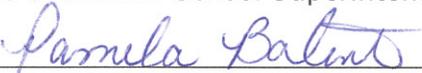
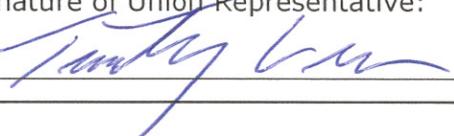


LEA Application

Michigan SIG Cohort IV

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of LEA Applicant: South Lake Schools District Code: 50200	Applicant's Mailing Address: 23101 Stadium Blvd. St. Clair Shores, MI 48080
LEA Contact for the School Improvement Grant Name: John Thero Position and Office: Director of Instruction & Assessment Contact's Mailing Address: 23101 Stadium Blvd. St. Clair Shores, MI 48080 Telephone: 586.435.1640 Fax: 586.445.4202 Email address: jthero@solake.org	
LEA School Superintendent/Director (Printed Name): Pamela Balint	Telephone: 586.435.1601
Signature of the LEA School Superintendent/Director: X <u></u>	Date: 6/1/2015
LEA School Board President (Printed Name): Ellen Dunn	Telephone: 586.778.7023
Signature of the LEA Board President: X <u></u>	Date: 6/1/2015
Union Representative (Printed Name): Timothy Allen	Telephone: 586.435.1400
Signature of Union Representative: X <u></u>	Date: 6/1/2015

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

ASSURANCES AND CERTIFICATION: 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 **Attachment H**, 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.

LEA APPLICATION

SCHOOLS TO BE SERVED

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

The LEA must identify each Eligible school the LEA commits to serve and identify the model that the LEA will use in each Eligible school. Detailed descriptions of the requirements for each intervention are in attachments E.1 – E.6

An LEA in which one or more priority schools are located must serve all of these schools before it may serve one or more focus schools.

Note: Weight will be given to applicant schools that:

- have not previously received a SIG award
- are identified as priority
- choose the transformation, turnaround, whole-reform, or early learning models

SCHOOL NAME	NCES ID #	PRIORITY (check)	FOCUS (check - if applicable)	INTERVENTION MODEL
South Lake Middle School	263222006749	X		Transformation

Note: The **“Rule of Nine” has been eliminated.** In previous years, an LEA that has nine or more Priority schools could not implement the transformation model in more than 50 percent of those schools. That requirement is **no longer in effect.**

OVERVIEW OF APPLICATION REQUIREMENTS

- DO NOT RESPOND HERE -

1. **Analysis of Need:** (Section B, Question 1) For each priority and focus 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, based on a needs analysis that, among other things, analyzes the needs identified by families and the community, and selected interventions for each school aligned to the needs each school has identified.
2. **Family and Community Input:** (Section B, Question 1.b) For each priority and focus school that the LEA commits to serve, the LEA must demonstrate that it has taken into consideration family and community input in selecting the intervention.
3. **Intervention Plan:** (Section B, Question 3) The LEA must describe actions it has taken, or will take, to design and implement a plan consistent with the final requirements of the turnaround model, restart model, school closure, transformation model, evidence-based whole school reform model, early learning model, or state-determined model.
4. **Capacity to Provide Adequate Resources:** (Section A, Question 1) The LEA must describe actions it has taken, or will take, to determine its capacity to provide adequate resources and related support each priority and focus 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 on the first day of the first school year of full implementation.
5. **External Service Provider Selection:** (Section B, Question 5) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality, and regularly review and hold accountable such providers for their performance.
6. **Resource Profile:** (Section B, Question 4) The LEA must describe actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention.
7. **LEA Actions to Support the Intervention Model:** (Section A, Question 1) The LEA (district/central office) must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively.
8. **LEA Oversight of SIG Implementation:** (Section A, Question 2) The LEA must describe how it will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve.
9. **Family and Community Engagement:** (Section B, Question 3.b) The LEA must describe how it will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.
10. **Sustaining Reforms:** (Section B, Question 9) The LEA must describe how it will sustain the reforms after the funding period ends.
11. **Reform Model Implementation:** (Section B, Question 3, Attachments E.1 – E.6) The LEA must describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.
12. **Annual Goals:** The LEA must describe how it will monitor each priority and focus school, that receives school improvement funds including by

- a. Establishing annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics (Section B, Question 8)
 - b. Measuring progress on the leading indicators from attachment A, Baseline Data. (Section A, Question 3)
13. **Charter School and External Service Provider Accountability:** (Section A, Questions 4 and 5) An LEA must hold the charter school operator, CMO, EMO, or other external provider accountable for meeting these requirements, if applicable.
14. **Pre-Implementation Activities** (Section B, Question 3, Attachments E and F) An LEA that intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible school, the LEA must include a description of the activities, the timeline for implementing those activities, and a description of how those activities will lead to successful implementation of the selected intervention.
15. **Rural LEA Model Modification:** (Section B, Question 3.c) For an LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) that chooses to modify one element of the turnaround or transformation model, the LEA must describe how it will meet the intent and purpose of that element.
16. **Evidence-Based, Whole-School Reform Model:** (Section B, Question 3, Attachment E.4) For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools, the LEA must describe how it will
 - a. Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and
 - b. Partner with a whole school reform model developer, as defined in the SIG requirements.
17. **Restart Model:** (Section B, Question 3, Attachment E.5) For an LEA that applies to implement the restart model in one or more eligible schools, the LEA must describe the rigorous review process (as described in the final requirements) it has conducted or will conduct of the charter school operator, CMO, or EMO that it has selected or will select to operate or manage the school or schools.
18. **Implementation Timeline:** (Section B, Question 7, Attachment F) the LEA must include a timeline delineating the steps it will take to implement the selected intervention in each school identified in the LEA’s application.

Section A

District/Central Office Level Responses

1. Actions to Support the Intervention Model:

- The LEA (district/central office) must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively

South Lake Schools (SLS) has taken actions to enable South Lake Middle School (SLMS) to implement the Transformation Model effectively. SLS has modified its practices to give SLMS operational flexibility for staffing, calendars, time, and budgeting so that SLMS may effectively implement a comprehensive approach to substantially increase student achievement. The SLMS SIP team and Principal will determine the school's Title I budget. The district has also completed a memorandum of understanding with the South Lake Education Association (SLEA) that provides flexibility at SLMS. A signature page, signed by the Superintendent, School Board President, and Union President, certifies that SLMS has the autonomy required to implement the transformation plan as written.

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

SLS follows state guidelines in hiring its teachers. The teachers must meet all criteria to be "highly qualified" and have the proper, up-to-date certification in order to be considered for a teaching position. The district utilizes several methods for recruiting teachers including, partnerships with several colleges and universities, advertising positions through a variety of ways (i.e. websites, newspaper, etc.) and using Applitrack, an internet-based application program. Teachers' effectiveness rating is used in the hiring process. The district utilizes committees including staff, administration, and community members in the hiring process. The district provides mentoring support, professional development, and financial incentives to retain present and new staff members based upon student achievement.

- Describe how community resources will be aligned to facilitate implementation of the selected intervention

Community resources will be aligned to facilitate the implementation of the transformation plan in the following manner:

Local businesses are contributing incentives to encourage students to be active in the school community and increase performance in their

classes. These incentives include field trips, coupons for merchandise, discounts at local businesses, etc.

South Lake Middle School will reach out to the Wayne State C2 Pipeline program that is currently providing enrichment activities to South Lake High School to inquire about running programs for middle school students. This program provides activities for students that relate to Science, Engineering, Math, and Technology. (Big Idea 2).

South Lake Middle School will utilize the services of CARE to provide students with activities that educate them concerning the dangers of drug and alcohol abuse.

South Lake Middle School will create a partnership with the local YMCA to provide after school activities for students.

A South Lake District Representative will regularly attend the meetings of the 9 Mile/Mack Business Leaders group. This is a group of business owners that work in the community that South Lake serves. The district representative will reach out to this group to encourage their help in the middle school reform efforts as well as facilitate community opportunities for students in South Lake Middle School.

A South Lake District Representative will regularly attend the meetings of the Kiwanis Club of St. Clair Shores. This is a group of community leaders that work or reside in the community that South Lake serves. The district representative will reach out to this group to encourage their help in the middle school reform efforts as well as facilitate community opportunities for students in South Lake Middle School.

A South Lake District Representative will regularly attend the meetings of the St. Clair Shores Optimist Club. This is a group of community leaders that work or reside in the community that South Lake serves. The district representative will reach out to this group to encourage their help in the middle school reform efforts as well as facilitate community opportunities for students in South Lake Middle School.

South Lake Middle School will partner with the Michigan Attorney General's office to provide students with programs that educate them on internet safety, sexting, bullying, and cyber-bullying.

- **If the applicant is a priority school, how does this align with and support the existing state reform/redesign plan? (maximum length 2 pages)**

There is direct alignment between the actions of the SLS central office and the transformation plan. These actions provide SLMS with the flexibility needed to fully implement the transformation plan as written.

- 2. Oversight of SIG Implementation:** The LEA (district/central office) must describe how it will provide effective oversight for implementation of the selected intervention for each school it proposes to serve. Who will perform this work? Will it be existing staff, or does the LEA propose to add additional staff or contract with another entity to perform this work? **(maximum length 1 page)**

Oversight of the SIG implementation will be conducted through the Curriculum Office. The Director of Instruction and Assessment will oversee the implementation and budgeting of the grant and ensure that all required activities are completed. SLS will also contract with a School Improvement Grant Coordinator (SIGC) who will work with SLMS and coordinate all SIG activities. The Director of Instruction and Assessment will meet bi-weekly with the SIGC and Principal to ensure that the implementation is on track and within budgetary guidelines.

- 3. Monitoring Progress on Annual Goals:** The LEA must describe how it will monitor the progress on meeting annual goals for each school receiving a SIG. Refer to attachment G, Annual Goals, as appropriate. **(maximum length 1 page)**

SLS will monitor the progress on annual goals with the SIGC and Principal during monthly SIG meetings. As data is collected, the SIGC and Principal will review the data to identify areas where goals are not on track for being met. A plan of action will then be developed for improving achievement for those goals. Annual goals will consist of State and local measurements in each content area (See Attachment G).

- 4. Charter School Accountability:** If the applicant is a Michigan charter school, describe how district/central office will regularly review the charter school operator, CMO, or EMO and hold them accountable for meeting the SIG requirements. **(maximum length 1 page; please respond "N/A" if the applicant entity is not a charter school)**

N/A

- 5. External Service Provider Accountability:** Describe how the district/central office will regularly review the performance of external service providers (ESP) and hold them accountable for meeting the SIG requirements. **(maximum length 1 page)**

SLS will look to the state for guidance in selecting its external service providers (ESPs). SLS will use a guide to working with External Service Providers developed by American Institutes for Research found at http://www.learningpt.org/pdfs/External_Provider_Guide.pdf. The Director of Instruction and Assessment will meet with ESP's on a monthly basis to review progress on established goals and activities that the ESP is responsible for implementing. SLS will focus on quality and timely implementation that meets budgetary guidelines so that all SIG requirements are met. If an ESP is consistently not meeting expectations, SLS will ensure

that the option of severing the relationship with a 2 week notice is in place so that a new ESP can be hired to complete the task.

6. District Level Budgets:

- a. Complete a five year budget overview for all eligible schools and applying for the SIG. Include annual district costs. **(Attachment C.2; a template has been provide for your reference)**
- b. Complete a budget specific to district level costs that covers the full five years of SIG that is separate and distinct from the individual school level budgets. **(Attachment C.3; a template has been provided for your reference)**
 - i. Annual district level costs should not exceed 5% of the overall LEA allocation.
 - ii. Building level costs or positions should not be duplicated at the district level. For example, SIG coordinators are building level positions and costs and come out of those budgets/allocations. These costs should not come from the district budget, nor may the district employ additional SIG coordinators at the district level.
 - iii. District level oversight and associated costs must reflect the actual amount of time spent on those duties.
 1. This may include restructuring duties and time of current district/central office staff.
 2. This may include hiring new staff to perform SIG-specific duties. However, the district must have a plan for how this work will be sustained after the grant period ends.
 3. This may include contracting with a third party.
 - iv. District level duties may include, but are not limited to:
 1. Financial oversight
 2. Support for school buildings receiving the grant
 3. Monitoring schools and other entities for compliance with grant requirements
 4. Monitor progress on annual goals and implementation of the grant and selected intervention model.
- c. Describe how the district budget represents the costs incurred by the district over each of the five years of the grant will support grant implementation, monitor the progress of each school, and monitor external service providers and charter school operators/CMOs/EMOs to hold them accountable for meeting SIG requirements. How does this align with and support the existing state reform/redesign plan? (N/A for focus schools) If proposing to add SIG-funded positions at the

district level, describe how these will be funded and sustained when the grant ends. **(maximum length 2 pages)**

South Lake Schools intends to monitor and evaluate SIG activities through the general fund using existing administration/district personnel. South Lake will not be requesting any district level expenditures from SIG grant.

The Director of Instruction and Assessment will monitor all SIG activities through monthly meetings with the SIGC and the SLMS Principal. The Director of Instruction and Assessment will also meet monthly with any External Service Providers to ensure that all goals and activities in the SIG grant are completed, implemented with fidelity, and within budgetary guidelines.

These monitoring efforts align to the Transformation Plan at South Lake Middle School by ensuring that each activity in the Transformation Plan is completed and implemented with fidelity in the school.

The position of Director of Instruction and Assessment is currently funded through the General Fund and is sustainable after the grant period ends.

Attachments

Attachment C.2: Five Year Budget Overview

Attachment C.3: Preliminary District Level Budget

Attachment C.2: Five Year Budget Overview

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+.

Complete the budget overview on the next page using the template provided.

LEA BUDGET OVERVIEW						
Budget Year	Year 1	Year 2	Year 3	Year 4	Year 5	5 Year Total
South Lake Middle School	1,500,000	1,500,000	1,500,000	750,000	750,000	6,000,000
LEA Costs	0	0	0	0	0	0
Total Budget	1,500,000	1,500,000	1,500,000	750,000	750,000	6,000,000

Attachment C.3: Preliminary District 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+.

The district budget must adhere to the following guidelines

1. Annual district level costs should not exceed 5% of the overall LEA allocation.
2. Building level costs or positions may not be duplicated at the district level. For example, SIG coordinators are building level positions and costs and come out of those budgets/allocations. These costs may not come from the district budget, nor may the district employ additional SIG coordinators at the district level.
3. District level oversight and associated costs must reflect the actual amount of time spent on those duties.
4. District level duties may include, but are not limited to:
 - a. Financial oversight
 - b. Support for school buildings receiving the grant
 - c. Monitoring schools and other entities for compliance with grant requirements
 - d. Monitor progress on annual goals and implementation of the grant and selected intervention model

District/Central Office Budget Year 1: (may not exceed 5% of total allocation)										
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES		
221	Improvement of Instruction	0	0	0	0	0	0	0		
226	Supervision and Direction of Instructional Staff	0	0	0	0	0	0	0		
232	Executive Administration	0	0	0	0	0	0	0		
233	Grant Writer/Grant Procurement	0	0	0	0	0	0	0		
249	Other School Administration	0	0	0	0	0	0	0		
252	Fiscal Services	0	0	0	0	0	0	0		
266	Operation and Maintenance	0	0	0	0	0	0	0		
281	Planning, Research, Development, and Evaluation	0	0	0	0	0	0	0		
283	Staff/Personnel Services	0	0	0	0	0	0	0		
331	Community Activities	0	0	0	0	0	0	0		
	SUBTOTAL	0	0	0	0	0	0	0		
	Indirect Costs _____ % Restricted Rate	0	0	0	0	0	0	0		
	TOTAL	0	0	0	0	0	0	0		

District/Central Office Budget Year 2: (may not exceed 5% of total allocation)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction	0	0	0	0	0	0	0
226	Supervision and Direction of Instructional Staff	0	0	0	0	0	0	0
232	Executive Administration	0	0	0	0	0	0	0
233	Grant Writer/Grant Procurement	0	0	0	0	0	0	0
249	Other School Administration	0	0	0	0	0	0	0
252	Fiscal Services	0	0	0	0	0	0	0
266	Operation and Maintenance	0	0	0	0	0	0	0
281	Planning, Research, Development, and Evaluation	0	0	0	0	0	0	0
283	Staff/Personnel Services	0	0	0	0	0	0	0
331	Community Activities	0	0	0	0	0	0	0
	SUBTOTAL	0	0	0	0	0	0	0
	Indirect Costs _____ % Restricted Rate	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0

District/Central Office Budget Year 3: (may not exceed 5% of total allocation)									
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES	
221	Improvement of Instruction	0	0	0	0	0	0	0	
226	Supervision and Direction of Instructional Staff	0	0	0	0	0	0	0	
232	Executive Administration	0	0	0	0	0	0	0	
233	Grant Writer/Grant Procurement	0	0	0	0	0	0	0	
249	Other School Administration	0	0	0	0	0	0	0	
252	Fiscal Services	0	0	0	0	0	0	0	
266	Operation and Maintenance	0	0	0	0	0	0	0	
281	Planning, Research, Development, and Evaluation	0	0	0	0	0	0	0	
283	Staff/Personnel Services	0	0	0	0	0	0	0	
331	Community Activities	0	0	0	0	0	0	0	
	SUBTOTAL	0	0	0	0	0	0	0	
	Indirect Costs _____ % Restricted Rate	0	0	0	0	0	0	0	
	TOTAL	0	0	0	0	0	0	0	

District/Central Office Budget Year 4: (may not exceed 5% of total allocation)									
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction	0	0	0	0	0	0	0	0
226	Supervision and Direction of Instructional Staff	0	0	0	0	0	0	0	0
232	Executive Administration	0	0	0	0	0	0	0	0
233	Grant Writer/Grant Procurement	0	0	0	0	0	0	0	0
249	Other School Administration	0	0	0	0	0	0	0	0
252	Fiscal Services	0	0	0	0	0	0	0	0
266	Operation and Maintenance	0	0	0	0	0	0	0	0
281	Planning, Research, Development, and Evaluation	0	0	0	0	0	0	0	0
283	Staff/Personnel Services	0	0	0	0	0	0	0	0
331	Community Activities	0	0	0	0	0	0	0	0
	SUBTOTAL	0	0	0	0	0	0	0	0
	Indirect Costs _____ % Restricted Rate	0	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0	0

District/Central Office Budget Year 5: (may not exceed 5% of total allocation)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction	0	0	0	0	0	0	0
226	Supervision and Direction of Instructional Staff	0	0	0	0	0	0	0
232	Executive Administration	0	0	0	0	0	0	0
233	Grant Writer/Grant Procurement	0	0	0	0	0	0	0
249	Other School Administration	0	0	0	0	0	0	0
252	Fiscal Services	0	0	0	0	0	0	0
266	Operation and Maintenance	0	0	0	0	0	0	0
281	Planning, Research, Development, and Evaluation	0	0	0	0	0	0	0
283	Staff/Personnel Services	0	0	0	0	0	0	0
331	Community Activities	0	0	0	0	0	0	0
	SUBTOTAL	0	0	0	0	0	0	0
	Indirect Costs _____ % Restricted Rate	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0