievement Authh	2601001	Ford High School	2612000004734	X	74.055
Education Achievement Authh	2601001	Mary McLeod Bethune Elementary-Middle School	2612000004724	X	
Education Achievement Authh	2601001	Mumford High School	2612000004793	X	81.855

Education Achievement Authn	2601001	Nolan Elementary-Middle School	261200004800	X		
Education Achievement Authn	2601001	Pershing High School	261200004813	X	79.605	
Education Achievement Authn	2601001	Phoenix Elementary-Middle School	261200004862	X		
Education Achievement Authn	2601001	Southeastern High School	261200004830	X	78.86	
EMAN Hamilton Academy	2600987	EMAN Hamilton Academy	260098708093	X		X
Flint, School District of the Cit	2614520	Cummings School	261452005095	X		
Flint, School District of the Cit	2614520	Eisenhower School	261452005100	X		X
Flint, School District of the Cit	2614520	Neithercut Elementary School	261452005112	X		
Frontier International Academy	2600301	Frontier International Academy	260030101945	X	94.00%	
Gaudior Academy	2600132	Gaudior Academy	260013200782	X		X
GEE White Academy	2600999	GEE White Academy	260099904858	X		X
Godwin Heights Public School	2616110	Godwin Heights Senior High School	261611005261	X	89.585	X
Grand Rapids Public Schools	2616440	Brookside School	261644005303	X		
Grand Rapids Public Schools	2616440	Dickinson School	261644005314	X		X
Grand Rapids Public Schools	2616440	Kent Hills School	261644005326	X		
Grand Rapids Public Schools	2616440	Martin Luther King Leadership Academy	261644005320	X		X
Grand Rapids Public Schools	2616440	Ottawa Hills High School	261644005338	X	74.77	X
Grand Rapids Public Schools	2616440	Union High School	261644005350	X	67.49%	
Grand Rapids Public Schools	2616440	Westwood Middle School	261644005354	X		
Hamtramck, School District of	2617520	Hamtramck High School	261752005421	X	73.325	
Hamtramck, School District of	2617520	Holbrook School	261752005422	X		
Harper Woods, The School Dis	2617760	Harper Woods High School	261776005441	X	90.48	
Hazel Park, School District of	2618030	Hazel Park Adult Education	261803001902	X	15.41	
Hazel Park, School District of	2618030	Hazel Park High School	261803005475	X	73.76%	
Highland Park Public School A	2601014	Highland Park Community H.S.	261833005499	X	73.315	
Hope Academy	2600229	Hope Academy	260022901199	X		X
Jackson Public Schools	2619620	Bennett School	261962005624	X		X
Jackson Public Schools	2619620	Cascades School	261962005625	X		X
Jackson Public Schools	2619620	Frost Elementary School	261962005626	X		
Jackson Public Schools	2619620	Middle School at Parkside	261962005631	X		
Jackson Public Schools	2619620	Northeast Elementary School	261962005634	X		X
Kalamazoo Public Schools	2619950	Milwood Magnet School	261995005665	X		X
Kalamazoo Public Schools	2619950	Washington Writers' Academy	261995005673	X		X
Kalamazoo Public Schools	2619950	Woodward School for Technology and Research	261995005676	X		X

Kentwood Public Schools	2620340	East Kentwood High School	262034005721	X	94.615	X
Lansing Charter Academy	2600959	Lansing Charter Academy	260095908074	X		X
Lansing Public School District	2621150	Eastern High School	262115005792	X	69.325	
Lansing Public School District	2621150	Everett High School	262115005794	X	80.305	
Lansing Public School District	2621150	Forrest G. Averill School	262115005797	X		X
Lansing Public School District	2621150	J.W. Sexton High School	262115005803	X	80.96	
Lansing Public School District	2621150	Reo School	262115005814	X		X
Lansing Public School District	2621150	Riddle Elementary	262115001866	X		
Lincoln Park, School District of	2621600	Raupp School	262160005868	X		
Litchfield Community Schools	2621750	Litchfield Elementary School	262175005874	X		
Litchfield Community Schools	2621750	Litchfield High School	262175005873	X	84.85	
Michigan Educational Choice	2601010	Murphy Elementary	261200004795	X		
Michigan Educational Choice	2601010	Stewart Elementary	261200004889	X		X
Michigan Educational Choice	2601010	Trix Elementary	261200004846	X		
Michigan Technical Academy	2600128	Michigan Technical Academy Elementary	260012801506	X		X
Mid-Michigan Leadership Academy	2600082	Mid-Michigan Leadership Academy	260008200546	X		X
Mt. Clemens Community School District	2624690	Mount Clemens High School	262469006118	X	55.42%	
Muskegon Heights Public School District	2601029	Edgewood Elementary School	262487006168	X		
Muskegon Heights Public School District	2601029	Muskegon Heights High School	262487006170	X	91.415	X
Muskegon Heights Public School District	2624870	Muskegon Heights Middle School	262487006171	X		
Nah Tah Wahsh Public School District	2600103	Nah Tah Wahsh Public School Academy	260010300646	X		
New Paradigm Glazer Academy	2600994	New Paradigm Glazer Academy	260099404881	X		X
Oak Park City School District	2626190	Oak Park High School	262619006271	X	83.07%	
Oakland International Academy	2600217	Oakland International Academy - K-1	260021701166	X		X
Pontiac Academy for Excellence	2600156	Pontiac Academy for Excellence - Elementary	260015608039	X		X
Pontiac Academy for Excellence	2600156	Pontiac Academy for Excellence - Middle School	260015608024	X		X
Pontiac City School District	2628740	Alcott School	262874006426	X		X
Pontiac City School District	2628740	Herrington School	262874006434	X		
Pontiac City School District	2628740	Pontiac High School	262874006444	X	72.975	
Pontiac City School District	2628740	Whitmer Human Resource Center	262874000662	X		
Port Huron Area School District	2628830	Holland Woods Middle School	262883006479	X		
River Rouge, School District of	2629760	Ann Visger K-5 Preparatory Academy	262976006552	X		
River Rouge, School District of	2629760	River Rouge High School	262976006555	X	60.90%	
Roseville Community Schools	2630210	John R. Kment Elementary School	263021006616	X		X

Ross-Hill Academy	2600235	Ross-Hill Academy-Elementary	260023501205	X		
Rutherford Winans Academy	2601012	Rutherford Winans Academy	261200001297	X		
Saginaw Township Community Schools	2630450	Mackinaw High School	263045001580	X	24.24%	
Saginaw, School District of the	2630390	Houghton Elementary School	263039006665	X		X
Saginaw, School District of the	2630390	Saginaw High School	263039006677	X	74.85%	
Southfield Public School District	2632310	Southfield Regional Academic Campus	263231000666	X	83.67%	
Three Lakes Academy	2600966	Three Lakes Academy	260096607970	X		
Timbuktu Academy of Science	2600178	Timbuktu Academy of Science and Technology	260017801047	X		
University Yes Academy	2600971	University Yes Academy	260097108194	X		X
Van Dyke Public Schools	2634680	Lincoln Middle School	263468007049	X		X
Van Dyke Public Schools	2634680	McKinley Elementary School	263468007052	X		X
Vanderbilt Area Schools	2634620	Vanderbilt Area School	263462007040	X		
Vestaburg Community School	2634920	Vestaburg Community High School	263492007059	X	97.005	X
Wayne-Westland Community Schools	2600015	Albert Schweitzer Elementary School	260001503880	X		X
Wayne-Westland Community Schools	2600015	Alexander Hamilton Elementary School	260001503881	X		
Wayne-Westland Community Schools	2600015	David Hicks School	260001503885	X		
Wayne-Westland Community Schools	2600015	Hoover Elementary School	260001503906	X		X
Webberville Community Schools	2635730	Webberville High School	263573007173	X	91.9	
Westwood Community Schools	2611640	Robichaud Senior High School	261164004621	X	71.90%	
Ypsilanti Community Schools	2636630	Holmes Elementary	263645007233	X		X
Ypsilanti Community Schools	2636630	Ypsilanti Community Middle School	263645001709	X		X

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

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant:	Applicant's Mailing Address:
LEA Contact for the School Improvement Grant	
Name:	
Position and Office:	
Contact's Mailing Address:	
Telephone:	
Fax:	
Email address:	
LEA School Superintendent/Director (Printed Name):	Telephone:
Signature of the LEA School Superintendent/Director: X _____	Date:
LEA School LEA Board President (Printed Name):	Telephone:
Signature of the LEA Board President: 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.	

GRANT SUMMARY

Di District Name:
ISD/RESA Name:

District Code:
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.

<u>SCHOOL NAME</u>	<u>NCES ID #</u>	<u>INTERVENTION</u>			
		<u>turnaround</u>	<u>restart</u>	<u>closure</u>	<u>transformation</u>

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.)

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.

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:**
 - a. Design and implement interventions consistent with the final requirements**
 - b. Select external providers from the state's list of preferred providers**
 - c. Align additional resources with the interventions**
 - d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively**
 - e. Sustain the reforms after the funding period ends**

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

Action Step	Person Responsible	Start Date	End Date	Success Metric
Principal Interviews	S. Smith	July 1	July 20	New principal hired with turnaround experience

- 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.**
- 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.**

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:

	Legal Name of District	District Code
APPLICANT	Address of District	
	City and Zip Code	Name of County
CONTACT PERSON	Name of Contact Person	Title
	Address	City
	E-Mail Address	Zip Code
		Telephone (Area Code) () -
		Facsimile (A.C./No.) () -

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL _____

Date

SIGNATURE OF LEA BOARD PRESIDENT _____

Date

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	Building Code	Name and Title of Authorized Representative	
Mailing Address (Street)	Signature		
City	Zip Code	Telephone (Area Code/Local Number) () -	Date Signed (m/d/yyyy)
Name and Title of Contact Person		Mailing Address (If different from agency address)	

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:				District Code			
MDE USE ONLY	Grant No.	Project No.	Project Type	Ending Date	FY of Approved Activity		
					2014		

BUDGET OBJECTS:

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

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

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

ASSURANCES AND CERTIFICATIONS

STATE PROGRAMS

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

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

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

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

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

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

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

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

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

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

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

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

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

PARTICIPATION OF NONPUBLIC SCHOOLS

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

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

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

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

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

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

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

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

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

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

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

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

AUDIT REQUIREMENTS

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

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

ASSURANCE AGAINST TRAFFICKING IN PERSONS

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

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

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

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

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

CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS

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

ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS

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

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

IN ADDITION:

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

SPECIFIC PROGRAM ASSURANCES

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

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

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

DATE _____ SUPERINTENDENT OR
AUTHORIZED OFFICIAL

SIGNATURE

TYPED NAME/TITLE: _____

SIG GRANT—School Building Application FY 13

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: School Building Code:	Mailing Address:
School Building Contact for the School Improvement Grant Name: Position and Office: Contact's Mailing Address: Telephone: Fax: Email address:	
LEA School Superintendent/Director (Printed Name):	Telephone:
Signature of the LEA School Superintendent/Director: X _____	Date:
LEA School LEA Board President (Printed Name):	Telephone:
Signature of the LEA Board President: X _____	Date:
Building Principal (Printed Name):	Telephone:
Signature of the Building Principal X _____	Date:
Union Representative (Printed Name):	Telephone:

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

Section A

1. Analysis of data.

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

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

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

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

2. School Building Capacity – Resource Profile

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.

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

3. School Building Commitment

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

- a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.
- b. Explain the district and school's ability to support systemic change required by the model selected.
- c. Indicate whether or not an agreement with the union will be required to support extended learning time, and if so, will the agreement be signed prior to SY 2014-15?

4. School Improvement Plan

Attach School Improvement Plan

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.

6. Alignment of Resources

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

- a. Describe how the district/building's human resources will be more involved in intentional hiring of the best staff possible to build capacity.
- b. Describe how community resources will be aligned to facilitate implementation of the intervention selection.

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.

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

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

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.

9. Annual Goals

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

	Current Proficiency Rate 2014-15	Goal for 2015-2016	Goal for 2016-2017	Goal for 2017-2018
Reading				
Mathematics				
Writing				
Social Studies				
Science				

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.

11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

12. State Reform Plan

Attach approved State Reform Plan

Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention.

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

**2009 ARRA
Budget Detail**

ISD/Agency:

District Code: 13010

School:

District Code: 13010

Func. Code	Description	FTE / Hours(h)	Salaries (1000)	Benefits (2000)	Purchased Services (3000, 4000)	Supplies & Materials (5000)	Capital Outlay (6000)	Other Expenses (7000, 8000)	Total
All months									
110	Basic Programs								
113	Public School: extended learning time after school: One coordinator, one assistant coordinator, 15 teachers provide two hours of additional instruction three times per week (15x87x24.96+ benefits)	15/0	\$65,145	\$22,149					\$87,294
110	Sub-Total	15/0	\$65,145	\$22,149					\$87,294
210	Support Services – Pupil								
212	212 Outreach Worker to conduct home visits and be liaison for home-to school communications and academic achievement. Will be directly involved in the day to day academic development and behavioral improvement of individual students.	1/0	\$47,922	\$16,293					\$64,215
210	Sub-Total	1/0	\$47,922	\$16,293					\$64,215
220	Support Services – Instructional Staff								
221	Public School: Facilitator to provide day to day onsite accountability and leadership for the implementation of the school improvement grant	0/0			\$16,000				\$16,000
221	External service provider - The Institute for Excellence in Education purchased services of one leadership, one literacy coach, one numeracy coach, one data coach, one educational technology coach, one positive behavior intervention support coach, and professional development.	0/0			\$633,250				\$633,250
221	School Improvement facilitator- purchased required services through Calhoun Intermediate School District	0/0			\$7,500				\$7,500
220	Sub-Total	0/0			\$656,750				\$656,750
270	Pupil Transportation Services								
271	Public School: transportation for extended learning for three busses three days per week for 87 days.	0/0			\$34,641				\$34,641
270	Sub-Total	0/0			\$34,641				\$34,641
December 2013									
220	Support Services – Instructional Staff								
221	Study Island will work in conjunction with NWEA which will offer fully integrated Student's Measure of Academic Success (MAP). Rigorous content in math, ELA, science, and social studies.	0/0			\$9,700				\$9,700
220	Sub-Total	0/0			\$9,700				\$9,700
January 2014									
220	Support Services – Instructional Staff								
225	Doors for promethian board lecterns.	0/0				\$2,700			\$2,700
225	Volume vouchers for ipad apps.	0/0				\$2,560			\$2,560
220	Sub-Total	0/0				\$5,260			\$5,260
	Indirect Costs \$								\$0
Grand Total		16/0	\$113,067	\$38,442	\$701,091	\$5,260			\$857,860

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)	
Number of minutes in the school year	
Dropout rate (Numeric %)	
Number of Disciplinary Incidents	
Number of Students Involved in Disciplinary Incidents	
Increased Learning Time	
ILT – Longer School Year	
ILT – Longer School Day	
ILT – Before or After School	

ILT – Summer School	
ILT – Weekend School	
ILT - Other	
Student attendance rate (Numeric %)	
Advanced Coursework	
Dual Enrollment Classes	
Advanced Coursework and Dual Enrollment Classes	
International Baccalaureate	
Early college/college credit	
High School Graduation Rate	
College Enrollment Rates (Numeric %)	
Truants (Numeric)	
Teacher Attendance Rate	
Highly Effective Teachers (Numeric %)	
Effective Teachers (Numeric %)	

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

Fiscal Information

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

USES OF FUNDS

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

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

Intensive monitoring of grant implementation and evaluation are required.

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

Select only 1 Model
Attachment A--Transformation Model

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

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

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

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

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

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

Attachment B—Turnaround Model

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

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

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

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

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

Attachment C—Restart Model

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

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

Attachment D—School Closure

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

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

Competitive Points

Section A1: LEA Application	Exemplary	Implemented	Partially Implemented	Getting Started	Score:
Total Possible: 140	10	7	3	1	0
1. Analysis of Need	<p>The plan details a comprehensive assessment system that uses <u>longitudinal and annual data aligned</u> with clearly defined student performance targets. The system was designed with stakeholder input and is <u>evaluated annually</u>. The plan provides disaggregated data timely and accurate information that is useful to improve student performance targets. There is <u>evidence</u> that multiple sources of data were used to inform strategies to close the achievement gap, all stakeholders were an integral part of the process and a <u>detailed</u> description around the selection of the intervention model is provided, including how building staff and other stakeholders were involved in the selection.</p>	<p>There is a comprehensive assessment system that uses <u>longitudinal and annual data</u> is <u>reviewed periodically</u> and aligned with defined performance targets. The plan provides disaggregated data timely and accurate information that is useful to improve student performance targets. There is a <u>description</u> of the process used to select the reform model and how teachers and leaders were involved.</p>	<p>There is a comprehensive assessment system <u>aligned</u> with defined performance targets. They are in the <u>process of developing a</u> framework for disaggregating data to close the achievement gap. There is a <u>description of the process and data</u> used to select the reform model.</p>	<p>They are <u>beginning to</u> develop an assessment system aligned to performance targets. Disaggregated data is provided to the schools and it is <u>unclear</u> how they selected the reform model.</p>	
Comment:					
2. LEA capacity to use SIG funds to provide adequate resources and related support to each identified school					
Comment:					

<p>2a. District Process Rubric - The District describes where it falls on the Process Rubric.</p>	<p>All of the key characteristics described in the process rubric are rated as "Implemented" or "Exemplary."</p>	<p>At least 17 of the 19 key characteristics are rated as "Implemented" or "Exemplary". A plan details how they will address 2 key characteristics that need attention.</p>	<p>15 of the 19 key characteristics are rated as "Implemented" or "Exemplary". A plan is included to address the deficiencies yet, there is no timeline or actions described.</p>	<p>Fewer than 15 of "the key characteristics" are rated "Implemented" or "Exemplary". No plan is in place to address the deficiencies.</p>
<p>Comment:</p>				
<p>2b. Core District Function: Management and Operations – District describes where it falls in the area of Management and Operations.</p>	<p>The district has a systematic process in place. The plan details a <u>balanced budget</u> showing <u>timely payments</u> and <u>maintenance of facilities</u>. There is a <u>data system</u> that provides information to teachers in a timely manner to inform instruction and teachers are trained in the use of technology.</p>	<p>The district has a systematic process in place. The plan indicates the <u>budget is balanced</u> but <u>payments may not be timely</u>. <u>Facilities in good repair</u>. A data system has been established but limited staff access. Technology training is available.</p>	<p>The district has begun to put systematic processes in place. The plan includes a <u>fund equity of more than 2%</u>, <u>data systems are not equitable</u> across the district and teacher access is limited with little training in data systems. Limited technology available.</p>	<p>There is a <u>lack</u> of systematic processes in place. <u>District has a budget deficit situation</u> and <u>facilities are in disrepair</u>. No data systems are available to staff.</p>
<p>Comment:</p>				
<p>2c. Core District Function: Teaching and Learning – District describes a plan for supporting teaching and learning.</p>	<p>The plan <u>describes</u> how the district provides, supports and sustains teaching and learning through a written systematic plan with <u>aligned curriculum</u> including all materials and technology are in place to deliver instruction. There are district and school level <u>formative and summative assessments</u> established. There is a plan for new teachers. Professional Learning (PL) is available at both the building and district levels delivered by district personnel.</p>	<p>The district <u>indicates</u> it has a written plan for teaching and learning that is implemented across the district. Instruction is <u>textbook based</u> with limited supplemental materials. <u>Some assessments</u> are in place but not in all subjects or grade levels. PL is outsourced with some district follow up.</p>	<p>The district has a written plan for teaching and learning. Implementation of the plan is <u>determined by building administrators</u>. Instructional materials are purchased cyclically. District level curriculum work is underway, but not at the building level. There are <u>some assessments</u>. PL is based on bargaining agreements and with no follow up.</p>	<p>There is no written plan and curriculum is inconsistent across the district. State tests are the only consistent assessment. PL is random.</p>
<p>Comment:</p>				

<p>2d. Contextual Capacity: Labor and Board Relations – The District describes its present context.</p>	<p>The plan reflects a vision for <u>rapid improvement</u> that allows for the placement of resources into schools that need improvement. There are <u>accountability measures</u> in place. The Board and labor <u>agree on a systematic plan</u> for improving student achievement.</p>	<p>The plan has a broad level of <u>benchmarks</u> in place. The board and labor have <u>not reached an agreement</u> for improving student achievement.</p>	<p>There is a <u>plan</u> but it only focuses at the school level and there are <u>no accountability measures</u>. The board and labor have <u>not reached an agreement</u> for improving achievement.</p>	<p>The board and labor do not agree on the need for improving student achievement in the district.</p>
<p>Comment:</p>				
<p>2e. Contextual Capacity: Human Resources – The district describes its present context.</p>	<p>The plan details how it will recruit, train, mentor and retain present and new staff. The plan has a strong <u>evaluation component</u> for all staff and improvement provisions included. <u>Collaborative time</u> is available for teachers during the day.</p>	<p>The plan details how it will recruit, train, mentor and retain present and new staff. The plan has an evaluation component for all staff with identified improvement included. <u>Some collaborative time</u> for teachers is included in the day.</p>	<p>The plan details how it will recruit, train, mentor and retain new staff. There is an <u>inconsistent evaluation process</u> and collaboration time may be before or after school.</p>	<p><u>No plan</u> in place to recruit, train, mentor and retain new staff and they are assigned by seniority and teacher absences is greater than 15% daily and there is no collaborative time for teachers.</p>
<p>Comment:</p>				
<p>3a. Design and Implement interventions consistent with the final requirements.</p>	<p>There is <u>extensive information</u> and <u>artifacts</u> about the intervention the district will implement and how the interventions are <u>aligned to</u> and <u>consistent</u> with the reform model requirements.</p>	<p>There is <u>complete information</u> about the intervention plan the district will implement and <u>aligned</u> to the reform model selected.</p>	<p>There is <u>some information</u> about the intervention and <u>most of them align</u> to the reform model.</p>	<p>Minimal information is provided about the interventions selected and are inconsistent with the reform model selected.</p>
<p>Comment:</p>				
<p>3b. Selection of External partner(s) for intervention model.</p>	<p>The plan <u>details</u> how the district is working with school(s) to <u>vet</u> that <u>demonstrates success</u> with the turnaround effort and will assist in the implementation of the schools reform model.</p>	<p>The district has <u>created a list</u> of possible external providers that would be available to <u>assist</u> buildings in implementing the reform models.</p>	<p>The district is in the <u>process of identifying external partners</u> who would be able to <u>assist</u> buildings with implementing their reform model.</p>	<p>No work has been started to identify a provider.</p>
<p>Comment:</p>				

3c. Align additional resources with the interventions. Coordination of resources.	The plan illustrates and states how <u>specific resources</u> in addition to SIG will be used to implement specific components in the reform plan.	The plan addresses how the district will use resources in addition to SIG to implement the reform plan.	The plan addresses <u>some resources</u> that will be used with SIG to implement the reform plan.	Plan does not address additional resources beyond SIG.
Comment:				
3d. Modify practices or policies to enable schools to implement the interventions	The plan addresses and <u>details</u> all the <u>areas</u> in which the district has <u>modified policies</u> and <u>or practices</u> to implement the reform plan.	The plan states that the district <u>has begun</u> the work of <u>modifying policies</u> and <u>practices</u> to implement the selected reform plan.	The plan states that the district is <u>looking at</u> <u>modifying some of its</u> policies to implement the selected reform plan.	No practices or policy changes were identified.
Comment:				
3e: Plan includes demonstration of capacity building and longer term sustainability	The plan reflects <u>capacity building</u> for Priority Schools and reflects a district commitment to retaining <u>effective leaders</u> and <u>staff</u> beyond the life of the grant.	The plan reflects an <u>increase</u> in <u>capacity building</u> and <u>sustainability</u> for Priority Schools.	The plan reflects an increase in capacity building but <u>does not reflect</u> longer term <u>sustainability</u> for Priority Schools.	There is no capacity or sustainability plan.
Comment:				
4. Timeline delineating steps to implement selected models	The plan has a <u>detailed timeline</u> for year 1 of the project and an extended timeline for years 2 and 3 included. It <u>identifies the individuals</u> responsible for the activities.	A <u>detailed timeline</u> is presented for the <u>first year</u> of the project and identifies the person responsible for the activities.	A <u>broad timeline</u> is presented in the plan but <u>no details</u> are included for implementation. No individual named to implement the reform plan.	No timeline presented.
Comment:				
5. Proficiency Targets for student achievement on the State's assessments	The plan includes <u>proficiency targets</u> for student achievement in reading and language arts and mathematics on the state assessment for the <u>three years</u> of the grant.	The proficiency targets for student achievement in reading language arts and mathematics on state assessment are included for the <u>first two years</u> of the grant.	The proficiency targets for student achievement in reading language arts and mathematics on the state assessment are included for the <u>first year</u> of the grant.	There are <u>no proficiency targets</u> included in the plan.
Comment:				

6. LEA consultation with relevant stakeholders	The district plan articulates how a <u>wide range of stakeholders</u> were consulted in the application process and the selection of the reform model.	The district involved <u>teachers, leaders and board members</u> in the process of preparing the application.	The district involved <u>board members and building leaders</u> in the process of preparing the application.	The district does not address this.	
Comment:					
Section A2: School	Exemplary	Implemented	Partially Implemented	Getting Started	Score
Total Possible: 150	10	7	3	1	0
1. Analysis of Need	The plan <u>identifies and details</u> targeted areas for improvement and the <u>rationales</u> for increasing student achievement.	The targeted areas are <u>identified</u> for improvement. The plan <u>identifies some data</u> provided about student performance and connected to achievement.	Student performance data is included, but <u>no</u> connection to targeted areas.	No student data provided.	
Comment:					
2. Resource Profile	A <u>complete</u> funding plan; including SIG, and state and federal resources (coordination of resources) is presented and <u>details how</u> funds will support the reform plan.	State and Federal funds are identified along with SIG but <u>budget is incomplete</u> .	State and/or Federal funds are identified, but <u>limited or not connected</u> to the reform plan.	<u>No</u> additional resources beyond SIG are identified.	
Comment:					
3a. Evidence of commitment of school teachers, leaders and other to the turnaround effort	The plan includes <u>evidence and artifacts</u> that the staff, leaders and other stakeholders were <u>involved and supportive</u> of the reform plan.	Evidence provides that the staff, leaders and stakeholders <u>support</u> the reform plan.	<u>Some indication</u> that the staff is <u>aware</u> of a reform plan.	No evidence exists.	
Comment:					

<p>3b. Schools' ability to support systematic change required for the intervention</p>	<p>The plan demonstrates that a collaborative process with all stakeholders was utilized in defining instructional practices around data and research to guide instruction to increase student achievement. <u>Yearly</u> achievement goals are set that include <u>increased rigor</u> and <u>higher student expectations</u>. Job embedded PLs and collaboration are in place. Student achievement data is part of the routine teacher and principal evaluations.</p>	<p>The plan shows evidence that the staff <u>helped inform</u> the district on instructional practices to utilize around student achievement and <u>rigorous instruction and expectations are beginning</u>. <u>Yearly student outcomes are set by the district</u>. Job embedded PLOs and collaboration is beginning. All staff are routinely evaluated and student data is part of the process.</p>	<p>The plan <u>mentions the use of</u> data and research. District identified instructional practices to use, but <u>provide limited support</u> and yearly achievement goals not established. A <u>minimal understanding</u> of increasing student rigor and expectations is defined. Staff evaluations not routine and student data not included in them.</p>	<p>No evidence provided that the school has the capacity to make systems change.</p>
<p>Comment:</p>				
<p>4a. Intervention Plan Implementation</p>	<p>The plan details and provides a rationale on the <u>how and why</u> the LEA identified <u>pre-implementation</u> and <u>implementation activities</u> to be completed for improved student achievement. There is a <u>clear and complete plan</u> for <u>who is responsible</u> for implementation and how the activities are integrated into current instruction and align to the SIP or reform plan.</p>	<p>The plan details and provides a rationale on <u>how and why</u> the LEA identified <u>pre-implementation</u> and <u>implementation activities</u> to be completed to improve student achievement. <u>Some information</u> about implementation responsibilities and alignment to SIP or reform plan included.</p>	<p>The plan <u>lists activities</u> for pre-implementation and implementation. <u>No</u> information was provided on <u>selection or who and how activities</u> will be delivered or integrated with the SIP or reform plan.</p>	<p><u>Minimal pre-implementation</u> and implementation activities identified. No information on selection process provided.</p>
<p>Comment:</p>				

<p>4b. Intervention Plan Use of Data</p>	<p>The plan describes how data is used to <u>refine the plan, adjust instruction, set goals</u> based on identified needs and use a variety of assessments beyond the state assessment. The plan shows <u>how the school collects, analyzes and shares data</u> with all stakeholders. Data guides instructional decisions and professional learning.</p>	<p>The plan describes how data is used to refine the plan, adjust instruction, set goals based on identified needs and uses a variety of assessments beyond the state assessment. The plan shows <u>how the school is beginning to collect, analyze and share data</u> with all stakeholders.</p>	<p>The plan identifies how the beginning use of data to set goals and adjust instruction based on need. Some additional assessment tools are mentioned. The school is <u>developing a plan</u> to collect, analyze and share data with all stakeholders.</p>	<p><u>Minimal or no data</u> and goal description provided. Data and assessment plans not provided. The only reference is state assessment.</p>
<p>Comment:</p>				
<p>4c. Intervention Plan SIG administration</p>	<p>The plan details the responsibilities of the SIG coordinator and administration. A detailed job description for the SIG coordinator was provided and the position was outlined in the budget.</p>	<p>The plan includes the SIG coordinator position but limited responsibilities are listed. The position was identified in the budget.</p>	<p>The plan lists the SIG coordinator position, no job description provided.</p>	<p>No oversight or administration of the project addressed.</p>
<p>Comment:</p>				
<p>4d. Intervention Plan Improvement and Evaluation</p>	<p>The plan articulates the specific needs identified in relationship to the plan and how success will be <u>evaluated</u>. There is an <u>identified district staff member</u> that will be responsible and coordinate services aligned to the reform plan.</p>	<p>The plan identifies <u>some</u> needs for success and the beginning of an evaluation process. <u>No one is identified</u> or assigned at the district level in an ongoing basis to be responsible for the reform plan.</p>	<p>The school is <u>beginning to identify needs</u> in relation to improvement and evaluation. <u>No school or district staff named</u> to assist in the process.</p>	<p>The plan does not articulate any specific school improvement or evaluation needs.</p>
<p>Comment:</p>				

5. Selection of external provider(s) for Intervention model	The plan has <u>identified and selected</u> an external provider from the list provided and <u>vetted by the district</u> . The provider has <u>demonstrated success</u> with assistance and implementation of a reform model.	The plan indicates that work has <u>begun to identify</u> a provider that will assist in implementation of the reform model. There is development of a <u>process to identify quality providers</u> .	The <u>beginnings of identifying</u> a process and selection of an external provider.	No work has been started to identify external partners.
Comment:				
6. Align building's human and community resources	The plan details, identifies and explains the specific human and community resources that will be aligned to the reform model.	The plan addresses that current human and community resources will align to the reform model.	The plan addresses how some of the human resources will be aligned to implement the reform model.	No evidence that the human or community resources will be realigned.
Comment:				
7. Modification of local building policies and or practices	The plan <u>identifies</u> the policies and practices and how the policies have been <u>modified and implemented</u> in the selected reform model.	The plan states that the building has <u>begun the work to modify policies</u> and or practices to implement the selected reform model.	The plan states that the building is <u>looking at modifying</u> some of its policies and or practices to implement the selected reform model.	No evidence that practices and or policies have been modified.
Comment:				
8. Building timeline delineating steps to implement selected model(s).	The plan has a <u>detailed timeline</u> for pre-implementation and the <u>first year</u> with an <u>expanded timeline</u> for years 2 and 3. It identifies the building personnel responsible for activities.	The plan has a detailed timeline for pre-implementation and the <u>first year</u> . It identifies the building personnel responsible for activities.	The plan includes a <u>timeline</u> but <u>no details</u> are included. <u>No building personnel</u> identified.	No timeline or personnel presented in the plan.
Comment:				
9. School's academic record and goals in reading and mathematics.	The plan <u>includes</u> the school's current academic records and includes detailed <u>protections</u> and achievement goals for the upcoming 3 years.	The school provided their current academic record, but <u>no projections beyond year one</u> .	The school provided their current academic record, <u>no projections</u> were included.	No academic records or projections provided.
Comment:				

10. School's collaborative efforts to include parents, community, and outside experts.	The plan includes <u>ongoing and regular</u> engagement and collaboration efforts with parents and community. Evidence indicates that outside experts were invited to share their knowledge. There are artifacts that show meetings and input from the parents and community in the application process.	The plan demonstrates <u>ongoing collaborative efforts</u> on a regular basis with parents and the community. There is stakeholder involvement in the application process.	The plan states that there are <u>sporadic collaborative efforts</u> with parents and community. Stakeholders not involved.	No meetings schedule or collaboration with parents and community. Stakeholders not involved.
Comment:				
11. Sustaining Reform	The plan <u>detailed and identified</u> how the building will increase capacity and they have created a <u>sustainability plan</u> . There is evidence that the district has a commitment to retaining effective building leaders and staff <u>beyond the grant cycle</u> .	The plan describes <u>capacity building</u> and how the plan will be <u>sustained overtime</u> .	The plan describes capacity building, but <u>does not</u> include long term sustainability.	Plan does not address capacity or sustainability.
Comment:				
Section B	Yes	No	No	Score
Total Possible: 100	100	0	0	0
Inclusion of Required Elements in Plan (see checklist at end of document)	Plan Addresses ALL required components of the reform model selected.			
Comment:				
Section C: District Budget to Support Implementation	Exemplary	Implemented	Partially Implemented	Getting Started
Total Possible: 40	10	7	3	1
				Score
				0

1. Budget Includes necessary personnel and activities to implement selected reform model	The <u>budget detail</u> includes position descriptions for personnel, appropriate staffing and activities that <u>correlate and support the plan</u> .	The budget includes appropriate personnel and activities that will <u>support and correlate</u> to the reform plan.	The budget includes personnel and activities but <u>not connected</u> to and were not specific to the reform model selected. Missing a direct correlation to the reform plan.	No identified personnel or activities. Not all items correlate to the reform plan.
Comment:				
2. Budget items and activities are reasonable, allowable and necessary.	The budget submitted, details how the school will <u>integrate</u> (coordination of resources) all available <u>state and federal resources</u> . All items are <u>reasonable, allowable and necessary</u> in support of the reform plan.	All items in the budget are <u>reasonable, allowable and necessary</u> to support the reform plan.	A <u>majority</u> of budget items are reasonable, allowable and necessary to support the intervention plan. <u>Some</u> activities are <u>not allowable</u> .	Budget included non-allowable items.
Comment:				
3. Budget covers an allowable timeline.	The submitted budget includes a <u>3 year request</u> with a <u>complete detailed additional 1 year breakdowns</u> with pre-implementation and implementation activities delineated. A <u>fiscal monitoring plan</u> is provided.	The submitted budget covers <u>3 year request with the first year breakdown</u> . Complete budget narrative provided.	The submitted budget includes a <u>3 year request and includes a 1 year breakdown</u> into pre-implementation and implementation activities.	Budget covers 3 year period, no 1 year narrative.
Comment:				
4. Budget includes all required elements of reform model selected.	The submitted budget includes <u>all elements of the selected reform model</u> . The budget <u>integrates reform model</u> with other local, state and federal initiatives in a <u>cohesive program</u> .	The submitted budget provided includes <u>all elements</u> of the selected reform model.	The budget addresses only half <u>(50%) of the required elements</u> of the reform model.	The elements of the reform model are not addressed.
Comment:				
Section D: Baseline Data – Federal Requirement	Chart Fully Complete	Chart Partially Complete	Chart Not Complete	Score
Total Possible: 25	25	10	0	

Section E: Previous SIG Funding	No	Yes	Score
Total Possible: 75	75	0	0
The school has <u>not</u> previously received School Improvement Grant Funds.			
The school has <u>previously</u> received School Improvement Grant Funds.			
Comment:			
Section F: Reform Model Selection	Turnaround Model	Restart Model	Closure Model
Total Possible: 50	50	0	0
Section G: Overall Plan	Implemented	Partially Implemented	Getting Started
Total Possible: 40	30	20	10
Overall Plan	The overall application shows evidence of <u>planning for cohesive implementation</u> over three years to increase student achievement. <u>Planning is included for year 1</u> but it is not well defined for years 2 and 3. <u>Minimal sustainability</u> is included in the plan. There is <u>reference to staff</u> that will oversee the grant. It <u>addresses 70% - 99%</u> of the required components in the selected reform model.	The application shows <u>some evidence of planning for a cohesive 3 year plan</u> that will lead to increased student achievement. <u>No sustainability plan</u> is included beyond the grant. There is <u>no explicit details about staffing</u> to oversee the grant. It <u>addresses 25% - 69%</u> of the required components in the selected reform model.	The application shows <u>little evidence of planning for a cohesive approach</u> that will lead to significant gains in student achievement and <u>no sustainability plan</u> is included. There is <u>no staff</u> in place to oversee the grant. It <u>addresses less than 25%</u> of the required components in the selected reform model.
Comment:			
Checklist for Intervention Models Transformation Model			
The following items are required elements of the Transformation model. Please indicate if the following have been addressed.			
Requirement	Addressed in Plan? (y/n)		

1. The principal has been replaced within the last two years or a plan is in place to replace the principal consistent with this model.	
2. Plan includes student data in teacher/leader evaluations.	
3. Evaluations are designed with teacher/principal involvement.	
4. Have removed leaders/staff that have not increased achievement, or a plan is in place to remove them.	
5. Evidence of providing on-going job embedded professional learning.	
6. Evidence of implementing financial incentives or career growth or flexible work conditions.	
7. Use of data to identify and implement an instructional program that is research-based and aligned from one grade to the next as well as with state standards.	
8. Evidence exists of the continuous use of student data to inform instruction and meet individual needs of students.	
9. Evidence of increased learning time is provided.	
9a. Evidence that increased learning time is in place for all students in the core academic areas.	
9b. Instruction is provided in other subjects and enrichment activities are in place that contribute to a well-rounded education.	
9c. Evidence that teachers collaborate, plan and engage in professional learning.	
10. Evidence exists of ongoing mechanisms for family and community engagement.	
11. Evidence exists of operational flexibility (staffing, calendars/time/budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rates.	
12. Evidence exists that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external partner provider or organization.	
Met 100% of Requirements?	
The following items are optional elements of the Transformation model. They are not required. Please indicate if they have been addressed.	
Optional Activity	Addressed in Plan? (y/n)
1. Evidence exists of additional funding to attract and retain staff.	
2. Evidence exists of a system for measuring changes in instructional practices that result from professional learning.	
3. Evidence exists that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.	
4. Evidence exists that reviews are conducted to ensure that the curriculum is implemented with fidelity and is impacting student achievement.	
5. Evidence exists that a school wide Multi-Tiered System of Supports model has been implemented.	

6. Evidence exists of professional learning for teachers/principals on strategies to support students in a least restrictive environment and for English Language Learners.	
7. Evidence exists of the use and integration of technology-based interventions.	
8. Evidence exists of increased rigor through programs such as Advanced Placement, International Baccalaureate, Science, Technology, Engineering, Arts and Mathematics (STEAM), and others.	
9. Evidence exists of summer transition programs or freshman academies.	
10. Evidence exists of efforts to increase graduation rates through credit recovery, smaller learning communities, and other strategies.	
11. Evidence exists of early warning systems to identify students who may be at risk of failure.	
12. Evidence exists of partnerships with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.	
13. Evidence exists of extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.	
14. Evidence exists of the school has implemented approaches to improve school climate, culture and discipline.	
15. Evidence exists that the school has expanded its program to offer full-day kindergarten or pre-kindergarten.	
16. Evidence exists that the school has or will be run under a new governance arrangement.	
17. Evidence exists that the school has implemented a per pupil, school-based budget formula weighted based on student needs.	

Checklist for Intervention Models Turnaround Model

The following items are required elements of the Turnaround model. Please indicate if these have been addressed.

Requirement	Addressed in Plan? (y/n)
1. The principal has been replaced within the last two years or a plan is in place to replace the principal consistent with this model.	principal
2. Evidence exists that the school uses locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.	
3. Evidence exists that the school has screened all existing staff and rehired (or will rehire) no more than 50	
4. Evidence exists on how new staff was selected.	

5. Evidence exists that the school has implemented strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.	
6. Evidence exists that the school will provide staff ongoing, high-quality, job embedded professional learning aligned with instructional programs and designed with school staff.	
7. Evidence exists that the school has adopted a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)	
8. Evidence exists that the school uses data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards.	
9. Evidence exists that the school promotes continuous use of student data to inform and differentiate instruction to meet student needs.	
10. Evidence exists that the school has established schedules and implemented strategies that provide increased learning time.	
11. Evidence exists that the school provides appropriate social-emotional and community-oriented services and supports for students.	
Met 100% of Requirements?	
The following items are optional elements of the Turnaround model. They are not required. Please indicate if they have been addressed.	
Optional Activity	Addressed in Plan? (y/n)
1. Any of the required and permissible activities under the transformation model.	
2. The school has implemented a new model (themed, dual language academy, etc.).	
Checklist for Intervention Models	
Restart Model	
The following items are required elements of the Restart model. Please indicate if these have been addressed.	
Requirement	Addressed in Plan? (y/n)
1. Evidence is provided that the school has reopened under a charter school operator charter management organization (CMO) or an education management organization that was selected through a rigorous review process.	

2. Evidence is provided the school enrolled within the grades it serves any former student who wishes to attend the school.	
Checklist for Intervention Models	
School Closure	
The following items are required elements of the School Closure model. Please indicate if these have been addressed.	
Requirement	Addressed in Plan? (y/n)
1. Evidence is provided the LEA closed the school and enrolled the students who attended that school in other schools in the LEA that are higher achieving.	
2. Evidence exists the receiving schools are within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.	

SUBMISSION INSTRUCTIONS

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.



Electronic Application Process

Applicants are **required** to complete and submit the application, including all required attachments to:

davidsonk1@michigan.gov

Applications will be received on an ongoing basis and will be reviewed in the

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.

Technical support will be available Monday – Friday, from 9:00 a.m. – 4:00 p.m.

All information included in the application package must be accurate. All information that is submitted is subject to verification. All applications are subject to public inspection and/or photocopying.

Contact Information

All questions related to the preferred provider application process should be directed to:

Kristine Davidson, Consultant
Office of Education Improvement & Innovation

Telephone: (517) 335-4226

Email: davidsonk1@michigan.gov

EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

Under the Final Requirements for School Improvement Grants, as defined under the Elementary and Secondary Education Act of 1965, as amended, Title I, Part A. Section 1003(g) and the American Recovery and Reinvestment Act as amended in January 2010, one of the criteria that the MDE (SEA) must consider when an LEA applies for a SIG grant is the extent to which the LEA has taken action to “recruit, screen, and select external providers...”. To assist LEA’s in this process, the MDE is requesting information/applications from entities wishing to be considered for placement on a preferred provider list that will be made available to LEA’s on the MDE website. If an LEA selects a provider that is not on the list, the provider will have to go through the application review process before engaging in the turnaround intervention at the LEA. Applications will be reviewed on their

merits and not on a competitive basis. Please note that the application and accompanying attachments will be accessible online to LEA's seeking to contract for educational services.

Preferred external providers will be required to participate in a state-run training program that specifies performance expectations and familiarizes providers with state legislation and regulations. External providers will be monitored and evaluated regularly and those who are not getting results will be removed from the preferred provider list.

All decisions made by the MDE are final. There is no appeal process.

Please note that being placed on the Preferred Provider List does not guarantee that a provider will be selected by an LEA to provide services.

Two or more qualified reviewers will rate the application using the scoring rubric developed by the MDE.

Applications will only be **reviewed** if:

1. All portions of the application are complete;
2. All application materials, including attachments, are submitted electronically prior to the due date;

Applications will only be **approved** if:

1. The above conditions are met for review;
2. The total application score meets a minimum of 70 points

Exemplar	Total Points Possible
1. Description of comprehensive improvement services	25
2. Use of scientific educational research	15
3. Job embedded professional development	15
4. Experience with state and federal requirements	15
5. Sustainability Plan	15
6. Staff Qualifications	15
Total Points Possible	100
Minimum Points Required for Approval	70

Note: Applicants may apply to become preferred providers in all or some of the program delivery areas listed in Section B. If applicant does not wish to become a provider in a program area, that should be noted on the application.

If an applicant is applying to be a preferred provider in less than the five areas listed, they must have a review score not less than the following in each area for which they apply:

- Section 1 15 points
- Section 2 10 points
- Section 3 10 points
- Section 4 10 points
- Section 5 10 points
- Section 6 10 points Section 6 must be completed by all applicants.

APPLICATION OVERVIEW

The Application is divided into four sections.

Section A contains basic provider information.

Section B requests information related to six exemplars (program delivery information and staff qualifications). Responses in Section B must be in narrative form. You may include figures (e.g., tables, charts, graphs) to support your narrative, but such items will be counted toward applicable page/word limits.

Section C contains the Assurances. Please read each statement carefully. By submitting your application, you certify your agreement with all statements therein.

Section D Attachments

SECTION A: BASIC PROVIDER INFORMATION

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information.

Instructions: Complete each section in full.

1. Federal EIN, Tax ID or Social Security Number		2. Legal Name of Entity	
3. Name of Entity as you would like it to appear on the Approved List			
4. Entity Type:		5. Check the category that best describes your entity:	
<input type="checkbox"/> For-profit <input type="checkbox"/> Non-profit	<input type="checkbox"/> Business <input type="checkbox"/> Community-Based Organization <input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)	<input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> School District <input type="checkbox"/> Other (specify): _____	
6. Applicant Contact Information			
Name of Contact		Phone	Fax
Street Address		City	State Zip
E-Mail		Website	
7. Local Contact Information (if different than information listed above)			
Name of Contact		Phone	Fax
Street Address		City	State Zip
E-Mail		Website	
8. Service Area			
List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan.			
X			
Intermediate School District(s):		Name(s) of District(s):	

9. Conflict of Interest Disclosure	
Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. school board member)?	
<input type="checkbox"/> Yes	<input type="checkbox"/> No
What school district are you employed by or serve: _____	
In what capacity are you employed or do you serve (position title): _____	
Schools or school districts are encouraged to apply to become preferred providers. However, the school or school district may not become a preferred provider in its own district. This restriction does not apply	

to Intermediate School Districts or Regional Educational Service Authorities.

IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application.

Changes in application information may be requested in writing to the MDE. The request must include the rationale for the changes. All changes must receive written approval from the MDE prior to implementation and will be determined on a case-by-case basis. This includes, but is not limited to, information changes in the following categories:

- Change in service area
- Change in services to be offered
- Change in method of offering services

SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES

Instructions: Section B responses must be in narrative form. Provide data/documentation of previous achievements where applicable. All responses must comply with stated page limits. Figures such as tables, charts and graphs can be included in the narrative, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited.

Exemplar 1: Description of Comprehensive Improvement Services (25 points possible)

Describe how comprehensive improvement services that result in dramatic, documented and sustainable improvement in underperforming urban secondary schools will be delivered to LEA's that contract for your services. Comprehensive services include, but are not limited to the following:

- Support systems to ensure student and teacher success and sustain improvement
- Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
- Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement
- Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.

Exemplar 1 Narrative Limit: 4 pages (insert narrative here)

**Exemplar 2: Use of Scientific Educational Research
(15 points possible)**

Describe how scientific educational research and evidence based practices will be used as the basis for all content and delivery systems and services provided to the LEA.

- The applicant should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.
- Cite and reference available research studies (as appropriate) and **provide data** that indicate the practices used have a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services.

Exemplar 2 Narrative Limit: 3 pages (insert narrative here)

Exemplar 3: Job Embedded Professional Development
(15 points possible)

Describe how a job-embedded professional development plan will be put in place to support principals, school leadership teams, teachers, and support staff.

- The applicant should provide detailed data that supports successful performance in developing job-embedded professional development plans for:
 - principals
 - school leadership teams
 - teachers
 - support staff

Exemplar 3 Narrative Limit: 2 pages (insert narrative here).

**Exemplar 4: Experience with State and Federal Requirements
(15 points possible)**

Describe your experience with State and Federal Requirements, especially as it relates to the following:

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
 - Response demonstrates alignment of the above mentioned elements, AKA "One Common Voice - One Plan."
- Understanding of Title 1 (differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)

Exemplar 4 Narrative Limit: 2 pages (insert narrative here)

Exemplar 5: Sustainability Plan

(15 points possible)

Describe how a sustainability plan will be put in place for the building to become self-sufficient at the end of the 3-year grant period.

- The applicant should demonstrate significant knowledge and experience in developing sustainability plans.

Exemplar 5 Narrative Limit: 2 pages (insert narrative here)

Exemplar 6: Staff Qualifications

(15 points possible)

Provide names and a brief summary of qualifications for the primary staff who will be involved in providing services to LEA's. Provide criteria for selection of additional staff that are projected to be working with LEA's. Include vitae of primary staff.

- Staff qualifications and vitae should match with areas that the applicant wishes to serve. Staff should have extensive experience in implementation of all applicable areas.

Exemplar 6 Narrative Limit: 1 page plus vitae for personnel (insert narrative and vitae here)

SECTION C: ASSURANCES

The applicant entity:

1. will follow all applicable legislation and guidance governing the Section 1003(g) school improvement grants.
2. will follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times.
3. will comply with the MDE Standards for Monitoring Section 1003(g) School Improvement Grants Preferred External Education Services Providers.
4. agrees to make all documents available to the MDE or LEA for inspection/monitoring purposes, and participate in site visits at the request of the MDE, the district, or facilitators/monitors for the SIG grant.
5. agrees to notify the MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.
6. ensures that it will provide written notification to the MDE, when external preferred provider services will no longer be provided, thirty days prior to termination of services.
7. assures that they have accurately and completely described services they will provide to the LEA.
8. assures they will comply with SEA and LEA requirements and procedures.

SECTION D: ATTACHMENTS

- **Licensure:** Applicants must attach a copy of their business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation, proof of 501(c)(3) tax-exempt status). Schools, school districts, and ISDs/RESAs may substitute documents that include address/contact information and the appropriate building or district code as found in the Educational Entity Master (EEM).
- **Insurance:** Applicants must provide a proof of their liability insurance or a quote from an insurance agency that reflects the intent to obtain general and/or professional liability insurance coverage.

SY 2014-2015

Section 1003(g) School Improvement Grant

Preferred Service Provider

Application Rubric

Entity Name:

Reviewer:

Exemplar 1: Description of Comprehensive Improvement Services

The applicant must describe comprehensive improvement services that result in dramatic, documented and sustainable improvement in underperforming urban high schools will be delivered to LEA's who contract for services. Comprehensive services include, but are not limited to the following:

- Support systems to ensure student and teacher success and sustain improvement
- Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
- Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement
- Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.

25 Points Possible

Not Recommended Response is marginally comprehensive and/or lacks clarity (0-10 points)	Recommended Response is comprehensive and clear (10-20 points)	Highly Recommended Exceptionally comprehensive, clear and thorough (21-25 points)	MAXIMUM 25 POINTS
Applicant does not provide evidence of past achievements in delivery of comprehensive improvement services that have had a dramatic impact on one or more underperforming urban (or other) high schools.	Applicant provides evidence of successful past performance in providing comprehensive services in one or more urban high schools. The evidence supports successful performance in at least 3 of the 4 areas listed above.	Applicant provides detailed data that supports successful performance in providing comprehensive services that have resulted in dramatic and sustainable improvement in underperforming urban high schools. The data supports successful	

Response does not answer the question.		performance in all areas listed above.	
--	--	--	--

Comments

Points this Section, Maximum of 25 _____

1 - Job Embedded Professional Development section repeats Exemplar #1's requirement statement. It does not detail **HOW** they will increase internal capacity for improvement and sustainability linked to student achievement in the narrative section.

Exemplar 2: Use of Scientific Educational Research

The applicant must describe how scientific educational research and evidence based practices will be used as the basis for all content and delivery systems and services provided to the LEA. The response should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.

Instructional Program – 15 Points Possible

Not Recommended Response is marginally comprehensive and/or lacks clarity (0-5 points)	Recommended Response is comprehensive and clear (6-12 points)	Highly Recommended Exceptionally comprehensive, clear and thorough (13-15 points)	MAXIMUM 15 POINTS
<p>Applicant does not provide a clear explanation or demonstrate knowledge of how research and evidence-based practices will be used as the foundation for the delivery of services provided to the LEA.</p> <p>Response does not answer the question.</p> <p>Applicant did not respond to the question. Does not wish to provide services in Area 2.</p>	<p>Applicant provides some evidence of successful past practice of using research and evidence based practices in the delivery of systems and services.</p>	<p>Applicant provides detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.</p>	

Comments

Points this Section, Maximum of 15: _____

Exemplar 3: Job Embedded Professional Development

The applicant must describe how a job-embedded professional development plan will be put in place to support:

- Building principals
- School leadership teams
- Teachers
- Building support staff

15 Points Possible

Not Recommended Response is marginally comprehensive and/or lacks clarity (0-5 points)	Recommended Response is comprehensive and clear (6-12 points)	Highly Recommended Exceptionally comprehensive, clear and thorough (13-15 points)	MAXIMUM 15 POINTS
<p>Applicant does not provide a clear explanation or demonstrate knowledge of how a job-embedded professional development plan will be put in place for the entire school team.</p> <p>Response does not answer the question.</p> <p>Applicant did not respond to the question.</p>	<p>Applicant provides some evidence of successful past practice of putting in place a job-embedded professional development plan for at least 2 of the groups named above.</p>	<p>Applicant provides detailed data that supports successful performance in developing job-embedded professional development plans for all 4 of the above listed groups.</p>	

Comments

Points this Section, Maximum of 15: _____

Exemplar 4: Experience with State and Federal Requirements

The applicant must describe experience with State and Federal Requirements, especially as it relates to the following:

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
 - Demonstrate(s) alignment of the above mentioned elements, AKA "One Common Voice - One Plan."
- Understanding of Title 1 (differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)

15 Points Possible

Not Recommended Response is marginally comprehensive and/or lacks clarity (0-5 points)	Recommended Response is comprehensive and clear (6-12 points)	Highly Recommended Exceptionally comprehensive, clear and thorough (13-15 points)	MAXIMUM 15 POINTS
Applicant does not have significant experience with stated and federal requirements as related to the needs of the grant. Response does not answer the question. Applicant did not respond to the question. Does not wish to provide services in Area 4.	Applicant has some knowledge of and experience with state and federal requirements in at least 4 of the areas specified above.	Applicant has significant knowledge and experience in dealing with the state and federal requirements required above.	

Comments

Points this Section, Maximum of 15: _____

Exemplar 5: Sustainability Plan

Applicant must describe how a sustainability plan will be put in place for a school building to become self-sufficient at the end of the 3-year grant period.

15 Points Possible

<p>Not Recommended Response is marginally comprehensive and/or lacks clarity (0-5 points)</p>	<p>Recommended Response is comprehensive and clear (6-12 points)</p>	<p>Highly Recommended Exceptionally comprehensive, clear and thorough (13-15 points)</p>	<p>MAXIMUM 15 POINTS</p>
<p>Applicant does not have significant experience in developing a sustainability plan. Response does not answer the question. Applicant did not respond to the question. Does not wish to provide services in Area 5.</p>	<p>Applicant has reasonable knowledge and experience with the development of sustainability plans</p>	<p>Applicant has significant knowledge and experience in developing sustainability plans.</p>	

Comments

Points this Section, Maximum of 15: _____

Exemplar 6: Staff Qualifications

The applicant must provide names and a brief summary of qualifications for the primary staff who will be involved in providing services to LEA's. Provide criteria for selection of additional staff that are projected to be working with LEA's. Attach vitae of primary staff in Section D.

15 Points Possible

<p>Not Recommended Response is marginally comprehensive and/or lacks clarity (0-5 points)</p>	<p>Recommended Response is comprehensive and clear (6-12 points)</p>	<p>Highly Recommended Exceptionally comprehensive, clear and thorough (13-15 points)</p>	<p>MAXIMUM 15 POINTS</p>
<p>Staff qualifications and vitae do not match with areas that applicant wishes to serve. Response does not answer the question.</p>	<p>Staff qualifications and vitae match with areas that the applicant wishes to serve. Staff has adequate but not extensive experience in all areas (Exemplars 1-5).</p>	<p>Staff qualifications and vitae match with areas that the applicant wishes to serve. Staff has extensive experience in implementation of all five areas (Exemplars 1-5).</p>	

Comments

Points this Section, Maximum of 15: _____

TO BE COMPLETED FOR APPLICANTS APPLYING FOR ALL AREAS

EXEMPLAR	POINTS AWARDED
7. Description of comprehensive improvement services	
8. Use of scientific educational research	
9. Job embedded professional development	
10. Experience with state and federal requirements	
11. Sustainability Plan	
12. Staff Qualifications	
APPLICATION TOTAL	
Recommended for Approval? (Total Score is 70 or Higher)	<input type="checkbox"/> YES <input type="checkbox"/> NO

TO BE COMPLETED FOR APPLICANTS APPLYING IN SELECTED AREAS ONLY

EXEMPLAR	APPLYING FOR THIS EXEMPLAR? (yes/no)	MINIMUM REQUIRED	POINTS AWARDED
1. Description of comprehensive improvement services		15	
2. Use of scientific educational research		10	
3. Job embedded professional development		10	
4. Experience with state and federal requirements		10	
5. Sustainability Plan		10	
6. Staff Qualifications (MUST BE COMPLETED)	YES	10	
Recommended for Approval (Each individual exemplar applied for met the minimum score?)		<input type="checkbox"/> YES	<input type="checkbox"/> NO

Top-to-Bottom Ranking, Priority, Focus and Rewards Schools Identification Business Rules

Overview

Top-to-Bottom Ranking: List of schools and ranked by their performance. The ranking is based on *student achievement, student growth over time, school improvement over time, and achievement gaps* across all five tested subjects (mathematics, reading, science, social studies, and writing), as well as graduation rate for schools with a graduating students.

All public schools who met the selection criteria are rank ordered to create the Top-to-Bottom (TTB) list using the following business rules:

- All students with test scores who are full academic year (FAY) were included.
- The school receives a ranking if at least 30 FAY students are tested in either the elementary/middle school span or the high school span (or both) for each year in two or more subjects.
- A student with a performance level of 1 or 2 is considered proficient
- Schools were rank ordered using a proficiency index (weighted average of two years of achievement data), a progress index (two or four years of achievement data), and an achievement gap index (weighted average of two years of top/bottom 30 percent of students' achievement data.) Schools with a graduation rate also had graduation rate and graduation rate improvement included in their ranking calculation.
- Achievement is weighted more than improvement or achievement gaps. This is because the focus is on persistently low-achieving schools. Weighting achievement more heavily assures that the lowest performing schools, unless they are improving significantly over time, still receive the assistance and monitoring they need to begin improvement and/or increase their improvement to a degree that will reasonably quickly lead to adequate achievement levels.

Priority Schools: Schools in the bottom 5% of the Top-to-Bottom list are identified as *Priority Schools* (previously known as persistently lowest achieving schools).

Focus Schools: The 10 percent of schools with the largest achievement gaps according to the Top-to-Bottom list are categorized and treated for improvement as *Focus Schools*. The achievement gap is calculated as the distance between the average standardized scale score for the top 30% of students and the bottom 30% of students in each school. Larger gaps decrease a school's overall ranking; smaller gaps help raise their ranking.

Rewards Schools: The top 5% achieving schools as identified from the Top-to-Bottom list using improvement composite index and schools in top 5% in improvement composite index.

Top-to-Bottom Ranking, Priority, Focus and Rewards Schools Identification Business Rules

Summary

Top-to-Bottom Ranking

Datasets to be included (if available)

- The most recent (up to) four years of published data for each officially adopted statewide achievement assessment¹
 - There is no cap on the number of MI-Access or MEAP-Access proficient scores that can be counted toward proficiency.
- Most recent three or four years of published data for four-year graduation rate (four years if four years are available)²
- Previous year PLA (or Priority school) list which includes identifiers for Tier 1 pool, Tier 2 pool and State Reform Office schools (2010 and 2011 only)
- Previous year SIG school list (2010)
- Title I status list; i.e. school wide, targeted, non-Title I from the current year.
- Graduation rate (most recent year and previous three years)

School and Student criteria for inclusion in the Top-to-Bottom calculations:

- Schools with at least 30 students considered full academic year (FAY) over the two most recent years in at least two tested subjects will have the Top-to-Bottom ranking calculated.
- Schools with fewer than 30 FAY tested students in any given subject will not have that subject included in their ranking.
- FAY tested rules are as follows:
 - Michigan has two semi-annual student count days, as provided in the State School Aid Act. These count days are the fourth Wednesday in September and the second Wednesday in February. These student count days are the basis of Michigan's definition of a full academic year. In addition, school districts report student enrollment at the end of year on the Michigan Student Data System (MSDS).
 - Documentation of full academic year is provided by enrollment in the school or district on the pupil count date.
 - Other documentation of student mobility is not used under the definition.
 - The MSDS is used to look-up prior enrollment to determine if a student is considered "full academic year."
 - MSDS collections used for elementary and middle schools: Fall, Spring, and End of Year at the feeder school, which is the school that the student attended during the school year.
 - MSDS collections used for high schools: Spring, End of Year, Fall and Spring.
 - Students who have been in the school district for a full academic year but have moved from building to building within the district are counted in the district's AYP but not in a building's AYP. This does not affect the Top-to-Bottom ranking, as there is no district ranking.

¹ The maximum number of years available (up to four) will be used for each assessment program.

² To account for graduation rate in the top to bottom ranking.

- If a student is not reported in an enrollment count in any Michigan school during one of the MSDS collections but is reported in the other two, and the student's school reported data, that student will be considered non-FAY. If a school does not submit MSDS data (i.e. there are no data available for any students in one of the MSDS collections), all students enrolled in that school during the prior count and the following count will be considered FAY, even though they are missing data on one of the counts.

Student Assessment criteria for inclusion in the Top-to-Bottom calculations:

- Top-to-Bottom ranking calculations are based on regular and alternate assessments (MEAP, MEAP-Access (if available), MME, MME-Access, and MI-Access).
- All students with valid scores in the assessments were included.
- All students with test scores who are full academic year (FAY) are included.
- Only public school students were included (no homeschooled or private school students).
- Each student has a primary education providing entity (PEPE). The PEPE is who is accountable for this student.
 - For the 2011-2012 school year, the PEPE will be held accountable for participation and
 - Feeder school for the 2011-2012 calculations points who had the student in the 2011-2012 school year. No PEPE will utilize former feeder school rules. (For 2012-13 school year feeder PEPE will be utilized and not feeder school.)
- Ninth grade students who repeat ninth grade technically have a high school as their “feeder” school for their social studies test. This test reflects 8th grade content standards and 8th grade learning. For the ranking calculations, the high school is still considered the “feeder” but any school that does not include grade 8 as a grade/setting in the EEM will not receive an elementary/middle school social studies content area in their ranking, even if they have students who populate that field.
- Same calculations as those to determine the AYP student detail table (the base student-level table used in AYP calculations, including FAY and feeder rules. This means that the students for which a school is accountable is the same for both AYP and Top-to-Bottom ranking.

Proficiency (Two-Year Average)

- Most recent two years of published data from fall MEAP, grades 03-09 in mathematics, reading, writing, science, and social studies
- Most recent two years of published data from fall MEAP-Access, grades 03-09 in mathematics, reading, and writing
- Most recent two years of published data from fall MI-Access, grades 03-09 in mathematics, science, and English Language Arts (ELA) with ELA being treated as reading is for MEAP and MEAP-Access. (Note: For Supported Independence and Participation, students receive an ELA score. For Functional Independence, they receive a reading score, but do not take writing. These scores are all treated as reading in the calculations.
- Most recent two years of published data from spring MME, grade 11 in mathematics, reading, writing, science, and social studies (with the addition of 12th graders who were FAY in the school but did not previously count toward either participation or proficiency for any school in a previous year)
- Most recent two years of published data from spring MI-Access, grade 11 in mathematics, ELA, science, and social studies.

Improvement (Two-Year Average or Four-Year Slope)

- Most recent two years of published Performance Level Change data from fall MEAP, grades 04-08 in reading and mathematics
- Most recent two years of published Performance Level Change data from fall MEAP-Access, grades 04-08 in reading and mathematics (will be included in the Fall 2013 list, when two years of MEAP-Access data are available).
- Most recent two years of published Performance Level Change data from fall MI-Access, grades 04-08 (Functional Independence only)
- Most recent four years of published data for all other grades, subjects, and tests (to calculate four-year improvement slopes) If a school does not have four years of data to produce a slope, DO NOT produce a zero slope for that school.
 - If the school has two years of data, calculate the change from the previous year to the current year as the slope.
 - If the school has three years of data, generate the slope based on three years of data only.

Graduation Rate and Graduation Rate Improvement

- Most recent four years of the four-year graduation rate
- Rate is based on a two year average graduation rate (of the four-year cohort rate)
- Improvement is based on a four year improvement slope (of the four-year cohort graduation rate). If the school does not have four years of data to produce a slope, DO NOT produce a zero slope for that school.
 - If the school has less than two years of data, make the slope n/a and produce the graduation index based *solely on graduation rate for the most recent year*.
 - If the school has three years of data, generate the slope based on three years of data only.
 - If the school has only two years of data, generate a simple change score based on those two years of data.
- The graduation rate will be based on the better of the four-, five-, or six-year graduation rate, once six-year graduation rates are available for all years to calculate the improvement slope; until that time, the four-year rate will be used as the default rate.

Priority Schools Identification Calculations

Identify schools which are in the bottom 5% of the current Top-to-Bottom list

1. Using the Top-to-Bottom calculations, and the percentile rank (variable name, spi.pr), identify all schools in the bottom 5th percentile.
 - If $\text{spi.pr} < 5$, then priority school
 - Check to make sure that 5% of the current TTB list includes a number of Title I schools equal to 5% of Michigan's *total* Title I population
 - Source: tbl.TitleIbuildings
 - Five percent of the total number of Title I buildings (including both Title I participating and Title I eligible/not participating)
 - This number will be greater than the number of Title I buildings that receive a ranking, because some Title I buildings do not have enough students/data to receive a ranking.
 - Create flag (named priority) where 1=yes and 0=no.
2. Indicator variable will be added to both tbl.SchoolAccreditation and v.SchoolPerformanceData
3. Label indicators for Priority schools: 1 = Yes and 0 = No

4. Closed schools:
 - If a school is active as of September 30 of the current school year AND has data from the current school year attributed to it, the school receives a ranking, even if they are closed at the time of the ranking.
 - If a school receives an overall ranking, they are eligible for Priority schools status.
 - An indicator should be added if the school is currently inactive at the time of list publication.

Focus Schools Identification Calculations

1. Calculate achievement gap composite index for all available subjects for school j.
 - a. Sum all available subject achievement gap values for each individual educational entity.
 - In AYP.dbo.vSchoolPerformanceData, the columns that contain gap index values are those that begin with gapi (for gap index): gapi.zs.m.em, gapi.zs.r.em, gapi.zs.s.em, gapi.zs.t.em, gapi.zs.w.em, gapi.zs.m.h, gapi.zs.r.h, gapi.zs.s.h, gapi.zs.t.h, gapi.zs.w.h
 - b. Divide the sum of all available achievement gap values by total number of achievement gap values available for each individual educational entity.
 - Schools can have between 2 and 10 gap values
 - Create a new field that stores the number of achievement gap values used in the calculation
2. Sort schools by achievement gap composite index.
3. Determine count of focus schools to be identified.
 - a. Number of schools must include 10% of Title I schools. (Title I multiplied by 0.10 equals the target number).
 - In the AYP database, tbl.TitleIBuildings
 - b. If the resultant is a decimal number, round down to the nearest whole number.
 - c. Base this 10% number on the total population of Title I buildings, not only the number of Title I buildings that receive a ranking.
 - d. Title I = Title I participating OR Title I eligible but not receiving
4. Continue ranking until that number of Title I schools is achieved
 - a. All schools with lower ranking (regardless of Title I status) are included in focus schools
 - b. If a school is a priority school, they cannot be a Focus school.
 - Must get a number of schools equal to 10% of Title I schools that does not include schools also named as priority schools.
5. Add any schools who have a graduation rate below 60 for three years (variable grd60 in v.SchoolPerformanceData; if grd60=1 & priority!=1, then Focus)
6. Create indicator variable named Focus, where 1=yes and 0=no.
 - a. Populate the variable with 0 for all non-Focus schools, not NULL.
7. If a school receives an overall ranking, the school is eligible for Focus school status.
8. Update the tbl.SchoolAccreditation and v.SchoolPerformanceData with the following fields:
 - a. Focus (indicator variable)

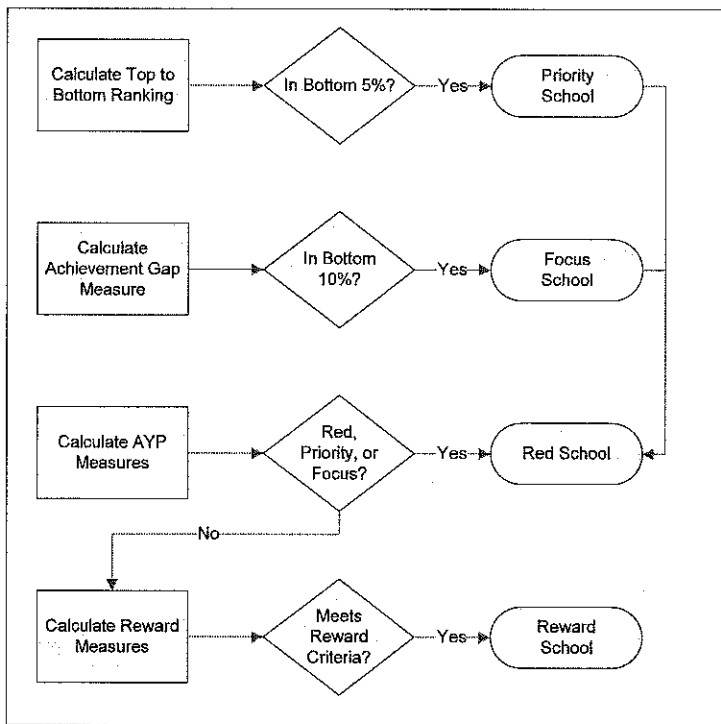
- b. Composite gap index number
 - c. Number of gap indices that went into the composite gap index.
 - d. The average z-scores for the top 30% and bottom 30% subgroup for the current and previous years
 - These fields are: bzs.3.av.em, bzs.2.av.em, bzs.3.av.h, bzs.2.av.h, tzs.3.av.em, tzs.2.av.em, tzs.3.av.h, tzs.2.av.h (for each subject)
 - e. Actual gap indices for each subject
 - Fields: gap.zs.em and gap.zs.h (for each subject)
9. All above fields should be populated for all schools, regardless of Focus or non-Focus status.

Reward Schools Identification Calculations

1. Identify any school which has already been identified as priority, focus or failing AYP (or “red” in the Accountability Scorecard beginning in 2013).
2. For the remaining schools only (i.e. those not priority, focus or failing AYP/red, do the following steps.
3. Identify top 5% of schools in overall Top-to- Bottom Ranking
 - a. Of the remaining schools, identify the top highest performing by looking at the value in column “spi.” For the top 5% of schools with the highest values of spi, then Reward = 1.
 - b. Create indicator variable named RewardHighPerforming, where 1=yes and 0=no.
4. Calculate improvement composite index for school j.
 - a. Sum all available subject improvement values for each individual educational entity.
 - i. In v.SchoolPerformanceData, these variables are named with ci (for change index) or with zsi (for zscore improvement): ci.m, ci.r, zsi.b1.s.em, zsi.b1.t.em, zsi.b1.w.em, zsi.b1.m.h, zsi.b1.r.h, zsi.b1.s.h, zsi.b1.t.h, zsi.b1.w.h
 - b. Divide the sum of all available improvement values by total number of improvement values available for each individual educational entity.
 - i. Create a field that stores the number of improvement values used in the calculation.
5. Multiply .05 by total number of schools ranked in Top-to-Bottomlist to determine count of reward schools to be identified. If they resultant is a decimal number, round down to the nearest whole number.
6. Sort schools by improvement composite index.
7. Remove schools who are:
 - a. Priority
 - b. Focus
 - c. Failing AYP
 - d. Already identified as high performing reward schools

8. Identify the remaining top 5% improvement composite index schools, where the number of these schools is equal to 5% of the total number of schools ranked in the overall Top-to-Bottom ranking.
9. Create indicator variable named RewardHighProgress, where 1=yes and 0=no.
10. Create overall Reward indicator variable, where Reward=1 if either RewardHighPerforming or RewardHighProgress=1, and 0=neither.
 - a. A school cannot be a reward school if they are either a priority or a Focus school.
 - b. A school cannot be a reward school if they failed AYP.
 - i. Use dbo.AYPPhaseHistory to determine AYP status from current school year, then remove all schools failing AYP from eligibility for the Reward list
 - c. If a school would have been a reward school but was removed from the reward list for either reason (a or b), then set their RewardHighPerforming or RewardHighProgress indicators to 0.
11. If a school receives an overall ranking, the school is eligible for Reward school status.
12. Update both tbl.SchoolAccreditation and tbl.SchoolPerformanceData with the following fields:
 - a. Reward indicator
 - b. RewardHighPerforming indicator
 - c. RewardHighProgress indicator
 - d. Composite improvement index
 - e. Number of improvement indices included in the overall improvement index
13. When Beating the Odds is run, update Reward to include Beating the Odds schools

Michigan's accountability system graphic:



Source: page 53 ESEA Flexibility Waiver (version 2.21.12)

Top-to-Bottom Ranking, Priority, Focus and Rewards Schools Identification Business Rules

Technical Version

Content Areas to be included (if available)

- Reading
- Mathematics
- Science
- Social Studies
- Writing
- Graduation Rate (*see Graduation Rate Inclusion rules*)

Assessment Data Inclusion rules

- Include only scores from students who are full academic year (FAY)
- Include fall scores in data for the previous year's school and previous grade using feeder codes
- Include spring scores for the current year's school and grade
- Calculate ranking for a school on a content area only if at least 30 FAY students were tested in the elementary/middle school span (3-8) *or* the high school span (9-12), *or* both, for the most recent two years
- Include only public school students (no home schooled or private school students)
- Calculate an overall ranking for schools only if they meet the 30 FAY threshold for at least two content areas.
- Include schools only if they are not shared educational entities (SEEs) whose scores are returned to the sending districts for accountability purposes
- English Language Arts is used for MI-Access in place of Reading, since MI-Access does not offer a standalone reading test.

Graduation Rate Inclusion rules

- Include graduation rates if CEPI produces a graduation rate for a school. If a school does not qualify for the ranking based on 30 FAY students in at least two tested content areas, then their graduation data will not be included and used in generating statewide means and standard deviations for graduation rate.
- While graduation rate is not a "content area," it will be treated similarly to all other content area measures in developing the scale for ranking schools.

Definitions

- Elementary/middle school = a school housing any of grades K-8
- High school = a school housing any of grades 9-12
- Secondary school = a school housing any of grades 7-12
- Full academic year (FAY) indicates that the student was claimed by the school on the previous two count days
- Comparable schools are defined for regular elementary/middle schools (i.e., schools with assessment data in grades 3-8) as all elementary/middle schools, and as high schools (i.e., schools with assessment data for grades 9-12) as all other high schools.

Conventions

- A school classified as both elementary/middle and high school has ranks calculated for both sets of grades; final rank is an average of the two.
- The definitive version is based on mathematical operations as performed by Microsoft SQL.
- Overall school percentile ranks are truncated to the integer level (the decimal portion is deleted) to reflect that minor differences in percentile ranks are not practically important.
- Schools that are currently inactive but have performance data attributed to them receive a ranking.
 - Generate a Top-to-Bottom ranking for all schools that have sufficient performance data attributed to them based on the most recent two years.
 - If a school was open as of September 30 of the current school year AND has data attributed to it from the most recent school year, the school receives a ranking (even if the school is inactive at the time of the ranking).
 - Add an indicator variable named “Active” where 1 = active at the time of list publication and 0 = inactive. This will be used in displays.
 - Schools closed at the time of list publication are obviously not subject to the sanctions/consequences (as they have been closed) but still receive the designation and will be reported to USED and in other reporting requirements as such.

Steps in Calculations

1. For each test, grade, content area (including graduation rate where applicable), and year, calculate a z-score³ for each student based on their scale score, calculated as
$$z_i = \frac{SS_i - \bar{SS}}{\sigma_{SS}}$$
 where SS_i indicates the scale score for student i ; \bar{SS} indicates the mean of scale scores across all students for the test, grade, content area, and year; and σ_{SS} indicates the standard deviation of scale scores across all students for the test, grade, content area, and year; and z_i indicates the z-score for student i .
2. [Repeat steps 3-7 separately for mathematics, reading, science, social studies, and writing; and each grade range (elementary/middle versus high school) for each school with 30 or more FAY students tested in the grade and content area in the most recent two years for which data are available]
3. For each school, calculate an achievement index for the most recent two years in which data are available:
 - a. Calculate the within-school average (mean) z-scores for the most recent (year 3) and next most recent (year 2) years tested for each school j ($\bar{z}_{t,j,3}$ and $\bar{z}_{t,j,2}$, respectively)
 - b. Obtain the number of students tested in school j for the most recent year (year 3) and the next most recent year (year 2) for each school j ($N_{t,j,3}$ and $N_{t,j,2}$ for the most recent and previous year, respectively)

³ Calculating a z-score for each student within his or her context (the test taken, grade level, and content area) levels the playing field across tests taken, any differences in rigor of cut scores across grades, and any difference in rigor of cut scores across content areas. Using z-scores for individual students also makes the weighting impervious to changes in cut scores (recently enacted by the Michigan State Board of Education). Staying with percent proficient while raising cut scores significantly would result in significantly more than 5% of schools having zero percent proficient, and therefore, having more than 5% of schools in the “lowest 5%.”

- c. Calculated a weighted within-school average (mean) z-score over the most recent two years

$$\text{as } \bar{\mu}_{zj} = \frac{[(N_{C1z}\mu_{z1z}) + (N_{C2z}\mu_{z2z})]}{(N_{C1z} + N_{C2z})}$$

- d. Calculate the achievement index for school j as $ach_j = \frac{\bar{\mu}_{zj} - \hat{\mu}_z}{\hat{\sigma}_z}$, where $\hat{\mu}_z$ indicates the statewide mean of $\bar{\mu}_{zj}$ across all comparable schools, $\hat{\sigma}_z$ indicates the statewide standard deviation of $\bar{\mu}_{zj}$ across all comparable schools, and ach_j is a z-score delineating how many standard deviations above or below the statewide mean of comparable schools school j lies.

4. For each school, calculate a percent change index:

- a. Where adjacent year testing occurs (e.g., reading & math in elementary/middle school):
 a. Obtain the numbers (in the table below) for the most recent year and for the previous year.

Previously Proficient	Performance Level Change									
	Most recent year					Previous year				
	SD	D	M	I	SI	SD	D	M	I	SI
No	SD_{2n}	D_{2n}	M_{2n}	I_{2n}	SI_{2n}	SD_{1n}	D_{1n}	M_{1n}	I_{1n}	SI_{1n}
Yes	SD_{2y}	D_{2y}	M_{2y}	I_{2y}	SI_{2y}	SD_{1y}	D_{1y}	M_{1y}	I_{1y}	SI_{1y}

Where “SD” indicates a significant decline in performance level from one year to the next, “D” indicates a decline in performance level, “M” indicates maintaining performance level, “I” indicates an improvement in performance level, and “SI” indicates a significant improvement in performance level. Previously proficient (yes/no) indicates whether the student was considered proficient on the test the year before.

If a student had a previous performance level of 1, and a current performance level of 1, but had a PLC of D or SD, consider that student to have a PLC of M, and assign a value of 1.

- b. Calculate the total number of FAY students with performance level change scores for the most recent year and the next most recent year as:

$$N_{FAYC1} = SD_{2n} + SD_{2y} + D_{2n} + D_{2y} + M_{2n} + M_{2y} + I_{2n} + I_{2y} + SI_{2n} + SI_{2y}, \text{ and}$$

$$N_{FAYC2} = SD_{1n} + SD_{1y} + D_{1n} + D_{1y} + M_{1n} + M_{1y} + I_{1n} + I_{1y} + SI_{1n} + SI_{1y},$$

respectively. Note: If a school has 30 FAY students in a content area, but does not have 30 FAY students with performance level change scores, do not use performance level change for that school; use the slope calculations (described below)

- c. Calculate weighted improvement scores for each school using the weights given in the table below

Previously Proficient	Performance Level Change				
	SD	D	M	I	SI
No	-2	-1	0	1	2
Yes	-2	-1	1	1	2

Such that the two-year weighted performance level change for school j is calculated as the sum of the weighted improvement scores, divided by the weighted number of full academic year students with improvement scores⁴

- d. The improvement index for school j is calculated as
$$\text{imp}_j = \frac{PLC_j - \mu_{PLC}}{\sigma_{PLC}}$$
, where μ_{PLC} indicates the statewide mean of PLC_j across all comparable schools, σ_{PLC} indicates the statewide standard deviation of PLC_j across all comparable schools, and imp_j is a z-score delineating how many standard deviations above or below the statewide mean of comparable schools school j lies.
- e. Where adjacent grade testing does not occur (i.e., for all calculations in high school [including graduation rate] and in science, social studies, and writing):
- i. Obtain the school-mean z-score for a total of four years, including the present year and previous year ($\mu_{z,j,t}$ and $\mu_{z,j,t-1}$, respectively), as well as the years two years and three years ago ($\mu_{z,j,t-2}$ and $\mu_{z,j,t-3}$, respectively).
 - ii. Obtain the number of FAY students tested in the school (j) for the four most recent years ($N_{z,j,t}$, $N_{z,j,t-1}$, $N_{z,j,t-2}$ and $N_{z,j,t-3}$)
 - iii. Calculate the slope (β_j) of the simple regression of school j mean z-scores on year (representing the annual change in school mean z-scores) if there are at least 20 FAY students tested in each of the years used for calculating slopes.
 - iv. Special situations⁵
 - A. The improvement index should not be used to calculate a performance index for any content area where less than 20 FAY students were tested in any one of the years used to calculate slopes
 - B. Where there are only three years of data available for a given content area, calculate β_j as the three year simple regression of school mean z-scores on year.
 - C. When there are only two years of data available, β_j for that content area will be as the simple gain in school mean z-scores over the past two years, or $\beta_j = \mu_{z,j,t} - \mu_{z,j,t-1}$.
 - D. When there is only one year of data available, use the rate itself as the whole index
 - E. Use the improvement index slope for mathematics and reading in any elementary or middle school in which there are not 30 FAY students with performance level change data.

If a school does not have a grade 4 or higher, automatically use the improvement slope calculations, as opposed to performance level change, as no change data is available on students until at least fourth grade.

- f. Calculate the improvement index for each school (j) as
$$\text{imp}_j = \frac{\beta_j - \mu_\beta}{\sigma_\beta}$$
 where μ_β is the statewide mean improvement slope across all comparable schools (elementary/middle or

⁴ This change in the formula weights significant changes in performance level more heavily than smaller ones, weights changes in both directions more heavily for students who were not previously proficient to recognize that movement along the scale is more important for students that have not yet reached proficiency, and recognizes that maintaining a performance level below proficiency is inadequate.

⁵ These special situations address the unavailability of four consecutive years of data to calculate a slope, such as would occur with the implementation of a new test or in the event that a school has opened or closed in the previous four years.

high school), $\hat{\sigma}_p$ is the statewide standard deviation of improvement slopes across all comparable schools (E/MS or HS), and z_{imp_j} is a z-score indicating how far above or below the state average for comparable schools (E/MS or HS) the improvement slope for school j is.

- g. Compute average of improvement index for all schools for all available content areas.
- h. Identify 5 percent of all schools having the highest improvement index.. These schools will be known as Reward schools (among others) if AYP is also met.

5. Calculate an achievement gap index⁶ for each school in each available subject using the following steps:
 - a. Identify the top 30% and the bottom 30% of student z-scores in each school.
 - b. Calculate the average z-score of the top 30% of student z-scores, and the average z-score of the bottom 30% of student z-scores.
 - c. Calculate (combining across both the most recent and next most recent years) the average z-scores of the bottom 30% of z-scores in the school and subtracting from that the average of the top 30% of z-scores in the school. This gives a negative number which when compared to all schools in the state assures that schools with the highest achievement gap receive the lowest z-scores as intended.
 - d. Calculate the achievement gap index for school j (gap_j) as the z-score of that gap as compared to the statewide distribution across all comparable schools, such that the following quantities are produced

$$Gap_j = (z_j - u\text{-hat})/(\sigma\text{-hat})$$

- e. Compute average of achievement gap index for all schools - for all available content areas.
- f. Identify 10 percent of all schools having the lowest achievement gap index (bottom 10% of achievement gap index). These schools will be known as focus schools.

All schools with a sufficient number of students to meet the ranking criteria (30 in the current and most recent year in at least two content areas) receive a gap. The top and bottom subgroups do not need to be a certain size.

6. Calculate the school performance index for each content area as $Y_j = (2ach_j + imp_j + gap_j)/4$, where Y represents a given content area (e.g., $math_j$). The calculation described is to be carried out in all cases except in the following special situations:
 - a. Where achievement gap indices are not available, calculate the overall school performance index for each content area as $Y_j = (2ach_j + imp_j)/3$.
 - b. Where improvement indices are not available or the most recent year's proficiency rate is at or above 90%⁷, calculate the overall school performance index for each content area as $Y_j = (2ach_j + gap_j)/3$.

⁶ This addition to the business rules assures that schools with measurable achievement gaps retain a focus on achievement gaps.

- c. Where achievement gap indices are not available AND (improvement indices are not available OR the achievement index is or above 90% of students proficient), calculate the overall school performance index for each content area as $V_j = \text{ach}_j$.
 - d. When calculating the school performance index for graduation rate, the two available components are the average graduation rate over the previous two years (ach_j) and the graduation rate improvement (imp_j). These two components are combined as $V_j = \text{Grad}_j = (\text{ach}_j + \text{imp}_j) / 2$: Note: Graduation improvement is only considered if the school does not already have above a 90% graduation rate.
7. Calculate the statewide school percentile rank on V_j (for display purposes only), ranking within elementary/middle schools and within high schools at this point. This provides a content-area specific rank relative to other schools of the same level. This will be used only for display and will not figure into further calculations.
 8. For each content area, compare the content index (or grad rate index) to other elementary/middle schools or to other high schools. This creates a z-score ($V_j z$) for each content/grad index that compares the school's index in that content area or grad index to other schools of the same level
 9. Calculate the overall school performance index (spi) across all content areas (including graduation rate where applicable) in which the school received a school performance index z-score (spi is calculated as the average of from 2 to 11 $V_j z$'s depending upon the grade configuration and enrollment). For schools without a graduation rate index, spi is calculated as the straight average of all $V_j z$'s calculated for the school. For schools with a graduation rate index, the school performance index on graduation rate must account for exactly 10 percent of the overall school performance index. This is accomplished by multiplying the straight average of all other $V_j z$'s calculated for the school by the value 0.9, and adding to that result the quantity Grad_j multiplied by the value 0.1.
 10. Calculate the school's overall percentile rank (pr) across all content areas (including graduation rate as applicable) as the school percentile rank on spi .
 11. Identify 5 percent of all schools having the lowest school percentile rank on spi (bottom 5% of school performance index). These schools will be known as Priority schools.
 12. Identify 5 percent of all schools having the higher school percentile rank (top 5% of school performance index). These schools will be known as Reward schools (among others) if AYP is also met.

7 This modification ensures that high performing schools are not penalized for being unable to demonstrate improvement of the same magnitude of lower performing schools, due to ceiling effects.

Attachment E

Michigan Department of Education
COMMITTEE OF PRACTITIONERS
**Special Meeting
Conference Call**
877-336-1831 access code 1517765#
November 13, 2013
9:00 a.m. to 11:00 a.m.

AGENDA

9:00 Welcome & Call to Order Mike Radke
Introduction of Presenters

1. Highly Qualified Teachers Leah Breen
Current education policy appears to be shifting from equitable distribution of HQ teachers, to equitable distribution of EFFECTIVE educators. MDE is seeking input around incentivizing this initiative at the LEA level.

2. Application for SIG Cohort Funds Bill Witt
Theresa Saunders
MDE is applying for Fiscal Year 2013-14 SIG funds to run a new Cohort (Cohort III). Part of the application requires MDE to seek a waiver to use our priority schools as the applicant pool rather than the Tier system used in SIG Cohorts I & II. We're requesting input from the committee of practitioners on this waiver request, in addition to general comments and input on the FY 13-14 SIG application.

Highlights of what is new in the SIG application:

- MDE received funding for FY 12-13 for year 3 of SIG Cohort II. Underspent budgets and other circumstances resulted in enough carryover from previous years that FY12 funds were not needed.*
- To that end, MDE is requesting to combine FY12-13 and FY13-14 funds to run a larger SIG competition. MDE estimates this will be enough to award funds to 10-12 schools.*
- The grant will be "front loaded," meaning the annual state allocation for each fiscal year will support a guaranteed amount for the full three years the SIG grantees receive funds (one year's allocation is "stretched" over a three year period).*
- This deviates from past practice where funding for each year of the three-year grant period was dependent on the annual program allocation; funding amounts fluctuated each year and budget and plan amendments/adjustments were required.*

- *School Support Teams will no longer be required for SIG schools. School Support Teams are a component of ESEA/ NCLB for identified schools that was carried over in ESEA Flexibility for Priority and SIG schools. Input from ISDs (lead entity in school support teams), SIG grantees, and the School Support Team coordinator indicates this should be an optional activity rather than a required one.*

3. Flexibility Waiver Update

Mike Radke

Meetings for 2013-14 are:

Fall Meeting	October 2, 2013
Winter Meeting	January 29, 2014
Spring Meeting	May 7, 2014

****Please send names of those interested in participating in the committee's work, especially parents. Thank you.**

Attachment I



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING


RICK SNYDER
GOVERNOR

MICHAEL P. FLANAGAN
STATE SUPERINTENDENT

December 12, 2013

MEMORANDUM

TO: Intermediate School District Superintendents, Local Education Agency Superintendents, and Public School Academy Directors

FROM: Venessa A. Keesler, Ph.D. 
Deputy Superintendent, Education Services

SUBJECT: Comment Period on School Improvement Grant (SIG) Waivers; Amendments to the Fiscal Year 2012 SIG Award

The Michigan Department of Education (MDE) will submit its School Improvement Grant (SIG) Application for Fiscal Year (FY) 2013 New Awards Competition under Section 1003(g) of the Elementary and Secondary Education Act (ESEA). This grant will be used to fund SIG Cohort III schools for a three year period.

As part of the application, Michigan is applying for three waivers of SIG requirements and one amendment. The MDE is requesting Local Education Agencies (LEAs) comment on these requests, as detailed below.

Waivers of SEA Requirements

Priority Schools List Usage

The MDE is requesting a waiver of the school eligibility requirements in Section I.A.1 of the SIG final requirements. Section I.A.1 requires state to use a tiered system for identifying eligible SIG applicant schools. The MDE is requesting a waiver to use the list of priority schools as defined in Michigan's approved ESEA Flexibility Request in place of the tiered system. These schools will be eligible to compete for SIG Cohort III, which will commence with the 2014-15 school year.

Period of Availability for Fiscal Year (FY) 2013 Funds

The MDE is also requesting a waiver of section 421(b) of the General Education Provisions Act (EDGAR) to extend the period of availability of FY 2013 school improvement funds until September 30, 2017. SIG grantees receive funding for three years to implement an intervention model. This waiver will provide a guaranteed award

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for the three full years. Without this waiver, grantees would have to apply annually for each year of the three year grant period.

Period of Availability for FY 2012 Funds and Application Amendment

Michigan received a FY 2012 grant award to fund current grantees. Circumstances have changed wherein sufficient funding exists from prior year grants to meet this need. As a result, the MDE is amending the FY 2012 grant application so that funding may be combined with FY 2013 funds for SIG cohort III, which will commence with the 2014-15 school year. As a result, the MDE is requesting a waiver to extend the period of availability for the FY 2012 funds until September 30, 2017. Combining FY 2012 and 2013 funds will allow the MDE to fund a larger number of schools in SIG cohort III.

The waiver requests may be viewed online at

http://www.michigan.gov/mde/0,4615,7-140-37818_44099---,00.html

Comments should be submitted to davidsonk1@michigan.gov **no later than December 19, 2013.**

Questions regarding this communication may be directed to Kristine Davidson at davidsonk1@michigan.gov or Bill Witt at wittb1@michigan.gov.

c: Michigan Education Alliance

ATTACHMENT G

PUBLIC COMMENT POSTING FOR WEBSITE

The Michigan Department of Education (MDE) will submit its School Improvement Grant (SIG) Application for Fiscal Year (FY) 2013 New Awards Competition under Section 1003(g) of the Elementary and Secondary Education Act (ESEA). This grant will be used to fund SIG Cohort III schools for a three year period.

As part of the application, Michigan is applying for three waivers of SIG requirements and one amendment. The MDE is asking for public comment on these requests, as detailed below.

Waivers of SEA Requirements

Priority Schools List Usage

The MDE is requesting a waiver of the school eligibility requirements in Section I.A.1 of the SIG final requirements. Section I.A.1 requires Michigan to use a tiered system for identifying eligible SIG applicant schools. The MDE is requesting a waiver to use the list of priority schools as defined in Michigan's approved ESEA Flexibility Request in place of the tiered system. These schools will be eligible to compete for SIG Cohort III, which will commence with the 2014-15 school year.

Period of Availability for Fiscal Year (FY) 2013 Funds

The MDE is also requesting a waiver of section 421(b) of the General Education Provisions Act (EDGAR) to extend the period of availability of FY 2013 school improvement funds until September 30, 2017. SIG grantees receive funding for three years to implement an intervention model. This waiver will provide a guaranteed award for the three full years. Without this waiver, grantees would have to apply for funds every year of the three year grant period.

Period of Availability for FY 2012 Funds and Application Amendment

Michigan received a FY 2012 grant award to fund current grantees. Circumstances have changed wherein sufficient funding exists from prior year grants to meet this need. As a result, the MDE is amending the FY 2012 grant application so that funding may be combined with FY 2013 funds for SIG cohort III, which will commence with the 2014-15 school year. As a result, the MDE is requesting a waiver to extend the period of availability for the FY 2012 funds until September 30, 2017. Combining FY 2012 and 2013 funds will allow the MDE to fund a larger number of schools in SIG cohort III.

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Comments should be submitted to davidsonk1@michigan.gov no later than **December 19, 2013**.

Questions regarding this communication may be directed to Kristine Davidson at davidsonk1@michigan.gov or Bill Witt at wittb1@michigan.gov.



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[print friendly](#)[email this page](#)**Request for Public Comment - Waivers to School Improvement Grant Requirements**

The Michigan Department of Education (MDE) will submit its School Improvement Grant (SIG) Application for Fiscal Year (FY) 2013 New Awards Competition under Section 1003(g) of the Elementary and Secondary Education Act (ESEA). This grant will be used to fund SIG Cohort III schools for a three year period.

As part of the application, Michigan is applying for three waivers of SIG requirements and one amendment. The MDE is asking for public comment on these requests, as detailed below.

Waivers of SEA Requirements*Priority Schools List Usage*

The MDE is requesting a waiver of the school eligibility requirements in Section I.A.1 of the SIG final requirements. Section I.A.1 requires Michigan to use a tiered system for identifying eligible SIG applicant schools. The MDE is requesting a waiver to use the list of priority schools as defined in Michigan's approved ESEA Flexibility Request in place of the tiered system. These schools will be eligible to compete for SIG Cohort III, which will commence with the 2014-15 school year.

Period of Availability for Fiscal Year (FY) 2013 Funds

The MDE is also requesting a waiver of section 421(b) of the General Education Provisions Act (EDGAR) to extend the period of availability of FY 2013 school improvement funds until September 30, 2017. SIG grantees receive funding for three years to implement an intervention model. This waiver will provide a guaranteed award for the three full years. Without this waiver, grantees would have to apply for funds every year of the three year grant period.

Period of Availability for FY 2012 Funds and Application Amendment

Michigan received a FY 2012 grant award to fund current grantees. Circumstances have changed wherein sufficient funding exists from prior year grants to meet this need. As a result, the MDE is amending the FY 2012 grant application so that funding may be combined with FY 2013 funds for SIG cohort III, which will commence with the 2014-15 school year. As a result, the MDE is requesting a waiver to extend the period of availability for the FY 2012 funds until September 30, 2017. Combining FY 2012 and 2013 funds will allow the MDE to fund a larger number of schools in SIG cohort III.

The waiver requests may be found here:

[Application for FY 2013 New Awards Competition
School Improvement Grant FY 2012 Waiver Request](#)

Comments should be submitted to davidsonk1@michigan.gov no later than **December 19, 2013**.

Questions regarding this communication may be directed to Kristine Davidson at davidsonk1@michigan.gov or Bill Witt at witt1@michigan.gov.

Related Content

- Educator Certification
- Administrative Rules

MDE Services

Teacher Certification Verification
Michigan eLibrary (MEL)
Resources for Educators (MORE)
Student Data (SDP)
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ATTACHMENT H

Attachment A: Stakeholder Input

No comments were received.

ATTACHMENT H

Attachment B: LEA Comments

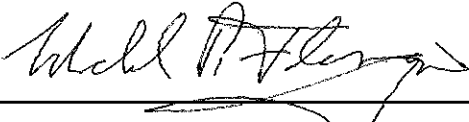
No comments were received.

ATTACHMENT H

Attachment C: Public Comments

No comments were received.

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Michigan Department of Education	Applicant's Mailing Address: P.O. Box 30008 Lansing MI 48909
State Contact for the School Improvement Grant	
Name: Linda Forward Position and Office: Director, Office of Education Improvement and Innovation Contact's Mailing Address: P.O. Box 30008, Lansing, MI 48909 Telephone: (517) 241-3232 Fax: (517) 241-2540 Email address: Forwardl@michigan.gov	
Chief State School Officer (Printed Name): Michael P. Flanagan	Telephone: (517) 373-3823
Signature of the Chief State School Officer: X 	Date: 12-20-13
The State, 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.	

Closure Model Template

Introduction

This template can be used to prepare a closure. School closure occurs when an LEA closes a school and enrolls the students who attended that school in other higher achieving schools. To write a closure plan, you will need to address eight separate requirements. The closure plan should be developed for implementation through the 2015-16 school years.

Directions

Provide a concise, cohesive and comprehensive response describing how each requirement will be implemented in the school. Each description should also identify who will be responsible for the implementation (names and/or titles), and when the requirements will be implemented. A maximum of 6,000 characters are allowed per item. Use your MS Word Template to draft and edit each item, and then cut and paste the text into the form fields for each requirement.

PART A: REFORM TEAM PERSONNEL

1. Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

PART B: CLOSURE REQUIREMENTS

Requirement #1: Describe how the school (or its district) will communicate the closing of the school/district to stakeholders of the school. In your response, explain the process for assigning or offering alternative enrollment in a higher performing school.

Requirement #2: Identify the individual(s) who has authority for decision-making and oversight throughout the closure process. Also, provide evidence that this designation was approved by the governing body. (Must attach a resolution or letter)

Requirement #3: Describe how the school (or its district) will communicate the closing of the school/district to appropriate state agencies. The communication must include correspondence to the following agencies before 5/01/2014: State Aid, Field Services, State Reform Office, Office of Retirement Services, CEPI/EEM, Pupil Accounting, School Finance, and Special Education.

Requirement #4: Describe how the school (or its district) will assist and track the matriculation of students to higher performing schools. In your response, detail the process for enrolling students elsewhere (also see Requirement 1) and provide a timeline for transferring student records to enrolling schools.

Requirement #5: Describe how the school (or its district) will prepare and store all business, board, and student records in accordance with adopted state records retention schedules and requirements. In your response, identify the location for permanent storage and the date by which this arrangement will be complete.

Requirement #6: Describe how the school (or its district) will ensure that authorized individuals will maintain access to state /federal reporting sites and file all required final reports in accordance with established timelines. In your response, identify the authorized individuals and ensure this authority was delegated by the governing body. Also, list the anticipated reports to be filed and deadlines for each filing.

Requirement #7: Describe how the school (or its district) will ensure proper disposition of property purchased with federal funds. In your response, provide an inventory of property purchased by federal funds or provide a process and timeline for submitting the inventory. Also, describe the process, timeline, and deadline (must be before 5/1/2014) for identifying eligible public institutions to receive the inventoried property.

Requirement #8: Plan addresses three additional **Public School Academy** requirements. If you are a Public School Academy you must: (a) identify a temporary space for conducting closure business throughout the closure process or establish a process, timeline and deadline before 12/31/13 for selecting one, (b) detail a budget to pay for tasks related to dissolving the school and associated non-profit or establish a process, timeline and deadline before 12/31/13 for selecting one, and (c) identify deadlines for completing steps in the wind up and dissolution procedural actions template.

RESTART MODEL TEMPLATE

Introduction

This template can be used to develop a Restart plan. The school restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO). To write a restart plan, you will need to address nine separate requirements. The restart plan should be developed for implementation during the next three school years.

Directions

Provide a concise, cohesive and comprehensive response describing how each requirement will be implemented in the school. Each description should also identify who will be responsible for the implementation (names and/or titles), and when the requirements will be implemented. A maximum of 6,000 characters are allowed per item. Use your MS Word Template to draft and edit each item, and then cut and paste the text into the form fields for each requirement.

PART A: REFORM TEAM PERSONNEL

1. Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.
- 2.

PART B: RESTART MODEL REQUIREMENTS

Requirement #1: Establish eligibility for this model by providing evidence that the district has decided to close a school and reopen it as a Public School Academy. Provide evidence that the school's district has agreed to accept an application to become a new charter school. Also, describe the timeline for submitting the application (deadline must be before 5/1/2014) and available grade levels. (Attach a resolution letter)

Requirement #2: Describe the competitive selection process by which the school operator, EMO or CMO will be chosen, including the criteria to be used. In your response, describe the competitive process for selecting a school operator and selection criteria.

Requirement #3: Describe how the school (or its district) will communicate the change in status of the school/district to stakeholders of the school. In your response, explain the process for assigning or offering alternative enrollment in a higher performing school. State whether the school expects 50% or more of its student body to enroll in a single school. Communication must be completed before 12/31/13.

Requirement #4: Describe how the school (or its district) will communicate the closing of the school/district to appropriate state agencies. The communication must include correspondence to the following agencies before 5/01/2014: State Aid, Field Services, State Reform Office, Office of Retirement Services, CEPI/EEM, Pupil Accounting, School Finance, and Special Education.

Requirement #5: Describe how the school (or its district) will assist and track the matriculation of students to higher performing schools. In your response, detail the process for enrolling students elsewhere (also see Requirement 1) and provide a timeline for transferring student records to enrolling schools.

Requirement #6: Describe how the school (or its district) will prepare and store all business, board, and student records in accordance with adopted state records retention schedules and requirements. In your response, identify the location for permanent storage and the date by which this arrangement will be complete.

Requirement #7: Describe how the school (or its district) will ensure that authorized individuals will maintain access to state /federal reporting sites and file all required final reports in accordance with established timelines. In your response, identify the authorized individuals and ensure this authority was delegated by the governing body. Also, list the anticipated reports to be filed and deadlines for each filing.

Requirement #8: Describe how the school (or its district) will ensure proper disposition of property purchased with federal funds. In your response, provide an inventory of property purchased by federal funds or provide a process and timeline for submitting the inventory. Also, describe the process, timeline, and deadline (must be before 5/1/2014) for identifying eligible public institutions (which can include the restart PSA) to receive the inventoried property.

Requirement #9: Describe how the PSA will address the following requirements:

- Requirement #1: Replace the Principal and increase leadership capacity at the school.
- Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals and describe how staff meet turnaround competencies.
- Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

- Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.
-
- Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.
-
- Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.
-
- Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.
-
- Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

NOTE: For additional information regarding Transformation Model requirements, visit http://www.michigan.gov/mde/0,1607,7-140-6530_56811---,00.html.

Transformation Redesign Plan Template

Introduction

This template can be used to develop a Transformation plan. The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

Directions

Provide a concise, cohesive and comprehensive response describing how each requirement will be implemented in the school. Each description should also identify who will be responsible for the implementation (names and/or titles), and when the requirements will be implemented. Your reform plan requirements should be based on relevant data and context for your school. When appropriate for each requirement, cite data used to support the strategies in the plan and include relevant considerations that led to the plan decisions.

While developing the plan, the reform planning team must consider the following:

- the resources that will be allocated to this to ensure effective implementation,
- the indicators that will be used to guide your progress,
- the long-term outcomes the school/district expects (be specific), and
- evidence the school will provide to document the implementation of the plan.

Use your reform planning template to note these factors during your planning discussions, and include any of these in your requirements as you find appropriate. These will be used in the goal identification and strategic planning components of the School Improvement Plan after your reform/redesign plan is approved. This will allow for more focused planning, including selection of strategies and activities to effectively implement the plan.

A maximum of 6,000 characters are allowed per item. Use your MS Word Template to draft and edit each item, and then cut and paste the text into the form fields for each requirement.

PART A: REFORM TEAM PERSONNEL

1. Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

PART B: TEACHING AND LEARNING PRIORITIES

1. State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning *in ways that promote student growth* in your school. (These should come from the data dialogue that initiates your planning efforts.)
2. State what data were used to identify these ideas.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken one of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant. (Must be completed by the Superintendent/Central Office).

Indicator 1B: Describe how **the district** will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed. (Must be completed by the Superintendent/Central Office).

INSERT NARRATIVE HERE

***Key Terms**

Turnaround competencies that need to be ensured are:

1. *identify and focus on early wins and big payoffs;*
2. *break organizational norms;*
3. *act quickly in a fast cycle;*
4. *collect and analyze data;*
5. *galvanize staff around Big Ideas*

The intended beneficiaries of capacity building efforts are principals and other school-level leaders.

Descriptive: includes who will provide support; how it will be provided; through what structures.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation..

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth (by 2014-15, at least 40% of leaders' evaluations must be based on student growth) as a significant factor. Attach the leader evaluation.

INSERT NARRATIVE HERE

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program (outlined in requirement #6). (Must be completed by the Superintendent/Central Office)

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system. (Must be completed by the Superintendent/Central Office)

INSERT NARRATIVE HERE

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect at least one of the "Big Ideas" (see Part B), (b) is on-going/offer repeated opportunities with a common focus, (c) be high quality(see key terms below), (d) be job-embedded (see key terms below), (e) align to the instructional program described in requirement #6, and (f) include a process for assessing the impact of and adjusting professional learning on instructional practices. **(Strategies or activities can be selected and imported from your School Improvement Plan and/or write a narrative)**

INSERT NARRATIVE HERE

****Key Terms:**

“High quality” professional learning must have ALL the following: expectations for using PD in the classroom, opportunities to receive individualized feedback, and a structure to provide support based on teacher needs. “Job embedded” professional learning must have ALL the following: consist of teachers analyzing students’ learning and finding solutions to immediate problems of practice, is grounded in day-to-day practice, and is instructionally aligned to the instructional program described in requirement #6.

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school **based on student needs**.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school. (Must be completed by the Superintendent/Central Office)

INSERT NARRATIVE HERE

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority school designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identifies and prioritizes underlying causes of low student performance, and describes a three-year sequence for improving instruction in all content areas related to priority school designation.

(Strategies or activities can be selected and imported from your School Improvement Plan and/or write a narrative)

INSERT NARRATIVE HERE

Key Terms:

Underlying causes - are factors that explain why the school's achievement is low enough to have placed it in the state's bottom 5 percent. These causes must be:

- 1) relevant to classroom instruction,
- 2) reflective of the data that was analyzed, and
- 3) widely present across low-performing groups, so that changing them could credibly raise student achievement

Sequencing means not all content areas responsible for the priority school designation need to be addressed in the first year of implementation, but do need to be addressed in the scope of the plan.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect at least one "Big Idea", (b) include specific teaching and learning strategies for building-wide implementation (see key terms), (c) align with career & college ready standards, (d) align from one grade level to the next, (e) be based on research (see key terms), and (f) identifies timelines, resources, and staff responsible for implementation of the instructional program. **(Strategies or activities can be selected and imported from your School Improvement Plan and/or write a narrative)**

INSERT NARRATIVE HERE

Key Terms:

An ***instructional program*** is a set of materials and activities that address all of the components listed under 6B.

Teaching and learning strategies should specify key teacher practices expected to be implemented (may include classroom strategies, professional learning routines, etc.)

Research criteria is satisfied if a citation(s) is provided.

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data (see key terms), (b) explain how data will be used as a basis for differentiation of instruction, and (c) describe how data about the instructional practices outlined in the instructional program (see requirement #6) will be collected, analyzed, and used to increase achievement and close achievement gaps (see key terms). **(Strategies or activities can be selected and imported from your School Improvement Plan and/or write a narrative)**

INSERT NARRATIVE HERE

Key Terms:

Expectations are actions or skills teachers are expected to demonstrate in their use of data

Regular and on-going means at least quarterly (could be Instructional Learning Cycles)

Differentiation can include processes such as universal screening and/or progress monitoring in Multi-Tiered Systems of Support

Close achievement gaps involve conducting short inquiry cycles to determine whether the instructional practices are succeeding in raising the achievement and closing gaps.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: Time for Core Subjects

In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how

much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: Time for Enrichment

In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: Time for Professional Learning

In your response, describe the district’s plan for increasing time for professional learning that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

INSERT NARRATIVE HERE

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

INSERT NARRATIVE HERE

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase the graduation rate.

Indicator 10A: To respond to this requirement, describe a statement that the priority school improvement team and building leader will determine the school’s Title I budget (subject to federal regulations). NOTE: To fulfill this requirement, districts must also complete the operational flexibility diagnostic (under the Assurances tab) in ASSIT. This will

require uploading either a signed Memorandum of Understanding (MOU) or Executed Addendum and a completed signature page.

INSERT NARRATIVE HERE

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD/RESA, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school. List the central office contact person responsible for monitoring and supporting the school. Also, describe plans to participate in workshops and conferences offered by the ISD/RESA, Michigan Department of Education, and other external partners or organizations.

INSERT NARRATIVE HERE

Turnaround Redesign Plan Template

Introduction

This template can be used to develop a Turnaround plan. The Turnaround Model addresses four specific areas: 1) developing teacher and school leader effectiveness, 2) implementing comprehensive instructional reform strategies; and 3) extending learning time and community-engagement. The Turnaround Model includes among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program. Overall, the reform/redesign plan will address nine separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

Directions

Provide a concise, cohesive and comprehensive response describing how each requirement will be implemented in the school. Each description should also identify who will be responsible for the implementation (names and/or titles), and when the requirements will be implemented.

The reform plan requirements should be based on relevant data and context for your school. When appropriate for each requirement, cite data used to support the strategies in the plan and include relevant considerations that led to the plan decisions.

While developing the plan, it is likely that reform planning teams will consider the following:

- the resources that will be allocated to ensure effective implementation,
- the indicators that will be used to guide your progress,
- the long-term outcomes the school/district expects (be specific), and
- evidence the school will provide to document the implementation of the plan.

Use the reform planning template to note these factors during planning discussions, and include any of these in the requirements as appropriate. These will be used in the goal identification and strategic planning components of the School Improvement Plan after the reform/redesign plan is approved. This will allow for more focused planning, including selection of strategies and activities to effectively implement the plan.

A maximum of 6,000 characters are allowed per item. Use your MS Word Template to draft and edit each item, and then cut and paste the text into the form fields for each requirement

PART A: REFORM TEAM PERSONNEL

1. Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

PART B: TEACHING AND LEARNING PRIORITIES

1. State two or three "big ideas" for your reform/redesign plan that are intended to change teaching and learning *in ways that promote student growth* in your school. (These should come from the data dialogue that initiates your planning efforts.)
2. State what data were used to identify these ideas.

PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken one of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant. Provide supporting documentation such as resume or interview questions. (Must be completed by the Superintendent/Central Office)

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed. (Must be completed by the Superintendent/Central Office)

INSERT NARRATIVE HERE

***Key Terms**

Turnaround competencies that need to be ensured are:

1. *identify and focus on early wins and big payoffs;*
2. *break organizational norms;*
3. *act quickly in a fast cycle;*
4. *collect and analyze data;*
5. *galvanize staff around Big Ideas*

The intended beneficiaries of capacity building efforts are principals and other school-level leaders.

Descriptive: includes who will provide support; how it will be provided; through what structures.

Requirement #2: The district uses locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environments to meet the needs of students.

Indicator 2A: In your response, detail the collaborative process used to create a teacher and leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teacher and leader evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.

Indicator 2B: Also, detail the district’s process to screen existing staff and criteria used to rehire no more than 50 percent of staff and select new staff. Criteria must be based on locally adopted competencies.

INSERT NARRATIVE HERE

Requirement #3: The district will implement such strategies as financial incentives, increased opportunities for promotion and career growth and more flexible working conditions designed to recruit, place and retain staff to meet the needs of students in a transformational school.

Indicator 3A: In your response, identify the strategies that will be used to recruit staff based on student needs.

Indicator 3B: In your response, identify the strategies that will be used to assign staff based on student needs.

Indicator 3C: In your response, identify the strategies that will be used to retain staff.

(Must be completed by the Superintendent/Central Office)

INSERT NARRATIVE HERE

***Key Terms**

Student needs can be defined in a variety of ways to include, learning gaps, content areas, cultural proficiencies, or demographics.

Assigning can include deploying new teachers or re-deploying existing staff.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #4: The district provides staff ongoing, high quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school’s plan for professional development. The plan must: (a) reflect at least one of the “Big Ideas” (see Part B), (b) is on-going/offers repeated opportunities with a common focus, (c) be high quality (see key terms below), (d) be job-embedded (see key terms below), (e) align to the instructional program described in requirement #6, and (f) include a process for assessing the impact of and adjusting professional learning on instructional practices. **(Strategies or activities can be selected and imported from your School Improvement Plan and/or write a narrative)**

INSERT NARRATIVE HERE

***Key Terms**

“High quality” professional learning must have ALL the following: expectations for using PD in the classroom, opportunities to receive individualized feedback, and a structure to provide support based on teacher needs. “Job embedded” professional learning must have ALL the following: consist of teachers analyzing students’ learning and finding solutions to immediate problems of practice, is grounded in day-to-day practice, and is instructionally aligned to the instructional program described in requirement #6.

Requirement #5: The district has adopted a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.

Indicator 5A: In your response, detail how the new governance structure will assist in decision making, sharing of information between the district and building, and removal of barriers to reform plan implementation. Describe a process for monitoring implementation progress to inform plan refinement and how regular reporting will occur to all key stakeholders. (Must be completed by the Superintendent/Central Office)

Indicator 5B: Include a statement that describes how the priority school improvement team and building leader will determine the school’s Title I budget (subject to federal regulations). NOTE: To fulfill this requirement, districts must also complete the operational flexibility diagnostic (under the Assurances tab) in ASSIST. This will require uploading either a signed Memorandum of Understanding (MOU) or Executed Addendum and a completed signature page.

INSERT NARRATIVE HERE

Requirement #6: The district uses data to identify and implement an instructional program(s) that is research-based and vertically aligned from one grade to the next, as well as aligned with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority school designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritizes underlying causes of low student performance, and describes a three-year sequence for improving instruction in all content areas related to priority school designation. **(Strategies or activities can be selected and imported from your School Improvement Plan and/or write a narrative).**

INSERT NARRATIVE HERE

***Key Terms**

Underlying causes are factors that explain why the school’s achievement is low enough to have placed it in the state’s bottom 5 percent. These causes must be:

- 1) relevant to classroom instruction,
- 2) reflective of the data that was analyzed, and
- 3) widely present across low-performing groups, so that changing them could credibly raise student achievement

Sequencing means that not all content areas responsible for the priority school designation need to be addressed in the first year of implementation, but do need to be addressed in the scope of the plan.

Indicator 6B: In your response, describe the instructional program. The school’s instructional program must: (a) reflect at least one “Big Idea”, (b) include specific teaching and learning strategies for building-wide implementation (see key terms), (c) align with career & college ready standards, (d) align from one grade level to the next, (e) be based on research (see key terms), and (f) identifies timelines, resources, and staff responsible for implementation of the instructional program. **(Strategies or activities can be selected and imported from your School Improvement Plan and/or write a narrative).**

INSERT NARRATIVE HERE

***Key Terms**

An "***instructional program***" is a set of materials and activities that address all of the components listed under 6B.

Teaching and learning strategies should specify key teacher practices expected to be implemented (may include classroom strategies, professional learning routines, etc.)

Research criteria are satisfied if a citation(s) is provided.

Requirement #7: The district promotes the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction in order to meet the academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data (see key terms), (b) explain how data will be used as a basis for differentiation of instruction, and (c) describe how data about the instructional practices outlined in the instructional program (see requirement #6) will be collected, analyzed, and used to increase achievement and close achievement gaps (see key terms). **(Strategies or activities can be selected and imported from your School Improvement Plan and/or write a narrative)**

INSERT NARRATIVE HERE

***Key Terms**

Expectations are actions or skills teachers are expected to demonstrate in their use of data.

Regular and on-going means at least quarterly (could be Instructional Learning Cycles).

Differentiation can include processes such as universal screening and/or progress monitoring in Multi-Tiered Systems of Support.

Close achievement gaps involve conducting short inquiry cycles to determine whether the instructional practices are succeeding in raising the achievement and closing gaps.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: The district establishes schedules and implements strategies that provide increased learning time.

Indicator 8A: Time for Core Subjects

In your response, describe the **district's** plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

INSERT NARRATIVE HERE

Indicator 8B: Time for Enrichment

In your response, describe the **district's** plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

INSERT NARRATIVE HERE

Indicator 8C: Time for Professional Learning

In your response, describe the district's plan for increasing time for professional learning that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

INSERT NARRATIVE HERE

Requirement #9: The district provides appropriate social, emotional, and community services that support students.

Indicator 9A: School-level Student Support

In your response, detail the mechanism the school will use for identifying student needs, outline the supports that will be provided at the school (including what specific needs will be addressed), and specify the supports that will be provided through community agencies (including what specific needs will be addressed).

INSERT NARRATIVE HERE