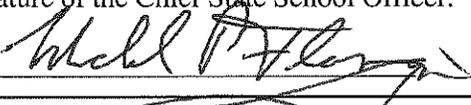


State Educational Agency (SEA)

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Michigan Department of Education	Applicant's Mailing Address: P.O. Box 30008 Lansing MI 48909
State Contact for the School Improvement Grant Name: MaryAlice Galloway Position and Office: Director, Office of Education Improvement and Innovation Contact's Mailing Address: P.O. Box 30008, Lansing MI 48909 Telephone: 517-241-3232 Fax: 517-241-2540 Email address: gallowaym@michigan.gov	
Chief State School Officer (Printed Name): Michael P. Flanagan	Telephone: 517-373-3823
Signature of the Chief State School Officer: X 	Date: 7/7/10
The State, 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.	

PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

A. ELIGIBLE SCHOOLS: An SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State. (A State’s Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State’s persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010.

Along with its list of Tier I, Tier II, and Tier III schools, the SEA must provide the definition that it used to develop this list of schools. If the SEA’s definition of persistently lowest-achieving schools that it makes publicly available on its Web site is identical to the definition that it used to develop its list of Tier I, Tier II, and Tier III schools, it may provide a link to the page on its Web site where that definition is posted rather than providing the complete definition.

Refer to ***Attachment I.A.1*** for definitions. List of Tier I, II, and III schools is still underdevelopment.

<u>LEA NAME, NCES ID #</u>						
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE ¹

An SEA should attach a table with this information to its School Improvement Grant application. If an SEA is providing the definition it used to develop its list of Tier I, Tier II, and Tier III schools rather than a link to its definition of persistently lowest-achieving schools, it should also attach the definition to its application.

¹ As noted above, an SEA must identify newly eligible schools on its list only if it chooses to take advantage of this option.

B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA's application for a School Improvement Grant.

Copy of the LEA application is provided as **Attachment II.A.1**. The application includes a scoring rubric (**Attachment II.A.2**) that will be used to evaluate the information provided in the LEA application.

Part 1

The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA's application with respect to each of the following actions:

- (1) Describe how the LEA has analyzed the needs of each Tier I and Tier II School identified in the LEA's application and has selected an intervention for each school.**

The SEA will look for evidence that the LEA has done a thorough analysis of data using the data components in the state's Comprehensive Needs Assessment tool or other similar reliable analysis of school and student data to identify needs and select one of the four turnaround models to be implemented.

All districts and schools in Michigan are required to complete a Comprehensive Needs Assessment (CNA) every three – five years. The CNA analyzes the student achievement data as well as system processes and protocols of practice that are in place to support student achievement.

The CNA consists of three sections:

- o **Data Profile and Analysis:** Assesses current student achievement data and information about the district. The report includes:
 - 1) identification of student learning goals; 2) gaps between current student achievement and goals for student achievement; and 3) identification of contributing causes for gaps in achievement. Data used to analyze student achievement includes: State Assessment Data, local test data, and annual report cards.

- o **Process Profile and Analysis:** Assesses the system processes and protocols of practice that are in place to support student academic achievement. The assessment focuses on the Key Characteristics contained in the School Improvement Framework Rubrics. The School Process Rubric and data analysis can be found at the following web addresses:
 - o School Process Rubric
 - http://www.advanced.org/mde/school_improvement_tasks/docs/cna_report_template.doc
 - o Data Analysis
 - http://www.advanced.org/mde/school_improvement_tasks/docs/school_data_profile.doc

- o **Comprehensive Summary Report:** Provides a format to align identified student achievement challenges with system challenges. This report will provide the LEA with information for developing the district improvement plan.

Information from the CNA is used to set specific, measurable goals for each school. This forms the base of an improvement plan that is monitored and revised as needed, but at least annually. After Tier I and II schools have been identified, MDE will send a mentor team to the LEA to review each school's CNA and School Improvement Plan to confirm that the data are an accurate reflection of the school's problems, challenges, and strengths and that the school's plan aligns with identified needs. The mentor team will assist the LEA to revise the data and plan as needed and to use the data to select a turnaround intervention.

The SEA rubric (**Attachment II.A.2**) will judge the following elements in the LEA application:

1. Analysis of student achievement data
2. Analysis of teacher, principal data
3. Inclusion of perception data
4. Assessment of system processes
5. Use of analyses to select turnaround model
6. Inclusion of external partner for turnaround model

- (2) **Describe how the LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.**

Capacity is discussed in greater detail below in Section C. The SEA will look for evidence of adequate funding to support the turnaround model selected and the process. SEA rubric (**Attachment I.B.1**) will include the following:

1. Appropriate funding for described activities
2. Selection of a district level coordinator responsible for local monitoring and oversight of the turnaround.
3. Selection of an external partner to provide support

4. Evidence of commitment of school teachers and leaders to the turnaround effort
5. Evidence of school board support for the turnaround effort
6. Evidence of community inclusion and support for the turnaround effort
7. Evidence of what the LEA will do differently to produce student achievement
8. Evidence of financial stability and fiscal responsibility

(3) Describe how the LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

As grants and budgets from LEA are received, they will be reviewed to ensure that they have adequately budgeted for activities to support the intervention they select. Each identified Tier I and Tier II school may receive up to \$2,000,000 per year to improve the levels of student achievement and graduation rates through the use of one of the turnaround models.

The SEA rubric (***Attachment I.B.2***) will include the following:

1. Budget includes necessary personnel and activities to implement selected turnaround model
2. Budget items are reasonable and necessary
3. Budget covers allowable timeline (SEA is requesting waiver to extend availability of funds through Sept 30, 2013)
4. Budget includes all required elements of turnaround model(s)
5. Plan includes demonstration of capacity building and longer term sustainability for tier I and II schools
6. Activities planned for tier III schools leverage investments they are making in tier I and II schools

Part 2

The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant but, most likely, will take after receiving a School Improvement Grant. Accordingly, an SEA must describe how it will assess the LEA's commitment to do the following:

(1) Design and implement interventions consistent with the final requirements.

MDE will review the LEA applications to find evidence that all required elements are addressed for each turnaround model chosen for a Tier I or Tier II school. If all elements are not addressed, MDE will work with LEA to make appropriate revisions to application or will assist LEA to select an external partner to revise the application. Implementation will be monitored by facilitator/monitors assigned to each Tier I or Tier II school served by the SIG funds.

MDE will review school improvement and district improvement plans and Title I plans to ensure coherence and inclusion of turnaround activities so that each school has only one plan and an aligned intervention plan.

Any Tier III schools served by LEAs with SIG funds will be required to

participate in the Statewide System of Support (SSOS) and monitored through the SSOS processes. **Attachment I.B.2.1**

MDE will review the LEA application to find evidence of a district level assignment to oversee and monitor the implementation of LEA turnaround model(s).

(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.

The Michigan Department of Education will recruit and screen external providers, and provide a list of preferred providers to LEAs. If LEAs do not select from the state list, the provider selected by the LEA must also go through the state approval process prior to engaging in the turnaround intervention. See **Attachment I.B.2(2)** for sample rubric for selection of external partner.

The LEA's will be responsible to contract with an external provider(s). External providers will be required to participate in a state-run training program that specifies performance expectations and familiarizes providers with state legislation and regulations. External providers will be evaluated regularly and those that are not getting results will be removed from the preferred list.

(3) Align other resources with the interventions.

MDE will review LEA applications for evidence of the coordinated use of funds to implement the interventions specified by the LEA. See the attached LEA application (**Attachment II.A.1**) Budget section for the resources suggested for possible coordination and implementation and for budget details.

(4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.

MDE will review LEA applications (**Attachments I.B.1 and II.B.3**) for evidence of change in practice and policy. Examples of change could include:

- teacher commitment to implement the selected intervention
- principal operational authority
- removal of other initiatives from school to allow intervention to be the sole focus
- releasing school staff from unrelated professional development activities
- appointment of a district level person to coordinate and oversee intervention
- evidence of school board support to implement intervention

(5) Sustain the reforms after the funding period ends.

MDE recognizes that the reforms take time and money to implement, and that we must work with LEA's from the start, to build mechanisms for sustainability. When districts apply for the grant they must demonstrate the following:

- Willingness to work with an external provider to review the district's current budget and identify potential funds
- Commitment to supporting either through district funds, foundations, or other contributions, an increasing percentage of the total cost of implementation each year after year one.

In addition to the specifications outlined above, MDE plans to implement a tiered approach to monitoring (See section D) which will capture the districts' ongoing commitment and success in each of these areas. This includes:

- Required participation by districts and schools (along with their vendors of choice) in a network of all tier I and Tier II schools focused on sharing of performance metrics and progress across groups of similar schools, sharing of successful practices, mechanisms for bringing research, best practices, and targeted supports into the schools;
- Frequent site visits by MDE facilitator/monitors;
- Required data reporting

MDE will review LEA application for evidence that the LEA has identified funding to sustain the intervention. Indicators of sustainability could include:

- a. Clear plan to coordinate the use of federal, state and local funds to implement the intervention(s)
- b. Budget detail and narrative showing School Improvement funds as supplemental and capacity building, not operational, and a decreasing need for supplemental funding over the life of the grant
- c. Narrative detail that indicates external supports will be decreased and school personnel will take on leadership of the turnaround
- d. Indication that accountability measures would continue after the life of the School Improvement grant

C. CAPACITY: The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

An LEA that applies for a School Improvement Grant must serve each of its Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Tier I school, the SEA must evaluate the sufficiency of the LEA’s claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible. The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school. The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

1. Evaluation of a district’s capacity

All LEAs receiving School Improvement Grants will work with an external partner. MDE will review LEA application for capacity as described above in

Section B, Part 1(2). An LEA must demonstrate capacity according to the rubric used to evaluate the grant application. A lack of capacity would be demonstrated if an LEA refuses to apply for School Improvement Grant funds or directly claims a lack of sufficient capacity to serve each Tier I or Tier II school. In the second case the LEA must submit written notification along with the School Improvement Grant application, that it cannot serve all Tier I or Tier II schools. The notification must be signed by the District Superintendent or Public School Academy Administrator and the President of the local school board. *Notifications must include both signatures to be considered.*

The notification must include evidence that:

- The district rated itself as “Getting Started” or “Partially Implemented” on more than half of the 19 areas of the Comprehensive Needs Assessment(http://www.advanced.org/mde/school_improvement_tasks/docs/edyes_report_template.doc)
- Evidence that the district lacks personnel with the skills and knowledge to work with struggling schools. OR
- A completed rubric (**Attachment I.C.1**) scored by the Process Mentor team detailing specific areas of lack of capacity

2. If the MDE determines that the district does have capacity to implement one of the four intervention models, MDE will take the following actions:

- Notify the LEA that the SEA has determined that the district does have capacity, based on information submitted in its School Improvement Grant application and other available information
- Require that the LEA submit a revised SIG application within 60 days. This revised application and plan may be facilitated by a mentor team or an external provider.

3. If the SEA determines that a district does not have capacity to implement the intervention models in some or all of the Tier I and II schools, one of the following options will be exercised:

- Newly passed legislation (Public Act 204 of 2009) places Tier I and II schools under the supervision of the State School Reform/Redesign Officer (SSRRO). LEAs with identified schools must submit a plan to the SSRRO to select and implement one of the four turnaround interventions. If an LEA cannot submit an acceptable plan, the SSRRO can require changes to be made to the plan, such as selecting an external provider to carry out the intervention.
- If an LEA is unable to submit an acceptable plan or refuses to submit a plan for a Tier I or Tier II school, the SSRRO may place the school(s) into the State Reform District and select and implement one of the four turnaround interventions. When schools are placed into the State Reform District, the SSRRO becomes the superintendent of that District and assumes control of all state and federal funds for the school(s).
- An LEA may also demonstrate a lack of capacity if its governance is dysfunctional. That is why there is a requirement for the signatures of both superintendent/director and board on the SIG grants and in state legislation. A grant application and plan not containing both signatures will be considered an unacceptable plan and the SSRRO will have the option to place schools from such LEAs into the State Reform District.

D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.

(1) Describe the SEA's process and timeline for approving LEA applications.

Upon approval of application to USED, MDE will release LEA application. Our tentative timeline is as follows:

- LEA application released within 15 days of approval by U. S. Department of Education
- LEA applications due to MDE within 60 days of release of the LEA application
- MDE will issue preliminary awards to districts, unless negotiation is needed, within 90 days after receipt from LEA

To facilitate an effective application process, MDE will host a technical assistance meeting with all LEAs that have eligible Tier I, II, and III schools and with the ISD leaders in those regions. ISD leaders have been actively engaged in school improvement and will provide assistance to LEAs in the application and planning for the School Improvement intervention(s). Rapid disbursement of grant funds is needed to allow LEAs to begin the recruitment, hiring, and professional development over the summer.

(2) Describe the SEA's process for reviewing an LEA's annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA's School Improvement Grant if one or more Tier I or Tier II schools in the LEA are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

The desired outcome of intensive intervention is rapid improvement in student learning. Baseline data on student achievement and other indicators as available will be gathered from the year preceding the grant award. LEAs will be expected to set rigorous, achievable goals to increase academic performance each year. In addition to the annual statewide assessment required by ESEA, LEAs will be expected to specify and use interim assessments to provide regular achievement progress reports. LEAs receiving School Improvement Grant funds for a Tier I or Tier II high school will also be required to administer the Explore, and Plan assessments to provide a measure of annual growth at the high school level. (Michigan uses the ACT as part of its annual state assessment for high school students.)

The LEA goals for student achievement as identified in the grant application will be reviewed quarterly and annually to assess progress. In order for the grant to be renewed, the LEA must demonstrate it is meeting at least 75% of the state-approved goals in the identified schools. These goals will also be reviewed in the context of the Michigan School Improvement Framework (SIF) available at the following URL: http://www.michigan.gov/documents/SIF_4-01-05_130701_7.pdf. LEAs must demonstrate a strong ongoing commitment to the five strands of the SIF:

- Teaching for Learning
- Leadership
- Personnel & Professional learning
- School & Community Relations

- Data & Information Management

School level data will be annually reviewed to assess progress in meeting the leading indicators defined in the final requirements. The LEA must demonstrate that identified schools have met or are making progress toward meeting the leading indicators below:

- An increase in the number of minutes within the school year
- An increase in student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup
- A decrease in the dropout rate
- An increase in the student attendance rate
- An increase in the number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes
- A decrease in discipline incidents
- A decrease in truancy
- A distribution of teachers by performance level on LEA's teacher evaluation system
- A steady or increasing rate of teacher attendance

"Making progress" is defined by providing evidence that the identified school is making steady progress toward the established goals, such as, steady increases in student achievement, the institution of annual teacher evaluation based, in part, on student impact, timely and appropriate expenditure of funds, and implementation of the intervention as planned. Facilitator/monitors will provide at least quarterly reports for the Tier I and II schools and MDE will gather data for annual reports on goals and leading indicators to make a decision on grant renewal each year.

In addition, MDE will engage in the broader national discussion about performance measure and acceptable progress, and as data becomes available, will benchmark schools progress against successful turnaround schools in other states, to determine whether appropriate targets have been set.

(3) Describe the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's School Improvement Grant if one or more Tier III schools in the LEA are not meeting those goals.

The state-approved annual goals for Tier III schools for student achievement will be reviewed to ensure the LEA is meeting or making progress toward meeting them. Title I schools that are designated as Tier III will participate in Michigan's Statewide System Of Support (SSOS). One of the elements of the SSOS, process mentors, provides quarterly visits to the LEA to review actions and outcomes toward the school improvement goals for the designated schools. An LEA not meeting or making progress toward of the goals for that school will not have its grant renewed for the Tier III school.

"Making progress" is defined by providing evidence the LEA and the identified school have documented the actions taken to implement school improvement plans. Progress will also be measured by student achievement gains that are equal to or greater than the average gain for the state as measured by MEAP or

MME.

(4) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve.

MDE plans to implement a tiered approach to monitoring. This includes:

- Frequent site visits by MDE facilitator/monitors;
- Participation in a school network
- Required data reporting

Participation in a school network

The concept of school turnaround at scale is new for the State of Michigan. As such, MDE proposes to implement a facilitated peer accountability network of tier I and tier II schools (except those selecting closure) which would include school teams, district representatives, and external provider leads. The network would engage in following key activities in small or large group settings 4-6 times per year:

- Establishing common processes and benchmarks for performance reporting across all schools
- Providing critical feedback across schools on practices and performance
- Gathering and sharing data on successful practices
- Identifying challenges and resource gaps in MI
- Providing research, best practices, and access to national experts on key areas of reform
- Providing feedback to MDE on how we can improve our supports to low performing schools.

Facilitator/Monitor Visits

Each Tier I and Tier II school will receive weekly facilitator/monitor visits. Facilitator/monitors will evaluate local progress and provide guidance in meeting the student achievement goals and the selected intervention model. Site visits will decrease in frequency as progress on meeting the goals continues, however, all Tier I and Tier II schools will continue to receive at least a monthly facilitator/monitor visit for the duration of the grant.

A decrease in site visits for a school site will be predicated on: direct observation/evaluation of the facilitator/monitor and progress as documented on quarterly reports. Schools that are demonstrating excellence or innovation in implementing their intervention model will be asked to share their methodology, experiences, and approaches both regionally and statewide with other LEAs.

Facilitator/monitors will work with LEAs to submit annual reports to the SEA detailing the LEA's efforts and progress in implementing the selected intervention model and providing the required data on leading indicator and goals.

(5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

In the event the SEA does not have sufficient funds to serve all eligible schools for which each LEA applies, priority will be given to Tier I and Tier II schools in LEAs that demonstrate the strongest commitment to implement fully and effectively one of the rigorous interventions (turnaround, restart, closure, or transformation) as described in the Final Requirements as amended in January 2010. Michigan has identified the LEAs in the lowest performing decile. Priority will be given to schools in those LEAs.

(6) Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools.

If necessary, the SEA will prioritize Tier III schools based on their location in an LEA that contains Tier I and/or Tier II schools. Next in priority are schools that have proficiency levels as low or lower than Tier I and II schools and are in LEAs in the lowest performing decile.

(7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

The SEA does not intend to take over any Tier I or Tier II schools at this time. However, Michigan recently passed legislation (Public Act 201 of 2009) that will allow the state Superintendent of Public Instruction to appoint a State School Reform/Redesign Officer (SSRRO), who will oversee and monitor the progress of the lowest performing schools. An interim SSRRO has been appointed and plans are underway to establish the State School Reform Office. Funding was appropriated by the state legislature for 12 FTEs to ensure coordination of efforts between the State School Reform Office and the Office of Education Improvement and Innovation, the Office of Education Assessment and Accountability and the Grants Office. If the SSRRO places schools into the State Redesign District and takes direct control, the SEA will submit to the USED a list of identified Tier I or Tier II schools it will take over and the interventions to be implemented in each school.

(8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school, and provide evidence of the LEA's approval to have the SEA provide the services directly.

The SEA does not intend to provide any direct services to any schools in the context of the absence of a takeover. However, the SEA intends to provide direct support to all Tier I and Tier II schools in the context of evaluating progress on meeting the goals for student achievement (Tier I and Tier II schools are identified in section A of this application). As noted in #3 above, the SEA will begin this process by establishing a network of support and providing weekly facilitator/ monitor visits, decreasing to monthly visits as schools make progress on the goals.

The SEA also intends to release a vetted list of external service providers that are available to assist schools in implementing their selected intervention model.

- If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

E. ASSURANCES: The SEA must provide the assurances set forth below.

By submitting this application, the SEA assures that it will do the following:

- 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.
- Apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.
- Carry over 25 percent of its FY 2009 school improvement funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with the final requirements if not every Tier I school in the State receives FY 2009 school improvement funds to implement a school improvement model in the 2010-2011 school year (unless the SEA does not have sufficient school improvement funds to serve every Tier I school in the State).
- 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 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 a grant; amount of the grant; 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.

F. SEA RESERVATION: An SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with the State-level funds it has received from its School Improvement Grant.

The Michigan Department of Education will engage in the following activities:

Administration

Infrastructure

MDE recognizes that this is a new kind of work for the department. As such, the state will employ and train staff and consultants to carry out the state led activities. We will allocate staff time to developing and enhancing structures, processes, and tools to implement the functions of the grant on an ongoing basis. In addition, staff time will be allocated for federal reporting requirements as well as for integration within MDE across other programs and funding streams including traditional Title I and II funds, IDEA, and other statewide initiatives such as the teacher evaluation project.

RFP Process for Districts and Vendors

The state will enhance existing tools in order to support the implementation of the School Improvement Grant processes and activities. We will communicate with eligible districts and convene a meeting to facilitate their completion of the application. MDE will provide support to districts in the vendor selection process. While the first application will be done on paper in order to facilitate rapid funding of the identified schools, subsequent applications for renewal and new applications will be completed through the Michigan Electronic Grants System (MEGS). The system will include an online application and end-of-award reporting mechanism. Utilizing the MEGS process will enhance the ability to collect data about the reform models selected by the schools, planned activities and the funding attached to the funding, and final reporting through the state's grants closure systems.

The state will also issue and manage an RFP process for vendors which will include an informational meeting or webcast. MDE will also develop a training session for vendors to familiarize them with the MI system of support and requirements.

In addition, the state will establish and maintain partnership agreements with each district. The MDE will meet with the leadership of selected LEAs to review the expectations of the grant, the application process, and implementation expectations. Follow up meetings will be held to assist the LEA leadership.

Once the new leadership of the buildings have been selected, they will be invited to the Teaching for Learning Institute to participate in a strand developed for them to address implementation issues including fidelity theory, and to work with the Facilitator Monitor and ISD/RESA coach. The Teaching for Learning Institute will be one of many opportunities for SIG recipients to convene as a professional network.

Data Collection and Reporting

The state will also use the existing Center for Educational Performance Information (CEPI) to track the performance of the students and to track leading indicators. The system collects data on students, school personnel, and financial records. These data will be enhanced to include data specific to the School Improvement Grant. Finally, the system to identify schools in the lowest 5%, 10%, and quintile will be automated to allow for rapid and accurate identification of schools eligible to participate in the grant.

The staff responsible for administering the grant, will be enhanced through the addition of financial analysts who will assure rapid awards to the LEA's, tracking of expenditures by the LEA's, reporting on the 1512, managing a system to track progress on the implementation of activities and reports from the Facilitator Monitors regarding the progress of the school toward meeting interim targets and benchmarks leading to improved student achievement.

Technical Assistance

The technical assistance includes the use of the existing Process Mentors to verify the schools' needs assessments, the assignment of a Facilitator/Monitor to each participating school, the assignment of a regional coordinator in each ISD/ESA with Tier I and II schools to provide regional support to the LEAs and schools for implementation of the interventions, and the implementation of a Partnership Network of schools, districts, and vendors all working to turn around schools. Each of these components is described below.

Process Mentors

Verification of LEA needs assessment will be completed by the ISD/RESA and SEA members of the existing process mentor team. The two members will review the CNA and School Improvement Plan with the school staff assessing the evidence provided by the school to support the school's CNA score. The team will report the score that they would give the school to the SEA. Additionally, the process mentor team will review the needs assessment, and School Improvement Plan for alignment to the model selected by the school. The team will make recommendations for changes when/where necessary.

Facilitator/Monitors

MDE will identify and hire or contract (as consultants) a group of facilitator/monitors as described in section D(4). The Facilitator/Monitors will visit the schools weekly in the early months of the implementation process to gage the progress made by the schools and to discuss any barriers that may be inhibiting the progress. Where barriers exist, the Facilitator monitor will work with LEA personnel to assure that the barriers are removed Facilitator/monitors will provide early warning to help the interventions stay on track. ISD/ESA administrators will engage with LEAs to enhance their capacity as described in **Attachment I.F. 1** with a Partnership Agreement for LEAs that need additional support or alternative governance.

Partnership Network

As described in section D(4), MDE will facilitate a partnership network with required representation from districts, schools, and vendors. Participants will be expected to budget their time and travel to participate in their individual school budgets. MDE will support the planning and execution of activities, including bringing in consultants and national experts to work with the network. We anticipate large group meetings 4-6 times per year, with smaller learning communities meeting more frequently.

State and National Networking

MDE staff and consultants will participate in meetings and conferences with other states to gather information about best practices and benchmarks, and bring that information back into Michigan.

Evaluation

MDE staff and consultants will provide the necessary information to USED for the larger, federal evaluation. In addition, MDE proposes to conduct the following evaluative activities

- Determine appropriate baseline data to collect
- Routinely analyze indicator data through and interactive process to track performance
- Conduct formative and summative evaluations
- Conduct a series of 3 or more case studies per year across the different options.

G. CONSULTATION WITH STAKEHOLDERS: An SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

The SEA has consulted with its Committee of Practitioners regarding the information set forth in its application.

The SEA may also consult with other stakeholders that have an interest in its application.

The SEA has consulted with other relevant stakeholders, including School Improvement Facilitators Network (a committee of practitioners responsible for implementing School Improvement across the state, Intermediate School District/Regional Education Service Agency (ISD/RESA) Superintendents responsible for advising the state on services provide to schools that are in the Statewide System of Support, Intermediate School District Coaches (staff in ISD/RESAs serving schools that participate in the Statewide System of Support), and the Intermediate School District Advisory Committee.

H. WAIVERS: The final requirements invite an SEA to request waivers of the requirements set forth below. An SEA must list in its application those requirements for which it is seeking a waiver.

Michigan requests a waiver of the requirements it has listed below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I and Tier II schools.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

The State assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

The State assures that it will permit an LEA to implement the waiver(s) only if the LEA receives a School Improvement Grant and requests to implement the waiver(s) in its application. As such, the LEA may only implement the waiver(s) in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, prior to submitting this request in its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding this waiver request to the public in the manner in which the State customarily provides such notice and

information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

Refer to Attachment I.H.1 for "Memorandum to LEAs", Attachment I.H.2 for "LEA Comments", Attachment I.H.3 for "Notice to Public Posted on MDE Website", and Attachment I.H.4 for "Public Comments".

The State assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver, including which specific waivers each LEA is implementing.

SEA ATTACHMENTS INDEX

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- I.A.1 Part 2 Tier 1, 2, and 3 Schools
- II.A.1 LEA Application
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- I.B.1 Rubric for Adequate Funding and Support
- I.B.2 Rubric for LEA/School Budget to Support Implementation
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- I.F.1 Sample Partnership Agreement between LEA and ISD/ESA
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ATTACHMENT I.A.1, PART 1

SIG School Ranking Business Rules

Short Narrative Version

Persistently Lowest Achieving Schools for SFSFII and SIG Applications

To identify the persistently lowest performing schools the Michigan Department of Education (MDE) first identified the pool of eligible schools. All Title I schools in improvement, corrective action, or restructuring were identified and listed. All non-Title I secondary schools that were eligible to receive Title I funds were listed. Secondary schools in Michigan are those schools with any grades 7-12. Closed schools were removed from both lists. Schools were then rank ordered using the business rules below to find the lowest 5% of each and identify schools eligible for SIG funds as Tier 1, Tier 2 and Tier 3 schools.

The following business rules were used to create the list of lowest performing 5% of Title I schools identified for improvement, corrective action and restructuring. These schools are eligible for SIG funds as Tier 1 schools:

- Schools were included if they receive Title I funds AND are identified for improvement, corrective action, or restructuring.
- Shared educational entities (SEE) with test scores to be sent back to the resident district were not included.
- The rules for school rankings described below were applied.
- The lowest 5% of the ranked schools are identified as Tier 1 schools.
- Any high schools in the Tier 1 pool that have a four-year graduation rate of 60% or less for the last three years are also identified as Tier 1 schools.

The following business rules were used to create the list of lowest performing 5% of secondary schools that are eligible to receive Title I funds but are not receiving Title I funds. These schools are eligible for SIG funds as Tier 2 schools.

- Schools were included if they were secondary schools (those housing any of grades 7-12) AND were eligible to receive Title I funds but did not receive Title I funds.
- Shared educational entities (SEE) with test scores to be sent back to the resident district were not included.
- The rules for school rankings described below were applied.
- The lowest 5% of the ranked schools are identified as preliminary Tier 2 schools.
- Secondary schools from the Tier 1 pool (Title I secondary schools that have not made AYP for two or more consecutive years) that did not fall

into the lowest 5% but that have academic performance equal to or lower than the highest ranked preliminary Tier 2 school are added into the Tier 2 schools list.*

- Any high schools in the Tier 2 pool that have a four-year graduation rate of 60% or less for the last three years are also identified as Tier 2 schools.

The following business rules were used to create the list of Tier 3 schools. These schools are eligible for SIG funds as Tier 3 schools.

- All schools from the Tier 1 pool of schools that were not identified as Tier 1 lowest 5% or as Tier 1 based on graduation rate are included as Tier 3 schools unless the schools were newly eligible and identified as Tier 2 schools.
- Any school that was omitted due to small size (fewer than 30 FAY students tested), but shows up on Tier 1 or Tier 2 on a rerun of the list without the 30 FAY students tested restriction.

The following business rules were used to calculate the school rankings for the Tier 1 and Tier 2 lists.

- Proficiency calculations for the “all students group” are based on regular and alternate assessments: MEAP, MEAP-Access (if available), MME, MME-Access, and MI-Access.
- All students with valid math and reading scores in the assessments were included.
- A student with a performance level of 1 or 2 is considered proficient.
- All students with test scores who are full academic year (FAY) were included.
- Only public school students were included (no home schooled or private school students).
- The school receives a ranking if at least 30 FAY students are tested in either the elementary/middle school span or the high school span (or both) for each year.
- Schools were rank ordered using a proficiency index (based on the weighted average of two years of achievement data) and a progress index (based on three years of achievement data) to combine test scores from different grades, progress over two or three years, and test scores for both reading and mathematics.
- Achievement is weighted twice as much as improvement. This is because the focus is on persistently low-achieving schools. Weighting proficiency more heavily assures that the lowest performing schools, unless they are improving significantly over time, still receive the assistance and monitoring they need to begin improvement and/or increase their improvement to a degree that will reasonably quickly lead to adequate achievement levels.

* Although Michigan applied for a waiver to include Title I secondary schools in the Tier 2 pool, Michigan has chosen instead to use the flexibility granted to states through the Consolidated Appropriations Act of 2010 to make newly eligible all Title 1 secondary schools with lower performance than the highest performing Tier 2 school. This allows us to offer School Improvement Grant funds to an additional 64 schools. This additional flexibility is described in Guidance on School Improvement Grants, page 11: an SEA may identify as a Tier II school a secondary school that is eligible for Title I, Part A funds and that:

(A)(1) Has not made AYP for at least two consecutive years; or

(2) Is in the State's lowest quintile of performance based on proficiency rates on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(B)(1) Is no higher achieving than the highest-achieving school identified by the SEA under paragraph (a)(2)(i) of the definition of "persistently lowest-achieving schools" (step 14 in A-18); or

(2) Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60 percent over a number of years.

SIG School Ranking Business Rules

Full Narrative Version

Datasets to be included (if available)

- Most recent two years of published data from fall MEAP, grades 03-08
- Most recent two years of published data from fall MEAP-Access, grades 03-08
- Most recent two years of published data from fall MI-Access, grades 03-08
- Most recent three years of published data from spring MME, grade 11
- Most recent three years of published data from spring MME-Access, grade 11
- Most recent three years of published data from spring MI-Access, grade 11

Subjects to be included (if available)

- Reading
 - English Language Arts is used in place of reading where English Language Arts is tested in all grades of a program (e.g., MEAP, MEAP-Access, MI-Access, MME, MME-Access, and MI-Access)
- Mathematics

Inclusion rules

- Include only scores from students who are full academic year (FAY)
- Include fall scores in data for the previous year's school and previous grade using feeder codes
- Include spring scores for the current year's school and grade
- Calculate ranking for a school on a subject only if at least 30 FAY students were tested in the elementary/middle school span (3-8) **or** the high school span (9-12), **or** both, for the most recent two years
- Include only public school students (no home schooled or private school students)
- Include schools only if they have ranks in both reading/ELA and mathematics
- Include schools only if they are not shared educational entities (SEEs) whose scores are returned to the sending districts for accountability purposes

Definitions

- Elementary/middle school = a school housing any of grades K-8
- High school = a school housing any of grades 9-12
- Secondary school = a school housing any of grades 7-12
- Full academic year (FAY) indicates that the student was claimed by the school on the previous two count days

Conventions

- A school classified as both elementary/middle and high school has ranks calculated for both sets of grades
- All calculations are rounded to the nearest 0.0001 (4th decimal place)
- The definitive version is based on mathematical operations as performed by Microsoft SQL.

Steps in Calculations

1. Repeat steps 2-5 separately for reading and mathematics and each grade range (elementary/middle versus high school) for each school with 30 or more FAY students tested the grade and subject in the most recent two years for which data are available

2. Calculate a percent proficiency index for the most recent two years in which data are available:
 - a. Obtain the percent proficient ($pp3$ and $pp2$ for the most recent and previous year, respectively)
 - b. Obtain the number of students tested ($nt3$ and $nt2$ for the most recent and previous year, respectively)
 - c. Calculate a weighted average of percent proficient over the most recent two years as $pp = ((pp3 * nt3) + (pp2 * nt2)) / (nt3 + nt2)$
 - d. Calculate the percent proficient index $ppi = (pp - \text{mean}(pp)) / \text{sd}(pp)$ [a z-score]
3. Calculate a percent change index:
 - a. Where adjacent year testing occurs (e.g., reading & math in elementary/middle school):
 - i. Obtain the percent of students improving or significantly improving for the two most recent years ($pi3$ and $pi2$ for the most recent and previous year, respectively)
 - ii. Obtain the percent of student declining or significantly declining for the two most recent years ($pd3$ and $pd2$ for the most recent and previous year, respectively)
 - iii. Calculate a weighted average of percents improving and declining as $pi = ((pi3 * nt3) + (pi2 * nt2)) / (nt3 + nt2)$ and $pd = ((pd3 * nt3) + (pd2 * nt2)) / (nt3 + nt2)$
 - iv. Calculate the two-year average percent improving minus two-year average percent declining ($pid = pi - pd$)
 - v. Calculate the percent change index $pci = (pid - \text{mean}(pid)) / \text{sd}(pid)$ [a z-score]
 - b. Where adjacent grade testing does not occur (e.g., high school):
 - i. Obtain the percent proficient two years ago ($pp1$) and if available three years ago ($pp0$)
 - ii. Obtain the number of FAY students tested two years ago ($nt1$) and if available three years ago ($nt0$)
 - iii. Calculate the slope ($b1$) of the simple regression of percents proficient on year (representing the three-year or four-year annual change in percent proficient) if there are at least 20 FAY students tested in each of the years used for calculating slopes. Assign a zero (0) if there are less than 20 FAY students tested in any one of the years used to calculate slopes.
 - iv. Calculate the percent change index $pci = (b1 - \text{mean}(b1)) / \text{sd}(b1)$ [a z-score]
4. Calculate the percent proficient plus change index ($ppci = [2 * ppi + pci] / 3$)
5. Calculate the school percentile rank on $ppci$ (pr)
6. Calculate the average school percentile rank across reading and mathematics and grade spans (elementary/middle versus high school) in which the school received a percentile rank ($pr.av.mr$ is calculated as the average of from 2 to 4 percentile ranks)
7. Calculate the school overall percentile rank across reading and mathematics ($pr.mr$) as the school percentile rank on $pr.av.mr$

NOTE: $\text{mean}(x)$ denotes the mean (or average) of x

NOTE: $\text{sd}(x)$ denotes the standard deviation of x

NOTE: Calculating separately for each grade span addresses the issues of differences in pass rates across subjects and across elementary/middle schools versus high schools. This assures that the list does not consist

solely of high schools because of relatively more rigorous performance expectations in high school as compared to elementary/middle schools. Calculating separately for each grade span also assures that schools that teach students in both grade ranges (3-8 and high school) have measures that are comparable to all other schools.

NOTE: Using z-scores weights the proficiency and improvement portions of the calculations in the desired proportions, weights all subjects evenly, and weights elementary school and high school performance evenly.

Additional steps/criteria for Tier 1 lowest 5% and state watch lists**

1. Obtain for each school the following:
 - a. Whether the school receives Title I funds. Title I eligibility is derived from N129 CCD Schools (I.D. #22 - Title I School Status) file submission of previous school year.
 - b. Whether the school is under corrective action, restructuring, or improvement (CARI) under ESEA because of not making AYP for the most recent two years for which data are available
2. Limit the pool of schools upon which calculations are based to those that:
 - a. Receive Title I funds AND are under CARI
3. Identify schools in the lowest 5% of the eligible pool ($pr.mr \leq 5$) and schools in the eligible pool that are high schools with a graduation rate of 60% or lower for the last three consecutive year as on the Tier 1 lowest 5% list
4. Identify schools in the next lowest 15% of the eligible pool ($pr.mr > 5$ and $pr.mr \leq 20$) as on the state's Tier 1 watch list, if they do not show up on the Tier 2 list (described below)

Additional steps/criteria for Tier 2 lowest 5% and state watch lists**

1. Obtain for each school the following:
 - a. Whether the school is a secondary school
 - b. Whether the school has a graduation rate less than 60 for the most recent three years for which data are available (low grad rate)
 - c. Whether the school is eligible for, but does not receive, Title I funds (Title I eligible)
2. Limit the pool of schools upon which calculations are based to those that:
 - a. Are secondary schools AND are Title I eligible AND are not on the Tier 1 lowest 5% list
 - b. OR are secondary schools AND have a low graduation rate AND are not on the Tier 1 lowest 5% list
3. Identify schools in the lowest 5% of the eligible pool ($pr.mr \leq 5$) or schools with a graduation rate of less than 60 for the most recent three years for which data are available as on the preliminary Tier 2 lowest 5% list
4. Identify schools in the next lowest 15% of the eligible pool ($pr.mr > 5$ and $pr.mr \leq 20$) as on the preliminary Tier 2 watch list
5. Obtain the percentile rank of the highest ranked school on the Tier 2 lowest 5% list
6. Obtain the percentile rank of the highest ranked school on the state's Tier 2 watch list
7. Place on the final Tier 2 lowest 5% list:
 - a. all schools on the preliminary Tier 2 lowest 5% list
 - b. PLUS any schools from the Tier 1 pool that:
 - i. are secondary schools

- ii. AND did not make it onto the Tier 1 lowest 5% list
 - iii. AND have overall performance (on *pr.mr* calculated for all schools statewide) that is lower than or equal to the highest ranked school (on *pr.mr* as calculated only for the Tier 2 eligible pool) that appears on the preliminary Tier 2 lowest 5% list
 - c. High schools with a graduation rate of 60% or below for three years
- 8. Place on the final Tier 2 watch list:
 - a. all schools on the preliminary Tier 2 watch list that do not show up on the Tier 2 list
 - b. PLUS any schools from the Tier 1 pool that:
 - i. are secondary schools
 - ii. AND did not make it onto the Tier 1 lowest 5% list
 - iii. AND did not make it onto the Tier 1 watch list
 - iv. AND have overall performance (on *pr.mr* calculated for all schools statewide) that is lower than or equal to the highest ranked school (on *pr.mr* as calculated only for the Tier 2 eligible pool) that appears on the preliminary Tier 2 watch list

Additional steps for the overall lowest 5% list (schools subject to state reform officer monitoring and/or takeover) and overall watch list (schools in danger of falling onto the lowest 5% list)

1. Place schools onto the overall lowest 5% list if they are on either the Tier 1 or Tier 2 lowest 5% list
2. Place schools onto the overall watch list if they are on either the Tier 1 or Tier 2 watch list

Additional steps/criteria for the small school lowest 5% projection list

1. Rerun the entire Tier 1/Tier 2 process as a projection without the $FAY \geq 30$ restriction (replaced by a $FAY \geq 1$ restriction), and identify schools as on the small schools lowest 5% projection list if:
 - a. They were not included in the original run
 - b. AND they appear on either the projected Tier 1 lowest 5% list or projected Tier 2 lowest 5% list

Additional steps for the Tier 3 list

1. Place schools on the Tier 3 list if they are in the Tier 1 pool, but do not show up on the overall lowest 5% list
2. Place schools on the Tier 3 list if they show up on the small school lowest 5% projection list but did not show up on the Tier 1 or Tier 2 lists in the initial run.

**** Note:** In addition to publishing the list of persistently lowest achieving schools (PLA) the Michigan Department of Education will publish a state watch list of schools in the lowest quintile (6-20%). This does not affect the PLA ranking or eligibility for the School Improvement Grant, but provides an alert to LEAs to work with these schools to keep them out of the PLA category.

Attachment I.A.1 Part 2

District Code	District Name	Building Code	Building Name	School is a Title I recipient	School is Title I eligible	School has graduation rate of less than 60% for previous three years running	Tier Label	Small School
82010	Detroit City School District	9474	Cooley North Wing	Y	N	Y	Tier I	No
82010	Detroit City School District	902	Denby High School	Y	N	N	Tier I	No
82010	Detroit City School District	1248	Fleming Elementary School	Y	N	N	Tier I	No
82010	Detroit City School District	9475	Kettering West Wing	Y	N	Y	Tier I	No
82010	Detroit City School District	2167	Lessenger Elementary-Middle School	Y	N	N	Tier I	No
82010	Detroit City School District	4554	Phoenix Elementary	Y	N	N	Tier I	No
82010	Detroit City School District	3555	Southwestern High School	Y	N	Y	Tier I	No
82010	Detroit City School District	8929	West Side Academy Alt. Ed	Y	N	N	Tier I	No
82925	Detroit Community Schools	8456	Detroit Community Schools-High School	Y	N	N	Tier I	No
61020	Muskegon Heights School District	2651	Muskegon Heights High School	Y	N	N	Tier I	No
82921	Academy for Business and Technology	8435	Academy for Business and Technology High School	Y	N	N	Tier II	No
63902	Academy of Oak Park	8291	Academy of Oak Park - High School	Y	N	N	Tier II	No
46010	Adrian City School District	27	Adrian High School	N	Y	N	Tier II	No
82903	Aisha Shule/WEB Dubois Prep. Academy School	8047	Aisha Shule/WEB Dubois Prep. Academy School	Y	N	N	Tier II	No
11010	Benton Harbor Area Schools	286	Benton Harbor High School	N	Y	N	Tier II	No
11310	Buchanan Community Schools	435	Buchanan High School	N	Y	N	Tier II	No
73080	Buena Vista School District	440	Buena Vista High School	Y	N	N	Tier II	No
82320	City of Harper Woods Schools	9753	Harper Woods Middle School	N	Y	N	Tier II	No
50904	Conner Creek Academy	9098	Conner Creek Academy - High	Y	N	N	Tier II	No
50902	Conner Creek Academy East	9089	Conner Creek Academy East-MI Collegiate High	N	Y	N	Tier II	No
80040	Covert Public Schools	817	Covert High School	N	Y	N	Tier II	No
82010	Detroit City School District	1552	Barbara Jordan Elementary	Y	N	N	Tier II	No
82010	Detroit City School District	1518	Bethune Academy	Y	N	N	Tier II	No
82010	Detroit City School District	617	Central High School	Y	N	N	Tier II	No
82010	Detroit City School District	739	Cody College Preparatory Upper School of Teaching and Learning	Y	N	N	Tier II	No
82010	Detroit City School District	741	Coffey Elementary/Middle School	Y	N	N	Tier II	No
82010	Detroit City School District	7654	Communication and Media Arts HS	Y	N	N	Tier II	No
82010	Detroit City School District	785	Cooley High School	Y	N	N	Tier II	No
82010	Detroit City School District	7024	Crockett High School	Y	N	N	Tier II	No
82010	Detroit City School District	9467	Detroit High School for Technology	Y	N	N	Tier II	No
82010	Detroit City School District	5773	Drew Middle School	Y	N	N	Tier II	No
82010	Detroit City School District	966	Duffield Elementary School	Y	N	N	Tier II	No
82010	Detroit City School District	82	Earhart Middle School	Y	N	N	Tier II	No
82010	Detroit City School District	1211	Farwell Middle School	Y	N	N	Tier II	No
82010	Detroit City School District	1236	Finney High School	Y	N	N	Tier II	No
82010	Detroit City School District	9345	Fisher Magnet Upper Academy	Y	N	N	Tier II	No
82010	Detroit City School District	1244	Fitzgerald Elementary School	Y	N	N	Tier II	No
82010	Detroit City School District	1634	Ford High School	Y	N	N	Tier II	No
82010	Detroit City School District	5	Holmes, A.L. Elementary School	Y	N	N	Tier II	No
82010	Detroit City School District	1803	Hutchinson Elementary School	Y	N	N	Tier II	No
82010	Detroit City School District	7795	Jemison School of Choice	Y	N	N	Tier II	No
82010	Detroit City School District	9594	Keidan Special Education School	Y	N	N	Tier II	No
82010	Detroit City School District	2030	Kettering High School	Y	N	N	Tier II	No
82010	Detroit City School District	2377	Law Elementary School	Y	N	N	Tier II	No
82010	Detroit City School District	2644	Mumford High School	Y	N	N	Tier II	No
82010	Detroit City School District	2648	Murphy Elementary-Middle School	Y	N	N	Tier II	No
82010	Detroit City School District	2708	Nolan Elementary School	Y	N	N	Tier II	No
82010	Detroit City School District	2778	Northwestern High School	Y	N	N	Tier II	No
82010	Detroit City School District	2855	Osborn Upper School of Global Communications and Culture	Y	N	N	Tier II	No
82010	Detroit City School District	2951	Parker Elementary School	Y	N	N	Tier II	No
82010	Detroit City School District	3015	Pershing High School	Y	N	N	Tier II	No
82010	Detroit City School District	3130	Pulaski Elementary School	Y	N	N	Tier II	No
82010	Detroit City School District	3420	Schulze Elementary School	Y	N	N	Tier II	No
82010	Detroit City School District	9341	Scott, Brenda Middle School	Y	N	N	Tier II	No
82010	Detroit City School District	3540	Southeastern High School	Y	N	N	Tier II	No
82010	Detroit City School District	4129	Taft Middle School	Y	N	N	Tier II	No

82010	Detroit City School District	4222	Trix Elementary School	Y	N	N	Tier II	No
82010	Detroit City School District	6693	Vetal Elementary School	Y	N	N	Tier II	No
82010	Detroit City School District	4477	Western International High School	Y	N	N	Tier II	No
82010	Detroit City School District	4500	White Elementary School	Y	N	N	Tier II	No
63020	Ferndale Public Schools	9561	University High School	N	Y	N	Tier II	No
50090	Fitzgerald Public Schools	1242	Fitzgerald Senior High School	N	Y	N	Tier II	No
25010	Flint City School District	6199	Northen High School	Y	N	N	Tier II	No
25010	Flint City School District	2777	Northwestern High School	Y	N	N	Tier II	No
82050	Garden City School District	4674	Burger Development Center	N	Y	N	Tier II	No
82963	George Washington Carver Academy	8757	George Washington Carver Academy	Y	N	N	Tier II	No
41120	Godfrey-Lee Public Schools	2148	Lee High School	N	Y	N	Tier II	No
41010	Grand Rapids Public Schools	9538	Alger Middle School	Y	N	N	Tier II	No
41010	Grand Rapids Public Schools	9539	Gerald R. Ford Middle School	Y	N	N	Tier II	No
41010	Grand Rapids Public Schools	2223	Lincoln School	N	Y	N	Tier II	No
41010	Grand Rapids Public Schools	3197	Ottawa Hills High School	Y	N	N	Tier II	No
41010	Grand Rapids Public Schools	4251	Union High School	Y	N	N	Tier II	No
41010	Grand Rapids Public Schools	4489	Westwood Middle School	Y	N	N	Tier II	No
62050	Grant Public School District	1475	Grant High School	N	Y	N	Tier II	No
82070	Highland Park City Schools	1666	Highland Park Community H.S.	Y	N	N	Tier II	No
39010	Kalamazoo Public School District	3518	Maple Street Magnet School for the Arts	N	Y	N	Tier II	No
39010	Kalamazoo Public School District	2575	Milwood Middle School	N	Y	N	Tier II	No
82090	Lincoln Park Public Schools	8692	Lincoln Park Middle School	N	Y	N	Tier II	No
82917	Michigan Health Academy	8346	Michigan Health Academy	Y	N	N	Tier II	No
82907	Michigan Technical Academy	8261	Michigan Technical Academy High School	Y	N	N	Tier II	No
50160	Mt. Clemens Community School District	2624	Mount Clemens High School	N	Y	N	Tier II	No
25040	Mt. Morris Consolidated Schools	5763	E.A. Johnson Memorial H.S.	N	Y	N	Tier II	No
33908	New City Academy	8727	New City Academy	Y	N	N	Tier II	No
63250	Oak Park City School District	2798	Oak Park High School	N	Y	N	Tier II	No
82956	Old Redford Academy	9481	Old Redford Academy - High	Y	N	N	Tier II	No
63906	Pontiac Academy for Excellence	8433	Pontiac Academy for Excellence - High School	Y	N	N	Tier II	No
63030	Pontiac City School District	2756	Pontiac High School	Y	N	N	Tier II	No
82110	Redford Union School District	8278	Elem. Day Treatment	N	Y	N	Tier II	No
82120	River Rouge School District	3208	River Rouge Middle College High School Academy	Y	N	N	Tier II	No
82130	Romulus Community Schools	6678	Romulus Middle School	N	Y	N	Tier II	No
50030	Roseville Community Schools	3295	Roseville Middle School	N	Y	N	Tier II	No
82948	Ross Hill Academy	8669	Ross/Hill Academy-Elementary	Y	N	N	Tier II	No
73010	Saginaw City School District	125	Arthur Hill High School	N	Y	N	Tier II	No
73010	Saginaw City School District	606	Ruben Daniels Middle School	Y	N	N	Tier II	No
73010	Saginaw City School District	3336	Saginaw High School	N	Y	N	Tier II	No
73010	Saginaw City School District	3532	Thompson Middle School	Y	N	N	Tier II	No
82080	School District of the City of Inkster	1840	Inkster High School	Y	N	N	Tier II	No
63060	Southfield Public School District	8048	Southfield Regional Academic Campus	N	Y	N	Tier II	No
82405	Southgate Community School District	7777	Beacon Day Treatment Center	N	Y	N	Tier II	No
38150	Springport Public Schools	3574	Springport High School	N	Y	N	Tier II	No
82150	Taylor School District	6428	Truman High School	Y	N	N	Tier II	No
50220	Van Dyke Public Schools	2201	Lincoln High School	N	Y	N	Tier II	No
30080	Waldron Area Schools	8826	Waldron Middle School	N	Y	N	Tier II	No
82943	Weston Preparatory Academy	8641	Weston Preparatory Academy	Y	N	N	Tier II	No
82240	Westwood Community Schools	3238	Robichaud Senior High School	Y	N	N	Tier II	No
25210	Westwood Heights Schools	6235	Hamady Community High School	Y	N	N	Tier II	No
35040	Whittemore-Prescott Area Schools	4516	Whittemore-Prescott Area H.S.	N	Y	N	Tier II	No
81150	Willow Run Community Schools	4550	Willow Run High School	Y	N	N	Tier II	No
13010	Albion Public Schools	4936	Albion High School	Y	N	N	Tier III	No
3030	Allegan Public Schools	3535	Allegan Alternative High School	N	Y	Y	Tier III	Yes
82020	Allen Park Public Schools	8422	Allen Park Community School	N	Y	Y	Tier III	Yes
29010	Alma Public Schools	7242	Alma Adult/Alternative Education	N	Y	N	Tier III	Yes
4010	Alpena Public Schools	7361	OxBow ACES Academy/Alternative and Adult Ed	N	Y	Y	Tier III	Yes
50905	Arts Academy in the Woods	8884	Arts Academy in the Woods	Y	N	N	Tier III	No
80020	Bangor Public Schools	189	Bangor High School	Y	N	N	Tier III	No
9010	Bay City School District	8573	Wenona Center Home of Wenona High/Middle School	N	Y	Y	Tier III	Yes
37040	Beal City Public Schools	8590	Beal City Alternative/Adult Education Program	N	Y	N	Tier III	Yes
25240	Beecher Community School District	253	Beecher High School	Y	N	N	Tier III	No

83010	Cadillac Area Public Schools	487	Cadillac Junior High School	N	Y	N	Tier III	Yes
83010	Cadillac Area Public Schools	7271	Cooley School	N	Y	Y	Tier III	Yes
76070	Carsonville-Port Sanilac School District	9548	Carsonville-Port Sanilac Learning Center	N	Y	N	Tier III	Yes
41070	Cedar Springs Public Schools	8033	New Beginnings Alternative High School	N	Y	Y	Tier III	Yes
82949	Center for Literacy and Creativity	8668	Center for Literacy and Creativity	Y	N	N	Tier III	No
82918	Cesar Chavez Academy	9153	Cesar Chavez High School	Y	N	N	Tier III	No
63190	Clarkston Community School District	9010	Clarkston Community Education	N	Y	Y	Tier III	Yes
25150	Clio Area School District	733	Clio Community Education	N	Y	N	Tier III	Yes
12010	Coldwater Community Schools	1305	Franklin High School	N	Y	Y	Tier III	Yes
38040	Columbia School District	5598	Columbia Alternative Education	N	Y	Y	Tier III	Yes
41080	Comstock Park Public Schools	7061	North Kent High School	N	Y	Y	Tier III	Yes
82991	Covenant House Life Skills Center Central	9649	Covenant House Life Skills Center Central	Y	N	N	Tier III	Yes
82990	Covenant House Life Skills Center East	9621	Covenant House Life Skills Center East	Y	N	N	Tier III	Yes
25140	Davison Community Schools	7770	Davison Alternative Education	N	Y	Y	Tier III	Yes
82030	Dearborn City School District	1261	Fordson High School	Y	N	N	Tier III	No
82929	Detroit Academy of Arts and Sciences	8489	Detroit Academy of Arts and Sciences	Y	N	N	Tier III	No
82010	Detroit City School District	6631	Beckham, William Academy	Y	N	N	Tier III	No
82010	Detroit City School District	463	Burt Elementary School	Y	N	N	Tier III	No
82010	Detroit City School District	5553	Carleton Elementary School	Y	N	N	Tier III	No
82010	Detroit City School District	908	Detroit Day School For The Deaf	Y	N	N	Tier III	Yes
82010	Detroit City School District	8925	Detroit Lions Alternative Education	Y	N	N	Tier III	Yes
82010	Detroit City School District	1134	Emerson Elementary School	Y	N	N	Tier III	No
82010	Detroit City School District	9121	Fisher Magnet Lower Academy	Y	N	N	Tier III	No
82010	Detroit City School District	5675	Glazer Elementary School	Y	N	N	Tier III	No
82010	Detroit City School District	1569	Harding Elementary School	Y	N	N	Tier III	No
82010	Detroit City School District	1690	Holcomb Elementary School	Y	N	N	Tier III	No
82010	Detroit City School District	1887	Jamieson Elementary School	Y	N	N	Tier III	No
82010	Detroit City School District	1043	King High School	Y	N	N	Tier III	No
82010	Detroit City School District	857	Marshall, Thurgood Elementary School	Y	N	N	Tier III	No
82010	Detroit City School District	2431	Mason Elementary School	Y	N	N	Tier III	No
82010	Detroit City School District	4812	McFarlane Elementary School	Y	N	N	Tier III	No
82010	Detroit City School District	2475	McKenny Elementary School	Y	N	N	Tier III	No
82010	Detroit City School District	3123	Priest Elementary School	Y	N	N	Tier III	No
82010	Detroit City School District	2701	Rutherford Elementary School	Y	N	N	Tier III	No
82010	Detroit City School District	4156	Thirkell Elementary School	Y	N	N	Tier III	No
82010	Detroit City School District	4406	Wayne Elementary School	Y	N	N	Tier III	No
82010	Detroit City School District	3717	Young, Coleman A. Elementary	Y	N	N	Tier III	No
82964	Detroit Midtown Academy	8785	Detroit Midtown Academy	Y	N	N	Tier III	Yes
82953	Detroit Service Learning Academy	8704	Detroit Service Learning Academy	Y	N	N	Tier III	No
74050	East China School District	8924	Riverview East High School	N	Y	N	Tier III	Yes
50020	East Detroit Public Schools	8184	Kellwood School (Alternative)	N	Y	N	Tier III	Yes
23050	Eaton Rapids Public Schools	7672	Greyhound Central	N	Y	N	Tier III	Yes
25010	Flint City School District	6015	Schools of Choice	N	Y	N	Tier III	Yes
47030	Fowlerville Community Schools	7712	Choices Alternative Ed	N	Y	N	Tier III	Yes
11160	Galien Township School District	9535	Galien Alternative Education School	N	Y	Y	Tier III	Yes
82290	Gibraltar School District	7745	Downriver High School	N	Y	N	Tier III	Yes
41120	Godfrey-Lee Public Schools	7210	Vision Quest Alternative H.S.	N	Y	Y	Tier III	Yes
70010	Grand Haven Area Public Schools	620	Central High School	N	Y	Y	Tier III	Yes
41010	Grand Rapids Public Schools	8362	Adelante High School	Y	N	Y	Tier III	Yes
41010	Grand Rapids Public Schools	601	Central High School	Y	N	N	Tier III	No
41010	Grand Rapids Public Schools	830	Creston High School	Y	N	N	Tier III	No
41010	Grand Rapids Public Schools	9285	Harrison Middle School	Y	N	N	Tier III	No
41010	Grand Rapids Public Schools	6741	Lincoln Developmental Center	N	Y	N	Tier III	Yes
41010	Grand Rapids Public Schools	8949	Northwest Career Pathways	Y	N	N	Tier III	Yes
41010	Grand Rapids Public Schools	5839	Park School	Y	N	N	Tier III	Yes
41010	Grand Rapids Public Schools	8366	Southeast Career Pathways	Y	N	N	Tier III	Yes
41010	Grand Rapids Public Schools	8923	Union Community School	Y	N	N	Tier III	Yes
41130	Grandville Public Schools	7062	Grandville Orion High School	N	Y	Y	Tier III	Yes
82060	Hamtramck Public Schools	916	Dickinson West Elementary School	Y	N	N	Tier III	No
63130	Hazel Park City School District	7829	Hazel Park Breakfast Club	N	Y	Y	Tier III	Yes
62060	Hesperia Community Schools	7917	Hesperia Community Education	N	Y	N	Tier III	Yes
33070	Holt Public Schools	7621	Holt Central High School	N	Y	Y	Tier III	Yes
13080	Homer Community Schools	7765	Homer Comm. Alt. Education	Y	N	N	Tier III	Yes
38170	Jackson Public Schools	6417	Amy Firth Middle School	N	Y	N	Tier III	Yes
38170	Jackson Public Schools	4187	TA Wilson School	N	Y	Y	Tier III	Yes

30030	Jonesville Community Schools	4696	Jonesville Alternative H.S.	N	Y	N	Tier III	Yes
39010	Kalamazoo Public School District	4737	Phoenix Alternative High School	N	Y	N	Tier III	Yes
41160	Kentwood Public Schools	8172	Crossroads Alternative High School	N	Y	Y	Tier III	Yes
50120	Lake Shore Public Schools (Macomb)	7687	North Lake High School	N	Y	N	Tier III	Yes
50130	Lakeview Public Schools (Macomb)	2105	Lakeview High School	Y	N	N	Tier III	No
25280	Lakeville Community Schools	8058	Lakeville Alternative High School	N	Y	N	Tier III	Yes
33020	Lansing Public School District	1044	Eastern High School	Y	N	N	Tier III	No
33020	Lansing Public School District	1166	Everett High School	Y	N	N	Tier III	No
33020	Lansing Public School District	1865	J.W. Sexton High School	Y	N	N	Tier III	No
44010	Lapeer Community Schools	7468	Lapeer Community High School	N	Y	Y	Tier III	Yes
82978	Life Skills Center of Metropolitan Detroit	9419	Life Skills Center of Metropolitan Detroit	Y	N	Y	Tier III	Yes
63920	Life Skills Center of Pontiac	9458	Life Skills Center of Pontiac	Y	N	Y	Tier III	Yes
25250	Linden Community Schools	2231	Linden High School	Y	N	N	Tier III	No
63140	Madison Public Schools (Oakland)	8980	Community High School	N	Y	N	Tier III	Yes
23065	Maple Valley Schools	7776	Kellogg Education Center	N	Y	Y	Tier III	Yes
13110	Marshall Public Schools	9244	Shearman School EC Programs and Marshall AHS	N	Y	Y	Tier III	Yes
58010	Monroe Public Schools	2842	Orchard Center High School	N	Y	Y	Tier III	Yes
25260	Montrose Community Schools	9494	Montrose Alternative Education Center	N	Y	N	Tier III	Yes
61020	Muskegon Heights School District	7692	Muskegon Heights Adult/Comm. Ed.	Y	N	N	Tier III	Yes
63912	Oakland International Academy	9314	Oakland International Academy - Elementary	Y	N	N	Tier III	No
39130	Parchment School District	201	Barclay Hills Education Center	N	Y	Y	Tier III	Yes
80160	Paw Paw Public School District	7750	Michigan Avenue Academy	N	Y	Y	Tier III	Yes
9090	Pinconning Area Schools	8827	Pinconning Advancement Academy	N	Y	N	Tier III	Yes
9090	Pinconning Area Schools	3041	Pinconning Central Elementary School	Y	N	N	Tier III	No
74010	Port Huron Area School District	2640	Grant Educational Center	N	Y	N	Tier III	Yes
39140	Portage Public Schools	2561	Portage Community High School	N	Y	Y	Tier III	Yes
61220	Reeths-Puffer Schools	2495	McMillan Elementary School	Y	N	N	Tier III	No
82120	River Rouge School District	105	Ann Visger K-5 Preparatory Academy	Y	N	N	Tier III	No
82130	Romulus Community Schools	9025	Community Middle/Community High School	N	Y	N	Tier III	Yes
73010	Saginaw City School District	1767	Houghton Elementary School	Y	N	N	Tier III	No
81020	School District of Ypsilanti	2825	Olive M. Adams Elementary School	Y	N	N	Tier III	No
41240	Sparta Area Schools	4787	Englishville School	N	Y	N	Tier III	Yes
73240	St. Charles Community Schools	7810	St. Charles Alternative Education	N	Y	N	Tier III	Yes
25180	Swartz Creek Community Schools	7465	Swartz Creek Academy	N	Y	Y	Tier III	Yes
82150	Taylor School District	1944	John F. Kennedy High School	Y	N	N	Tier III	No
75080	Three Rivers Community Schools	7698	Barrows Adult Education	N	Y	N	Tier III	Yes
28010	Traverse City Area Public Schools	8810	Traverse City High School	N	Y	Y	Tier III	Yes
82430	Van Buren Public Schools	264	Belleville High School	Y	N	N	Tier III	No
50220	Van Dyke Public Schools	8595	Thompson Community Center	N	Y	Y	Tier III	Yes
63290	Walled Lake Consolidated Schools	7792	Walled Lake Community Education Center	N	Y	Y	Tier III	Yes
38010	Western School District	7261	Woodville Community Center	N	Y	Y	Tier III	Yes
56901	Windover High School	4561	Windover High School	Y	N	Y	Tier III	Yes
41026	Wyoming Public Schools	3253	Rogers High School	Y	N	N	Tier III	No
41026	Wyoming Public Schools	4610	Wyoming Park High School	Y	N	N	Tier III	No
74130	Yale Public Schools	7528	Phoenix Alternative School	N	Y	N	Tier III	Yes

Attachment II.A.1

Part II: LEA Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant:	Applicant's Mailing Address:
LEA Contact for the School Improvement Grant	
Name:	
Position and Office:	
Contact's Mailing Address:	
Telephone:	
Fax:	
Email address:	
LEA School Superintendent/Director (Printed Name):	Telephone:
Signature of the LEA School Superintendent/Director: X_____	Date:
LEA School LEA Board President (Printed Name):	Telephone:
Signature of the LEA Board President: X_____	Date:
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

GRANT SUMMARY

District Name:

District Code:

ISD/RESA Name:

ISD Code:

FY 2010

School Improvement Grant – Section 1003(g)

District Proposal Abstract

For each of the intervention models briefly described below, indicate the number of schools within the district/LEA that will implement one of the four models. Full details and all requirements of each model can be found in Attachment II.B.1. Attach the full listing using form below in Section A, schools to be served, and the criteria for selection as attachments to this grant.

Close/Consolidate Model: Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district.

Transformation Model: Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools.

Turnaround Model: Replace principal and at least 50 of the staff, adopt new governance, and implement a new or revised instructional program. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.

Restart Model: Close the school and restart it under the management of a charter school operator, a charter management organization (CMO) or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

PART II: LEA REQUIREMENTS

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant. The LEA grant scoring rubric is included as Attachment II.A.2.

From the list of eligible schools (Attachment I.A.1), an LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school. Detailed descriptions of the requirements for each intervention are in Attachment II.B.1.

<u>SCHOOL NAME</u>	<u>NCES ID #</u>	<u>TIER I</u>	<u>TIER II</u>	<u>TIER III</u>	<u>INTERVENTION (TIER I AND II ONLY)</u>			
					<u>turnaround</u>	<u>restart</u>	<u>closure</u>	<u>transformation</u>

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant. LEA's are encouraged to refer to their Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) to complete the following:

Provide a narrative description following each of the numbered items below for each school the LEA plans to serve with School Improvement Grant funds.

1. For each Tier I and Tier II school that the LEA commits to serve, the LEA must:
 - Describe the process the LEA has used to analyze the needs of each school and how the intervention was selected for each school. Detailed descriptions of the requirements for each intervention are in Attachment II.B.1. The LEA must analyze the needs of each Tier I, II or III school using complete and consistent data. Attachment II.B.2 provides a model for that analysis.
 - Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected. (Data and process analysis to assist the LEA with this application may be found in the School Improvement Plan (Attachment II.B.2) for each school and in the District Improvement Plan (Attachment II.B.3). In the School and District Plan rubrics, local challenges are indicated by the categories "getting started" or "partially implemented)."

2. If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school.

If an LEA claims lack of sufficient capacity to serve each Tier I school, the LEA must submit written notification along with the School Improvement Grant application, that it cannot serve all Tier I schools. The notification must be signed by the District Superintendent or Public School Academy Administrator and the President of the local school board. *Notifications must include both signatures to be considered.*

The notification must include the following:

- ✓ A completed online Michigan District Comprehensive Needs Assessment indicating that the district was able to attain only a "Getting Started" or "Partially Implemented" rating (link below) in at least 15 of the 19 areas with a description of efforts to improve.
- ✓ (http://www.advanced.org/mde/school_improvement_tasks/docs/edyes_report_template.doc)

- ✓ Evidence that the district lacks personnel with the skills and knowledge to

work with struggling schools. This includes a description of education levels and experience of all leadership positions as well as a listing of teachers who are teaching out of certification levels

- ✓ A completed rubric (Attachment I.C.1) scored by the Process Mentor team detailing specific areas of lack of capacity

3. For each Tier I and II school in this application the LEA must describe actions taken, or those that will be taken, to—

- Design and implement interventions consistent with the final requirements
- Select external providers from the state’s list of preferred providers;
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (Attachment II.B.4 is a rubric for possible policy and practice changes); and
- Sustain the reforms after the funding period ends.

4. Include a timeline delineating the steps to be taken to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application. (Attachment II.B.5 provides a sample rubric for principal selection if the LEA chooses an intervention that requires replacement of the principal.)

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

6. For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement.

7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

8. As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

- Describe how this process was conducted within the LEA.

School Improvement Grant Narrative for Tier 1 School

Name of School:

Building Code:

Select Intervention: Transformation Turnaround Restart Close

1. Describe the process the LEA has used to analyze the needs of each school and how the intervention was selected for each school. *Detailed descriptions of the requirements and checklist for each intervention are in Attachment II.B.1. The LEA must analyze the needs of each Tier I school using complete and consistent data. Attachment II.B.2 provides a model for that analysis.*

Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to this school in order to implement the selected intervention fully and effectively. *(Data and process analysis to assist the LEA with this application may be found in the School Improvement Plan (Attachment II.B.2) for each school and in the District Improvement Plan (Attachment II.B.3). In the School and District Plan rubrics, local challenges are indicated by the categories "getting started" or "partially implemented)."*

2. If the LEA is not applying to serve this Tier I school, explain why it lacks capacity to serve this school. *(Attach signed notification as specified in LEA Application.)*
3. Describe actions taken, or those that will be taken, to—
 - Design and implement interventions consistent with the final requirements
 - Select external providers from the state’s list of preferred providers;
 - Align other resources with the interventions, including discontinuation of initiatives that conflict with selected intervention;
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (Attachment II.B.4 is a rubric for possible policy and practice changes); and
 - Sustain the reforms after the funding period ends.
4. Complete a timeline delineating the steps to be taken to implement the selected intervention.

Action Step	Person Responsible	Start Date	End Date	Success Metric
Example: Principal interviews	Stan Smith	June 15	July 15	New principal with turnaround experience hired

5. Annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor progress. *(For example: 2009-10 10% students proficient, 50% students improved or significantly improved; 2010-11 40% students proficient, 90% students improved or significantly improved; 2011-2012 60% students proficient, 100% students remained proficient or improved or significantly improved.)*

6. List the relevant stakeholders consulted regarding the LEA's application and implementation of the selected intervention for this school; describe the process used to solicit and incorporate stakeholder input.

School Improvement Grant Narrative for Tier 2 School

Name of School:

Building Code:

Select Intervention: Transformation Turnaround Restart Close

1. Describe the process the LEA has used to analyze the needs of each school and how the intervention was selected for each school. *Detailed descriptions of the requirements and checklist for each intervention are in Attachment II.B.1. The LEA must analyze the needs of each Tier 2 school using complete and consistent data. Attachment II.B.2 provides a model for that analysis.*

Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to this school in order to implement the selected intervention fully and effectively. *(Data and process analysis to assist the LEA with this application may be found in the School Improvement Plan (Attachment II.B.2) for each school and in the District Improvement Plan (Attachment II.B.3). In the School and District Plan rubrics, local challenges are indicated by the categories "getting started" or "partially implemented)."*

2. If the LEA is not applying to serve this Tier 2 school, explain why it lacks capacity to serve this school. *(Attach signed notification as specified in LEA Application.)*
3. Describe actions taken, or those that will be taken, to—
 - Design and implement interventions consistent with the final requirements
 - Select external providers from the state’s list of preferred providers;
 - Align other resources with the interventions, including discontinuation of initiatives that conflict with selected intervention;
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (Attachment II.B.4 is a rubric for possible policy and practice changes); and
 - Sustain the reforms after the funding period ends.
4. Complete a timeline delineating the steps to be taken to implement the selected intervention.

Action Step	Person Responsible	Start Date	End Date	Success Metric
Example: Principal interviews	Stan Smith	June 15	July 15	New principal with turnaround experience hired

5. Annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor progress. *(For example: 2009-10 10% students proficient, 50% students improved or significantly improved; 2010-11 40% students proficient, 90% students improved or significantly improved; 2011-2012 60% students proficient, 100% students remained proficient or improved or significantly improved.)*

6. List the relevant stakeholders consulted regarding the LEA's application and implementation of the selected intervention for this school; describe the process used to solicit and incorporate stakeholder input.

School Improvement Grant Narrative for Tier 3 School

Name of School:

Building Code:

(Note: The Michigan Department of Education places a priority for funding on serving all Tier 1 and 2 schools prior to Tier 3. If you are including Tier 3 schools in the LEA application, please specify how Tier 3 schools will benefit from the interventions provided to Tier 1 and/or Tier 2 schools.)

1. Describe the process the LEA has used to analyze the needs of each Tier 3 school. *The LEA must analyze the needs of each Tier 3 school using complete and consistent data. Attachment II.B.2 provides a model for that analysis.*
2. For each Tier 3 school the LEA commits to serve, identify the services the school will receive or the activities the school will implement.
3. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Tier 3 schools that receive school improvement funds.
4. Complete a timeline delineating the steps to be taken to implement the selected activities.

Action Step	Person Responsible	Start Date	End Date	Success Metric
Example: Instructional coaches for math	Carol Jones	July 20	Aug 4	Formative assessments show increases in math scores and decreases in gap between "all students" and "students with disabilities"

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

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

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

An LEA’s budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.

AUTHORITY:

COMPLETION: Voluntary. (Consideration for funding will not be possible if form is not filed.)

SCHOOL IMPROVEMENT GRANT BUDGET

APPLICANT INFORMATION

TYPE OR PRINT:

APPLICANT	Legal Name of District		District Code
	Address of District		
	City and Zip Code		Name of County
CONTACT PERSON	Name of Contact Person	Title	Telephone (Area Code) () -
	Address	City	Zip Code
	E-Mail Address	Facsimile (A.C./No.) () -	

GRANT FUNDS REQUESTED: \$ _____

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

DATE _____ SUPERINTENDENT OR AUTHORIZED OFFICIAL _____
SIGNATURE
 TYPED NAME/TITLE _____

MAILING INSTRUCTIONS: Return this form to the Michigan Department of Education at the address shown above. The application with original signatures and five copies for a total of six must be postmarked **no later than 90 days after the grant announcement. Late applications will be considered non-compliant.**

NOTE: Applications may no longer be hand delivered. Late applications will NOT be considered.

ASSURANCES AND CERTIFICATIONS

STATE PROGRAMS

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

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

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

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

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

ASSURANCE WITH SECTION 511 OF THE U.S. DEPARTMENT OF EDUCATION APPROPRIATION ACT OF 1990

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

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

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

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

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

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

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

PARTICIPATION OF NONPUBLIC SCHOOLS

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

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

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

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

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

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

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

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

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

or service for which they receive a grant.

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

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

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

AUDIT REQUIREMENTS

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

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

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 Grants Coordination and School Support 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 Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
7. If the recipient implements a restart model in a Tier I or Tier II 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 report to the SEA the school-level data required under section III of the final requirements.

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL **DATE**

SIGNATURE OF LEA BOARD PRESIDENT **DATE**

SCHOOL BUILDINGS FOR WHICH YOU ARE APPLYING

Districts and ISDs may apply for School Improvement grants for individual school buildings within their jurisdiction (please use duplicate pages as necessary). For the purposes of this grant, eligible school buildings are those identified as a Tier I or Tier II school. Signature by the authorized representative indicates that the authorized representative of the school building will work cooperatively with the administrative and fiscal agent for this project. List the names of the school building(s) for which you are applying below.

SCHOOL BUILDING

Legal Name of School Building	Building Code	Name and Title of Authorized Representative	
Mailing Address (Street)		Signature	
City	Zip Code	Telephone (Area Code/Local Number) () -	Date Signed (m/d/yyyy)
Name and Title of Contact Person		Mailing Address (If different from agency address)	

SCHOOL BUILDING

Legal Name of School Building	Building Code	Name and Title of Authorized Representative	
Mailing Address (Street)		Signature	
City	Zip Code	Telephone (Area Code/Local Number) () -	Date Signed (m/d/yyyy)
Name and Title of Contact Person		Mailing Address (If different from agency address)	

SCHOOL BUILDING

Legal Name of School Building	Building Code	Name and Title of Authorized Representative	
Mailing Address (Street)		Signature	
City	Zip Code	Telephone (Area Code/Local Number) () -	Date Signed (m/d/yyyy)
Name and Title of Contact Person		Mailing Address (If different from agency address)	

SCHOOL IMPROVEMENT GRANT BUDGET APPROVAL FORM

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

1. BUDGET SUMMARY FOR: Please Insert Building Name

LEGAL NAME OF APPLICANT:				District Code			
MDE USE ONLY	Grant No.	Project No.	Project Type	Ending Date	FY of Approved Activity		
					2009 2010 2011 2012		

BUDGET OBJECTS:

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
110	Instruction -- Basic Programs							
120	Instruction -- Added Needs							
210	Pupil Support Services							
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services							
214	Psychological Services							
216	Social Work Services							
220	Instructional Staff Services							
221	Improvement of Instruction							
225	Instruction Related Technology							
227	Academic Student Assessment							
230	General Administration							

232	Executive Administration							
240	School Administration							
250	Support Services Business							
257	Internal Services							
266	Operation and Maintenance							
280	Central Support Services							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
300	Community Services							
311	Community Services Direction							
331	Community Activities							
	SUBTOTAL							
	Indirect Costs _____ % Restricted Rate							
	TOTAL							

2. BUDGET DETAIL

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

Date **BUSINESS OFFICE REPRESENTATIVE SIGNATURE**

Date **SUPERINTENDENT/DIRECTOR SIGNATURE**

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

See the Assurances and Certifications section of the LEA Application for a complete list of assurances. LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

E. WAIVERS: The MDE has requested all of the following waivers of requirements applicable to the LEA's School Improvement Grant. Please indicate which of the waivers the LEA intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Baseline Data Requirements

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

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)?	
Number of minutes in the school year?	
Student Data	
Dropout rate	
Student attendance rate	
For high schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	
International Baccalaureate	
Early college/college credit	
Dual enrollment	
Number and percentage enrolled in college from most recent graduating class	
Student Connection/School Climate	
Number of disciplinary incidents	
Number of students involved in disciplinary incidents	
Number of truant students	
Teacher Data	
Number of teachers at each performance level category below	
Highly effective	

Effective	
Moderately effective	
Ineffective	
Teacher attendance rate	

ATTACHMENT II.A.2

Rubric for Scoring LEA application

	Getting Started	Partially Implemented	Implemented	Exemplary
Analysis of student achievement	<ul style="list-style-type: none"> ○ The district gathers and reports achievement data required by the state and federal government. It is left up to the individual school to analyze this data. 	<ul style="list-style-type: none"> ○ In addition to the data the district is required to collect, schools collect and analyze their own data. The district provides support with professional development as requested in the form of on-site training. ○ The district annually reviews policies and procedures to determine whether any revisions are required. 	<ul style="list-style-type: none"> ○ Each year, the district provides the school an analysis of multiple measures of data. ○ School teams meet to review their school's longitudinal data patterns and these analyses are shared across the district to set the direction of instruction. ○ An annual data-based evaluation of the district's performance is conducted, with an emphasis on district internal operations. Changes are made based upon the results. 	<ul style="list-style-type: none"> ○ The district has in place a system-wide framework for using disaggregated data from multiple measures to inform the schools' efforts in closing achievement gaps. ○ Data is gathered annually and longitudinally to assess student achievement and program effectiveness targets. The district systematically reviews success on the achievement of the targets to provide feedback to the schools for instructional decision-making and to monitor student learning. ○ District leaders, with input from major stakeholders, annually conduct a comprehensive, internal, data-based evaluation of the district's performance and make changes based upon the results.
Analysis of teacher, principal data	<ul style="list-style-type: none"> ○ It is the responsibility of the school principal to monitor instruction and provide feedback regarding achievement test results. ○ The district expects individual schools to use achievement test scores as the basis for the design of initiatives to 	<ul style="list-style-type: none"> ○ The district expects yearly improvement on achievement test scores and holds principals accountable for student success. Achievement test results at each school serve as the basis for the provision of feedback on instructional practices. District 	<ul style="list-style-type: none"> ○ The district has clear expectations for instructional practices designed to improve student outcomes. All instructional staff and administrators are held accountable for student success. District personnel support, monitor and provide feedback to all schools, with 	<ul style="list-style-type: none"> ○ The district has clear expectations for instruction and monitors schools to assure improved outcomes for students. All certified staff members in the system are held accountable for student success. The superintendent expects excellence

	<p>improve instruction.</p> <ul style="list-style-type: none"> ○ There is awareness in the district of the importance of implementing rigorous instructional practices. The results of this initiative are beginning to occur at the school level. ○ The district expects each school to review and modify its equitable practices. 	<p>personnel pay particular attention to schools not meeting achievement standards.</p> <ul style="list-style-type: none"> ○ The district provides guidance and information to schools on strategies to improve instructional practices and measures their success by an improvement in achievement test scores. ○ In order to improve student achievement, the district provides guidance in the design of support systems for students needing additional academic support. ○ The district is focusing on the implementation of rigorous instructional practices at each school. The extent to which this effort has been successful is evaluated by school leaders. ○ There is a common understanding in the district of the importance of equity in everyday schooling. Although some equitable practices are occurring at the schools, the district expects further implementation. 	<p>particular attention paid to schools not meeting achievement expectations.</p> <ul style="list-style-type: none"> ○ The district provides support for the improvement of instruction through district-wide initiatives with a common focus. The school board is provided feedback regarding school achievement and the success of district-wide initiatives. ○ In order to close the achievement gap, the district devotes time and resources to assist the schools in providing support systems to address all students' needs including academic, social and cultural. Results are measured through improved achievement results at each school. ○ The district is providing leadership and resources in the full implementation of rigorous instructional practices at each school. The extent to which this effort has been successful is evaluated jointly by district personnel and school leaders. ○ Equity is a core value in the district. The district has assisted each school to take responsibility and they are implementing equitable practices for all students. 	<p>by all, monitors performance, and provides feedback to district personnel. District personnel, in turn, support, monitor and provide feedback to all schools with particular attention paid to schools not meeting achievement expectations.</p> <ul style="list-style-type: none"> ○ District leaders are involved in the improvement of instruction, highly visible in the schools, and educate and engage the school board on powerful instruction. ➤ In order to close the achievement gap, the district partners with each school to develop extensive support systems to address all students' needs including academic, social and cultural. Results are visible at the district, school and classroom level. Rigorous instructional practices for all students and a common understanding among teaching staff of what constitutes quality student work are in place at each school. The district monitors the extent of implementation at each individual school.
Inclusion of perception data	<ul style="list-style-type: none"> ○ No evidence of the use of perception data exists. 	<ul style="list-style-type: none"> ○ Some data is evident that staff perception surveys were used. 	<ul style="list-style-type: none"> ○ Data showed that staff and parent perception data was used to inform decision making. 	<ul style="list-style-type: none"> ○ There is evidence that perception data is collected from staff, parents, students and other stakeholders in the district.
Assessment of system processes	<ul style="list-style-type: none"> ○ Staff members are represented on some school improvement committees. They have been recruited by the administration. ○ Instructional decisions are made 	<ul style="list-style-type: none"> ○ There is an effort by the administration to have staff members represented on many of the school improvement committees. ○ Input for decisions about curriculum and instruction is 	<ul style="list-style-type: none"> ○ School leaders provide a structure in which major decisions affecting planning, monitoring, and evaluation for school improvement are made collaboratively. ○ School leaders 	<ul style="list-style-type: none"> ○ School leaders assure that all major decisions for planning, monitoring, and evaluation for school improvement are made collaboratively with

	by the administration with input from the committee members.	gathered primarily from the instructional staff. <ul style="list-style-type: none"> ○ A limited amount of communication occurs with stakeholders regarding school level policies. 	provide opportunities for sharing of collaborative decisions with all staff.	any staff member impacted by the decision included in the process. <ul style="list-style-type: none"> ○ The district annually reviews policies and procedures to determine whether any revisions are required.
Use of data analysis to select turnaround model	<ul style="list-style-type: none"> ○ The district is in the process of establishing an assessment system. The priority is that the assessment system is aligned with student performance measures. ○ The district provides disaggregated data to the schools for their use in understanding student performance. 	<ul style="list-style-type: none"> ○ The district has established a comprehensive assessment system, aligned with clearly defined performance measures. In order to improve the quality of the system, the district is assessing whether or not the information obtained from the system is reliable, valid and bias free. ○ The district is in the process of implementing a system-wide framework for using disaggregated data to inform strategies to close the achievement gap. This system yields timely and accurate information that is meaningful and useful to district and school leaders and teachers in understanding student performance, district and school effectiveness. 	<ul style="list-style-type: none"> ○ The district has established and is implementing a comprehensive assessment system, providing longitudinal and annual data, aligned with clearly defined student performance measures, evaluated periodically and yielding information which is reliable, valid and bias free. ○ The district has implemented a system-wide framework for using disaggregated data to inform strategies to close the achievement gap. This system yields timely and accurate information that is meaningful and useful to district and school leaders and teachers in understanding student performance, district and school effectiveness. 	<ul style="list-style-type: none"> ○ The district has established, and is implementing, a comprehensive assessment system, providing longitudinal and current data, aligned with clearly defined student performance measures, evaluated annually, and yielding information which is reliable, valid and bias free. Prior to its establishment, a variety of stakeholders have been involved in a dialog about the purpose, users and uses of the system ○ The district has implemented a system-wide framework for using multiple sources of disaggregated data to inform strategies to close the achievement gap. This system yields timely and accurate information that is meaningful and useful to district and school leaders, teachers and other stakeholders in understanding student performance, district and school effectiveness, and the impact of improvement efforts on student achievement.
Inclusion of external partner for turnaround model	<ul style="list-style-type: none"> ○ External partner was not identified 	<ul style="list-style-type: none"> ○ District is in the process of identifying external partners who would be able to assist the buildings with the implementation of the turnaround 	<ul style="list-style-type: none"> ○ District created a list of possible external partners that would be available to assist buildings with implementing a turnaround model 	<ul style="list-style-type: none"> ○ The district is working with the schools to select external partners to assist with the turnaround model selected

		model.		
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ATTACHMENT I.B.1

Rubric for Adequate Funding and Support

	Getting Started	Partially Implemented	Implemented	Exemplary
Appropriate funding for described activities	<ul style="list-style-type: none"> o Budget was not included in the LEA application 	<ul style="list-style-type: none"> o Not all items described in the LEA activity plan have been included in the budget 	<ul style="list-style-type: none"> o All items described in the LEA activity plan have been appropriately planned for. 	<ul style="list-style-type: none"> o Evidence exists that the LEA has the capacity to use funding appropriately and o Information exists that related support will be provided to ensure schools are able to implement fully and effectively the selected intervention.
Selection of a district level coordinator responsible for local monitoring and oversight of the turnaround.	<ul style="list-style-type: none"> o Coordinator position was not included in the budget 	<ul style="list-style-type: none"> o Position was listed o no job description was included 	<ul style="list-style-type: none"> o Position was included in the budget. o Partial job responsibilities were included 	<ul style="list-style-type: none"> o Position was listed in the budget. o Detailed job responsibilities for the position were also included.
Selection of an external partner to provide support	<ul style="list-style-type: none"> o None listed 	<ul style="list-style-type: none"> o A listing of potential external partners was included, but o no data was provided to ensure the providers have the background to successfully support the implementation of the selected turnaround model. 	<ul style="list-style-type: none"> o Evidence exists that the external partner has been selected o Evidence exists that the external partner has the capacity to successfully support the implementation of the selected turn around model 	<ul style="list-style-type: none"> o Evidence exists that the external partner has been selected o Evidence exists that the external partner has the capacity to successfully support the implementation of the selected turn around model o Evidence exists that the selection process to identify an external partner included input for all stakeholders,
Evidence of commitment of school teachers and leaders to the turnaround effort	<ul style="list-style-type: none"> o No evidence exists 	<ul style="list-style-type: none"> o Meeting agendas were provided to show that the turnaround efforts were discussed 	<ul style="list-style-type: none"> o Evidence provided indicated 80% of the staff supported the turnaround effort 	<ul style="list-style-type: none"> o Evidence provided showed that more than 80% of the staff, leaders and other stakeholders supported the turnaround model selected
Evidence of school board support for the turnaround effort	<ul style="list-style-type: none"> o No evidence exists 	<ul style="list-style-type: none"> o Meeting agendas were provided that showed the turnaround efforts were discussed o No evidence of formal action to support those efforts was provided 	<ul style="list-style-type: none"> o Meeting agendas were provided that showed the turnaround efforts were discussed o Board documents were provided that showed board support of the turnaround efforts 	<ul style="list-style-type: none"> o Meeting agendas were provided that showed the turnaround efforts were discussed o Board documents were provided that showed board support of the turnaround efforts o Board documents showed an AdHoc committee has been established to monitor the implementation of the turnaround efforts
Evidence of community inclusion and support for the turnaround effort	<ul style="list-style-type: none"> o No evidence exists 	<ul style="list-style-type: none"> o Meeting agendas were provided that showed the turnaround efforts were discussed at community meetings 	<ul style="list-style-type: none"> o Meeting agendas were provided that showed the turnaround efforts were discussed at community meetings o Minutes of the meeting showed consensus of 	<ul style="list-style-type: none"> o Meeting agendas were provided that showed the turnaround efforts were discussed at community meetings o Minutes of the meeting showed consensus of

			support	support <ul style="list-style-type: none"> Board minutes show that community members have been included on the AdHoc committee to monitor implementation of the turnaround efforts
Evidence of what the LEA will do differently to produce student achievement	<ul style="list-style-type: none"> No evidence exists 	<ul style="list-style-type: none"> School Improvement Plan included in the LEA application but specific turnaround activities were not included 	<ul style="list-style-type: none"> School Improvement Plan included in the LEA application contained specific turnaround activities 	<ul style="list-style-type: none"> School Improvement Plan included in the LEA application contained specific turnaround activities School Improvement Plan included a detailed process to monitor the implementation of the planned turnaround efforts and evaluate steps to ensure the plan success in meeting student achievement goals.
Evidence of financial stability and fiscal responsibility Using MDE records	<ul style="list-style-type: none"> LEA in deficit for 3 years or more with no deficit elimination plan 	<ul style="list-style-type: none"> Deficit elimination plan approved Submission of applications for federal funds occurs late Serious audit findings not addressed Use of federal funds is not timely 	<ul style="list-style-type: none"> Making progress on deficit elimination plan Federal fund applications are submitted on time Corrective action is in place to meet audit findings Federal funds are used appropriately and carryover rules are met 	<ul style="list-style-type: none"> Deficit is being reduced or eliminated Audits reveal no serious findings Federal funds are expended completely and effectively to improve student achievement

ATTACHMENT I.B.2

Rubric to score LEA Budget to support Implementation

	Getting Started	Partially Implemented	Implemented	Exemplary
Budget includes necessary personnel and activities to implement selected turnaround model	<ul style="list-style-type: none"> o No personnel and turnaround activities were included in budget 	<ul style="list-style-type: none"> o Budget included personnel but were not specific to the turnaround efforts 	<ul style="list-style-type: none"> o Budget included appropriate personnel and activities to support the turnaround efforts 	<ul style="list-style-type: none"> o Budget included appropriate personnel and activities to support the turnaround efforts o Job position and listing of activities were included
Budget items are reasonable, allowable, and necessary	<ul style="list-style-type: none"> o Budget included non-allowable activities 	<ul style="list-style-type: none"> o Most of the budget items are reasonable, allowable, and necessary to support turnaround activities 	<ul style="list-style-type: none"> o All items contained in the budget are reasonable, allowable, and necessary to support turnaround activities 	<ul style="list-style-type: none"> o All items contained in the budget are reasonable, allowable, and necessary to support turnaround activities o Budget indicate how the school will integrate all available state, local and federal resources to support the turnaround efforts
Budget covers allowable timeline (SEA is requesting waiver to extend availability of funds through September 30, 2013)	<ul style="list-style-type: none"> o Budget provided is only for SY 2010 – 2011 	<ul style="list-style-type: none"> o Budget provided does not allow for cost increases in years 2 and 3 o Budget covers most of the required elements of a turnaround model 	<ul style="list-style-type: none"> o Budget covers the allowable timeline July 1 – September 30, 2013 o Budget includes all required elements of a turnaround model o Budget allows for cost increases in years 2 and 3 	<ul style="list-style-type: none"> o Budget covers the allowable timeline July 1 – September 30, 2013 o Budget includes all required elements of a turnaround model o Budget allows for cost increases in years 2 and 3 o Budget includes a fiscal monitoring plan to ensure funding is available to support turnaround efforts
Budget includes all required elements of turnaround model(s)	<ul style="list-style-type: none"> o Budget provided does not reflect the elements of the selected turnaround model(s) 	<ul style="list-style-type: none"> o Budget provided addresses 50% of the required elements of the selected turnaround model(s) 	<ul style="list-style-type: none"> o Budget provided includes all elements of turnaround model(s) 	<ul style="list-style-type: none"> o Budget provided includes all elements of turnaround model(s) o Budget provided integrates elements of turnaround model(s) with other local, state, and federal funded initiatives into a cohesive program
Rubric continued on following page...				
Plan includes demonstration of capacity building and longer term sustainability for tier I	<ul style="list-style-type: none"> o Plan does not demonstrate increased capacity building or longer term sustainability 	<ul style="list-style-type: none"> o Plan reflects increase in capacity building but does not reflect longer term sustainability for tier 	<ul style="list-style-type: none"> o Plan reflects an increase in capacity building and longer term sustainability for tier I and II 	<ul style="list-style-type: none"> o Plan reflects an increase in capacity building and longer sustainability for tier I and tier II

and II schools	of tier I and II schools	I and tier II schools	schools	schools. <ul style="list-style-type: none"> o Plan reflects a commitment to retaining effective leaders and staff in place beyond the life of the grant
Activities planned for tier III schools leverage investments they are making in tier I and II schools	<ul style="list-style-type: none"> o Activities planned for tier III schools do not evidence any linkage with investments made in tier I and II schools 	<ul style="list-style-type: none"> o Activities planned for tier III schools evidence minimal linkage with investments made in tier I and II schools 	<ul style="list-style-type: none"> o Activities planned for tier III schools evidence linkage with investments made in tier I and II schools 	<ul style="list-style-type: none"> o Activities planned for tier III schools evidence linkage with investments made in tier I and II schools o Activities planned for tier III schools evidence the development of a network of staff and leadership from Tier I, II, and III schools to facilitate support and learning from the activities of each tier.

Attachment I.B.2(1)

STATEWIDE SYSTEM OF SUPPORT

System of Support for Title 1 Schools identified for Improvement, Corrective Action or Restructuring

A significant element of Michigan's Statewide System of Support (SSOS) includes forming partnerships across the state. MDE is tapping into the resources of Intermediate School Districts (ISD) and professional organizations to contribute expertise, coordinate services, and to provide regional guidance to local districts with Title I High Priority Schools.

The SSOS focuses on capacity-building. The primary focal points for capacity-building at the school level are leadership and fidelity to a well-written school improvement plan. There are four major elements to this initiative: **Principal Fellowship; Leadership Coaches; Process Mentors; and Auditors.**

The Principal Fellowship and Leadership Coach Institute are conducted by Michigan State University (MSU) in the summer with follow-up throughout the school year. The focus of both the Fellowship and the Institute is to build the capacity of the building leader in alignment with the Leadership strand of Michigan's School Improvement Framework; our blueprint for all academic initiatives in the state (see www.michigan.gov/schoolimprovement).

The Principal Fellowship is a one to week residential study of leadership in relation to instruction. Visionary leadership, recognizing good instruction, and using data to direct education are the primary themes of the Fellowship program. Principals in identified schools are strongly encouraged to attend the summer session. Follow-up sessions occur at least quarterly to update principals and maintain the cohort as a learning community.

Leadership Coaches are also trained in a program developed by Michigan State University. Coaches are selected from groups of distinguished administrators and principals who were successful in high priority schools. Leadership coaches are specifically assigned to assist the principal to implement the themes of the Principal Fellowship and the School Improvement Leadership strand. They also assist the principal in developing a strong leadership team to drive and implement the building level school improvement plan. The coach does not direct the principal; rather, through a series of thoughtful questions and feedback, the principal reaches

leadership plans/conclusions on his/her own. In this way, when the coaching experience is finished, the principal has the capacity to make those decisions independently. The coach is in the school approximately 3 days per week with the building principal. The coach is hired for a school by the regional ISD.

Leadership Coaches attend the Principal Fellowship with the principal from their assigned schools. The result is a common vocabulary between the principal and coach, an understanding of the role of both the coach and the principal in the school, and a set of expectations for beginning the school year. More information about coaches and principal training is available at www.aypsupport.org.

The third element of the SSOS is the Process Mentor Team. This team builds capacity to examine building level data, use the data to make instructional decisions based on research-based designs, and frequently assess whether instruction needs to be adjusted. While the focus of the Leadership Coach is to work primarily with the principal, the mentor team works with the principal and the School Improvement Team. The mentor team visits the school four times per year to refine the School Improvement Plan, set short-term instructional and student learning goals. There are three major goals for these visits:

1. To hold schools accountable for results,
2. To remove barriers to improvement, and
3. To identify and provide resources for change.

Process mentors are a team of two in schools identified for improvement, then a team of three in schools identified for corrective action or restructuring. The team is comprised of an ISD staff member familiar with the school improvement planning process, a central office staff member from the LEA, and, in corrective action schools, a representative from MDE is added to the team. The team works together, but each plays a different role. The ISD person facilitates groups through the school improvement process and the use of data, and assists in setting meaningful goals. The role of the district person is to help remove systemic barriers that may impede the school's progress and to serve as a built-in communication link to the district central office. The MDE representative's role is to assist with compliance issues in corrective action and facilitate communication with MDE. All three mentors support the coordination and use of additional resources.

The School Building Auditors provide both MDE and the district with an independent picture of the school in relationship to its progress on the School Improvement Framework. They give impartial information to both MDE and the district regarding how a school is progressing in areas other than state assessments.

Each audit team consists of two distinguished educators or educational administrators, usually recently retired from public and/or private instruction. Auditors visit the building and interview the leadership and staff. Parents and students may also be interviewed. The interviews and the auditor observations provide insight into the data gathered by state and local assessments. The auditing instrument is developed to assess key elements of the School Improvement Framework and verify information in the Comprehensive Needs Assessment.

Auditors report their findings to MDE, the district, and the building principal. They also give their information to the Process Mentor team. The function of the audit, other than an independent review, is to triangulate data for using test scores, mentor reports, audit reviews to inform decision making, and determine if changes consistent with the School Improvement Framework are being implemented with fidelity.

ATTACHMENT I.B.2(2)

Michigan Department of Education School Improvement Grant

External Providers Sample Rubric

Name of Firm:		Evaluator:	
Category	Points		
		Descriptive Notes	Evidence of Success
<p>A) Comprehensive improvement services that result in dramatic, documented and sustainable improvement among underperforming urban high schools</p>			
<p>1. Support systems to ensure student and teacher success and sustain improvement</p>			
<p>2. Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement</p>			
<p>3. Job-embedded Professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement</p>			
<p>4. Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan</p>			

B) Use of scientific educational research and evidence based practices as the basis for all content and delivery systems and services			
1. Provide best-practice content and delivery systems and approaches to school improvement			
2. Demonstrate success in improved teaching and learning in urban schools			
3. Highly trained, experienced personnel matched to schools based on a collaborative process			
4. Long and short term goals defined based on comprehensive data analysis			
5. Plans designed, developed and implemented collaboratively			
6. Provide ongoing support to build internal capacity and ensure continuous improvement			
C) Job-embedded Professional Development Plan			
1) Provide professional			

development support to principals, school leadership teams, teachers, and support staff			
2) Develop and implement system of site-based leadership, teacher/staff professional developers to provide continuous professional development support and growth that ensures sustainability.			
D) Experience with State and Federal Requirements			
1. Model is aligned with the School Improvement Framework, The Comprehensive Needs Assessment, School/District Improvement Plans, NCA and demonstrates "One Common Voice-One Plan"			
2. Title 1, Targeted Assistance and School wide			
3. Experience with state required assessments – MEAP/MME			
4. Experience with curriculum and instructional practices			
5. Special Education			
E) Sustainability Plan Provided			
1. External Provider			

<p>has a plan for the building to become self-sufficient, examples include a trainer of trainers model, follow up trainings, site-based professional development, coach/mentors are provided</p>			
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Attachment I.C.1

**Rubric for Scoring District Capacity to Address
Persistently Low Performing Schools**

	Getting Started (10 points)	Partially Implemented (7 points)	Implemented (3 points)	Exemplary* (1 point)
Process Review: Michigan Comprehensive Needs Assessment	Less than 15 of the key characteristics are rated as "Implemented" or "exemplary" and there is no plan to address the characteristics that need attention	15 of the 19 key characteristics are rated as "implemented" or "exemplary". A plan to address deficiencies is vague, with no timelines or specific actions that will be taken by the district	At least 17 of the 19 key characteristics are rated as "implemented" or "exemplary" and there is a plan to address the 2 key characteristics that need attention	All of the key characteristics described in the comprehensive needs assessment are rated as "implemented" or "exemplary"
Core District Function: Management and Operations	No systemic processes are in place, resulting in a district that: <ul style="list-style-type: none"> • Is in a deficit budget situation • Has no data systems available to staff • Has buildings in disrepair, such as leaky roofs and inadequate electrical power to support 	The district provides processes that are systemic in some areas, resulting in: <ul style="list-style-type: none"> • A fund equity of less than 2% of operating costs • Inconsistent data systems, with some buildings or grade levels having greater access to records. 	The district provides systemic processes that address: <ul style="list-style-type: none"> • A balanced budget but many payments are late to creditors • Data systems are in place but staff cannot access individual student scores as needed • Most buildings are in good 	Systemic processes are in place to provide: <ul style="list-style-type: none"> • Fiscal accountability including a balanced budget and timely payment of expenses • Data systems that provide rapid information to teachers to inform instruction. Teachers are highly trained on

	<p>modern technology</p> <ul style="list-style-type: none"> • A significant number of busses that routinely fail state inspection 	<p>Some data systems may be in place without adequate teacher training</p> <ul style="list-style-type: none"> • Some technology exists, but classrooms generally have one computer dedicated for teacher use 	<p>repair, but some are in need of structural change</p> <ul style="list-style-type: none"> • Technology is in place for teacher use, but only "interested" staff is trained and uses it consistently • Children are transported on busses that consistently meet with a passing grade on state inspections 	<p>use of technology and use of data</p> <ul style="list-style-type: none"> • Buildings with adequate lighting, technology, cleanliness and repair • Transportation that is consistent and safe
<p>Core District Function: Teaching and Learning</p>	<p>There is no written plan for supporting the core functions of teaching and learning. The following descriptions may be present:</p> <ul style="list-style-type: none"> • The curriculum is based on the textbook a teacher is using; texts may be inconsistent across the district • Assessments common to the district 	<p>Efforts in teaching and learning are sporadic, reflecting the values and skills of individual building administrators. These may appear as:</p> <ul style="list-style-type: none"> • Some grade levels and content area specialists may work on curriculum at the building level, but there is no mechanism for 	<p>There is an understood direction for teaching and learning.</p> <ul style="list-style-type: none"> • The curriculum is aligned in some, but not all, subject areas to the state standards • Assessments may be in some departments or grade levels, but not in all subjects • Data systems reflect state 	<p>The district provides, supports, and sustains, through a written, systemic plan for:</p> <ul style="list-style-type: none"> • An aligned curriculum to state level standards • District wide and school level formative and summative assessments • Data systems for storing, collecting, and dissemination

	<p>consist entirely on state-mandated tests</p> <ul style="list-style-type: none"> • Data systems are not available across the district • Materials and technology are inconsistent across the district, with the persistently low performing schools having the fewest resources • Professional development is at individual teacher request, with no common theme across staff, and no accountability for follow up • There is no person or staff to support teaching in respect to curriculum alignment, data evaluation, or content 	<p>curriculum discussions at the district level.</p> <ul style="list-style-type: none"> • Assessments have been written for some content areas, but either do not align with or are not as rigorous as the state standards • Data systems are used only by central office, with the exception of attendance and grading systems • Materials are purchased on a cycle, regardless of curriculum changes at the state level • Teachers are allowed to attend professional development according to bargaining agreements, regardless of district need or teacher pedagogy 	<p>scores at the student level, but do not provide other district or content area information</p> <ul style="list-style-type: none"> • Materials are textbook based, and no supplemental materials are a part of the curriculum • Some highly effective teachers exist, but do not have access to professional development except at the district level • Training and support is provided by outside providers, with some follow up at the district level 	<p>ng school and district level data</p> <ul style="list-style-type: none"> • Materials including textbooks and technology needed for instruction • Human capital that is highly effective and maintains up to date teaching strategies. New teachers have a strong induction process on management, content, and curriculum procedures • Knowledge and expertise to support and train district staff
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	expertise	needs <ul style="list-style-type: none"> • Training is provided solely by outside providers, with no follow up in the classroom 		
Contextual Capacity: Labor and Board Relations	<p>There is disagreement by either the Board of Education or the Professional Labor Organization regarding:</p> <ul style="list-style-type: none"> • There is no plan for improving schools • Right of placement by seniority remains a part of the contract • The plan to improve persistently failing schools is communicated in a detrimental light to some audiences • The pace of the plan to improve schools is undetermined • Is a blaming environment 	<p>Either the Board of education of the Professional Labor Organization reflects a plan that is :</p> <ul style="list-style-type: none"> • focused on the specific schools needing improvement as opposed to system-wide efforts • Incremental in pace • Reallocates some resources, but does not address placement of staff • Accountability is inconsistent 	<p>Either the board or the professional Labor Organization supports a district-wide school improvement effort that:</p> <ul style="list-style-type: none"> • Is system wide • Is linked to needs at a broad level, with no benchmarks • Is communicated in traditional ways (ie, newsletter) one or two times • Reflects a vision of rapid school improvement • Allows for the placement of some resources, but in general are taken as contract exceptions 	<p>Both Professional Labor Organization and the Board of Education agree on a district-wide school improvement effort that:</p> <ul style="list-style-type: none"> • Is system-wide • Is linked to needs • Is communicated consistently to a variety of audiences • Reflects a vision of rapid improvement • Allows the placement of resources, including human, into schools most in need of improvement • Holds each entity mutually

			<p>as opposed to a way of operating</p> <ul style="list-style-type: none"> Accountability is determined inconsistently 	<p>accountable for results</p>
<p>Contextual Capacity:</p> <p>School Consolidation</p>	<p>The district has had to consolidate or close at least 10% of its schools, with school closings and consolidations occurring more than once over the last 5 years.</p> <ul style="list-style-type: none"> At least 25% of staff and students have been reassigned at least twice over the last 5 years Administrators within the district have been reassigned to new staffs, and principals with schools in need of improvement are reassigned to new schools 	<p>The district has had to consolidate or close schools, with changes occurring more than once over the last 5 years.</p> <ul style="list-style-type: none"> At least 15% of staff and students have been reassigned at least twice over the last 5 years Administrators have been reassigned to individual buildings at least twice in the past 5 years 	<p>The district has had to consolidate or close schools, but other than a physical move, student cohorts and teaching cohorts remain stable (ie, two schools merge into one).</p> <ul style="list-style-type: none"> Teacher retention remains at least 90% without factoring in student population decreases Administration is consistent for a building for at least 3 years 	<p>The district continues to demonstrate stability in:</p> <ul style="list-style-type: none"> The number of schools within a district has remained the same for a period of years Teacher retention within the district is at least 90% Teacher retention within a building is at least 90% Administration is consistent within a building with a principal remaining at a school for at least 3 years Administration within the district is consistent, with at least 80% of central

				office remaining the same over at least 3 years
Contextual Capacity: Human Resources	<ul style="list-style-type: none"> • Staff is hired as openings occur with no plan to train, mentor, or retain them • Teachers are required to attend district-wide training sessions, with no exceptions for individualization • Teachers are assigned to classes by right of seniority, with the lowest level classes assigned to the least experienced staff • Planning time driven by various subjects such as band or library and not by grade level or content level • Teacher 	<ul style="list-style-type: none"> • There is an evaluation plan for all staff, but some staff is evaluated inconsistently due to the administrators inability to find appropriate time • Only new staff receives training, in accordance with state law. Professional development hours have been bargained as substituting for instructional time 	<ul style="list-style-type: none"> • The district has an evaluation plan for all staff • There is a district wide plan to improve teaching and learning. Some teachers may be exempt (ie art, PE) from the professional development • Planning time is before or after school as needed 	<ul style="list-style-type: none"> • The district has the capacity to recruit, induct, evaluate, retain and /or releases district and school staff and administration • The district has a systematic plan to improve teaching for all staff, including senior teachers and administration • Teachers and other instructional staff have a common time to plan and evaluate lessons, and to observe each other teaching

	absences average 15% or greater on a daily basis			
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ATTACHMENT I.F.1

SAMPLE

Proposed School Improvement Partnership Agreement

This School Improvement Partnership Agreement (“SIPA”) is entered into by and between _____ (State) _____ (“ISD/(R)ESA”) and _____ (“Qualifying LEA”). This agreement establishes a framework of collaboration, as well as articulates specific roles and responsibilities in the implementation of an approved plan of work to access Federal School Improvement Grant funds for Low Performing Schools under the American Recovery and Reinvestment Act (ARRA).

I. SCOPE OF WORK

The Scope of Work defines the actions and reform measures the Qualifying LEA agrees to implement under one of these four federally-defined options: Turnaround, Restart, Transformation or Closure.

II. PROJECT ADMINISTRATION

A. QUALIFYING LEA RESPONSIBILITIES

In implementing the tasks and activities described in the ARRA Federal School Improvement Grant, the Qualifying LEA will:

- 1) Choose to implement one of four options identified in this agreement and develop a corresponding plan.
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the Intermediate School District/Regional Educational Service Agency (ISD/(R)ESA) or State of Michigan Department of Education (State).
- 3) Post to any website specified by the ISD/(R)ESA or State, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the ARRA Federal School Improvement Grant.
- 4) Participate, as requested, in any evaluations of this grant conducted by the ISD/(R)ESA, State or United States Education Department (ED).

SAMPLE

- 5) Be responsive to ISD/(R)ESA, State or ED requests for information including status of the project, project implementation, outcomes, and any problems anticipated or encountered.
- 6) Participate in meetings and telephone conferences with the ISD/(R)ESA or State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the ARRA Federal School Improvement Grant, and (d) other matters related to the ARRA Federal School Improvement Grant and associated plans.
- 7) Participate in the ISD/(R)ESA process for either the Transformation or Turnaround Model.

Each school shall establish a new leadership team composed of the principal, classroom leader teachers who lead a grade level, a multiage team or subject-matter-area team, supplementary support personnel, instructional coach, and at least two community members who engage the community in the transformation. Each school-based team requires an ISD staff as a member acting as liaison to the ISD/(R)ESA.

First Action Step:

Prepare a set of goals to which the staff and community is internally committed to hold themselves accountable.

Second Action Step:

Develop a set of alternative approaches for transformation or turnaround. Find exemplars for the leadership team and community members to visit and examine. Select an approach with fidelity measures to assess quality of implementation.

Third Action Step:

Develop a formative assessment process tied to student- and adult-learning outcomes that complement the intervention approach selected. Build an instructional calendar to guide the instructional feedback cycle. Create a data report that highlights progress and identifies students who need extra supplementary instruction and support. Seek community review, comment and critique of quarterly reports prior to submitting them to the district and ISD/(R)ESA as required. Work with the ISD/(R)ESA to collaboratively develop a feedback response for the school team with their recommendations for revision.

SAMPLE

Fourth Action Step:

Prepare and implement, with external technical assistance, a professional development model embedded in classroom instruction using the school leadership team members as lead trainers.

Fifth Action Step:

Review, at the school level, annual summative measures tied to state and federal benchmarks as part of the annual progress report to the community and state. The data will be certified at the district and ISD/(R)ESA level.

B. INTERMEDIATE SCHOOL DISTRICT/REGIONAL EDUCATIONAL SERVICE AGENCY RESPONSIBILITIES

In assisting Qualifying LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the ISDs/(R)ESAs or consortium of ISDs/(R)ESAs that elect to sign this memorandum of agreement to support the Turnaround and/or Transitional low performing schools shall:

- 1) Work collaboratively with, and support the Qualifying LEA in carrying out the LEA Plan as identified in this agreement.
- 2) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 3) Identify sources of technical assistance as needed. ISD/(R)ESA approves Technical Assistance Agent from a list of vetted consultants.
- 4) Participate in the ISD/(R)ESA process for either Transformation or Turnaround Model assigning an ISD staff member to serve as a member of each school team.

First Action Step:

Monitor quarterly school goals that the staff and community team has developed and reported to the ISD/(R)ESA transformation or turnaround support team.

Second Action Step:

Support the development of a set of alternative approaches to transformation or turnaround and find exemplars to take staff and community members to visit and examine. ISD/(R)ESA conducts the fidelity studies to assess quality of implementation.

Third Action Step:

Support the development of a formative assessment process tied to student- and adult-learning outcomes that complement the intervention approach selected. Monitor the instructional calendar to

SAMPLE

guide the instructional feedback cycle. Review progress through quarterly reports to district and ISD/(R)ESA for monitoring.

Fourth Action Step:

Support, participate, and evaluate the effectiveness of the professional development program and determine its impact on adult learning and student progress.

Report school progress to the State of Michigan Department of Education.

Collect models and practices to be shared statewide in annual renewal meetings with all practicing ISDs/(R)ESAs and schools in the transformation or turnaround network as well as new schools that are invited to participate as their needs emerge.

C. JOINT RESPONSIBILITIES

- 1) The ISD/(R)ESA and the Qualifying LEA will each appoint a contact person for the ARRA Federal School Improvement Grant.
- 2) These key contacts from the ISD(R)ESA and the Qualifying LEA will maintain frequent communication to facilitate cooperation under this partnership agreement.
- 3) ISD/(R)ESA and Qualifying LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the entire grant period.
- 4) ISD/(R)ESA and Qualifying LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the ARRA Federal School Improvement Grant, even when the Qualifying School Plan requires modifications that affect the Qualifying LEA.

D. STATE RESPONSIBILITIES

In assisting Qualifying LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the State will:

- 1) Work collaboratively with, and support the Qualifying LEA and supporting ISD/(R)ESA or consortium of ISDs/(R)ESAs in carrying out the Qualifying School Plan as noted in this agreement.
- 2) Timely distribute the Qualifying LEA's portion of ARRA Federal School Improvement Grant funds during the course of the project period and in accordance with the Qualifying School Plan as noted in this agreement.
- 3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 4) Identify sources of technical assistance as needed.

SAMPLE

- 5) Periodically review the approved plan in cooperation with the ISD/(R)ESA.
- 6) Provide financial support to ISDs/(R)ESAs with qualifying low performing schools from available state and federal sources including funding support from the current state-wide system of support (SSOS) grant, to implement the turnaround and/or transformation plans for schools served.
- 7) Support the development of a single plan for school improvement that is consistent with the requirements under this memorandum of agreement.
- 8) Determine if it can extend the timeline for improvement upon request of the Qualifying School with the recommendation of the district and ISD/(R)ESA.

E. RECOURSE FOR NON-PERFORMANCE

If the ISD/(R)ESA determines that the Qualifying LEA or School is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the ISD/(R)ESA will notify the State of the lack of progress and make recommendations for an alternative intervention which may include restart, closure, or a collaborative process between the State, ISD/(R)ESA and the Qualifying LEA, including putting the Qualifying LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs, or modifying the approved plan or any of the measures that are detailed under Section VI. Application Process and Oversight.

III. ASSURANCES

The Qualifying LEA hereby certifies and represents that:

- 1) It has all requisite power and authority to execute this partnership agreement.
- 2) It is familiar with the general scope of the ARRA Federal School Improvement Grant application and is supportive of and committed to working on all portions of the plan.
- 3) It agrees to be a Qualifying LEA and will implement the Plan as indicated (or amended) in this agreement.
- 4) It will provide a Scope of Work with specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with State and Federal School Improvement Goals.
- 5) It will comply with all of the terms of the ARRA Federal School Improvement Grant, and all applicable Federal and State laws and regulations.
- 6) Nothing in the School Improvement Partnership Agreement shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under Federal, State, or local laws (including applicable regulations or court orders or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements).
- 7) Any portion of the School Improvement Partnership Agreement that impacts upon a mandatory topic of bargaining not covered by an existing collective bargaining agreement, memorandum of understanding, or other agreement shall be implemented only after an agreement is reached through collective bargaining.

SAMPLE

IV. MODIFICATIONS

This School Improvement Partnership Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the State.

V. DURATION/TERMINATION

This School Improvement Partnership Agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. APPLICATION PROCESS AND OVERSIGHT

Qualifying Schools (low performing schools) are the persistently lowest achieving schools as determined by the State and divided into three tiers by the United States Education Department (ED).

- Tier I: Title I Schools that:
 - Are among the lowest 5%
 - A high school that has a graduation rate less than 60% over a number of years
- Tier II: Non-Title I Schools that:
 - Are eligible for Title I funding that falls into the lowest 5% of schools
 - A high school that has a graduation rate less than 60% over a number of years
- Tier III: Title I Eligible Schools that:
 - Are in improvement, corrective action or restructuring
(those schools that are currently part of the statewide system of support)

SAMPLE

APPLICATION PROCESS AND OVERSIGHT	
Phase I: Application Development	
<p>The LEA with the Qualifying School that develops the application for ARRA Federal School Improvement Grant funds must address one of the four Federally-defined options to improve student achievement:</p> <ul style="list-style-type: none"> ▪ Turnaround: Replace principal and at least 50% staff; adopt revised strategies; consider offering social services; extended school day ▪ Restart: Close the school and re-open as a charter school (must admit all former students who wish to attend) ▪ Transformation: Replace principal, develop and reward teacher and leader effectiveness, extend learning time and engage community, provide operating flexibility ▪ Closure: Close the school and transfer students to a higher-performing school in the same district. <p>If the LEA with the Qualifying School(s) selects the Restart or Closure option, the district will work directly with the State.</p> <p>If the LEA with the Qualifying School(s) selects the Turnaround/Transformation Model the applicant must include ISD/(R)ESA participation and involvement in the development of the scope of work, work plan, goals, student achievement outcomes and timelines.</p>	<p>If the LEA with the Qualifying School does not work with the ISD/(R)ESA in the development of an application, under the Turnaround/Transformation Model, the Qualifying School may be required to select another external provider from the state’s list or may be placed into the state reform district under the State School Redesign/Reform Officer (SRRO).</p> <p>If the LEA with the Qualifying School does not work with the state in the development of an application under the Restart/Closure Option, the Qualifying School may be placed into the state reform district under the SRRO.</p>
Phase II: Application Submission	
<p>The application is submitted to the State and considered for funding.</p>	<p>If no application is submitted, the Qualifying School may be placed into the state reform district under the SRRO.</p>
Phase III: Application Status	
<p>If the application is approved, funding will be awarded for year-one to begin implementation or planning for closure.</p>	<p>If the application is not approved, the Qualifying School may be placed into the state reform district under the SRRO.</p>

SAMPLE

Phase IV: Year I—Implementation	
The first year of the grant will be spent on implementing the selected model or on the closure timetable.	
Phase V: Year II—Monitoring for Progress	
A Qualifying School with an approved plan will be reviewed periodically by the State and the ISD/(R)ESA. If there is significant improvement, the work plan will continue as submitted.	<p>If there is insufficient improvement in the Turnaround/Transformation, the plan will be modified to increase ISD/(R)ESA involvement with the Qualifying School through measures approved by the State, which may include increased oversight, supervision, staff evaluation and financial management.</p> <p>If the LEA selected the Restart option it must reopen as a charter in Year II or the SSRRO may determine that the Qualifying School has not met the Redesign Plan requirements and may place the school in the state reform district.</p> <p>If the LEA selected the Closure option the school must be closed by Year II of operation.</p>
Phase VI: Year III—Monitoring for Progress	
A Qualifying School with an approved or modified plan will be reviewed periodically by the State and the ISD/(R)ESA. If there is significant improvement, the work plan will continue as submitted or modified.	For the Turnaround/Transformation Model if there is insufficient improvement after the ISD/(R)ESA has increased its involvement with the Qualifying School through measures approved by the State, the SSRRO may place the Qualifying School into the state reform district.

SAMPLE

VII. SIGNATURES

Local Superintendent (or equivalent authorized signatory) - required:

Signature/Date _____ Print Name/Title _____

President of Local School Board (or equivalent) - required:

Signature/Date _____ Print Name/Title _____

Intermediate Superintendent (or equivalent authorized signatory) - required:

Signature/Date _____ Print Name/Title _____

President of Intermediate School Board (or equivalent) - required:

Signature/Date _____ Print Name/Title _____

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Qualifying LEA.

Signature/Date _____ Print Name/Title _____



JENNIFER M. GRANHOLM
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

February 22, 2010

MEMORANDUM

TO: Local and Intermediate School District Superintendents
Public School Academy Directors and Authorizers

FROM: Sally Vaughn, Ph.D. *Sally*
Deputy Superintendent/Chief Academic Officer

SUBJECT: Additional Waivers of Title I School Improvement Grant Requirements

The United States Department of Education (USED) has released further guidance on the School Improvement Grants under Section 1003(g) of the Elementary and Secondary Education Act (ESEA). The grants, through state educational agencies (SEAs) and local educational agencies (LEAs) are for use in Title I schools identified for improvement, corrective action, or restructuring. These schools must demonstrate the greatest need for, and the strongest commitment to use of, the funds in providing adequate resources that will substantially raise student achievement, and enable the schools to make adequate yearly progress (AYP) and exit identification/improvement status.

The USED has notified SEAs they are eligible for two additional waivers of requirements in the School Improvement Grants. On or before February 22, 2010, the Michigan Department of Education (MDE) will submit to the USED an amended application for the Section 1003(g) School Improvement Grants that includes a request to waive the following requirements in the State application for these funds:

- a) The definition of "persistently lowest-achieving schools" contained in section I.A.3 of the final requirements for the School Improvement Grants (SIG) program (74 FR 65618 (Dec. 10, 2009)) and incorporation of that definition in identifying Tier II schools under section I.A.1(b) of the final requirements, as amended (75 FR 3375 (Jan. 21, 2010)). A waiver of this requirement will allow Michigan to include Title I secondary schools in the Tier II grouping that are either identified for improvement, corrective action, or restructuring or that are in the State's lowest quintile of performance based on performance on the state assessments.

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As is currently written, a Tier II school is defined as a low achieving secondary school that is eligible for, but does not receive, Title I funding and a Tier I school is a Title I school that falls into the category of the lowest achieving five percent of all Title I schools in the State. This waiver seeks to include Title I secondary schools in the Tier II grouping that otherwise could not be served as such because they do not meet the existing requirements to be included in either Tier I or Tier II.

- b) The definition of "persistently lowest-achieving schools" contained in section I.A.3 of the final requirements for the School Improvement Grants (SIG) program (74 FR 65618 (Dec. 10, 2009)) and the use of that definition in section I.A.1(a) and (b) of those final requirements, as amended (75 FR 3375 (Dec. 21, 2010)) as it applies to small schools. A waiver of this requirement will allow Michigan to exclude low achieving "small schools" from the Tier I and Tier II groupings. A "small school" is defined as any school with less than 30 students used to calculate its "all students" performance when determining Adequate Yearly Progress (AYP). Small schools identified for improvement, corrective action, or restructuring will continue to be served through other means such as inclusion in Tier III or by the Statewide System of Support for High Priority Schools.

Please visit <http://www.ed.gov/policy/elsec/quid/secletter/090827.html> for more information on the School Improvement Grant and explanation of the "tier" system referenced above.

LEAs wishing to comment on the School Improvement Grant waiver request should submit comments to ARRAWaiverResponse@michigan.gov by March 5, 2010. Please include the phrase "SIG waiver comments" in the subject line. Comments should be specific to waiver requests a) and b) outlined above.

Questions may be directed to Bill Witt at 517-373-4140 or by email at ARRAWaiverResponse@michigan.gov.

Attachment

cc: William Mayes, MASA
David Martell, MSBO
Dan Quisenberry, MAPSA
Billie Wimmer, MCCA
Kathy Hayes, MASB

LEA COMMENT PERIOD STATEMENT

The above notice to LEAs was sent on February 25, 2010. The comment period closed on March 5, 2010.

WAIVER REQUEST LEA COMMENTS

No LEA comments were received in response to the waiver requests.

ATTACHMENT I.H.1



STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

LANSING



MICHAEL P. FLANAGAN

SUPERINTENDENT OF
PUBLIC INSTRUCTION

JENNIFER M. GRANHOLM

GOVERNOR

January 28, 2010

MEMORANDUM

TO: Local and Intermediate School District Superintendents and
Public School Academy Directors and Authorizers

FROM: Sally Vaughn, Ph.D.
Deputy Superintendent/Chief Academic Officer

SUBJECT: Waivers of Title I School Improvement Grant Requirements

The United States Department of Education (USED) has released the application for School Improvement Grants under Section 1003(g) of the Elementary and Secondary Education Act (ESEA). The grants, through State educational agencies (SEAs) and local educational agencies (LEAs) are for use in Title I schools identified for improvement, corrective action, or restructuring. These schools must demonstrate the greatest need for, and the strongest commitment to use of the funds in providing adequate resources that will substantially raise student achievement, and enable the schools to make adequate yearly progress (AYP) and exit identification/improvement status.

The USED is allowing SEAs to apply for waivers of certain requirements in the School Improvement Grants. On or before February 8, 2010, MDE will submit to the USED an application for the Section 1003(g) School Improvement Grants that includes a request to waive the following requirements for all LEAs in Michigan that are awarded these funds:

- a) Section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)); a waiver of this requirement will result in the USED extending the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013. Without this waiver, the period of availability for these funds would end September 30, 2011.

- b) Section 1116(b)(12) of the ESEA; a waiver of this requirement will allow Tier I schools that will implement a turnaround or restart model to “start over” in the school improvement timeline. This waiver would free a Tier I school from the requirement for an identified school to meet AYP for two consecutive years before being released from the ESEA requirements (i.e. Public School Choice, Supplemental Educational Services, 20 percent obligation for Choice and SES, 10 percent obligation for professional development, etc). Even though a school implementing this waiver would no longer be identified for improvement, corrective action, or restructuring, it is still eligible to receive Section 1003(g) School Improvement Grant funds.

- c) The 40 percent poverty eligibility threshold in Section 1114(a)(1) of the ESEA; a waiver of this requirement would allow an LEA to implement a schoolwide Title I program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold. Without this waiver, a Tier I or Tier II school that does not have at least 40 percent of its student population at the federally determined poverty level may only offer a targeted assistance Title I program.

Please visit <http://www.ed.gov/policy/elsec/guid/secletter/090827.html> for more information on the School Improvement Grant and explanation of the “tier” system referenced above.

LEAs wishing to comment on the School Improvement Grant waiver request should submit comments to ARRAWaiverResponse@michigan.gov by February 1, 2010. Please include the phrase “SIG waiver comments” in the subject line. Comments should be specific to waiver requests a) through c) outlined above.

Questions may be directed to Bill Witt at 517-373-4140 or by email at ARRAWaiverResponse@michigan.gov.

- cc: William Mayes, MASA
- David Martell, MSBO
- Dan Quisenberry, MAPSA
- Billie Wimmer, MCCSA
- Kathy Hayes, MASB

ATTACHMENT I.H.2

LEA COMMENTS

Taylor schools is strongly in favor of MDE requesting all three proposed School Improvement waivers. Extended time for use of School Improvement funds would be very helpful since this is a supplement to the school Title I allocation and it is often difficult to spend those funds within the same time frame as regular Title I.

The second waiver to "start over" the School Improvement time line is most exciting. I know all Tier I schools feel frustrated that they are in a hole that they can't climb out of. I don't know if Kennedy and Truman High Schools in Taylor are qualified as Tier I schools, but this sounds like a fair treatment of high needs schools. In addition, I feel this should be extended to all schools that have been in an AYP phase for several years. If there is any possibility of expanding the 5% to include more schools in Tier I, we would be in favor of it.

Waiver to the 40% poverty rate is moot for most districts in southeast Michigan. Our poverty numbers have skyrocketed in the past three years. My lowest poverty percentage is 56%, but most of our schools are in the 60% - 80% range.

Taylor would appreciate any opportunity to participate in the School Improvement funds waiver. If our schools qualify for the "start over" option, it would be a huge morale booster for staff and an opportunity for them to refocus their efforts. I would appreciate your reviewing the list of Tier I schools in Michigan and letting me know if Kennedy or Truman High Schools are among them.

Thank you for your attention and your efforts to improve Title I programs in Michigan.

Sincerely,

Norman Malinowski

Title I Director

Taylor School District

313-295-5747

****No other LEA comments were received in response to the Section 1003(g) School Improvement Grants waiver request.*

ATTACHMENT I.H.3

Notice to Public - Section 1003(g) School Improvement Grants Waiver Request

The United States Department of Education (USED) has released further guidance on the School Improvement Grants under Section 1003(g) of the Elementary and Secondary Education Act (ESEA). The grants, through state educational agencies (SEAs) and local educational agencies (LEAs) are for use in Title I schools identified for improvement, corrective action, or restructuring. These schools must demonstrate the greatest need for, and the strongest commitment to use of, the funds in providing adequate resources that will substantially raise student achievement, and enable the schools to make adequate yearly progress (AYP) and exit identification/improvement status. The USED has notified SEAs they are eligible for two additional waivers of requirements in the School Improvement Grants. On or before February 22, 2010, the Michigan Department of Education (MDE) will submit to the USED an amended application for the Section 1003(g) School Improvement Grants that includes a request to waive the following requirements in the State application for these funds:

- d) The definition of "persistently lowest-achieving schools" contained in section I.A.3 of the final requirements for the School Improvement Grants (SIG) program (74 FR 65618 (Dec. 10, 2009)) and incorporation of that definition in identifying Tier II schools under section I.A.1(b) of the final requirements, as amended (75 FR 3375 (Jan. 21, 2010)). A waiver of this requirement will allow Michigan to include Title I secondary schools in the Tier II grouping that are either identified for improvement, corrective action, or restructuring or that are in the State's lowest quintile of performance based on performance on the state assessments.

As is currently written, a Tier II school is defined as a low achieving secondary school that is eligible for, but does not receive, Title I funding and a Tier I school is a Title I school that falls into the category of the lowest achieving five percent of all Title I schools in the State. This waiver seeks to include Title I secondary schools in the Tier II grouping that otherwise could not be served as such because they do not meet the existing requirements to be included in either Tier I or Tier II.

- e) The definition of "persistently lowest-achieving schools" contained in section I.A.3 of the final requirements for the School Improvement Grants (SIG) program (74 FR 65618 (Dec. 10, 2009)) and the use of that definition in section I.A.1(a) and (b) of those final requirements, as amended (75 FR 3375 (Dec. 21, 2010)) as it applies to small schools. A waiver of this requirement will allow Michigan to exclude low achieving "small schools" from the Tier I and Tier II groupings. A "small school" is defined as any school with less than 30 students used to calculate its "all students" performance when determining Adequate Yearly Progress (AYP). Small schools identified for improvement, corrective action, or restructuring will continue to be served through other means such as inclusion in Tier III or by the Statewide System of Support for High Priority Schools.

Please visit <http://www.ed.gov/policy/elsec/guid/secletter/090827.html> for more information on the School Improvement Grant and explanation of the "tier" system referenced above.

Individuals wishing to comment on the School Improvement Grant waiver requests should submit comments to ARRAWaiverResponse@michigan.gov by March 5, 2010. Please include the phrase "SIG

waiver comments” in the subject line. Comments should be specific to waiver requests a) and b) outlined above.

Questions may be directed to Bill Witt at 517-373-4140 or by email at ARRAWaiverResponse@michigan.gov.

ATTACHMENT I.H.4

WAIVER REQUEST PUBLIC COMMENTS

No public comments were received in response to the Section 1003(g) School Improvement Grants waiver requests to exclude small schools from the lowest 5% of persistently low achieving schools and to expand Tier II to include Title I secondary schools.

WAIVER REQUEST LEA COMMENTS

No LEA comments were received in response to the Section 1003(g) School Improvement Grants waiver requests to exclude small schools from the lowest 5% of persistently low achieving schools and to expand Tier II to include Title I secondary schools.

Part II: LEA Application

Attachment II.A.1

Part II: LEA Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant:	Applicant's Mailing Address:
LEA Contact for the School Improvement Grant	
Name:	
Position and Office:	
Contact's Mailing Address:	
Telephone:	
Fax:	
Email address:	
LEA School Superintendent/Director (Printed Name):	Telephone:
Signature of the LEA School Superintendent/Director: X_____	Date:
LEA School LEA Board President (Printed Name):	Telephone:
Signature of the LEA Board President: X_____	Date:
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

GRANT SUMMARY

District Name:

District Code:

ISD/RESA Name:

ISD Code:

FY 2010

School Improvement Grant – Section 1003(g)

District Proposal Abstract

For each of the intervention models briefly described below, indicate the number of schools within the district/LEA that will implement one of the four models. Full details and all requirements of each model can be found in Attachment II.B.1. Attach the full listing using form below in Section A, schools to be served, and the criteria for selection as attachments to this grant.

Close/Consolidate Model: Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district.

Transformation Model: Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools.

Turnaround Model: Replace principal and at least 50 of the staff, adopt new governance, and implement a new or revised instructional. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.

Restart Model: Close the school and restart it under the management of a charter school operator, a charter management organization (CMO) or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

PART II: LEA REQUIREMENTS

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant. The LEA grant scoring rubric is included as Attachment II.A.2.

From the list of eligible schools (Attachment I.A.1), an LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school. Detailed descriptions of the requirements for each intervention are in Attachment II.B.1.

<u>SCHOOL NAME</u>	<u>NCES ID #</u>	<u>TIER I</u>	<u>TIER II</u>	<u>TIER III</u>	<u>INTERVENTION (TIER I AND II ONLY)</u>			
					<u>turnaround</u>	<u>restart</u>	<u>closure</u>	<u>transformation</u>

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant. LEA's are encouraged to refer to their Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) to complete the following:

Provide a narrative description following each of the numbered items below for each school the LEA plans to serve with School Improvement Grant funds.

1. For each Tier I and Tier II school that the LEA commits to serve, the LEA must:
 - Describe the process the LEA has used to analyze the needs of each school and how the intervention was selected for each school. Detailed descriptions of the requirements for each intervention are in Attachment II.B.1. The LEA must analyze the needs of each Tier I, II or III school using complete and consistent data. Attachment II.B.2 provides a model for that analysis.
 - Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected. (Data and process analysis to assist the LEA with this application may be found in the School Improvement Plan (Attachment II.B.2) for each school and in the District Improvement Plan (Attachment II.B.3). In the School and District Plan rubrics, local challenges are indicated by the categories "getting started" or "partially implemented."

2. If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school.

If an LEA claims lack of sufficient capacity to serve each Tier I school, the LEA must submit written notification along with the School Improvement Grant application, that it cannot serve all Tier I schools. The notification must be signed by the District Superintendent or Public School Academy Administrator and the President of the local school board. *Notifications must include both signatures to be considered.*

The notification must include the following:

- ✓ A completed online Michigan District Comprehensive Needs Assessment indicating that the district was able to attain only a "Getting Started" or "Partially Implemented" rating (link below) in at least 15 of the 19 areas with a description of efforts to improve.
- ✓ (http://www.advanced.org/mde/school_improvement_tasks/docs/edeyes_report_template.doc)
- ✓ Evidence that the district lacks personnel with the skills and knowledge to work with struggling schools. This includes a description of education

levels and experience of all leadership positions as well as a listing of teachers who are teaching out of certification levels

- ✓ A completed rubric (Attachment I.C.1) scored by the Process Mentor team detailing specific areas of lack of capacity

3. For each Tier I and II school in this application the LEA must describe actions taken, or those that will be taken, to—

- Design and implement interventions consistent with the final requirements
- Select external providers from the state’s list of preferred providers;
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (Attachment II.B.4 is a rubric for possible policy and practice changes); and
- Sustain the reforms after the funding period ends.

4. Include a timeline delineating the steps to be taken to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application. (Attachment II.B.5 provides a sample rubric for principal selection if the LEA chooses an intervention that requires replacement of the principal.)

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

6. For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement.

7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

8. As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

- Describe how this process was conducted within the LEA.

School Improvement Grant Narrative for Tier 1 School

Name of School:

Building Code:

Select Intervention: Transformation Turnaround Restart Close

7. Describe the process the LEA has used to analyze the needs of each school and how the intervention was selected for each school. *Detailed descriptions of the requirements and checklist for each intervention are in Attachment II.B.1. The LEA must analyze the needs of each Tier I school using complete and consistent data. Attachment II.B.2 provides a model for that analysis.*

Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to this school in order to implement the selected intervention fully and effectively. *(Data and process analysis to assist the LEA with this application may be found in the School Improvement Plan (Attachment II.B.2) for each school and in the District Improvement Plan (Attachment II.B.3). In the School and District Plan rubrics, local challenges are indicated by the categories "getting started" or "partially implemented)."*

8. If the LEA is not applying to serve this Tier I school, explain why it lacks capacity to serve this school. *(Attach signed notification as specified in LEA Application.)*
9. Describe actions taken, or those that will be taken, to—
- Design and implement interventions consistent with the final requirements
 - Select external providers from the state’s list of preferred providers;
 - Align other resources with the interventions, including discontinuation of initiatives that conflict with selected intervention;
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (Attachment II.B.4 is a rubric for possible policy and practice changes); and
 - Sustain the reforms after the funding period ends.
10. Complete a timeline delineating the steps to be taken to implement the selected intervention.

Action Step	Person Responsible	Start Date	End Date	Success Metric
Example: Principal interviews	Stan Smith	June 15	July 15	New principal with turnaround experience hired

11. Annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor progress. *(For example: 2009-10 10% students proficient, 50% students improved or significantly improved; 2010-11 40% students proficient, 90% students improved or significantly improved; 2011-2012 60% students proficient, 100% students remained proficient or improved or significantly improved.)*
12. List the relevant stakeholders consulted regarding the LEA's application and implementation of the selected intervention for this school; describe the process used to solicit and incorporate stakeholder input.

School Improvement Grant Narrative for Tier 2 School

Name of School:

Building Code:

Select Intervention: Transformation Turnaround Restart Close

7. Describe the process the LEA has used to analyze the needs of each school and how the intervention was selected for each school. *Detailed descriptions of the requirements and checklist for each intervention are in Attachment II.B.1. The LEA must analyze the needs of each Tier 2 school using complete and consistent data. Attachment II.B.2 provides a model for that analysis.*

Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to this school in order to implement the selected intervention fully and effectively. *(Data and process analysis to assist the LEA with this application may be found in the School Improvement Plan (Attachment II.B.2) for each school and in the District Improvement Plan (Attachment II.B.3). In the School and District Plan rubrics, local challenges are indicated by the categories "getting started" or "partially implemented)."*

8. If the LEA is not applying to serve this Tier 2 school, explain why it lacks capacity to serve this school. *(Attach signed notification as specified in LEA Application.)*
9. Describe actions taken, or those that will be taken, to—
- Design and implement interventions consistent with the final requirements
 - Select external providers from the state’s list of preferred providers;
 - Align other resources with the interventions, including discontinuation of initiatives that conflict with selected intervention;
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (Attachment II.B.4 is a rubric for possible policy and practice changes); and
 - Sustain the reforms after the funding period ends.
10. Complete a timeline delineating the steps to be taken to implement the selected intervention.

Action Step	Person Responsible	Start Date	End Date	Success Metric
Example: Principal interviews	Stan Smith	June 15	July 15	New principal with turnaround experience hired

11. Annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor progress. *(For example: 2009-10 10% students proficient, 50% students improved or significantly improved; 2010-11 40% students proficient, 90% students improved or significantly improved; 2011-2012 60% students proficient, 100% students remained proficient or improved or significantly improved.)*
12. List the relevant stakeholders consulted regarding the LEA's application and implementation of the selected intervention for this school; describe the process used to solicit and incorporate stakeholder input.

School Improvement Grant Narrative for Tier 3 School

Name of School:

Building Code:

(Note: The Michigan Department of Education places a priority for funding on serving all Tier 1 and 2 schools prior to Tier 3. If you are including Tier 3 schools in the LEA application, please specify how Tier 3 schools will benefit from the interventions provided to Tier 1 and/or Tier 2 schools.)

5. Describe the process the LEA has used to analyze the needs of each Tier 3 school. *The LEA must analyze the needs of each Tier 3 school using complete and consistent data. Attachment II.B.2 provides a model for that analysis.*
6. For each Tier 3 school the LEA commits to serve, identify the services the school will receive or the activities the school will implement.
7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Tier 3 schools that receive school improvement funds.
8. Complete a timeline delineating the steps to be taken to implement the selected activities.

Action Step	Person Responsible	Start Date	End Date	Success Metric
Example: Instructional coaches for math	Carol Jones	July 20	Aug 4	Formative assessments show increases in math scores and decreases in gap between "all students" and "students with disabilities"

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

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

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

An LEA’s budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.

AUTHORITY:

COMPLETION: Voluntary. (Consideration for
funding will not be possible if form is not filed.)

SCHOOL IMPROVEMENT GRANT BUDGET

APPLICANT INFORMATION

TYPE OR PRINT:

APPLICANT	Legal Name of District		District Code
	Address of District		
	City and Zip Code		Name of County
CONTACT PERSON	Name of Contact Person	Title	Telephone (Area Code) () -
	Address	City	Zip Code
	E-Mail Address	Facsimile (A.C./No.) () -	

GRANT FUNDS REQUESTED: \$ _____

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

DATE _____ SUPERINTENDENT OR AUTHORIZED OFFICIAL _____
 TYPED NAME/TITLE _____ SIGNATURE _____

MAILING INSTRUCTIONS: Return this form to the Michigan Department of Education at the address shown above. The application with original signatures and five copies for a total of six must be postmarked **no later than 90 days after the grant announcement. Late applications will be considered non-compliant.**

NOTE: Applications may no longer be hand delivered. Late applications will NOT be considered.

ASSURANCES AND CERTIFICATIONS

STATE PROGRAMS

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

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

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

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

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

ASSURANCE WITH SECTION 511 OF THE U.S. DEPARTMENT OF EDUCATION APROPRIATION ACT OF 1990

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

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

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

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

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

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C.

7905, 34 CFR PART 108.

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

7905, 34 CFR part 108.

PARTICIPATION OF NONPUBLIC SCHOOLS

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

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

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

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

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

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

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

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

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

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

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

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

AUDIT REQUIREMENTS

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

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

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 Grants Coordination and School Support 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 Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
7. If the recipient implements a restart model in a Tier I or Tier II 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 report to the SEA the school-level data required under section III of the final requirements.

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

DATE

SIGNATURE OF LEA BOARD PRESIDENT

DATE

SCHOOL BUILDINGS FOR WHICH YOU ARE APPLYING

Districts and ISDs may apply for School Improvement grants for individual school buildings within their jurisdiction (please use duplicate pages as necessary). For the purposes of this grant, eligible school buildings are those identified as a Tier I or Tier II school. Signature by the authorized representative indicates that the authorized representative of the school building will work cooperatively with the administrative and fiscal agent for this project. List the names of the school building(s) for which you are applying below.

SCHOOL BUILDING

Legal Name of School Building	Building Code	Name and Title of Authorized Representative	
Mailing Address (Street)		Signature	
City	Zip Code	Telephone (Area Code/Local Number) () -	Date Signed (m/d/yyyy)
Name and Title of Contact Person		Mailing Address (If different from agency address)	

SCHOOL BUILDING

Legal Name of School Building	Building Code	Name and Title of Authorized Representative	
Mailing Address (Street)		Signature	
City	Zip Code	Telephone (Area Code/Local Number) () -	Date Signed (m/d/yyyy)
Name and Title of Contact Person		Mailing Address (If different from agency address)	

SCHOOL BUILDING

Legal Name of School Building	Building Code	Name and Title of Authorized Representative	
Mailing Address (Street)		Signature	
City	Zip Code	Telephone (Area Code/Local Number) () -	Date Signed (m/d/yyyy)
Name and Title of Contact Person		Mailing Address (If different from agency address)	

SCHOOL IMPROVEMENT GRANT BUDGET APPROVAL FORM

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

1. BUDGET SUMMARY FOR: Please Insert Building Name

LEGAL NAME OF APPLICANT:				District Code			
MDE USE ONLY	Grant No.	Project No.	Project Type	Ending Date	FY of Approved Activity		
					2009	2010	2011 2012

BUDGET OBJECTS:

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
110	Instruction -- Basic Programs							
120	Instruction -- Added Needs							
210	Pupil Support Services							
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services							
214	Psychological Services							
216	Social Work Services							
220	Instructional Staff Services							
221	Improvement of Instruction							
225	Instruction Related Technology							
227	Academic Student Assessment							

230	General Administration							
232	Executive Administration							
240	School Administration							
250	Support Services Business							
257	Internal Services							
266	Operation and Maintenance							
280	Central Support Services							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
300	Community Services							
311	Community Services Direction							
331	Community Activities							
	SUBTOTAL							
	Indirect Costs _____ % Restricted Rate							
	TOTAL							

3. BUDGET DETAIL

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

Date **BUSINESS OFFICE REPRESENTATIVE SIGNATURE**

Date **SUPERINTENDENT/DIRECTOR SIGNATURE**

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

See the Assurances and Certifications section of the LEA Application for a complete list of assurances. LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

E. WAIVERS: The MDE has requested all of the following waivers of requirements applicable to the LEA's School Improvement Grant. Please indicate which of the waivers the LEA intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Baseline Data Requirements

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

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)?	
Number of minutes in the school year?	
Student Data	
Dropout rate	
Student attendance rate	
For high schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	
International Baccalaureate	
Early college/college credit	
Dual enrollment	
Number and percentage enrolled in college from most recent graduating class	
Student Connection/School Climate	
Number of disciplinary incidents	
Number of students involved in disciplinary incidents	
Number of truant students	
Teacher Data	
Number of teachers at each performance level category below	

Highly effective	
Effective	
Moderately effective	
Ineffective	
Teacher attendance rate	

LEA ATTACHMENTS INDEX

Refer to Attachment I.A.1 in SEA application

II.A.2 Rubric to Evaluate LEA Applications

II.B.1 Final Requirements for School Improvement Grant

II.B.2 Sample School Application/Analysis

II.B.3 Sample District Improvement Analysis

II.B.4 Policy and Practice Change Analysis

II.B.5 Principal Selection

ATTACHMENT II.A.2

Rubric for Scoring LEA application

	Getting Started	Partially Implemented	Implemented	Exemplary
Analysis of student achievement	<ul style="list-style-type: none"> ○ The district gathers and reports achievement data required by the state and federal government. It is left up to the individual school to analyze this data. 	<ul style="list-style-type: none"> ○ In addition to the data the district is required to collect, schools collect and analyze their own data. The district provides support with professional development as requested in the form of on-site training. ○ The district annually reviews policies and procedures to determine whether any revisions are required. 	<ul style="list-style-type: none"> ○ Each year, the district provides the school an analysis of multiple measures of data. ○ School teams meet to review their school's longitudinal data patterns and these analyses are shared across the district to set the direction of instruction. ○ An annual data-based evaluation of the district's performance is conducted, with an emphasis on district internal operations. Changes are made based upon the results. 	<ul style="list-style-type: none"> ○ The district has in place a system-wide framework for using disaggregated data from multiple measures to inform the schools' efforts in closing achievement gaps. ○ Data is gathered annually and longitudinally to assess student achievement and program effectiveness targets. The district systematically reviews success on the achievement of the targets to provide feedback to the schools for instructional decision-making and to monitor student learning. ○ District leaders, with input from major stakeholders, annually conduct a comprehensive, internal, data-based evaluation of the district's performance and make changes based upon the results.
Analysis of teacher, principal data	<ul style="list-style-type: none"> ○ It is the responsibility of the school principal to monitor instruction and provide feedback regarding achievement test results. ○ The district expects individual schools to use achievement test scores as the basis for the design of initiatives to improve instruction. ○ There is awareness in the district of the importance of implementing 	<ul style="list-style-type: none"> ○ The district expects yearly improvement on achievement test scores and holds principals accountable for student success. Achievement test results at each school serve as the basis for the provision of feedback on instructional practices. District personnel pay particular attention to schools not meeting achievement standards. ○ The district provides 	<ul style="list-style-type: none"> ○ The district has clear expectations for instructional practices designed to improve student outcomes. All instructional staff and administrators are held accountable for student success. District personnel support, monitor and provide feedback to all schools, with particular attention paid to schools not meeting achievement expectations. ○ The district provides support for the 	<ul style="list-style-type: none"> ○ The district has clear expectations for instruction and monitors schools to assure improved outcomes for students. All certified staff members in the system are held accountable for student success. The superintendent expects excellence by all, monitors performance, and provides feedback to district personnel. District personnel, in turn,

	<p>rigorous instructional practices. The results of this initiative are beginning to occur at the school level.</p> <ul style="list-style-type: none"> ○ The district expects each school to review and modify its equitable practices. 	<p>guidance and information to schools on strategies to improve instructional practices and measures their success by an improvement in achievement test scores.</p> <ul style="list-style-type: none"> ○ In order to improve student achievement, the district provides guidance in the design of support systems for students needing additional academic support. ○ The district is focusing on the implementation of rigorous instructional practices at each school. The extent to which this effort has been successful is evaluated by school leaders. ○ There is a common understanding in the district of the importance of equity in everyday schooling. Although some equitable practices are occurring at the schools, the district expects further implementation. 	<p>improvement of instruction through district-wide initiatives with a common focus. The school board is provided feedback regarding school achievement and the success of district-wide initiatives.</p> <ul style="list-style-type: none"> ○ In order to close the achievement gap, the district devotes time and resources to assist the schools in providing support systems to address all students' needs including academic, social and cultural. Results are measured through improved achievement results at each school. ○ The district is providing leadership and resources in the full implementation of rigorous instructional practices at each school. The extent to which this effort has been successful is evaluated jointly by district personnel and school leaders. ○ Equity is a core value in the district. The district has assisted each school to take responsibility and they are implementing equitable practices for all students. 	<p>support, monitor and provide feedback to all schools with particular attention paid to schools not meeting achievement expectations.</p> <ul style="list-style-type: none"> ○ District leaders are involved in the improvement of instruction, highly visible in the schools, and educate and engage the school board on powerful instruction. ➤ In order to close the achievement gap, the district partners with each school to develop extensive support systems to address all students' needs including academic, social and cultural. Results are visible at the district, school and classroom level. Rigorous instructional practices for all students and a common understanding among teaching staff of what constitutes quality student work are in place at each school. The district monitors the extent of implementation at each individual school.
Inclusion of perception data	<ul style="list-style-type: none"> ○ No evidence of the use of perception data exists. 	<ul style="list-style-type: none"> ○ Some data is evident that staff perception surveys were used. 	<ul style="list-style-type: none"> ○ Data showed that staff and parent perception data was used to inform decision making. 	<ul style="list-style-type: none"> ○ There is evidence that perception data is collected from staff, parents, students and other stakeholders in the district.
Assessment of system processes	<ul style="list-style-type: none"> ○ Staff members are represented on some school improvement committees. They have been recruited by the administration. ○ Instructional decisions are made by the administration with input from the committee members. 	<ul style="list-style-type: none"> ○ There is an effort by the administration to have staff members represented on many of the school improvement committees. ○ Input for decisions about curriculum and instruction is gathered primarily from the instructional staff. ○ A limited amount of 	<ul style="list-style-type: none"> ○ School leaders provide a structure in which major decisions affecting planning, monitoring, and evaluation for school improvement are made collaboratively. ○ School leaders provide opportunities for sharing of collaborative decisions with all staff. 	<ul style="list-style-type: none"> ○ School leaders assure that all major decisions for planning, monitoring, and evaluation for school improvement are made collaboratively with any staff member impacted by the decision included in the process. ○ The district annually reviews

		communication occurs with stakeholders regarding school level policies.		policies and procedures to determine whether any revisions are required.
Use of data analysis to select turnaround model	<ul style="list-style-type: none"> o The district is in the process of establishing an assessment system. The priority is that the assessment system is aligned with student performance measures. o The district provides disaggregated data to the schools for their use in understanding student performance. 	<ul style="list-style-type: none"> o The district has established a comprehensive assessment system, aligned with clearly defined performance measures. In order to improve the quality of the system, the district is assessing whether or not the information obtained from the system is reliable, valid and bias free. o The district is in the process of implementing a system-wide framework for using disaggregated data to inform strategies to close the achievement gap. This system yields timely and accurate information that is meaningful and useful to district and school leaders and teachers in understanding student performance, district and school effectiveness. 	<ul style="list-style-type: none"> o The district has established and is implementing a comprehensive assessment system, providing longitudinal and annual data, aligned with clearly defined student performance measures, evaluated periodically and yielding information which is reliable, valid and bias free. o The district has implemented a system-wide framework for using disaggregated data to inform strategies to close the achievement gap. This system yields timely and accurate information that is meaningful and useful to district and school leaders and teachers in understanding student performance, district and school effectiveness. 	<ul style="list-style-type: none"> o The district has established, and is implementing, a comprehensive assessment system, providing longitudinal and current data, aligned with clearly defined student performance measures, evaluated annually, and yielding information which is reliable, valid and bias free. Prior to its establishment, a variety of stakeholders have been involved in a dialog about the purpose, users and uses of the system o The district has implemented a system-wide framework for using multiple sources of disaggregated data to inform strategies to close the achievement gap. This system yields timely and accurate information that is meaningful and useful to district and school leaders, teachers and other stakeholders in understanding student performance, district and school effectiveness, and the impact of improvement efforts on student achievement.
Inclusion of external partner for turnaround model	<ul style="list-style-type: none"> o External partner was not identified 	<ul style="list-style-type: none"> o District is in the process of identifying external partners who would be able to assist the buildings with the implementation of the turnaround model. 	<ul style="list-style-type: none"> o District created a list of possible external partners that would be available to assist buildings with implementing a turnaround model 	<ul style="list-style-type: none"> o The district is working with the schools to select external partners to assist with the turnaround model selected

Attachment II.B.1

Final Requirements for School Improvement Grants, as Amended in January 2010

I. SEA Priorities in Awarding School Improvement Grants:

A. Defining key terms. To award School Improvement Grants to its LEAs, consistent with section 1003(g)(6) of the ESEA, an SEA must define three tiers of schools, in accordance with the requirements in paragraph 1, to enable the SEA to select those LEAs with the greatest need for such funds. From among the LEAs in greatest need, the SEA must select, in accordance with paragraph 2, those LEAs that demonstrate the strongest commitment to ensuring that the funds are used to provide adequate resources to enable the lowest-achieving schools to meet the accountability requirements in this notice.

Accordingly, an SEA must use the following definitions to define key terms:

1. Greatest need. An LEA with the greatest need for a School Improvement Grant must have one or more schools in at least one of the following tiers:

(a) Tier I schools: (i) A Tier I school is a Title I school in improvement, corrective action, or restructuring that is identified by the SEA under paragraph (a)(1) of the definition of “persistently lowest-achieving schools.”

(ii) At its option, an SEA may also identify as a Tier I school an elementary school that is eligible for Title I, Part A funds that--

(A)(1) Has not made adequate yearly progress for at least two consecutive years; or

(2) Is in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(B) Is no higher achieving than the highest-achieving school identified by the SEA under paragraph (a)(1)(i) of the definition of “persistently lowest-achieving schools.”

(b) Tier II schools: (i) A Tier II school is a secondary school that is eligible for, but does not receive, Title I, Part A funds and is identified by the SEA under paragraph (a)(2) of the definition of “persistently lowest-achieving schools.”

(ii) At its option, an SEA may also identify as a Tier II school a secondary school that is eligible for Title I, Part A funds that--

(A)(1) Has not made adequate yearly progress for at least two consecutive years; or

(2) Is in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(B)(1) Is no higher achieving than the highest-achieving school identified by the SEA under paragraph (a)(2)(i) of the definition of “persistently lowest-achieving schools;” or

(2) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

(c) Tier III schools: (i) A Tier III school is a Title I school in improvement, corrective action, or restructuring that is not a Tier I school.

(ii) At its option, an SEA may also identify as a Tier III school a school that is eligible for Title I, Part A funds that--

(A)(1) Has not made adequate yearly progress for at least two years; or

(2) Is in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(B) Does not meet the requirements to be a Tier I or Tier II school.

(iii) An SEA may establish additional criteria to use in setting priorities among LEA applications for funding and to encourage LEAs to differentiate among Tier III schools in their use of school improvement funds.

2. Strongest Commitment. An LEA with the strongest commitment is an LEA that agrees to implement, and demonstrates the capacity to implement fully and effectively, one of the following rigorous interventions in each Tier I and Tier II school that the LEA commits to serve:

(a) Turnaround model: (1) A turnaround model is one in which an LEA must--

(i) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;

(ii) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,

(A) Screen all existing staff and rehire no more than 50 percent; and

(B) Select new staff;

(iii) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

(iv) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

(v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

(vi) 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 aligned with State academic standards;

(vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

(viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and

(ix) Provide appropriate social-emotional and community-oriented services and supports for students.

(2) A turnaround model may also implement other strategies such as--

(i) Any of the required and permissible activities under the transformation model; or

(ii) A new school model (e.g., themed, dual language academy).

(b) Restart model: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

(c) School closure: 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. These other 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.

(d) Transformation model: A transformation model is one in which an LEA implements each of the following strategies:

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must--

(A) Replace the principal who led the school prior to commencement of the transformation model;

(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and

(2) Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to

recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

(ii) Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

(B) Instituting a system for measuring changes in instructional practices resulting from professional development; or

(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

(A) 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 aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--

(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

(B) Implementing a schoolwide "response-to-intervention" model;

(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least

restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

(D) Using and integrating technology-based supports and interventions as part of the instructional program; and

(E) In secondary schools--

(1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

(2) Improving student transition from middle to high school through summer transition programs or freshman academies;

(3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or

(4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

(3) Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must--

(A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and

(B) Provide ongoing mechanisms for family and community engagement.

(ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

(ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

3. Definitions.

Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.²

Persistently lowest-achieving schools means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

(i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in

improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

(i) Is among the lowest-achieving five percent of secondary schools or the lowest-

achieving five secondary schools in the State that are eligible for, but do not receive, Title

I funds, whichever number of schools is greater; or

² Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School." *Child Development*. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in school and out of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. "When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program." *Educational Evaluation and Policy Analysis*, Vol. 29 (4), December 2007, Document No. PP07-121.) <http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296>

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(a) that is less than 60 percent over a number of years.

(b) To identify the lowest-achieving schools, a State must take into account both--

(i) The academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(ii) The school's lack of progress on those assessments over a number of years in the "all students" group.

Student growth means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

4. Evidence of strongest commitment. (a) In determining the strength of an LEA's commitment to ensuring that school improvement funds are used to provide adequate resources to enable Tier I and Tier II schools to improve student achievement substantially, an SEA must consider, at a minimum, the extent to which the LEA's application demonstrates that the LEA has taken, or will take, action to--

(i) Analyze the needs of its schools and select an intervention for each school;

(ii) Design and implement interventions consistent with these requirements;

(iii) Recruit, screen, and select external providers, if applicable, to ensure their quality;

(iv) Align other resources with the interventions;

(v) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and

(vi) Sustain the reforms after the funding period ends.

(b) The SEA must consider the LEA's capacity to implement the interventions and may approve the LEA to serve only those Tier I and Tier II schools for which the SEA determines that the LEA can implement fully and effectively one of the interventions.

B. Providing flexibility.

1. An SEA may award school improvement funds to an LEA for a Tier I or Tier II school that has implemented, in whole or in part, an intervention that meets the requirements under section I.A.2(a), 2(b), or 2(d) of these requirements within the last two years so that the LEA and school can continue or complete the intervention being implemented in that school.

2. An SEA may seek a waiver from the Secretary of the requirements in section 1116(b) of the ESEA in order to permit a Tier I or Tier II Title I participating school implementing an intervention that meets the requirements under section I.A.2(a) or 2(b) of these requirements in an LEA that receives a School Improvement Grant to "start over" in the school improvement timeline. Even though a school implementing the waiver would no longer be in improvement, corrective action, or restructuring, it may receive school improvement funds.

3. An SEA may seek a waiver from the Secretary to enable a Tier I or Tier II Title I participating school that is ineligible to operate a Title I schoolwide program and is operating a Title I targeted assistance program to operate a schoolwide program in order to implement an intervention that meets the requirements under section I.A.2(a), 2(b), or 2(d) of these requirements.

4. An SEA may seek a waiver from the Secretary to extend the period of availability of school improvement funds beyond September 30, 2011 so as to make those funds available to the SEA and its LEAs for up to three years.

5. If an SEA does not seek a waiver under section I.B.2, 3, or 4, an LEA may seek a waiver.

II. Awarding School Improvement Grants to LEAs:

A. LEA requirements.

1. An LEA may apply for a School Improvement Grant if it receives Title I, Part A funds and has one or more schools that qualify under the State's definition of a Tier I, Tier II, or Tier III school.

2. In its application, in addition to other information that the SEA may require-

(a) The LEA must--

(i) Identify the Tier I, Tier II, and Tier III schools it commits to serve;

(ii) Identify the intervention it will implement in each Tier I and Tier II school it commits to serve;

(iii) Demonstrate that it has the capacity to use the school improvement funds to provide adequate resources and related support to each Tier I and Tier II school it commits to serve in order to implement fully and effectively one of the four interventions identified in section I.A.2 of these requirements;

(iv) Provide evidence of its strong commitment to use school improvement funds to implement the four interventions by addressing the factors in section I.A.4(a) of these requirements;

(v) Include a timeline delineating the steps the LEA will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application; and

(vi) Include a budget indicating how it will allocate school improvement funds among the Tier I, Tier II, and Tier III schools it commits to serve.

(b) If an LEA has nine or more Tier I and Tier II schools, the LEA may not implement the transformation model in more than 50 percent of those schools.

3. The LEA must serve each Tier I school unless the LEA demonstrates that it lacks sufficient capacity (which may be due, in part, to serving Tier II schools) to undertake one of these rigorous interventions in each Tier I school, in which case the LEA must indicate the Tier I schools that it can effectively serve. An LEA may not serve with school improvement funds awarded under section 1003(g) of the ESEA a Tier I or Tier II school in which it does not implement one of the four interventions identified in section I.A.2 of these requirements.
4. The LEA's budget for each Tier I and Tier II school it commits to serve must be of sufficient size and scope to ensure that the LEA can implement one of the rigorous interventions identified in section I.A.2 of these requirements. The LEA's budget must cover the period of availability of the school improvement funds, taking into account any waivers extending the period of availability received by the SEA or LEA.
5. The LEA's budget for each Tier III school it commits to serve must include the services it will provide the school, particularly if the school meets additional criteria established by the SEA.
6. An LEA that commits to serve one or more Tier I, Tier II, or Tier III schools that do not receive Title I, Part A funds must ensure that each such school it serves receives all of the State and local funds it would have received in the absence of the school improvement funds.
7. An LEA in which one or more Tier I schools are located and that does not apply to serve at least one of these schools may not apply for a grant to serve only Tier III schools.
8. (a) To monitor each Tier I and Tier II school that receives school improvement funds, an LEA must--

- (i) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics; and
 - (ii) Measure progress on the leading indicators in section III of these requirements.
- (b) The LEA must also meet the requirements with respect to adequate yearly progress in section 1111(b)(2) of the ESEA.
9. If an LEA implements a restart model, it must hold the charter school operator, CMO, or EMO accountable for meeting the final requirements.

ATTACHMENT II.B.2

SAMPLE SCHOOL APPLICATION/ANALYSIS OF SCHOOL NEEDS

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment, such as the process in this model, for each school it will be including in its grant application

School Name and code

District Name and Code

Model for change to be implemented:

School Mailing Address:

Contact for the School Improvement Grant:

Name:

Position:

Contact's Mailing Address:

Telephone:

Fax:

Email address:

Principal (Printed Name):

Telephone:

Signature of Principal:

Date:

X _____

The School, through its authorized representatives, 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 District/School receives through this application.

SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; 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 and Process Profile Summary report.

1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

Sub Group Academic Data Analysis

Grade:	Percent of Sub-group meeting State Proficiency Standards								
	Reading			Writing			Total ELA		
Group	Year1	Year2	Year3	Year1	Year2	Year3	Year1	Year2	Year3
Social Economic Status (SES)									
Race/Ethnicity									
Students with Disabilities									
Limited English Proficient (LEP)									
Homeless									
Neglected & Delinquent									
Migrant									
Gender									
Male									
Female									
Aggregate Scores									
State									

Sub Group Non-Academic Analysis

Year:

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES									
Race/Ethnicity									
Disabilities									
LEP									
Homeless									
Migrant									
Gender									
Male									
Female									
Totals									

Year:

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES						
Race/Ethnicity						
Disabilities						
LEP						
Homeless						
Migrant						
Gender						
Male						
Female						
Totals						

Enrollment and Graduation Data – All Students

Year:

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

Number of Students enrolled in Extended Learning Opportunities

Year:

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6					
7					
8					
9					
10					
11					
12					

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the turnaround model.

School Resource Profile

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.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

<input type="checkbox"/> General Funds <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input type="checkbox"/> Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement .			

SECTION II: COMMITMENT

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school. Include as an attachment a letter from the school principal that is signed by at least 80 percent of the school's staff supporting the proposed changes to be made under the grant. Additional evidence of support, as applicable, may also be included in the Appendix.
2. Explain the school's ability to support systemic change required by the turnaround model.
3. Describe the school's academic in reading and mathematics for the past three years as determined by the state's assessments (MEAP/ MME/Mi-Access).

Group/Grade	Reading			Writing			Total ELA		
	Year1	Year2	Year3	Year1	Year2	Year3	Year1	Year2	Year3

3. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.
5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.
6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

SECTION III: PROPOSED ACTIVITIES

Using information contained in the Buildings School Improvement Plan, provide the following information.

1. Describe the proposed activities that address the required US Department of Education (USED) school turnaround interventions that the school will use as a focus for its School Improvement Plan (Attach a copy of the buildings School Improvement Plan).
2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.
 - i. Discuss how the school will use data to develop and refine its improvement plan and goals based on AYP groups in need.
 - ii. Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.
 - iii. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.
 - iv. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsd.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.
3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.
4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

Section IV: Fiscal Information

Individual grant awards will range from not less than \$50,000 to not more than \$2,000,000 per school.

The MDE has asked for a waiver of section 421(b) of GEPA 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.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

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 will be 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 turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. <http://www2.ed.gov/programs/sif/applicant.html>

School Improvement Plan

This is a model for planning purposes to be kept at the LEA. Do not submit with School Improvement Grant application. The following pages describe the school improvement planning process and outcomes.

School Improvement Plan Template

(This is a working document. You must complete the School Improvement Plan online.)

The following are the step-by-step instructions for completing and submitting the **School Improvement Plan**.

1. Review your institution information.
2. Complete the Vision, Mission, and Belief Statements for your institution.
3. Review your institution's current goals. If necessary, click on "Manage Goals" to update the goals.
4. Review the profile of resource usage associated with this plan.
5. Enter the list of Stakeholders who contributed to this SIP report and answer some related follow-up questions.
6. Review the Statement of Non-Discrimination and provide associated contact information.
7. Respond to each of the report Conclusion questions.
8. Enter any desired Report Comments. Note that while the Report Comments will be viewable by the District reviewers of the report, they are NOT displayed in the final SIP report.
9. Submit the report.

Introduction

The Michigan Department of Education, Office of Educational Improvement and Innovation has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **School Improvement Plan (SIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

Institution Information

Please review your institution's information below. This information is imported from the Educational Entity Master annually prior to the reporting period. Please access the Educational Entity Master to update your institution information if necessary (<http://cepi.state.mi.us/eem/>).

School Name:	
District:	
Public	
Grades:	
School Code Number:	
Country:	
State/Province:	
City:	

Vision

Please provide your institution's Vision, Mission, and Belief statements below.

Vision Statement

A statement that describes what the institution hopes to be doing in the future. A vision statement is a clear description of the components and characteristics of the system that will be needed to deliver the mission of the organization.

Mission Statement

A statement developed in concert with all stakeholders that creates a clear and focused statement of purpose and function. The mission statement identifies the priorities and educational beliefs of the institution with regard to what is to be developed within its students. The mission statement provides direction for the staff and the parameters for decision-making.

Beliefs Statement

Beliefs are core values or guiding principles that drive an institution's every day actions. They are powerful determinants of the quality of an institution. State fundamental bedrock convictions, values of the institution, guide the fundamental decision-making.

Goals

Below is the list of all current goals for your institution. To view or manage the details of the goals for your institution, please click on **Manage Goals**.

The Goals section of the District Improvement Plan can only be approved when the Objective, Strategy and Activity screens are complete and all locked strategies are unlocked.

Once all of the above steps are completed in Manage Goals, click the "Approved" button at the bottom of the Goals screen. This will move the goal and all related objectives, strategies, and activities into the DIP as approved.

Please note that only Approved goals will be shown in the final District Improvement Plan.

****Use Manage Goals Template to complete this section offline****

Resource Profile

The table below is a summary report that lists the fiscal resources needed to support the goals included in this plan. This information comes from the fiscal resource information you provided in the Activity section of Manage Goals.

As you construct your activities to support strategies, you will be asked what resources will be needed, including the funding source and amount.

Funding Source	Planned Amount	Actual Amount

Stakeholders

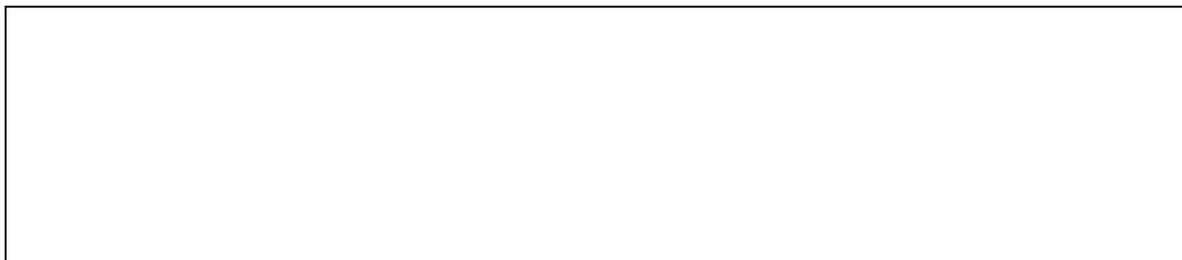
List the names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

	Stakeholder Info	Stakeholder Info	Stakeholder Info
Title:			
First Name:			
Last Name:			
Position:			
E-mail:			

1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.

2. Describe how decisions about curriculum, instruction and assessment are made at this institution, and how all stakeholders are involved in the process.

3. Describe how institution and student information and progress will be shared with all stakeholders in a language that they can understand.



Non-Discrimination

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Institutions are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Position of Contact:	
Address:	
Telephone Number:	

References

- Title VI of the Civil Rights Act of 1964
- Section 504 of the Rehabilitation Act of 1973
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Conclusion

Please provide responses to each of the questions below. Click the **Edit** button to enable each field for entry.

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

2. How has the institution integrated its available fiscal resources to support this school improvement plan?

3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?

ATTACHMENT II.B.3 District Improvement Plan

STRAND I: TEACHING FOR LEARNING

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

STANDARD 3: ASSESSMENT

Schools/districts systematically gather and use multiple sources of evidence to monitor student achievement.

Benchmark: A - Aligned to Curriculum & Instruction/Indicator 5: Use of Multiple Measures to Support School-wide Decision-making:

SCOPE OF PRACTICE

GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<ul style="list-style-type: none"> ➤ The district gathers and reports achievement data required by the state and federal government. It is left up to the individual school to analyze this data. 	<ul style="list-style-type: none"> ➤ In addition to the data the district is required to collect, schools collect and analyze their own data. The district provides support with professional development as requested in the form of on-site training. ➤ The district annually reviews policies and procedures to determine whether any revisions are required. 	<ul style="list-style-type: none"> ➤ Each year, the district provides the school an analysis of multiple measures of data. ➤ School teams meet to review their school's longitudinal data patterns and these analyses are shared across the district to set the direction of instruction. ➤ An annual data-based evaluation of the district's performance is conducted, with an emphasis on district internal operations. Changes are made based upon the results. 	<ul style="list-style-type: none"> ➤ The district has in place a system-wide framework for using disaggregated data from multiple measures to inform the schools' efforts in closing achievement gaps. ➤ Data is gathered annually and longitudinally to assess student achievement and program effectiveness targets. The district systematically reviews success on the achievement of the targets to provide feedback to the schools for instructional decision-making and to monitor student learning. ➤ District leaders, with input from major stakeholders, annually conduct a comprehensive, internal, data-based evaluation of the district's performance and make changes based upon the results.

SUGGESTED DATA SOURCES

<u>SOURCE</u>	<u>DESCRIPTION</u>
<input type="checkbox"/> School Improvement Framework	I 3A3 Multiple Measures; I 3B2 Informs Curriculum and Instruction; I 3B3 Meets Student Needs
<input type="checkbox"/> District Data System	Evidence of disaggregation of data through multiple sources; documentation of longitudinal data-gathering
<input type="checkbox"/> District Improvement Plan	Documentation of data informing progress on achieving district

targets

The district is committed to the use of multiple measures to inform decisions at both the school and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.

GUIDING QUESTIONS

1. How does the district monitor the effectiveness and usefulness to the schools of data gathered at the district level: To inform progress in student achievement? To analyze and reform instructional practice?
2. What types of data is gathered to evaluate the internal operations at the district level? What changes have occurred as a result of this analysis?

ATTACHMENT II.B.4

Policies and Practices Change Analysis to Implement the SIG Final Requirements

Depending on the turnaround model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed. Please also include a narrative description of policies and practices that have been discontinued in support of implementation, such as, nationally norm-referenced assessments, duplicative initiatives that conflict with selected intervention. Please attach any amendment to collective bargaining agreements that supports full implementation of selected intervention.

Polices/ Practices	In Place	Under Consideration	Not Needed
<ul style="list-style-type: none"> • Leadership councils Composition • Principal Authority/responsibility • Duties – teacher • Duties - principal • Tenure • Flexibility regarding professional development activities • Flexibility regarding our school schedule (day and year) • Waivers from district policies to try new approaches • Flexibility regarding staffing decisions • Flexibility on school funding • Formative assessment in math, reading, writing, science • Annual educator evaluation 			
Job-Embedded Professional Development			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content			

• Schedule			
• Length			
• Financing			
• Instructors			
• Evaluation			
• Mentoring			
Budgeting			
School funding allocations to major spending categories <ul style="list-style-type: none"> • School staff input on allocation 			
• Approval of allocation			
• Change of allocation midyear			
Major contracts for goods and services <ul style="list-style-type: none"> • Approval process streamlined 			
• Restrictions (e.g., amounts, vendors)			
• Legal clarifications			
• Process			
• Stipulations (e.g., targeted vs. unrestricted spending)			
• Timeline			
• Points of contact			
Auditing of school financial practices Process			
• Consequences			

*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998

ATTACHMENT II.B.5

Sample Rubric and Information for Principal Selection

Competencies of a Turnaround Leader

- **Driving for Results**
 - The turnaround leader's strong desire to achieve outstanding results and the task-oriented actions required for success.
- **Influencing for Results**
 - Motivating others and influencing their thinking and behavior to obtain results.
 - Turnaround leaders cannot accomplish change alone, but instead must rely on the work of others.
- **Problem Solving**
 - Including analysis of data to inform decisions.
 - Making clear, logical plans that people can follow
 - Ensuring a strong connection between school learning goals and classroom activity.
- **Showing Confidence to Lead**
 - Staying visibly focused, committed.
 - Self-assured despite the barrage of personal and professional attacks common during turnarounds.

Source: Public Impact (2008). *School Turnaround Leaders: Competencies for Success*. The full list of turnaround leader competencies and information about selection is available at <http://www.publicimpact.com/turnaroundcompetencies.php>

Leader Actions in a Turnaround Model

- **Focus on a Few Early Wins.**
 - Successful turnaround leaders choose a few high priority goals with visible payoffs and use early success to gain momentum,
 - Motivate staff and dis-empower naysayers. These wins relate to high-priority, not peripheral, elements of organization performance.
 - **Examples** might include achieving very high attendance and low disciplinary rates in the first two months of the school year; or huge leaps in learning progress in a targeted academic area, such as aiming by the end of the first semester to have 90 percent of fifth graders on track to make grade level by year's end.
- **Break Organization Norm**
 - In a failing organization, existing practices contribute to failure.
 - Successful turnaround leaders break rules and norms. Deviating to achieve early wins shows that new action gets new results.
- **Push Rapid -Fire Experimentation.**
 - Turnaround leaders press a fast cycle of trying new tactics, discarding failed tactics, and investing more in what works. They resist touting mere progress as ultimate success.
- **Get the Right Staff, Right the Remainder.**

- Successful turnaround leaders typically do not replace all or even most staff at the start, but they often replace some key leaders who help organize and drive change. For remaining staff, change is mandatory, not optional.
- **Drive Decisions With Open-Air Data.**
 - Successful turnaround leaders are focused,
 - Fearless data hounds. They choose their initial goals based on rigorous analysis. They report key staff results visibly and often.
 - They require all staff who participates in decision making to share periodic results in open-air sessions, shifting discussions from excuse making and blaming to problem solving.
- **Lead a Turnaround Campaign.**
 - Leaders use a consistent combination of motivating and maneuvering tactics that include communicating a positive vision of success;
 - Helping staff personally feel the problems customers feel; working through key influencers; and silencing critics with speedy success.

Source: Hassel, E. A., & Hassel, B. C. (2009). The big u-turn: How to bring schools from the brink of failure to stellar success. *Education Next*, 9(1), 21–27.