

**SECTION B**

**LEA Application - School Building Level Information**

**MICHIGAN SIG COHORT IV**

APPLICATION COVER SHEET

COMPLETE IN ENTIRETY FOR EACH SCHOOL APPLYING FOR A GRANT

Legal Name of School Building: Beech Elementary	Mailing Address: 19990 Beech Daly Road Redford, MI 48240
School Building Code: 00748	
School Building Contact for the School Improvement Grant	
Name: Susan Shelton	
Position and Office: Principal, Beech Elementary	
Contact's Mailing Address: 19990 Beech Daly Road, Redford, MI 48240	
Telephone: 313-242-6101	
Fax:	
Email address: sheltos@redfordu.k12.mi.us	
Building Principal (Printed Name): Susan Shelton	Telephone: 313-242-6101
Signature of the Building Principal	Date:
x <i>Susan L Shelton</i>	6/15/15
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.	
<b>ASSURANCES AND CERTIFICATION:</b> By signing this cover sheet, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications in <b>Attachment H</b> , 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.	

**Beech Elementary**

**Redford Union Schools**

**Intervention Model: Transformation Model**

**Identification Status of the School (Priority or Focus): Priority**

## **1. Analysis of Need**

After being designated a Priority School, Beech created a reform team that reviewed and analyzed achievement, demographic, process and perception data. A review of the Michigan Educational Assessment Program (MEAP), Northwest Evaluation Association (NWEA) Measures of Academic Progress, and Developmental Reading Assessment (DRA) data was conducted and disaggregated by subject, grade level and subgroups. As part of this analysis, data was broken down from specific subgroups by ethnicity, gender, free/reduced lunch eligibility and special education. A review of this data indicated a need for significant improvement in all core academic subject areas for all students. An in-depth review of MEAP data showed that an achievement gap of 10-40% exists across all subject areas and grade levels when disaggregated by ethnicity. Additionally, there is a 30% gap in reading and an 8% gap in mathematics for special education students. An analysis of NWEA and DRA scores further confirms the achievement gap between special education and general education students and among students based on ethnicity. Although large gaps exist within the aforementioned groups, performance data for all students is far below state averages leading to our identification as a priority school. In addition to achievement data, the team also reviewed discipline data for the 2013-2014 school year. On average, 86 students per month were referred to the office for disciplinary intervention. In addition, 108 individual students, or 15% of the school's population were issued out of school suspensions at least once during the year, with 68% of these students being African-American, even though African-American students comprise only 47% of the school's population.

### **1. a. Selection of Intervention Model**

Redford Union Schools used Wellman and Lipton's research-based Data-Driven Dialogue process to analyze data and identify the needs of Beech Elementary. After careful analysis, the team concluded that several key factors have led to achievement declines. A lack of alignment exists between the district curriculum and the state standards in all core content areas. A lack of continuity and uniformity also exists in the area of delivered curriculum, classroom instruction and assessment practices within and across grade levels. Due to limited professional development time (5 days per year) and no professional collaboration time for teachers prior to this year, programs, initiatives and strategies have not been implemented consistently or with fidelity. In addition, a lack of resources exists to carry out instructional initiatives. As the team sought to identify root causes for low achievement, it became clear that the inconsistent quality of Tier 1 instruction was largely to blame.

The next problem the team considered was the achievement gap. The large percentage of suspensions and low achievement rate confirmed the team's belief that strategies to improve climate and culture are an essential component of Beech's transformation efforts. In addition, professional development is needed to focus on strategies and skills which assist teachers in promoting cultural sensitivity, thus enabling them to better meet the needs of our students.

Finally, the team identified deficiencies in the way data is utilized to monitor student progress and inform instructional decision making. Currently, multiple data sources are collected, however a systematic process for reviewing the data and making instructional decisions based on data is not in place. Following our comprehensive analysis, the team selected improving the overall quality of instruction and building a climate and culture which promotes student success as the two big ideas to lead our transformation efforts. It was felt that the Transformation Model would be the appropriate intervention model to improve outcomes for Beech students. The team then engaged in numerous brainstorming and exploratory sessions to discuss and evaluate research-based best practices. This dialogue was then used as a foundation for developing our overall instructional program.

## **1. b. Selection of Intervention Model: Parent and Community Involvement**

After receiving notification that Beech was identified as a Priority School, data and relevant information was presented in written form via a letter mailed home to parents. Presentations were made at several board meetings to keep parents and community members informed, answer questions and to solicit parent and community input. Two parents were invited to be members of the school leadership team that analyzed data and created the transformation plan. The principal reached out to two parents who were active in the building to participate in this process. Meetings were held frequently beginning in August and continuing in the first few months of the school year as the team got to work analyzing data and choosing strategies. At times, the leadership team broke into smaller groups to address different components of the plan. Several of the early meetings spanned an entire school day. Later, meetings consisted of an hour before or after school.

Beech's principal discussed the priority status with parents at Open House and gave updates at each monthly parent club meeting. The goal was to help parents stay informed and involved in the process. The district reached out to other community members as well. A relationship was formed with staff and administrators at David Ellis Academy, a charter school next door to Beech, to share ideas and to partner up for enrichment activities. A partnership with Redford Township was sought and the township supervisor sent a representative to a board meeting to pledge support for the Redford Union School District during this process. Newly elected Representative Leslie Love was also contacted and attended a board meeting and a Beech family activity day to support this process and to assist our principal in connecting with much needed community resources.

## **2. Baseline Data (See Attachment A)**

### **3. a. Intervention Model: Transformation (See Attachment E)**

#### **3. b. Evidenced-Based Strategies for Implementation**

Several strategies will be implemented to support the SIG model and to achieve our goals of improving the quality of classroom instruction and building a climate and culture which promotes student success. This will in turn increase student achievement. These strategies are seamlessly integrated into the SIG reform model.

Across all content areas, teachers will receive intensive professional development focusing on evidence-based teaching strategies and assessment. Ninety minutes of collaboration time will also be provided to teachers weekly for collegial planning and for implementation of the Instructional Learning Cycles (ILC) process. In the area of language arts, the instructional plan will include the implementation of the Making Meaning and Being a Writer programs, guided reading, and formative assessment tools such as the DRA and running records. A literacy coach will provide extensive, job-embedded training for all staff on evidence-based reading strategies. In math, teachers will implement the new Math Expressions program, along with daily math centers. A math coach will work with teachers to improve the quality of math instruction throughout the building. Science and social studies work will involve teaching non-fiction reading strategies within the grade level content. A data coach will be employed to assist and train teachers in the use of data to drive instruction. Teachers will focus on more general, evidence-

based instructional strategies from the book *Teach Like a Champion* by Doug Lemov. These strategies, when implemented fully in all classrooms, will increase the quality of the instruction being delivered

In addition to improving instructional quality, the team also identified the need to improve the building's climate and culture. Strategies from the Creating a Healthy School Culture workshop series at Wayne RESA are being implemented in support of this goal. In order to develop culturally responsive strategies to meet the needs of all learners in the school, professional development has begun (and will continue throughout the 2015-2016 school year) to study Eric Jensen's work on the effects of poverty on the brain. Additionally, the district will partner with the Michigan Department of Education and participate in the African American Young Men of Promise Initiative beginning in the fall of 2015. The focus of this initiative is to look at equity and excellence in our educational practices and develop teaching strategies which address the needs of our students in a manner which respects cultural differences and learning styles. Our school's Positive Behavior Intervention and Support (PBIS) program is being revised and adjusted to provide additional social and emotional support to better meet the needs of our students.

Another strategy for improving Beech's climate and culture is to increase parental involvement and engagement. A parent resource room, parent club, family activities, positive student recognition ceremonies and better home-school communication will help foster a strong relationship between families and educators at Beech.

### **3. c. SIG Implementation Evaluation**

At the building level, a school leadership team has been formed. The team meets bimonthly with the purpose of monitoring and evaluating the effectiveness of the instructional plan, and in the future, measuring the effectiveness of the SIG implementation. The team consists of the principal, two chairpersons, literacy, math and data coach, and representatives from each of the building committees (content area committees, PBIS, parent involvement, climate and culture, PLC). Representatives will report out with status updates on implementation of plan components relative to their committee work. Adjustments to the plan will be made as needed.

The leadership team will hold a quarterly meeting to analyze achievement and implementation data in order to evaluate the effectiveness of the SIG. Progress towards the annual goals will be monitored and changes to the program will be made if sufficient progress is not being made to achieve the end of the year goal. Data and results of the evaluation will be submitted to the Guiding Council for further oversight and analysis. Updates will then be provided to all stakeholders through staff meetings, board of education meetings and parent club meetings.

Effectiveness of the plan will be evaluated by monitoring both student achievement data and process data. The process data will indicate whether the plan is being implemented with fidelity. Achievement data will be analyzed to determine if students are on track for meeting annual goals (see attachment G for specific goals). Process data will consist of documentation of monthly principal walkthroughs and lesson plan monitoring of strategies implemented in classrooms. Each strategy will be monitored for the percentage of implementation in classrooms. A percentage below 90% would indicate the need for further professional development or administrative intervention. Strategies to be monitored include guided reading, Making Meaning, Being a Writer, Math Expressions, *Teach Like a Champion* strategies, and block scheduling.

### **3. d. Rural School Element Modification**

N/A

### **3. e. Engaging Families and the Community in Implementation**

Engaging families and community members is a vital part of our turnaround efforts. Parents will be encouraged to be present and involved in day-to-day and special activities throughout the school year. Our parent resource room will be a place parents can come to get information, use the computer, and to meet formally or informally. Parents will be encouraged to volunteer in classrooms and in our Watch D.O.G.S. (Dads of Great Students) program, and will be invited to our quarterly school leadership meetings for evaluation of the SIG. Monthly updates will be given to parents at parent club meetings and our principal and staff will be available to answer questions and address concerns at any time. School newsletters will also contain updates for parents who cannot be present at parent club meetings. Surveys will be conducted to obtain feedback from parents as well.

Updates will also be presented at board of education meetings on a quarterly basis. Board members will be invited to visit Beech Elementary at any time and to attend our school leadership meetings. The Redford Observer is usually present at board of education meetings and has written multiple articles regarding Beech's priority status. Newspaper articles will be an additional way for us to keep the community at large informed.

We will continue to partner with the Redford Parks and Recreation Department, Redford Township Library, Zeal Credit Union and our charter school neighbor next door, David Ellis Academy, to provide beneficial community programs and services to our families.

### **4. a. Resource Profile**

Redford Union Schools will leverage state and federal funds and coordinate resources to implement our transformation plan. Currently, general funds are used to provide highly-qualified classroom teachers and curriculum materials at Beech. Federal IDEA special education funds provide special education teachers, speech and language pathologists and a social worker. Title I funds provide materials and staff (1 ½ certified teachers and 6 paraprofessionals) for our Tier 2 and 3 reading and math intervention program. Technology is funded through Title I and general funds. Title I funds also provide a Behavior Intervention Coordinator to support students' social and emotional development. Title II funds are used for professional development activities.

The SIG would be used to supplement these funding sources to strengthen and expand our current supports for teachers and students. In addition to the data coach, SIG coordinator and family liaison coordinator, SIG funds would be used to hire full-time reading and math coaches to provide job-embedded professional development for teachers in order to increase instructional quality. Additional professional development would also be provided with these funds via external service providers to increase capacity among Beech teachers. Technology would be purchased to engage learners and to provide additional intervention and enrichment. Supplemental materials would enhance classroom instruction. SIG funds would be used to partner with an external service provider to implement interventions to struggling students after school and in the summer.

The SIG would also be used to support our goals of improving our climate and culture and increasing family involvement. Funds would be used to hire an additional social worker to provide support to students and families. Funds would also be spent on a program such as *Capturing Kids' Hearts* that would enhance students' social and emotional skills.

#### **4. b. Required SIG-Funded Positions**

In support of the SIG, Beech Elementary will have a SIG coordinator, data coach and family liaison coordinator. One staff member will fill the role of SIG coordinator and data coach, utilizing 0.5 FTE per position. A separate staff member will be hired as the family liaison coordinator for 1.0 FTE.

The SIG coordinator will be responsible for overseeing implementation of the SIG. This person will attend all required SIG network meetings, manage implementation records and file all necessary reports. The SIG coordinator will work closely with administrators and be involved in the acquisition of resources, scheduling, developing timelines and calendars for program implementation and professional development, and any other duties relating to the SIG.

The main role of the data coach is to support the development of a data-driven culture at Beech. This person will assist teachers and administrators in using data for instructional planning through ILCs, PLCs, and data teams while maintaining school wide records of student progress. The data coach will also maintain a data wall for staff, and an additional data wall for parents.

The purpose of a family liaison coordinator is to increase parent engagement and involvement through expanded communication and offerings. This person will work to develop strong relationships with families to improve our climate and culture and increase student achievement. The family liaison coordinator will maintain a parent resource room at Beech as a place parents can meet, get information, attend workshops and use a computer. This person will also be in charge of procuring donations to and distributing food from Beech's food pantry. The coordinator will also follow up on student attendance issues.

#### **4. c. Mental Health Services**

SIG funds will be used to provide additional mental health services to students and families. Beech has a large number of at-risk students with high discipline referrals and suspensions. Beech currently has a social worker on staff that works primarily with students that have IEPs. More support is needed for students struggling socially and emotionally in the classroom. The district will contract for the services of a 1.0 FTE social worker to service Beech Elementary students. This strategy will support the SIG by providing mental health services to students, reducing the number of discipline referrals and suspensions which will promote student success. Students will be identified for these services based on Tier 2 qualifications in our PBIS program. The social worker will also provide much needed support to families. This person will assist parents with strategies to support their children and will help parents locate and obtain necessary community services.

#### **4. d. Professional Development**

Professional development at Beech will be provided in a variety of ways. The district calendar provides 5 ½ days devoted to professional development during the school year. Beginning in the 2015-2016 school

year, Beech staff will participate in an additional 21 hours of professional development after school throughout the school year. Staff meetings, which are held for an hour each month, will be used for professional development as well. Procedural information typically given out at staff meetings will be distributed in written form to allow meetings to focus on professional development. Literacy and math coaches will provide job-embedded professional development via individual coaching sessions and in PLC meetings. The data coach will also provide professional development during PLC meetings on using data to drive instruction and the ILC process. Altogether, Beech staff will receive 91 hours of professional development.

Professional development content is based on needs identified in the comprehensive data analysis undertaken by the school leadership team. All professional development will align with Beech's two big ideas, improving the quality of instruction and building a climate and culture which promotes student success. Initial topics have been planned based on the data analysis and scheduled in the professional development calendar. Specific future content will be chosen based on student achievement data, professional development surveys, principal walkthroughs, PLC discussions and notes and SIG evaluation data.

#### **4. d. Professional Development Calendar (See Attachment B)**

#### **5. External Service Provider Selection**

Beech selected external service providers that would support the transformation plan. After a team of staff reviewed the approved providers' applications, Beech selected The Flippen Group, Project SEED, Wayne RESA, Urban Leadership Specialists and Innovative Educational Support and Solutions. Data provided in the providers' applications indicates a record of success with transformation efforts. The team believes that each chosen provider will have a positive impact on Beech's transformation efforts.

#### **6. Increased Learning Time**

An audit of instructional time conducted by the school leadership team determined that there were several periods during the day where instructional minutes were being underutilized. This led to the restructuring of the school day to make the optimal use of time. By adjusting teacher prep time, changing breakfast and dismissal procedures and eliminating afternoon recess, those minutes were recaptured and used for instruction. Starting with the 2015-2016 school year, 15 minutes will be added to the school day. Between the increase of the school day and the decrease in non-instructional minutes, each school day will see an increase of 80 minutes daily during the 2015-2016 school year. This equates to over 6.5 weeks of school. This additional time will allow for a 2-hour literacy block, 90-minute math block, 40 minutes each for science and social studies lessons, and a 30-minute enrichment/intervention time, which will lead to an increase in student achievement.

The increased learning time will also allow us to provide enrichment activities to students. We have created a daily "WIN" (What I Need) time for all students across all grade levels. This time period will be utilized to allow students to participate in intervention or enrichment activities depending on the students' individual needs. Enrichment activities may include writing a school newspaper, participating in readers' theater, book buddies, creative writing, art projects, music activities and computer programs. Math intervention will be provided to students during this time as well. Students will be selected for

intervention by classroom teachers during the ILC process. Math was chosen to be the focus of WIN time due to significantly low scores on the math state assessment.

The teacher's union is in favor of the increase in school day at Beech and has signed an agreement to that effect.

## **7. Timeline (See Attachment F)**

## **8. Annual Goals (See Attachment G)**

Since the state assessment is changing, annual goals will be measured initially with the NWEA assessment. In future years as the state assessment has stabilized, additional goals may be added using state assessment data. Specific goals are listed in attachment G.

Data will be used for continuous improvement at Beech. Classroom and benchmark assessment data will be analyzed on a regular basis (at least monthly) in PLC meetings to inform instruction. All achievement data will be collected by the data coach and stored in a data system for easy access by staff. The leadership team will hold a quarterly meeting to analyze achievement data for the purpose of evaluating the effectiveness of the instructional plan and SIG. Progress towards the annual goals will be monitored and changes to the program will be made if sufficient progress is not being made to achieve the end of the year goal. Data and results of the evaluation will be submitted to the Guiding Council for further analysis and oversight. Updates will then be provided to all stakeholders through staff meetings, board of education meetings and parent club meetings.

## **9. Sustaining Reforms**

The Beech leadership team has developed a plan for sustaining reforms after the SIG ends. Stakeholders have been chosen to ensure that plan reforms are sustained long after the reform period ends.

The two big ideas of the transformation plan at Beech Elementary are:

1. Improving the quality of instruction
2. Building a climate and culture which promotes student success

Through the strategies outlined in the plan, teacher and leader capacity will be increased and a positive, data-driven culture will be established at Beech Elementary. Staff will continue to build upon the skills learned during plan implementation and student achievement will continue to climb. Classroom instruction will consist of evidence-based strategies that actively engage students through well-planned lessons that are supported with the effective use of technology. Teachers will continue to use data to inform instruction and monitor progress. The welcoming, culturally sensitive climate and culture created at Beech will continue as strategies are learned and positive habits and procedures are formed.

The following SIG funding resources will be either sustained or not sustained after the funding period ends:

Extended day: Staff will determine whether to continue with the extended day based on data. If it will be continued, discussions with the union and administration will determine if the extra time will be compensated or absorbed into existing teacher responsibilities. If it is to be compensated, a combination of general funds and Title I funds will be used.

Materials: Materials and supplies will be identified by staff based on needs. Funding will be through general fund and Title I.

Personnel: The SIG coordinator position will no longer be necessary. Based on identified needs, staff will determine whether to continue to fund the other SIG funded positions (data coach, family liaison, math and reading coaches, interventionists, etc.). If any positions are to continue, they will be funded by general funds, Title I or Title II.

Professional Development: There will be no need to contract with external providers after the SIG ends. Professional development will be determined based on identified needs and will be funded out of general funds, Title I or Title II.

Technology: Technology and maintenance and repairs will be funded out of a combination of general funds and Title I.

## **10. Budget Narrative and Preliminary Budget**

Beech has chosen Option 2, three years of full implementation and two years of sustaining reforms. Beech will employ a SIG coordinator (.5 FTE), data coach (.5 FTE) and family liaison coordinator (1.0 FTE) to assist with plan implementation. In order to increase student achievement, Beech's two big ideas (improving instructional quality and building a supportive climate and culture) drive all of our transformation efforts. In order to improve instruction, quality professional development is needed for staff. This will be provided by external service providers (Wayne RESA, Project SEED, Innovative Educational Solutions and Supports), full-time math and reading coaches, professional learning communities (PLCs) and via staff book studies. District provided PD days will be used, along with professional learning community time and extra time outside of school hours. Stipends will be provided for staff to come in before school or stay after school to participate in PD. Additional instructional materials such as leveled readers, differentiated expository texts, listening centers, math manipulatives and hands-on science materials are also needed to supplement current district curriculum and textbooks. Technology equipment such as smart boards, Chromebooks and ipads will assist teachers in integrating technology into the curriculum, provide much needed intervention and increase student engagement and motivation.

Since many of our students are performing well below grade level expectations, a variety of materials and strategies are needed to increase student achievement and differentiate to meet students' individual needs. Math and reading intervention programs will assist teachers and paraprofessionals in supporting struggling students. Computer programs such as NWEA skills navigator will help teachers to design targeted intervention strategies for individual students and monitor progress of interventions. A summer school program and several web-based programs such as RAZ-Kids, Reflex Math and eSpark will expand students learning beyond the traditional school day, allowing for greater learning. Enrichment materials and activities will allow for greater differentiation for students.

In order to build a climate and culture which promotes student success, Beech will use a variety of approaches. A family liaison coordinator will work to increase parent engagement and involvement by supporting families, increasing home-school communication, maintaining a parent resource room, facilitating family activities and providing parent education sessions. External providers such as the Flippen Group and Urban Leadership Specialists will provide support to staff in building a positive, supportive, culturally sensitive climate and culture that enables all of Beech's students to be successful. An additional social worker will also be hired to support at-risk families and students. Funds to support family activities such as the Beech Extravaganza will also be used. This program provides activities for the kids while parents engage in workshops provided by staff and outside community agencies designed to educate and support parents. Other activities such as Literacy Night and Math Game Night help to strengthen relationships between parents and staff and to provide education for parents on how they can support their child's learning at home.

The budgets and activities will differ over the five year period of the grant. Professional development, coaching and external service provider support will increase teacher capacity by building instructional and decision-making skills. As teachers' skills improve in the first few years of the grant, less support will be needed in these areas. This will also result in greater student achievement and less need for additional intervention support in later years of the grant. The final two years of the grant will focus on acquiring any additional materials or professional development needed to support sustainability.

## **Section B Attachments**

**Attachment A:** Baseline Data (to be uploaded into MEGS+ as a separate Excel file)

**Attachment B:** Professional Development Calendar

**Attachment C.1:** School Level Budgets

**Attachments D.1 – D.3:** SIG Funded Position Descriptions

**Attachment E:** Intervention Model

**Attachment F:** SIG Timeline

**Attachment G:** Annual Goals

**Attachment H:** Assurances and Certifications

## Attachment A: Baseline Data Collection

## SIG Data Requirements

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

### USED SIG Data Requirements

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

<b>Data Group (Office Use Only)</b>	<b>Heading &amp; Description</b>	<b>SY 2014-2015 Baseline Year 1</b>
DG5	<b>Building Code</b>	00748
XXX	<b>School Name</b>	Beech Elementary
DG4	<b>District Code</b>	82110
XXX	<b>District Name</b>	Redford Union Schools
DG728	<b>School Improvement Status</b>	Priority
DG728	<b>Intervention Used</b> The type of intervention used by the school under the School Improvement Grant (turnaround, restart, evidence-based whole-school reform, early learning intervention, closure, or transformation).	TRANS - Transformation
DG752	<b>Baseline Indicator Status</b> The baseline year is the school year immediately previous to the first year a school implemented one of the intervention models and received SIG funds.	YES
DG729	<b>School Year Minutes</b> <i>If decreased time please explain in DG745 Supplemental.</i>	66500.0
DG745	<b>Increased Learning Time (ILT)</b> Did the school provide for increased learning time from previous year?	NO
DG745	<b>ILT - Longer School Year</b> Did the school provide longer school year for increased learning time?	NO
DG745	<b>ILT - Longer School Day</b> Did the school provide longer school day for increased learning time?	NO
DG745	<b>ILT - Before or After School</b> Did the school provide before or after school for increased learning time?	NO
DG745	<b>ILT - Summer School</b> Did the school provide summer school for increased learning time?	NO
DG745	<b>ILT - Weekend School</b> Did the school provide weekend school for increased learning time?	NO

Data Group (Office Use Only)	Heading & Description	SY 2014-2015 Baseline Year 1
DG745	<b>ILT - Other</b> Did the school provide increased learning time other than longer school year, longer school day, before or after school, summer school, weekend school? <i>If yes, include information about the type of increased learning time in the explanation field in row 40.</i>	NO
DG745 Supplement	<b>Explanation</b> Explanation of other type of increased or decreased learning time. (maximum of 200 characters)	
<b>Student Data</b>		
DG731	<b>Student Attendance Rate</b> The count of school days during the regular school year (plus summer, if applicable) students attended school divided by the maximum number of days students could have attended school during the regular school year.	81.00%
XXX	Dropout Rate	9.61%
XXX	Number of Disciplinary Incidents	564
XXX	Number of Students Involved in Disciplinary Incidents	174
XXX	Number of Truant Students	199
<b>High Schools Only Data</b>		
DG732	<b>Advanced Coursework</b> The number of students who complete advanced coursework, such as Advanced Placement, International Baccalaureate classes, or advanced mathematics. Applies to grades 9-12 only.	
XXX	International Baccalaureate	
XXX	Early College/College Credit	
DG733	<b>Dual Enrollment</b> The number of high school students who complete at least one class in a postsecondary institution. Applies to grades 9-12 only.	
DG734	<b>Advanced Coursework &amp; Dual Enrollment</b> The number of students who complete advance coursework and complete at least one class in a postsecondary institution. Applies to grades 9-12 only.	
XXX	High School Graduation Rate	
XXX	<b>College Enromment</b> Number of students enrolled in college from most recent graduating class.	
<b>Teacher Data</b>		

<b>Data Group</b> <i>(Office Use Only)</i>	<b>Heading &amp; Description</b>	<b>SY 2014-2015</b> <b>Baseline Year 1</b>	
<b>DG735</b>	<b>Teacher Attendance Rate</b> The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days.	94.00%	

## DG729 - School Year Minutes

The number of minutes that all students were required to be at school and any additional learning time (e.g., before or after school, weekend school, summer school) for which all students had the opportunity to participate.

Description	SY 2014-2015 Year 1
<b>Minutes per Regular Day</b> Number of <u>minutes</u> required <u>for all students</u> per regular day	380
<b>Number of Regular Days of Instruction</b> The number of <u>days</u> required <u>for all students</u> during the normal school year	175
<b>Total Minutes - Regular Day</b>	66,500.0
<b>Minutes Before School per day</b> Number of minutes <u>all student</u> had the opportunity to participate <u>before school</u> each day	0
<b>Number of Before School days</b> Number of days <u>all students</u> had the opportunity to participate <u>before school</u> during the normal school year	0
<b>Total Minutes - Before School</b>	-
<b>Minutes After School per day</b> Number of minutes <u>all students</u> had the opportunity to participate <u>after school</u> each day	0
<b>Number of After School days</b> Number of days <u>all students</u> had the opportunity to participate <u>after school</u> during the normal school year	0
<b>Total Minutes - After School</b>	-
<b>Minutes from weekends per week</b> Number of minutes <u>all students</u> had the opportunity to participate on <u>weekends</u>	0
<b>Number of weekends per year</b> Number of <u>weekends</u> <u>all students</u> had the opportunity to participate during the normal school year	0
<b>Total Minutes - Weekend</b>	-
<b>Minutes per Summer Day</b> Number of minutes <u>all students</u> had the opportunity to participate during <u>summer</u> each day	0
<b>Number of Summer Days</b> Number of days <u>all students</u> had the opportunity to participate during <u>summer</u>	0
<b>Total Minutes - Summer</b>	-

## Attachment B: Professional Development Calendar

Beech Professional Development Calendar							
Month	Date	Topic	Hours	Month	Date	Topic	Hours
September	9/1/15	Math Expressions	6	February	2/3/16	Making Meaning/Being a Writer	1
	9/2/15	Guided Reading	3		2/9/16	Urban Leadership Culture Series	1.5
	9/2/15	Making Meaning	3		2/10/16	AAYMPI	1
	9/3/15	Ginny Winters--behavioral strategies	3		Varied	Individual coaching sessions	1
	9/17/15	DRA Administration/WIN time	1		2/18/16	NWEA Skills Navigator	1
	9/22/15	SLANT strategy	1.5		2/23/16	Technology--ipads	1.5
October	10/6/15	Guided Reading	1.5	March	2/24/16	Math Expressions	1
	10/7/15	Literacy bookroom usage	1		3/8/16	Capturing Kids' Hearts	6
	10/14/15	ILC process	1		3/15/16	Guided Reading	1.5
	10/15/15	Tight Transitions strategy	1	April	3/17/16	Math centers	1
	10/20/15	Eric Jensen--poverty and the brain	1.5		4/2/16	Urban Leadership Culture Series	1
	10/21/15	ILC process	1		4/12/16	Integrating technology	1.5
	10/28/15	ILC process	1		4/13/16	Math Expressions	1
November	11/3/15	Capturing Kids' Hearts	6	4/20/16	ILC process	1	
	11/4/15	NWEA Skills Navigator	1	4/21/16	PBIS	1	
	11/11/15	Climate and Culture	1	4/26/16	Capturing Kids' Hearts	1.5	
	11/17/15	Eric Jensen--poverty and the brain	1.5	Varied	Individual coaching sessions	1	
	11/18/15	Math Expressions	1	May	5/4/16	Urban Leadership Culture Series	1
	11/19/15	Check for Understanding strategy	1		5/10/16	AAYMPI	1.5
December	12/1/15	Eric Jensen--poverty and the brain	1.5		5/11/16	Teachscape	1
	12/2/15	RAZ-Kids/Reflex Math	1		5/18/16	Technology	1
	12/9/15	ILC process	1		5/19/16	Eric Jensen--poverty and the brain	1
	12/15/15	Technology--smart boards	1.5		5/24/16	Guided Reading	1.5
	12/16/15	Guided Reading	1	5/25/16	Teachscape	1	
	12/17/15	Literacy centers	1	June	6/1/16	Urban Leadership Culture Series	1
	Varied	Individual coaching sessions	1		6/8/16	Math Expressions	1
January	1/5/16	Urban Leadership Culture Series	1.5		6/9/16	PBIS	1
	Varied	Individual coaching sessions	1	Varied	Individual coaching sessions	1	
	1/18/16	Capturing Kids' Hearts	6				
	1/21/16	Guided Reading	1				

## **Attachment C.1: Preliminary School Level Budget**

**NOTE:** Preliminary budgets are for planning and review purposes only. Initial approval of the grant application does not grant explicit approval to all preliminary budget items. Final approval of SIG budget items occurs in the Michigan Electronic Grants System Plus (MEGS+) and is subject to Title I rules of supplement vs. supplant, tests of allowability, and reasonable and necessary expenditures to support the approved reform model. Inclusion of an item in the preliminary budget does not guarantee it will be approved as a line item submitted in MEGS+.

LEAs may apply for School Improvement grants for each individual eligible school building within their jurisdiction. For the purposes of this grant, eligible school buildings are Title I eligible or Title I receiving Priority or Focus schools.

A separate budget and budget detail narrative is required for each building. Please use duplicate pages as necessary. The budget must cover the five-year period of the grant, with each year separate and distinct from the preceding year. Budgets that do not distinguish between the five years of the grant will be considered incomplete and will receive reduced scores accordingly.

There are two options allowed for the five-year grant period. These are detailed below:

### ***Option 1:***

- Year 1: Pre-implementation and planning not to exceed \$750,000. These activities comprise the budget for year 1.
- Years 2-4: Full implementation not to exceed \$1.5 million annually. Each year of implementation requires a separate budget.
- Year 5: Sustaining SIG funded reforms not to exceed \$750,000. Sustainable activities comprise the year 5 budget.

### ***Option 2:***

- Years 1-3: Full implementation not to exceed \$1.5 million annually. Each year of implementation requires a separate budget.
- Years 4 & 5: Sustaining SIG funded reforms not to exceed \$750,000 annually. Sustainable activities comprise the year 4 and year 5 budgets. Each year of sustainability requires a separate budget.

### ***The following general guidelines must be adhered to in creating the school budget:***

- External service provider expenditures should not exceed 30% of the total annual building award.
- Personnel expenditures should not exceed 30% of the total annual building award.
- Technology expenditures should not exceed 20% of the total annual building award.
- Professional development expenditures should not exceed 20% of the total annual building award.

**Use the supplied templates on the following page to complete the school level budget.**

**A budget template for each five-year option is supplied; use the correct form as appropriate.**

**SCHOOL IMPROVEMENT GRANT PRELIMINARY BUDGET 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 Preliminary Budget for EACH building. Annual budgets are submitted in MEGS+ for final review and approval by MDE.

**NOTE:** Approval of the preliminary budget in the review process **does not guarantee** all preliminary budget items will be **approved** in the final budget in **MEGS+**.

<b>LEGAL NAME OF DISTRICT APPLICANT:</b>  Redford Union Schools	<b>District Code:</b>  82110
<b>BUDGET SUMMARY FOR:</b>  Beech Elementary	<b>Building Code:</b>  00748

**OPTION 2:** Full implementation in years 1-3, and sustaining reforms in years 4& 5.

<b>Year 1: Full Implementation (may not exceed \$1,500,000)</b>								
<b>FUNCTION CODE</b>	<b>FUNCTION TITLE</b>	<b>SALARIES</b>	<b>BENEFITS</b>	<b>PURCHASED SERVICES</b>	<b>SUPPLIES &amp; MATERIALS</b>	<b>CAPITAL OUTLAY</b>	<b>OTHER EXPENDITURES</b>	<b>TOTAL EXPENDITURES</b>
111	Elementary							
112	Middle/Junior High							
113	High School							
118	Pre-Kindergarten							

## Year 1: Full Implementation (may not exceed \$1,500,000)

<b>FUNCTION CODE</b>	<b>FUNCTION TITLE</b>	<b>SALARIES</b>	<b>BENEFITS</b>	<b>PURCHASED SERVICES</b>	<b>SUPPLIES &amp; MATERIALS</b>	<b>CAPITAL OUTLAY</b>	<b>OTHER EXPENDITURES</b>	<b>TOTAL EXPENDITURES</b>
119	Summer School	27,000	11,000		4,000			42,000
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services							
216	Social Work Services	40,000						40,000
221	Improvement of Instruction	198,596	95,000	283,000	192,585		30,000	799,181
225	Instruction Related Technology				224,233			224,233
226	Supervision and Direction of Instructional Staff							
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement							
241	Office of the Principal							
249	Other School Administration							
250	Support Services Business							
257	Internal Services							

## Year 1: Full Implementation (may not exceed \$1,500,000)

<b>FUNCTION CODE</b>	<b>FUNCTION TITLE</b>	<b>SALARIES</b>	<b>BENEFITS</b>	<b>PURCHASED SERVICES</b>	<b>SUPPLIES &amp; MATERIALS</b>	<b>CAPITAL OUTLAY</b>	<b>OTHER EXPENDITURES</b>	<b>TOTAL EXPENDITURES</b>
266	Security Services							
271	Pupil Transportation Services							
281	Planning, Research, Development, and Evaluation	40,000	20,000					60,000
283	Staff/Personnel Services	38,000	8,000					46,000
331	Community Activities			5,000	23,500			27,500
	<b>SUBTOTAL</b>	<b>343,596</b>	<b>138,000</b>	<b>288,000</b>	<b>444,318</b>		<b>30,000</b>	<b>1,105,914</b>
	Indirect Costs ____3.85 % Restricted Rate						42,578	
	<b>TOTAL</b>	<b>343,596</b>	<b>138,000</b>	<b>288,000</b>	<b>444,318</b>		<b>72,578</b>	<b>1,286,492</b>

## Year 2: Full Implementation (may not exceed \$1,500,000)

<b>FUNCTION CODE</b>	<b>FUNCTION TITLE</b>	<b>SALARIES</b>	<b>BENEFITS</b>	<b>PURCHASED SERVICES</b>	<b>SUPPLIES &amp; MATERIALS</b>	<b>CAPITAL OUTLAY</b>	<b>OTHER EXPENDITURES</b>	<b>TOTAL EXPENDITURES</b>
111	Elementary							
112	Middle/Junior High							
113	High School							
118	Pre-Kindergarten							
119	Summer School	27,000	11,000		4,000			42,000
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services							
216	Social Work Services	40,000						40,000
221	Improvement of Instruction	248,596	95,000	283,000	292,287		30,000	948,883
225	Instruction Related Technology				180,795			180,795
226	Supervision and Direction of Instructional Staff							
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement							

## Year 2: Full Implementation (may not exceed \$1,500,000)

<b>FUNCTION CODE</b>	<b>FUNCTION TITLE</b>	<b>SALARIES</b>	<b>BENEFITS</b>	<b>PURCHASED SERVICES</b>	<b>SUPPLIES &amp; MATERIALS</b>	<b>CAPITAL OUTLAY</b>	<b>OTHER EXPENDITURES</b>	<b>TOTAL EXPENDITURES</b>
241	Office of the Principal							
249	Other School Administration							
250	Support Services Business							
257	Internal Services							
266	Security Services							
271	Pupil Transportation Services							
281	Planning, Research, Development, and Evaluation	40,000	20,000					60,000
283	Staff/Personnel Services	38,000	8,000					46,000
331	Community Activities			5,000	8,000			13,000
	<b>SUBTOTAL</b>	<b>393,596</b>	<b>28,000</b>	<b>288,000</b>	<b>485,082</b>		<b>30,000</b>	<b>1,196,678</b>
	Indirect Costs ____3.85 % Restricted Rate						46,072	
	<b>TOTAL</b>	<b>393,596</b>	<b>28,000</b>	<b>288,000</b>	<b>485,082</b>		<b>76,072</b>	<b>1,242,750</b>

## Year 3: Full Implementation (may not exceed \$1,500,000)

<b>FUNCTION CODE</b>	<b>FUNCTION TITLE</b>	<b>SALARIES</b>	<b>BENEFITS</b>	<b>PURCHASED SERVICES</b>	<b>SUPPLIES &amp; MATERIALS</b>	<b>CAPITAL OUTLAY</b>	<b>OTHER EXPENDITURES</b>	<b>TOTAL EXPENDITURES</b>
111	Elementary							
112	Middle/Junior High							
113	High School							
118	Pre-Kindergarten							
119	Summer School	27,000	11,000		4,000			42,000
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services							
216	Social Work Services	40,000						40,000
221	Improvement of Instruction	198,596	95,000	223,000	218,076		30,000	764,672
225	Instruction Related Technology				10,000			10,000
226	Supervision and Direction of Instructional Staff							
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement							

## Year 3: Full Implementation (may not exceed \$1,500,000)

<b>FUNCTION CODE</b>	<b>FUNCTION TITLE</b>	<b>SALARIES</b>	<b>BENEFITS</b>	<b>PURCHASED SERVICES</b>	<b>SUPPLIES &amp; MATERIALS</b>	<b>CAPITAL OUTLAY</b>	<b>OTHER EXPENDITURES</b>	<b>TOTAL EXPENDITURES</b>
241	Office of the Principal							
249	Other School Administration							
250	Support Services Business							
257	Internal Services							
266	Security Services							
271	Pupil Transportation Services							
281	Planning, Research, Development, and Evaluation	40,000	20,000					60,000
283	Staff/Personnel Services	38,000	8,000					46,000
331	Community Activities			5,000	7,500			12,500
	<b>SUBTOTAL</b>	<b>343,596</b>	<b>134,000</b>	<b>228,000</b>	<b>239,576</b>		<b>30,000</b>	<b>975,172</b>
	Indirect Costs <u>3.95</u> % Restricted Rate						37,544	
	<b>TOTAL</b>	<b>343,596</b>	<b>134,000</b>	<b>228,000</b>	<b>239,576</b>			<b>1,012,712</b>

## Year 4: Sustaining Reforms (may not exceed \$750,000)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
111	Elementary							
112	Middle/Junior High							
113	High School							
118	Pre-Kindergarten							
119	Summer School	27,000	11,000		4,000			42,000
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services							
216	Social Work Services							
221	Improvement of Instruction	130,596	36,800	103,000	195,953		30,000	496,349
225	Instruction Related Technology				20,000			20,000
226	Supervision and Direction of Instructional Staff							
227	Academic Student Assessment							

## Year 4: Sustaining Reforms (may not exceed \$750,000)

<b>FUNCTION CODE</b>	<b>FUNCTION TITLE</b>	<b>SALARIES</b>	<b>BENEFITS</b>	<b>PURCHASED SERVICES</b>	<b>SUPPLIES &amp; MATERIALS</b>	<b>CAPITAL OUTLAY</b>	<b>OTHER EXPENDITURES</b>	<b>TOTAL EXPENDITURES</b>
233	Grant Writer/Grant Procurement							
241	Office of the Principal							
249	Other School Administration							
250	Support Services Business							
257	Internal Services							
266	Security Services							
271	Pupil Transportation Services							
281	Planning, Research, Development, and Evaluation	40,000	20,000					60,000
283	Staff/Personnel Services	38,000	8,000					46,000
331	Community Activities			5,000	7,500			
	<b>SUBTOTAL</b>	<b>235,596</b>	<b>75,800</b>	<b>166,000</b>	<b>227,453</b>		<b>30,000</b>	<b>664,349</b>
	Indirect Costs __3.85_ % Restricted Rate						25,577	
	<b>TOTAL</b>	<b>235,596</b>	<b>75,800</b>	<b>166,000</b>	<b>227,453</b>		<b>55,577</b>	<b>719,926</b>

## Year 5: Sustaining Reforms (may not exceed \$750,000)

<b>FUNCTION CODE</b>	<b>FUNCTION TITLE</b>	<b>SALARIES</b>	<b>BENEFITS</b>	<b>PURCHASED SERVICES</b>	<b>SUPPLIES &amp; MATERIALS</b>	<b>CAPITAL OUTLAY</b>	<b>OTHER EXPENDITURES</b>	<b>TOTAL EXPENDITURES</b>
111	Elementary							
112	Middle/Junior High							
113	High School							
118	Pre-Kindergarten							
119	Summer School	27,000	11,000		4,000			42,000
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services							
216	Social Work Services							
221	Improvement of Instruction	130,596	36,800	78,000	193,265		30,000	468,661
225	Instruction Related Technology				20,000			20,000
226	Supervision and Direction of Instructional Staff							
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement							

## Year 5: Sustaining Reforms (may not exceed \$750,000)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
241	Office of the Principal							
249	Other School Administration							
250	Support Services Business							
257	Internal Services							
266	Security Services							
271	Pupil Transportation Services							
281	Planning, Research, Development, and Evaluation	40,000	20,000					60,000
283	Staff/Personnel Services	38,000	8,000					46,000
331	Community Activities			5,000	7,500			12,500
	<b>SUBTOTAL</b>	<b>235,596</b>	<b>75,800</b>	<b>83,000</b>	<b>224,765</b>		<b>30,000</b>	<b>619,161</b>
	Indirect Costs __3.85_ % Restricted Rate						23,838	
	<b>TOTAL</b>	<b>235,596</b>	<b>75,800</b>	<b>83,000</b>	<b>224,765</b>		<b>53,838</b>	<b>642,999</b>

## **Attachments D: School Improvement Grant Funded Positions**

### **Attachment D.1: SIG Coordinator Position Description**

The SIG coordinator will be responsible for overseeing implementation of the SIG. This person will attend all required SIG network meetings, manage implementation records and file all necessary reports. The SIG coordinator will work closely with administrators and be involved in the acquisition of resources, scheduling, developing timelines and calendars for program implementation and professional development, and any other duties relating to the SIG.

### **Attachment D.2: SIG Data Coach Position Description**

The main role of the data coach is to support the development of a data-driven culture at Beech. This person will assist teachers and administrators in using data for instructional planning through ILCs, PLCs, and data teams while maintaining school wide records of student progress. The data coach will also maintain a data wall for staff, and an additional data wall for parents.

### **Attachment D.3: SIG Family Liaison Director/Coordinator**

The purpose of a family liaison coordinator is to increase parent engagement and involvement through expanded communication and offerings. This person will work to develop strong relationships with families to improve our climate and culture and increase student achievement. The coordinator will assist parent with locating resources available within the school system and throughout the community. The family liaison coordinator will maintain a parent resource room at Beech as a place parents can meet, get information, attend workshops and use a computer. This person will also be in charge of procuring donations to and distributing food from Beech's food pantry. The coordinator will also follow up on student attendance issues.

## **Attachment E Transformation Model**

The Beech Elementary Team has identified two big ideas for our transformation plan in order to change teaching and learning in ways that promote student growth in our school: 1) Improve the quality of classroom instruction, 2) Build a climate and culture which promotes student success.

### **Replace the Principal**

Mrs. Susan Shelton is currently in her 2<sup>nd</sup> year as principal of Beech Elementary. Mrs. Shelton was assigned to serve as principal at the beginning of the 2013-2014 school year. This placement occurred approximately two months prior to the fall MEAP testing cycle which resulted in the identification of Beech as a 2014 priority school.

Following the identification of Beech as a priority school, district administration completed an analysis of Mrs. Shelton's turnaround competencies and concluded that Mrs. Shelton possesses the ability to identify and focus on early wins and big payoffs, break organizational norms, act quickly in a fast cycle, collect and analyze data, and galvanize staff around big ideas. Many factors led to this conclusion including Mrs. Shelton's previous experience and success leading a similar school in the district and her performance and decision-making as the Beech principal in the short time she has been in the position. The district is confident that Mrs. Shelton possesses the qualities to successfully lead the school through a rapid turnaround process.

### **Evaluation**

Both the teacher and administrator evaluations include student achievement data. By the 2015-2016 school year, 50% of evaluations will be based on student growth and assessment data.

Both evaluation systems were developed collaboratively with staff and administrators to facilitate continuous improvement in instruction. Evaluations rate educators as Highly Effective, Effective, Minimally Effective and Ineffective. The teacher evaluation is based on the work of Charlotte Danielson and incorporates elements of her standards and rubrics. The administrator evaluation is based on Marzano's School Leader Evaluation Model. The evaluation tool rates performance in 24 elements in five domains: a data driven focus on student achievement, continuous improvement of instruction, guaranteed and viable curriculum, cooperation and collaboration and school climate. The evaluation system takes into account multiple measures when determining performance levels, including student growth, observations, teacher input, as well as activities and trainings teachers participate in outside of the typical school day.

Teachers and principals are evaluated yearly in the spring. Feedback on strengths and areas of weakness is provided in written form, along with face-to-face meetings with the evaluator soon after the evaluation takes place. Information gathered from evaluations is used to plan future professional development, help create plans for personal growth and improvement, to guide continual improvement of instruction, and to make personnel decisions such as transfers and layoffs.

### **Removals**

Teachers and administrators that have not increased achievement are removed from the building at the end of the school year. Three teachers were removed from Beech Elementary this spring.

## **Professional Development**

A comprehensive high-quality and intentional professional development program has been developed which is reflective of the Beech Elementary big ideas, which include 1) Improving the quality of classroom instruction and 2) Building a climate and culture which promotes student success. Topics for professional development were chosen after a careful analysis of data. Some topics include guided reading, using data, assessment, math strategies, professional learning communities and instructional best practices. We are also bringing in full-time literacy and math coaches to provide ongoing, job-embedded professional development for teachers. A data coach will also be available to provide support in the use of data to drive instruction. All teachers will participate in professional learning communities as well.

## **Incentives**

Incentives will be provided to teachers for improvement in three areas: student achievement, effective collaboration and student attendance. Student growth is measured twice per year via the NWEA Map assessment in January and May. Teachers with the highest percentage of students meeting their growth targets will be rewarded with a small prize such as a preferred parking spot, coffee break or early dismissal. One teacher from each grade level and one from special education will be rewarded. Collaboration will be encouraged with rewards for the PLC team that most effectively uses the Four Essential Questions from the DuFour model of professional learning communities. A rubric will be utilized quarterly to determine which team receives a small treat delivered to their next meeting. Student attendance is an issue at Beech. To encourage teachers to strengthen the home-school relationship which may lead to better attendance, the teacher with the best attendance rate each month will win a 20 minute coffee break where the principal will cover the class for the teacher.

## **Data**

Multiple data sources were used to identify and implement our research-based instructional program. Our building leadership team analyzed achievement, demographic, process and perception data to design an instructional program that moves smoothly through the grade levels and is aligned to career and college readiness standards.

Data is utilized on a regular basis in PLC meetings and with the ILC process. Data is also used to identify students in need of Tier 2 and 3 interventions, as well as in classrooms by individual teachers to inform instruction and meet individual needs of students. Next school year, Beech will have the support of a data coach to assist teachers in using data to drive instruction, as well as to ensure curriculum is aligned with state standards and with other grade levels.

## **Increased Learning Time**

An audit of instructional time conducted by the school leadership team determined that there were several periods during the day where instructional minutes were being underutilized. This led to the restructuring of the school day to make the optimal use of time. By adjusting teacher prep time, changing breakfast and dismissal procedures and eliminating afternoon recess, those minutes were recaptured and used for instruction. Starting with the 2015-2016 school year, 15 minutes will be added to the school day. Between the increase of the school day and the decrease in non-instructional minutes, each school day will see an increase of 80 minutes daily during the 2015-2016 school year. This equates to over 6.5 weeks of school. This additional time will allow for a 2-hour literacy block, 90-

minute math block and daily science and social studies lessons, which will lead to an increase in student achievement.

The increased learning time will also allow us to provide enrichment activities to students. We have created a daily "WIN" (What I Need) time for all students across all grade levels. This time period will be utilized to allow students to participate in intervention or enrichment activities depending on the students' individual needs. Enrichment activities may include writing a school newspaper, participating in readers' theater, book buddies, creative writing, art projects, music activities and computer programs.

Professional development and collaboration time has also been increased. In addition to the 5 days of district provided professional development, we have added an extra 21 hours of after-school training occurring throughout the school year. Reading, math and data coaches are being hired to provide additional job-embedded professional development to staff both during and outside of the school day. A minimum of 90 minutes per week will be provided to all staff for collaborative planning and professional development in the form of professional learning communities.

### **Family and Community Engagement**

Several strategies will be employed with the purpose of increasing family and community engagement. A parent club was formed with the assistance of our principal in order to give parents a voice and an opportunity to be actively engaged at Beech Elementary. A parent resource room is being created for the start of the 2015-2016 school year to give parents a place to sit and talk, hold meetings, use the internet to develop resumes, job search and/or explore educational and community websites and resources. A parent data wall will be housed here as well to help support conversations about data by visually displaying achievement growth and other relevant data. Parent workshops will be held here as well.

Positive student recognition ceremonies are held monthly with parents being welcomed and encouraged to attend. Students will be recognized for academic achievement and/or growth, and for social and emotional achievements such as improved behavior, consistently following expectations, or demonstrating positive character traits. Several during and after-school family activities will be held to help foster positive relationships between families and staff. Literacy and math nights, VIP Day, field day, lunch with your child, and the Spring Fling are just a few of such activities. We will continue to welcome parent volunteers for parties, special activities and to help out in classrooms. Our highly successful Watch D.O.G.S. (Dads of Great Students) volunteer program will continue as well as a way to get dads more involved in their children's education.

Several community agencies currently partner with Beech Elementary, including the Redford Parks and Recreation Department, Redford Township Library, and Zeal Credit Union. Another initiative begun in 2014-2015 is the Beech Male Mentoring Program: Panther Males Striving for Excellence. This 8-week program targets at-risk 4<sup>th</sup> and 5<sup>th</sup> grade boys and is coordinated by our Dean of Students.

### **Operational Flexibility and Technical Assistance**

Through the use of site-based budgeting, the district has committed to providing the administrator and school leadership team at Beech Elementary with autonomy and flexibility for all Title I expenditures and general fund budgets, within federal and state regulations. This will enable a more effective implementation of our plan and allow Beech to better meet the needs of students, parents and teachers.

In addition to flexibility in budget, the district has committed to providing full operational flexibility to the principal and school leadership team for staffing, use of time (schedule, calendar), and developing professional learning opportunities for the school staff. The Redford Union Education Association has also signed a memo of understanding recognizing the operational flexibility and supporting the transformation plan at Beech.

The central office liaison for Beech Elementary this year has been Superintendent Ronald Stoneman. As Superintendent Stoneman leaves at the conclusion of this school year, our Interim Superintendent and central office liaison will be our current Human Resources Director, Mr. Larry Dijon. Mr. Stoneman and Mr. Dijon ensure that Beech Elementary staff is provided onsite assistance through technical training, as well as assistance with the facilitation of professional development contracts, and monitoring of priority school set-aside funds. This year, Mr. Stoneman met with the school leadership team on a regular basis and acted as the liaison between Beech Elementary and district departments including transportation, purchasing, and human resources. It is anticipated that this support will continue through Interim Superintendent Dijon.

The Beech Elementary school leadership team, along with Superintendent Stoneman, has attended priority school informational and technical assistance sessions offered by the Michigan Department of Education and Wayne RESA. The team met with various representatives assigned to work with the school, including Gloria Chapman (MDE) and Russell Robinson from Wayne County RESA. The district will support all of these activities by providing meeting time and space, substitutes as needed and technical and administrative assistance.

### **Additional Elements of the Transformation Model**

#### **Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement**

One of the issues identified through the comprehensive data analysis was an inconsistency in curriculum within and across grade levels. Currently, district curriculum committees are working to create pacing guides and benchmark assessments for grade levels in each of the core content areas. As part of our instructional plan, teachers will be provided a minimum of 90 minutes each week for collaboration in professional learning communities (PLCs). One of the goals of the PLCs is to ensure consistency and alignment between the intended curriculum and the delivered curriculum. In order to monitor this process, the Beech principal will conduct monthly classroom walk-throughs and monitoring of lesson plans to check for implementation fidelity. Student achievement data will also be analyzed on a quarterly basis by PLC teams and the Guiding Council, which is a team of teachers and administrators responsible for monitoring the priority process. These data analyses will identify any need for plan adjustments or additional teacher support or professional development.

#### **Implement a school wide Multi-Tiered System of Supports model**

For the past two years, Beech Elementary has implemented a school wide multi-tiered system of supports model in reading and math. Data from NWEA and DRA assessments is used to identify the lowest performing students who are in need of additional support. Intensive tier 2 intervention is provided to those students in reading and/or math by 6 Title I paraprofessionals. Students who are not successful in tier 2 interventions receive tier 3 interventions by a certified teacher who is dedicated full-time to providing interventions. If tier 3 interventions fail, then students are referred for a special education evaluation. This program has been successful and will continue next school year.

### **Use and integrate technology-based interventions**

Beech staff will integrate technology into classrooms with tools such as smart boards, chromebooks and ipads to motivate and engage students in learning. This technology will also provide opportunities for students to engage in targeted interventions and enrichment in addition to the regular curriculum. Web-based programs such as Reflex Math and RAZ-Kids will improve students' reading and math skills both at school and at home.

### **Establish early warning systems to identify students who may be at risk of failure**

Beech operates a Response to Intervention program for students with academic and behavioral difficulties. DRA and NWEA achievement data is used by the intervention coordinator to identify students performing well below grade level or who are not progressing at an adequate rate. These students are placed into our Tier 2 and Tier 3 program where they receive academic interventions in reading and math. Progress is monitored frequently and students move around the tiers fluidly, depending on progress and needs. The process is similar for behavioral concerns. Our Tier 2 PBIS team analyzes card flip and office discipline referrals monthly. Students who have not met the school card flip goal for 3 months or who have had 3 or more discipline referrals are placed into the Tier 2 program for behavioral interventions. These systems allow for early identification of students who may be at risk of failure.

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

Beech will partner with the Flippen Group to implement the *Capturing Kids' Hearts* program. The goal of this program are to help build positive, productive, trusting relationships with students. Implementation of this program will decrease disruptive and violent behaviors and will help to develop safe, trusting, self-managing classrooms where all students can succeed.

### **Implementing approaches to improve school climate, culture, and discipline**

Data analysis by the leadership team identified the need to improve the climate and culture of Beech Elementary. Several strategies are being implemented to address this need. Beech has implemented a Positive Behavior Intervention and Support (PBIS) program since its first year. However, in recent years fidelity of implementation has waned, along with staff involvement in the program. A new committee has been formed with the goal of redesigning the PBIS program to better meet the needs of students and staff. A team of staff will also be involved in MDE's African American Young Men of Promise Initiative in the coming school year. This will help Beech staff to better meet the needs of our African-American population, who are lagging behind in student achievement and accruing large numbers of office discipline referrals. Professional development will be provided on Eric Jensen's training series *Teaching With Poverty in Mind*. This is relevant for Beech because over 80% of our students live in poverty. New strategies and instructional skills will help us better meet the needs of these students.

**Attachment F: SIG Timeline**

<b>Pre-Implementation</b>			
Action Steps	Rationale	Timeline	Person(s) Responsible
Reconfigure schedule	Increase learning time for core subjects	Sept. 2014-June 2015	Principal
Making Meaning/Being a Writer PD and implementation	Improve reading/writing performance	Sept. 2014-June 2020	Principal, Debra Koch
<i>Teaching With Poverty in Mind</i> PD and implementation	Improve outcomes for students in poverty		Principal
Professional Learning Communities (PLCs)	Improves instruction		Principal, teachers
Data conversations with students and parents	Monitor progress, involve parents and students in learning		Teachers
Parent club & family/community activities	Increase parent involvement		Principal, teachers
School leadership team	Analyze data, facilitate & monitor plan		Principal, teachers
Pilot ILC process in 4th grade	Use data to inform instruction	March 2015-May 2015	Principals, 4th grade team, ISD Consultant
<i>Creating a Healthy School Culture</i> workshop series	Improve school climate & culture	January 2015-April 2015	Principal, teacher team, Wayne RESA
Purchase leveled bookroom	Materials to supplement/enhance literacy instruction	April 2015	Principal
Develop PD plan	Create cohesive plan for PD delivery	June 2015	Principal, leadership team
<b>Full Implementation</b>			
Create Parent Resource Room	Increase parent involvement	August 2015	Principal, parent involvement committee
Hire Staff: Math Coach, Literacy Coach, Data Coach, Family Liason, SIG Coordinator, Social Worker, Interventionists	Support students and teachers to increase learning	August 2015	Principal, teacher team, human resources dept.
Math Expressions PD and implementation	Improve classroom instruction and increase student learning	September 2015-June 2020	Principal, teachers, math coach
Guided Reading PD and implementation			Principal, teachers, literacy coach

<i>Capturing Kids' Hearts</i> PD and implementation			All Beech staff, company trainer
<i>Teach Like a Champion</i> PD and implementation			Principal, teachers
Hands-on science kits PD and implementation		January 2016-June 2020	Principal, teachers
Technology PD and implementation	Improve student engagement, provide intervention	October 2015-June 2020	Principal, SIG coordinator, external consultants
Leadership coaching & 3-minute walkthroughs	Increase principal capacity, improve instruction	September 2015-June 2020	Principal
Math, literacy, science, social studies, data coaching	Increase teacher capacity, improve instruction		Principal, central office
Extended school day (extra 15 minutes)	Increase learning time for core subjects and enrichment		All Beech Staff, central office
Monthly principal walk-throughs and lesson plan monitoring	Monitor implementation		Principal
Urban Leadership Culture series PD and implementation	Improve climate and culture, eliminate achievement gaps	January 2016-June 2020	Principal, staff
Purchase SIG materials	Increase learning	Fall 2015	Principal, SIG coordinator
Data walls created and maintained	Keep stakeholders informed	October 2015-June 2016	Data coach
Implement ILC process in all grade levels	Use data to inform instruction		Principal, teachers, data coach
Guiding Council	SIG monitoring and evaluation	November 2015-June 2020	Superintendent, assist. superintendent, principals, teacher team
Quarterly updates provided to board of education	Keep stakeholders informed		Principal, leadership team chairperson

## Attachment G Annual Goals

The goal is for at least 85% of Beech students to be proficient in reading and math by 2020. Progress will be measured with the NWEA assessment.

<u>NWEA Reading</u>	<u>Grade 2</u>
2014-2015 Current=	61.4%
2015-2016 Objective=	64.5%
2016-2017 Objective=	68.0%
2017-2018 Objective=	71.5%
2018-2019 Objective=	75.0%
2019-2020 Objective=	78.0%
2020-2021 Objective=	82.0%
2021-2022 Goal=	85%

<u>NWEA Math</u>	<u>Grade 2</u>
2014-2015 Current=	71.4%
2015-2016 Objective=	73.0%
2016-2017 Objective=	75.0%
2017-2018 Objective=	77.0%
2018-2019 Objective=	79.0%
2019-2020 Objective=	81.0%
2020-2021 Objective=	83.0%
2021-2022 Goal=	85.0%

<u>NWEA Reading</u>	<u>Grade 3</u>
2014-2015 Current=	42.2%
2015-2016 Objective=	48.5%
2016-2017 Objective=	55.0%
2017-2018 Objective=	61.0%
2018-2019 Objective=	67.0%
2019-2020 Objective=	73.0%
2020-2021 Objective=	79.0%
2021-2022 Goal=	85.0%

<u>NWEA Math</u>	<u>Grade 3</u>
2014-2015 Current=	43.7%
2015-2016 Objective=	49.5%
2016-2017 Objective=	55.5%
2017-2018 Objective=	61.5%
2018-2019 Objective=	67.5%
2019-2020 Objective=	73.5%
2020-2021 Objective=	79.5%
2021-2022 Goal=	85.0%

<u>NWEA Reading</u>	<u>Grade 4</u>
2014-2015 Current=	40.8%
2015-2016 Objective=	47.0%
2016-2017 Objective=	53.0%
2017-2018 Objective=	60.0%
2018-2019 Objective=	66.0%
2019-2020 Objective=	72.5%
2020-2021 Objective=	79.0%
2021-2022 Goal=	85.0%

<u>NWEA Math</u>	<u>Grade 4</u>
2014-2015 Current=	46%
2015-2016 Objective=	52%
2016-2017 Objective=	57.5%
2017-2018 Objective=	63.0%
2018-2019 Objective=	68.5%
2019-2020 Objective=	74.0%
2020-2021 Objective=	79.5%
2021-2022 Goal=	85.0%

<u>NWEA Reading</u>	<u>Grade 5</u>
2014-2015 Current=	49.6%
2015-2016 Objective=	55.0%
2016-2017 Objective=	60.0%
2017-2018 Objective=	65.0%
2018-2019 Objective=	70.0%
2019-2020 Objective=	75.0%
2020-2021 Objective=	80.0%
2021-2022 Goal=	85.0%

<u>NWEA Math</u>	<u>Grade 5</u>
2014-2015 Current=	34.8%
2015-2016 Objective=	42.0%
2016-2017 Objective=	49.0%
2017-2018 Objective=	56.0%
2018-2019 Objective=	63.0%
2019-2020 Objective=	70.5%
2020-2021 Objective=	77.5%
2021-2022 Goal=	85.0%

## **Attachment H: ASSURANCES AND CERTIFICATIONS**

**INSTRUCTIONS:** *Please review the assurances and certification statements that are listed below. Signatures on the application cover sheet indicate the applicant entity has read, understand, and agrees to the assurances and certifications herein.*

### **SPECIFIC PROGRAM ASSURANCES**

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

1. The LEA will use its School Improvement Grant to implement fully and effectively an intervention in priority and focus school, which the LEA commits to serve consistent with the final requirements.
2. The LEA will 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 Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
3. The LEA will report to the MDE the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
4. The LEA will ensure that each priority and focus 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.
5. The grant award is approved and is not assignable to a third party without specific approval. 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.
6. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
7. Payments made under the provision of this grant are subject to audit by the grantor.
8. If the recipient implements a restart model in an eligible 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.
9. 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.
10. 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.

### **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 sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

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

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from

participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. **OG-4929**

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

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

**ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT**

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

**CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS**

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

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

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

**PARTICIPATION OF NONPUBLIC SCHOOLS**

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

**ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS**

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

**ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS**

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

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

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or

be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity.” In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

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

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

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

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

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

**AUDIT REQUIREMENTS**

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

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

**ASSURANCE AGAINST TRAFFICKING IN PERSONS**

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

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

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

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

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

**CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS**

The applicant or grant recipient certifies it will meet the requirement for supplying a Data Universal Numbering

systems (DUNS) number. As a condition of a sub recipient of a federal grant award, you must supply a DUNS number to the MDE. No entity may receive a federal sub award without a DUNS number. The MDE will not make a sub award to an entity unless that entity has provided its DUNS number.

**ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS**

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

**IN ADDITION:**

This project/program will not supplant nor duplicate an existing School Improvement Plan. In the case of priority schools already implementing a state approve reform/redesign plan, the grant will be used to supplement, expand, or otherwise substantially increase the efforts and work of the selected reform model. Grant funds shall not be used for a reform model that has not been approved by the Michigan Department of Education.