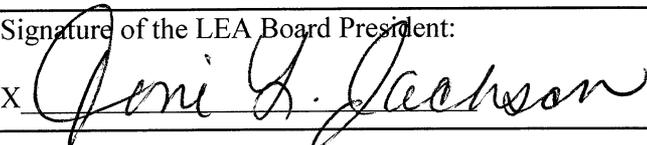


Attachment B**SIG GRANT--LEA Application FY 13**

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

| | |
|--|---|
| Legal Name of Applicant: Michigan Technical Academy | Applicant's Mailing Address: 23750 Elmira Redford, Michigan 48239 |
| LEA Contact for the School Improvement Grant Name: Jeremy Gilliam Position and Office: Superintendent Contact's Mailing Address: 23750 Elmira, Redford, Michigan, 48239 Telephone: 313-537-9311 Fax: 313-537-9312 Email address: jgilliam@mtacademy.us | |
| LEA School Superintendent/Director (Printed Name): Jeremy Gilliam | Telephone: 313-537-9311 |
| Signature of the LEA School Superintendent/Director: X  | Date: May 30, 2014 |
| LEA School LEA Board President (Printed Name): Toni Jackson | Telephone: 313-717-3247 |
| Signature of the LEA Board President: X  | Date: May 30, 2014 |
| The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application. | |

GRANT SUMMARY

District Name: Michigan Technical Academy
ISD/RESA Name: Wayne RESA

District Code: 82907
ISD Code: 82

FY 2013
School Improvement Grant – Section 1003(g)
District Proposal Abstract

For each of the models listed below, indicate the number of Schools within the District/LEA that will implement one of the four models: attach the full listing using form below in Section A , Schools to be Served, and the criteria for selection as attachments to this grant.

- Close/Consolidate Model:** Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district.
- Transformation Model:** Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools.
- Turnaround Model:** Replace principal and at least 50% of the staff, adopt new governance, and implement a new or revised instructional model. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.
- Restart Model:** Close the school and restart it under the management of a charter school operator, a charter management organization (CMO) or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to

From the list of eligible schools (Attachment I), an LEA must identify each Priority school the LEA

| <u>SCHOOL NAME</u> | <u>NCES ID #</u> | <u>INTERVENTION</u> | | | |
|--|------------------|---------------------|----------------|----------------|-----------------------|
| | | <u>turnaround</u> | <u>restart</u> | <u>closure</u> | <u>transformation</u> |
| Michigan Technical Academy Elementary | 260012801506 | | | | X |
| | | | | | |
| | | | | | |
| | | | | | |

B. Descriptive Information: For each Priority School, the LEA must:

1. Describe the process the LEA used to analyze the needs of the school and how the intervention was selected for each school.

Central office staff worked collaboratively as members of the Academy's School Support Team ("Team"). The Academy's assessment system consists of longitudinal data in all grades, including MEAP, AIMSweb, DRA and Star Reading (13-14 only), and Performance Series. Assessment data is used to monitor student and program progress against performance objectives. DRA, AIMSweb, and Star Reading have established benchmarks at each grade at the beginning, middle, and end of year (BOY, MOY, EOY), based on national norms and proficiency cut scores. The school also establishes individual student Performance Series MOY and EOY targets in reading and math. Each student has two goals: 1) meet or exceed the "expected" or average growth for a similar student nationally, and 2) close 40% of the gap between the student's BOY score and the high "college readiness benchmark" three years in the future. These goals were established by the diverse School Support Team. The assessment system is evaluated annually and changes made accordingly. For example, in May 2014, the Academy determined to discontinue Performance Series in favor of NWEA's MAP assessment, a more reliable and student-friendly test, and AIMSweb, the data from which we do not find impactful or predictive of later reading success.

The Team reasoned that the school's 'Priority' status merited a fresh look at school performance *and* practice data, in addition to the Comprehensive Needs Assessment and other data compiled by the school improvement team. The Team met regularly to review the following data: 1) disaggregated MEAP scores for prior four years, including detailed analysis of performance level change data to identify patterns; 2) disaggregated Performance Series scored for prior two years; 3) prior year AIMSweb scores; 4) four years of longitudinal data to evaluate student progression, including evaluating if students who had low reading performance K-1 recover in later years; 5) exemplar student work samples against State standards; 6) two years of attendance data; surveys of teacher classroom practices; curricula; teacher observations.

Reading data showed little variation over time, by teacher, or sub-domain, with small differences favoring girls and longer time with the Academy. Reading data showed more effective grasp of discrete skills (e.g. letter-sound, phoneme segmentation) but greater struggles to assemble skills and read with fluency and for comprehension. Math data showed no variation over time or longevity, or by subgroup, with small but consistent differences by subdomain (e.g. measurement and data were consistently lowest). Grades were unaligned with assessment data.

The team concluded the school had a curriculum problem – low rigor, loose standards, narrow sub-skills at the price of big picture objectives, no help with differentiation, poor assessments; and an instruction problem – whole group, no formative assessment, low engagement, centered on recall and occupying activities. We concluded we had *teaching* and *learning* problems, not problems with *teachers* and *learners*. The Transformation model was selected by the Team because of needs:

- a. Instructional program reform – inadequate implemented curriculum, weak and inconsistent instructional practices, and lack of formative and summative classroom data collection and utilization.
- b. Teacher development – teachers had not been developed as professionals and clinicians;
- c. Leadership development – the new principal had seized on quick wins, fostered positive parent relations, and changed the staff culture, but continual development of the building leader and the implementation of a shared leadership model would be crucial to improvement.

The school had replaced its principal in January 2013, and thereafter 40% of its teachers, and reformed quickly the culture and climate in the building. Teachers and parents and community members had been part of the collaborative principal search process, with each member having a veto and unanimous consent required. All staff members were remarkably motivated, engaged, and committed to improvement.

2. Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Priority school.

Michigan Technical Academy is well-positioned to support the elementary school through resource allocation, excellent management, and systemic support services. DPR and systemic improvements – The Academy is rated as implemented/exemplary in 17 characteristics, with Community and Parent Involvement at partially implemented; remediation plans are discussed in this document, Page 99, Question 10. Management and Operations – The Academy’s fund balance is at 9.4% (\$947,251 in FY 2013); classroom spending and teacher compensation has increased while ancillary costs have been lowered; both school buildings have been renovated and expanded to create modern, technology-friendly, appropriate learning spaces. FY 2014 budget is balanced and available cash now exceeds \$820,000; all accounts payable at net 30 or less; excellent credit with vendors and D&B. March 31, 2014 accounts payable was \$167,712; no invoice aged more than 21 days. The Academy manages \$1,000,000+ in Title and Section 31a revenues, and \$550,000+ in GSRP (preschool) and 21st CCLC (after school program). Food services fund operates without loss and participates in every ancillary food program (e.g. summer meals, supper, etc). Instructional data system – The Academy collects, disaggregates, and analyzes summative assessment data using IBM SPSS statistical software as its primary tool. The district MEAP, Performance Series, DRA, STAR, and AIMSweb provide rich data on student and program progress. Data is analyzed and distributed efficiently, and grade level teams use the data to identify skill weaknesses and student progress, with instructional leaders and coaches providing analytical guidance and training. Teacher Technology Training – Teachers are proficient in the use of technology. The Academy recognized its 1:1 iPad program for students and staff would be a failure without significant teacher support. Elementary teachers are therefore supported by a full-time, dedicated Technology Coach, who is a certified teacher and expert at technology integration in instruction and assessment, two IT staff and a contracted network administrator. Aligned Curriculum – the Academy’s rewrote its core curriculum (completion date June 30, 2014). It will be fully aligned to Common Core/State standards and fully articulated. The Academy will follow a written plan of grade level team review throughout the year to modify and adjust the curriculum based on data, and regularly scheduled district vertical alignment meetings. Summer months bring a top to bottom evaluation of curricular material and resource needs. Assessment: The curriculum includes formative, interim, and summative assessments, including standards-aligned pre- and post-unit assessments in all grades/subjects. Distinct district and school assessments are not applicable because we do not have multiple buildings with the same grades. New teachers learn the curriculum, instructional philosophy and strategies, and Transformation/SIP plan during four weeks of full-time training in month of August. PD and planning and learning sessions are delivered throughout the year by district, external and school personnel, including instructional coaches and specialists, teachers, central office and building staff members, and professional trainers. Accountability (see Page 97, Question 6). Relations – In 13-14, staff collaboratively developed a shared vision that drives our work. District has shifted unprecedented resources (see Question 3c below) to the school to back the vision of rapid improvement through student-centered, differentiated, clinical instructional practice. The school enjoys exceptional relations and a shared vision of and a path toward increased achievement. Board and labor agreement – All elementary staff have signed on to this plan (see Page 41, Question 3), and the Board has formally approved and monitors. Recruit (see Page 54, Question 6), Train (addressed throughout this document), Mentor (addressed throughout this document), and Retain staff (see Page 97, question 6); and—just as importantly—by giving them the training, development, workplace environment, and mentoring they deserve. Staff evaluation is rigorous and covered in this document, including questions 2-4 on Page 96, and at length in Transformation Model. The plan provides Collaboration Time of one hour daily, plus a prep period, and on ‘late start’ days through the year.

3. For each Priority school in this application, the LEA must describe actions taken, or those that will be taken, to:

a. Design and implement interventions consistent with the final requirements

The Academy designs and implements interventions through a collaborative process involving the School Support/Leadership Team (“Team”), which includes district staff, teachers, building leadership, and parent representatives. Evidence of the interventions and the alignment to the Reform plan and SIP beginning on page 9.

Based on the School Support Team’s data analysis and critical review of instructional practice, the Academy’s initial Transformation Plan focused on implementing fundamental, necessary, common structures. These included the development of articulated, aligned curricula in the four core subject areas; implementation of Guided Reading across all classrooms; development and practice of an effective ninety minute math block; using the Focused Instruction Model (FIM) in math to spiral and progress monitor selected priority standards throughout the year, present students with opportunities to solve complex problems while rewarding effort, and provide teachers and students the data they need to target; focusing on differentiation in measured steps beginning with tiered activities; using technology effectively as a tool to enhance rigor; and embracing cooperative learning as a key strategy.

All of these interventions were selected as a result of the Team’s recognition that the school lacked consistent instructional practices and frameworks, and that productive collaboration and communication, critical to improvement, was not possible with individual teachers and teams speaking, effectively, different languages. The Team 1) engaged in a frank assessment of the program’s condition using quantitative and qualitative observational data, 2) conducted formal and informal research concerning the practices of high performing schools, 3) chose interventions that could be implemented in the short term but also were building blocks of improved practice in the medium and long term, 4) constructed an implementation plan for each, and 5) immediately set about implementing the Plan. The Team meets not less than monthly to assess progress and adjust the implementation plan. Evidence and artifacts of the 13-14 implementation plan and its monthly evaluation follows on page 14.

At the time of this application, the Team is engaged in weekly meetings to evaluate Plan progress, review data, and adjust goals and intervention strategies for the coming school year. Several of the Plan’s initial interventions are considered implemented in the sense that they are being practiced, with future work being focused on strengthening practice to improve outcomes. For example, Guided Reading is being *implemented* earnestly in every elementary classroom, but teacher competence to *use Guided Reading practices expertly* to increase student reading performance is varied but generally moderate. The Team is focused now on increasing teacher capacity to instruct children to read well within the structure. For example, to group and regroup students; recognize students’ strengths and needs through continual formative assessment; plan and implement responsive, differentiated reading instruction; use periodic interim and summative data as a check against formative assessments; recognize and intervene smartly within and outside of the group when a child or children struggle with a concept or skill; and so on. The Team has a clear vision of what quality reading instruction looks like, and is designing “next step” interventions to support that vision.

This collaborative, analytical approach is how the Academy’s team designed, implemented, and evaluated its interventions, and will continue to do so in the future.

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

The school was designated as a Priority School in July 2013. Three months later, based on the Big Ideas generated by the School Support Team (“Team”) and its identified needs, the Academy entered into an agreement with Institute for Excellence in Education (“Institute”), a State-approved

provider, in October 2013. The Institute was selected by the Team through a collaborative process for four primary reasons:

- i. Philosophical alignment: The Team had a clear vision of a reformed school and instructional program, and needed a provider to provide instructional and leadership development and support services to realize its vision. We did not need a provider that brought its own vision, programs, systems, and philosophy. We contend that longer term, sustainable improvements do not come “in a box” but are the product of human development and motivation, improved teacher and leader practice, distributed leadership, and systemic, shared accountability.
- ii. Emphasis on developing capacity in instructional staff and leadership through mediating thinking and job-embedded, individualized coaching.
- iii. Alignment of beliefs with respect to teaching and learning of adults and children.
- iv. Track record with other Priority and other underperforming schools. The Institute for Excellence in Education (IEE) has been an approved SIG service provider since spring 2010. During the past four years IEE has worked with urban and rural schools in elementary, middle, and high school buildings. Two of IEE’s SIG schools have been named Reward Schools based on significantly increased student achievement and another has closed the achievement gap so that it is no longer a Focus School. IEE’s comprehensive model of school reform increases teacher and student efficacy while supporting educators to create caring, learning environments.

c. *Align additional resources with the interventions*

Despite being in its initial, planning year, the Academy has already aligned a considerable amount of its present resources to support its Transformation Plan, which it began implementing immediately. These 2013-14 resources included but are not limited to:

- Title IA funds were redirected to fund instructional coaching services on a smaller scale and eight days of professional development;
- \$61,100 in general fund/general purpose funds were allocated to extend coaching services to a more limited extent at the Academy’s middle school;
- Allocation for substitute teaching was increased by 50% to enable teacher collaboration, training, curriculum development, and study;
- Classroom libraries being insufficient for guided reading, added funds were allocated for paper & electronic (iPad – Big Universe app) books. Guided reading is a key component of the Plan.
- Extension of the staff calendar by three days in June to permit five full days of staff-wide cooperative learning training. Cooperative learning is a key component of the Plan.

2014-15 supporting resources include all of the following:

- Title IA
 - \$60,585 for a full-time technology coach, dedicated to job embedded teacher coaching in support of 1:1 iPad program [second year funded]
 - \$76,027 – year 2 of iPad lease. iPads increase student engagement; provide rich library; support rigor through video/audio projects; practice through apps
 - \$37,200 for attendance officer – attendance systems are model for schools and Family Services Coordinator as we work with parents to resolve issues
- Section 31a – At Risk
 - \$101,507 to support two reading specialists working with Tier 3 students and supporting teachers during guided reading instruction
 - \$36,650 to support summer instruction in 8 year-round, looping classrooms (2 at each grade K-3); third year of program will allow evaluation of impact of extended learning time model, a key Reform and SIG requirement

- Title IIA
 - \$10,653 for four days of full staff Adaptive Schools training, supporting and building collaboration, problems solving, and teaming skills
- Great Start Readiness Program – quantitative data make clear that Academy preschool graduates are better prepared for kindergarten reading instruction, but not by a wide margin. GSRP leadership and staff will evaluate and reform program curriculum to expand pre-reading and reading instruction so that preschool graduates have strong phonemic awareness, letter and letter-sound recognition, and other pre-reading skills. To serve as many children and families as possible, the Academy has also increased preschool openings from 45 in the present year to 54 in 2014-15.

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

The Academy has reviewed and modified its practices and policies in a commitment to a fully empowered school leader. The school building principal has been given authority over employee screening, hiring, discipline, termination, and placement of instructional staff; resource allocation and staff assignment; utilization of State and Federal program funds; course offerings; and other impactful decisions within a system of accountability. The Academy’s central office supports the school building and its leadership, and is focused on attainment of its goals through collaboration. The Academy is self-managed and does not contract with an educational service provider, so full authority lies with local school officials.

e. Sustain the reforms after the funding period ends.

Much of the Academy’s reform program is centered on the development of highly-skilled teachers and underlying systems to perpetuate continued growth. Nothing is as important as the classroom teacher, and nothing worthwhile is sustained without reforming the culture with intentional, supportive, perpetuating systems.

- Instructional and leadership coaching is scheduled to fade over the three year grant period as teacher capacity reaches a critical point and systems become mature and perpetuating. By the end of the third year, instructional coaching will have been taken over by the principal, curriculum and instruction director, and grade level chairs.
- Collaborative planning, analysis, and decision making will be fully mature. Professional learning communities – a key outcome of our transformation – will be strongly rooted, allowing new staff to join fully established teams and learn and adapt to the culture.
- Investment in ongoing training and skill building in effective collaboration will be achieved through internal staff experts, with the grant funding Cognitive Coaching trainer training for key staff.
- Data systems will be robust, fully realized, and sustainable. It is foolhardy to project that the grant funded data coach will not be needed. The collection, interpretation, and application of classroom assessment data – in formative, interim, and summative form – is the future of education and our school. The position has been funded in the Academy’s long-range planning, with funds earmarked following payoff of its iPad lease purchase.
- The family services coordinator position will also be maintained by the iPad and technology lease-purchase payoff. It is a key position in a high-need school and community.
- The Academy’s new curriculum will be fully implemented and review and modification systems will be mature. These curriculum review and development practices are seen in high-functioning schools with high-functioning teams, and we will be there by the close of the grant.

SRO, SIP & Resources, and SIG Alignment Table

| Objectives | State Reform Plan | SIP & Resources | SIG |
|--|---|--|---|
| | Preoperational year -- 2013-14 | 2013-14 | Year one -- 2014-15 |
| Operational objective: Build and support professional learning communities at all levels, which will focus on high quality planning, data gathering/analysis, and instruction; grade/subject teams will: | Develop collaboration skills of building leadership, grade level chairs, & other staff; enable common planning time for grade level teachers; implement structure to planning time and practice collaboration skills; model collaborative practices in staff and other meetings; provide time for grade level chairs to work with other teachers; contribute to full curriculum rewrite; develop School Support Team to measure progress and drive ideas for change. | SIP called for and Academy funded one leadership coach, one ELA and one math coach Oct '13-June '14; common planning time; four days of Cognitive Coaching training for key teachers and staff; leadership coaching for principal and curriculum director; made collaboration possible through doubling of sub budget; provide four full days through the year for grade level curriculum writing; | Fund daily, one hour grade level collaboration in addition to current prep period; leadership coach to work with grade level teams and facilitate (shape and fade) collaborative meetings; four days of Adaptive Schools training; dedicated data coach to increase teacher skill in instructional use of classroom data; leadership coach to improve principal and curriculum director's instructional leadership skills; provide 2 ELA, 2 math, 1 science coaches for job embedded support. |
| a. Use instructional learning cycle (ILC) 3.0 (RESA) as the framework, and implement instruction with attention to: <i>(ILC 3.0 is a cycle of practice and includes preassessment, data analysis, instructional planning, implementation, formative assessment, reflection, and so on).</i> | Improve teachers' clinical and analytical skills, develop core curriculum with rigorous pre- and post-unit assessments; use | Three days of assessment writing training (whole group and GL team); practice writing assessments that meet identified standards (without dumbing down); | Fund leadership coach to attend daily GL collaboration meetings to help teachers learn ILC 3.0, facilitate its implementation, model practices, help plan responsive instruction, interpret formative, interim and summative data; facilitate instructional decision making and supports for struggling students; show how to keep rigor through differentiation; data coach to ensure formative assessment is smart and useful, probe thinking, teach data analysis, make decisions data-informed; |
| i. Student engagement strategies (ex. cooperative learning, hands-on and real-world application, small group instruction, technology, reading for meaning) that fit students' needs and the learning objectives, | Implement guided reading, improve differentiation, implement FIM math (rigorous problems, spiral, reward effort, deep understanding), increase student reading for fluency and with comprehension check, use iPads to engage students and increase rigor, improve teacher collaboration skills, introduce learning strategies (e.g. think-pair-share, 30 second speech, small group instruction) throughout the year, develop grade level chairs as facilitators, provide collaboration time for teachers, and improve instructional leadership and systems; provide training and job-embedded support for above. | Support small group instruction and cooperative learning through training (five days, all staff); three days of FIM training (2 in Feb, 1 in April); coaches introducing throughout the year myriad strategies, practiced and coached; | Fund instructional coaches (math, ELA, science) and leadership coach to introduce and support diverse learning strategies, provide job-embedded coaching to improve skill; |
| ii. Differentiation | | Training and practice in creating and implementing tiered activities; coaching on design of rigorous literacy stations and classroom centers; get push-in services during 90 minute ELA block to allow for more targeted instruction; create lessons that are differentiated by content; | Fund instructional coaches and professional development to build teacher capacity over the grant period for full differentiation, which is a high level of practice and is developmentally attained |
| iii. Problem solving skills | | Practice inquiry based methods; improve questioning through coaching; push rigor and meaning -- solving problems -- in student learning; | Fund coaches, and in particular the science coach, to promote and model learning through problem solving and higher order activities |

| Objectives | State Reform Plan | SIP & Resources | SIG |
|--|--|---|--|
| | Preoperational year -- 2013-14 | 2013-14 | Year one -- 2014-15 |
| Science | | | |
| <u>2014-15 Strategies and Methods</u> | | | |
| 1. Implementation of an aligned K-8 curriculum with necessary resources. 4 core subjects will be complete by end of June 2014. | Collaborative science curriculum writing process involving all instructional staff; scope and sequenced, unit-based curricula includes priority and supporting 'unpacked' Common Core standards, vocabulary, essential questions, learning objectives, pre- and post-unit assessments. | Provided funding for significant teacher release time by grade level for collaborative work; week-long PD in Rigorous Curriculum Design; compensation for staff members to oversee, compile documents; develop instructional schedule with daily science. | SIG will allow first year curriculum implementation to be SUCCESSFUL with grade level leadership coach and science coach. First year curriculum implementation is challenging without support. Teachers will be supported while they learn how to teach for children to reach rigorous science standards. SIG funds science materials critical to engaging students in hands-on lessons. |
| 2. Attention to instructional design with focus on: | | | |
| a. Content vocabulary | Specific vocabulary spelled out within new curriculum developed as key component of Transformation plan | This strategy is found in our SIP plan and supported by the following activities: Marzano's Six Step Process, Flocabulary website and Word Maps. The literacy coach provided classroom teachers training on Marzano's Six Step Process and how to implement it effectively. | Science journals for Marzano's Six steps, full access to Flocabulary Website, dedicated science instructional coach assisting in planning, teacher content knowledge, classroom coaching. |
| b. Problem solving | Inquiry-based approach in new science curriculum. | This strategy is found in our SIP plan and is supported by doing classroom experiments. Students take part in hands-on activities that relate to real-world application. | Hands-on materials grade specific |
| c. Interpreting data | This is developmental 'next step' following first year of Reform plan. | This strategy is found in our SIP plan and is supported by using surveys and a variety of graphs and tables to investigate trends and draw conclusions. | Measurement and data identified as priority area; leadership and science instructional coach working with grade levels to support focused attention |
| d. Content informational text, using Reading for Meaning and other approaches to build student skills in: | Reading for Meaning training by elementary curriculum director, continued support through monthly reflection meetings. | This strategy is found in our SIP plan and is supported by using non-fiction text and Big Universe. Students are able to actively search for informational text on Big Universe using their ipad. | Non-fiction text that relate to content specific standards, Time for Kids subscription, Full access to Discovery Education website |
| i. Summarizing | This is developmental 'next step' following first year of Reform plan. | This activity is connected to the experiments that are conducted in class. Students work through the scientific process and summarize their findings. | Science journals; Reading for Meaning emphasis; dedicated science instructional coach |

| Objectives | State Reform Plan | SIP & Resources | SIG |
|---------------------------------------|--|--|--|
| | Preoperational year -- 2013-14 | 2013-14 | Year one -- 2014-15 |
| ii. Drawing conclusions | This is developmental 'next step' following first year of Reform plan. | This activity is connected to summarizing and interpreting data. After students complete the scientific process for a given experiment they draw conclusions based on the data collected. | Instructional coaching pushing scientific method and thinking, rigor and HOTS |
| Math | | | |
| <u>2014-15 Strategies and Methods</u> | | | |
| 1. Focused Instructional Model | Key instructional reform introduced in pre-operational year, with three days of training and support of math instructional coach 3 days per week; all staff trained and practicing in math instruction | The Focused Instructional Model is a strategy supported in our SIP plan. Teachers select eight power standards and students are given two questions per day that align to these standards. Every other Friday they take PMTs and graph their results. Teachers analyze data and look for trends. Training on FIM was provided by Institute of Excellent in Education for 2 1/2 days. | Continued refinement of FIM as math strategy and approach. Math coaches (K-2, 3-4) are trained in FIM implementation, and will work with all teaches with job-embedded coaching. |
| 2. Tiered activities | Developmental 'next step' | Tiered activities in found in our SIP plan and supported by center based instruction, math journals and manipulatives. | Differentiation and tiered activities supported in January coaching and then through the remainder of year (see PD calendar). Content specific materials (see Carrie McCabe, Susan Nolff), math apps, math manipulatives such as 3D shapes, linking unfix cubes. |
| 3. Reading for Meaning (K-8) | Specifically called out in Reform plan as a cross-curricular instructional strategy to improve reading comprehension. | Reading for Meaning is found in our SIP plan. Teachers use specific word problems that engage the learner in selecting the appropriate mathematical operation for a given math problem. | Training on Reading for Meaning in all content areas |
| 4. Content vocabulary | Specific vocabulary spelled out within new curriculum developed as key component of Transformation plan | This strategy is found in our SIP plan and supported by the following activities: Marzano's Six Step Process and Flocabulary website. Teachers use the vocabulary component of the RCD curriculum to create lessons around important vocabulary words used on Smarter Balanced, Scantron and classroom assessments. | Full access to Flocabulary website, math journals |

| Objectives | State Reform Plan | SIP & Resources | SIG |
|---|---|---|--|
| | Preoperational year -- 2013-14 | 2013-14 | Year one -- 2014-15 |
| Social Studies | | | |
| <u>2014-15 Strategies and Methods</u> | | | |
| 1. Implementation of aligned K-8 curriculum with necessary resources. Will be complete by end of June 2014. | Development of social studies curriculum cornerstone of Reform plan | Provided funding for significant teacher release time by grade level for collaborative work; week-long PD in Rigorous Curriculum Design; compensation for staff members to oversee, compile documents; develop instructional schedule with daily social studies. | SIG will allow first year curriculum implementation to be SUCCESSFUL with grade level leadership coach. First year curriculum implementation is challenging without support. Teachers will be supported while they learn how to teach for children to reach rigorous social studies standards. |
| 2. Attention to instructional design with focus on: | | | |
| a. Content vocabulary | Specific vocabulary spelled out within new curriculum developed as key component of Transformation plan | This strategy is found in our SIP plan and supported by Marzano's Six Step Process, Flocabulary website and graphic organizers. Teachers use the vocabulary component of the RCD curriculum to select important vocabulary words that appear on classroom assessments and Smarter Balanced assessment. | Vocabulary supported through instructional planning with leadership coach |
| b. Problem solving | This is developmental 'next step' following first year of Reform plan. | Problem solving in social studies uses many cooperative learning strategies including folded value line and think/pair/shares. Students discuss topics and have classroom debates about social studies standards. | Coaching support for engaging, rigorous instructional design and implementation, cross curricular emphasis on solving problems, reasoning |
| c. Interpreting data | This is developmental 'next step' following first year of Reform plan. | Teachers conduct non-fiction read alouds that focus on current events and/or social studies standards. During the read alouds, students will make predictions about photos, graphs, and maps while the teacher strategically pauses giving students time to interpret the information. This method is supported through the Reading for Meaning strategy. | |

| Objectives | State Reform Plan | SIP & Resources | SIG |
|---|---|---|---|
| | Preoperational year -- 2013-14 | 2013-14 | Year one -- 2014-15 |
| d. Content informational text, using Reading for Meaning and other approaches to build student skills in: | Reading for Meaning identified as a key strategy in Reform plan. Not addressed in preoperational year as other fundamental components were worked on. | This strategy is found in our SIP plan and is supported by using non-fiction text and Big Universe. Students are able to actively search for informational text on Big Universe using their ipads. Teachers also use 3-2-1 and jigsaw as activities to further develop their comprehension in social studies. | Reading for Meaning training by elementary curriculum director, continued support through monthly reflection meetings, classroom coaching |
| i. Summarizing | This is developmental 'next step' following first year of Reform plan. | Students summarize text of larger ideas by focusing on key words and the main idea. Graphic organizers are provided as a tool to organize student thoughts. | |
| ii. Drawing conclusions | This is developmental 'next step' following first year of Reform plan. | | This is cross-curricular strategy supported by emphasis on rigorous thinking and teacher questioning |
| ELA | | | |
| 1. Improved practice of Guided Reading | Guided reading a key strategy in Transformation plan and implemented in all classrooms during preoperational year. All teachers now use guided reading approach and are supported by reading specialist and other support staff during ELA block. | The literacy coach provided training on guided reading by grade level during prep hours. She observed guided reading in the classroom and gave constructive feedback to teachers. | Leveled library per class/grade level, book bins for each student for personal books at their reading level, guided reading books (only lower el) training on guided reading grade specific |
| 2. Reading for Meaning K-8 across all content areas | Specifically called out in Reform plan as a cross-curricular instructional strategy to improve reading comprehension. | Comprehension is a focus during whole group lessons and guided reading instruction using both fiction and non-fiction text. Big Universe and Star Reader are used daily in the classroom to supplement this strategy. | Reading for Meaning training by elementary curriculum director, continued support through monthly reflection meetings, classroom coaching |
| 3. Implementation of Writing Workshop K-8 | Transformation plan called for selection of writing program common across grade levels. This is completed, materials ordered and onsite prior to end of the school year. Training scheduled followed by job embedded coaching. | This strategy is found in our SIP plan. Writers workshop is in the beginning stages of implementation. It will be fully implemented in September 2014. | Intensive training on writers workshop, followed by job embedded coaching throughout year. |
| 4. Focus on vocabulary instruction | This is developmental 'next step' following preoperational year of Reform plan. | Supported in SIP by the following activities: Marzano's 6 Step Process and gallery walks. Vocabulary instruction is discussed during grade level meetings with coaches. | Continued emphasis on vocabulary across the curriculum through daily grade level planning meetings with leadership coach, dedicated ELA coaches providing support at K-2 and 3-4 |

**IMPROVEMENT PLAN MONTHLY REPORT
Cross-Subject Improvements**

Develop curriculum using RCD model

Goal: Curriculum at ES through unit planner & pre/post in ELA and math; through weekly planner at MS, which takes the place of daily lesson plans. 2014-15 - Full articulation in ELA and math, all other subjects with unit planners at ES; all subjects full articulation at MS.

Status:

Adjustments to the plan:

- Summer curriculum development preparations – this is on hold while we complete a model unit and determine the external contribution we will need. We need to strengthen what we have done, and ensure the next phase results in high-quality, rigorous instructional plans and assessments that are built for our students.
- Board reporting is therefore set for March 19.

What do we need to do to improve?

- Teachers need more support and feedback.
- Focus on improving the work that has been done, and finding expert professionals to help develop and write the next phases.

Why partly red?

- The next couple of months are particularly important.
 - Review and strengthen work to date
 - Build fully-developed model units
 - Obtain outside expertise and develop a work plan

Cooperative Learning

Goal: Cooperative learning will be a core feature of daily instruction, moving MTA away from lecture-based, teacher-centered instruction to constructivist-based learning

Status: Yellow

Adjustments to the plan

- None

What do we need to do to improve?

- This initiative is proceeding on schedule, but the real work begins now. We have selected some strategies for March but now need to train and promote in February and throughout March.

Why partly red?

- If we do not promote in February and March and see the strategies implemented, this will be a good idea wasted.

Technology

Goal: By end of May 2014, all teachers will plan and implement lessons that are "M" or "R," redefining learning using technology as a tool

Status:

Adjustments to the plan:

- Weekly training has been extended.

What do we need to do to improve?

- Celebrate great lessons and learning. This goal is about using technology to increase rigor. The performance expectation is one lesson/week in March. Teacher accomplishments should be celebrated.

MTA Improvement Plan

| Objective | 2014 | | | | | | | |
|--|------|-----|-----|-----|-----|-----|-----|-----|
| | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug |
| General Improvement Strategy | | | | | | | | |
| Develop curriculum using RCD model | | | | | | | | |
| Initial goal: Fully articulated curriculum in ELA and math at ES, all subjects at MS, by end of 2013-14 school year; followed by 2014-15 review, edit, and strengthening | | | | | | | | |
| Adjusted goal: 2013-14 - Curriculum at ES through unit planner & pre/post in ELA and math; through weekly planner at MS, which takes the place of daily lesson plans. 2014-15 - Full articulation in ELA and math, all other subjects with unit planners at ES; all subjects full articulation at MS. | | | | | | | | |
| Train teaching and administrative staff -- | | | | | | | | |
| Leadership and Learning Center - Primary, five days | | | | | | | | |
| Internal - Secondary, one/two days | | | | | | | | |
| Provide work time prior to start of school | | | | | | | | |
| September 20 feedback and evaluation point | | | | | | | | |
| Survey teachers re efficacy, time, training needs | | | | | | | | |
| Provide three days release time for teachers to work | | | | | | | .. | |
| Provide regular, sustained after school support at ES & MS | | | | | | | | |
| Survey teachers re status, time, training needs | | | | | | | | |
| Compile work product to current | | | | | | | | |
| Provide ongoing, professional feedback | | | | | | | | |
| Professional development -- Assessment writing -- all staff | | | | | | | | |
| Develop model weekly planner | | | | | | | | |
| Board report -- status and progress | | | | | | | | |
| Selection of ES teacher leaders for summer curriculum development | | | | | | | | |
| Definition of summer curriculum outcomes; schedule; GL participation; etc | | | | | | | | |
| SCS execution of ES employment agreement changes | | | | | | | | |
| Written and oral communication of development plans to Board | | | | | | | | |
| Written and oral communication of development plans to all staff | | | | | | | | |
| Determination of MS model for summer curriculum development | | | | | | | | |
| <i>(it is anticipated the model will likely include all teachers working <u>some</u> summer days)</i> | | | | | | | | |

4. Include a timeline delineating the steps to be taken to implement the selected intervention in each Priority school identified in the LEA's application.

Michigan Technical Academy School Improvement Grant Application

Year One (2014-15)

Preoperational

| Data Coach | Preoperational Activities | Responsible party(ies) | End task/record | Due date |
|-------------------|---|--|-------------------------|-----------------|
| Identify & Retain | Identify key skills needed | Superintendent/Personnel Director/Principal | Memo to SST | done |
| | Develop position description | Personnel director | PD | done |
| | Evaluate internal candidates | Principal & Personnel Director | Memo to SST | done |
| | Post position externally | Personnel director | Posting | 5/23/2014 |
| | Recruitment efforts - industry contacts, etc | Principal & Personnel Director | none | ongoing |
| | Evaluate & interview applicants-initial | Principal & Personnel Director | Interview documentation | 6/11/2014 |
| | Evaluate & interview applicants-second | School support team | Interview documentation | 6/18/2014 |
| | Performance Task - lead collaborative evaluation of student work against standard | School support team | Task is record | n/a |
| | SST meeting & decision - full consensus req. | School support team | Decision | 6/25/2014 |
| | | (A) Continue to look (B) Choose and retain one applicant If (B) offer contingent on grant approval, retain If (A) repost and continue to look | | |
| Prepare data | Compile summative data for prior three years; 14-15 student assessments work samples; | School support team | -- | 6/25/2014 |

| | | | | |
|--|--|---|-------------------------|-----------------|
| Readiness | Develop list of position needs, e.g. office space, technology, programs | Principal & Personnel Director | -- | 6/25/2014 |
| Start date | -- | -- | -- | 7/7/2014 |
| Code all math assessments (summative and interim) against priority and secondary standards in curriculum | This begins in the summer and continues throughout the year. | 7/7/2014 | 6/30/2015 | |
| Family Liaison | Preoperational Activities | Responsible party(ies) | End task/record | Due date |
| Identify & Retain | Identify key skills needed | Superintendent/Personnel Director/Principal | Memo to SST | done |
| | Develop position description | Personnel director | PD | done |
| | Evaluate internal candidates | Principal & Personnel Director | Memo to SST | done |
| | Post position externally | Personnel director | Posting | 5/23/2014 |
| | Recruitment efforts - industry contacts, etc | Principal & Personnel Director | none | ongoing |
| | Evaluate & interview applicants-initial | Principal & Personnel Director | Interview documentation | 6/11/2014 |
| | Evaluate & interview applicants-second | School support team | Interview documentation | 6/18/2014 |
| | Performance Task - two hours allotted, assign one of Transformation plan's 3 key parent involvement strategies & create detailed action plan, timeline and budget. | School support team | Task is record | n/a |
| | SST meeting & decision - full consensus req. | School support team | Decision | 6/25/2014 |
| | (A) Continue to look | | | |
| | (B) Choose and retain one applicant | | | |

| | | | | |
|------------------------------|---|-------------------------------------|----------------------------|-----------------|
| | If (B), extend offer contingent on grant approval, retain | Personnel director | n/a | |
| Readiness | If (A) repost and continue to look | Personnel director | repeat of above | 7/16/2014 |
| | Develop list of position needs, e.g. office space, technology, programs | Principal & Personnel Director | -- | 6/25/2014 |
| Start date | -- | -- | -- | 7/7/2014 |
| Instructional Coaches | Preoperational Activities | Responsible party(ies) | End task/record | Due date |
| Recruitment | IEE advised of proposed coaching needs, requested to begin recruiting | Superintendent | 5/21/14 oral discussion | 5/21/2014 |
| Contract | Negotiate contract terms with IEE for 2 literacy coaches, 2 math coaches, 1 leadership coach, 1 science coach | Superintendent and business manager | Memo | 6/20/2014 |
| | Develop list of skills, traits and expertise for each coaching position | School support team | -- | 6/13/2014 |
| | Identify key tasks to be performed by coaches | School support team | -- | 6/13/2014 |
| | Execute contract with IEE inclusive of above information | Superintendent | Contract | 6/30/2014 |
| Approval of coaches | IEE propose coaches for six positions | IEE | Written communication | 7/11/2014 |
| | Interview of coaches with performance task | School support team | -- | 7/16/2014 |
| | Decision re acceptance/rejection of each coach; continued search if any rejected | School support team | Memo or oral comm with IEE | 7/18/2014 |
| | Assignment to grade levels (K-2, 3-4, K-4) | School support team | Memo | 7/25/2014 |
| Start date | -- | -- | -- | 7/28/2014 |

| School Improvement/Grant Facilitator | Preoperational Activities | Responsible party(ies) | End task/record | Due date |
|---|--|--|------------------------|-----------------|
| Identify & Retain | Identify key skills needed | Superintendent/Personnel Director/Principal | Memo to SST | done |
| | Develop position description | Personnel director | PD | done |
| | Internal candidate identified, agreement reached | Superintendent/Personnel Director/Principal | Memo to SST | 6/13/2014 |
| | Develop list of position needs, e.g. office space, technology, programs; order, set up office, technology, etc | Principal, IT, facilities director | -- | 6/13/2014 |
| Start date | -- | -- | -- | 7/1/2014 |
| Communications, accountability, systems plans | Begin thinking through and developing recording keeping structures, communications plans, internal accountability mechanisms, and systems manual; all reforms must be accompanied by documentation of what, why, responsible parties, effectiveness measures | SIG facilitator, Principal | -- | Begin 7/1/14 |
| Mental health services | Preoperational Activities | Responsible party(ies) | End task/record | Due date |
| Identify effective model | Existing school mental health staff assigned to committee to investigate possible services, delivery models | MSWs, Counselor, Spec Ed Director ("Mental health team") | Written recommendation | 5/23/2014 |
| Communication | Develop communication and education plan around new services, system, purposes, limitations | SIG grant facilitator; Mental health team | -- | 7/18/2014 |
| Identify & Retain | Develop position descriptions | Personnel director | PD | done |

| | | | |
|--|--|----------------------------|-----------|
| Post positions internally and externally | Personnel director | Posting | 5/23/2014 |
| Evaluate & interview applicants-initial | Mental health team rep, principal & Personnel Director | Interview documentation | 6/11/2014 |
| Evaluate & interview applicants- second | Mental health team, school support team re, personnel director, principal | Interview documentation | 6/18/2014 |
| Decision - full consensus req. | Mental health team, school support team re, personnel director, principal | Decision | 6/25/2014 |
| (A) Continue to look | | | |
| (B) Choose and retain one applicant | | | |
| If (B), extend offer contingent on grant approval, retain | Personnel director | n/a | |
| If (A) repost and continue to look | Personnel director | repeat of above | 7/16/2014 |

**Implementation
Materials, Equipment**

| Preoperational Activities | Responsible party(ies) | End task/record | Due date |
|---|--|---|-----------------|
| Prepare list of materials and equipment by grade and subject | Grade level chairs, state/federal programs director, principal | List | 6/13/14 |
| Code materials to program, including SIG | State/federal programs, business manager | List | 6/28/14 |
| Place material orders | Business manager | POs | 7/11/14 |
| Receive, check, inventory, delivery | State/federal programs, business manager | Shipping documentation, inventory | 8/15/14 |

**Professional
Development**

| Preoperational Activities | Responsible party(ies) | End task/record | Due date |
|----------------------------------|-------------------------------|------------------------|-----------------|
|----------------------------------|-------------------------------|------------------------|-----------------|

| | | | | |
|--|---|------------------------------------|----------|-----------|
| Develop PD schedule for 2014-15 to include but not be limited to the following | Develop PD schedule for 2014-15 | Superintendent, Principal, coaches | Schedule | 6/13/2014 |
| Cooperative Learning (Kagan) | Plan 5 day cooperative learning training in June 2014; | Superintendent, Principal, coaches | -- | 6/6/2014 |
| | Repeat: two days in early August, new staff only | Superintendent, Principal, coaches | -- | 6/6/2014 |
| | All staff -- 1 day refresher in later August | Superintendent, Principal, coaches | -- | 6/6/2014 |
| Adaptive Schools training | Schedule, enter into agreement for 4 days of Adaptive Schools training delivered by Carolyn McKanders; two in late August, two in September | Superintendent, Principal, coaches | -- | 6/6/2014 |
| Lesson design for student achievement | Identify key staff to attend this summer 2014 offsite training, gain commitments, make arrangements | Superintendent, Principal, coaches | -- | 6/20/2014 |
| Writers Workshop training | Two days during school year (proj. September, Nov.), one in August; two late start sessions in Jan. and March | Superintendent, Principal, coaches | -- | 6/13/2014 |
| MTA Culture and Community Building | New staff only, two days early August | Superintendent, Principal | -- | 6/6/2014 |
| FIM Math | New staff only, 1/2 day early August; all staff one hour GL refresher late August | Superintendent, Principal, coaches | -- | 6/6/2014 |
| 90 minute math block design | New staff only, 1/2 day early August | Superintendent, Principal, coaches | -- | 6/6/2014 |
| ELA Guided Reading, Writers Workshop, Vocabulary | New staff only, 2 days early August | Superintendent, Principal, coaches | -- | 6/6/2014 |
| Curriculum walk through | One hour | Superintendent, Principal, coaches | -- | 6/6/2014 |

**Michigan Technical Academy School Improvement Grant Application
Operational Year One through Three**

Provide ongoing support and guidance in reform plan implementation, as part of the SST and administrative staff at Academy
Evaluations (2x): Data Coach, Instructional coaches/IEE, Family Liaison, LLP, SIG coordinator;
Measurement of leader/staff goal attainment, 15-16 salary adjustments
Report on progress and achievement monthly to Board of Directors
Participate in all SRO monitor and SIG monitoring meetings
Subscribe, train for ActiveGrade (limited year one, expanding year two and three)
Ensure curriculum oversight, modification, and evaluation processes are completed

5. Describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that is has established in order to monitor Priority schools that receive school improvement funds.

Reading

| | | | | | |
|---|---|---|--|----------------|----------------|
| S | All students will be proficient in reading (standing objective) | | | | |
| M | Grades K-8: Post-unit assessments throughout year | | | | |
| | Grades 3-8: MEAP/SBAC assessment | | | | |
| | | Present level of performance | 2014-15 | 2015-16 | 2016-17 |
| A | <i>Unit Assessments</i> | n/a | 50% in each grade will score 80% or higher on each unit assessment | 60% | 70% |
| | <i>MEAP/SBAC</i> | 3rd: 24% 6th: 33% 4th: 36% 7th: 31% 5th: 36% 8th: 41% | 50% of students in grades 3-8 will score “proficient” (or equivalent) or higher | 60% | 70% |
| R | To close the achievement gap for college and career readiness | | | | |
| T | | | End of year (EOY) 2015 | EOY 2016 | EOY 2016 |

Writing

| | | | | | |
|---|---|------------------------------|--|----------------|----------------|
| S | All students will be proficient in writing (standing objective) | | | | |
| M | Grades K-8: Post-unit assessments throughout year | | | | |
| | Grades 3 & 6: MEAP/SBAC assessment | | | | |
| | | Present level of performance | 2014-15 | 2015-16 | 2016-17 |
| A | <i>Unit Assessments</i> | n/a | 50% in each grade will score 80% or higher on each unit assessment | 60% | 70% |
| | <i>MEAP/SBAC</i> | 4th: 23% 7th: 33% | 40% of students in grades 3 & 6 will score “proficient” (or equivalent) or higher | 60% | 70% |
| R | To close the achievement gap for college and career readiness | | | | |
| T | | | End of year (EOY) 2015 | EOY 2016 | EOY 2016 |

Math

| | | | | | |
|---|---|---|--|----------------|----------------|
| S | All students will be proficient in math (standing objective) | | | | |
| M | Grades K-8: Post-unit assessments throughout year | | | | |
| | Grades 3-8: MEAP/SBAC assessment | | | | |
| | | Present level of performance | 2014-15 | 2015-16 | 2016-17 |
| A | <i>Unit Assessments</i> | n/a | 30% in each grade will score 80% or higher on each unit assessment | 40% | 50% |
| | <i>MEAP/SBAC</i> | 3rd: 12% 6th: <10% 4th: 11% 7th: <10% 5th: <10% 8th: <10% | 30% of students in grades 3-8 will score “proficient” (or equivalent) or higher | 40% | 50% |
| R | To close the achievement gap for college and career readiness | | | | |
| T | | | End of year (EOY) 2015 | EOY 2016 | EOY 2017 |

8. Describe process for consulting with relevant stakeholders regarding LEA's application and school improvement models.

From the start the Academy committed that the Reform process would be transparent, consensus driven, and involve as many stakeholders as possible. We consulted and obtained useful feedback from a wide range of stakeholders in the design of its application and current Transformation plan. Much of this has been through the School Support Team (SST), which consisted of two teachers, two parents and community members, building and central office leadership, two reading specialists, and a student support specialist. The SST designed the interventions, developed the implementation plan, and drove the Transformation Plan development, reform implementation process, and this application. This has been authentic, deep involvement as the team has met one full day and extensively after school on the Transformation plan and this application. The Academy consulted and worked with Wayne RESA's assessment consultant and its school reform consultant, along with its reform coach from Michigan State University. The Academy Board was integral to the reform process at the front end – review and feedback on the draft plans, participation as partners in principal selection, dedication of resources to support preoperational year teacher collaboration and instructional coaching; and as we move through the reform process and this application – monthly written reporting from the SST/leadership on plan implementation, grant application development. Expert instructional coaches provided counsel and facilitated a full-day SST meeting to generate reflection and the ideas within this grant. SST approval of this application follows on page 25.

Michigan Technical Academy
School Support Team SIG Approval

Rachael Y. Mazzorana, Rachael Mazzorana, Reading Specialist

Alicia Banks, Alicia Banks, Parent and Community Member

Carrie McCabe, Carrie McCabe, 3rd Grade Teacher

Stephanie Robb, Stephanie Robb, Reading Specialist

Jeremy Gilliam, Jeremy Gilliam, Superintendent

Damon Pitt, Damon Pitt, Principal

Monique Tate, Monique Tate, Parent and Community Member

Tamicka Griffin, Tamicka Griffin, Behavior Specialist

DeQuisha Cooper, DeQuisha Cooper, Parent and Community Member

Stephanie Robb, Stephanie Robb, Reading Specialist

Jenay Sharp, Jenay Sharp, Personnel/State and Federal Programs Director

Kathryn Brown, Kathryn Brown, Kindergarten Teacher

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve.

- The LEA must provide a budget (*see budget submission packet, beginning on the following page*) that indicates the amount of school improvement funds the LEA will use each year to—
 - Implement the selected model in each Priority school it commits to serve;
 - Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Priority schools; and
 - Support school improvement activities, at the school or LEA level, for each Priority school identified in the LEA’s application.

Note: An LEA’s budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Priority school the LEA commits to serve.

| MICHIGAN TECHNICAL ACADEMY BUDGET | | | | | |
|--|---------------------------|-------------------------------------|----------------------|----------------------|-------------------------|
| | Year 1 Budget | | Year 2 Budget | Year 3 Budget | Three-Year Total |
| | Pre-implementation | Year 1 - Full Implementation | | | |
| MTA Elementary | \$121,500 | 1,687,750 | \$1,867,225 | \$1,516,075 | \$5,192,550 |
| LEA-level Activities | \$0 | | \$0 | \$0 | \$0 |
| Total Budget | \$1,809,250 | | \$1,867,225 | \$1,516,075 | \$5,192,550 |

SCHOOL IMPROVEMENT GRANT BUDGET

APPLICANT INFORMATION

TYPE OR PRINT:

| | | | |
|-----------------------|--|--|---|
| APPLICANT | Legal Name of District Michigan Technical Academy | | District Code 82907 |
| | Address of District 23750 Elmira | | |
| | City and Zip Code Redford | | Name of County Wayne |
| CONTACT PERSON | Name of Contact Person Jeremy Gilliam | Title Superintendent | Telephone (Area Code) (313) 537 - 9311 |
| | Address 23750 Elmira | City Redford | Zip Code 48239 |
| | E-Mail Address jgilliam@mtacademy.us | Facsimile (A.C./No.) (313) 537 - 9312 | |

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

Date



5/30/14

SIGNATURE OF LEA BOARD PRESIDENT

Date



5/30/14

SCHOOL BUILDING BUDGET

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

SCHOOL BUILDING

| | | | |
|---|--|---|--------------------------------------|
| Legal Name of School Building Michigan Technical Academy Elementary | Building Code 09099 | Name and Title of Authorized Representative Damon Pitt | |
| Mailing Address (Street) 19940 Mansfield | Signature  | | |
| City Detroit | Zip Code 48235 | Telephone (Area Code/Local Number) (313) 272 - 1649 | Date Signed (m/d/yyyy) 05/30/2014 |
| Name and Title of Contact Person Damon Pitt, Principal | | Mailing Address (If different from agency address) Same as above | |

SCHOOL IMPROVEMENT GRANT BUDGET APPROVAL FORM

INSTRUCTIONS: The Budget Summary and the Budget Detail must be prepared by or with the cooperation of the Business Office using the School District Accounting Manual (Bulletin 1022). *Please complete a 'School Improvement Grant Budget Approval Form' for EACH building. Duplicate 'School Improvement Grant Budget Approval Form' for each school.*

1. BUDGET SUMMARY FOR: Michigan Technical Academy Elementary

| | | | | | |
|---------------------------------|------------------|--------------------|---------------------|----------------------|--------------------------------|
| LEGAL NAME OF APPLICANT: | | | | District Code | |
| Michigan Technical Academy | | | | 82907 | |
| MDE USE ONLY | Grant No. | Project No. | Project Type | Ending Date | FY of Approved Activity |
| | | | | | 2014 |

BUDGET OBJECTS:

| FUNCTION CODE | FUNCTION TITLE | SALARIES | BENEFITS | PURCHASED SERVICES | SUPPLIES & MATERIALS | CAPITAL OUTLAY | OTHER EXPENDITURES | TOTAL EXPENDITURES |
|---------------|--------------------------------|----------|----------|--------------------|----------------------|----------------|--------------------|--------------------|
| 110 | Instruction -- Basic Programs | 185000 | 85000 | 204500 | 10000 | | | 484500 |
| 120 | Instruction -- Added Needs | | | | | | | |
| 210 | Pupil Support Services | | | | | | | |
| 211 | Truancy/Absenteeism Services | | | | | | | |
| 212 | Guidance Services | | | | | | | |
| 213 | Health Services | 82500 | 17000 | | | | | 99500 |
| 214 | Psychological Services | | | | | | | |
| 216 | Social Work Services | | | | | | | |
| 220 | Instructional Staff Services | | | | | | | |
| 221 | Improvement of Instruction | | | 850000 | 10000 | | | 860000 |
| 225 | Instruction Related Technology | | | 70000 | | | | 70000 |
| 227 | Academic Student Assessment | 65000 | 17000 | | | | | 82000 |
| 230 | General Administration | 20000 | 4250 | | | | | 24250 |
| 232 | Executive Administration | | | | | | | |

| | | | | | | | |
|-----|---|--------|--------|---------|--------|-------|---------|
| 240 | School Administration | | | | | | |
| 250 | Support Services Business | | | | | | |
| 257 | Internal Services | | | | | | |
| 266 | Operation and Maintenance | | | | | | |
| 280 | Central Support Services | | | | | | |
| 281 | Planning, Research, Development, and Evaluation | | | | | | |
| 283 | Staff/Personnel Services | | | | | | |
| 300 | Community Services | | | | | | |
| 311 | Community Services Direction | | | | | | |
| 331 | Community Activities | 72000 | 17000 | 100000 | | | 189000 |
| | SUBTOTAL | | | | | | |
| | Indirect Costs _____ % Restricted Rate | | | | | | |
| | TOTAL | 424500 | 140250 | 1020000 | 214500 | 10000 | 1809250 |

2. BUDGET DETAIL

Explain each line item that appears on the Budget Summary, using the indicated function code and title, on a plain sheet. (Provide attachment(s) as needed.)

Date 5/30/14  BUSINESS OFFICE REPRESENTATIVE SIGNATURE
 Date 5/30/14  SUPERINTENDENT/DIRECTOR SIGNATURE

| YEAR 1 | | | Salaries | Benefits | Purchased Services | Supplies & Materials | Capital Outlay | Other Expenses | |
|---------------|--|------|------------|-----------|--------------------|----------------------|----------------|----------------|------------|
| Function Code | Description | FTE | 1000 | 2000 | 3000 & 4000 | 5000 | 6000 | 7000 & 8000 | Total |
| 221 | Instructional Coaches provided by Institute for Excellence in Education. Coaches will be focused on math, literacy, science, social studies and leadership. They will be working with our staff to improve instruction and aid in building professional learning communities. These coaches are teachers who will be utilizing a hands on, classroom based approach with our teachers. | 7 | | | 850,000.00 | | | | 850,000.00 |
| 227 | Data Coach | 1 | 65,000.00 | 17,000.00 | | | | | 82,000.00 |
| 331 | Family and Community Liasion | 1 | 72,000.00 | 17,000.00 | | | | | 89,000.00 |
| 226 | SIG Coordinator | 0.25 | 20,000.00 | 4,250.00 | | | | | 24,250.00 |
| 213 | Mental Health Professional - Psychologist | 1 | 82,500.00 | 17,000.00 | | | | | 99,500.00 |
| 111 | 5 Enrichment Teachers that will be providing additional teaching/strategies to students while providing additional collaboration time for classroom teachers. | 5 | 185,000.00 | 85,000.00 | | | | | 270,000.00 |
| 111 | Keyboards and headphones to aid in our ELA goals and strategies (Guided Reading, Content Vocabulary, Reading for Meaning, Writers Workshop) | | | | | 65,000.00 | | | 65,000.00 |
| 221 | Professional Journals for our Teachers - National Science Teacher (Science and Children), National Council of mathematics Teachers (Teaching Children Mathematics), International Reading Association, National Council of Social Studies (Social Studies and the Young Learner. 32 classroom teachers | | | | | 10,000.00 | | | 10,000.00 |

| | | | | | | | | | |
|-----|---|--|------------|------------|--------------|------------|-----------|------|--------------|
| 111 | Math resources to support our math goals and strategies - FIM, content vocabulary, tiered activities. Resources include math journals, clocks, 3d shapes, unifix cubes. | | | | | 30,000.00 | | | 30,000.00 |
| 111 | Science resources to support our science goals and strategies - Experiments, content vocabulary and the scientific method. Resources include planting seeds, magnets, wires, pipe cleaners, robotics materials, lab equipment. | | | | | 34,000.00 | | | 34,000.00 |
| 331 | Content specific field trip opportunities for each class to enhance their knowledge and grow their learning experiences to include real world applications. | | | | 100,000.00 | | | | 100,000.00 |
| 111 | Social studies resources to support our Social studies goals and strategies - content vocabulary, problem solving and interpreting data. Resources include subscriptions to Hands On, Scholastic News and I Explore for classrooms. | | | | | 17,500.00 | | | 17,500.00 |
| 225 | Various iPad software apps to enhance the core curriculum goals and strategies such as Flocabulary, Espark, Teachme, Big Universe, Raz-Kids, ixl math | | | | 70,000.00 | | | | 70,000.00 |
| 111 | Additional locking storage for SIG resources. 1 for each content area, 4 at each grade level. | | | | | | 10,000.00 | | 10,000.00 |
| 111 | ELA resources to support our ELA goals and strategies - guided reading, writers workshop, vocabulary instruction and reading for meaning. Resources include leveled libraries, additional literacy kits, journals and folders. | | | | | 58,000.00 | | | 58,000.00 |
| | | | 424,500.00 | 140,250.00 | 1,020,000.00 | 214,500.00 | 10,000.00 | 0.00 | 1,809,250.00 |

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

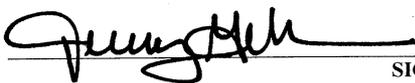
The following provisions are understood by the recipients of the grants should it be awarded:

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.

SUPERINTENDENT OR
AUTHORIZED OFFICIAL

DATE 05/30/14



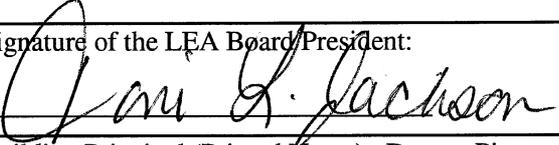
SIGNATURE

TYPED NAME/TITLE: Jeremy Gilliam, Superintendent

SIG GRANT—School Building Application FY 13

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

| | |
|---|---|
| Legal Name of School Building: Michigan Technical Academy Elementary School Building Code: 09099 | Mailing Address: 19940 Mansfield, Detroit, 48235 |
| School Building Contact for the School Improvement Grant Name: Damon Pitt Position and Office: Principal Contact's Mailing Address: 19940 Mansfield, Detroit, 48235 Telephone: 313-272-1649 Fax: 313-272-1849 Email address: dpitt@mtacademy.us | |
| LEA School Superintendent/Director (Printed Name): Jeremy Gilliam | Telephone: 313-537-9311 |
| Signature of the LEA School Superintendent/Director: X  | Date: 05/30/2014 |
| LEA School LEA Board President (Printed Name): Toni Jackson | Telephone: 313-717-3247 |
| Signature of the LEA Board/President: X  | Date: 05/30/2014 |
| Building Principal (Printed Name): Damon Pitt | Telephone: 313-272-1649 |
| Signature of the Building Principal X  | Date: 05/30/2014 |
| Union Representative (Printed Name): Not applicable | Telephone n/a |

| | |
|--|-----------|
| Signature of Union Representative: <input checked="" type="checkbox"/> Not Applicable | Date: n/a |
| The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application. | |

Section A: School

1. *Analysis of data.*

MTA elementary school's support team consists of the principal, instruction director, two teachers, two reading specialists, one social worker, and two parent and community members. See description of data sources, analysis, and model selection in this document, Page 4, Question 1. Reading data showed little variation over time, by teacher, or sub-domain, with small differences favoring girls and longer time with the Academy. AIMSweb (early elementary) reading data showed more effective grasp of discrete skills (e.g. letter-sound, phoneme segmentation) but greater struggles to assemble skills and read with fluency and for comprehension. Math data showed no variation over time or longevity, or by subgroup, with small but consistent differences by subdomain (e.g. measurement and data were consistently lowest). Grades were not aligned with assessment data.

The team concluded the school had a curriculum problem – low rigor, loose standards, narrow sub-skills (trees) as objectives at the price of big picture (forest) objectives, no help with differentiation, poor assessments; and an instruction problem – whole group, no formative assessment, low engagement, centered on recall and occupying activities. We had and have *teaching and learning* problems, not problems with *teachers and learners*.

The team's focus has been on:

- writing a full curriculum (set to be complete June 30, 2014) with rigorous pre- and post-unit assessments, priority and supporting standards unpacked and articulated, essential questions, vocabulary, technology, and differentiation strategies. Teachers and parents have and will be integral partners as curriculum is implemented at school and in the home, with parent-friendly curriculum guides and home-school connections.
- improving instructional planning and practice through job-embedded coaching and training, promoting and building skills in common research-based instructional strategies and collaboration.
- ensuring student progress targets are clear, appropriately high, and understandable by parents, teachers, and students. This includes a standards-based report card in lieu of grades.

The team developed a detailed implementation plan and meets at least monthly to evaluate plan progress. It is now engaged in planning for 2014-15. To be the school our students need, the following three changes are necessary:

- a. Systemic capture and collaborative grade level team analysis of real-time formative and interim assessment data. Post-hoc summative data has limited utility and impact on teaching and learning, and the school is fully proficient in its use. The school's students need data-driven instruction, and classroom data – not summative – must be the driver. The grant-funded data coach and collaboration team time the grant enables are critical to this change.
- b. Expanded teacher development through training, job-embedded coaching, collaborative discussions, mentoring, and reflection. Nothing is as important to better outcomes for kids as the development of classroom teachers – it is not even close. The grant's funding of job-embedded instructional coaching and a comprehensive system of professional development will accelerate teacher learning, and build capacity for continued development after the grant period ends.
- c. Authentic, deep parent-student-school connections. The school has presently about as much, and perhaps somewhat more, parent "involvement" as other similar schools. The involvement is welcomed and appreciated, but, in truth – and like nearly all schools in our community – the connections are more on the surface than deep. Our students cannot be successful without their education and development extending from school to the home. The grant-funded family liaison position, along with other supports, will allow our school to transform how our staff, students, and families look at education.

2. School Building Capacity – Resource Profile

The Academy's reform is based on our clear view that nothing matters more with respect to student outcomes than student-centered, differentiated, clinical instructional practice. The School Support Team found we neglected teacher development in favor of intervention services; we were in a spiral of poor practice driving need for more academic intervention services, as students were not learning, and more behavioral services, as student engagement and motivation was low.

SIG funding will provide considerable expert professional development and job-embedded coaching, as discussed throughout this application, and also for supplemental materials that will permit a successful implementation of a new core curriculum.

The SIG will be integrated with other sources of revenue presently available to realize our shared vision of vastly improved instructional practice.

2014-15 supporting resources include all of the following:

- Title IA
 - \$60,585 for a full-time technology coach, dedicated to job embedded teacher coaching in support of 1:1 iPad program [second year funded]
 - \$76,027 – year 2 of iPad lease. 1:1 iPads increase student engagement; provide rich library; support rigor through video/audio projects; practice through apps; students take iPads home daily.
 - \$37,200 for attendance officer – attendance systems are model for schools and Family Services Coordinator as we work with parents to resolve issues.
- Section 31a – At Risk
 - \$101,507 to support two reading specialists working with Tier 3 students and supporting teachers during guided reading instruction
 - \$36,650 to support summer instruction in 8 year-round, looping classrooms (2 at each grade K-3); third year of program will allow evaluation of impact of extended learning time model, a key Reform and SIG requirement
- Title IIA
 - \$10,653 for four days of full staff Adaptive Schools training, supporting and building collaboration, problems solving, and teaming skills
- Great Start Readiness Program – quantitative data make clear that Academy preschool graduates are better prepared for kindergarten reading instruction, but not by a wide margin. GSRP leadership and staff will evaluate and reform program curriculum to expand pre-reading and reading instruction so that preschool graduates have strong phonemic awareness, letter and letter-sound recognition, and other pre-reading skills. To serve as many children and families as possible, the Academy has also increased preschool openings from 45 in the present year to 54 in 2014-15.
- USAC technology funds provided funding for robust, state of the art Wi-Fi service throughout the campus. 2014-15 USAC funds (\$18,360) will enable the school to boost its internet bandwidth to 100mbps, which is necessary for the continued advancement of the Academy's highly successful 1:1 iPad program, introduced in Fall 2013. Installation of the service is scheduled for July 1, 2014.

3. School Building Commitment – Staff support of SIG & reform; supporting systemic change

The school building staff is without exception fully supportive of the SIG and the Transformation Plan, and all instructional and support staff were involved in meaningful ways in the development of the SIG application and Plan. School staff have been living the reform plan since its adoption in October and have rallied around its goals and strategies. Artifacts following this response include results of an anonymous survey of Academy staff members, in which all responses are presented. Following the survey is further evidence of passionate staff support. Collaboration drove, and continues to fuel, the school's reform efforts.

- The School Support/Leadership Team (SST) was comprised of two classroom teachers, three interventionists, the principal, superintendent, and State/Federal programs director.
- The SST met frequently to discuss instructional data (see Page 4, Question 1, and this Page 39, Question 1), consider root causes, compare and distill research, identify smart, responsive strategies, and develop implementation plans. Each of the Plan's components were SST- and teacher-driven.
- The SST members intentionally and continually gathered and reported feedback from all instructional staff. This was and is done through collaborative structures like grade level team meetings the school developed as part of its reform plan, and through individual classroom discussions with teachers.
- The SST built awareness of the challenge, ensured understanding of student performance numbers, gained support of research-based instructional strategies, and helped guide and monitor their implementation.
- The SST set rigorous SMART goals in core subjects for the 2013-14 school year, and has again set goals for 2014-15. These goals and proposed strategies were discussed intentionally with every staff member during a one week period, with comments and suggestions captured in writing. Despite being rigorous and aggressive, the goals were supported fully and with a high degree of confidence that the strategies would be successful provided there is training, coaching, and fidelity of implementation. ELA and math goals are provided in response to question 5 on Page 23.

Evidence of the SST outreach and the collaboration of all staff follows this response.

Much of the reason instructional staff are embracing aggressive goals and committed to systemic change is the revolution in culture brought about by intentional, widespread communication and the building of a collaborative culture. These were prerequisite goals for 2013-14 as the school 1) built structures that allowed collaboration (e.g. weekly grade level meetings, common planning, full day curriculum writing sessions), and 2) facilitated four full days of intensive training sessions for grade level chairs and other key instructional staff in collaborative practices and Cognitive Coaching, allowing time for practice and reflection in between sessions. The school's next developmental step in August and September 2014 has all staff participating in Adaptive Schools training, and further Cognitive Coaching sessions for key instructional staff. Furthermore, the school day schedule will be extended by 50 minutes each day to provide teachers with a daily, dedicated, facilitated collaboration, data analysis, and planning time. Communication, collaboration, and consensus-building remain our priorities.

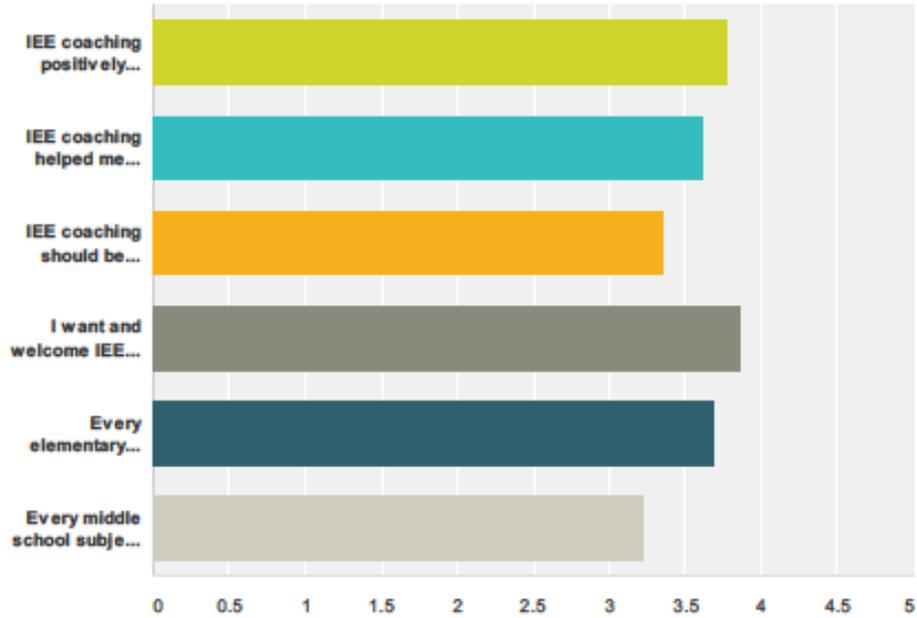
Teacher and principal evaluations are driven by data – observational (practice) and student achievement. Student achievement data counts for 50% of a teacher and principal evaluations, and a diverse data set is compiled and evaluated. A discussion of the evaluation system is found in the Transformation plan on pages 6 through 8.

An agreement with a bargaining unit is not required as staff members are not unionized.

Improving Schools Survey

Q4 To what extent do you agree with the following?

Answered: 23 Skipped: 0

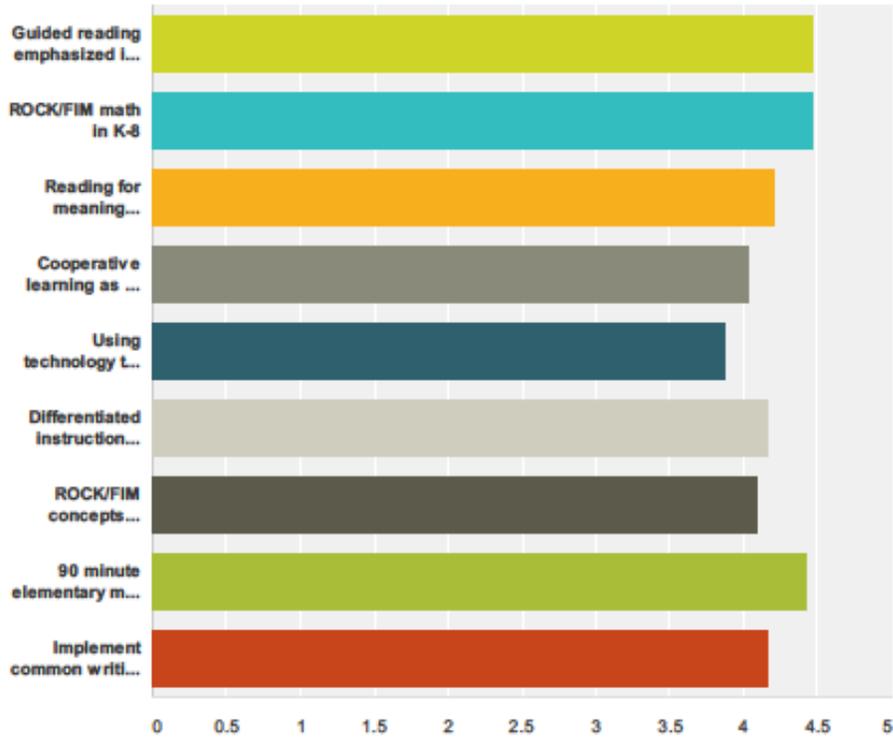


| | Strongly disagree | Somewhat disagree | Neither disagree or agree | Somewhat agree | Strongly agree | Total | Average Rating |
|--|-------------------|-------------------|---------------------------|----------------|----------------|-------|----------------|
| IEE coaching positively impacted my teaching practice | 0.00% 0 | 17.39% 4 | 17.39% 4 | 34.78% 8 | 30.43% 7 | 23 | 3.78 |
| IEE coaching helped me reflect on and strengthen my practice | 0.00% 0 | 21.74% 5 | 17.39% 4 | 39.13% 9 | 21.74% 5 | 23 | 3.61 |
| IEE coaching should be expanded in terms of people/hours | 4.35% 1 | 17.39% 4 | 34.78% 8 | 26.09% 6 | 17.39% 4 | 23 | 3.35 |
| I want and welcome IEE coaches in my classroom as much as possible | 4.55% 1 | 13.64% 3 | 9.09% 2 | 36.36% 8 | 36.36% 8 | 22 | 3.66 |
| Every elementary grade level should have a coach in 2014-15 | 4.35% 1 | 8.70% 2 | 17.39% 4 | 52.17% 12 | 17.39% 4 | 23 | 3.70 |
| Every middle school subject should have a coach in 2014-15 | 4.55% 1 | 9.09% 2 | 50.00% 11 | 31.82% 7 | 4.55% 1 | 22 | 3.23 |

Improving Schools Survey

Q5 To what extent do you agree with the following reforms/instructional priorities?

Answered: 23 Skipped: 0

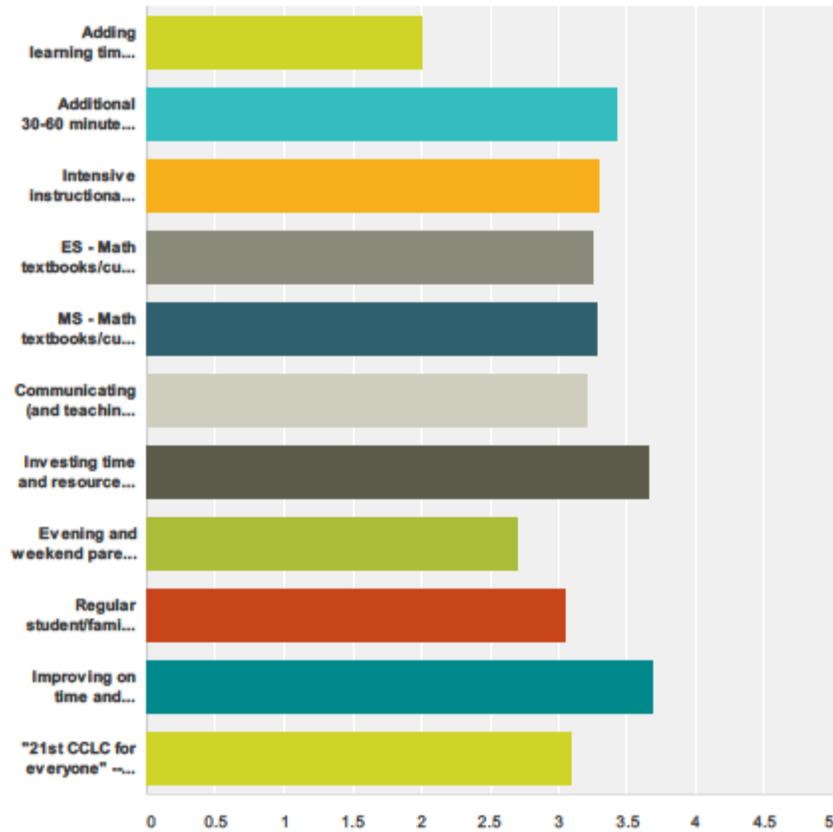


| | Strongly disagree | Somewhat disagree | Neither disagree or agree | Somewhat agree | Strongly agree | Total | Average Rating |
|--|-------------------|-------------------|---------------------------|----------------|----------------|-------|----------------|
| Guided reading emphasized in K-5 | 8.70% 2 | 0.00% 0 | 0.00% 0 | 17.39% 4 | 73.91% 17 | 23 | 4.48 |
| ROCK/FIM math in K-8 | 4.35% 1 | 0.00% 0 | 8.70% 2 | 17.39% 4 | 69.57% 16 | 23 | 4.48 |
| Reading for meaning practices in all subjects | 4.35% 1 | 4.35% 1 | 17.39% 4 | 13.04% 3 | 60.87% 14 | 23 | 4.22 |
| Cooperative learning as a common strategy | 0.00% 0 | 8.70% 2 | 8.70% 2 | 52.17% 12 | 30.43% 7 | 23 | 4.04 |
| Using technology to increase rigor | 4.35% 1 | 8.70% 2 | 13.04% 3 | 43.48% 10 | 30.43% 7 | 23 | 3.87 |
| Differentiated instruction starting with tiered activities | 4.35% 1 | 4.35% 1 | 4.35% 1 | 43.48% 10 | 43.48% 10 | 23 | 4.17 |
| ROCK/FIM concepts applied to other subjects | 4.35% 1 | 0.00% 0 | 17.39% 4 | 39.13% 9 | 39.13% 9 | 23 | 4.09 |
| 90 minute elementary math block | 4.35% 1 | 4.35% 1 | 4.35% 1 | 17.39% 4 | 69.57% 16 | 23 | 4.43 |

Improving Schools Survey

Q6 Please rank the relative importance of each of the following:

Answered: 23 Skipped: 0



| | Unimportant | Somewhat unimportant | Somewhat important | Very important | Total | Average Rating |
|--|-------------|----------------------|--------------------|----------------|-------|----------------|
| Adding learning time through extending the day, week or year | 39.13% 9 | 21.74% 5 | 39.13% 9 | 0.00% 0 | 23 | 2.00 |
| Additional 30-60 minutes planning time | 0.00% 0 | 4.76% 1 | 47.62% 10 | 47.62% 10 | 21 | 3.43 |
| Intensive instructional coaching for all teachers | 0.00% 0 | 13.04% 3 | 43.48% 10 | 43.48% 10 | 23 | 3.30 |
| ES - Math textbooks/curricular materials | 4.35% 1 | 13.04% 3 | 34.78% 8 | 47.83% 11 | 23 | 3.26 |
| MS - Math textbooks/curricular materials | 0.00% 0 | 14.29% 3 | 42.86% 9 | 42.86% 9 | 21 | 3.29 |
| Communicating (and teaching) curricular content to parents | 0.00% 0 | 13.04% 3 | 52.17% 12 | 34.78% 8 | 23 | 3.22 |

Shantel Wilber - Custodian

Rachael L. Majorana Reading Specialist
Amy Wolfe - Reading Specialist

Blythe - School Social Worker

Rashida Steph
Instructional
Technology
coach

Linda Davis - School Lunch Aids
Shannon Cunningham - We fully support our School Improvement Grant application.
Stephanie Bell - Reading Interventionist

Anna Skinner - 2nd grade teacher
Kristen Duran - 2nd grade teacher

Michigan Technical Academy Elementary Staff

SIG GRANT—School Building Application FY 13

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS (SIG)

| | |
|---|---------------------------------|
| Legal Name of School Building: | Mailing Address: |
| Michigan Technical Academy Elementary | 19940 Mansfield, Detroit, 48235 |
| School Building Code: 09099 | |
| School Building Contact for the School Improvement Grant | |
| Name: Damon Pitt | |
| Position and Office: Principal | |
| Contact's Mailing Address: 19940 Mansfield, Detroit, 48235 | |
| Telephone: 313-272-1649 | |
| Fax: 313-272-1849 | |
| Email address: dpitt@mtacademy.us | |
| LEA School Superintendent/Director (Printed Name): Jeremy Gilliam | Telephone: 313-537-9311 |
| Signature of the LEA School Superintendent/Director: | Date: 05/30/2014 |
| X _____ | |
| LEA School LEA Board President (Printed Name): | Telephone: 313-717-3247 |
| Signature of the LEA Board President: | Date: 05/30/2014 |
| X _____ | |
| Building Principal (Printed Name): | Telephone: Damon Pitt |
| Signature of the Building Principal | Date: 05/30/2014 |
| X _____ | |
| Union Representative (Printed Name): | Telephone n/a |
| Not applicable | |

Handwritten notes on form: *Francis Pan 4th grade teacher*, *Kristin Bauda Kindergarten teacher*, *Jamille Welch Custodian*, *Marquita [unclear] First Grade Teacher*, *Natalie Sherman*, *Sarah Sloan Resource Specialist*

Deborah Burnell Admin. Asst.
Maria Palazzolo Art teacher
B Ross I.A.
Cal Sibut 3rd grade Teacher
J. Wofen I.A.
Andrew Knox 3rd grade teacher
DeAnne Johnson Music Teacher
D. Harper Teacher

Natalie Sherman First Grade Teacher
Leslie Distarhe First grade teacher
Carrie McCal 3rd grade teacher
Dana Redd 3rd grade teacher
Novella Dani 2nd grade teacher
Christine Verbrugge 2nd grade teacher
Chancla 1st grade teacher
Joshua Wal Member

Shelly Gilbert HAP
Yun [unclear] HAP
Carrie D. [unclear] 10
Alexis Jackson HAP TEACHER
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IT Specialist
Charles [unclear] CUSTODIAN

Kathryn Brown Kindergarten Teacher

Bunjamin Kufort Physical Education



4. School Improvement Plan (upload)

As noted previously, the Academy seized on its designation as a Priority School as a catalyst for change. The school was notified on July 12, 2013, formed a diverse School Support Team (SST) and began collaborating right away, produced its draft Reform Plan in September 2013, and began implementing in October 2013. The school's plan was accepted without comment by the State Reform Office. The reform plan fully aligns with the SIP.

- ***How and why pre-implementation and implementation activities were identified:***

Our SST found fundamental core curriculum, instruction, and accountability/leadership problems based on diverse assessment and student work data, along with curriculum review, instructional observations, and group reflection. The focus was therefore on fundamental, preoperational things: writing a core curriculum, training teachers in common research-based practices (Guided Reading, cooperative learning, differentiation – starting with tiered activities, FIM math), increasing time spent reading, establishing a 90 minute math block and providing a framework and job-embedded support to teachers, using iPad technology (1:1 and take-home in all grades) as instructional tool, and developing accountability practices and systems. All of these and more 'preoperational' changes are complete as we close out this year, and we have moved on to operations: refining and improving practice.

- ***Clear and complete plan: who is responsible***

Operational plans along with clear accountability are described in detail in the timeline beginning on page 57, Question 8.

- ***Clear and complete plan: Alignment with SIP***

The SIG, SIP, and Reform Plan fully align and have the same goals and strategies, as seen in alignment table immediately following the responses to this Question 4.

- ***Describes how data is and will be used to adjust, refine, instruction, change goals.***

School has aggressive goals to reach, featured in Question 5 on page 23; and Question 9 on page 69. Goals are based on State assessments and results of unit assessments throughout year. 2nd – 4th students have individual mid- and end of year growth goals on NWEA. The SST and SIPT set goals annually and may adjust based on results of above assessments – it's an iterative process, the feedback in which is classroom and standardized assessment data. The school has a clear vision of effective instruction and the grant provides the funding to see it realized. Daily, collaborative analysis of formative and interim assessment data drives instructional decision making. The school has inexperienced teachers and needs considerable mentoring and coaching to design and implement effective instruction based on data, which the grant drives (avg. years teaching = 3.7, with avg. 1.8 of those at our school, 40% in first three years of teaching). Expert instructional and data coaches will work with grade level teams to plan and adjust instruction based on real-time data.

- ***Collect, analyze, share data***

Data profile of each student will be developed during the grant period. Purpose is to share collected data with students, school staff, and families. In addition to summative data, profile will use ActiveGrade, a standards-based online grading platform, to report progress on priority and critical secondary standards.

- ***Data drives instruction and learning***

First, formative and interim classroom data is what drives responsive instruction. We pre-assess using approved unit assessment; teachers and data & leadership coaches compile, make sense of data, collaboratively reflect, design instruction; GL team and coaches design & embed formative assessments into lessons and interim into units; instruct; record formative/interim results through data coach-developed system; bring data and interpret in GL meetings; data coach helps with visual tools to make patterns clearer; make collective instructional decisions; use post-unit assessment; interpret, make collective instructional decisions; and so on.

- ***Responsibilities of the SIG coordinator and administration, and job description***

Detailed SIG Coordinator job description is included in the budget detail beginning on page 87.

The school's culture is centered on collaboration, shared decision making, and distributed leadership. The SIG coordinator will therefore function as a member of a team responsible for ensuring the SIG and SRO plan are implemented with fidelity. However, the SIG coordinator will have a reporting and accountability relationship to the superintendent and the Board of Directors, independent of the principal. The SIG coordinator will report orally and in writing each month on the SIG/SRO implementation and compliance at the Board meeting. The SIG coordinator will gather secondary and primary information and data (ex. classroom observations, grade level meetings, lesson plans) as the basis for the reports. The SIG coordinator will take a leadership role in all SRO monitor and SIG monitoring meetings.

- ***Specific needs identified in relation to the plan.***

The school has very specific needs, all of which the SIG grant provides critical support for:

- Support for collaboration: leadership commitment, support from SIG-funded leadership coach to facilitate, model and lead collaborative culture
- Skills to collaborate: intentional Cognitive Coaching training of leaders, four days of Adaptive Schools training for all staff; leadership coach to work with grade level teams to practice skills, facilitate; all SIG-funded in whole or in part.
- Time to collaborate: reforming of the schedule to provide one hour of daily common planning time in addition to the traditional prep period (SIG funds extra "special" in lengthened school day)
- Expertise around ILC 3.0/clinical teacher practice: teachers eager to learn and develop, but presently operate at a lower level of practice. Teachers need to learn together to pre-assess, interpret, plan engaging instruction that meets the rigor of the standards, implement same, formatively assess, reflect on results and with GL team, adjust instruction as needed, give interim assessment, and so on. The SIG-funded leadership coach helps with modeling and coaching how an expert educator practices, as do SIG-funded job-embedded instructional coaches.
- Expertise around classroom data planning, gathering, sorting/sense-making, and applying to instruction. Data coach provides support to all teachers, builds their skills and capacity.
- Support for curriculum implementation. 2014-15 will be the first year of curriculum implementation in the four core subjects. Writing a strong curriculum is difficult, but it pales compared to implementation. Going from "written" to "taught and tested" can take years, mainly due to insufficient support for teachers, and absent the SIG funding the school will be limited in their support. The SIG provides the coaching resources needed to support teachers in their learning and teaching of the rigorous, Common Core-aligned curriculum, enabling quicker adoption, confidence and comfort from teachers.
- Provide needed science materials, expertise. Not one of our former students were proficient on the Fall 2013 5th grade science MEAP, mainly because science has not been a priority in fact but rather one only in theory. If our students do not achieve high marks in science their futures are imperiled. The curriculum is set but expert job embedded coaching in science instruction is needed, as are the materials the curriculum calls for. The SIG answers both of these needs.
- Job-embedded instructional coaching in ELA and math. We have laid the ground work in the pre-operational year. Staff are hungry for more learning. Guided reading is being practiced in each classroom. K-4 Writers Workshop is ordered and training scheduled. The 90 minute math block is implemented and has a common, smart structure. What is needed now is

hands-on, job embedded instructional coaching to improve teacher learning – lots of touches from lots of coaches, rapid teacher development. SIG provides this critical coaching.

- ***How it will be evaluated.***

The Academy distinguishes leading indicators from trailing indicators in its staff evaluation system and will apply the same distinction in its plan and grant evaluation.

Leading

Improved practice – frequent walk-throughs by principal, curriculum director, grade level chairs, district staff, evaluating priority teaching indicators throughout school year, providing longitudinal data on change in teaching practice

Implementation of the plan – fidelity checks and classroom/grade level observation records by SIG coordinator, curriculum director, and principal.

Staff survey results

SIG coordinator/principal/superintendent joint evaluation of third party provider

Trailing

State and unit assessments: the Academy has aggressive student achievement goals in math, reading, writing, science, and social studies. These goals are around end of year standardized measures, but also unit assessments. Both will be used on an ongoing basis to measure plan and grant effectiveness.

NWEA MAP assessment, fall, winter, spring

Meeting of performance benchmarks through the year

Evaluations and progress will be reported to the Board of Directors monthly, with greater detail quarterly; reporting also copied to school's authorizer, Central Michigan University.

SRO, SIP & Resources, and SIG Alignment Table

| Objectives | State Reform Plan | SIP & Resources | SIG |
|--|---|--|---|
| | Preoperational year -- 2013-14 | 2013-14 | Year one -- 2014-15 |
| Operational objective: Build and support professional learning communities at all levels, which will focus on high quality planning, data gathering/analysis, and instruction; grade/subject teams will: | Develop collaboration skills of building leadership, grade level chairs, & other staff; enable common planning time for grade level teachers; implement structure to planning time and practice collaboration skills; model collaborative practices in staff and other meetings; provide time for grade level chairs to work with other teachers; contribute to full curriculum rewrite; develop School Support Team to measure progress and drive ideas for change. | SIP called for and Academy funded one leadership coach, one ELA and one math coach Oct '13-June '14; common planning time; four days of Cognitive Coaching training for key teachers and staff; leadership coaching for principal and curriculum director; made collaboration possible through doubling of sub budget; provide four full days through the year for grade level curriculum writing; | Fund daily, one hour grade level collaboration in addition to current prep period; leadership coach to work with grade level teams and facilitate (shape and fade) collaborative meetings; four days of Adaptive Schools training; dedicated data coach to increase teacher skill in instructional use of classroom data; leadership coach to improve principal and curriculum director's instructional leadership skills; provide 2 ELA, 2 math, 1 science coaches for job embedded support. |
| a. Use instructional learning cycle (ILC) 3.0 (RESA) as the framework, and implement instruction with attention to: <i>(ILC 3.0 is a cycle of practice and includes preassessment, data analysis, instructional planning, implementation, formative assessment, reflection, and so on).</i> | Improve teachers' clinical and analytical skills, develop core curriculum with rigorous pre- and post-unit assessments; use | Three days of assessment writing training (whole group and GL team); practice writing assessments that meet identified standards (without dumbing down); | Fund leadership coach to attend daily GL collaboration meetings to help teachers learn ILC 3.0, facilitate its implementation, model practices, help plan responsive instruction, interpret formative, interim and summative data; facilitate instructional decision making and supports for struggling students; show how to keep rigor through differentiation; data coach to ensure formative assessment is smart and useful, probe thinking, teach data analysis, make decisions data-informed; |
| i. Student engagement strategies (ex. cooperative learning, hands-on and real-world application, small group instruction, technology, reading for meaning) that fit students' needs and the learning objectives, | Implement guided reading, improve differentiation, implement FIM math (rigorous problems, spiral, reward effort, deep understanding), increase student reading for fluency and with comprehension check, use iPads to engage students and increase rigor, improve teacher collaboration skills, introduce learning strategies (e.g. think-pair-share, 30 second speech, small group instruction) throughout the year, develop grade level chairs as facilitators, provide collaboration time for teachers, and improve instructional leadership and systems; provide training and job-embedded support for above. | Support small group instruction and cooperative learning through training (five days, all staff); three days of FIM training (2 in Feb, 1 in April); coaches introducing throughout the year myriad strategies, practiced and coached; | Fund instructional coaches (math, ELA, science) and leadership coach to introduce and support diverse learning strategies, provide job-embedded coaching to improve skill; |
| ii. Differentiation | | Training and practice in creating and implementing tiered activities; coaching on design of rigorous literacy stations and classroom centers; get push-in services during 90 minute ELA block to allow for more targeted instruction; create lessons that are differentiated by content; | Fund instructional coaches and professional development to build teacher capacity over the grant period for full differentiation, which is a high level of practice and is developmentally attained |
| iii. Problem solving skills | | Practice inquiry based methods; improve questioning through coaching; push rigor and meaning -- solving problems -- in student learning; | Fund coaches, and in particular the science coach, to promote and model learning through problem solving and higher order activities |

| Objectives | State Reform Plan | SIP & Resources | SIG |
|--|--|---|---|
| | Preoperational year -- 2013-14 | 2013-14 | Year one -- 2014-15 |
| Science | | | |
| <u>2014-15 Strategies and Methods</u> | | | |
| 1. Implementation of an aligned K-8 curriculum with necessary resources. 4 core subjects will be complete by end of June 2014. | Collaborative science curriculum writing process involving all instructional staff; scope and sequenced, unit-based curricula includes priority and supporting 'unpacked' Common Core standards, vocabulary, essential questions, learning objectives, pre- and post-unit assessments. | Provided funding for significant teacher release time by grade level for collaborative work; week-long PD in Rigorous Curriculum Design; compensation for staff members to oversee, compile documents; develop instructional schedule with daily science. | SIG will allow first year curriculum implementation to be SUCCESSFUL with grade level leadership coach and science coach. First year curriculum implementation is challenging without support. Teachers will be supported while they learn how to teach for children to reach rigorous science standards, professional memberships and science journals will be provided for content knowledge and science education. SIG funds science materials critical to engaging students in hands-on lessons, field trips to expand experience and knowledge base of urban students. |
| 2. Attention to instructional design with focus on: | | | |
| a. Content vocabulary | Specific vocabulary spelled out within new curriculum developed as key component of Transformation plan | This strategy is found in our SIP plan and supported by the following activities: Marzano's Six Step Process, Flocabulary website and Word Maps. The literacy coach provided classroom teachers training on Marzano's Six Step Process and how to implement it effectively. | Science journals for Marzano's Six steps, full access to Flocabulary Website, dedicated science instructional coach assisting in planning, teacher content knowledge, classroom coaching. |
| b. Problem solving | Inquiry-based approach in new science curriculum. | This strategy is found in our SIP plan and is supported by doing classroom experiments. Students take part in hands-on activities that relate to real-world application. | Hands-on materials grade specific |
| c. Interpreting data | This is developmental 'next step' following first year of Reform plan. | This strategy is found in our SIP plan and is supported by using surveys and a variety of graphs and tables to investigate trends and draw conclusions. | Measurement and data identified as priority area; leadership and science instructional coach working with grade levels to support focused attention |
| d. Content informational text, using Reading for Meaning and other approaches to build student skills in: | Reading for Meaning training by elementary curriculum director, continued support through monthly reflection meetings. | This strategy is found in our SIP plan and is supported by using non-fiction text and Big Universe. Students are able to actively search for informational text on Big Universe using their ipad. | Non-fiction text that relate to content specific standards, Time for Kids subscription, Full access to Discovery Education website |
| i. Summarizing | This is developmental 'next step' following first year of Reform plan. | This activity is connected to the experiments that are conducted in class. Students work through the scientific process and summarize their findings. | Science journals; Reading for Meaning emphasis; dedicated science instructional coach |
| Objectives | State Reform Plan | SIP & Resources | SIG |
| | Preoperational year -- 2013-14 | 2013-14 | Year one -- 2014-15 |

| Objectives | State Reform Plan | SIP & Resources | SIG |
|---------------------------------------|--|---|--|
| | Preoperational year -- 2013-14 | 2013-14 | Year one -- 2014-15 |
| ii. Drawing conclusions | This is developmental 'next step' following first year of Reform plan. | This activity is connected to summarizing and interpreting data. After students complete the scientific process for a given experiment they draw conclusions based on the data collected. | Instructional coaching pushing scientific method and thinking, rigor and HOTS |
| Objectives | State Reform Plan | SIP & Resources | SIG |
| | Preoperational year -- 2013-14 | 2013-14 | Year one -- 2014-15 |
| Math | | | |
| <u>2014-15 Strategies and Methods</u> | | | |
| 1. Focused Instructional Model | Key instructional reform introduced in pre-operational year, with three days of training and support of math instructional coach 3 days per week; all staff trained and practicing in math instruction | The Focused Instructional Model is a strategy supported in our SIP plan. Teachers select eight power standards and students are given two questions per day that align to these standards. Every other Friday they take PMTs and graph their results. Teachers analyze data and look for trends. Training on FIM was provided by Institute of Excellence in Education for 2 1/2 days. | Continued refinement of FIM as math strategy and approach. Math coaches (K-2, 3-4) are trained in FIM implementation, and will work with all teaches with job-embedded coaching. |
| 2. Tiered activities | Developmental 'next step' | Tiered activities in found in our SIP plan and supported by center based instruction, math journals and manipulatives. | Differentiation and tiered activities supported in January coaching and then through the remainder of year (see PD calendar). Content specific materials, math apps, math manipulatives such as 3D shapes, linking unix cubes. |
| 3. Reading for Meaning (K-8) | Specifically called out in Reform plan as a cross-curricular instructional strategy to improve reading comprehension. | Reading for Meaning is found in our SIP plan. Teachers use specific word problems that engage the learner in selecting the appropriate mathematical operation for a given math problem. | Training on Reading for Meaning in all content areas |
| 4. Content vocabulary | Specific vocabulary spelled out within new curriculum developed as key component of Transformation plan | This strategy is found in our SIP plan and supported by the following activities: Marzano's Six Step Process and Flocabulary website. Teachers use the vocabulary component of the RCD curriculum to create lessons around important vocabulary words used on Smarter Balanced, Scantron and classroom assessments. | Full access to Flocabulary website, math journals |

| Objectives | State Reform Plan | SIP & Resources | SIG |
|---|---|---|--|
| | Preoperational year -- 2013-14 | 2013-14 | Year one -- 2014-15 |
| Social Studies | | | |
| <u>2014-15 Strategies and Methods</u> | | | |
| 1. Implementation of aligned K-8 curriculum with necessary resources. Will be complete by end of June 2014. | Development of social studies curriculum cornerstone of Reform plan | Provided funding for significant teacher release time by grade level for collaborative work; week-long PD in Rigorous Curriculum Design; compensation for staff members to oversee, compile documents; develop instructional schedule with daily social studies. | SIG will allow first year curriculum implementation to be SUCCESSFUL with grade level leadership coach. First year curriculum implementation is challenging without support. Professional memberships for teachers to expand knowledge of teaching practice. Teachers will be supported while they learn how to teach for children to reach rigorous social studies standards. |
| 2. Attention to instructional design with focus on: | | | |
| a. Content vocabulary | Specific vocabulary spelled out within new curriculum developed as key component of Transformation plan | This strategy is found in our SIP plan and supported by Marzano's Six Step Process, Flocabualry website and graphic organizers. Teachers use the vocabulary component of the RCD curriculum to select important vocabulary words that appear on classroom assessments and Smarter Balanced assessment. | Vocabulary supported through instructional planning with leadership coach |
| b. Problem solving | This is developmental 'next step' following first year of Reform plan. | Problem solving in social studies uses many cooperative learning strategies including folded value line and think/pair/shares. Students discuss topics and have classroom debates about social studies standards. | Coaching support for engaging, rigorous instructional design and implementation, cross curricular emphasis on solving problems, reasoning |
| c. Interpreting data | This is developmental 'next step' following first year of Reform plan. | Teachers conduct non-fiction read alouds that focus on current events and/or social studies standards. During the read alouds, students will make predictions about photos, graphs, and maps while the teacher strategically pauses giving students time to interpret the information. This method is supported through the Reading for Meaning strategy. | |

| Objectives | State Reform Plan | SIP & Resources | SIG |
|---|---|---|---|
| | Preoperational year -- 2013-14 | 2013-14 | Year one -- 2014-15 |
| d. Content informational text, using Reading for Meaning and other approaches to build student skills in: | Reading for Meaning identified as a key strategy in Reform plan. Not addressed in preoperational year as other fundamental components were worked on. | This strategy is found in our SIP plan and is supported by using non-fiction text and Big Universe. Students are able to actively search for informational text on Big Universe using their ipads. Teachers also use 3-2-1 and jigsaw as activities to further develop their comprehension in social studies. | Reading for Meaning training by elementary curriculum director, continued support through monthly reflection meetings, classroom coaching |
| i. Summarizing | This is developmental 'next step' following first year of Reform plan. | Students summarize text of larger ideas by focusing on key words and the main idea. Graphic organizers are provided as a tool to organize student thoughts. | |
| ii. Drawing conclusions | This is developmental 'next step' following first year of Reform plan. | | This is cross-curricular strategy supported by emphasis on rigorous thinking and teacher questioning |
| Objectives | State Reform Plan | SIP & Resources | SIG |
| | Preoperational year -- 2013-14 | 2013-14 | Year one -- 2014-15 |
| ELA | | | |
| 1. Improved practice of Guided Reading | Guided reading a key strategy in Transformation plan and implemented in all classrooms during preoperational year. All teachers now use guided reading approach and are supported by reading specialist and other support staff during ELA block. | The literacy coach provided training on guided reading by grade level during prep hours. She observed guided reading in the classroom and gave constructive feedback to teachers. | Leveled library per class/grade level, book bins for each student for personal books at their reading level, guided reading books (only lower el) training on guided reading grade specific |
| 2. Reading for Meaning K-8 across all content areas | Specifically called out in Reform plan as a cross-curricular instructional strategy to improve reading comprehension. | Comprehension is a focus during whole group lessons and guided reading instruction using both fiction and non-fiction text. Big Universe and Star Reader are used daily in the classroom to supplement this strategy. | Reading for Meaning training by elementary curriculum director, continued support through monthly reflection meetings, classroom coaching |
| 3. Implementation of Writing Workshop K-8 | Transformation plan called for selection of writing program common across grade levels. This is completed, materials ordered and onsite prior to end of the school year. Training scheduled followed by job embedded coaching. | This strategy is found in our SIP plan. Writers workshop is in the beginning stages of implementation. It will be fully implemented in September 2014. | Intensive training on writers workshop, followed by job embedded coaching throughout year. |
| 4. Focus on vocabulary instruction | This is developmental 'next step' following preoperational year of Reform plan. | Supported in SIP by the following activities: Marzano's 6 Step Process and gallery walks. Vocabulary instruction is discussed during grade level meetings with coaches. | Continued emphasis on vocabulary across the curriculum through daily grade level planning meetings with leadership coach, dedicated ELA coaches providing support at K-2 and 3-4 |

5. *External Provider Selection Process*

As discussed in response to Question 3b on page 6, the Academy selected a State-approved provider to provide coaching and other services three months after being identified as a Priority school. The School Support Team chose the provider through a collaborative process that involved district personnel as Team members. It is important to note that the Academy is a small, 1,100 student ‘district,’ and there is not the central office/building leadership separation found in larger districts. The district office vetted potential candidates based on School Support Team-derived school needs, and the School Support Team interviewed and selected the Institute for Excellence in Education as a partner organization.

The four key reasons for choosing IEE were:

- a. Philosophical alignment: The Team had a clear vision of a reformed school and instructional program, and needed a provider to provide instructional and leadership development and support services to realize its vision. We did not need a provider that brought its own vision, programs, systems, and philosophy. We contend that longer term, sustainable improvements do not come “in a box” but are the product of human development and motivation, improved teacher and leader practice, distributed leadership, and systemic, shared accountability.
- b. Emphasis on developing capacity in instructional staff and leadership through mediating thinking and job-embedded, individualized coaching.
- c. Alignment of beliefs with respect to teaching and learning of adults and children.
- d. Track record with other Priority and other underperforming schools.

Three instructional coaches from Institute for Excellence in Education have been working with school leadership and teachers three days per week since October 2013, with identifiable leading indicators – improved instructional planning, more rigorous instruction, better use of technology, implementation of guided reading as core reading instruction approach, implementation of 90 math block and smarter use of time within same, and lagging indicators – improved mean math performance on Performance Series in grades 2-4, somewhat improved end of year DRA (reading) scores.

These modest but notable gains were seen with necessarily limited, budget constrained coaching services. What we are doing at a smaller scale is working, but our school needs external provider coaching services scaled up next year to generate a rapid turnaround. This grant will build on and accelerate our proven results. Without the grant, even our current level of coaching is not financially sustainable, which threatens to slow and perhaps endanger our progress.

In addition to our progress, The Institute for Excellence in Education (IEE) has been an approved SIG service provider since spring 2010. During the past four years IEE has partnered with six schools to implement its comprehensive reform model. These partner schools include urban and rural schools in elementary, middle, and high school buildings.

One rural high school went from the bottom five percent of schools on the Top to bottom list to the 90th percentile as a result of IEE’s work with them. Another IEE high school, this one a high-needs urban school, went from priority status to the 63rd percentile after three years of support from IEE. While an urban middle school that was named a priority school and a focus school closed the achievement gap and is no longer either a priority school or a focus school. Two of the other IEE schools are on the path toward success and will devote title dollars to sustain their work with IEE.

IEE’s comprehensive model of school reform increases teacher and student efficacy while supporting educators to create caring, learning environments. The emphasis is on service, rather than providing a product and each school’s support is tailored to their unique needs. IEE is committed to “doing whatever it takes” to make a difference in the lives of kids and its teams of coaches provide educators with planning and reflective conversations, modeling of effective strategies, and opportunities to co-teach. Coaches become part of the school and community as they foster skills of collaboration to achieve results.

6. Align building's human and community resources

Human Resources

Through the intentional work of the building and central office leadership and school support team, the building's human resources are centered on the Transformation plan.

- In addition to coaching and training teachers, the school's Curriculum and Instruction Director, a new position created in the preoperational year, helped lead the drafting of the Academy's new core curriculum, in which every teacher participated. This curriculum was a critical preoperational step.

In 2014-15 and beyond, this position is focused on leading curriculum implementation, coordinating the work of the seven instructional and data coaches, pushing the plan's instructional improvement strategies, and ensuring individual and team commitments are effectuated within the classroom. This position will drive accountability.

- The Academy has completely reformed and improved its recruitment and hiring systems following months of study and planning in the preoperational year. The book *Hire Better Teachers Now: Using the Science of Selection to Find the Best Teachers for Your School* (Rose, 2014) has guided our reforms. Our system requires a very clear vision of priority staff knowledge, skills, abilities, and other characteristics (KSAOs), and a high level of discipline. It is framed in brief terms by 1) maximizing the applicant pool, 2) screening applications for desired KSAOs, 3) bringing forward only those who score high, for a disciplined, rubric-based interview (three scorers) with the same questions for each candidate, 4) statistical combination of scores, 5) moving forward only those who score high for a performance task (e.g. develop lesson plan and teach a live lesson recorded on video; the school has eight year-round classrooms) evaluated with rubrics by principal and grade level teacher, and 6) candidate critical self-reflection on lesson teaching with grade level team.
- The school's human resources systems have transformed from negative evaluative-judgment to positive evaluative-support. What this means is that the principal, curriculum director, personnel director, coaches, and other staff are invested in and responsible for the staff member's development, rather than simply passing judgment. The failure of a teacher is looked at as the failure of the system and the people who work in it.

Community resources

The school's community based resources work in concert with the Transformation plan and this grant. The school has lots of community partners such as University of Detroit-Jesuit tutors, University of Michigan tutors, and Kaufman, Payton & Chapa attorneys and staff coat and school supply drives, among many others. All of our partners are aligned with our focus on improved academic outcomes for students. Here we would like to explore two key community resources we have intentionally aligned to our Transformation plan goals.

- Science, Math, and Technology Partnership with Microsoft. Despite the Academy's 1:1 Apple iPad program, Microsoft Corporation and Blacks at Microsoft (BAM) are community partners. Microsoft Corporation and BAM provide financial, equipment, and instructional resources for Powered to Dream Summer Camp operated by the school. The school will continue to leverage its relationship with this partner in myriad ways, including mentoring, guest speakers, visitations to Microsoft's Detroit offices, and event partnerships.
- "Real Men and Women Champion Education" is a conference organized and held at the Academy and entering its second year. The conference attracts well-known community leaders and residents from across the city to discuss how we can promote and engage in direct action to champion learning by our youth. This July's conference will feature a stark challenges to guests to involve themselves heavily in our transformation through mentoring, instructing, guest speaking, motivating, and helping our children, families and teachers succeed.

7. *Modification of local building policies and/or practices.*

Based on an observational study, instructional time in practice differs considerably from instructional time scheduled. Even so, the school has both expanded instructional hours scheduled and changed building policies to better utilize time for learning. The following modifications are being implemented as part of the Transformation plan:

- Longer day: the instructional day will be 8:40 a.m. to 4:30 p.m.
 - Breakfast for K-1 will be served from 8:00 a.m. – 8:30 a.m. in the cafeteria rather than the classrooms, as it was found to be interfering with promptly starting the day; students will eat with their classmates; students will be escorted to their classroom by the teacher at 8:30 a.m.
 - Bagged breakfast for 2-4 will be picked up by students as they enter from 8:00 a.m. – 8:30 a.m. as they enter, and they may eat in class until 8:35 a.m.
 - Instruction begins at 8:40 a.m. without exception
 - Instruction ends not earlier than 4:30 p.m., no exception. Bus and parent pickup will be at 4:40 p.m.
- Mandatory daily grade level collaboration time
 - Grade level teams will collaborate every day during a one hour planning period, which is in addition to the prep period.
 - Instruction will be planned in advance, working a few weeks ahead – always subject to adjustment by the team based on data
 - All instructional planning will take place within the grade level team, coached by leadership and instructional coaches
- Better use of instructional time
 - In prior years, the day had a lot of instructional down time. This practice is ending:
 - As a matter of policy: the principal and curriculum director have and will continue to communicate the clear expectation of bell to bell teaching.
 - As a matter of practice: teachers are being given the supports they need and barriers are being cleared. A new curriculum makes clear and understandable the learning expectations; daily collaboration time and one prep period so preparation time is not a barrier (or excuse); improved instructional planning with the principal, curriculum director, and coaches, so a full day of instruction is planned and the teacher is prepared to implement; and relentless instructional coaching, increasing teacher performance and capacity to teach productively throughout the day.
 - More engaging instruction
 - Instructional engagement has been a priority in the preoperational year with intentional teaching of hands-on learning strategies, using technology (iPad 1:1 program) to engage learners, using tiered activities and small groups to focus learning, quality literacy stations and learning centers that engage students, not just occupy them (increasing the rigor and hooking the learner). The first SIG year will see continued emphasis of hands on learning activities, further development of instructional technology, and center-based learning.
 - Focus on skills during extra prep session
 - Students will attend a traditional ‘special’ during grade level collaboration time. Driven by data, the other prep period will see a certified teacher and member of the grade level team enter the classroom to implement engaging lessons covering content planned by the grade level team and driven by data. Content may be critical prerequisite understandings for an upcoming unit, re-teaching of material not fully learned, practice of important priority standards, and other data-informed activities.

8. Timeline. Include a comprehensive 3-year timeline for implementing the selected intervention.

Michigan Technical Academy School Improvement Grant Application

Year One (2014-15)

Preoperational

| Data Coach | Preoperational Activities | Responsible party(ies) | End task/record | Due date |
|-------------------|--|---|-------------------------|-----------------|
| Identify & Retain | Identify key skills needed | Superintendent/Personnel Director/Principal | Memo to SST | done |
| | Evaluate internal candidates | Principal & Personnel Director | Memo to SST | done |
| | Recruitment efforts - industry contacts, etc | Principal & Personnel Director | none | ongoing |
| | Evaluate & interview applicants-initial | Principal & Personnel Director | Interview documentation | 6/11/2014 |
| | Evaluate & interview applicants-second | School support team | Interview documentation | 6/18/2014 |
| | Performance Task - lead collaborative evaluation of student work against standard | School support team | Task is record | n/a |
| | SST meeting & decision - full consensus req. | School support team | Decision | 6/25/2014 |
| Prepare data | (A) Continue to look (B) Choose and retain one applicant If (B) offer contingent on grant approval, retain If (A) repost and continue to look | School support team | -- | 6/25/2014 |
| | Compile summative data for prior three years; 14-15 student assessments work samples; | | | |
| Readiness | Develop list of position needs, e.g. office space, technology, programs | Principal & Personnel Director | -- | 6/25/2014 |

| | | | | |
|--|--|---|-------------------------|-----------------|
| Start date | -- | -- | -- | 7/7/2014 |
| Code all math assessments (summative and interim) against priority and secondary standards in curriculum | This begins in the summer and continues throughout the year. | | | |
| Family Liaison | Preoperational Activities | Responsible party(ies) | End task/record | Due date |
| Identify & Retain | Identify key skills needed | Superintendent/Personnel Director/Principal | Memo to SST | done |
| | Develop position description | Personnel director | PD | done |
| | Evaluate internal candidates | Principal & Personnel Director | Memo to SST | done |
| | Recruitment efforts - industry contacts, etc | Principal & Personnel Director | none | ongoing |
| | Evaluate & interview applicants-initial | Principal & Personnel Director | Interview documentation | 6/11/2014 |
| | Evaluate & interview applicants-second | School support team | Interview documentation | 6/18/2014 |
| | Performance Task - two hours allotted, assign one of Transformation plan's 3 key parent involvement strategies & create detailed action plan, timeline and budget. | School support team | Task is record | n/a |
| | SST meeting & decision - full consensus req. | School support team | Decision | 6/25/2014 |
| | (A) Continue to look | | | |
| | (B) Choose and retain one applicant | | | |
| | If (B), extend offer contingent on grant approval, retain | Personnel director | n/a | |
| | If (A) repost and continue to look | Personnel director | repeat of above | 7/16/2014 |

| | | | | |
|-----------|---|--------------------------------|----|-----------|
| Readiness | Develop list of position needs, e.g. office space, technology, programs | Principal & Personnel Director | -- | 6/25/2014 |
|-----------|---|--------------------------------|----|-----------|

| | | | | |
|------------|----|----|----|----------|
| Start date | -- | -- | -- | 7/7/2014 |
|------------|----|----|----|----------|

| | | | | |
|------------------------------|----------------------------------|-------------------------------|------------------------|-----------------|
| Instructional Coaches | Preoperational Activities | Responsible party(ies) | End task/record | Due date |
|------------------------------|----------------------------------|-------------------------------|------------------------|-----------------|

| | | | | |
|--|---|---------------------|----|-----------|
| | Develop list of skills, traits and expertise for each coaching position | School support team | -- | 6/13/2014 |
|--|---|---------------------|----|-----------|

| | | | | |
|--|---|---------------------|--|-----------|
| | Identify key tasks to be performed by coaches | School support team | | 6/13/2014 |
|--|---|---------------------|--|-----------|

| | | | | |
|--|--|----------------|----------|-----------|
| | Execute contract with IEE inclusive of above information | Superintendent | Contract | 6/30/2014 |
|--|--|----------------|----------|-----------|

| | | | | |
|---------------------|--|---------------------|----|-----------|
| Approval of coaches | Interview of coaches with performance task | School support team | -- | 7/16/2014 |
|---------------------|--|---------------------|----|-----------|

| | | | | |
|--|--|---------------------|----------------------------|-----------|
| | Decision re acceptance/rejection of each coach; continued search if any rejected | School support team | Memo or oral comm with IEE | 7/18/2014 |
|--|--|---------------------|----------------------------|-----------|

| | | | | |
|--|--|---------------------|------|-----------|
| | Assignment to grade levels (K-2, 3-4, K-4) | School support team | Memo | 7/25/2014 |
|--|--|---------------------|------|-----------|

| | | | | |
|------------|----|----|----|-----------|
| Start date | -- | -- | -- | 7/28/2014 |
|------------|----|----|----|-----------|

| | | | | |
|---|----------------------------------|-------------------------------|------------------------|-----------------|
| School Improvement/Grant Facilitator | Preoperational Activities | Responsible party(ies) | End task/record | Due date |
|---|----------------------------------|-------------------------------|------------------------|-----------------|

| | | | | |
|---------------------|--|------------------------------------|----|-----------|
| Identify and retain | Develop list of position needs, e.g. office space, technology, programs; order, set up office, technology, etc | Principal, IT, facilities director | -- | 6/13/2014 |
|---------------------|--|------------------------------------|----|-----------|

| | | | | |
|---|--|----------------------------|-----------------------|--------------|
| Start date | -- | -- | -- | 7/1/2014 |
| Communications, accountability, systems plans | Begin thinking through and developing recording keeping structures, communications plans, internal accountability mechanisms, and systems manual; all reforms must be accompanied by documentation of what, why, responsible parties, effectiveness measures | SIG facilitator, Principal | | Begin 7/1/14 |
| Consultation and relationship building with past & current SIG grant awardees | | SIG facilitator | Contact documentation | Begin 7/1/14 |

| Mental health services | Preoperational Activities | Responsible party(ies) | End task/record | Due date |
|-------------------------------|---|--|-------------------------|-----------------|
| Identify effective model | Existing school mental health staff assigned to committee to investigate possible services, delivery models | MSWs, Counselor, Spec Ed Director ("Mental health team") | Written recommendation | 5/23/2014 |
| System | Develop system description, forms, universal screening, progress monitoring, recordkeeping | Mental health team | -- | 6/27/2014 |
| Communication | Develop communication and education plan around new services, system, purposes, limitations | SIG grant facilitator; Mental health team | -- | 7/18/2014 |
| Identify & Retain | Evaluate & interview applicants-initial | Mental health team rep, principal & Personnel Director | Interview documentation | 6/11/2014 |

| | | | |
|---|---|-------------------------|-----------|
| Evaluate & interview applicants-second | Mental health team, school support team re, personnel director, principal | Interview documentation | 6/18/2014 |
| Decision - full consensus req. | Mental health team, school support team re, personnel director, principal | Decision | 6/25/2014 |
| (A) Continue to look (B) Choose and retain one applicant | | | |

| Professional Development | Preoperational Activities | Responsible party(ies) | End task/record | Due date |
|--|---|------------------------------------|------------------------|-----------------|
| Develop PD schedule for 2014-15 to include but not be limited to the following | Develop PD schedule for 2014-15 | Superintendent, Principal, coaches | Schedule | 6/13/2014 |
| Cooperative Learning (Kagan) | Plan 5 day cooperative learning training in June 2014; | Superintendent, Principal, coaches | -- | 6/6/2014 |
| | Repeat: two days in early August, new staff only | Superintendent, Principal, coaches | -- | 6/6/2014 |
| | All staff -- 1 day refresher in later August | Superintendent, Principal, coaches | -- | 6/6/2014 |
| Adaptive Schools training | Schedule, enter into agreement for 4 days of Adaptive Schools training delivered by Carolyn McKanders; two in late August, two in September | Superintendent, Principal, coaches | -- | 6/6/2014 |
| Lesson design for student achievement | Identify key staff to attend this summer 2014 offsite training, gain commitments, make arrangements | Superintendent, Principal, coaches | -- | 6/20/2014 |

| | | | | |
|---|---|------------------------------------|------------------------|-----------------|
| Lesson design for student achievement | All staff -- work in teams with coaches, one day | Principal, coaches | -- | 6/6/2014 |
| Writers Workshop training | Two days during school year (proj. September, Nov.), one in August; two late start sessions in Jan. and March | Superintendent, Principal, coaches | -- | 6/13/2014 |
| Classroom leadership and management, building relationships | New staff, one day early August | Principal | -- | 6/6/2014 |
| MTA Culture and Community Building | New staff only, two days early August | Superintendent, Principal | -- | 6/6/2014 |
| FIM Math | New staff only, 1/2 day early August; all staff one hour GL refresher late August | Superintendent, Principal, coaches | -- | 6/6/2014 |
| 90 minute math block design | New staff only, 1/2 day early August | Superintendent, Principal, coaches | -- | 6/6/2014 |
| ELA Guided Reading, Writers Workshop, Vocabulary | New staff only, 2 days early August | Superintendent, Principal, coaches | -- | 6/6/2014 |
| Curriculum walk through | One hour | Superintendent, Principal, coaches | -- | 6/6/2014 |
| Room set up, effective transitions, procedures | New staff only, 2 days early August | Principal | -- | 6/6/2014 |
| Instructional learning cycle 3.0, 14-15 goals, strategies | 1 day late August | Principal | -- | 6/6/2014 |
| Writers Workshop training | All staff, one day | Principal | -- | 6/6/2014 |
| Three days lesson planning | GL teams | Principal | -- | 6/6/2014 |
| Misc. | Preoperational Activities | Responsible party(ies) | End task/record | Due date |
| Develop schedule with added prep period | | Principal | Schedule | 6/20/2014 |

Michigan Technical Academy School Improvement Grant Application

Year One (2014-15)

Operational

| Data Coach | | | |
|--|---|------------|-----------|
| Year one activities | Additional information | Start date | End date |
| Make formative assessment more intentional and impactful; enhance formative assessment rigor (not just recall); associate formative assessments with standards | This starts with ensuring formative assessments tie to unit standards, and builds to teachers and data coach collecting efficiently formative data and using it each day in GL meetings to inform instruction | 9/2/2014 | 6/30/2015 |
| Build, pilot, work out internal practices to collect assessment data around standards by child | The school will move toward ActiveGrade standards based tracking over three year grant, but needs to develop and work out practices and expectations -- how teachers will enter, when, how to ensure consistency within and across GL, etc. | 10/1/2014 | 6/30/2015 |
| Coach teachers around data | This is a developmental process that begins with consistently promoting data awareness (all types, not just summative), modeling inquiry based questioning, leading discussions with GL teams, pushing for claims/opinions/assertions to be backed by data; building skills of teachers throughout year | 9/2/2014 | 6/30/2015 |

| | | | |
|-------------------|--|----------|-----------|
| Pilot ActiveGrade | One volunteer teacher at each grade level, second semester, low stakes, learning how and best practices is the purpose | 2/2/2015 | 6/30/2015 |
|-------------------|--|----------|-----------|

| Family Liaison | | | |
|--|--|--------------------|-----------------|
| Year one activities | Additional information | Start date | End date |
| Big Idea #1 – Parent Learning and Schoolwork Help | | | |
| Weekly lessons for parents - Math | Work with teachers to create weekly video recorded math lessons "this is what your child is doing and how to help;" ensure system for transferring to iPads is followed; promote as cornerstone of math turnaround | BOY | EOY |
| Regular parent learning meetings | Teacher at each grade level works Wednesdays after school to teach parents the content. Family Liaison coordinates, promotes, attends, reaches out to families | BOY | EOY |
| Newsletters with websites, unit introductions, examples of problems with answers | Published with each unit, content-oriented curriculum guides, not "fluff." Substance is key, style will come. | BOY | EOY |
| Big Idea #2 -- Communication | | | |
| Use iPad video for communications from teachers/school | Each teacher, five brief videos re students per day | 3rd week of school | EOY |
| MTA app for iOS and Android | Promote & implement MTA app to staff and parents as a primary means of one-way and two-way communication. | BOY | EOY |

| | | | |
|--|--|--------------------|-----|
| Use graphical displays of child and school progress | Work with IT, teachers, to enhance communication with graphics and pictures, instead of or in addition to text | 2nd marking period | EOY |
| Big Idea #3 -- Students on time every day and rested | | | |
| Sleep education | Diverse communication methods to educate families and community about need for uninterrupted sleep and adequate rest | BOY | EOY |
| Promote age-appropriate schedule – school, play, homework/reading, conversation, sleep | Work with pediatric association, etc, to develop, then educate families | 2nd marking period | EOY |
| Students graph hours of sleep, display, include on report cards | | 2nd marking period | EOY |

| | | | |
|------------------------------|--|--|--|
| Instructional Coaches | | | |
| Year one activities | Additional information | | |
| September | Relationships, procedures, how we learn, First 6 Weeks of School | | |
| Math coaches | Support effective use of 90 minute math block, development of FIM questions to start in Week 3, evaluating classroom assessment results and planning for start of responsive instruction through effective lesson design, | | |
| ELA coaches | Lesson planning, DRA and Star assessment results, vocabulary instruction within ELA, Guided reading groups and effective start to reading, Writers Workshop f/u training on 9/24 | | |
| Science coach | Lesson planning, content knowledge, classroom support for science problem solving, content vocabulary | | |
| Leadership coach | Along with grade level chair, help lead daily grade level planning; implement instructional learning cycle 3.0, plan instruction, collaborate, help teachers with focus on relationships, First 6 weeks of school, procedures, cooperative learning implementation | | |
| October | Instructional Learning Cycle 3.0 | | |
| Math coaches | FIM and 90 minute block, late start math curriculum session 10/8 | | |

| | | |
|--|------------------|--|
| | ELA coaches | Writers workshop, Guided reading, Reading for meaning across subject areas, late start ELA curriculum session 10/8 |
| | Science coach | Planning effective science labs and hands on activities; focus on inquiry and problem solving, late start science curriculum session 10/22 -- vocabulary |
| | Leadership coach | ILC 3.0 and formative assessment |
| November | | Focus on Higher Order Thinking Skills & Rigor |
| | Math coaches | FIM, supporting rigorous learning while reinforcing skills, problem solving and application |
| | ELA coaches | Connecting Blooms, rigorous, and engaging literacy stations and centers |
| | Science coach | Data interpretation, vocabulary, science reasoning |
| | Leadership coach | Rigorous formative assessment, 11/12 late start session on rigor and HOTS |
| December | | Data Review -- full stop and look |
| | Math coaches | Student progress through unit assessments, and FIM student progress meeting |
| | ELA coaches | DRA and Star, unit assessments, alignment to formative results |
| | Science coach | Unit assessment results |
| | Leadership coach | 12/10 late start presentation of K-4 data and reflection on progress |
| January | | Differentiation & engagement |
| | Math coaches | Rigorous tiered activities, engaging math centers, differentiation in practice |
| | ELA coaches | Guided reading, centers, writing across the curriculum |
| | Science coach | Emphasis on problems solving, vocabulary, science reasoning |
| | Leadership coach | Differentiation in lesson planning, assessment |
| February | | |
| | Math coaches | Ongoing |
| | ELA coaches | Writers workshop, writing across the curriculum |
| | Science coach | Ongoing |
| | Leadership coach | Writers workshop, writing across the curriculum |
| March -- June | | |
| We continue our focus on engaging, rigorous instruction and implementation of the instructional learning cycle, as we work on refining and improving what we have learned throughout the year. | | |

| School Improvement/Grant Facilitator | Additional information | Start date | End date |
|--|---|------------|----------|
| Year one activities | | | |
| Monthly progress reporting to Board of Directors | | BOY | EOY |
| <i>September</i> | August trainings, use of GL time, staff culture | -- | -- |

| | | | |
|-----------------|--|----|----|
| <i>October</i> | ILC 3.0 in practice, effectiveness | -- | -- |
| <i>November</i> | Survey of teaching practice results | -- | -- |
| <i>December</i> | Staff survey results, recommendations, data review | -- | -- |
| <i>January</i> | Survey of teaching practice results; fidelity of plan implementation | -- | -- |
| <i>February</i> | Midyear summative testing results | -- | -- |
| <i>March</i> | Use of GL time | -- | -- |
| <i>April</i> | IEE review and recommendations | -- | -- |
| <i>May</i> | Survey of teaching practice results; fidelity of plan implementation | -- | -- |
| <i>June</i> | EOY summative test results | -- | -- |

**Michigan Technical Academy School Improvement Grant Application
Year Two**

Operational – Continue to improve on Year one activities and refine skills around interventions. In addition the following next steps:

Data Coach:

Focus on teacher-led grade level data meetings

Code all ELA assessments

Move all teachers to Active Grade to record progress and inform instruction in math and ELA

Develop Data Profile for each student with live/current information and connects Active Grade to other classroom data

Instructional Coaches:

Instructional coaching meets teachers where they are, but after first year teachers working at considerably higher level of practice, which leads in year two to work on refining craft, collaboration led by grade level chairs, support between and among teachers

Instructional design, instructional learning cycle established

Focus on differentiation of content, process, product

Craftsmanship in teacher ability to plan lessons, assessments, make clinical decisions

Continued skill in using technology as tool for rigor

Family Liaison:

Big Idea #1 -- Parent Learning and Schoolwork Help

Content area 'boot camps' throughout year

Facilitating online conferences

Big Idea #2 -- Communication
Regular grade level and social events

Big Idea #3 -- Students on-time every day and rested
Parent incentives
Wake up calls
Systematic use of alarm clock app for wake and sleep

Michigan Technical Academy School Improvement Grant Application
Year Three
Operational

Data Coach:
Focus on teacher-led grade level data meetings
Code all SS and Science assessments
Move all teachers to Active Grade to record progress and inform instruction in all four core areas
Data profile fully implemented

Instructional Coaches:
Leadership coach, 1 math, 1 ELA coach positions eliminated
Continue refining and supporting teacher practice

Family Liaison:
Big Idea #1 -- Parent Learning and Schoolwork Help
GED, college and training connections

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).

| | Current Proficiency Rate 2014-15 | Goal for 2015-2016 | Goal for 2016-2017 | Goal for 2017-2018 |
|------------------|---|---------------------------|---------------------------|---------------------------|
| Reading | 30% | 50% | 60% | 65% |
| Mathematics | 11% | 40% | 50% | 60% |
| Writing | 23% | 40% | 50% | 60% |
| Social Studies** | not tested | 40% | 50% | 55% |
| Science | 0%*** | 40% | 50% | 55% |

**Social studies is not assessed in the school. We nonetheless have social studies goals based on passage of our rigorous unit assessments developed as part of our curriculum. For example, our 2015-16 goal is for 40% of students to achieve a score of 80% on unit assessments.

***Note that science has not been assessed in the past as our school is K-4 (science is tested in 5th and 8th grades), but we have nonetheless labeled our proficiency as 0%. This is because in Fall 2013 testing, none of the fifty-five 5th grade students who matriculated from MTA 4th grade were proficient in science. In fact, none of the forty 5th grade new students from other schools were proficient either. Beginning in 2014-15 4th and 7th will be assessed in science.

10. Stakeholder involvement. LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

Regular, ongoing engagement efforts with parents and the community

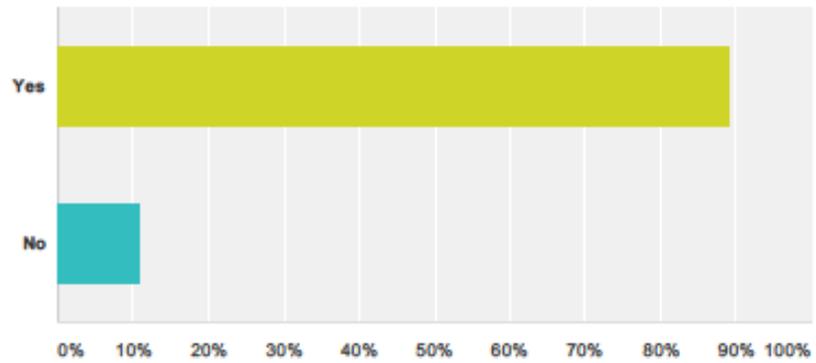
The school involved parents, the community, and outside experts to lend their ideas and provide feedback on the Transformation plan and this application.

- Parents and community members were an integral part of the collaborative process used to hire the principal, which is a key component of the Transformation plan. The committee consisted of five teachers, three parents, three Board members and community advocates, and the superintendent and personnel director. The process included initial screening interviews, a second interview with the full committee, and a two day performance task (plan a lesson against provided standards, participate in a classroom, teach the lesson the candidate planned; watch a video of the time in the classroom with the committee members, reflect and critique; lead a team of teachers through a critical review of the video). The process ended in the committee reaching consensus on the best candidate, with every stakeholder empowered with a veto.
- The principal invited and met with all parents in small groups to articulate a vision of the school and instruction, and gather feedback and ideas from parents. Information from these meetings informed the Transformation Plan and this application. The agenda for these meetings follows.
- Using our 1:1 iPad program (note: all students take home the iPads daily), parent surveys are used to gauge support for initiatives and gather feedback. Response is considerable; a sample of a recent survey (128 responses in four days) follows this Question 10.
- School Support Team (SST), which consisted of two teachers, two parents and community members, building and central office leadership, two reading specialists, and a student support specialist. The SST designed the interventions, developed the implementation plan, and drove the Transformation Plan development, reform implementation process, and this application. This has been authentic, deep involvement as the team has met one full day and extensively after school on the Transformation plan and this application. The Academy consulted and worked with Wayne RESA's assessment consultant and its school reform consultant, along with its reform coach from Michigan State University. The Academy Board was integral to the reform process at the front end – review and feedback on the draft plans, participation as partners in principal selection, dedication of resources to support preoperational year teacher collaboration and instructional coaching; and as we move through the reform process and this application – monthly written reporting from the SST/leadership on plan implementation, grant application development.
- Outside instructional experts provided counsel and facilitated a full-day SST meeting to generate reflection and the ideas within this grant, and expanded SST team met extensively after school to evaluate the program and develop interventions within this application. Evidence of these planning sessions follow this Question 10.

MTA App

Q2 The MTA app will be available for iPhone and Android phones. Do you have an iPhone or Android phone?

Answered: 128 Skipped: 0

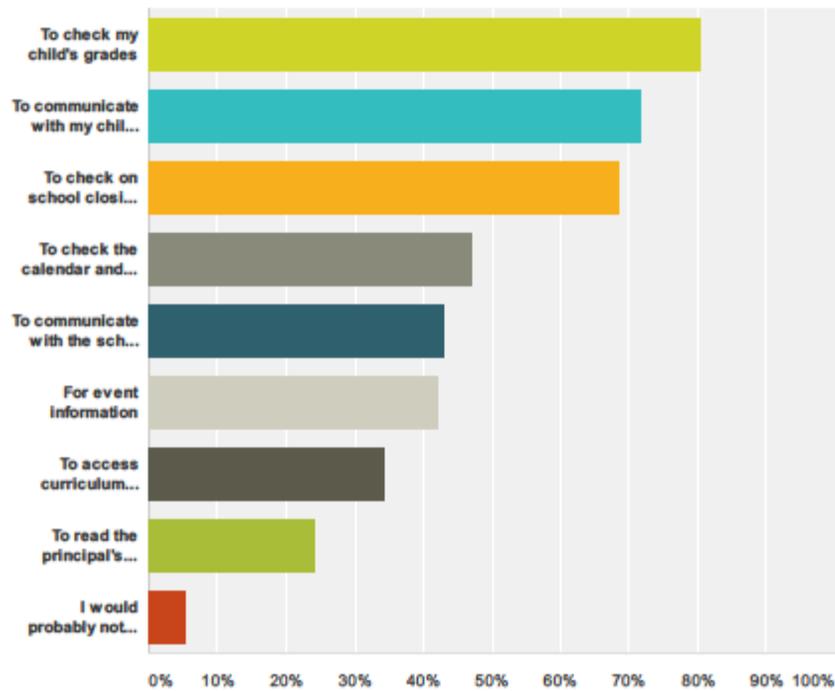


| Answer Choices | Responses | |
|----------------|-----------|------------|
| Yes | 89.06% | 114 |
| No | 10.94% | 14 |
| Total | | 128 |

MTA App

Q3 How would you use the MTA app? (you can choose more than one answer)

Answered: 128 Skipped: 0



| Answer Choices | Responses |
|--|------------|
| To check my child's grades | 80.47% 103 |
| To communicate with my child's teacher(s) | 71.88% 92 |
| To check on school closings or delays | 68.75% 88 |
| To check the calendar and see what is happening at MTA | 46.88% 60 |
| To communicate with the school office | 42.97% 55 |
| For event information | 42.19% 54 |
| To access curriculum information | 34.38% 44 |
| To read the principal's blog | 24.22% 31 |
| I would probably not use it. | 5.47% 7 |
| Total Respondents: 128 | |

Organizing for SIG
MTA

Facilitators: Paula Geller and Mary Alice Krajenta

OUTCOMES *Participants will . . .*

- Develop idea and concepts that will constitute MTA’s School Improvement Grant application.
- Review and organize information from previous documents pertaining to SIG

| Time | Agenda | Description & strategies | Materials | WHO |
|--------|--|--|--|-------|
| Set-up | | | | |
| 8:30 | Welcome & Inclusion Activity | Hand-up, Stand-up, Pair-up: 1. If you had a million dollars to make a change for MTA how would you spend it? 2. What do you think would make the biggest improvement in Student Learning at MTA? 3. What might best support staff in their teaching practice? | | MA |
| 8:45 | Outcomes, Agenda, Norms, Parking Lot and Mission Statement | | Agendas handouts Agenda on big sheet Norms Parking lot Mission Statement | Paula |
| 9:00 | Small Fire chat with Jeremy & Damon | | Several back-up questions | |
| 9:25 | SIG overview | Historical Piece 3 rd cohort Models “What are you noticing” Process Today we are focusing on the required elements in the Transformation model. Note documents that we are using today and where we are going today Show where they can see the transformation model | Need a PPT Organizers on the wall—MA Paula—a bunch of handouts | |
| 9:45 | Break | | | |

| | | | | |
|-------|-----------------------------|---|---|--|
| 10:00 | Organizing and Synthesizing | <p>Required Elements of the transformation model are the organizers.</p> <p>Put participants in groups. Assign each group parts from the Diagnostic plan and SIP goals. I'm thinking about the SIP. The important thing from the SIP is that the strategies and activities are aligned with the SIG.</p> <ol style="list-style-type: none"> 1. Each group will read and study and reorganize into the organizers 2. Gallery walk | | |
| 11:30 | Lunch | | | |
| 12:00 | Reflection | <ol style="list-style-type: none"> 3. See think wonder 4. Chart | | |
| 12:30 | Text as expert | <p>Reorganize participants into random groups</p> <p>TEXT: practice guide "Turning Around Chronically Low-Performing Schools"</p> <p>Process: Maybe Say the last word</p> | MA will make the copies of the practice guide | |
| 1:00 | 12 + 17 | Introduce 17 optional components | | |
| 1:10 | Break | | | |
| 1:25 | Evaluate | <p>What, why, how, delete</p> <p>Groups will evaluate all the work and prepare post it notes for each sheet. Hold the notes use during a report out</p> <p>Pubic report out using a "team stand and share" possibly modified structure.</p> | | |
| 2:30 | Final thought | <p>Participants take time to individually evaluate the work. Write notes (which will be collected)</p> <p>Each participant will give feedback</p> <p>After all participants have given feedback Jeremy and Damon will respond with their thoughts</p> | | |
| 3:15 | Next steps | | | |
| | | | | |



**Leadership Team Meeting
Michigan Technical Academy
May 5, 2014**

PAULA'S COPY

Purpose: Review the current School Improvement Goals and Strategies; Determine any needed adjustments for 2014-2015.

Outcomes:

Participants will...

- Review current MTA Goals and Strategies for each content area and consider connections to MTA needs
- Consider the strategies impact on instruction and the needed support for implementation in the classroom

Agenda:

- Inclusion Activity: 30 Sec. Speech – 1. “Share a fun thing you’re looking forward to doing when it’s regularly warm – 80”; someone you haven’t talked to today 2. “Consider how our work today-on a focused SI plan-will impact students” someone NOT in your building
- Outcomes, Agenda, Learning Agreements, Parking Lot
- Understand the MTA Framework that will support implementation of universal strategies to improve teacher effectiveness and student achievement
- Review strategies for given content areas and dialogue to clarify understanding Use chart for organization; NOTE: Each group will report out; “This many minutes: ”; Share out; Clarifying Questions from whole group; Group commitment ...
- Discussion around the next level of input needed for Implementation of the School Improvement Plan in 2014-2015
- Reflection: Whip around – 3 Words to summarize your take away from Today.



**Leadership Team Meeting
Michigan Technical Academy
May 12, 2014**

Purpose: Continue to develop improvement plan for 2014-15.

Outcomes:

Participants will...

- Generate common understanding of teaching and learning needs,
- Consider structures and supports that teachers need to improve practice in 2014-15

Agenda:

- Inclusion Activity
 - *Find a partner with a shirt of same or complementary color. Tell partner one thing that surprised you in your discussions with colleagues last week.*
 - *Find a partner about your height. Discuss who would win in a wrestling match and why.*
- Outcomes, Agenda, Learning Agreements, Parking Lot
- Sharing comments of others – what did we hear about goals and strategies?
 - *Call out people at each table*
- The instructional practice our kids need and deserve – descriptions of practice
 - *Handout*
 - *Count off by 1-4 at tables*
 - *Read your section*
 - *Prepare a 30 second speech summarizing key points, share with your colleagues*
 - *Discuss within the group:*
 - *What surprises you about the comments?*
 - *What pleases you?*
- The structures and systems that enable the practice our kids need and deserve
 - *Handout*
 - *Everybody move, get into subject teams*
 - *4 minutes: Review the key statements in the handout.*

- *Discuss within your group 3-5 key recurring demands you see – what are the key points? List them as a group.*
 - *Jeremy take notes*
 - *Share with the larger group your group's findings*

- Take following people as a group:
 - *Tamicka*
 - *Damon*
 - *Kathryn*
 - *Rachael*
 - *Rashanna*
 - *Answer "people" and other recurring items*

- Work within subject teams to compile needs:
 - Subject-specific "stuff" – look at/compile list, appoint "stuff" representatives(s)
 - Training/PD/Coaching – within your subject area, what are our needs and how do we best deliver?
 - *Handout*

- Reflection and assessment of progress, next steps

11. Describe how the reforms will be sustained.

The school's plan is sustainable over the long term as it is centered on the development of human potential alongside the institution of perpetuating systems and a culture of collaboration and learning. By contrast, the plan is not focused on quick but temporary fixes, financially unsustainable student interventions, or outsized and expensive technology acquisitions with their infrastructure, maintenance, and replacement costs. Nothing is as important as the classroom teacher – it is not even close – and nothing is sustained without reforming the culture with intentional, supportive, perpetuating systems.

- Instructional and leadership coaching is scheduled to fade over the three year grant period as teacher capacity reaches a critical point and systems become mature and perpetuating. By the end of the third year, instructional coaching will have been taken over by the principal, curriculum and instruction director, and grade level chairs. While we have teachers at different developmental levels, at present every teacher in the building requires significant training and coaching. The needs are simply too much to attend to effectively without the heavy SIG investment. At the end of the grant period, instructional leaders will be able to attend to the ongoing developmental needs of proficient educators, while also being able to coach and develop new teachers.
- Collaborative planning, analysis, and decision making will be fully mature. Professional learning communicates – a key outcome of our transformation – will be strongly rooted, allowing new staff to join fully established teams and learn and adapt to the culture.
- Investment in ongoing training and skill building in effective collaboration will be achieved through internal staff experts, with the grant funding Cognitive Coaching trainer training for key staff.
- Data systems will be robust, fully realized, and sustainable. It is foolhardy to project that the grant funded data coach will not be needed. The collection, interpretation, and application of classroom assessment data – in formative, interim, and summative form – is the future of education and our school. The position has been funded in the Academy's long-range planning, paid for in full following the payoff of the Academy's iPad and associated equipment lease-purchase (~\$75,000 annually through June 30, 2017, which is also the end date of the SIG funding).
- The family services coordinator position will also be maintained by the iPad and technology lease-purchase payoff. It is a key position in a high-need school and community.
- The Academy's new curriculum will be fully implemented with ongoing attention to modification and improvement. Curriculum maintenance and development requires (1) a supporting system and processes, which will be fully part of the school's culture and practices by the close of the grant period, and (2) a staff of teachers and instructional leaders who have the knowledge and skills to make smart, timely adjustments. These curriculum review and development practices are seen in high-functioning schools will high-functioning teams, and we will be there by the close of the grant.

Our plan builds skilled and knowledgeable educators, fully implements a rigorous core curriculum, instills collaborative practices throughout and provides requisite time for same, and develops written systems and processes to sustain over the long term.

12. State Reform Plan (upload as separate file)

Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention. **Only select the model that aligns to the approved SRO Plan.**

Attachment A – Transformation

Attachment B – Turnaround

Attachment C – Restart

Attachment D – Closure

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2014-15. Complete budgets for each building together with narratives must be entered into the MEGS+ system.

| MICHIGAN TECHNICAL ACADEMY BUDGET | | | | | |
|--|---------------------------|-------------------------------------|----------------------|----------------------|-------------------------|
| | Year 1 Budget | | Year 2 Budget | Year 3 Budget | Three-Year Total |
| | Pre-implementation | Year 1 - Full Implementation | | | |
| MTA Elementary | \$121,500 | 1,687,750 | \$1,867,225 | \$1,516,075 | \$5,192,550 |
| LEA-level Activities | \$0 | | \$0 | \$0 | \$0 |
| Total Budget | \$1,809,250 | | \$1,867,225 | \$1,516,075 | \$5,192,550 |

| YEAR 1 Function Code | Description | FTE | Salaries 1000 | Benefits 2000 | Purchased Services 3000 & 4000 | Supplies & Materials 5000 | Capital Outlay 6000 | Other Expenses 7000 & 8000 | Total |
|----------------------------|---|-----|------------------|------------------|--------------------------------------|---------------------------------|---------------------------|-------------------------------------|---------|
| 111 | 5 Enrichment Teachers that will be providing additional teaching/strategies to students while providing additional collaboration time for classroom teachers. | 5 | 185,000 | 85,000 | | | | | 270,000 |
| 111 | Keyboards and headphones to aid in our ELA goals and strategies (Guided Reading, Content Vocabulary, Reading for Meaning, Writers Workshop) | | | | | 65,000 | | | 65,000 |
| 111 | Math resources to support our math goals and strategies - FIM, content vocabulary, tiered activities. Resources include math journals, clocks, 3d shapes, unifix cubes. | | | | | 30,000 | | | 30,000 |
| 111 | Science resources to support our science goals and strategies - Experiements, content vocabulary and the scientific method. Resources include planting seeds, magnets, wires, pipe cleaners, robotics materials, lab equipment. | | | | | 34,000 | | | 34,000 |
| 111 | Social studies resources to support our Social studies goals and strategies - content vocabulary, problem solving and interpreting data. Resources include subscriptions to Hands On, Scholastic News and I Explore for classrooms. | | | | | 17,500 | | | 17,500 |
| 111 | Additional locking storage for SIG resources. 1 for each content area, 4 at each grade level. | | | | | | 10,000 | | 10,000 |
| 111 | ELA resources to support our ELA goals and strategies - guided reading, writers workshop, vocabulary instruction and reading for meaning. Resources include leveled libraries, additional literacty kits, journals and folders. | | | | | 58,000 | | | 58,000 |
| 213 | Mental Health Professional - Psychologist | 1 | 82,500 | 17,000 | | | | | 99,500 |

| | | | | | | | |
|-----|--|------|--------|--------|---------|--------|--------------|
| 221 | Instructional Coaches provided by Institute for Excellence in Education. Coaches will be focused on math, literacy, science, social studies and leadership. They will be working with our staff to improve instruction and aid in building professional learning communities. These coaches are teachers who will be utilizing a hands on, classroom based approach with our teachers. | 7 | | | 850,000 | | 850,000 |
| 221 | Professional Journals for our Teachers - National Science Teacher (Science and Children), National Council of mathematics Teachers (Teaching Children Mathematics), International Reading Association, National Council of Social Studies (Social Studies and the Young Learner. 32 classroom teachers | | | | | 10,000 | 10,000 |
| 225 | Various iPad software apps to enhance the core curriculum goals and strategies such as Flocabulary, Espark, Teachme, Big Universe, Raz-Kids, ixl math | | | | 70,000 | | 70,000 |
| 226 | SIG Coordinator | 0.25 | 20,000 | 4,250 | | | 24,250 |
| 227 | Data Coach | 1 | 65,000 | 17,000 | | | 82,000 |
| 331 | Family and Community Liaison | 1 | 72,000 | 17,000 | | | 89,000 |
| 331 | Content specific field trip opportunities for each class to enhance their knowledge and grow their learning experiences to include real world applications. | | | | 100,000 | | 100,000 |
| | | | | | | | Year 1 Total |
| | | | | | | | 1,809,250 |

YEAR 2

| Function Code | Description | FTE | Salaries | Benefits | Purchased Services | Supplies & Materials | Capital Outlay | Other Expenses | Total |
|---------------|---|-----|------------|-----------|--------------------|----------------------|----------------|----------------|------------|
| 111 | Incentive Pay - Financial incentive for our teachers and leaders to meet the defined objectives in the reform plan. | | 139,515.00 | | | | | | 139,515.00 |
| 111 | 5 Enrichment Teachers that will be providing additional teaching/strategies to students while providing additional collaboration time for classroom teachers. | 5 | 194,250.00 | 85,000.00 | | | | | 279,250.00 |
| 111 | Incentive Pay - Release time for teachers when they meet the defined objectives in the reform plan. Sub cost for 2 release days per teacher (32 teachers). | | | | 10,400.00 | | | | 10,400.00 |
| 111 | Math resources to support our math goals and strategies - FIM, content vocabulary, tiered activities. Resources include math journals, clocks, 3d shapes, unifix cubes. | | | | | 27,500.00 | | | 27,500.00 |
| 111 | Science resources to support our science goals and strategies - Experiments, content vocabulary and the scientific method. Resources include planting seeds, magnets, wires, pipe cleaners, robotics materials, lab equipment. | | | | | 30,000.00 | | | 30,000.00 |
| 111 | Social studies resources to support our Social studies goals and strategies - content vocabulary, problem solving and interpreting data. Resources include subscriptions to Hands On, Scholastic News and I Explore for classrooms. | | | | | 15,000.00 | | | 15,000.00 |
| 111 | ELA resources to support our ELA goals and strategies - guided reading, writers workshop, vocabulary instruction and reading for meaning. Resources include replenishing leveled libraries, additional literacy kits, journals and folders. | | | | | 25,000.00 | | | 25,000.00 |
| 213 | Mental Health Professional - Psychologist | 1 | 84,150.00 | 17,000.00 | | | | | 101,150.00 |

| | | | | | | | |
|-----|--|------|-----------|-----------|------------|--------------|--------------|
| 221 | Instructional Coaches provided by Institute for Excellence in Education. Coaches will be focused on math, literacy, science, social studies and leadership. They will be working with our staff to improve instruction and aid in building professional learning communities. These coaches are teachers who will be utilizing a hands on, classroom based approach with our teachers. | 7 | | | 850,000.00 | | 850,000.00 |
| 221 | Incentive Pay - Professional learning incentive for teachers when they meet the defined objectives in the reform plan. 32 teachers at \$300 per conference/seminar. | | | | 9,600.00 | | 9,600.00 |
| 221 | Professional Journals for our Teachers - National Science Teacher (Science and Children), National Council of mathematics Teachers (Teaching Children Mathematics), International Reading Association, National Council of Social Studies (Social Studies and the Young Learner. 32 classroom teachers | | | | | 10,000.00 | 10,000.00 |
| 225 | Various iPad software apps to enhance the core curriculum goals and strategies such as Flocabulary, Espark, Teachme, Big Universe, Raz-Kids, ixl math | | | | 68,000.00 | | 68,000.00 |
| 226 | SIG Coordinator | 0.25 | 20,400.00 | 4,250.00 | | | 24,650.00 |
| 227 | Data Coach | 1 | 69,000.00 | 17,000.00 | | | 86,000.00 |
| 331 | Family and Community Liaison | 1 | 74,160.00 | 17,000.00 | | | 91,160.00 |
| 331 | Content specific field trip opportunities for each class to enhance their knowledge and grow their learning experiences to include real world applications. | | | | 100,000.00 | | 100,000.00 |
| | | | | | | Year 2 Total | 1,867,225.00 |

YEAR 3

| Function Code | Description | FTE | Salaries | Benefits | Purchased Services | Supplies & Materials | Capital Outlay | Other Expenses | Total |
|---------------|--|------|------------|-----------|--------------------|----------------------|----------------|----------------|------------|
| 221 | Instructional Coaches provided by Institute for Excellence in Education. Coaches will be focused on math, literacy, science, social studies and leadership. They will be working with our staff to improve instruction and aid in building professional learning communities. These coaches are teachers who will be utilizing a hands on, classroom based approach with our teachers. | 4 | | | 485,714.00 | | | | 485,714.00 |
| 227 | Data Coach | 1 | 52,020.00 | 17,000.00 | | | | | 69,020.00 |
| 331 | Family and Community Liaison | 1 | 77,000.00 | 17,000.00 | | | | | 94,000.00 |
| 226 | SIG Coordinator | 0.25 | 20,808.00 | 4,250.00 | | | | | 25,058.00 |
| 213 | Mental Health Professional - Psychologist | 1 | 85,833.00 | 17,000.00 | | | | | 102,833.00 |
| 111 | Incentive Pay - Financial incentive for our teachers and leaders to meet the defined objectives in the reform plan. | | 153,375.00 | 0 | | | | | 153,375.00 |
| 111 | 5 Enrichment Teachers that will be providing additional teaching/strategies to students while providing additional collaboration time for classroom teachers. | 5 | 213,675.00 | 85,000.00 | | | | | 298,675.00 |
| 221 | Incentive Pay - Professional learning incentive for teachers when they meet the defined objectives in the reform plan. 32 teachers at \$300 per conference/seminar. | | | | 16,000.00 | | | | 16,000.00 |
| 111 | Incentive Pay - Release time for teachers when they meet the defined objectives in the reform plan. Sub cost for 2 release days per teacher (32 teachers). | | | | 10,400.00 | | | | 10,400.00 |

| | | | | | |
|-----|--|------------|--------|-------|--------------|
| | Professional Journals for our Teachers - National Science Teacher (Science and Children), National Council of mathematics Teachers (Teaching Children Mathematics), International Reading Association, National Council of Social Studies (Social Studies and the Young Learner. 32 classroom teachers | | | | |
| 221 | | 10,000.00 | | | 10,000.00 |
| | Math resources to support our math goals and strategies - FIM, content vocabulary, tiered activities. Resources include math journals, clocks, 3d shapes, unifix cubes. | | | | |
| 111 | | 22,000.00 | | | 22,000.00 |
| | Science resources to support our science goals and strategies - Experiments, content vocabulary and the scientific method. Resources include planting seeds, magnets, wires, pipe cleaners, robotics materials, lab equipment. | | | | |
| 111 | | 28,000.00 | | | 28,000.00 |
| | Content specific field trip opportunities for each class to enhance their knowledge and grow their learning experiences to include real world applications. | | | | |
| 331 | | 100,000.00 | | | 100,000.00 |
| | Social studies resources to support our Social studies goals and strategies - content vocabulary, problem solving and interpreting data. Resources include subscriptions to Hands On, Scholastic News and I Explore for classrooms. | | | | |
| 111 | | 15,000.00 | | | 15,000.00 |
| | Various iPad software apps to enhance the core curriculum goals and strategies such as Flocabulary, Espark, Teachme, Big Universe, Raz-Kids, ixl math | | | | |
| 225 | | 68,000.00 | | | 68,000.00 |
| | ELA resources to support our ELA goals and strategies - guided reading, writers workshop, vocabulary instruction and reading for meaning. Resources include replenishing leveled libraries, additional literacty kits, journals and folders. | | | | |
| 111 | | 18,000.00 | | | 18,000.00 |
| | | | Year 3 | Total | 1,516,075.00 |

Mental Health Coordinator/School Psychologist

Reports To: Principal

Supervises: None

Evaluation: Principal

Job Summary: The Mental Health Coordinator/School Psychologist will help students succeed academically, socially, and emotionally. They collaborate with educators, administrators, family, and other mental health professionals to create safe, healthy, and supportive environments for all students and strengthen connections between home and school.

Qualifications: Minimum four year degree in psychology with five years of experience. Master's degree is preferred.

Performance Responsibilities:

1. Maintains confidentiality of student or family information for the purpose of following the legal requirements and professional standards.
2. Understand and apply federal, state, and local policies and regulations in the delivery of school psychological services.
3. Identifies and assesses the learning, development, and adjustment characteristics and needs of individuals and groups, as well as, the environmental factors that affect learning and adjustment.
4. Uses assessment data about the student and his/her environment(s) in developing appropriate interventions and programs.
5. Modify or adapt route practices to effectively meet each student's diverse needs.
6. Provides consultations to parents, teachers, other school personnel, and community agencies to enhance the learning and adjustment of students.
7. Coordinates student and family services with the Family and Community Liaison
8. Demonstrates sensitivity and skills needed to work with families, students, and staff.
9. Other duties as assigned.

Physical Requirements/Environmental Conditions:

1. Sit, stand, and walk for long periods of time.
2. Physical and emotional ability and dexterity to perform required work and move about as needed in a fast-pace, high-intensive work environment.

School Improvement Grant (SIG) Coordinator

| | |
|-------------------------------|---|
| <u>Reports To:</u> | Principal |
| <u>Supervises:</u> | With respect to instruction and assessment, all elementary instructional staff. With respect to grant monitoring, this also includes Central Office and State/Federal Program Director. |
| <u>Evaluation:</u> | Principal |
| <u>Job Summary:</u> | The School Improvement Grant (SIG) Coordinator will guide and monitor school site implementation of SIG goals and activities. |
| <u>Qualifications:</u> | Master's degree or equivalent training in curriculum, instruction, and leadership. Minimum five years of successful classroom teaching and three years of leadership experience. |

Performance Responsibilities:

1. Plan, supervise, and coordinate program budgets, in accordance with the School Improvement Grant and District guidelines, maintain grant records and supervise or prepare written reports for local, state, and federal funding sources.
2. Assists in planning and development of goals, objectives, materials, methods, and activities for the School Improvement Grant project.
3. Develop and disseminate information on the school improvement grant as well as participate in the writing and input of the program evaluation.
4. Assists in planning and conducting assessment of the School Improvement Grant, reporting results, and recommending revisions.
5. Coordinate the implementation of the School Improvement Grant and the transformation model requirements as outlined in the School Improvement Grant.
6. Work directly with the site administrators, teachers, parents, and students regarding educational strategies and program implementation.
7. Other duties as assigned.

Physical Requirements/Environmental Conditions:

1. Walking throughout the campus to support implementation of the School Improvement Grant. Physical and emotional ability and dexterity to perform required work and move about as needed in a fast-pace, high-intensive work environment.

Family and Community Liaison

Reports To: Principal

Supervises: None

Evaluation: Principal

Job Summary: The Family and Community Liaison will provide information on programs/services available to students and families as well as school and/or district activities and procedures; referring families to other agencies; and fostering an ongoing partnership between the home and school.

Qualifications: Minimum four year degree in family and mental services with three years of experience. Master's degree is preferred.

Performance Responsibilities:

1. Assists in coordinating with community leaders and organizations (e.g. businesses, landlords, shelters, etc.) for the purpose of building resources and expanding program capabilities to assist families.
2. Prepares a variety of documents, reports, and written materials (e.g. registrations, homeless lists, activity logs, phone logs, etc.) for the purpose of communication information to parents and staff.
3. Communicates with parents on behalf of the school to ensure that an ongoing partnership between the home and school is formed.
4. Develops programs and activities designed to engage families in improving student achievement.
5. Help to recruit partners to become part of the district's family involvement program.
6. Maintains confidentiality of student or family information for the purpose of following the legal requirements and professional standards.
7. Coordinates home visits for identified students in order to help parents and caregivers to reinforce the building of academic skills.
8. Other duties as assigned.

Physical Requirements/Environmental Conditions:

1. Sit, stand, and walk for long periods of time.
2. Physical and emotional ability and dexterity to perform required work and move about as needed in a fast-pace, high-intensive work environment.

Data Coach

Reports To: Principal

Supervises: None

Evaluation: Principal

Job Summary: The Data Coach will mentor and support teaching and learning through test data analysis and assessments – both formative and summative. Coaching instructional staff and facilitating professional development is also required to promote and improve student achievement through quality instruction.

Qualifications: Minimum three years of successful classroom teaching and three years of leadership experience. Master’s degree or equivalent training in curriculum, instruction, and leadership is preferred.

Performance Responsibilities:

10. Identify site staff development needs by using student achievement data.
11. Assist instructional staff in developing appropriate priority standards based on data analysis.
12. Plan, schedule, and conduct site staff development activities aligned with district and site goals.
13. Assist grade-level and department teams in developing short and long-term teaching goals based on individualized data.
14. Plan, develop, and implement a data system for teacher teams and individual teachers to access and store student learning data.
15. Ability to communicate effectively in oral and verbal form.
16. Interpersonal, problem solving, and organizational skills are required to effectively facilitate coaching and staffing development.
17. Demonstrate and participate in continuous learning and professional growth.
18. Other duties as assigned.

Physical Requirements/Environmental Conditions:

3. Sit, stand, and walk for long periods of time.
4. Physical and emotional ability and dexterity to perform required work and move about as needed in a fast-pace, high-intensive work environment.

Section D.

Baseline Data Requirements

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

USED Baseline Data Requirements

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

| Metric | |
|--|---|
| Which intervention was selected (turnaround, restart, closure or transformation) | Transformation |
| Number of minutes in the school year | 71,450 |
| Dropout rate (Numeric %) | n/a |
| | Elementary school |
| Number of Disciplinary Incidents | 67 |
| Number of Students Involved in Disciplinary Incidents | 44 |
| Increased Learning Time | Extended learning in 8 of 22 classrooms |
| ILT – Longer School Year | 8 of 22 classrooms operate on an extended school year schedule |
| ILT – Longer School Day | None |
| ILT – Before or After School | After school learning supported through 21 st CCLC program; grant ends 6/30/14 |
| ILT – Summer School | 8 of 22 classrooms operate throughout |

| | |
|--|--------------------------|
| | summer |
| ILT – Weekend School | None |
| ILT - Other | None |
| Student attendance rate (Numeric %) | 93% |
| Advanced Coursework | n/a Elementary school |
| Dual Enrollment Classes | n/a Elementary school |
| Advanced Coursework and Dual Enrollment Classes | n/a Elementary school |
| International Baccalaureate | n/a Elementary school |
| Early college/college credit | n/a Elementary school |
| High School Graduation Rate | n/a Elementary school |
| College Enrollment Rates (Numeric %) | n/a Elementary school |
| Truants (Numeric) | 173 |
| Teacher Attendance Rate | 97% |
| Highly Effective Teachers (Numeric %) | 1 |

| | |
|--|------|
| Effective Teachers (Numeric %) | 20 |
| Minimally Effective Teachers (Numeric %) | 10 |
| Ineffective Teachers (Numeric %) | 1 |
| Explanation of other types of increased learning | None |

Fiscal Information

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

USES OF FUNDS

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

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

Intensive monitoring of grant implementation and evaluation are required.

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

Select only 1 Model

Attachment A--Transformation Model

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

1. Replace the principal

The principal was replaced January 7, 2013, through a process described in brief on page 70, Question 10, and in more detail in the Transformation plan.

2. Include student data in teacher/leader evaluation

Fifty percent of each teacher's evaluation will be determined by student growth data, as described below.

Kindergarten and First Grade: DRA, mathematics and ELA common unit assessments

Second Grade: DRA, middle of year (MOY) and end of year (EOY) Performance Series math and reading assessments, mathematics and

ELA common unit assessments

Third and Fourth Grade: DRA, beginning of year (BOY), MOY and EOY Performance Series math and reading assessments, mathematics and ELA common unit assessments

3. Evaluations that are designed with teacher/principal involvement

The evaluation system was the end result of a collaborative process through which the superintendent, personnel director, school principal, special education director, and several teachers, investigated various and made a tentative choice for piloting. During the pilot year, the leadership team distributed widely the Charlotte Danielson Framework and fostered discussions with staff members. At the close of the year a consensus emerged that the model had appropriately high standards, clear and understandable descriptions of components and performance levels, and constituted the best description of effective teaching practice available.

4. Remove leaders/staff that have not increased achievement

Teachers who (1) do not meet the student assessment growth objective AND are (2) evaluated as "Ineffective" or "Minimally Effective" on one or more evaluation components, OR (3) receive ratings of "Partially Implemented" or "Not Implemented" for more than one of the key Reform plan instructional components, shall be provided opportunities for improvement of professional practice as part of a written improvement plan. There is a rebuttable presumption that teachers who are subject to a development plan and who fail to meet the above criteria the following year shall be terminated. The school reasons that if after two years a teacher's students are not meeting the growth objectives (trailing indicators of effectiveness) AND has failed to implement EITHER an "Effective" standard of professional practice pursuant to its evaluation system, OR implemented key instructional initiatives (both leading indicators), termination is a necessary response.

A school leader who does not meet one of the below criteria will be put is a rebuttable presumption that a school leader's failure to meet one of the criteria two consecutive years will result in termination.

1. 85% of the school leader's teachers meeting their goal attainment objective, or 72% of all K-4 students meeting their goal attainment (a trailing indicator).

2. 50% of the building's eligible teachers reaching Lead Teacher status within two years of July 1, 2014.

5. Provide on-going job embedded staff development

The proposed plan provides for multiple days of professional development during which teachers receive direct instruction on topics which will improve their instructional knowledge and skills in reading instruction specifically in fluency and comprehension and mathematical computation and practices. Further, the training will be followed by instructional coaching. The coaching ensures fidelity of implementation of the new learning. Coaches work in classrooms directly with individual teachers to provide specific feedback and support based on the individual needs of the teacher. This provides a differentiated approach to professional development for each teacher. These elements represent high quality professional development.

The professional development is job-embedded. Coaches work with teachers to analyze not only what was taught but also what was learned. Coaches help teachers analyze individual student data to better understand the success of their instruction and to plan for upcoming lessons. The professional development is embedded with the instructional program and focuses on improving teaching in reading and math, and instructional leadership capacity.

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

Teachers and leaders meeting clearly defined objectives (both “leading,” e.g. improved teaching practice, implementing Reform plan in classroom, and “trailing,” i.e. classroom and standardized assessments, receive 1) 10% salary increase the next year; and 2) \$300 in conference and travel reimbursement and two days release time for PD; both are one year only.

Teachers meeting criteria two consecutive years are promoted to lead teacher and receive 1) 20% salary increase; and 2) continuation of PD benefit above (reimbursement is \$500 if taken on non-school days); benefits are permanent.

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.

In 2013-14, the Academy wrote its core curriculum using the Rigorous Curriculum Design model by Larry Ainsworth. Teachers and leaders prioritized the Common Core learning standards into priority and supplemental classes, ensuring vertical and horizontal alignment, "unpacked" the standards into component parts, organized the standards into units mapped throughout the year, wrote detailed unit planners for each grade and subject, and rigorous pre- and post-unit assessments based on collaborative data analysis. Instruction is developed with Bloom's levels, 21st century skills, and differentiation at the forefront.

Instructional program planning is centered on the following research based practices: Cooperative learning, iPad integration using SAMR model, differentiation, classroom data-driven instruction, guided reading, mathematics focused instructional model, and hands-on learning.

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

The school is focused on collecting, analyzing, and using formative and interim assessment data. This data provides teachers and grade level teams with useful, timely feedback concerning student learning and achievement of expected outcomes, allowing teachers to adjust instruction, focus on particular learning gaps, and provide corrective guidance. Formative assessment provides the reflective, clinical teacher the information needed to ensure student growth and learning. MTA

elementary will improve the use of formative assessment through professional development, intentional assessment planning throughout the instructional unit, grade level/coaches collaboration and decision making, and job-embedded classroom coaching.

Coaches will assist teachers in using learning targets to reach larger curricular goals. Teachers will use strategies to assess targets in an ongoing basis in real time. Grade level teams will modify lessons and approaches to re-group and re-teach students who have not mastered the target, and to move students along who have reached mastery. By embedding this practice in daily teacher practice teachers will always know which students are at mastery and which students are in need of further teaching. Teachers will implement this practice throughout the year so as to have a continuous teaching-learning-assessing cycle.

Interim assessments will be delivered at the beginning and end of each curricular unit. Pre-assessment is conducted to ensure instruction is appropriately planned, differentiate unit content, measure pre-requisite skills, and serve as a baseline for evaluative purposes. Post-unit assessment is conducted to measure student progress against unit priority standards and learning outcomes, determine students who require more intensive support, ascertain whether re-teaching of certain standards is necessary in the curricular "buffer" or in subsequent units, and other instructional purposes. Interim assessment data is recorded, collected, and analyzed on an ongoing basis in grade and/or subject area teams and school leaders, and reported to the school board. Patterns and trends over time will be identified to further improve instruction and learning.

9. Provide increased learning time

a. Extended learning time for all students in the core areas

The Academy will redesign the instructional schedule to provide more time for core subject instruction. An internal study of the school's instructional time revealed that in most classrooms, ELA received 60 minutes of instructional time and math only 45 minutes. Interruptions, insufficient motivation (in some classrooms), transitions, restroom breaks, and other issues were found to have a substantial impact on core classroom instruction. The study also found that social studies and science at times were neglected.

The School Support Team will institute an instructional time schedule that includes concentrated blocks of instruction, which in the view of the SST will contribute to improved instruction and increased achievement. The schedule provides:

- 90 minutes of ELA (from a prior level of 60 minutes, this represents about 80 added hours of instruction)
- 90 minutes of mathematics (~100 additional hours. In addition, students will receive 60 minutes of added math instruction in lieu of a 'special' once weekly, providing ~170 hours of added math instructional time)
- 30 minutes of block enrichment (reading and/or math, depending on need)
- (K-2nd) 45 minutes of science or social studies (rotated every other day or unit) or (3rd-4th) 30 minutes per subject daily

b. Instruction in other subjects and enrichment activities that contribute to a well-rounded education

60 minutes of art, PE, music, and enrichment activities (in the prior year the Academy did not have special subjects instruction, instead employing teachers to work with children to build or reinforce core academic skills, which was ineffective). Specials including physical education, art, and music

will be provided four days each week for an hour, which totals more than 140 hours of enrichment instruction).

c. Teachers to collaborate, plan and engage in professional development

Collaboration time been embedded into the schedule in multiple ways, the foremost of which is the institution of common planning time for grade levels. Due to scheduling and budgetary constraints, MTA elementary teachers did not have common time in the past two school years. Beginning in the 2013-14 school year, each grade level's 60 minute planning time will be common. While not all of this time will be spent in team activities, this schedule change will provide more than 170 hours for collaboration and development.

In addition to providing time, we are focused on making effective use of it. Through coaching and training, teachers build collaboration skills so the team functions as an authentic professional learning community. Grade level chairs will receive intensive training in Cognitive Coaching, building the leadership and facilitation skills needed in team leaders.

10. Provide ongoing mechanisms for family and community engagement

Remediation Plans – District Process Rubrics -- When implemented in 2014-15, the following plans will remediate the Parent and Community Involvement “Partially Implemented” score on the DPR.

Family

| Big Idea #1 – Parent Learning and Schoolwork Help | 2014-15 | 2015-16 | 2016-17 |
|---|----------------|----------------|----------------|
| <i>Weekly lessons for parents</i> | x | x | x |
| <i>Regular parent learning meetings</i> | x | x | x |
| <i>Content area ‘boot camps’ throughout year</i> | | x | x |
| <i>Newsletters with websites, unit introductions, examples of problems with answers</i> | x | x | x |
| <i>GED, community college, training programs</i> | | | x |
| <i>Webinars</i> | | x | x |
| | | | |
| Big Idea #2 -- Communication | 2014-15 | 2015-16 | 2016-17 |
| <i>Communicate with families daily</i> | x | x | x |
| <i>Use iPad video for communications from</i> | x | x | x |
| <i>Load communications and documents on the iPad so home internet is not an issue</i> | x | x | x |
| <i>MTA app for iOS and Android</i> | x | x | x |
| <i>Regular grade level events</i> | | x | x |
| <i>Use graphical displays of child and school progress</i> | x | x | x |
| <i>Regular social events</i> | | x | x |
| | | | |
| Big Idea #3 -- Students ontime everyday and rested | 2014-15 | 2015-16 | 2016-17 |
| <i>Parent incentives</i> | | x | x |
| <i>Wake up calls</i> | | x | x |
| <i>Sleep education</i> | x | x | x |
| <i>Promote age-appropriate schedule – school, play, homework/reading, conversation, sleep</i> | x | x | x |
| <i>Systematic use of alarm clock app for wake and sleep</i> | | x | x |
| <i>Students graph hours of sleep, display, include on report</i> | x | x | x |

Community

- Library on Wheels. Once a month the bookmobile visits our school. Students are provided with the opportunity to sign up for library cards and check out two books. This gives the students who are unable to go to a library a chance to experience the routine for checking out books and promotes responsibility for returning them on time.
- Community Service Field Trips. Third and fourth grade students take community field trips to organizations such as Gleaners Foods, Focus Hope, St. Christine's Food Kitchen, etc.
- Trunk or Treat. Our school organizes a Halloween event that gives the Detroit community a safe alternative to trick or treating. During this event students trick or treat from the trunk of cars, attend spooky and haunted classrooms, have a costume contest, face painting and a dance party.
- Project Healthy Living. This resource fair is open to the Detroit community and provides families with an opportunity to talk to many vendors and gather valuable information about health, nutrition, healthy living, and mentoring.
- Powered to Dream. Michigan Technical Academy partners with Microsoft to facilitate a one week technology camp in which students participated in collaborative groups to learn technology skills.
- University of Detroit Jesuit student volunteers. These male students come to the elementary school each week and volunteer in classrooms.
- Reading Buddies. Kaufman, Payton & Chapa attorneys and staff members come to our school and read with our students once a week. They have a field trip for the students and parents to celebrate their achievements.

11. Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates.

Teachers are most important, then principals, then central office staff. The Academy operates with a shared leadership philosophy and, as a small, two building 'district,' the central office, principal, and teachers work closely and cohesively. In keeping with this approach, the district provides the building with considerable operational flexibility to determine staff positions (within the overall budget), staff hiring/discipline/evaluation/termination (with personnel director providing support and review), building calendars, instructional scheduling, courses offered, and budget priorities.

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

The school and district will ensure that school receives ongoing, intensive technical assistance from several supportive partners, including all of the following who have contributed or have agreed to do so.

- Academy superintendent, who serves as the central office liaison
- Central Michigan University, Academy authorizer
- Wayne RESA, through appointed technical assistance consultant,
- Michigan State University, through assigned consultant,
- Michigan Department of Education, public school academies unit,
- Institute for Excellence in Education, Mt. Pleasant, Michigan

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

1. Provide additional funding to attract and retain staff.

The school received additional funding to advertise continuously throughout the year for teachers, and to attend five college teacher recruitment fairs.

2. Institute a system for measuring changes in instructional practices that result from professional development.

The school support team intentionally evaluates instructional practice reform implementation monthly, and reports on same to the Board of Directors.

3. Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.

The principal and grade level teachers have full authority to accept or reject a teacher.

4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.

This is a developmental goal as we enter the first year of implementation of our newly written core curriculum.

5. Implement a school wide Multi-Tiered System of Supports model.

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

7. Use and integrate technology-based interventions.

Beginning in preoperational year (2013-14), 1:1 iPad throughout all grades, and students take the devices home daily. Teachers have benefit of IT department support and a full-time Instructional Technology Coach focused solely on training and providing job-embedded coaching to teachers.

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

9. Provide summer transition programs or freshman academies.

The Academy is K-8.

10. Increase graduation rates through credit recovery, smaller learning communities, and other strategies.

The Academy is K-8.

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

State Superintendent's Dropout Challenge

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

13. Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.

14. Implementing approaches to improve school climate, culture, and discipline.

15. Expanding the school program to offer full-day kindergarten or pre-kindergarten.

The Academy has both full day kindergarten and preschool.

16. Allow the school to be run under a new governance arrangement.

17. Implement a per pupil, school-based budget formula weighted based on student needs.