

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

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

ASSURANCES AND CERTIFICATIONS

STATE PROGRAMS

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

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

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

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

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

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

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

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

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

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

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

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

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

PARTICIPATION OF NONPUBLIC SCHOOLS

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

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

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

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

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

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

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

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

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

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

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

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

AUDIT REQUIREMENTS

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

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

ASSURANCE AGAINST TRAFFICKING IN PERSONS

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

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

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

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

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

CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS

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

ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS

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

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

IN ADDITION:

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

SPECIFIC PROGRAM ASSURANCES

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

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

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

DATE 5-30-14 SUPERINTENDENT OR AUTHORIZED OFFICIAL


SIGNATURE

TYPED NAME/TITLE: Dr. Linda Hicks, Superintendent

Section A1. Analysis of Data

During the 2012-2013 school year, the overall performance level for Dudley Stem Elementary School was 3% on the Top to Bottom State ranking. The team analyzed Reading and Math achievement data from MEAP, for 2010 through 2013 and MAP (NWEA) for 2013 and 2014 school years to consider evidence of need. The four-year reading trend shows decreasing proficiency of 7% per year for 3rd grade, 12% per year in 4th grade and scores remaining constant in 5th grade. The four-year mathematics trend shows decreasing proficiency 6% per year in 3rd grade, 7% per year in 4th grade and 4% per year in 5th grade. Based upon the teams' analysis, the identified areas of need are Reading and Math. Students with disabilities and the economically disadvantaged students demonstrated the greatest needs.

Dudley Stem Elementary School is a Pre-K to 5th school. The school has a total enrollment of 230 students with 71% African American 18% Caucasian and 10% Hispanic. 80% of the students are economically disadvantaged and 15% are identified as students with disabilities. The daily average attendance rate for Dudley Stem for 2013-2014 school year is greater than 90%.

The School Process Rubrics were examined and identified areas of improvement to the teaching and learning process. Curriculum aligned to the Common Core and basic instructional processes were found to be inadequate to improve student achievement. Ineffective instruction due to lack of quality collaborative time for teachers and instructional professional development were highly ranked. Climate and culture data reflect over 788 office-managed referrals issued in a given school year.

The three identified changes to be implemented at Dudley Stem include:

Support and monitor a guaranteed and viable curriculum, aligned to the Common Core curriculum standards. The content that teachers are expected to address must be adequately covered in the instructional time teachers have available. Teachers will receive coaching support in math and ELA in order to deliver curriculum and plan using formative data for Tier I and Tier II instruction. Assessment data to address learning goals, instructional practices, time allocation, and instructional approaches that address students' needs and achievement will achieve this goal. The effective implementation of researched based instructional strategies such as "Balanced Literacy and Early Elementary Oral language programs will be important components of this initiative. Staff and students will engage in Instructional Learning Cycles (ILC) - a collaborative short-term process of instructional improvement. ILCs provide opportunities for teachers, along with their colleagues (i.e. other teachers, coaches and /or principals), to reflect on the quality of classroom instruction. Professional Learning Communities (PLCs) - a collegial group of educators united in their commitment to raise student achievement will be the primary vehicle to drive growth, regularly reviewing student academic data and making adjustment to meet student needs. The data coach will support teachers in collecting and analyzing data.

Create a high performance school culture. Many studies have singled out safe and orderly environment as critical to academic achievement. (Chubb & Moe 1990; Mayer, Mullens, Moore, & Ralph 2000). To accomplish this goal, it is necessary to develop a robust Positive Behavior Support Initiative (PBIS). The plan is to follow a model of (Michigan Behavior Learning Support Initiative (MiBISi). This includes using CHAMPS as the basis for classroom management. A behavior support team supports planning that is person centered, has a functional behavioral assessment, develops a hypothesis, develops a behavior support plan and monitors the outcomes of the plan. To assist teachers in addressing the needs of diverse learners, classroom structures take on a systematic approach to instruction.

Foster Parent and Community Involvement. We will increase parent participation in reference to student achievement and learning outcomes by increasing the parent contact time. The model, called the Academic Parent Teacher Team (APTT), replaces the traditional parent-teacher conference with three group meetings throughout the year, where teachers meet at once with all parents in their classroom. Each parent is provided with a folder of their child's performance indicators. Teachers then provide an in-depth coaching session on how to interpret this data based on overall classroom performance, school benchmarks, and state standards. Parents are provided with strategies and tools to help support learning at home. And together, parents and teachers set goals for their students, individually and as a class.

2. School Building Capacity – Resource Profile Maximum length 1 page

The MDE requires the following positions/funding for schools receiving SIG funds during the three-year period of funding. These positions/funding may be funded with School Improvement Grant funds:

- School Improvement Grant Coordinator/Facilitator (may not be the school principal)
- Family liaison position
- Data Coach
- Funding to support mental health services

b. Professional development must be provided throughout the school year (late start, early releases, school days without students, etc.) at least eight hours per month for all professionals in the building including the administrators and support staff. All professional development cannot occur during the summer. The following is the district professional development schedule for next year.

- Four full days (August 26, August 27, August 28, January 19)
- Four half days (October 10, November 4, February 16, and March 27)
- The building will conduct at least 16 more hours of professional development at various times in the year.

c. The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.

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

3. School Building Commitment

- A. The Dudley Stem Instructional Leadership Team meets twice a month working in PLC's to analyze MEAP and MAP as well as teacher classroom data to determine areas of need. The ILT determined that it is critical to address the needs of all students in the areas of improving literacy. Based on the needs, it was decided to implement the Balanced Literacy Model to bridge the gap in literacy. The Tier II intervention will use computer-based programs such as RAZ kids to help develop critical skills to address the gaps in reading and mathematics.

The school improvement plan was developed with input from a variety of current stakeholders of Stem Elementary. Through a review of school data and several brainstorming sessions the stakeholders arrived at a plan to increase capacity of students, staff and parents. The plan was presented at a recent staff meeting where key details of the plan were explained and questions were addressed. The ILT is charged with monitoring the implementation of the plan with fidelity. Though the monitoring process including classroom walkthroughs, the ILT suggests job embedded professional development.

- B. Battle Creek Public Schools will provide Dudley Elementary with operational flexibility in accordance with the aspects of the restructuring plan. Specifically:
- Dudley Elementary will be granted the necessary flexibility to develop its own walk-through instruments. This flexibility will allow Dudley Elementary to effectively establish its own performance objectives.
 - Dudley Elementary will have the flexibility and resources to implement its own professional development program based upon identified student and staff needs. This includes the ability to opt-out of any district professional development with the exception of convocation, as long as a building alternative is provided and with the approval of the Assistant Superintendent for Curriculum, Instruction, and Assessment.
 - Dudley Elementary will have the flexibility to review any portion of the district budget impacting the building and to request reasonable changes in budget allocations in order to meet building goals and implement building initiatives.
 - Dudley Elementary shall be granted the opportunity, with full consideration, to request additional operational flexibility from the school board, superintendent, or their designees on an as-needed basis.
 - Dudley Elementary in cooperation with the local teachers' union will have flexibility in calendars, work hours, and structure of the school day. Battle Creek Public Schools in cooperation is developing a plan to improve operations at the district level using the Education Resource Strategies. These operations influence the ability for Dudley Elementary to engage in a rapid turnaround process. The following areas will be studied and refined:
 1. Teaching: Restructure teaching to foster individual and team effectiveness and professional growth
 2. School Design: Support schools in organizing talent, time, and money to maximize learning
 3. Instructional Support: Ensure access to aligned curriculum, instruction, assessment, and professional development
 4. Leadership: Build school and district leader capacity
 5. Partnerships: Partner with families and communities
- C. Several of the teachers have expressed a personal commitment to our school transformation and interest to engage in prescribed professional development as outlined in the schools' priority plan. Dudley Stem expects to hire new staff due to retirements. The principal will screen and interview each candidate to ensure the commitment to the Priority School Model. Battle Creek Public Schools and the Battle Creek Education Association have established an agreement focused on enhancing student achievement through instructional, economic and operational reforms in the establishment of Priority Schools. To implement the Priority Schools' reform, an executed addendum was established between the district and the union with provisions to accommodate the necessary and unusual requirements and changes needed for this reform, including: creative teaching methods; acceleration of improved student achievement as measured by MDE standards; creative scheduling; dedicated staff assigned to each school; extended school day/extended year; and parental and community involvement.

4. School Improvement Plan

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

The principal and a committed staff, with the MSU Fellowship team plan to implement responsive and proactive school improvement initiatives that specifically address the significant needs identified in our MDE Comprehensive Needs Assessment (CNA), and other data sources.

Intervention Plan Implementation

Develop instructional leadership (Curriculum & Instruction)

One of the most important variables in student learning is the quality of instruction students receive. Strategies that result in highly effective teaching in more classrooms most of the time will be utilized. The best strategy for improving the collective capacity of teachers is the implementation of the Professional Learning Community. Staff at Dudley Stem is committed to ensuring all students learn at a high level, as well as work collaboratively in a collective effort to meet the needs of each student. To effectively meet these standards, teachers will engage with external instructional coaches, participate in embedded coaching, implement high yield instructional strategies, and programs while demonstrating instructional leadership through ongoing collaboration. Teachers will participate in unpacking and implementing the Common Core State Standards ensuring that student academic needs are met. Data will be effectively used to provide content at the students' instructional level. A highly trained data coach will support teachers in gathering, analyzing, and planning using school, district, and state assessments. This coach will also train the instructional leadership team to use and understand the data. This will allow Dudley Stem to continue using data effectively when the grant is completed. Stem instruction is an integral piece of an interdisciplinary approach to teaching and learning, using science as the core discipline to teach technology skills, engineering practices, and mathematical applications. Michigan State University as Dudley's partner will provide support with our Stem initiatives. The Common Core State Standards and Next Generation Science Standards have emphasized the need for stronger and deeper connections among the Stem subjects. The need for professional development and a deep commitment and belief in the benefits of an interdisciplinary Stem school is key to the success of the program.

Optimize Conditions for Teaching and Learning

The widespread overuse of suspensions and expulsions has tremendous costs. Students who are suspended or expelled from school may be unsupervised during daytime hours and cannot benefit from great teaching, positive peer interactions, and adult mentorship offered in class and in school. Schools must be both safe and supportive for effective teaching and learning to take place. The plan is to develop a productive learning environment by creating a positive and respectful school climate. Being proactive will do this; preventing student misbehavior before it occurs. Creating common expectations and consequences will prevent and address misbehavior. The interventionist position can address more severe situations that may require social work services, involvement of other agencies, and mental health support. At Dudley, we are in the process of creating positive school climate where we identify climate goals that complement the school's academic goals. In developing these goals, we will solicit input from staff, families, students, and others, and use a needs assessment to better understand the school's climate. The school will then develop approaches to address identified needs and achieve progress towards its goals. We will use evidence-based strategies such as tiered supports (implement PBIS structure) to better manage student behavior by providing different levels of assistance and interventions based on students' different needs. These strategies such as emotional learning programs, behavioral support, and mental health support will be necessary to address the needs of students. Meeting the needs of students begins at the classroom level. Teachers using effective classroom management strategies (CHAMPS) and instructional practices coupled with an understanding of how to create a cultural responsive classroom are a necessary beginning to meeting the needs of students.

The strongest support for learning occurs at home through positive parenting styles, nightly reading, homework policies, and high expectations. Schools that measure their success in reaching out to parents by the number of volunteers and attendance at workshops and meetings could be missing valuable opportunities to connect with families who can't be there or who are not comfortable coming to school. Dudley Stem will provide increased communication between home and school as well as provide

capacity building workshops for parents. To ensure a strong family school partnership a family liaison position will be established strengthen school parent relationships and ensure the school is proactive when student risk factors are observed.

To accomplish the above goals, staff will need intense whole group, small group, and individual professional development. In August of 2014, teachers will receive training on RTI, CHAMPS classroom management, Balanced Literacy, and the effective use of data. Through out the school year they will continue learning about these ideas with coaches and building level professional development

Intervention Plan Use of Data

RTI is a multi-tiered level of instruction to meet the instructional needs of all students. It is an early identification to support students with learning and behavioral needs. It also is a systematic approach helping students to close the gap in academic achievement and a determining factor in reducing special education referrals. At Dudley Stem School, struggling learners will be provided interventions at increasing levels of intensity to accelerate their rate of learning. Academic coaches will provide embedded professional development to create a researched based Tier I classroom environment. In addition, Partners in Innovation will support The Tier II classroom structures by attending the grade level PLCs and ensuring that the Instructional Learning Cycles using building level designed assessments are reviewed and students who are not learning the target goals have additional time and strategies to meet the goals. Our choice to use this RTI Model was based on the performance data of our school. Some examples of the data used to measure student's growth is Fountas and Pinnell reading assessments and NWEA MAP RIT scores, as well as formative classroom assessments. Nearly 75% of our students are not performing on grade level. With this model, it gives us the ability to meet the academic needs of all students. We perform cycle reviews every 3-4 weeks. This cycle allows progress to be closely monitored to assess both the learning rate and level of performance of individual students. Teachers meet in 45-minute PLC meetings to review the data and plan for instruction based on individual needs of students. The data coach is crucial and collecting and support the analysis of data. From this review, we determine the students who need additional academic support based on their achievement on core instruction taught during those weeks. Tier III interventions are provided by the Title I team which includes a Title I teacher and three Title I tutors. These interventions are given as 2nd and 3rd doses to supplement the core instruction taught in the classroom. To ensure there is an alignment with core instruction and intervention, Title I staff attend PLC of all grade levels to examine data and create next steps.

Intervention Plan SIG Administration

The SIG administrator closely monitors spending of Title funds. This position is responsible for monitoring the plan and how the funds are spent. In addition the position will support the principal in implementing the plan when support is deemed necessary. This support person will work closely with MDE and the district accountant to ensure the integrity of the budget and plan.

Intervention Plan Improvement and Evaluation

The plan has many program interventions including a new reading series, PBIS, RTI, coaching, balanced literacy, Stem initiatives. In order to evaluate the success of these strategies, data must be collect at least quarterly and analyzed by the staff. The Instructional Learning Cycle is an ideal way to monitor these programs. The principal with support of the data coach will be responsible for monitoring the strategies. In addition, Calhoun ISD has talented staff in the area of program evaluation and offer continual professional development.

5. External Provider Selection

Members of the Dudley Stem Elementary interviewed several external providers; giving them the opportunity to determine whether or not their scope of services offered aligned with the mission, vision and educational program model adopted by the school. Michigan State University was selected based on their proven/demonstrated success with

1. Developing school wide coherence for implementing reforms.
2. Successfully improving instruction and raising academic achievement for student of poverty.
3. Providing expertise in the area of technology, science, and mathematics.

6. Alignment of Resources

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

- A. In order to build capacity, the school leader participates on the District's New Hire Interview Panel to screen potential new hires. Once a candidate has successfully been placed in the eligibility pool, the school leadership team will conduct a one-on-one interview with the candidate. During this one-on-one interview, candidates will be able to showcase and demonstrate their teaching talents as the leadership team looks for specific qualities and characteristics that would support the goals and objectives of Dudley Stem Elementary.
- B. There is a system in place to involve stakeholders for collaborative efforts in the district. Staff use the following resources to bridge our parent, community, school collaborations and partnerships in an effort to successfully raise student achievement and school improvement:
 - Provide a Parent Involvement Coordinator
 - Provide monthly Parent Advisory Council on Student Achievement Meetings (PACSA)
 - Two-way communication with parents and community
 - Parent and community involvement in the school improvement plan process
 - Provide parents and the community with educational workshops
 - Collaborate with representatives from the following outside experts:
 - Fellowship-Michigan State University, Urban league, Community Wrap around Agencies, Neighborhood Community Action, and Calhoun ISD.

7. Modification of local building policies or practices

The District, in collaboration with the Battle Creek Education Association, has established a common language relevant to the operation of Priority Schools. Staff selected for the Priority Schools must be Highly Qualified in their content areas. Teachers in Priority schools shall be required to complete prescribed professional development as designed to meet the instructional needs of the school. Flexible working conditions may be necessary to accommodate special requirements in the school.

The principal was replaced August, 2013. The new principal, Rick Jones, has been given maximum flexibility in the decision-making process and great latitude in choosing a new staff committed to the goals of the school improvement plan. Rigorous instruction, extended learning opportunities, new leadership, creative scheduling and selection of dedicated staff are among the agreed upon terms set by both parties. Shared decision making will be the catalyst for change as the program is built collaboratively. The staff is required to participate in shared decision-making, engage in professional development aimed at effective teaching and learning practices, use data for targeted instruction, create individualized learning plans for students and provide extended learning opportunities for students. Teachers will also support creative teaching methods to accelerate improved student achievement as well as participating in activities to engage parents and the community.

Modification of local building policies or practices

Instruction in the core subjects of ELA, Math, Science and Social Studies will be expanded significantly through the use of electives. Students at Dudley are scheduled to have 45 minutes per week for Art, 45 minutes per week for Music, 90 minutes per week for Technology and 90 minutes per week for Physical Education. Our plan is to use this 270 minutes per week to enhance instruction in core subjects by creatively developing literacy content. Elective teachers will participate in five days of professional development prior to the beginning of the school year for the purpose of developing interdisciplinary units in social studies, science and mathematics. These units will be designed to develop and support language and quantitative literacy.

Target students will participate in summer school for four to six weeks. The content of summer school programming will provide three hours of core content and three hours of student enrichment. Teachers will use MAP data to develop instructional units that will be designed to meet the student's instructional need. The resulting summer school experience will lead to an additional 90 hours of instruction per year.

8. Timeline

Work throughout the three-year cycle of the Fellowship focuses on creating and expanding the essential school conditions for improved student achievement. Rather than an off-the-shelf program, the Fellowship is designed to build the collective capacity of the adults within a school and its particular context. The organization of the Fellowship work ensures that principals and teachers have the fundamentals to begin and sustain instructional improvement in their schools as well as the practical tools and skills to identify which changes will translate into significant gains in student achievement. The Instructional Leadership Team has set aside time in our school calendar to allow time for collaboration to support the process.

Fellowship and Leadership Coaching

Year One: Beginning the Work

Working as a team, the principal, school improvement coach, and instructional leadership team begin the work of creating a culture of improvement, including an accountable professional community. With a collective vision of what is possible, including a shared understanding of instructional program coherence and the role students have in their own education students will see better academic gains. Staff will understand the data available to inform decisions about instructional improvement. Staff will understand the change process and how it impacts staff, students and families. The building will develop a clear understanding of effective instruction that leads to improved student achievement. All stakeholders are involved in creating effective organizational structures that support improved student achievement. MSU will provide the following big ideas:

- Performing a needs assessment
- Access to the latest, best practices, strategies and resources for MTSS-RTI
- Development of professional learning communities and a culture of sustainability
- Using the school improvement plan and multiple forms of student data to identify an appropriate problem of practice and theory of action in order to provide aligned content and RTI structures for targeted skill development
- Focusing school-community efforts including shared understanding of the needs, available resources and applicable strategies
- Developing a shared understanding and application of relevant data for the purpose of providing tiered interventions
- Identifying effective organizational structures that support an adaptive MTSS-RTI system based on student needs

Teachers will participate in four professional development days in August of 2014 to begin the work of the first three bullet points above.

Year Two: Deepening the Work

The principal, coach and leadership team continue their growth by expanding the capacity to implement effective instructional and leadership practice. Staff will increase skills in using data and in helping others become adept in data analysis. Staff will continue to learn how to manage complex change in schools. Staff will implement the school improvement plan, identifying an appropriate problem of practice and Theory of Action in order to provide focus for school improvement efforts that will leverage the greatest student improvement. The building will expand the professional community to include feeder schools and central offices.

Year Three: Sustaining the Work

The principal, coach and leadership team will continue to institutionalize a culture of best practice by developing proficiency to implement the strategies that result in increased student achievement. Staff will demonstrate data proficiency in all aspects of the school's work. Staff will ensure instructional program coherence across and between grade levels/subjects. The building will plan for continued progress and continuing an emphasis on effective and efficient school organization

Stem School Customized Program of Support:

A Customized Program of Expert Support (CPES) will include MSU Faculty, MSU Office of K-12 Outreach Specialists, Doctoral students and other University staff in provision of access to research-based best practices, resources and strategies aimed at addressing an identified need for a SIG School. The process will begin with an appropriate needs assessment in order to accurately identify current practices, relevant data, and areas of strengths and challenges related to implementing Stem at the school. Working with school leadership to analyze the results of the needs assessment, MSU faculty and staff will design a databased CPES with methods and resources that are aligned with the needs and goals of the SIG School.

According to U.S. News and World Report, MSU is ranked #1 in Elementary and Secondary Education and in the Top Ten in Curriculum and Instruction, Administration and Supervision, Educational Psychology, Educational Policy, and Rehabilitation Counseling. These highly ranked programs are home to world renowned best practices and resources developed by leaders in education in urban settings. MSU faculty members will lead practical, hands-on professional development that will build capacity for school and district staff to sustain school improvement efforts specifically targeting at risk after the three-year cycle. A particular focus of these professional development opportunities is to help educators understand why poverty achievement is lagging and how educators can work to mitigate this gap both in the classroom as well as at the school level. In addition MSU will train faculty and staff to use valuable tools to improve the academic outcomes of all students such as the *IDP Growth Plan*, a tool designed to provide both English language development teachers and content area teachers specific information and documentation on each student so that they can provide services and supports that align with students' current needs as well as systematically monitor student growth over time in both academic achievement and English proficiency .

9. Annual Goals

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

	Current Proficiency Rate 2014-15	Goal for 2015-2016	Goal for 2016-2017	Goal for 2017-2018
Reading	28.6%	36.5%	44.4%	52.3%
Mathematics	8%	18.3%	28.52%	38.74%
Writing	18%	27.1%	36.2%	45.3%
Science	0%	11.1%	22.2%	33.3%

10. Stakeholder Involvement

Battle Creek Public Schools, led by the Office of School Turnaround, collaborated with the school leadership team, ISD facilitator, and MiExcel specialist to identify the most significant factors impacting student achievement. Using student achievement, demographic, perception and process data, it was determined that the limited strength in instructional coherence and program alignment was a root cause of the low achievement scores. These stakeholders assisted the school in the review of research-based strategies designed to improve collaborative culture and instructional coherence. The leadership identified the Fellowship of Instructional Leader Program as one of the programs that would be investigated further. After examining the associated literature and receiving a demonstration from MSU, the building leadership team held discussions with the district leadership, ISD Facilitator, and MiExcel Specialist. The purpose of the meeting was to determine if the Fellowship Program design and supports met the needs according to multiple forms of data, school improvement plan, and reform plan. The Fellowship provided the most support and assistance in establishing the capacity within the school to both improve and sustain staff ability to support students.

Since its inception, Dudley Stem has recognized the value of community partnerships in bringing Stem experiences and opportunities to the students and families. Connecting with community not only brings relevancy to the educational content, it provides opportunities for students and families to see possibilities for themselves in terms of future education and careers. Dudley Stem has been very intentional about establishing community partnerships with the first priority being partnerships that broadened the school family's perspective about what is possible for children. Staff sought out partnerships that connected students and families with Stem content areas and direct experiences with Stem careers.

Current partnerships include: Western Michigan University School of Aviation, Leila Arboretum, Sprout Urban Farms, Good Food BC (funding for Learning Pavillion) Kingman Museum, Kellogg Company -- Food Scientists and Research, Kellogg Foundation (funding), Kreis, Enderle, Hudgins & Borsos, P.C.(Learning Garden and After School Stem Program), Battle Creek Community Foundation (funding for Garden), Kellogg Community College, Regional Manufacturing Technology Center, Miller College, Battle Creek Area Mathematics and Science Center , Hands On Battle Creek--Service Learning Program in partnership with KCC students, City of Battle Creek and Battle Creek Unlimited.

Many of the current partnerships have contributed to the establishment of the Dudley Stem program. Now that a foundation for Stem has been established, it is time to focus the community partnerships on specific industries and businesses that have a vested interest in the Stem concept at the elementary level. Our partnership with WMU's School of Aviation is a good example of an organization that understands the

value of exciting students and providing them with opportunities to experience the college environment and the potential careers associated with a certification or college degree in an aviation career. Similar partnerships could be established through many of the manufacturing companies at Fort Custer in order to expand our students and families understanding of how Stem plays a role in a variety of career fields. Partnerships with our local food industries as well as the food protection agencies that exist in this community make sense in terms of providing a pathway for our students to get exposure, experience, education, and eventual employment in the food sciences that are so prominent in the Battle Creek area. In addition, it would also be advantageous to deepen our partnerships with Kellogg Community College, Miller College, and the Calhoun Area Career Center. The current relationship with the Battle Creek Area Mathematics and Science Center provides a model for partnerships with secondary and post secondary institutions. This unique connection with the Math and Science Center solidifies the connection between Dudley Stem and the Stem High School Experience. Students from the center encourage younger students to see possibilities. Through summer and after-school programming, Dudley students experience real science, technology, and math applications. Providing families with support in guiding their children on the pipeline through the K-12 school system and then onto post-secondary education is an essential component in accomplishing the goal of increasing the number of qualified graduates for Stem careers. Partnerships with Behavioral Health Resources, Battle Creek College Access Network, the Urban League, and our local churches would help in providing our families with sustainable skills and resources to ensure that their children reach the goals that they are currently excited about and motivated to accomplish.

11. Sustaining Reforms

To support the building, Instructional Leadership Team, a Leadership Coach as defined by the Michigan State Fellowship for instructional leaders will provide support throughout the school year. The Michigan Model of Leadership Coaching is part of the Michigan's State system of support for high priority schools. Leadership coaches have been identified as a key mechanism for providing on-site assistance to school principals and Leadership Teams in order to help them make improvements that result in demonstrated gains in student achievement. The role of a leadership coach is to help school leaders build their capacity and through a one-to-one, confidential relationship. The goal is to build the capacity of a sustainable program to continue once the service has ended. Specifically, the job of the leadership coach is to engage principals in a learning process focused on systematic instructional improvement in the service of increased student achievement. Principals and leadership coaches attend professional development together in order to provide a common framework and opportunity for collaborative learning.

In addition, the school is involved in the Michigan State University Fellowship for instructional leadership that assists in building capacity within our leadership team (Process Mentoring Team / School Improvement). The Calhoun Intermediate School District provides professional development opportunities in curriculum, instruction, technology, assessment, etc. In addition it also provides regular professional communications on content-specific issues, provides a forum for professional discussion that goes beyond the walls of our school.

After the grant has ended the Leadership team will continue the function of the leadership coaches and continue to support building improvement efforts.

12. State Reform Plan

Attach approved State Reform Plan (**DO NOT insert here, upload as a separate file**)

Section B.

1. Replace Principal

An extensive search was used to hire a transformational leader. Questions developed by the Michigan Department of Education were used in the interview process in order to determine the transformational skills of the new principal. The principal was selected because of his proven transformational skills.

2. Include student data in teacher evaluation

25% of the teacher evaluation is based on student academic growth. The district uses a combination of MEAP, MAP, and district benchmarks.

3. Evaluations that are designed with teacher/principal involvement

The instructional staff at Dudley Stem Elementary is expected to demonstrate effective teaching practices by demonstrating knowledge of curriculum and rigorous instruction using data to drive instruction with continuous improvement and accountability. These processes are the interdependence of evaluation, professional development, accountability, and are grounded in the belief that the assessment of teachers and instructional leaders must be based on a set of clearly defined performance standards that are connected to student performance outcomes. Professional development and support must be directly linked to performance standards and teachers and leaders must be held accountable for meeting these expectations. These understandings represent the foundation from which the teacher and principal evaluation process was designed. The rubric upon which evaluations are based sets clear, rigorous expectations and contains recommendations for professional development. All teachers will receive regular feedback, and teachers who demonstrate below average development will receive it more often and have the opportunity to engage in meaningful one-on-one and small group professional development. In Battle Creek, success within our system requires partnerships; between teachers as peer evaluators, between principals as collaborators and thought-partners, and between principals and teachers. Effective school leaders are also critical to the work required to improve teaching and learning. Building a community of instructional leaders who are able to support teachers in improving instructional practice and create the necessary structures and systems required to effectuate this work is an essential element of comprehensive reform. Principal Jones has access to meaningful professional learning opportunities that are aligned to core competencies that define effective leadership and meets her individual learning needs. The primary purpose of the evaluation system is to improve the capacity of the principal to improve teaching and learning by creating a shared vision of effective leadership and providing meaningful feedback to principals that support the refinement of their work providing qualitative and quantitative data that drive the design adjustments of the comprehensive principal professional development plan. The evaluation tool is based on a continuous improvement model.

4. Remove leaders/staff that have not increased achievement

If a staff member is struggling to meet standards, an assigned teacher mentor will assist with lesson planning, modeling lessons and peer review. The administrator will support the staff member by allowing them to observe instructional rounds to see effective teaching in practice. The instructional specialist will work to help teachers to move towards being aligned with school goals. Staff members who have not demonstrated the ability to move student achievement in line with the vision and mission of Dudley Stem Elementary will be asked to transfer to another school location after providing support for the minimal/ineffective teacher.

Each staff member (teachers and administration) prior to accepting the position at Dudley Stem Elementary agreed to work towards the mission and vision of higher student achievement.

5. Provide on-going job embedded staff development

Dudley Stem Elementary teachers, student service assistants and trainable aids participate in a myriad of job embedded Professional development that is linked directly with our instructional program and is data driven.

This will include Balanced Literacy Training for all instructional staff members in best practices for teaching Reading, and instructional strategies for at risk students. This training is necessary to address the needs of students based on data from our MEAP and MAP scores. Therefore, teachers will participate in professional development that will include but not limited to training in, robust vocabulary, usage of literacy library and writing across the curriculum, project based learning, data driven instruction. Professional development will help decrease gaps in other core subjects; math, science and social studies.

Professional Learning Communities (PLCS) encompasses teachers and staff across grade and content levels. Our focus remains on student achievement by examining data from recent assessments to identify areas of needs. There will be focus on differentiated instruction to promote student achievement.

Instructional Learning Cycles are implemented to provide an opportunity for collaboration with colleagues to enhance the skill set of teachers in planning, preparing and engaging students in learning through high quality instruction.

Instructional staff members will attend conferences, conventions and workshops geared at providing the most up to date practices in all content areas. All attendees will be expected to bring back and share all knowledge through job embedded professional development at PLC's and staff meetings.

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

Dudley Stem Elementary will recognize and reward the dedicated hard working staff members who have demonstrated effective teaching practices as evident through student achievement and commitment outside the regular parameters of the classroom. These rewards will not be limited to attendance at conferences, conventions and professional development opportunities. Teachers will have the opportunity for career growth through recommendations for leadership opportunities within the school and district community.

7. Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.

Instructional decisions at Dudley Stem are made based on dialogue around data using students' reading, writing, math, science, social studies and English language proficiency. At Dudley Stem, 80+% of students are economically disadvantaged, with only 24% of those students achieving proficiency in Reading. A review of MEAP, MAP data along with an analysis of student writing samples indicate the need to focus on improvements in reading, vocabulary and writing to ensure success in all academic areas. A part of this analysis has included curriculum mapping across grade levels and alignment with the new Common Core Standards. As a result of analyzing these data sources, a resource based decision was made to implement Balanced Literacy while including some elements of the Sheltered Instructional Observation Protocol Model (SIOP). The SIOP Model is a research-based and validated instructional model that has been proven effective in addressing the academic needs of English learners. The SIOP Model helps teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency by supporting their language development and making grade-level academic content comprehensible to them.

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

The Instructional Learning Cycle (ILC) process promotes collaboration and collective responsibility within a teacher team by setting up structures for short term cycles of improvement. Upon review of state and local assessments, uncovered during Data Dialogues, teachers and instructional leaders determine a focus for each Instructional Learning Cycle. The leadership team identifies a measurable objective aligned to state standards and determining an instructional strategy for implementation during a specific round of the ILC.

As part of the process of developing structures to more effectively meet the needs of students, staff will be required to attend staff meetings each week. These meetings will be used as instructional improvement forums. Teachers will bring lessons or units of instruction and using the staff as audience obtain feedback for improvement.

Each ILC provides an opportunity for teachers to reflect on the quality of instruction and the evidence of student learning. Collaborative meetings also allow teacher teams to analyze their combined implementation and impact data to build a sense of collective responsibility for the learning of all students. Between meetings, teachers implement specific instructional strategies and gather student data through formative assessments. Each teacher collects and analyzes data on both the implementation of the strategy and the impact of the strategy on student learning within.

Between ILCs teachers are meeting within the grade level Professional Learning Community (PLC). During these weekly meetings teachers will have continuous dialog concerning instruction, assessment and student achievement. We will continue to use Partners In School Innovation to facilitate the PLC meeting with the purpose of developing capacity of the grade level teams.

9. Provide Increased Learning Time

The majority of our students qualify as our targeted subgroup for specialized instruction. Approximately 80+% of our students are in the "Economic Disadvantaged" subgroup thus making this our "All" subgroup. Consequently, most Dudley Stem students qualify for increased instructional time. This includes after-school tutoring, extended school year, math block of 90 minutes and reading block of 120 minutes. The previous mentioned initiatives will focus on basic skills as determined by data collected throughout the school year. Students who scored in Level 1 or Level 2 on the MEAP Assessment will have additional instruction on vocabulary development during the extended year as well. Primary grades K-1 will focus on Oral Language Development using the program Grapeseed which has evidence to show it can help students acquire academic language skills and emphasize the use of hands-on center-based activities to reinforce math basic skills to set the foundation for future development. Increase learning time will also occur through the reallocation of Art, Music, Physical Education, and Tech Electives. This time will instead focus on core instruction thus adding an additional 108 hours of instruction per year.

10. Provide ongoing mechanism for family and community engagement

Dudley Stem Elementary current has a Parent Teacher Association that meet monthly. One of its current initiatives is to provide parent workshops including topics on parenting styles, setting priorities and goal setting as well as establishing effective routines. We plan to continue and expand this workshop model.

11. Provide operational flexibility to implement comprehensive approach to substantially increase student achievement and increase graduation rates.

To implement the Priority Schools' reform, an agreement was established between the District, Individual (principal) and the Union, with provisions to accommodate the necessary and unusual requirements to implement the needed change for reform:

- Creative teaching methods
- Acceleration of improved student achievement as measured by MDE standards
- Creative scheduling
- Dedicated staff assigned to school
- Extended school day/extended year
- Parental and Community Involvement.

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

Through collaborative planning process, Dudley Stem Elementary School will be in compliance with all the requirements of the Transformation model by:

- Contracting with an outside consultant to provide grant oversight
- Building the capacity of school leadership
- Providing Job embedded professional learning
- Implementing research based instructional programs aligned from grade level to the next
- Increase learning time
- Developing teacher collaboration
- Implementing community engagement
- Evidence of on-going technical assistance from Partners in School Innovation.
- Ongoing and guided support from external provider MSU

Optional Elements.

Implement a school wide Multi-Tiered system of Supports model

Every teacher has been trained in the implementation of Guided Reading to help bridge the gap in literacy. Based on test results first grade students receive intervention from two Reading Recovery teachers. Based on DIBEL scores students who need intensive support receive intervention lessons targeting areas of need. We have an Instructional Specialist that works with teachers on assessment, intervention, proper curriculum implementation and effective use of resources. Based on data from ILC's pre-testing and MAP assessments students work in small groups daily with the lowest scoring students receiving the most intensive support.

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

Teachers and staff will be trained on how to incorporate the Sheltered Instruction Observation Protocol (SIOP) in order to increase support for English Language Learners (ELLs). This will also include bilingual support from the District, ELL materials for instruction, training for teachers on ELLs, Educational Technician to assist with ELL technological support services within the building. Professional development will include ongoing, systematic, and job-embedded experiences to enrich and enhance the skill sets of teachers in the areas of planning and preparing, engaging students in learning through high quality instruction, as well as utilizing assessment appropriately in instruction. All of the professional development will focus on helping teachers and administrators pay close attention to the classroom environment and improve student learning. Administrators will receive professional development to broaden their leadership skills and provide more instructional leadership for their staff to help themselves and their staffs become more reflective, maintain accurate records, grow and develop professionally, and show professionalism. Decisions for professional development were based upon the needs of the building-level staff members and the analysis of the data collected from the standardized assessments.

Use and integrate technology-based interventions

Students are assessed through the DIBELS program and progress monitored weekly. Student are currently using I-pads to use the program Math Facts in a Flash to practice targeted basic math skills. With the integration of technology, students are able to get direct, individualized instruction from the computer which helps them become more self-directed in the learning process. It also gives the teacher more time to accomplish classroom objectives, while freeing them up to help the students who might be struggling with certain lessons.

Using technology in the classroom, both teachers and students will develop skills essential for the 21st century. Students will learn the critical thinking skills necessary to help them with solving complex problems, developing different forms of communication leadership skills, and improving motivation and productivity.

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

Stem instruction is an integral piece of an interdisciplinary approach to teaching and learning, using science as the core discipline to teach technology skills, engineering practices, and mathematical applications. The Common Core State Standards and Next Generation Science Standards have emphasized the need for stronger and deeper connections among the Stem subjects. The need for professional development and a deep commitment and belief in the benefits of an interdisciplinary Stem school is key to the success of the program. Teachers will need to be provided with the research that supports the program and the resources and training to implement the program.

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

Our DIBELS data is collected a minimum of three times a year on each individual student in the areas of phonemic awareness, fluency, and reading comprehension. Students are selected for increased instructional time based on DIBELS, Renaissance Learning, MAP assessments and MEAP data performance. Students' progression rates are also monitored in relation to understanding/achievement of Common Core State Standards. Response to Intervention (RTI) is a multi-tier approach that identifies struggling learners and provides intervention at increasing levels of intensity to accelerate their rate of learning. RTI will occur in small groups for all students identified through screening. Teachers will use ILC's every four to six weeks to analyze discuss and review the data to formulate a plan to differentiating and develop plans to monitor students' mastery of identified skills.

Implementing approaches to improve school climate culture and discipline

We are currently implementing the Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) which provides a structure to create local capacity for an integrated behavior and reading Multi-Tiered System of Support (MTSS) that can be implemented with fidelity. It utilizes data-based decision making at all levels of implementation. Part of MiBLSi is Positive Behavioral Interventions and Supports (PBIS), which create a culture of competence within the school. Culture means that the school community shares a common vision, experiences, and language. Behavior expectations are a component of defining the culture of the school.

Dudley Three-Year Budget Detail

Vendor	Purpose	Cost yr. 1	Cost yr. 2	Cost yr. 3	
MSU	Fellowship Program Service Provider	213,900	181,900	143,500	MSU to provide professional development starting in August
Partners	PLC Instructional Support	43,000	50,000	64,000	Partners to provide PLC support starting in August
Contracted Services	Grant Monitor (10 hours a week)	28,800	28,800	28,800	Monitors grant implementation and progress on goals
Health Dept. or Summit Pointe	Mental Health Services (178 days)	62,300	49,840	39,872	Supports students in Tier III PBIS
Contracted Services	Literacy Coach	97,000	97,000	97,000	Supports teachers in Balanced Literacy and implementing reading program
Contracted Services	Math Coach	97,000	97,000	97,000	Supports teachers in math literacy and adhering to curriculum
Contracted Services	Data Coach (10 hours a week)	28,800	28,800	28,800	Supports Leadership team and PLCs in using data for Tiered Intervention
Literacy Consulting Services	Balanced Literacy Training	60,000	40,000	20,000	Professional development starting in August
Literacy Brain Connection	Rewire Training	24,000	24,000	24,000	Professional development
Literacy Brain Connection	Rewire Materials	55,000	0	0	Materials to support professional development
GrapeSeed	Oral Language Program Training	4,700	0	0	Supports early learners
GrapeSeed	Oral Language Material	38,000	0	0	Supports early learners
Internal Hire	Title 1 Coordinator	97,000	97,000	97,000	Lead teacher for Tier III reading intervention
Internal Hire	Title 1 Tutors for RTI (3 each)	77,915	77,915	77,915	Support teachers for Tier III reading intervention
Internal Hire	Social Worker	97,000	97,000	97,000	Supports Tier III students and proactive work with Tier II
Internal Hire	Behavioral Specialist	97,000	97,000	97,000	Supports Tier III students and proactive work with Tier II and PBIS coordination
Internal Hire	Parent Liason (20 hrs. week)	37,000	37,000	37,000	Parent family connections for truancy
Internal Hire	Technology/STEM Coach	97,000	97,000	97,000	Supports teachers in using technology for classroom Tier II intervention
Harcourt	Leveled Library	25,000	25,000	25,000	Supports Balanced Literacy approach in small group instruction
Internal Hire	Sub Costs	16,400	16,400	16,400	Release time for professional development
Internal Hire	Teacher Stipend	15,550	15,550	15,550	Pays teachers for after school professional development
Internal Hire	Student Academic Fieldtrips	10,000	10,000	10,000	Allows students to connect with community. Ex. Math & Science Center
Internal Hire	Summer Salary	37,000	37,000	37,000	Specialized teaching for summer school
TBD	End User Technology	15,000	195,000	15,000	Technology and Software for Tier II classroom intervention

	After School Tutoring	54,800	54,800	54,800	Extended learning for Tier II and Tier III students
	Transportation	25,000	25,000	25,000	Transporting students home after school tutoring.
	Totals	1,454,165	1,479,005	1,244,637	
	Indirect Costs (4.6)	66891.59	68034.23	57253.302	
	Grand Total	1,521,057	1,547,039	1,301,890	

Baseline Data Requirements

MDE is required to send this information to USED on a yearly basis. USDOE Baseline Data Requirements Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	Transformation
Number of minutes in the school year	65,948
Student Data	
Dropout rate	21.5
Student attendance rate	92%
For High Schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	
International Baccalaureate	
Early college/college credit	
Dual enrollment	
Number and percentage enrolled in college from most recent graduating class	
Student Connection/School Climate	
Number of disciplinary incidents	788
Number of students involved in disciplinary incidents	135
Number of truant students	10

Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	Highly Effective (6) Effective (2) Minimally Effective (6) Ineffective (0)
Teacher Attendance Rate	95%