

**Michigan Department of Education  
OFFICE OF EDUCATION IMPROVEMENT & INNOVATION  
P.O. Box 30008  
Lansing, Michigan 48909**

AUTHORITY: Section 1003(g) of the  
Elementary and Secondary Education Act  
of 1965 (ESEA)

COMPLETION: Voluntary. (Failure to file  
will result in loss of funding.)

Direct questions regarding this form to  
(517) 335-7433

**2014 SCHOOL IMPROVEMENT GRANT (Cohort 3)**

**AGENCY INFORMATION**

<b>Applicant Name</b> River Rouge, School District of the City of	<b>District Code:</b> 82120
<b>Address</b> 1460 COOLIDGE HWY	
<b>City</b> RIVER ROUGE	<b>Zip Code</b> 48218-1118
<b>Telephone</b> (313) 297-9600	<b>Fax</b> (313) 297-6525

**CONTACT PERSON**

<b>Contact Name</b>	
<b>Address</b>	
<b>City</b>	<b>Zip Code</b>
<b>Telephone</b>	<b>Fax</b>
<b>Email Address</b>	

**School Improvement Grant (Cohort 3) - Assurances and Certifications**

Agency: River Rouge, School District of the City of

2013 - 2014

Recipient Code: 82120

Application Description:

Comply with the final requirements and ensure that each LEA carries out its responsibilities .

Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school that the SEA approves the LEA to serve .

Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.

Monitor each LEA's implementation of the 'rigorous review process' of recruiting, screening, and selecting external providers as well as the interventions supported with school improvement funds.

To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA , hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.

Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school .

Report the specific school-level data required in section III of the final requirements.

**APPLICANT ASSURANCES AND CERTIFICATIONS****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 APPROPRIATION 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.

**School Improvement Grant (Cohort 3) - Assurances and Certifications**

Agency: River Rouge, School District of the City of

2013 - 2014

Recipient Code: 82120

Application Description:

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.

**School Improvement Grant (Cohort 3) - Assurances and Certifications**

Agency: River Rouge, School District of the City of

2013 - 2014

Recipient Code: 82120

Application Description:

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**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

**School Improvement Grant (Cohort 3) - Assurances and Certifications**

Agency: River Rouge, School District of the City of

2013 - 2014

Recipient Code: 82120

Application Description:

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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.

### School Improvement Grant (Cohort 3) - Important Information

Agency: River Rouge, School District of the City of

2013 - 2014

Recipient Code: 82120

Application Description:

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The Michigan Department of Education reserves the right to request waivers and/or continuation of availability of funds from the United States Department of Education. These exceptions could impact the funding source granted to LEAs, which could result in additional reporting requirements (ex. 1512 ARRA reporting), as well as affect the fund expiration date.

# SIG GRANT—School Building Application FY 13

## APPLICATION COVER SHEET

### SCHOOL IMPROVEMENT GRANTS (SIG)

<p style="text-align: center;"><b>Legal Name of School Building</b> Ann Visger K-5 Preparatory Academy</p> <p style="text-align: center;"><b>School Building Code</b> 0105</p>	<p style="text-align: center;"><b>Mailing Address</b> 11121 W. Jefferson Ave. River Rouge, MI 48218</p>
<p style="text-align: center;"><i>School Building Contact for the School Improvement Grant</i></p> <p style="text-align: center;"><b>Name</b> Derrick R. Coleman</p> <p style="text-align: center;"><b>Position and Office</b> Superintendent of Schools</p>	<p style="text-align: center;"><b>Contact's Mailing Address</b> 1460 W. Coolidge Hwy River Rouge, MI 48218</p> <p style="text-align: center;"><b>Telephone</b> 313-297-9600</p> <p style="text-align: center;"><b>Fax</b> 313-297-6525</p> <p style="text-align: center;"><b>Email address</b> derrick.coleman@riverrougeschools.org</p>
<p style="text-align: center;"><b>LEA School Superintendent/Director (Printed Name)</b> Derrick R. Coleman</p>	<p style="text-align: center;"><b>Telephone</b> 313-297-9648</p>
<p style="text-align: center;"><b>Signature of the LEA School Superintendent/Director</b></p> <p style="text-align: center;">X _____</p>	<p style="text-align: center;"><b>Date</b></p>
<p style="text-align: center;"><b>LEA School LEA Board President (Printed Name)</b> Valveta Reese</p>	<p style="text-align: center;"><b>Telephone</b></p>
<p style="text-align: center;"><b>Signature of the LEA Board President</b></p> <p style="text-align: center;">X _____</p>	<p style="text-align: center;"><b>Date</b></p>
<p style="text-align: center;"><b>Building Principal (Printed Name)</b> Joseph Emery</p>	<p style="text-align: center;"><b>Telephone</b></p>
<p style="text-align: center;"><b>Signature of the Building Principal</b></p> <p style="text-align: center;">X _____</p>	<p style="text-align: center;"><b>Date</b></p>
<p style="text-align: center;"><b>Union Representative (Printed Name)</b> Ed Hejke</p>	<p style="text-align: center;"><b>Telephone</b></p>
<p style="text-align: center;"><b>Signature of Union Representative</b></p> <p style="text-align: center;">X _____</p>	<p style="text-align: center;"><b>Date</b></p>
<p>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.</p>	

## Section A

### 1. Analysis of data. **Maximum length 1 page**

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

What sources of data did the school use in their analysis? Based on the analysis, what are the major areas of need that the school's plan will target? Identify 3 things that the school will fundamentally change for turnaround to be successful.

The School Improvement Team (SIT) is an active and integral part of the data-driven decision making process at the school level. Multiple sources of perception, demographic, process, and achievement data have been collected in recent years in regards to school climate, student achievement, parental involvement, operating procedures, and the overall instructional process at the school. The collected data were summarized and formed the basis of the school's Comprehensive Needs Assessment (CNA), School Process Rubric Summary Report, and QAR. Overall conclusions derived from these reports, and recommendations from the SIT were the driving force behind Central Administration's implementation of a newly adopted Transformation Reform Plan at the school level.

Recent demographic data of the school yields a school enrollment of 549 students with a racial composition of 71% African American, 15% Hispanic and 14% White. Mirroring the District's average, 92.5% of the students at Ann Visger are eligible for free and reduced lunch, thus making it a school-wide Title I school. At the conclusion of the 2011-12 academic year, Ann Visger Elementary School was notified it had been designated as a priority school by the Michigan Department of Education. Beginning in the Fall of 2012 the school began to receive external support through MI EXCEL and WRESA.

Achievement data collected from multiple sources such as MEAP, STAR Math, STAR Reading, and NWEA are uniform in concluding that academic changes implemented over the past three years at the school level have had a positive impact on student achievement in all subgroups. MEAP data in reading over the past three years have increased from a low of 16% of students that met or exceeded the state's performance levels to the current 31%. Mathematics scores over the past three years have also increased from a low of 4% to the current 14% of students who met or exceeded the state's performance levels. During the same period, all subgroups identified at the school have experienced similar achievement gains. Even though the school has experienced positive achievement in Reading and Mathematics, the gains are not significant or high enough to remove the priority school designation. The school achievement levels lag behind comparable urban districts and the state averages. Longitudinal analysis of the data predicts that achievement levels will eventually plateau if no major changes are made to the instructional process. Major reforms at the school level such as the implementation of horizontal Professional Learning Communities, and a new focus on foundational skills of students at the early grade level is a step in the right direction but not enough to sustain improvement. Instruction at the school continues to lack focus with fragmented instruction, and minimal communications between vertical grade levels. Perception data from teachers collected through surveys sites student behavior, instructional ambiguity, technology implementation, teacher turnover, and transient student population as major factors affecting student achievement and growth at the school.

The professional culture of the organization has shifted and teachers demonstrate the commitment to ensure that all major transformation reforms at the school are implemented with a high degree of fidelity. Based on the analysis of all pertinent

data at the school, the following three reform strategies must fundamentally take place in order for turnaround to be successful at the school level:

1. Address student behavior issues, through implementation of a school wide positive behavior plan, which involves continuous training of administrators, teachers, students, and parents in all aspects of the plan;
2. Introduce effective instructional strategies, such as creation of vertical and horizontal teams that will meet weekly to analyze item analysis reports to address student deficiencies in real time and provide appropriate training to all stakeholders;
3. Infuse more technology into the educational process to supplement instruction and stimulate student interest and participation. Purchase of appropriate technology platforms and continuous training of all stakeholders in the process is essential for successful implementation.

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

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

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

Ann Visger Elementary will incorporate the following positions into the transformation model for successful school improvement.

**School Improvement Grant Facilitator:** The School Improvement Grant (SIG) Coordinator will guide and monitor school site implementation of SIG goals and related activities, coordinate the implementation of the transformation model requirements as outlined in the School Improvement Grant, collaborate with the school and local education agency to plan and coordinate program budgets, in accordance with the SIG and district guidelines. In addition, this person collaborates with the SIT in the development, implementation, and revision of the transformation and school improvement plans.

**Family Liaison Position:** The Family Liaison will provide the coordination, technical assistance, and other provisions necessary to support Ann Visger Elementary School in planning and implementing effective parental engagement activities. The primary focus of the initiative is designed to improve student academic achievement, school performance, and increase access to community resources and business partnerships for the empowerment of the family. The Family Liaison will also build the campus and parents' capacity for strong parental involvement through initiatives, professional development, support materials for home learning, and various other proposals. With the involvement of parents, the liaison will develop an annual evaluation of the content and effectiveness of the parental engagement program in improving the academic quality at Ann Visger.

**Data Coach:** The data coach will assist all stakeholders in capturing, disaggregating, and utilizing best-practice analysis to identify trends in perception, demographic, and achievement data that impact the quality of instruction and its effects on student growth and achievement. Easy to read weekly reports and snapshots will allow the staff to continuously monitor key indicators and foster a "laser-focus" approach to data-driven decision making skills. The data coach will also administer job-embedded professional development sessions that will focus on "train the trainer" model to promote long and sustaining capacity in all stakeholders.

**Funding to Support Mental Health Services:** The funding will be used to provide a comprehensive school mental health service system. This grant will provide a transition counselor who will collaborate with The Guidance Center and

Community Care Services to secure essential services that support students’ social-emotional needs. In addition, this grant will provide a school nurse and a speech pathologist. These services are essential to providing the continuum of school mental health services and will include school-based prevention and universal interventions, early identification of students with mental health and behavioral concerns, targeted school interventions with community support, intensive school interventions with community support, and intensive community interventions with school support.

b. Professional development must be provided throughout the school year (late start, early releases, school days without students, etc.) at least 8 hours per month for all professionals in the building including the administrators and support staff. All professional development cannot occur during the summer.

At least 8 hours per month of Professional Development will be provided throughout the school year for all professionals in the building including 5 Saturday sessions. The District PD Calendar provides 35 hours of training. Through the operational flexibility provided through the transformation plan, the Ann Visger staff has established two of the monthly staff meetings into professional development sessions. Additional professional learning opportunities will be scheduled during our extended collaboration time and teachers will be assigned PD 360 assignments aligned to targeted areas of growth. The timeline included in this document also references other professional development provided by the Flippin Group.

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

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

### 3. School Building Commitment

Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence-based research, collaboration, and parental involvement. Union representation must be included in the development of this grant application. Michigan Department of Education staff will conduct face-to-face or conference call interviews with the SIG teams of each school that is selected to receive a School Improvement Grant prior to the grant being awarded. **Maximum length 1 page**

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

Beginning in 2011, Ann Visger staff began critical conversations about student achievement and the priorities of our school. Our MEAP scores were far below state norms and we were in jeopardy of becoming a persistently low achieving school. The staff, along with assistance from our Wayne RESA School Improvement Facilitator, began looking at MEAP data. We focused specifically on the item analysis to determine our Focus GLCEs.

The School Improved Team requested a meeting with central administration to discuss the intervention selection under the priority school status. The superintendent indicated his intention to select the Turnaround Model and the SIT presented the rationale to support the Transformation Model. An agreement was reached to select the Transformation Redesign Model. Subsequently a joint task force including SIT, administration, and MEA representative completed a MOU providing increased learning time, to support all of the requirements for the transformation model and the creation of a new evaluation system for all teachers in the District.

A comprehensive needs assessment was completed. Beginning, August 2012, weekly meetings were held to define the goals and objectives, build collaborative teams and to review trend data. Meetings were also held with community members, parents and administration to gather critical information necessary to complete the Transformation Redesign Diagnostic. The MI-Excel System of Support and the Intervention Specialist assigned to Ann Visger held Data Dialogues with staff, building and district administration to determine our priorities.

In order to address these priorities we will focus on the following to support our transformation.

#### *Effective Instruction*

- Classrooms are student-centered, based on the interests and skills of the students.
- Students are provided discovery based instruction based on content standards to enhance process and critical thinking skills.
- Item analysis reports from formative and summative assessments will be utilized efficiently to drive and modify instruction to meet individual student needs.
- Instruction is uniform, skill-based across grade levels with a high degree of relevance and rigor.

- Teachers will receive continuous job-embedded Professional Development on best-practice strategies in response to intervention, scaffolding, data-driven lessons, and differentiation of instruction.
- Design an instructional model that is data-driven and consistent across all grades.
- Empower all teachers to participate in weekly horizontal and lead teachers in monthly vertical Professional Learning Communities to assess, modify, and/or enhance the instructional delivery and student achievement.

#### *Behavioral Intervention*

- Implement *Capturing Kids' Hearts - Campus by Design*, that proactively focuses on improving pro-social competencies and reducing negative behaviors in students in order to increase student growth.
- Build relational capacity between students, teachers, and administrators
- Teaches staff to focus on relational, intentional, and transformational leadership skills to positively change student behavior
- Supportive climate and culture by reinforcing the positive skills to foster a positive image.
- Increased productivity in the classrooms by developing skills that are resistant to peer pressure.
- Clear and consistent behavior expectations that focuses on responsibility for personal decisions.
- Focused objectives with guided practice to analyze patterns in student behavior.
- Extra-curricular activities

#### *Technology Infusion*

- Preparing students for 21<sup>st</sup> century jobs (make connections to real-life applications)
- Access to relevant, real time data that is accessible to all stakeholders.
- Instructional Support
- Infuse technology into everyday lessons to supplement instruction and stimulate student interest.

The school and district are able to support systemic change through the following ways.

- Ensuring that Highly Qualified teachers are committed to the transformation plan through a system of support including job-embedded professional development, a comprehensive teacher evaluation system, and evaluation (accountability of all stakeholders).
- Extended learning time and flexibility through scheduling.
- Implementing a Target Time of instruction based on identified student learning outcomes.
- Providing on-going, job-embedded professional development to enhance school level capacity.
- Providing assessment tools for data driven instruction including NWEA, Renaissance Learning, Class A Common Assessments
- Evaluations will continue to include student growth as defined by our evaluation tool.

## **4. School Improvement Plan**

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

## **5. External Provider Selection**

Describe the process the building will use to screen and select external providers or note that the school will select external providers from the MDE pre-approved list.

### **Maximum length 1 paragraph:**

The Ann Visger Elementary school staff is excited about the opportunity to support the implementation of explicit instruction, behavior based interventions, and other 21st Century Innovations to build capacity and accelerate learning for the students. After careful consideration, the decision was made to select providers from the MDE pre-approved provider list. Ann Visger Elementary School worked collaboratively with Central Administration to identify the turnaround system to best service our population needs, build teacher capacity, support the instructional model, and for the end purpose of enhancing student growth and achievement ultimately accelerate student learning. The central administrative team has extensive experience working with external service providers and the district has previously been the recipient of a SIG (Cohort II.) A systematic process was used to select potential providers reviewing the external provider's application, MDE evaluation scoring rubric, success in other schools, and the belief the company has the resources to adequately support the Transformation Reform Model. Our school has selected The Flippen Group's school improvement services that align nicely with the tenets set forth in all five focus areas: Curriculum and Instruction, Teacher and Leader

Effectiveness, Extended Learning Time, Flexible Operating Conditions, and Family and Community Engagement. Flippen Group is an approved MI DOE provider, with an excellent score on their provider application. They also offer comprehensive implementation evaluation services which align to our desire to execute strategies in all areas with fidelity.

## 6. Alignment of Resources

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

### Maximum length 1 page

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

The School District of the City of River Rouge has a policy in place to support delivery of high quality instruction through development of a comprehensive recruitment and retention program designed to proactively recruit, hire, retain, and create a pool of talented candidates for our schools. The program has the following focus areas:

**Well-Prepared High-Need Teachers Who Stay In Teaching:** River Rouge Public Schools has created an intentional process to hire potential candidates on the basis of their academic merit and indicators of potential success in the areas of perseverance, capacity, and commitment. Once Human Resources, including the building principals have reviewed applications, a communication is sent to potential candidates that have an interest in becoming a part of the district. The visits occur semi-annually and include: an introduction of the various programs at the school, classroom observations, building walkthrough, question and answer sessions occur during lunch. This screening process allows us to identify best fit, whether to interview, hire, or inclusion into our eligibility pool.

**High Quality Mentoring:** Retention is extremely vital to sustaining reform efforts. With 30% of new teachers leaving the profession within a few years, there is a documented need to provide adequate support for teachers new to the profession. Staff trainers and expert mentor teachers will be provided at least 1 hour per week of release time to visit, provide coaching, demonstration lessons, video study seminars, and other strategies geared towards enhancing teacher competence, confidence, effectiveness, and simultaneously stimulating the veteran teacher.

**Recruiting Teachers From High-Quality Teacher Education Programs in High-Need Areas:** River Rouge Public Schools has established relationships with local universities and colleges. The aforementioned relationships identifies and interviews candidates from successful fellowship programs, such as the Woodrow Wilson Fellowship, Call Me Mr. and other similar service scholarships. The primary goal is to identify talent and establish an eligibility pool of candidates who have a desire to work in a high-need urban setting.

**Recruiting Expert Veteran Teachers to Hard-to-Staff Schools:** Ann Visger Elementary School, in conjunction with River Rouge Public School have developed a program to attract National Board Certified Teachers and reward teachers who become National Board Certified at Ann Visger Elementary School. These identified teachers will receive a \$15,000.00 bonus paid over 3 years. Teachers who achieve the high standards set on the assessment of teacher performance have been found in most studies to be more effective in producing student achievement goals.

- b. Describe how community resources will be aligned to facilitate implementation of the intervention selection.

Ann Visger is committed to success and it is our responsibility to align community resources to facilitate successful intervention and school transformation. There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort. Based on our behavioral and suspension reports, data clearly suggests that many of our students are exhibiting behavioral problems, failing in overall performance, and in need of intense intervention that focuses first and foremost on growing relational capacity. We believe that the first and *most*

*essential ingredient to increasing student performance* is to build relational capacity between the student, teachers, and administrators and all other stakeholders. According to Professors Anthony Bryk (Stanford University Executive Program in Educational Leadership) and Barbara Schneider (Alfred P. Sloan Center on Parents, Children, and Work at the University of Chicago), relational trust is a core resource for school improvement. “Relational capacity” is the ability for school relationships to withstand and absorb struggles and issues. Our lead provider: the Flippen Group will implement a Campus By Design strategy that focuses on improved social-emotional learning by Capturing Kids Hearts. The following community and business partners are committed in supporting our efforts:

***Mental Health Partners:***

Community Cares: Life Skills, On-site Counseling Services, Improved Mental Health Intake System.  
The Guidance Center: Community Resource Center, COFI (Community Organizing & Family Issues), Early Learning Community, Workforce Development, W.I.C., Tutoring, Diaper Depot, F.A.S.T (Family and School Together), Community Garden, Forgotten Harvest

***Parent/Community Partners:***

Gleaner’s Food Bank	Wayne Metro: Project Achieve	Union Second Baptist Church
Jr. Panthers Football	River Rouge Fire Department	City of River Rouge: Chalk on the Ave.

***Business & Industry Partners:***

Vision Program	DTE	5/3 <sup>rd</sup> Bank
Foster Grandparent Program	Special Tree Spinal Rehabilitation	Mobile Dentist
Retired Teachers Association	Kidney Foundation PE-Nut (Physical Education & Nutrition)	
Catholic Social Services		

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

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

**Maximum length 1 page**

- a. Describe how extended learning time (lengthening the school day, week or year) will be scheduled.
- b. Describe how extended learning time will be spent engaging students in learning, not just adding clock time to a schedule.

We are extending the instructional contact time by 60 minutes. This additional time will allow for scheduling a longer block of instruction in the Content Areas. In addition, students will take part in Target Time, a focused block of time for teachers to work with students in math groups based on their needs as determined by their NWEA score. This change to the instructional day required an agreement with the teachers' union. Additional time will be added to the day to provide students an opportunity to participate in activities after school that will extend their learning. These programs will be academically based, designed to boost curiosity and confidence in our students. Afterschool Enrichment Clubs may consist of the following:

- Lego/ Robotics
- Student Senate (focuses on core democratic values and complete this language)....
- Art Club (add the language here)
- K-2 Legos - Children explore ways in which people and things move. They will learn about simple machines and design and build their own solutions, fostering an interest in the engineering sciences.
- 3-5 Lego Robotics- Introduce the world of robotics, creating simple computer programs that control the behavior of robots.
- Math Club- Everyday Math Games used to support the objectives covered in the classroom.
- Drama- Students will work on oral communication skills while learning to comprehend and analyze works in dramatic literature.

- Nutrition- Students will build vocabulary, learn about proper nutrition and work on math skills as they work together on an essential life skill.
- World Languages- An opportunity for students to be exposed to a language other than their native language.
- Homework Help- Students will receive assistance with classroom assignments not completed during the day or assigned to them for homework.

In addition to afterschool programs, students will participate in brain based activities before school. After students are completed with their breakfast, one to two staff members will conduct exercise activities that enhance concentration, focus, memory, physical coordination, responsibility and attitude.

## 8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2014-2015 school year.

Pre-Implementation Intervention Timeline			
Timeline	Mechanism	Content and Delivery	Need Being Met
Summer 2014	<b>Initial Meeting</b> Campus Leadership Contractual On-site	Flippen Consultant establishes contractual obligations, professional development timeline & communication with stakeholders based on needs assessment.	Leader Effectiveness  Contractual Meeting and Stakeholder Communication
August 2014	<b>Pre-Implementation Assessment</b>	Flippen research team to conduct pre-implementation assessments to obtain baseline data	Program Assessment
August 2014	<b>Needs Assessment</b>	Flippen will review student performance data, campus walkthroughs data and other pertinent statistics.	Leader and Teacher Effectiveness and Stakeholder Communication
August 2014	<b>Capturing Kids' Hearts</b>	Flippen will train school staff in focusing on relational, intentional and transformational leadership skills.	Teacher and Leader Effectiveness  Culture and Climate Training
August 2014	<b>Common Core Connections</b>	Flippen will conduct a three day training to focus on a framework for designing and delivering engaging lessons that use the standards for Common Core Content and Practices.	Teacher Effectiveness
August 2014	<b>SIG Personnel</b>	Jobs will be posted for positions created for the School Improvement Grant.	Additional personnel
September 2014	<b>Priority Customer Call</b>	Phone conference with a Flippen campus consultant to assist with implementation.	Campus administration and Process Champions one-on-one conferencing
September 2014	<b>SIG Personnel</b>	Interview process for qualified candidates will be conducted.	Additional personnel
Summer 2014	<b>Vertical Teams</b>	Ann Visger staff will develop grade level and content area vertical teams to identify key curriculum and develop a screening tool for each	Curriculum alignment  Focused instruction

		content area	
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Year One Full Implementation Intervention Timeline			
Timeline	Mechanism	Content and Delivery	Need Being Met
October 2014	<b>Capturing Kids' Hearts Process Champions</b>	Flippen will identify and train Process Champions to mentor colleagues in implementing CKH concepts and skills, support peers and respond to questions.	Process Champions Training Teacher and Leader Effectiveness Behavior Intervention
October 2014	<b>Data Walks I and II</b>	Flippen will train leaders in collection, compilation, and disaggregation of data. Leaders will be involved in job-embedded training, practice and reflect on conducting school wide classroom visits and practice coaching teachers for school improvement based on data.	Teacher and Leader Effectiveness
October 2014	<b>Collecting and Analyzing School wide Data</b>	Ann Visger school leaders and staff will conduct in-depth analysis of the school's data including MEAP, NWEA, STAR testing, and common assessments. Teachers will keep classroom data on a wall, visible and useful for informing instruction.	Effective Instruction Student Needs
October 2014	<b>SIG Personnel</b>	SIG Personnel starts	Additional Personnel
December 2014	<b>Mid-Year Evaluation</b>	Flippen will provide ongoing evaluation to assure full implementation with fidelity to achieve maximum effect.	Process Assessment and Evaluation
October & February 2014-2015	<b>Campus Consulting</b>	Flippen will provide a campus consultant to visit over two days in order to shadow administrators, visit classrooms and monitor feedback sessions on fidelity of implementation.	Leader Effectiveness Teacher Effectiveness
October-May 2014	<b>Vertical Teams</b>	Ann Visger team leaders will meet monthly to review curriculum and align resources with Common Core, making sure it is rigorous and relevant. The screening tool developed in August will be administered to all students K-5.	Teacher effectiveness Aligned curriculum
November & January 2014-2015	<b>Priority Customer Call</b>	Phone conference with a Flippen campus consultant to assist with implementation.	Campus administration and Process Champions one-on-one conferencing
November 2014	<b>Data Walks Coaching</b>	Flippen will coach principals and instructional leaders in building reliability in making decisions concerning patterns and trends	Teacher Effectiveness Leader Effectiveness

		reflected in the classroom walks.	
November, December & February 2014-2015	<b>Collaborative Coaching</b>	Flippen will coach teachers in identifying essential student performance data, teaching strategies and instructional practices.	Teacher Effectiveness
November 2014	<b>Response to Intervention</b>	Ann Visger Vertical Team, along with support from school and district leadership, will develop a clear RtI process, identifying Tier I, II, and III resources and teacher responsibilities. Teachers will then be trained in the process.	Teacher Effectiveness System Improvement
September-June 2014-2015	<b>Differentiated Instruction</b>	Ann Visger staff will address student needs through differentiation in content, process and product and include flexible grouping, learning centers, and other strategies. Teachers will receive training in best practices for differentiation.	Teacher Effectiveness
September-August 2014-2015	<b>Parent and Community Engagement</b>	Ann Visger staff will work to align our communication, activities and partnerships with parents and community partners with our reform plan.	Parent & Community Involvement
September – June 2014-2015	<b>Professional Learning Communities</b>	Teacher driven teams will meet weekly to collaborate and focus on data to affect student achievement using research based strategies	Teacher Effectiveness Student Achievement
September – June 2014-2015	<b>Reading Strategies</b>	All teachers will be trained in Orton-Gillingham, a multi-sensory, structured and sequential approach to teaching accuracy in reading and writing. Teachers will also use Daily 5 to manage independent practice and CAFE to teach consistent reading strategies across grades and one on one conferencing with students.	Teacher Effectiveness
September – June 2014-2015	<b>Student Data Notebooks</b>	Students will set goals and keep track of their learning targets.	Student Development
September 2014	<b>NWEA MAP Data Analysis</b>	Training on how to analyze NWEA test results, conduct progress monitoring using sub skills checklist and plan differentiated instruction using the DeCartes Continuum of Learning	Data Analysis
August 2015	<b>Researched Based Instructional Strategies</b>	Flippen will provide training in Marzano's research-based instructional strategies.	Teacher Effectiveness

February 2015	<b>Technology</b>	Purchase technology and provide training on best practice and utilization of technology in the classroom.	Teacher Effectiveness
March 2015	<b>Needs Assessment</b>	Flippen will review student performance data, campus walkthroughs data and other pertinent statistics.	Leader and Teacher Effectiveness and Stakeholder Communication
May 2015	<b>End of Year Evaluation</b>	Flippen will conduct an evaluation on Curriculum & Instruction and Culture & Climate.	Program Assessment
July 2015	<b>Capturing Kids' Hearts</b>	Flippen will provide training for new staff.	Teacher Effectiveness Behavior Intervention

Year Two Full Implementation Timeline			
Timeline	Mechanism	Content and Delivery	Need Being Met
September 2015	<b>Capturing Kids' Hearts Recharged</b>	Flippen will provide an in-service to revisit, explore and further grow foundational skills such as, how to use the EXCEL model, develop self-managing classrooms, techniques for dealing with behavioral and disrespect issues and how to build productive relationships with all students and colleagues.	Teacher and Leader Effectiveness  Behavior Intervention
October, February & April 2015-2016	<b>Priority Customer Call</b>	Phone conference with a Flippen campus consultant to assist with implementation.	Campus administration and Process Champions one-on-one conferencing
October 2015	<b>Focused Coaching</b>	Flippen will work with campus leadership and/or teachers in developing a data walks rubric, how to engage students in the right work, Bloom's Level of Thinking and Friendly Learning Objectives	Teacher Effectiveness  Leader Effectiveness
November & March 2015-2016	<b>Campus Consulting</b>	Flippen will provide a campus consultant to visit over two days in order to shadow administrators, visit classrooms and monitor feedback sessions on fidelity of implementation.	Leader Effectiveness  Teacher Effectiveness
December 2015	<b>Mid-Year Evaluation</b>	Flippen will provide ongoing evaluation to assure full implementation with fidelity to achieve maximum effect.	Process Assessment and Evaluation

September, January & July 2015-2016	<b>Capturing Kids' Hearts Momentum by Design</b>	Flippen will provide assistance to support and strengthen implementation of CKH	Teacher Effectiveness Leader Effectiveness
May 2016	<b>End of Year Evaluation</b>	Flippen will conduct an evaluation on Curriculum & Instruction and Culture & Climate.	Program Assessment
August 2016	<b>Common Core Connections</b>	Review of Design and Delivery Series, Research-Based Instructional Strategies, Feedback, Effective Questioning and Identifying Similarities and Differences	Teacher Effectiveness
September – June 2015-2016	<b>Reading Strategies</b>	Continued development of teacher capacity in teaching reading strategies using CAFE, Daily 5 and Orton-Gillingham.	Teacher Effectiveness
September – June 2015- 2016	<b>Student Data Notebooks</b>	Students will continue set goals and keep track of their learning targets.	Student Development

Year Three Full Implementation Timeline			
<b>Timeline</b>	<b>Mechanism</b>	<b>Content and Delivery</b>	<b>Need Being Met</b>
September 2016	<b>Capturing Kids' Hearts Recharged</b>	Flippen will provide an in-service to revisit, explore and further grow foundational skills such as, how to use the EXCEL model, develop self-managing classrooms, techniques for dealing with behavioral and disrespect issues and how to build productive relationships with all students and colleagues.	Teacher and Leader Effectiveness Behavior Intervention
July 2016	<b>Capturing Kids' Hearts</b>	Flippen will provide training for new staff.	Teacher Effectiveness Behavior Intervention
October, November & December 2016	<b>Collaborative Coaching</b>	Flippen will coach teachers in identifying essential student performance data, teaching strategies and instructional practices.	Teacher Effectiveness
October 2016	<b>Data Walks Coaching</b>	Flippen will coach principals and instructional leaders in building reliability in making decisions concerning patterns and trends reflected in the classroom walks.	Teacher Effectiveness Leader Effectiveness
October & February 2016-2017	<b>Campus Consulting</b>	Flippen will provide a campus consultant to visit over two days in order to shadow administrators, visit classrooms and monitor feedback	Leader Effectiveness Teacher Effectiveness

		sessions on fidelity of implementation.	
November, January & March 2016-2017	<b>Priority Customer Call</b>	Phone conference with a Flippen campus consultant to assist with implementation.	Campus administration and Process Champions one-on-one conferencing
January 2017	<b>Mid-Year Evaluation</b>	Flippen will provide ongoing evaluation to assure full implementation with fidelity to achieve maximum effect.	Process Assessment and Evaluation
May 2017	<b>End of Year Evaluation</b>	Flippen will conduct an evaluation on Curriculum & Instruction and Culture & Climate.	Program Assessment
June 2017	<b>Final Report</b>	Flippen will provide a final report on program outcomes.	Program Assessment

## 9. Annual Goals

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

	<b>Current Proficiency Rate 2014-15</b>	<b>2015-2016 Goal</b>	<b>2016-2017 Goal</b>	<b>2017-2018 Goal</b>
<b>Reading</b>	33%	42%	51%	60%
<b>Mathematics</b>	12%	21%	30%	40%
<b>Writing</b>	16%	25%	35%	45%
<b>Social Studies</b>	0%	14%	22%	35%
<b>Science</b>	2%	16%	27%	39%

## 10. Stakeholder Involvement

Describe the LEA’s process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application. **Maximum length 1 page**

In selecting the Transformation Model, many steps were taken involving all stakeholders. First, a letter was sent home to parents explaining our need for reform. Then the SIT (School Improvement Team) met with central office to discuss options under priority schools. The Transformation Model was proposed by the SIT, based on changes already taken place within our school (Daily 5, Differentiated Instruction and Data Analysis). It was then presented to the River Rouge Board of Education members. Dialogue took place with partners from the community including Downriver Community Center and United Way. Once the Transformation Model was approved by the Board of Education, the SIT presented it to the staff of Ann Visger School. The staff was invited to participate in designing the plan. Many members took an active role in the completion of this plan including teachers, the principal, and the superintendent, the WRESA School Improvement Facilitator, the Intervention Specialist and the Parent Liaison. During this time, our Intervention Specialist had data dialogues with the members which helped us focus on our big ideas. These people worked collaboratively over a course of several meetings to create the Transformation Redesign Diagnostic for Ann Visger School. The teacher's union (Michigan Educational Association) and district administration was involved in developing a Memorandum of

Understanding to ensure implementation of the plan and then all union members were allowed the opportunity to vote. Updates are presented to the school board & community with quarterly reports on the Reform Implementation.

Once the superintendent expressed interest in applying for the School Improvement Grant, weekly meetings involving administrators, teachers, community members and board members collaborated to ensure the completion of the grant. Additionally, three members of the SIT met with the Flippen Group to learn more about the outside provider. The staff was informed during staff meetings and offered the opportunity for input. If awarded the School Improvement Grant, the team will continue to inform and update the community, parents and board members with the SIG process and implementation during monthly Board of Education meetings and through quarterly reports via the district newsletter.

## 11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends. **Maximum length 1 page**

The School Improvement Team (SIT) in concert with the administrative staff at Ann Visger are dedicated to continuous growth and academic progress beyond the life of the School Improvement Grant (SIG). The school will implement with fidelity a sustainability model that will adopt a “train-the-trainers” mentality with all stakeholders to develop sustained capacity in all aspects of the rapid transformation reform strategies. Intensive mentoring, training and continuous job-embedded PD will be provided by all internal and external partners and coaches throughout the three years of the grant. Leadership PD and training sessions will be linked to leadership capacity building, knowledge accumulation, enhanced teaching skills, and increasing student achievement. Teacher PD sessions will be “laser-focused” to provide best-practice strategies and pedagogies utilized in everyday teaching that is needed to improve classroom instruction through data-driven decision making. The River Rouge district is committed to supporting and maintaining the transformation process adopted at Ann Visger and will provide financial and administrative support to the school during and after the end of the SIG grant. General budget and Title I funds will be utilized to sustain the level of services needed to maintain the momentum and continue on the school’s transformation and improvement process.

Administrators and selected lead teachers will form a k-5 vertical leadership team that will be actively trained to positively impact school improvement strategy. Vertical team training will be continuous to increase their capacity to address the three major identified strategies: evidence based teacher instruction based on data-drive decision making and adopted best-practice instructional strategies; implementing behavioral strategies that will improve student achievement; and empowering teachers in utilizing technology to stimulate student interest and improve daily instruction in the classroom. Members of the vertical team will also be encouraged to attend leadership conferences and regular visitations to observe school improvement teams in neighboring successful schools. The shared leadership model will prepare the vertical team to become experts in the transformation process and its successful implementation at the school. By the end of the third year of the grant, school leaders will be self-sufficient, with minimal support from external partners to sustain the transformation process and will sustain reforms by:

- Administering the sustainable school actions and goals.
- Evaluate the success of school actions on the three identified improvement strategies and initiate new action plans as needed based on data collected from the school’s annual Comprehensive Needs Assessment (CNA) and other sources.
- Involve parents and community in the transformation process through active participation at the school. The vertical team will also provide PD training for parents to assist in a variety of parental issues.
- Implement a school-wide positive behavior model that is consistent, effective and uses the unspoken premise of “building students up, instead of tearing them down.”
- Design job-embedded professional development training for teachers and support staff based on the ever-changing needs of the students, teachers and school.
- Continuously address technology needs and provide training of school personnel to sustain and improve the technology-driven instruction initiative at the school.

Teachers and support staff will be continuously trained and mentored by the vertical team in the fields of instructional delivery, data-driven decision making, positive behavioral strategies, and technology implementation in the classroom.

They play an important role in the planning, development, implementation, monitoring and evaluation of sustainable school initiatives; all school personnel will be empowered to:

- Utilize best-practice instructional strategies that will enhance the instructional process and improve critical and creative thinking of all students.
- Meet regularly in horizontal PLC’s to make data-informed decisions to drive instruction.
- Build positive behavioral relationships with students and model positive attitudes and values.
- Implement sustainability policies and practices in the classroom.
- Utilize technology to supplement instruction and enhance student interest in the classroom.
- Effectively communicate and report on the sustainability of all transformation strategies.

## 12. State Reform Plan

Attach approved State Reform Plan **(DO NOT insert here, upload as a 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.**

**Example:**

LEA XX BUDGET	Year 1 Budget	Year 2 Budget	Year 3 Budget	Three-Year Total	
	Pre- implementation	Year 1 - Full Implementati on			
Priority School #1	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
Priority School #2	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
Priority School #3	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
Priority School	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000

#4				
<b>LEA-level Activities</b>	\$250,000	\$250,000	\$250,000	\$750,000
<b>Total Budget</b>	<b>\$6,279,000</b>	<b>\$5,981,500</b>	<b>\$5,620,000</b>	<b>\$17,880,500</b>

**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.

<b>Metric</b>	
Which intervention was selected (turnaround, restart, closure or transformation)	Transformation
Number of minutes in the school year	1,098
Dropout rate (Numeric %)	N/A
Number of Disciplinary Incidents	375
Number of Students Involved in Disciplinary Incidents	280
Increased Learning Time	12,000 minutes
ILT – Longer School Year	N/A
ILT – Longer School Day	N/A
ILT – Before or After School	N/A

ILT – Summer School	N/A
ILT – Weekend School	N/A
ILT – Other	N/A
Student attendance rate (Numeric %)	89%
Advanced Coursework	N/A
Dual Enrollment Classes	N/A
Advanced Coursework <b>and</b> Dual Enrollment Classes	N/A
International Baccalaureate	N/A
Early college/college credit	N/A
High School Graduation Rate	N/A
College Enrollment Rates (Numeric %)	N/A
Truants (Numeric)	N/A
Teacher Attendance Rate	80%* *Includes PD time
Highly Effective Teachers (Numeric %)	0%
Effective Teachers (Numeric %)	89%
Minimally Effective Teachers (Numeric %)	11%

Ineffective Teachers (Numeric %)	0%
Explanation of other types of increased learning	N/A

## 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

All mandates required of the Transformation Plan will be adhered according to the Transformation Plan guidelines.

2. Include student data in teacher/leader evaluation

A new teacher evaluation tool was adopted during the 2012-2013 school year. Teachers are evaluated in six areas including student growth. Student achievement and growth represents 25% of the overall rating.

3. Evaluations that are designed with teacher/principal involvement

Evaluations involve both teacher and principal. The process is managed online through Stages. Prior to the evaluation process, teachers identify three goals for improvement. Throughout the process, teachers meet with the building principal to discuss progress. Teachers also receive timely feedback regarding any walk-throughs and observations.

4. Remove leaders/staff that have not increased achievement

Individual Development Plans are put in place for teachers who exhibit a need for improvement. This plan may include professional development, peer coaching or other support that addresses the area of struggle. Removal of ineffective teachers will follow the procedures outlined in the district evaluation process adopted December 2012.

5. Provide on-going job embedded staff development

Administrators, teachers and staff need ongoing, high quality, job-embedded professional development “aligned to the school’s comprehensive instructional program.” Our chosen provider, the Flippen Group provides ongoing, on-site, job-embedded coaching/mentoring for principals and school leadership; customized services; and coaching and instructional support to the classroom teachers and support staff. A professional development schedule has been developed to support our reform plan. Opportunities for peer coaching are provided and all five tenets of school improvement will be addressed: Curriculum and Instruction, Teacher and Leader Effectiveness, Extended Learning Time, Flexible Operating Conditions, and Family and Community Engagement.

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

Financial incentives and career growth are provided through professional development sessions in and out of state, employee of the month rewards, gift cards, identified teacher leaders participating in the Aspiring Administrators Academy through Wayne RESA, and teachers encouraged to facilitate trainings in an area of strength. Principals are rewarded a bonus for increased enrollment, growth in MEAP proficiency and a high average daily attendance rate.

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.

The whole staff participates in an annual comprehensive needs assessment. Ann Visger will use the program evaluation tool provided by Advance Ed in order to assure an effective instructional program is in place. The Flippen Group will provide support for comprehensive short cycle and summative assessment systems to assist our campus and instructional leaders in tracking and measuring progress toward goal attainment. Data Walks training will be offered for instructional leaders, including the new **Instructional Coach**, creating a method for capturing campus data reflective on actual classroom practice. This process will serve as a prescriptive model for professional development that is aligned to research based instructional strategies.

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

In order to promote use of data to inform instruction, teachers participate in weekly professional learning communities. Quarterly instructional learning cycles are completed for each subject and grade level. Teachers also adhere to a common assessment plan for Ann Visger including STAR testing, building level assessments and NWEA testing. Students are involved in the process through goal setting and student data notebooks. In addition, a comprehensive professional development series will include the following:

- The Design and Delivery training series, which provides teachers the underlying research and methodology for creating high payoff lesson plans aligned to the Data Walks walk-through protocol. Since the classroom data collected is random and non-teacher specific, the process creates capacity for continual improvement and gives rise to collegial professional conversations concerning planning and implementation. The new **Instructional Coach** will be coached individually and provided guidance on and how to coach the grade level teams.
- Focused Coaching will offer intense job-embedded coaching and alignment of curriculum to state standards and student data from state assessments. Teachers will learn how to create formative, or benchmark, assessments that help them track student performance on objective mastery aligned to the state assessment for every student. The teachers in this cadre become the grade level and content experts for the campus and mentor other teachers in the process.

## 9. Provide increased learning time

- a. Extended learning time for all students in the core areas
- b. Instruction in other subjects and enrichment activities that contribute to a well-rounded education
- c. Teachers to collaborate, plan and engage in professional development

The school day will be increased by one hour, allowing for 90 minute Math and Reading Blocks. Each class also instructs students in writing for one hour per day. Students are also instructed in Social Studies and Science. Students also attend art, gym and life skills 2 to 3 times per week.

Teachers have increased time and opportunities to collaborate. Common prep time is scheduled when possible. Teachers attend a weekly staff meeting, one meeting per month is dedicated to on-going professional development and one to school improvement committee meetings. Teachers also participate in weekly professional learning communities.

## 10. Provide ongoing mechanisms for family and community engagement

Ann Visger parents are welcome to the building and classrooms at any time. They are informed through classroom newsletters, school newsletters, the district website and teacher contact in person or by phone. We also invite parents for special occasions such as curriculum nights, parent-teacher conferences, principal meetings, student celebrations, Christmas concerts, Black History Program, volunteer opportunities and involvement in school improvement meetings and district level events. We are looking into the W.A.T.C.H. Dog program to increase participation from our father/adult male population.

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

The school leadership is solely responsible for staffing selections. The district provides assistance in the recruitment, interviewing, and selection process; however, the school identifies the candidate. The district has been supportive in removing ineffective staff persons at the recommendation of the school leadership. In addition, the school has been protected from the placement of individuals into the school.

The district has supported the transformation plan and executed the MOU to ensure operational flexibility. All major reform efforts have been/or are being supported as the categorical aide, including, Title I resource allocation supports this assertion.

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 district is currently in partnership with Michigan State University and Wayne RESA. The school achievement consultant provides technical assistance and coordinates the services provided by a math and ELA coach. With support of this SIG grant, Ann Visger will partner with The Flippen Group to provide intensive intervention to help us accomplish strategies that will build relational capacity across all stakeholders, improved instruction, data driven decision making, and curriculum alignment. Flippen Group has been vetted by both the School Improvement Team and believed to be the best fit for intensive technical assistance and ongoing support.

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

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

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

### **Attachment B—Turnaround Model**

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

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

9. Promote continuous use of student data to inform and differentiate instruction to meet student needs.
10. Establish schedules and implement strategies that provide increased learning time.
11. Provide appropriate social-emotional and community-oriented services and supports for students.

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

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

### **Attachment C—Restart Model**

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

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

### **Attachment D—School Closure**

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

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

Date		5/27/2014				Contact Name		Derrick Coleman			
Building Name		Ann Visger Elementary School				Contact Email		derrick.coleman@riverrougeschools.org			
District Name		S/D of the City of River Rouge				Contact Phone		313-297-9600			
Item Number	Validation	Function Code	FUNCTION TITLE/DESCRIPTION	FTE/Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
1	Valid Function Code	111	Supplies: ink cartridges, toner, paper, flash drives, power cords and power strips, and other supplies. The ink cartridges, toner, and paper will be used for writing labs for students to be able to publish their work. Flash drives will be given to students to be used to save work and to maintain electronic portfolios. Flash drives will be returned at the end of the year so they can be used the following year.				\$20,000.00				\$20,000.00
2	Valid Function Code	111	Stipend for 8 teachers to serve as Club Advisors for "Content Area Clubs" (K-2 Legos Club, 3-5 Legos/Robotics Club, Math Club, Drama Club, Nutrition Club, World Language Club, Art Club and Student Senate Club) (\$2,500 stipend per teacher per year).		\$20,000.00	\$8,328.00					\$28,328.00
3	Valid Function Code	221	Increased Learning Time: Incentives for 24 teachers, 4 para-professionals, and 1 administrative assistant for increased learning time by 12,000 additional minutes (\$4,000.00 stipend per teacher, \$2,500.00 per administrative assistant, \$1,500.00 stipend per para-professional)		\$104,000.00	\$34,424.00					\$138,424.00
4	Valid Function Code	221	Teacher Incentives: Incentives for teachers who have completed National Board Certification process. (\$15,000 per teacher paid over 3 years)		\$15,000.00	\$4,965.00					\$19,965.00

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5	Valid Function Code	221	Performance Based Teacher Incentives: Incentives for teachers that have met the SIG III Math and Reading Annual Goals Targeted Benchmarks as evidenced by the MEAP and/or 80% of total students demonstrate growth of at least 1 year on the NWEA (MAP).		\$60,000.00	\$19,860.00					\$79,860.00
6	Valid Function Code	111	Field Trips: support/enrichment activities for students identified in need of support in specific content areas.		\$60,000.00		\$10,000.00				\$70,000.00
7	Valid Function Code	125	Instructional Specialist (1) - To model effective lessons, instructional coaching and work with teachers on individual strategies to build teacher capacity.		\$75,000.00	\$47,205.00					\$122,205.00
8	Valid Function Code	212	Transition Counselor - to manage the mental health services and to provide urgent transition support to each grade level for students, plan transition activities, and to implement strategies to reduce student retention.		\$60,403.00	\$41,127.00					\$101,530.00
9	Valid Function Code	111	Substitute Teachers for teachers attending school improvement meetings/efforts, professional development activities, job-embedded coaching sessions, team meetings and teacher absences. (\$107/day x 15 teacher x 12 days = \$19,260)				\$19,260.00				\$19,260.00
10	Valid Function Code	111	Renaissance Learning, STAR Reading and STAR Math programs to provide data for screening, instructional planning based on skills mastery, progress monitoring, and standards benchmarking. Tools to assist in answering key questions to improve instruction				\$15,000.00				\$15,000.00

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Item Number	Validation	Function Code	FUNCTION TITLE/DESCRIPTION	FTE/Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
11	Valid Function Code	111	Supplemental Reading Materials: Accelerated Reading Books to support the STAR Reading Program.					\$10,000.00			\$10,000.00
12	Valid Function Code	111	Supplemental materials/supplies not limited to: Sci-DNA, sampling supplies, sample organisms, water samples, dissecting kits, microscopes, beekers, petri dishes, Brain Pop membership, science kit(15 min labs); ELA - publishing kits, reader's theatre scripts supplemental items to increase fluency, novel sets, writing supplies, career writing materials; Social Studies - mapping software, trade books, mentor texts, scholastic news, math-legos, calculators, clickers, clocks, materials/supplies;					\$6,000.00			\$6,000.00
13	Valid Function Code	111	Student and teacher celebrations and incentives. Promoting school culture and student-centered events/assemblies and programs. Quarterly celebrations for students and teachers for student achievement, attendance and outstanding performances. End of the year give-a-way for the top five students with the greatest growth in reading and math, they will receive a Kindle tablet.					\$2,000.00			\$2,000.00
14	Valid Function Code	111	Positive Behavior Intervention Specialist willl manage a well-organized, effective school-wide discipline program	1.00	\$21,000.00	\$24,719.00					\$45,719.00

Item Number		Validation	Function Code	FUNCTION TITLE/DESCRIPTION	FTE/Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
15	Valid Function Code	111	Education Technologist: will assist in the establishment of technology standards for each Elementary School classroom. The technologist will ensure that the technology available at the school is in good working order, properly distributed throughout the school and will provide training to all staff members on the effective use of technology in the classroom. The technologist will assist students with their technology needs and concerns.	1.00	\$43,952.00	\$34,277.00						\$78,229.00
16	Valid Function Code	111	Part-Time Bilingual Spanish Student Success Manager will provide quality personalized writing instruction in a structured environment for students; reflects and integrates English writing curriculum in consultation efforts; develops presentations and workshops related to general academic skills and support for bilingual students. As the spanish speaking population increases, the district will fund a position to meet this need.	1140.00				\$38,631.00				\$38,631.00

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District Name		S/D of the City of River Rouge				Contact Phone		313-297-9600			
Item Number	Validation	Function Code	FUNCTION TITLE/DESCRIPTION	FTE/Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
17	Valid Function Code	111	Attendance and Behavior Agent - will monitor student attendance and behavior for irregularities to implement and plan strategies to improve attendance and behavior for individual students. It is school's expectation that once the funding expires the school wide process as it relates to this position will be established and continues to be maintained by the remaining staff. If additional capacity building or assistance is needed regarding the duties outlined by this position, our Title I budget will be modified.	0.50	\$21,000.00	\$17,176.00					\$38,176.00
18	Valid Function Code	111	Instructional Data Coach - The data coach will assist all stakeholders in capturing, disaggregating, and utilizing best-practice analysis to identify trends in perception, demographic, and achievement data that impact the quality of instruction and its effects on student growth and achievement. Easy to read weekly reports and snapshots will allow the staff to continuously monitor key indicators and foster a "laser-focus" approach to data-driven decision making skills. The data coach will also administer job-embedded professional development sessions that will focus on "train the trainer" model to promote long and sustaining capacity in all stakeholders.	1.00	\$75,000.00	\$47,205.00					\$122,205.00

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19	Valid Function Code	111	Professional Development opportunities for teachers. Stipends for 10 additional days of professional development (10 days x 1 year = 10 days for teachers to provide PD training (\$150/day x 10 days x 22 teachers = 33,000 + 2,525 (FICA) + 11,913 Retirement = 47,438)	1760.00	\$33,000.00	\$14,438.00					\$47,438.00
20	Valid Function Code	111	Snacks for students participating in afterschool programs					\$1,400.00			\$1,400.00
21	Valid Function Code	221	180 Program: A behaviorial program to address the social/emotional needs of students through individual and small group work sessions. The program will also provide a Saturday Program.				\$40,000.00				\$40,000.00
22	Valid Function Code	221	SIG Grant Coordinator/Facilitator - will implement the SIG and provide semi-monthly reports to MDE on program process as well as drawdowns.	1.00	\$75,000.00	\$47,205.00					\$122,205.00
23	Valid Function Code	111	Special Education Achievement Coach: to assist elementary general education teachers in providing high quality and rigorous instruction that will result in students with IEP's making significant growth in math and reading. The goal is to provide support and build capacity.	1.00	\$71,550.00	\$45,768.00					\$117,318.00
24	Valid Function Code	111	Contract with External Service Provider - Flippin Group				\$43,000.00				\$43,000.00
25	Valid Function Code	221	School Improvement Facilitator required services provided through Wayne RESA				\$7,500.00				\$7,500.00
26	Valid Function Code	221	In-Service Refreshments for professional development (10 PD Days; 50 staff; \$10.00 per person = \$5,000					\$5,000.00			\$5,000.00

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Item Number	Validation	Function Code	FUNCTION TITLE/DESCRIPTION	FTE/Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
27	Valid Function Code	225	Network upgrade to support the school's infrastructure and technology needs, including but not limited to servers, hardware, software.				\$20,000.00				\$20,000.00
28	Valid Function Code	331	Parental workshops to support student achievement. Workshops include but not limited to Wellness; Technology; Preparing for College; Job Fairs; Resume Writing; GED Classes. Materials, supplies, incentives and refreshments.				\$5,000.00				\$5,000.00
29	Valid Function Code	111	Enrichment Program - Summer program to assist students in preparing/raising MEAP test scores.		\$13,687.00	\$6,743.00					\$20,430.00
30	Valid Function Code	221	Safe Routes to School Coordinator: to enable and encourage children, including those with disabilities, to walk and bicycle to school to make bicycling and walking to school a safer and more appealing transportation alternative, thereby encouraging a healthy and active lifestyle from an early age.(Contracted agreement)				\$39,000.00				\$39,000.00
31	Valid Function Code	111	Academic Engagement Administrator (AEA): to design and implement instructional strategies, activities and materials in classrooms to support targeted students. The AEA will provide supervise instruction including monitoring of lesson plan and the school performance of at-risk students in the area of academic achievement.	1.00	\$75,000.00	\$47,205.00					\$122,205.00

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32	Valid Function Code	221	Contracted Services: Allocation for hiring individuals/companies with special expertise to provide professional development or specialized services to the school (as identified in the school improvement plan and supported by SIG). This item also covers maintenance agreements (e.g. copier) and support for technology.				\$20,000.00				\$20,000.00
33	Valid Function Code	111	E-Books: Purchase of e-books to be used as part of the Tier II intervention program.					\$20,000.00			\$20,000.00
34	Valid Function Code	111	10 Classroom Projectors that connect with computer \$725 x 10=\$7,250 that are used intervention programs at the school					\$7,250.00			\$7,250.00
35	Valid Function Code	111	Classroom Document Cameras \$721.90 x 10 = \$7219.00 to be used in intervention programs					\$7,219.00			\$7,219.00
36	Valid Function Code	111	Head Phones: Purchasing of audio books and headphones to be used as part of the Tier II intervention program.					\$2,000.00			\$2,000.00
37	Valid Function Code	111	Manipulatives-Math: Purchasing of math manipulatives to be used as part of the Tier II intervention program.					\$5,000.00			\$5,000.00
38	Valid Function Code	221	Travel and Conference: Allocation for staff members to attend conferences (and schools) as identified in the school improvement plan.				\$10,000.00				\$10,000.00
39	Valid Function Code	241	SIG Clerical: Clerical support for SIG (maintaining records, data entry, communications, documentation, record keeping		\$30,000.00	\$28,467.00					\$58,467.00



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Item Number	Validation	Function Code	FUNCTION TITLE/DESCRIPTION	FTE/Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
48											\$1,999,950.00
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**GRAND TOTAL (All 3 years) \$5,999,850.00**