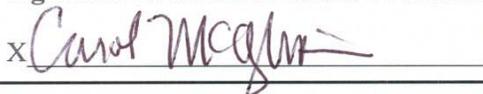


# Attachment III

## SIG GRANT--LEA Application

### APPLICATION COVER SHEET

#### SCHOOL IMPROVEMENT GRANTS (SIG)

<b>Legal Name of Applicant:</b> Kalamazoo Public Schools	<b>Applicant's Mailing Address:</b> 1220 Howard Street Kalamazoo, MI 49008
<b>LEA Contact for the School Improvement Grant:</b>  Name: Phillip Seager  Position and Office: Director of School Improvement, Assessments and Magnet Schools  Contact's Mailing Address: 1220 Howard Street, Kalamazoo, MI 49008  Telephone: 269-337-1576  Fax: 269-337-1553  Email address: seagerpe@kalamazoo.k12.mi.us	
<b>LEA School Superintendent/Director (Printed Name):</b> Michael F. Rice, Ph.D.	<b>Telephone:</b> 269-337-0109
<b>Signature of the LEA School Superintendent/Director:</b> X 	<b>Date:</b> February 24, 2011
<b>LEA School LEA Board President (Printed Name):</b> Carol McGlenn	<b>Telephone:</b> 269-388-6009
<b>Signature of the LEA Board President:</b> X 	<b>Date:</b> February 24, 2011
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.	

# Attachment III

## SIG GRANT--LEA Application

### APPLICATION COVER SHEET

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<b>LEA School LEA Board President (Printed Name):</b> Carol McGlenn	<b>Telephone:</b> 269-388-6009
<b>Signature of the LEA Board President:</b> X_____	<b>Date:</b> February 24, 2011
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

<b>District Name:</b>	Kalamazoo Public Schools	<b>District Code:</b>	39010
<b>ISD/RESA Name:</b>	Kalamazoo RESA	<b>ISD Code:</b>	39000

**FY 2010  
School Improvement Grant – Section 1003(g)  
District Proposal Abstract**

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

	<p><b>Close/Consolidate Model:</b> Closing the school and enrolling the students who attended the school in other, higher performing schools in the district.</p>
<b>2</b>	<p><b>Transformation Model:</b> Develops teacher and leader effectiveness; implements comprehensive instructional programs using student achievement data; provides extended learning time and creates community-oriented schools.</p>
	<p><b>Turnaround Model:</b> Replace principal and at least 50% of the staff; adopt new governance, and implement a new or revised instructional model. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.</p>
	<p><b>Restart Model:</b> 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.</p>

**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.

From the list of eligible schools (Attachment I), 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.

<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>
Maple Street Magnet School for the Arts	03518	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Milwood Magnet School: Center for Mathematics, Science and Technology	02575	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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.

For each Tier I and Tier II school that the LEA commits to serve, the LEA must:

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

Staffs from each building identified as a Persistently Low Achieving School (PLAS), including building leadership teams, principals, school improvement team members and parents, met several times with the Director of School Improvement to conduct a review of data relevant to this school improvement effort. The leadership teams and school improvement teams consist of teacher representatives from all grade levels and content areas in each school along with parent volunteers and building administrators. Parents actively participated on each team as full and engaged members in the decision making process. The following data were reviewed: Comprehensive Needs Assessment (CNA), MEAP, Scantron Performance Series assessments, grades, student attendance, student behavior, and parent/staff surveys, in order to analyze the needs of the school.

Based on the data from the past three years, it is evident that while Milwood Magnet School and Maple Street Magnet School for the Arts have made progress toward meeting or exceeding targets for Adequate Yearly Progress (AYP) and assuring that all students leave prepared for success at the high school level, much work still needs to be done. In recent years, both schools have been meeting AYP achievement targets in Reading and Mathematics. However there is a need to improve attendance in order to meet the AYP targets overall. In addition, the schools continue to lag behind both district and state proficiency levels in nearly all assessment categories. Studies of longitudinal data from state assessments and nationally norm-referenced assessments indicate, with some notable exceptions, that while students show growth as they move through the schools year-by-year, their growth generally slows.

**A review of the PLA schools' Comprehensive Needs Assessments revealed that significant improvement is required in the following areas:**

- A. Proficiency rates in Reading and Mathematics lag both district and state averages. While recent school improvement initiatives in both buildings have resulted in proficiency growth rates that exceed both district and state rates, this growth must both continue and accelerate.
- B. Data from Science and Social Studies assessments indicate significant gaps in alignment of curriculum and instruction may exist. However, there are significant differences in expectations among the different assessments used to measure progress in these areas.
- C. Both schools need to develop and implement plans for improving attendance across multiple subgroups. While improvement has been noted in recent years, low attendance among certain subgroups continues to impact growth.
- D. Behavior incidents leading to suspension are an issue in both buildings. Despite improvements in recent years, the number of students suspended and the overall number of suspensions remains problematic. In addition, gap analysis shows that African Americans are suspended at a disproportionately higher rate than the overall school and all other subgroups.

Both schools have undergone restructuring efforts in recent years. In 2005-06, Milwood Middle School

was identified by the district as a low performing school. The new principal, staff from Teaching and Learning Services (TLS) and external consultants conducted an audit and implemented a Turnaround Model, beginning with the 2006-07 school year. In addition, in the 2007-08 school year, the school accepted a Magnet School Assistance Grant and re-opened as Milwood Magnet School: Center for Mathematics, Science and Technology with a magnet school theme of Biotechnology. In 2007-08, Maple Street Magnet School for the Arts was identified by the district as a low performing school. After conducting an audit of leadership and school practices the district implemented a restructuring plan similar to a Transformation Model. Starting with the 2008-09 school year, the leadership team was replaced, comprehensive reforms were made to the instructional program, and the school implemented a Positive Behavior Intervention and Support program. In 2009-10, the current principal was hired to continue and accelerate the reform efforts. While both schools have made significant progress as a result of these reform efforts, more work remains to be done.

Each of the four intervention models allowed under MCL 380.1280(c) were discussed by staffs from each building, district administrators, the Kalamazoo Education Association (KEA), the Kalamazoo Administrators Association (UAW) parent groups, open public meetings at the school, and among school board members during their regularly scheduled meetings. Based on all of these discussions and a review of the data, it was agreed that the **Transformation Model** would best meet the needs of these middle schools to bring about the desired school reform; improved teacher effectiveness and increased student achievement. This model will allow staffs to develop necessary skills through improved leadership practices, embedded professional development aligned to the specific needs of staff and students in each school, and a focus on results.

Additionally, a framework was established for the assessment and evaluation of all programmatic changes arising from the Transformation Plan. The district will monitor progress of student growth on state assessments (MEAP/Mi-ACCESS), nationally norm-referenced assessments (Scantron Performance Series), and course-specific benchmarking exams that will be developed throughout the redesign process. Data from these assessments will be reviewed annually, semi-annually, and triannually as appropriate for each assessment. Building leadership teams, professional learning teams, building administration and instructional support personnel, through the practices and protocols of a Professional Learning Community, will use the data from these assessments to inform and improve instructional practices and to identify parts of the educational program that are garnering good results as well as those which need improvement.

Processes for professional development and data analysis, used to drive instructional and programmatic improvement, will continually be evaluated and improved. In an effort to improve student achievement and increase teacher and leader effectiveness, the principals and staff will frequently monitor classroom instruction, monitor the fidelity of implementation of the selected classroom instructional strategies and oversee the progress of all interventions. Necessary instructional modifications and adjustments will be made following peer observations, a review of benchmark achievement, attendance and behavior data, and classroom walkthroughs.

**2. 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.**

A review of the District Process Rubrics (DPR) from AdvancED shows the the district has developed, or has significantly improved it's capacity to intervene on behalf of struggling schools within the district over the past three years. In May of 2008, the district released the findings of the Curriculum Management Audit conducted by *Phi Delta Kappa*, on behalf of the Board of Education (A copy of this report can be found at [http://www.kalamazoopublicschools.com/files/Kalamazoo\\_FINAL.pdf](http://www.kalamazoopublicschools.com/files/Kalamazoo_FINAL.pdf)). Since this release, the district has focused on addressing concerns raised in the report and also on improving areas of strength. Prior to the release of this report, Kalamazoo Public Schools (KPS) was rated at "Getting Started" or "Partially Implemented" in nearly all of the 19 indicators of the DPRs.

Improvements at the district-level, with regard to the DPRs, are reflected in the District School

Improvement Plan, and are summarized as follows:

Relative to Strand I, the following gains have been realized:

- District-wide expectations for Curriculum, Instruction and Assessment are established.
- District-wide curriculum has been written or is in development for all core content areas and most elective courses, using the Understanding by Design Framework, and aligned with the Michigan Curriculum Framework and relevant Content Expectations.
- The district has implemented strategies for communicating, monitoring and supporting the written curriculum in all schools.
- The district has designed and implemented a plan to collaboratively-develop and integrate research-based instructional strategies throughout the district. Considerable resources and personnel are committed to this effort.
- The district, in collaboration with the KEA and UAW, has redesigned the educator evaluation system from an observation-based system to a performance-based system. This includes using student achievement as a significant part of the evaluation system.
- Professional development and instructional support has been consolidated, is now collaboratively planned between TLS and the KEA, and is focused on themes identified through the study of achievement and survey data.
- The district has made a commitment to the use of multiple measures to gauge student growth and has developed a district-wide assessment calendar to assure the timely gathering of formative and summative assessment data.
- The district has developed a plan and timelines for the development of course-level common assessments that can be used for both formative and summative purposes

Relative to Strand II, the following gains have been realized:

- Leadership, regarding learning expectations, standards and professional development has been consolidated in order to assure high expectations and equity.
- The district, in collaboration with the KEA, has established meeting schedules and professional development to build a collaborative leadership culture throughout the district. Professional Learning Communities are under development throughout the district.
- Distributed leadership systems are being used in some schools, with measurable success. Plans are in development to perfect these systems and take them to scale throughout the district.
- A culture of collective accountability is expected throughout the district. Expectations for all school staff, community members, parents and students are established and displayed in every building throughout the district. These expectations are available on the district website, at <http://www.kalamazoopublicschools.com/strategic-planning-expectations-0>.

Relative to Strand III, the following gains have been realized:

- The district employs a diverse, highly qualified instructional staff. Hiring processes are rigorous and, wherever possible, include a live demonstration of teaching ability.

- Coordination of professional development has been established through TLS. Achievement data, staff surveys, school improvement plans and identified need inform the establishment of professional development goals.
- Collaborations on professional development calendars and professional development structure occur between TLS and the KEA.
- Professional development activities include those associated with district initiatives, building-level initiatives, and departmental/grade-level initiatives.

Relative to Strand IV, the following gains have been realized:

- The district has established several forums to communicate with parents and other key community members which meet on a regular basis.
- All buildings include parents and, to the greatest extent possible, other community members, on their school improvement teams.
- The district works diligently to increase the level of community involvement and collaborative opportunities with community partners. These partnerships include, but are not limited to, Communities in Schools of Kalamazoo, the Douglas Community Center, Western Michigan University, the Northside Ministerial Alliance, and many others.

Relative to Strand V, the following gains have been realized:

- The district-wide assessment program discussed above provides disaggregated cohort and longitudinal data for nearly all district-level assessments
- Data is shared through a data warehouse which allows leaders and staffs to gather and analyze achievement data.
- Training district and building-level leaders in the use of achievement data to inform program and instructional improvement is ongoing.
- In recent years, data-driven decision making has increased dramatically.

As a result of these gains, the district can now list ratings on the DPRs as "Implemented" or "Exemplary" on 12 of the 19 indicators, and "Partially Implemented" for the remaining indicators. Plans are in development at this time to improve the remaining indicators to "Implemented" or "Exemplary" status.

KPS has assigned central office administrator specifically to school improvement initiatives. The Director of School Improvement, Assessments and Magnet Schools, has extensive experience working with a variety of data management and analysis tools, including Data 4 Student Success (D4SS), Data Director and Pinnacle Insight. Additionally, the Director has advanced degrees and extensive experience in both Educational Leadership and in Curriculum, Instruction and Assessment. The Director has a successful track record for facilitating conversations around data, data management and analysis, implementation of research-based instructional strategies, implementation and development of Professional Learning Communities, and with monitoring the implementation of school improvement plans.

The Department of Teaching and Learning Services (TLS) provides oversight, leadership and guidance with respect to all aspects of curriculum, instruction, assessment and professional development. Written curriculum is aligned to state and, where appropriate, national standards. Support for the improvement of instructional practices across is provided through coordinators in mathematics and science as well as

ELA and social studies. The department also employs a Coordinator of Assessments and Evaluation. These coordinators will be assigned to participate in data study and instructional improvements efforts for the PLA schools throughout the redesign timeline. Additionally, TLS provides a broad complement of common benchmarking, progress-monitoring and screening assessments which are used for purposes of instructional support, program development, school improvement and informing both classroom instruction and professional development plans. Each year the district promulgates and maintains a common assessment calendar to assure both the timely and appropriate gathering of assessment data and the timely reporting of that data for use in program improvement. As well, in collaboration with KEA, the department annually develops a district-wide professional development calendar. TLS designs, schedules, delivers, monitors, and evaluates all district-wide professional development activities. The district tracks participation through an online professional development management system.

Kalamazoo Public Schools has a strong reputation as a fiscally responsible public agency; budgets are balanced and the district pays bills in a timely manner. In addition, the district has the good fortune of having passed two bond proposals since 2006 - both by strong margins. Funds from these proposals have allowed the district to build two new schools, and undertake significant additions or renovations to other buildings. Proceeds from these bonds have also allowed the district to substantially improve the technology infrastructure for both staff and students throughout the district.

The Department of Business, Communications and Operations, in collaboration with TLS and the Department of Student Services, has extensive experience working with state and federal grant programs. Staff assigned, in part, to this plan will include a Grants Coordinator, Instructional Technology Coordinator, and accounting, accounts payable and purchasing personnel, as needed. Communications with the press is coordinated through the office of the Director of Communications.

KPS is a member of the Mi-Case Consortium (<http://mi-case.org>) which provides a network of support and resources for addressing information management needs. In collaboration with Mi-Case, Kalamazoo RESA and the Regional Data Initiative, KPS has greatly expanded its use of data-mining tools to assist staffs in analyzing data for the purposes of improving instructional practices and school processes. The district makes extensive use of several data warehouses to manage and report student outcomes. One goal we hope to accomplish as a result of this project is the consolidation of all the data warehouses into one easily accessible resource. All instructional staff have ready access to high-speed internet-enabled computers and all have been trained in the use of a core set of district applications (i.e.: gradebook software, Microsoft Office applications, student information systems, etc.). Additional training is made available through the Office of Teaching and Learning Services on an as-needed basis as well as on a regularly scheduled basis and during district professional development.

Through the Director of School Improvement, a schedule has been developed for the monthly monitoring of progress at both the PLAS's. In addition, district calendars have been modified so that the PLA schools will control much of their own professional development calendars throughout the redesign timeline. Monitoring under these plans will include analysis of data, meeting with interdisciplinary, grade-level instructional teams along with the building leadership teams, classroom walk-throughs and observations in individual classrooms as necessary. The services of state-approved technical assistance providers will be used to provide training in the development and implementation of Professional Learning Communities, Classroom Walkthroughs and the development of building-level leadership teams. The district will support professional development activities on a regularly scheduled basis, with a focus on the implementation of research-based teaching and learning strategies in the areas of literacy, numeracy, attendance and relationship building.

Efforts to strengthen the collaborative atmosphere between the KPS Board of Education, administration and the KEA have been very successful in recent years - particularly with regard to implementing a coherent instructional program and improving student academic achievement. As mentioned previously in this section, KEA members and leadership have been directly involved in nearly all of the school improvement initiatives undertaken in recent years. Since the advent of the Kalamazoo Promise (<https://www.kalamazoopromise.com/>) in 2005, the release of the Strategic Planning Expectations, and the release of the Curriculum Management Audit in 2008, a sense of urgency has begun to blossom.

This urgency has helped bring these groups together, for the benefit of all students.

In the context of this sense of urgency, the district, KEA and UAW have collaborated on a new three-tiered Annual Educator Evaluation Model that is performance-based (structured around the Framework for Teaching by Charlotte Danielson) and includes student academic growth as a significant numerical factor in the overall evaluation. All parties have agreed that results from these evaluations will be used to inform promotion, tenure and professional growth decisions throughout the district. In addition, the KEA has been heavily involved in the PLAS redesign process and has agreed to support the plans, even where more time, effort and accountability are involved. Under development at the district-level, in collaboration with KPS, KEA and UAW, are plans for including evaluation results in compensation decisions.

Among the schools addressed in this redesign initiative, plans have been established for the provision of incentives for recruiting, retaining staff and training staff. The district has a functioning New Educator Mentoring Program in place. Improvements to this program are being considered at this time. As well, wherever possible, teachers are assigned to grade-level, department-level or interdisciplinary teams for collaboration and instructional improvement. Many of these teams have common planning during the school day, others use time provided for grade-level and departmental meetings on the district professional development calendar. For the PLA schools in this redesign plan, all efforts are being taken to assure that interdisciplinary and grade-level teams have common planning time built into their daily schedule.

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

**a. Design and implement interventions consistent with the final requirements**

Information regarding the legislative requirements for Persistently Low Achieving Schools (PLAS), under Section 1280c of the Michigan School Code, was shared with the Kalamazoo Board of Education, staffs at each PLAS, parents at the PLAS, the Kalamazoo Education Association (KEA), building administrators and central office staffs. After a careful analysis of the data collected from all of these groups, a determination was made to implement the Transformation Model. The implementation plan was developed by sub-groups of parents and staff at each building and by a district grant writing committee. These subgroups met to provide input into the content of the plan. As the plan was being developed, several meetings were held with these subgroups to provide additional input and guidance in the drafting of the plan.

Elements of the Transformation Plan common to each of the two PLAS's are as follows:

Area 1: Develop and Increase School Leader and Teacher Effectiveness:

- At Milwood Magnet School, a new principal has been named; At Maple Street Magnet School, the school is retaining the current principal who was hired as principal less than two years ago as part of a broader effort to improve achievement in the school.
- Both schools will implement the new district Annual Educator Evaluation program that is performance-based and incorporates student achievement growth as a significant factor. This program is the result of collaborative work between KPS, KEA and UAW. Artifacts related to this program are included in Appendix D.
- Both PLA schools have established systems that will use the new evaluation program, along with other measures of professional practice to reward staff members who provide high levels of student service and/or show exemplary levels of student achievement growth.
- Both buildings will establish building-level leadership teams, interdisciplinary grade-level instructional teams (based on serving common groups of students), and will provide all staff ongoing, job-embedded training in the practices of Professional Learning Communities, in order

to rapidly and significantly improve leadership, focus and learning outcomes.

- This plan will provide full-time, building-embedded Literacy, Numeracy and Climate/Culture coaches that will be intensively trained in best practices of effective coaching and instructional support.
- Deploy these instructional coaches to support the integration of high-impact Literacy, Numeracy and School Culture/Climate strategies across all content areas.
- Provide a highly-trained Leadership Coach for both buildings to support the deep implementation of best practices in Professional Learning Communities (PLCs).
- We will hold a five-day Professional Learning Summit each summer during the redesign timeline to train building-level staffs on research-based, high-impact, high-yield strategies that will be deployed in all content areas. Where appropriate, we will involve building and district staffs in providing the training.
- Train all staff in effective data analysis techniques.
- Implement an incentive program to recruit and retain staff in the PLA schools.
- Implement systems for monitoring and measuring changes in instructional practices that result from the job-embedded, intensive professional development.
- Utilize hiring practices at the PLA schools that assure that all staffing occurs with the consent of the teacher, the principal, and the building leadership team, regardless of seniority.

#### Area 2: Comprehensive Instructional Reform Strategies:

- Using the interdisciplinary grade-level instructional teams, train and integrate effective PLCs that are focused on analyzing the academic progress of shared students.
- Utilize Instructional Coaches and the Leadership Coach to facilitate PLC meetings around data-driven instructional improvement
- Train staff on the effective design and development of formative and benchmark assessments.
- Develop common, course-specific benchmarking assessments that are closely linked with curriculum expectations and pacing guides.
- Provide effective data analysis tools that can be used to inform the work of the PLC teams. Train all staff on the use of these data analysis tools and on effective data-driven decision making.
- Develop Tiered Intervention Models for Literacy, Numeracy and Attendance/Behavior. Use these models to provide early intervention for students who are falling behind. Use technology-based supports and interventions where appropriate.
- Modify district assessment calendar so that summative and common benchmarking assessments can be given and the results used in a timely manner by teaching staff to inform instruction.
- Identify, train staffs and integrate school-wide strategies for supporting Literacy, Numeracy and Attendance/Behavior objectives.
- Design and implement a school-wide Positive Behavior Intervention and Support (PBIS) program.
- Conduct annual audits to ensure that the curriculum is implemented with fidelity and utilizing research-based, high-impact strategies wherever possible.

### Area 3: Increased Learning Time and Mechanisms for Community-Oriented Schools:

- Adjust the clock schedule so that all core classes meet for up to 25% longer each day; adding up to 36 additional hours for each core content class, each year.
- Add supplemental instructional courses in Strategic Reading and Strategic Mathematics for students whose achievement is lagging (Tier II and Tier III students). Replace an elective course with the supplemental course so student stays in grade-level instruction.
- Both schools will add after-school learning programs that will be available to all students. Some students may be assigned to after-school learning as a Tier I intervention.
- Strengthen and expand the existing, on-site after-school programming provided by Community in Schools of Kalamazoo - our 21<sup>st</sup> Century Communities in Schools partner.
- Summer transition programs will be available for all incoming 6<sup>th</sup> graders that will focus on school climate and expectations for learning at the middle school level.
- Summer learning opportunities will be available for all students, other than Title I-supported Summer School. These opportunities will be associated with each school's magnet theme.
- Other building-specific extended learning time activities, including Advisory Period, Zero Hour, Homework Hub, and other programs, which are detailed in the individual building plans.
- Utilize a variety of parent and community outreach strategies to inform the public of the school's redesign efforts and to engage parents and the community in the efforts.
- Continue supporting the existing Community Liaison Officer who coordinates services between families, the school and other social service agencies.
- Strengthen partnerships with existing student service agencies that currently assist in the schools, including but not limited to Gryphon Place (Peer Mediation and counseling), Hispanic Council, Boys/Girls Clubs, YMCA, and Douglas Center.

### Area 4: Providing Operational Flexibility and Sustained Support:

- Building principals will be given the flexibility to operate the schools according to the proposed redesign plan, and as needed to substantially improve student academic outcomes.
- Areas of flexibility include staffing, assignment of personnel to duties, managing the flow of all site-based discretionary funds, leading the building-level leadership team, managing all school improvement goals, etc.
- Flexibility will be provided with regard to Instructional Pacing Guides to assure that instructional staff has the discretion to adjust activities to meet the needs of students in their charge, and to provide instructional support through the proposed Tiered Intervention Model.
- Ongoing technical assistance will be provided to both PLA schools through the proposed redesign plans. Assistance will be provided through contracted external service providers in addition to support provided by TLS.
- A plan will be developed for monitoring and evaluating the implementation and effectiveness of the proposed redesign plan. External consultants will work with the Office of School Improvement and the building principals to construct evaluation rubrics, timelines for assessment and plans for modifying the project as needed.
- The Board of Education will receive bi-annual status updates for the duration of the redesign

plan.

- The Office of School Improvement and building principals will develop and execute contracts where necessary or required.
- The Office of School Improvement, building principals, building leadership teams and external consultants will develop plans for sustaining and monitoring the effectiveness of the redesign project beyond the PLA redesign cycle.

More detailed descriptions of the tasks, timelines and details of the proposed redesign plans are provided in the attached School Building Applications.

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

The state's list of approved technical assistance providers was reviewed and several providers were selected for interviews by the grant writing committee. A priority was placed on providers with proven track records of performance and with the ability to deliver the services identified as needed evidenced by the CNA and the input and advice of the building level subgroups. The selected providers were interviewed by phone or in person and were required to submit written proposals. Their proposals were analyzed for cost, ability to provide the desired services and record of service to other schools, to assure they could provide high-quality technical assistance that has a strong probability of improving student academic outcomes.

This table shows the battery of State-approved Technical Assistance Providers selected for this redesign project.

<b>Technical Assistance Source</b>	<b>Contact Name</b>	<b>Purpose</b>
Calhoun ISD	Mary Gehrig	Training of Data Coaches and Using Data to Support PLCs. Training and support in the development of benchmarking assessments.
Center for Excellence in Education at Central Michigan University	Patricia Benson	Numeracy, Literacy, Behavior/Attendance Coach Support and Training
Saginaw ISD	Rod Rock	Leadership Coaching Training; Development and Support of PLCs; Support with Project Evaluation and Auditing

**c. Align other resources with the interventions**

General Fund, Title IIa, Title III, Section 31a, Special Education and SIG funds will be coordinated to assure that the attached applications are implemented as written. Should one or more of these funding streams be compromised, the district will adjust the plans in order to effectively meet the goals of these applications to the best of its abilities. Additionally, the school will seek other grant sources, foundation

support and local sources of supplemental support to maximize the impact of the redesign efforts.

The district seeks to coordinate existing school improvement plans, Title program goals (where applicable), magnet school operational goals and accreditation goals wherever possible, in order to avoid duplication of effort and improve efficiency. This application represents a comprehensive integration of all these initiatives, for each school served.

Resources other than the School Improvement Grant will be allocated according to this outline:

Resource	Expense Area
General Funds	Support provided by TLS; Coordination of Activities; Project Management; Instructional Coordinators; Certain assessments and Assessment Support; Instructional Resources; Certain Community Outreach efforts
Section 31a Funds	Supplemental Reading and Mathematics programs; Portions of Tiered Intervention Program; Certain Extended Learning Opportunities; Behavior Interventionist
Title IIA	District-level Professional Development Activities; District personnel assigned to professional development activities for PLAS
Title III	Certain Extended Learning activities
IDEA	Certain activities related to Tiered Intervention Program; Certain personnel associated with Tiered Intervention Program

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

Representatives of Kalamazoo Public Schools (KPS), the Kalamazoo Education Association (KEA), and the principal's union (UAW) have met to design a performance-based evaluation system that complies with the Michigan Teachers' Tenure Act and Sections 380.1249 and 380.1250 of the Michigan School Code. The plan for this system is outlined, along with process and timelines, in the executed addendum and associated documents found in Appendices C and D of this district application. Implementation of this plan will begin, for all PLA schools, in the Fall of 2011.

Growth in student achievement, for the purposes of these evaluations, will be determined through a portfolio of the following assessments:

- MEAP/Mi-Access - From TSDL
- Locally-developed, curriculum-based benchmark assessments for each course
- Nationally norm-referenced data from Scantron Performance Series assessments.

Growth relative to individual students and groups of students, and for individual teachers, interdisciplinary teams and building-wide goals, will be considered to inform this component of the evaluation system.

Additionally, certain changes in the daily schedule, in the composition and duties of building-level leadership teams, responsibilities for participation in the extended-learning program, responsibilities to participate in additional professional learning, and for changes in the professional development calendar were made in collaboration with building staff and KEA leadership. These changes are outlined in the executed addendum in Appendix C.

The following table outlines the *Policy and Practices Change Analysis* conducted for this application, in order to implement the proposed redesign plans:

Policies/Practices Considered for Changes	In Place	Under Consideration	Not Needed
<b>Improve Leadership Effectiveness</b>			
Leadership Councils - Composition	X		
Principal Authority/responsibility			X
Duties – teacher			X
Duties - principal			X
Tenure			X
Flexibility regarding professional development activities	X		
Flexibility regarding our school schedule (day and year)	X		
Waivers from district policies to try new approaches	X		
Flexibility regarding staffing decisions	X		
Flexibility on school funding			X
<b>Job-Embedded Professional Development</b>			
Topic requirements			X
Content			X
Schedule	X		
Length	X		
Financing			X
Instructors			X
Evaluation	X		
Mentoring	X		

Polices/Practices Considered for Changes	In Place	Under Consideration	Not Needed
<b>Budgeting</b>			
School funding allocations to major spending categories			
School staff input on allocation			X
Approval of allocation			X
Change of allocation midyear			X
Major contracts for goods and services			
Approval process streamlined			X
Restrictions (e.g., amounts, vendors)			X
Legal clarifications			X
Major contracts for goods and services – cont'd			
Process			X
Stipulations (e.g., targeted vs. unrestricted spending)			X
Timeline			X
Points of contact			X
Auditing of school financial practices Process			X
Consequences			X

**e. Sustain the reforms after the funding period ends.**

KPS is committed to the success of this transformation plan which focuses on the development of human capital, distributed leadership, research-based practices in instruction and assessment and financial and operational flexibility. In addition, by designing a data-driven assessment and instructional improvement process, and by developing the skills of the building leadership and staff in implementing these processes, we have built a redesign plan that will have long-lasting and sustainable impacts beyond the grant cycle.

The Office of School Improvement, building principals, building leadership teams and external consultants will collaboratively develop plans for sustaining and monitoring the effectiveness of the redesign project beyond the SIG timeline. This plan will provide metrics on the effectiveness of the redesign efforts both within the school and on achievement gains made by students after they leave the individual schools. In addition, both the evaluation and sustainability plans will be used to inform

redesign efforts that may need to undertaken by other schools in the district, in future years.

The development of a distributed, building-level decision making process along with the training of building level leadership teams, school improvement teams and Professional Learning Communities provides for a systemic, sustainable approach to improved professional practices and improved achievement for all students. In addition, beyond structural changes in the clock schedules, proposals for extended learning activities under this plan are designed to strengthen school-community partnerships and develop a school culture that respects learning. Once established, our goal is to be able to maintain programmatic changes with General Fund and/or Section 31a funds.

Therefore, it is expected the district will be able to sustain the reforms as stated in this plan, after the grant cycle, through reallocation of existing funds and by focusing on the development of its human capital through effective professional development within a distributed leadership model.

- 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. *Include the action steps to be taken, responsible persons, start and end dates, and the metric to be used to determine completion. For example:***

Appendix A of this document contains a table outlining tasks, timelines and other details regarding implementation of the proposed plan. Detailed timelines exist for Pre-implementation and Year One. Timelines for Year Two and Year Three will be developed by June of 2012.

- 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.**

- Goal 1. Overall Reading proficiency rates at Milwood Magnet School, as measured by the MEAP, will increase from 64% in 2009 to 95% in 2014. Overall proficiency and subgroup proficiency rates will show at least a 10% annual increase.
- Goal 2. Overall Reading proficiency rates at Maple Street Magnet School, as measured by the MEAP, will increase from 76% in 2009 to 95% in 2014. Overall proficiency and subgroup proficiency rates will show at least an 8% annual increase.
- Goal 3. Overall Mathematics proficiency rates at Milwood Magnet School, as measured by the MEAP, will increase from 52% in 2009 to 95% in 2014. Overall proficiency and subgroup proficiency rates will show at least a 10% annual increase.
- Goal 4. Overall Mathematics proficiency rates at Maple Street Magnet School, as measured by the MEAP, will increase from 69% in 2009 to 95% in 2014. Overall proficiency and subgroup proficiency rates will show at least an 8% annual increase.
- Goal 5. Overall Average Daily Attendance at Milwood Magnet School will increase from 89.7% in 2009-10 to 95% in 2013-14. Overall rates and subgroup rates will show at least a 1.5% annual increase.
- Goal 6. Overall Average Daily Attendance at Maple Street Magnet School will increase from 93% in 2009-10 to 95% in 2013-14. Overall rates and subgroup rates will show annual progress toward the goal.
- Goal 7. At Milwood Magnet School, the number of incidents/day/100 students resulting in suspension will be cut from 0.6 in 2009-10 to 0.3 in 2013-14. The gap in this statistic between African American students and the overall school will be cut from 0.2 to 0.1 by 2013-14.

Goal 8. At Maple Street Magnet School, the number of incidents/day/100 students resulting in suspension will be cut from 0.3 to 0.15 by 2013-14. The gap in this statistic between African American students and the overall school will be cut from 0.3 to 0.1 by 2013-14.

**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.**

Not applicable

**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.**

Not applicable

**8. As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) 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.**

During August of 2010, meetings were held with the principals of Milwood Magnet School and Maple Street Magnet School for the Arts to discuss the list of Persistently Low Achieving Schools (PLAS) in the State of Michigan and what this would mean for Kalamazoo Public Schools.

During September and October of 2010 the Superintendent and members of his administrative team met with the all staffs from the affected schools to discuss the legislation, required models for reform, and to solicit input on the selection of an improvement model. The principals at each school met with parent organizations, shared the models with them and sought their input. At the same time, the school board was informed of the situation and input gathered from the building and community meetings was presented for consideration. After extensive discussions among all these stakeholders, the *Transformation Model* was chosen.

Teams of teachers (8-20), parents (3-5) and support staff (3-5) were assembled from each school and provided input to a team charged with drafting the redesign plans. Throughout the drafting process, the plans were brought back to building teams for review and revision. Completed drafts were presented to the entire staff at each building, along with interested parents, for review and revision before submission to MDE.

While this was occurring, discussions were held with KEA leadership and UAW leadership regarding the requirements and processes for complying with the provisions for annual educator evaluations, financial or career incentives, and extended learning opportunities. The proposed documents and processes were discussed by the respective Union Executive Board and were revised based upon their input. A team of KPS administrators, union leaders and instructional staff members reviewed the plans and developed a Letter of Agreement (contained in Appendix C) that outlined changes in existing collective bargaining agreements needed to meet the requirements of the redesign plan, and in compliance with MCL 380.1280c, MCL 380.1249 and MCL 380.1250.

The initial redesign plan was submitted in November to the Michigan Department of Education (MDE) for review and approval as a "380.1280(c)-compliant" redesign plan. Conditional approval of the plan was granted in December of 2010, pending artifacts from continuing committee work responsible for adopting and building forms and establishing protocols for the new Annual Educator Evaluation system (Draft artifacts for this system are provided in Appendix D).

Immediately after receiving notice from MDE regarding the redesign plan, a project timeline was built for writing the School Improvement Grant. this timeline was promulgated to district senior leadership, shared with key stakeholders within the PLA Schools, and shared within the TLS department. Building leadership and school improvement teams - including parents and representatives from community partners - were assembled in January and again in early February, were updated on the status of the School Improvement Grant application, and were given an opportunity to provide input on this grant application. The resulting plan was shared with KEA leadership in February and the grant application was written.

This document represents our plan to redesign Milwood Magnet School and Maple Street School with the goal of transforming these schools from Persistently Low Achieving schools to Consistently High Achieving schools that prepare all students for college and career ready future.

**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:**

<b>APPLICANT</b>	Legal Name of District Kalamazoo Public Schools	District Code 39010	
	Address of District 1220 Howard Street		
	City and Zip Code Kalamazoo, MI 49008	Name of County Kalamazoo	
<b>CONTACT PERSON</b>	Name of Contact Person Phillip Seager	Title Director of School Improvement, Assessments and Magnet Schools	Telephone (Area Code) (269) 337 - 1576
	Address 1220 Howard Street	City Kalamazoo	Zip Code 49008
	E-Mail Address seagerpe@kalamazoo.k12.mi.us	Facsimile (A.C./No.) (269) 337 - 1553	

GRANT FUNDS REQUESTED: \$ \$2, 826, 376

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 February 24, 2011 SUPERINTENDENT OR AUTHORIZED OFFICIAL   
 SIGNATURE

TYPED NAME/TITLE Michael F. Rice, Ph.D.

## **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. **OG-4929**

#### **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 Office of Education Innovation and Improvement 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.
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.

*Michael S. Rice*

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

02/24/2011

Date

*Carol Wahli*

SIGNATURE OF LEA BOARD PRESIDENT

02/24/2011

Date

## SCHOOL BUILDING BUDGET

Districts and ISDs may apply for School Improvement grants for individual eligible school buildings within their jurisdiction for the purposes of this grant, eligible school buildings are those identified as a 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 name of the school building for which you are applying below. **(Please use duplicate pages as necessary. A separate budget and budget detail narrative is required for each building. The budget must cover the three-year period of the grant. Year 1 must be separated into Pre-implementation activities and Implementation activities. See School Building application for example.)**

### SCHOOL BUILDING

Legal Name of School Building Maple Street Magnet School for the Arts	Building Code 3518	Name and Title of Authorized Representative Kevin Doerfler, Principal	
Mailing Address (Street) 922 W. Maple Street		Signature	
City Kalamazoo	Zip Code 49008	Telephone (Area Code/Local Number) (269) 337 - 1633	Date Signed (m/d/yyyy) 2/24/2011
Name and Title of Contact Person Phillip Seager, Director of School Improvement, Assessments and Magnet Schools		Mailing Address (If different from agency address) 1220 Howard Street, Kalamazoo, MI 49008	

### SCHOOL BUILDING

Legal Name of School Building Milwood Magnet School Center for Mathematics, Science and Technology	Building Code 2575	Name and Title of Authorized Representative Kevin Campbell, Principal	
Mailing Address (Street) 2916 Konkle Street		Signature	
City Kalamazoo	Zip Code 49001	Telephone (Area Code/Local Number) (269) 337 - 670	Date Signed (m/d/yyyy) 2/24/2011
Name and Title of Contact Person Phillip Seager, Director of School Improvement, Assessments and Magnet Schools		Mailing Address (If different from agency address) 1220 Howard Street, Kalamazoo, MI 49008	

## SCHOOL IMPROVEMENT GRANT BUDGET APPROVAL FORM

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

**1. BUDGET SUMMARY FOR: Maple Street Magnet School for the Arts**

<b>LEGAL NAME OF APPLICANT:</b>				<b>District Code</b>		
Kalamazoo Public Schools				39010		
<b>MDE USE ONLY</b>	<b>Grant No.</b>	<b>Project No.</b>	<b>Project Type</b>	<b>Ending Date</b>	<b>FY of Approved Activity</b>	
					<b>2009</b>	

**BUDGET OBJECTS:**

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
110	Instruction -- Basic Programs	\$123,400.00	\$59,232.00	\$12,000.00	\$26,000.00			\$220,632.00
120	Instruction -- Added Needs							
210	Pupil Support Services							
211	Truancy/Absenteeism Services				\$2,500.00			\$2,500.00
212	Guidance Services							
213	Health Services							
214	Psychological Services							
216	Social Work Services							
220	Instructional Staff Services							
221	Improvement of Instruction	\$416,000.00	\$199,680.00	\$249,500.00	\$60,000.00			\$814,180.00
225	Instruction Related Technology				\$8,000.00	\$23,000.00		\$31,000.00
227	Academic Student Assessment							

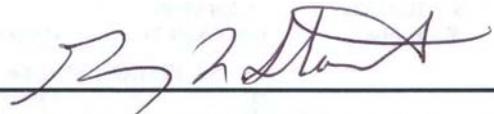
230	General Administration							
232	Executive Administration							
240	School Administration							
250	Support Services Business				\$800.00			\$800.00
257	Internal Services							
266	Operation and Maintenance	\$9,500.00	\$4,560.00					\$14,060.00
271	Pupil Transportation			\$4500				\$4500
280	Central Support Services	\$2,500.00	\$1,200.00	\$3,000.00				\$6,700.00
281	Planning, Research, Development, and Evaluation			\$15,000.00				\$15,000.00
283	Staff/Personnel Services							
300	Community Services							
311	Community Services Direction	\$45,000.00	\$21,600.00		\$4,000.00			\$70,600.00
331	Community Activities				\$5,000.00			\$5,000.00
	<b>SUBTOTAL</b>	\$596,400.00	\$286,272.00	\$284,000.00	\$106,300.00	\$23,000.00		\$1,295,972.00
	Indirect Costs _____ % Restricted Rate	\$17,534.00	\$8,416.00	\$8,350.00	\$3,125.00			\$37,425.00
	<b>TOTAL</b>	\$613,934.00	\$294,688.00	\$292,350.00	\$109,425.00	\$23,000.00		\$1,333,397.00

**2. BUDGET DETAIL**

Explain each line item that appears on the Budget Summary, using the indicated function code and title, on a plain sheet. (See Appendix B – Pg...)

February 24, 2011

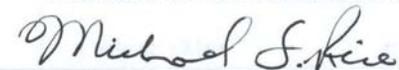
Date



**BUSINESS OFFICE REPRESENTATIVE SIGNATURE**

February 24, 2011

Date



**SUPERINTENDENT/DIRECTOR SIGNATURE**

**1. BUDGET SUMMARY FOR: Milwood Magnet School: Center for Mathematics, Science and Technology**

<b>LEGAL NAME OF APPLICANT:</b>				<b>District Code</b>		
Kalamazoo Public Schools				39010		
<b>MDE USE ONLY</b>	<b>Grant No.</b>	<b>Project No.</b>	<b>Project Type</b>	<b>Ending Date</b>	<b>FY of Approved Activity</b>	
					<b>2009</b>	

**BUDGET OBJECTS:**

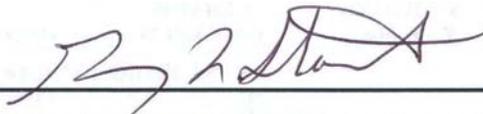
<b>FUNCTION CODE</b>	<b>FUNCTION TITLE</b>	<b>SALARIES</b>	<b>BENEFITS</b>	<b>PURCHASED SERVICES</b>	<b>SUPPLIES &amp; MATERIALS</b>	<b>CAPITAL OUTLAY</b>	<b>OTHER EXPENDITURES</b>	<b>TOTAL EXPENDITURES</b>
110	Instruction -- Basic Programs	\$191,200.00	\$91,776.00	\$12,000.00	\$31,000.00			\$325,976.00
120	Instruction -- Added Needs							
210	Pupil Support Services							
211	Truancy/Absenteeism Services				\$2,500.00			\$2,500.00
212	Guidance Services							
213	Health Services							
214	Psychological Services							
216	Social Work Services							
220	Instructional Staff Services							
221	Improvement of Instruction	\$416,000.00	\$199,680.00	\$249,500.00	\$60,000.00			\$814,180.00
225	Instruction Related Technology				\$8,000.00	\$23,000.00		\$31,000.00
227	Academic Student Assessment							
230	General Administration							
232	Executive Administration							

240	School Administration							
257	Internal Services				\$800.00			\$800.00
261	Operation and Maintenance	\$11,000.00	\$5,280.00					\$16,280.00
270	Pupil Transportation			\$9,000.00				\$9,000.00
280	Central Support Services	\$2,500.00	\$1,200.00	\$6,000.00				\$9,700.00
281	Planning, Research, Development, and Evaluation			\$15,000.00				\$15,000.00
283	Staff/Personnel Services							
300	Community Services							
311	Community Services Direction	\$45,000.00	\$21,600.00		\$4,000.00			\$70,600.00
331	Community Activities				\$5,000.00			\$5,000.00
	<b>SUBTOTAL</b>	\$665,700.00	\$319,536.00	\$291,500.00	\$111,300.00	\$23,000.00		\$1,411,036.00
	<b>Indirect Costs _____ % Restricted Rate</b>	\$19,572.00	\$9,394.00	\$8,570.00	\$3,272.00			\$40,808.00
	<b>TOTAL</b>	\$685,272.00	\$328,930.00	\$300,070.00	\$114,572.00	\$23,000.00		\$1,451,844.00

**2. BUDGET DETAIL**

Explain each line item that appears on the Budget Summary, using the indicated function code and title, on a plain sheet. (See Appendix B – Pg....)

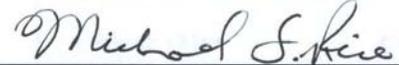
February 24, 2011



Date

**BUSINESS OFFICE REPRESENTATIVE SIGNATURE**

February 24, 2011



Date

**SUPERINTENDENT/DIRECTOR SIGNATURE**

**1. BUDGET SUMMARY FOR: Kalamazoo Public Schools**

<b>LEGAL NAME OF APPLICANT:</b> Kalamazoo Public Schools				<b>District Code</b> 39010		
<b>MDE USE ONLY</b>	<b>Grant No.</b>	<b>Project No.</b>	<b>Project Type</b>	<b>Ending Date</b>	<b>FY of Approved Activity</b> 2009	

**BUDGET OBJECTS:**

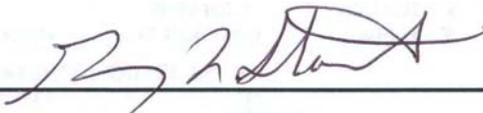
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
110	Instruction -- Basic Programs							
120	Instruction -- Added Needs							
210	Pupil Support Services							
211	Truancy/Absenteeism Services							
212	Guidance 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	\$27,000.00	\$12,960.00					\$39,960.00
240	School Administration							

257	Internal Services						
261	Operation and Maintenance						
270	Pupil Transportation						
280	Central Support Services						
281	Planning, Research, Development, and Evaluation						
283	Staff/Personnel Services						
300	Community Services						
311	Community Services Direction						
331	Community Activities						
	<b>SUBTOTAL</b>	\$27,000.00	\$12,960.00				\$39,960.00
	Indirect Costs _____ % Restricted Rate	\$794.00	\$381.00				\$1,175.00
	<b>TOTAL</b>	\$27,794.00	\$13,341.00				\$41,135.00

**3. BUDGET DETAIL**

Explain each line item that appears on the Budget Summary, using the indicated function code and title, on a plain sheet. (See Appendix B – Pg....)

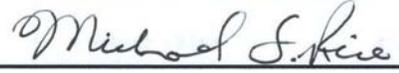
February 24, 2011



Date

**BUSINESS OFFICE REPRESENTATIVE SIGNATURE**

February 24, 2011



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: Michigan has requested and received a waiver to extend the SIG grant funds through September 30, 2014.

N/A "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

N/A 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.

**Appendix A**

**Timeline for Implementation**

<b>Pre-Implementation 2010-2011</b>	<b>Action</b>	<b>Metric for completion</b>	<b>Persons Responsible</b>
June – August 2010	<ul style="list-style-type: none"> <li>Meet with building principals to review AYP status and the MDE process for selection of Persistently Low Achieving (PLA) schools</li> <li>Notification of replacement of principal</li> <li>Notification to staff of intent to replace principal</li> </ul>	<ul style="list-style-type: none"> <li>Meetings held</li> <li>Notifications made</li> </ul>	<ul style="list-style-type: none"> <li>Senior Administration</li> <li>Director of School Improvement (SI)</li> <li>Principals</li> </ul>
September 2010	<ul style="list-style-type: none"> <li>Meet with staff at both schools to share information on the selection process of PLA schools in Michigan</li> <li>Meet with parents and school board members to discuss requirements of the school improvement plan and grant for PLA schools</li> <li>Board of Education selects Transformation Model after review of all input</li> <li>Begin development of Transformation Plan and School Improvement Grant (SIG) application</li> <li>Identify teams of teachers to serve as writers of the Transformation Plan and SIG</li> <li>Attend School Improvement Technical Assistance Meeting in Lansing</li> </ul>	<ul style="list-style-type: none"> <li>Teams established</li> <li>Hold meetings</li> <li>Board selection in public meeting</li> </ul>	<ul style="list-style-type: none"> <li>Director of SI</li> <li>Superintendent</li> <li>Building staffs</li> <li>Key building leaders</li> <li>Principals of PLASs</li> <li>Board of Education</li> <li>External consultants assisting with grant</li> </ul>
October 2010	<ul style="list-style-type: none"> <li>Draft Transformation Plan for each building;</li> <li>Gather input from all stakeholders in each school</li> <li>Present plans to entire school staff in each building</li> <li>Begin discussions with KEA and UAW regarding required changes to CBA and evaluation processes; assemble Priority School Team, relative to Letter of Agreement #10, signed 8/16/10.</li> <li>Submit draft PLA Redesign Plan (PLARP) to MDE for feedback</li> </ul>	<ul style="list-style-type: none"> <li>Teams assembled and Meetings held</li> <li>Drafts of changes to CBA; discussions begun to modify CBA as needed to meet requirements of CBA</li> <li>Draft plan developed, reviewed and submitted to MDE</li> </ul>	<ul style="list-style-type: none"> <li>Director of SI</li> <li>PLAS Principals</li> <li>KEA President</li> <li>UAW President</li> <li>Asst. Supt. For Human Resources</li> </ul>
November 2010	<ul style="list-style-type: none"> <li>Review Technical Assistance providers; acquire written proposals; conduct interviews</li> <li>Determine Professional Development topics needed to support redesign efforts</li> <li>Review SSRO recommendations and modify redesign plan based on feedback</li> <li>Meet with district Section 1280c negotiation team to work out final Letter of Agreement</li> <li>KPS Senior Leadership and KEA Executive Board approve Letter of Agreement regarding 1280c compliance – finalize executed addendum for inclusion in PLA redesign plan</li> <li>Select Technical Assistance Providers</li> <li>Submit PLA Redesign Plan (PLARP) to MDE</li> </ul>	<ul style="list-style-type: none"> <li>TA Proposals delivered</li> <li>TA providers selected</li> <li>PD coordinated with district calendar for 2011-2014.</li> <li>PLA redesign plan submitted through MEGS</li> </ul>	<ul style="list-style-type: none"> <li>Director of SI</li> <li>PLAS Principals</li> <li>KEA President</li> <li>UAW President</li> <li>Asst. Supt. For Human Resources</li> <li>Asst. Supt for TLS</li> <li>Dir. of Curriculum</li> </ul>
December 2010	<ul style="list-style-type: none"> <li>District establishes a joint committee of teachers and administrators to develop the Annual Educator Evaluation system, tools and protocols for all KPS educators. (PLA schools will align with the results of this</li> </ul>	<ul style="list-style-type: none"> <li>Established committee</li> <li>Meeting schedule established</li> </ul>	<ul style="list-style-type: none"> <li>Asst. Supt. for Human Res.</li> <li>KEA President</li> <li>UAW President</li> </ul>

Pre-Implementation 2010-2011	Action	Metric for completion	Persons Responsible
	<ul style="list-style-type: none"> <li>committee work, if it is different than what is in EA.)</li> <li>Receive final approval from MDE regarding PLAS redesign plan</li> <li>Post for new principal for Milwood Magnet School</li> </ul>	<ul style="list-style-type: none"> <li>Outcomes agreed upon</li> </ul>	<ul style="list-style-type: none"> <li>MDE</li> </ul>
January 2011	<ul style="list-style-type: none"> <li>Meet with PLAS building leadership teams to review PLARP and prepare modifications for SIG</li> <li>Attend Technical Assistance Meeting in Lansing regarding SIG</li> <li>Committee work continues regarding development of 380.1249-compliant Annual Educator Evaluation system</li> <li>Consider 1003(b) proposal from MDE</li> <li>Meet with TLS directors and coordinators to discuss elements of PLARP that affect each area; discuss changes proposed for SIG</li> <li>Meet with data warehouse providers to discuss data and analysis needs</li> <li>Interview principal candidates for Milwood Magnet School</li> </ul>	<ul style="list-style-type: none"> <li>Change matrix developed for preparing PLARP to be submitted for SIG</li> <li>PLA implementation plan for TLS</li> <li>Specs for potential data warehouse acquired</li> </ul>	<ul style="list-style-type: none"> <li>Dir. Of SI</li> <li>Asst. Supt. for Human Res.</li> <li>Superintendent</li> <li>KEA President</li> <li>1249 Bargaining Committee</li> <li>UAW President</li> <li>Other TLS Directors</li> <li>Department of Title I and School Improvement</li> </ul>
February 2011	<ul style="list-style-type: none"> <li>Continue data warehouse study; develop specs and request proposals.</li> <li>Committee work continues regarding development of 380.1249-compliant Annual Educator Evaluation system.</li> <li>Meet with KEA Leadership to finalize agreements on elements of the SIG application; assure that any modifications from the PLARP are covered by and align with executed addendum agreed to in November</li> <li>Write SIG; acquire Board of Education approval for plan; submit to MDE through MEGS</li> <li>Announce new principal of Milwood Magnet School</li> </ul>	<ul style="list-style-type: none"> <li>Specifications for data warehouse developed</li> <li>SIG completed and submitted</li> </ul>	<ul style="list-style-type: none"> <li>Dir of SI</li> <li>Asst. Supt for Human Res.</li> <li>Asst. Supt. For TLS</li> <li>KEA President</li> </ul>
March 2011	<p><u>If SIG is not received:</u></p> <ul style="list-style-type: none"> <li>District implements PLARP as submitted in November of 2010 and approved in December of 2010 – SIG ends.</li> </ul> <p><u>If SIG is received:</u></p> <ul style="list-style-type: none"> <li>Begin process of establishing building leadership teams; post and interview candidates</li> <li>Finalize contracts with Technical Assistance providers</li> <li>Begin development of project evaluation plan and reporting protocols</li> <li>Finalize any changes to building Master Schedules needed to implement Redesign Plan as approved</li> <li>Assign teams to grade-level interdisciplinary teams</li> <li>Committee work on the development of 380.1249-compliant Annual Educator Evaluation system completes; results move to KPS Senior Leadership Team and KEA and UAW Executive Committees for approval</li> <li>Accept proposals for data warehouse</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Team positions posted and applications accepted</li> <li>Contracts sent to TA vendors for signatures</li> <li>Completed building Master Schedules that provide for, to the greatest extent possible, common planning for members on the same grade-level, interdisciplinary team</li> <li>Approved Evaluation system</li> </ul>	<ul style="list-style-type: none"> <li>Dir. Of SI</li> <li>Asst. Supt. for Human Res.</li> <li>KEA, UAW Presidents</li> <li>KPS Senior Leadership</li> <li>Building principals</li> </ul>

Pre-Implementation 2010-2011	Action	Metric for completion	Persons Responsible
	<ul style="list-style-type: none"> <li>Building and district Comprehensive Needs Analyses are updated</li> </ul>	<ul style="list-style-type: none"> <li>Building CNAs updated</li> </ul>	
April 2011	<ul style="list-style-type: none"> <li>Post positions for Literacy, Numeracy and Climate/Culture coaches for each SIG-funded school.</li> <li>Post position for Leadership Coach for all SIG-funded schools</li> <li>Name building leadership teams</li> <li>In collaboration with building leadership teams, assemble professional development schedule for each SIG-funded school for summer, pre-implementation trainings.</li> <li>Interview and select coaches</li> <li>Signed contracts submitted by Technical Assistance Providers</li> <li>Approve data warehouse</li> </ul>	<ul style="list-style-type: none"> <li>Coaching positions posted, candidates interviewed and selected</li> <li>PD schedule promulgated for SIG-funded schools for summer, pre-implementation work</li> </ul>	<ul style="list-style-type: none"> <li>Dir. Of SI</li> <li>Asst. Supt. for Human Res.</li> <li>Asst. Supt for TLS</li> <li>Dir. Of Curriculum</li> <li>Tec. Assist. Providers</li> <li>Dep. Supt. for Business and operations</li> </ul>
May 2011	<ul style="list-style-type: none"> <li>Building Leadership Teams develop list of PD events for Year One Summer PD Summit</li> <li>Building Leadership Teams steer the development of school-wide behavior expectations for PBiS program</li> <li>Calendar developed for Technical Assistance Providers for 2011-12 School Year; aligned with district and building PD calendars</li> <li>Begin aligning school improvement plans in AdvancEd with Redesign Plans</li> <li>Initial training for Literacy, Numeracy and Behavior/Attendance Coaches</li> <li>Initial Training for Leadership Coach</li> <li>Begin process of developing local assessment battery</li> </ul>	<ul style="list-style-type: none"> <li>PD calendars developed and coordinated</li> <li>School Improvement Plans updated in AdvancED</li> <li>Training of coaches initiated</li> <li>School-wide behavioral expectations promulgated throughout the building</li> </ul>	<ul style="list-style-type: none"> <li>Dir. Of SI</li> <li>Principals</li> <li>Dir of Curriculum</li> <li>School Improvement Teams</li> <li>Leadership Team</li> </ul>
June - July 2011	<ul style="list-style-type: none"> <li>Building Leadership Team plans Leadership Retreat</li> <li>Operate Summer Transition Programs for all incoming 6<sup>th</sup> graders</li> <li>Operate Magnet-theme-based Summer Extended Learning Programs</li> <li>Continue construction of locally-developed, curriculum-based assessment battery</li> <li>Implement data warehouse</li> </ul>	<ul style="list-style-type: none"> <li>Plan completed</li> <li>Extended Learning activities run</li> </ul>	<ul style="list-style-type: none"> <li>Dir of SI</li> <li>Building Leadership Teams</li> <li>Technical Assistance Providers</li> <li>Building staffs and administrators</li> <li>Technical Assistance providers</li> </ul>

Year One 2011-12	Action	Metric for completion	Persons Responsible
July – August 2011	<ul style="list-style-type: none"> <li>Building Leadership Teams hold Leadership Retreat on Transformational Change and Distributed Leadership</li> <li>Summer Professional Development Summit for all staff is conducted</li> <li>Continue work on benchmarking/curriculum-based assessment battery</li> <li>Training for all staffs on new Annual Evaluation Model</li> <li>Continue training coaches</li> </ul>	<ul style="list-style-type: none"> <li>Retreat held and protocols developed/adopted for professional learning in PLA schools</li> <li>Summer PD Summit held</li> <li>Assessment development begins to produce artifacts</li> </ul>	<ul style="list-style-type: none"> <li>Dir. of SI</li> <li>Dir. of Curriculum</li> <li>Asst. Supt. For TLS</li> <li>Tech. Assist. Providers</li> <li>Leadership Teams</li> <li>Principals</li> <li>Building staffs</li> <li>Asst. Supt. For Human Res.</li> </ul>
September 2011	<ul style="list-style-type: none"> <li>Begin implementing new Annual Educator Evaluation system</li> <li>School-wide training occurs on PBIS school-wide expectations.</li> <li>Realign building Master Schedules as necessary</li> <li>Coaches begin working in classrooms with teachers</li> <li>Coaching training continues</li> <li>Benchmarking and other initial assessments are taken and systematic collection of data begins</li> <li>Interdisciplinary teams begin structured PLC work</li> <li>Begin after-school and other extended-learning programming</li> </ul>	<ul style="list-style-type: none"> <li>Finalized Master Schedules</li> <li>Embedded PD observable in classrooms</li> <li>Data gathered from initial planned assessments</li> </ul>	<ul style="list-style-type: none"> <li>Director of SI</li> <li>Coaches</li> <li>Dir. of Human Res.</li> <li>Principals</li> <li>Tech. Assistance Providers</li> </ul>
October 2011	<ul style="list-style-type: none"> <li>Training for coaches continues</li> <li>PLC work continues</li> <li>Results of initial assessments are analyzed by PLC teams and building leadership teams</li> <li>Coaches use data to assist teachers in integrating research-based, high-yield instructional strategies through modeling and supporting</li> <li>Leadership Teams begin study of Tiered Intervention Models</li> </ul>	<ul style="list-style-type: none"> <li>Data summaries; analyzed with recommendations made for instructional action</li> <li>Coaching is observed on regular basis</li> </ul>	<ul style="list-style-type: none"> <li>Director of SI</li> <li>PLAS Principals</li> <li>Tech. Assist. Providers</li> <li>Instructional and Leadership Coaches</li> </ul>
November 2011	<ul style="list-style-type: none"> <li>Training for coaches continues</li> <li>Work on the development of local, course-specific assessment battery continues</li> <li>PLCs are evaluated for fidelity of implementation</li> <li>Leadership Team evaluates the degree of implementation of practices learned during the Summer PD Summit.</li> <li>1<sup>st</sup> Trimester behavioral and attendance data is gathered and reported</li> </ul>	<ul style="list-style-type: none"> <li>Report on PLC implementation</li> <li>Report on implementation of building-wide instructional reform strategies</li> </ul>	<ul style="list-style-type: none"> <li>Director of SI</li> <li>Leadership Teams</li> <li>Principals</li> <li>Tech. Assist. Providers</li> </ul>
December 2011	<ul style="list-style-type: none"> <li>Training for coaches continues</li> <li>Where appropriate, PLC teams analyze tri-annual data from local assessment battery and use data to inform instruction and inform interventions for students who are not keeping pace.</li> <li>Leadership Team continues study of Tiered Intervention</li> </ul>	<ul style="list-style-type: none"> <li>Data profiles from assessments</li> <li>Red's for instructional adjustments promulgated</li> </ul>	<ul style="list-style-type: none"> <li>Dir. of SI</li> <li>Tech. Assist. Providers</li> <li>Leadership Team</li> <li>Principal</li> </ul>

Year One 2011-12	Action	Metric for completion	Persons Responsible
	<ul style="list-style-type: none"> <li>Models</li> <li>Coaches continue to support teachers through job-embedded instructional support</li> <li>Behavior data is gathered for mid-year evaluation</li> </ul>		
January 2012	<ul style="list-style-type: none"> <li>Leadership Teams promulgate additional data analysis and instructional study protocols</li> <li>Mid-year benchmarking assessments are conducted</li> <li>Data from mid-year assessments is documented and presented to PLC teams and building leadership teams</li> <li>PLCs conduct mid-year data studies; Coaches provide assistance</li> <li>Results are used to modify instructional practices and establish interventions for students who are not keeping pace.</li> <li>Mid-year evaluation is conducted by Office of School improvement</li> </ul>	<ul style="list-style-type: none"> <li>Data profiles from assessments</li> <li>District analyses</li> <li>Written plans for modification of practices and recommendations for interventions</li> <li>Written report on mid-year evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Dir. Of SI</li> <li>Coaches</li> <li>Leadership team</li> <li>Principals</li> <li>PLC Team leaders</li> </ul>
February 2012	<ul style="list-style-type: none"> <li>Continue implementing new Annual Educator Evaluation system</li> <li>Coaching training continues</li> <li>Coaches, under the direction of TLS and the building leadership teams, continue assisting staff with the integration of high-impact, research-based teaching and learning strategies, in all content areas</li> <li>Work continues of development of local assessment battery</li> <li>PLCs are audited by Office of School Improvement for fidelity of implementation</li> </ul>	<ul style="list-style-type: none"> <li>Audit report generated for TLS</li> </ul>	<ul style="list-style-type: none"> <li>Dir of SI</li> <li>Coaches</li> <li>Tech. Assist. Providers</li> </ul>
March 2012	<ul style="list-style-type: none"> <li>Leadership Team prepares report on the implementation of a systematic Tiered Intervention Program beginning in the 2012-13 school year</li> <li>Construction of Master schedules begin in Redesign Schools</li> <li>Data from tri-annual assessments is gathered and reports are built</li> <li>2<sup>nd</sup> trimester behavior and attendance data is gathered and reported.</li> <li>PLC Teams analyze data, using effective protocols, and provide written recommendations for instructional modifications and interventions for students lagging behind.</li> <li>Comprehensive Needs Analysis updated and entered into AdvancED</li> </ul>	<ul style="list-style-type: none"> <li>Proposed Tiered Intervention Program for Literacy, Numeracy and Attendance/Behavior</li> <li>Achievement reports generated; academic and behavioral</li> <li>Written report on recommended modifications to instruction and interventions</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Leadership Team</li> <li>Dir. of SI</li> <li>Tech. Assist. Providers</li> </ul>
April 2012	<ul style="list-style-type: none"> <li>Training for coaches continues</li> <li>PLCs are audited for fidelity of implementation</li> <li>Leadership Team conducts review of the impact on instructional practices of job-embedded professional development</li> <li>Office of School improvement begins evaluation report for Year 1</li> </ul>	<ul style="list-style-type: none"> <li>PLC Audit Report</li> <li>Impact Report from Leadership Teams</li> </ul>	<ul style="list-style-type: none"> <li>Dir. Of SI</li> <li>Leadership Team</li> <li>Tec. Assist. Providers</li> <li>Coaches</li> </ul>

Year One 2011-12	Action	Metric for completion	Persons Responsible
May 2012	<ul style="list-style-type: none"> <li>• Building Leadership Teams develop list of PD events for Year Two Summer PD Summit</li> <li>• Calendar developed for Technical Assistance Providers for 2012-13 School Year; aligned with district and building PD calendars</li> <li>• Begin updating school improvement plans in AdvancEd based on progress toward established goals</li> <li>• Design Tiered Intervention Program based on Leadership Team report</li> </ul>	<ul style="list-style-type: none"> <li>• PD calendars developed and coordinated</li> <li>• School Improvement Plans updated in AdvancED</li> <li>• Design Plan for Tiered Intervention Model</li> </ul>	<ul style="list-style-type: none"> <li>• Dir. Of SI</li> <li>• Principals</li> <li>• Dir of Curriculum</li> <li>• School Improvement Teams</li> </ul>
June 2012	<ul style="list-style-type: none"> <li>• Building Leadership Team plans Leadership Retreat for Year Two</li> <li>• Conduct and gather data on end of year assessment battery</li> <li>• PLCs analyze data and prepare a report outlining findings</li> <li>• Office of School Improvement prepares Year-end Report, highlighting successes and making recommendations for improvements</li> </ul>	<ul style="list-style-type: none"> <li>• Retreat planned</li> <li>• Year-end report submitted</li> </ul>	<ul style="list-style-type: none"> <li>• Dir of SI</li> <li>• Building Leadership Teams</li> <li>• Technical Assistance Providers</li> </ul>
July-August 2012	<ul style="list-style-type: none"> <li>• Building Leadership Team attends Leadership Retreat for Year Two</li> <li>• Operate Summer Transition Programs for all incoming 6<sup>th</sup> graders</li> <li>• Operate Magnet-theme-based Summer Extended Learning Programs</li> <li>• Continue construction of locally-developed, curriculum-based assessment battery</li> </ul>	<ul style="list-style-type: none"> <li>• Hold Retreat</li> <li>• Conduct transition activities and summer extended learning opportunities</li> <li>• Assessment battery nearing completion</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• Principal</li> <li>• Dir. of SI</li> <li>• Tech. Assist. Providers</li> </ul>

## **Year Two:**

Implementation of the Redesign Plan will continue as described above, with these additional milestones:

1. District will begin compiling artifacts from professional development activities, including coaching training, to be used as support for other schools in the district that may fall into PLA status.
2. Common, locally-developed, course-based assessment battery will be completed by the end of Year Two for all courses at the PLA Schools. These assessments will be used in other schools throughout the district.
3. The data warehouse will be fully implemented by Year Two, and will be used by all PLC teams and all individual teachers in the PLA Schools.

## **Year Three:**

Implementation of the Redesign Plan will continue as described above, with these additional milestones:

1. Best-practice strategies are evident in all classrooms, throughout the building
2. All achievement and school culture/climate goals are met.
3. Final evaluation of project submitted to MDE

## **Appendix B**

### **Budget Details**

## Budget Narrative: Maple Street Magnet School (03518)

<b>FUNCTION CODE</b>	<b>FUNCTION TITLE</b>	<b>Description</b>	<b>Pre-Implementation</b>	<b>Year 1: 2011-12</b>	<b>Year 2: 2012-13</b>	<b>Year 3: 2012-13</b>	<b>Total</b>
110	<b>Instruction -- Basic Programs</b>	Stipend pay, technical assistance, supplies and materials related to incentives for recruiting and retaining staff; stipend pay supplies and materials for summer transition academies; stipends for after-school, extended-day learning opportunities for students.		220632	220632	220632	\$661,896
211	<b>Truancy/Absenteeism Services</b>	Resources and materials to support activities surrounding Positive Behavior Intervention and Support for improving school climate and culture		2500	2500		\$5,000
221	<b>Improvement of Instruction</b>	Salaries, benefits and professional development for instructional coaches; stipends, technical assistance, professional development activities and resources for implementing the Distributed Leadership Model; stipends, technical assistance, professional development and resources for Summer PD Summit; technical assistance, professional development and resources for Data Analysis training; stipends, technical assistance, materials and resources for the development of course-based common assessments; resources, technical assistance and professional development for implementing common, research-based strategies for literacy, numeracy and school culture/climate; technical assistance, professional development and resources for job-embedded development of Professional Learning Communities; technical assistance, resources and training on Positive Behavior Intervention and support; technical assistance, training and resources for the development and implementation of a Tiered Intervention Program	55480	869700	946380	863480	\$2,735,040.
225	<b>Instruction Related Technology</b>	Purchase Scholastic Math Inventory to provide benchmarking and progress monitoring support for Tiered Intervention Program; increase licenses of Scholastic Reading Inventory for additional support of reading interventions; purchase 20 desktop computers to support mathematics interventions.		31000			\$31,000

<b>FUNCTION CODE</b>	<b>FUNCTION TITLE</b>	<b>Description</b>	<b>Pre-Implementation</b>	<b>Year 1: 2011-12</b>	<b>Year 2: 2012-13</b>	<b>Year 3: 2012-13</b>	<b>Total</b>
257	Internal Services	Supplies and Materials for communicating redesign plan and progress to greater community		800	800	800	\$2,400.
261	Operations and Maintenance	Building maintenance and custodial services for summer transition academies; summer PD Summit and summer work on building course-based common assessments		14060	14060	14060	\$42,180
270	Pupil Transportation	Public transportation vouchers for student to participate in summer learning academies		4500	4500	4500	\$13,500
281	Planning, Research, Development, and Evaluation	Stipends for committee work to develop rules and policies around the rewarding staff who show exceptional gains in student achievement; stipend for coordination of summer transition academies; research, planning, evaluating and developing sustainability plans for redesign project	3700	18000	18000	26000	\$65,700.
311	Community Services Direction	Salary and benefits for Parent/Community Liaison; supplies and materials		70600	70600	70600	\$211,800.
331	Community Activities	Materials and resources for developing activities that promote greater participation in the school by parents and the community		5000	5000	5000	\$15,000
	<b>SUBTOTAL</b>		59180	1236792	1282472	1205072	\$3,783,516
	Indirect Costs _____ % Restricted Rate		1740	36362	37705	35429	\$111,236.
	<b>TOTAL</b>		60920	1287301	1320177	1240501	\$3,908,899

**Budget Narrative: Milwood Magnet School (02575)**

<b>FUNCTION CODE</b>	<b>FUNCTION TITLE</b>	<b>Description</b>	<b>Pre-Implementation</b>	<b>Year 1: 2011-12</b>	<b>Year 2: 2012-13</b>	<b>Year 3: 2012-13</b>	<b>Total</b>
110	Instruction -- Basic Programs	Stipend pay, technical assistance, supplies and materials related to incentives for recruiting and retaining staff; stipend pay supplies and materials for summer transition academies; stipends for after-school, extended-day learning opportunities for students.		325976	325976	325976	\$977,928
211	Truancy/Absenteeism Services	Resources and materials to support activities surrounding Positive Behavior Intervention and Support for improving school climate and culture		2500	2500		\$5,000
221	Improvement of Instruction	Salaries, benefits and professional development for instructional coaches; stipends, technical assistance, professional development activities and resources for implementing the Distributed Leadership Model; stipends, technical assistance, professional development and resources for Summer PD Summit; technical assistance, professional development and resources for Data Analysis training; stipends, technical assistance, materials and resources for the development of course-based common assessments; resources, technical assistance and professional development for implementing common, research-based strategies for literacy, numeracy and school culture/climate; technical assistance, professional development and resources for job-embedded development of Professional Learning Communities; technical assistance, resources and training on Positive Behavior Intervention and support; technical assistance, training and resources for the development and implementation of a Tiered Intervention Program	62360	862820	943650	885750	\$2,754,580.
225	Instruction Related Technology	Purchase Scholastic Math Inventory to provide benchmarking and progress monitoring support for Tiered Intervention Program; increase licenses of Scholastic Reading Inventory for additional support of reading interventions; purchase 20 desktop computers to support mathematics interventions.		31000			\$31,000

<b>FUNCTION CODE</b>	<b>FUNCTION TITLE</b>	<b>Description</b>	<b>Pre-Implementation</b>	<b>Year 1: 2011-12</b>	<b>Year 2: 2012-13</b>	<b>Year 3: 2012-13</b>	<b>Total</b>
257	Internal Services	Supplies and Materials for communicating redesign plan and progress to greater community		800	800	800	\$2,400.
261	Operations and Maintenance	Building maintenance and custodial services for summer transition academies; summer PD Summit and summer work on building course-based common assessments		16280	16280	16280	\$48,840
270	Pupil Transportation	Public transportation vouchers for student to participate in summer learning academies		9000	9000	9000	\$27,000
281	Planning, Research, Development, and Evaluation	Stipends for committee work to develop rules and policies around the rewarding staff who show exceptional gains in student achievement; stipend for coordination of summer transition academies; research, planning, evaluating and developing sustainability plans for redesign project	3700	21000	21000	21000	\$66,700.
311	Community Services Direction	Salary and benefits for Parent/Community Liaison; supplies and materials		70600	70600	70600	\$211,800.
331	Community Activities	Materials and resources for developing activities that promote greater participation in the school by parents and the community		5000	5000	5000	\$15,000
	<b>SUBTOTAL</b>		66060	1344976	1394806	1333686	\$4,139,528
	Indirect Costs _____ % Restricted Rate		1942	39542	41007	39210	\$121,701.
	<b>TOTAL</b>		68002	1384518	1435813	1372896	\$4,261,229

**Budget Narrative: Kalamazoo Public Schools (39010)**

<b>FUNCTION CODE</b>	<b>FUNCTION TITLE</b>	<b>Description</b>	<b>Pre-Implementation</b>	<b>Year 1: 2011-12</b>	<b>Year 2: 2012-13</b>	<b>Year 3: 2012-13</b>	<b>Total</b>
110	Instruction -- Basic Programs						
211	Truancy/Absenteeism Services						
221	Improvement of Instruction						
225	Instruction Related Technology						
232	Executive Administration	25% proration of salary and benefits of Director of School Improvement, Assessments and Magnet School. The Director will oversee the entire project, coordinate technical assistance providers, conduct all research and evaluation, deliver professional development and develop sustainability plan.		39960	39960	39960	\$119,880
257	Internal Services						
261	Operations and Maintenance						
270	Pupil Transportation						
281	Planning, Research, Development, and Evaluation						
311	Community Services Direction						
331	Community						

<b>FUNCTION CODE</b>	<b>FUNCTION TITLE</b>	<b>Description</b>	<b>Pre-Implementation</b>	<b>Year 1: 2011-12</b>	<b>Year 2: 2012-13</b>	<b>Year 3: 2012-13</b>	<b>Total</b>
	<b>Activities</b>						
	<b>SUBTOTAL</b>			39960	39960	39960	\$119,880
	<b>Indirect Costs _____ % Restricted Rate</b>			1175	1175	1175	\$3,525.
	<b>TOTAL</b>			41135	41135	41135	\$123,405

School Improvement Grant (SIG) II Proposed 3 Year Budget

District Name: Kalamazoo Public Schools

District Code: 39010

Building Name	Building Code	SY 2011/12	SY 2012/13	SY 2013/14	Building Total
Maple Street Magnet School for the Arts	03518	\$1295972	\$1282472	\$1205072	\$3783516
Milwood Magnet School Center for Science Mathematics and Technology	02575	\$1411036	\$1394806	\$1333686	\$4139528
District Function	39010	\$39960	\$39960	\$39960	\$119880
Indirect Costs	\$79408				

District Total for all 3 years	\$8,122,332
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## **Appendix C**

# **Executed Addendum to Collective Bargaining Agreement and Policy Changes Needed To Support the PLA Plans**

- Letter of Agreement Regarding Section 1280c Compliance
  - Letters of Agreement #10, #11, and #12
    - Negotiating Team Rosters

# LETTER OF AGREEMENT

Between

**KALAMAZOO EDUCATION ASSOCIATION**

and

**KALAMAZOO PUBLIC SCHOOLS**

**RE: Section 1280c School Improvement Plans: Maple Street Magnet School for the Arts and Milwood Magnet School: A Center for Math, Science and Technology**

The Kalamazoo Education Association, known as the “Association”, and the Kalamazoo Public Schools, known as the “District”, hereby agree for the 2011-2012 and 2012-2013 school years to the following with respect to the implementation of school improvement plans under the directives of Section 1280c of the Michigan Revised School Code for two middle schools: Maple Street Magnet School for the Arts, known as “Maple Street” and Milwood Magnet School: A Center for Math, Science and Technology, known as “Milwood Magnet”.

## **I. COMMON PROVISIONS**

**A.** The purpose of this Letter of Agreement is to fulfill Letter of Agreement #10 between the parties titled “Section 1280c Compliance” and to meet the requirements of Section 1280c of the Michigan Revised School Code.

### **B. Section 1249 and 1250 Compliance**

1. “Letter of Agreement #11 - RE: Section 1249 Compliance” will be implemented during the 2010-2011 school year. For the 2011-2012 school year, the resulting evaluation system will be implemented for Maple Street and Milwood Magnet.
2. “Letter of Agreement #12 - RE: Section 1250 Compliance” will be addressed by the same committee during the 2010-2011 school year for Maple Street and Milwood Magnet for implementation in the 2011-2012 school year.
3. The Association and the District will negotiate the final teacher evaluation form, procedures and contractual provisions. The tasks and timelines for developing the educator evaluation model are in Appendix C of the PLAS application. These will be expressed in writing and subject to ratification and approval according to normal established procedures.

### **C. Leadership Team**

1. The leadership team, not to exceed fifteen (15) members, will be comprised of the building principal, all elected building team leaders, and elected at-large representatives. Said KEA members shall be compensated one percent (1%) of BA base.

2. At-large representative positions shall be posted by the principal to the building staff no later than May 1, 2011, and will include information regarding duties and compensation.
3. The at-large representatives for each school building will be elected annually, by secret ballot, no later than May 31 by all of the building's KEA members. Reasonable efforts shall be made to include representatives of each content area and grade level among the fourteen (14) elected KEA members.
4. All members of the leadership team shall be required to participate in a four-day leadership team training scheduled prior to the start of each school year, but not earlier than August 15. Said training will be held from 8:00 A.M. to 3:00 P.M., with a one hour lunch. KEA members who participate will be paid seven (7) hours per day at curriculum rate.
5. There shall be no more than one (1) mandatory leadership team meeting per month and such meeting shall not exceed two (2) hours.
6. A subset, no more than five (5) KEA members of the leadership team selected by said team, shall be required to attend no more than one (1) School Improvement Team (SIT) meeting per month. Such members who participate in the SIT meeting are obligated to share information from the SIT meeting with the entirety of the leadership team.

### **C. Staffing**

1. Article 12, Section T of the Collective Bargaining Agreement shall continue to prescribe the method of posting and staffing for Maple Street and Milwood Magnet KEA positions.
2. Members who are selected for positions at Maple Street and Milwood Magnet will not be subject to the three-year rule described in Article 12, Section T, and Paragraph 5 of the Collective Bargaining Agreement.
3. The individual building's committee (see Article 12, Section T, Paragraph 3) will be used to select teachers for any and all extra-duty positions that are directly associated with the respective Section 1280c school improvement plan. Such positions shall be posted by internet and building posting within the school year. Notification of selection for such extra-duty positions shall be made within two weeks of the closing of the posting or May 1 as is applicable.
4. Any and all extra-duty position openings, directly associated with the respective Section 1280c school improvement plan, occurring during summer break will be posted using U.S. mail to all KEA members. Such postings shall use reasonable timelines for posting, selection and notification of said selection to all applicants.

**D.** The District calendar for professional development and the contractual provisions for summer training for Annual Yearly Progress (AYP) shall be followed at both Maple Street and Milwood Magnet. However, the content of such professional development and summer training shall be determined by each respective building leadership team in alignment with the School Improvement Plan.

**E. Mandatory and Voluntary Meetings**

1. In accordance with the Collective Bargaining Agreement there shall be no more than two (2) mandatory team meetings per month for which attendance, agendas and minutes will be provided. Such meetings may be monitored by the respective principal. Such meetings will comply with the “Letter of Agreement #1 RE: Middle School Schedule...” and the District Calendar and shall be no longer than one class period in length.
2. No more than two (2) voluntary team meetings, which shall not exceed the length of a class period, shall be scheduled per month. Attendance shall not be taken nor shall binding decisions be made at these voluntary meetings.
3. Each team will establish and publish a calendar of mandatory and voluntary team meetings for the first semester prior to the third week of school and for the second semester, prior to winter break.

**F.** All KEA members at Milwood Magnet and Maple Street shall receive one additional personal day per year. Such compensation shall be prorated on the basis of the percent of time assigned at either school, and length of work year.

**II. MAPLE STREET MIDDLE SCHOOL**

**A. Tutoring Program**

1. In order to enhance student success, a tutoring program shall be made available for all students when school is in session, beginning with the first full week of school. Staff members will encourage students to participate in tutoring to improve skills and work habits.
2. Before school tutoring shall be from 7:00 A.M. to 7:30 A.M. on student attendance days Monday through Thursday, and after school tutoring shall be from 2:30 P.M. to 3:30 P.M. on Tuesdays and Thursdays, except on half days and days before a holiday or on non-student days. KEA members shall be paid the contractual curriculum rate per hour for tutoring.
3. No later than the first student day, each KEA building member shall indicate in writing his/her availability and preferences for tutoring, i.e. morning and/or after school, as well as, days of the week. The leadership team shall review all applicants and determine the schedule of those selected to provide tutoring by the time and day of the week. No member shall be required to provide service at a ratio greater than twenty (20) to one (1). At least two (2) weeks prior to the end of the

trimester, each KEA member shall indicate his/her interest and availability for the following trimester.

4. All KEA members reporting for the 7:00 A.M. tutoring shall be compensated. If students do not attend after-school tutoring, staff members may leave at 2:30 P.M. and shall not be compensated.

### **B. Point System Incentives**

1. The Leadership Team will devise a point system designed to reward KEA members for member participation in activities that are in addition to the members' regular responsibilities. Activities may include, but shall not be limited to, voluntary meetings, tutorial services, after-school programs, clubs, professional development participation, training, attendance at state or national conferences, and similar activities. The Point System shall be designed to distribute a fixed allocation of funds (not less than \$25,000) for each school year. The Point System shall not apply to extra-duty activities for which other compensation is provided. The leadership teams will disseminate a list of such incentives and rules for how incentives can be earned.
2. The point system, including incentives and rules, is subject to the approval of the Association and the District prior to implementation.

## **III. MILWOOD MAGNET SCHOOL**

- A. The leadership team at Milwood Magnet will consist of the same fifteen (15) members specified in the Common Provisions of this letter of agreement. In addition, ad hoc team members such as paraprofessionals and parents may be included on the leadership team. Such ad hoc team members shall be determined by the leadership team and will not have a vote regarding instructional matters or the incentive system.

### **B. Daily Schedule - Advisory**

1. Reporting times detailed in the Collective Bargaining Agreement shall be modified to provide additional time with students to conduct Advisory as follows:

1. Teacher report time	7:25 A.M.
2. Student instruction time	7:30 A.M.
3. Student dismissal	2:21 P.M.
4. Teacher day ends	2:30 P.M.
2. In addition, one (1) minute shall be taken from each of the class periods for a total of six (6) minutes.
3. These changes result in a total of sixty (60) minutes per five-day week. Two (2) twenty-six (26) minute advisory classes will be built into the schedule including the necessary two (2) additional

four (4) minute passing times. Prior to the start of the school year, these advisory classes will be built in to the schedule for the entire school year, taking into consideration mandated testing, MEAPS, Ed Performance, parent-teacher conferences, marking periods, half-days, etc. This schedule will be provided to all KEA members no later than the first regular teacher work day for the school year.

4. All KEA members will teach advisory classes except those teachers who have four (4) or more preparations (preps) and itinerant special education staff members. Teachers with four (4) or more preps will serve as proctors/supervisors and will be assigned to classes being taught by an administrator or a KEA member to whom classes are not assigned, such as librarians and counselors. If all such assignments are covered, teachers with four (4) or more preps will be assigned to classes being taught by another KEA member. The role of teachers with four (4) or more preps will be to assist with managing student behavior and/or other tasks that do not involve planning or leading the teaching of the lesson.
5. Advisory will be listed on the building Master Schedule and will be included in class size information. Class size shall not exceed twenty (20) per advisory class. Advisory class students will not be counted toward daily maximums and/or marking period maximums. Each KEA member shall be provided with his/her advisory group class list with the regular class lists.
6. Advisory class shall consist of a prepared curriculum. Advisory teachers shall not be expected to do additional planning outside of the prepared curriculum materials. Classroom materials shall be provided to each advisory teacher. Attendance must be reported to the building office, but no other records or grades shall be required

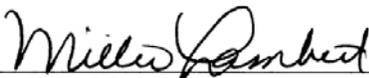
### **C. Incentives**

1. A program for providing incentives for staff members who participate in otherwise uncompensated activities that advance this school improvement plan will be implemented under this transformational model. The leadership team will determine a list of incentives for KEA members that will include items, such as attendance at state or national conferences, tuition vouchers, and flex time. These incentives will be paid from a fixed allocation (not less than \$25,000 per school year). The leadership teams will disseminate a list of such incentives and rules for how incentives can be earned.
2. The incentive program is subject to the approval of the Association and the District prior to implementation.

## II. GENERAL

- A. The parties recognize that the implementation of these school improvement plans over two (2) school years may require adjustments and modifications. Also, the district-wide committee work associated with teacher evaluations and pay-for-performance may need to be considered for implementation for these schools. Moreover, if additional funds become available to support such school improvement plans, the parties will meet to determine the allocation of said funds.
- B. Either party may initiate discussion of changes to this Letter of Agreement. Mutually agreed upon changes will be subject to the approval of the Association and the District.
- C. In the event federal and/or state laws or regulations change or are repealed in such a manner to affect the implementation of the provisions of this Letter of Agreement, the Association reserves the right to repeal any applicable aspects of this letter. If law or regulatory modifications are such that simply repealing aspects is not appropriate, the parties agree to meet in a timely manner and negotiate amendments to this Letter. Mutually agreed upon changes will be subject to the approval of the Association and the District.
- D. This Letter of Agreement neither sets a precedent nor constitutes a binding practice, custom or course of dealing between the parties.

Dated: Nov 12, 2010

  
KALAMAZOO EDUCATION ASSOCIATION

  
KALAMAZOO PUBLIC SCHOOLS

**LETTER OF AGREEMENT #10**

**Between the**

**KALAMAZOO EDUCATION ASSOCIATION**

**and the**

**KALAMAZOO PUBLIC SCHOOLS**

**RE: Section 1280c Compliance**

The parties agree that, in the event any school or schools within the Kalamazoo Public School District is identified on the list issued by the Michigan Department of Education pursuant to section 1280c of the Michigan Revised School Code (effective January 4, 2010), the parties will meet together to receive KEA's input on the redesign plan(s) and to negotiate any and all contractual modifications that may become necessary. It is understood that the redesign plans shall be submitted timely and shall comply with section 1280c and applicable federal law and regulations.

The contractual changes that are mutually agreed upon will be expressed in writing and subject to ratification and approval according to normal established procedures.

DATED: August 16, 2010

KALAMAZOO EDUCATION ASSOCIATION

KALAMAZOO PUBLIC SCHOOLS

## **LETTER OF AGREEMENT #11**

**Between**

**Kalamazoo Public Schools**

**and the**

**Kalamazoo Education Association**

**RE: Section 1249 Compliance**

The Kalamazoo Education Association MEA/NEA, hereinafter referred to as “the Association”, and the Kalamazoo Public School, hereinafter referred to as “the District”, hereby agree to the following:

1. Teacher Evaluation requirements are expressed in Section 1249 of the Revised School Code of Michigan.
2. The teacher evaluation system, as prescribed by law, must be “rigorous, transparent, and fair.” The evaluation must also:
  - a. Evaluate job performance *at least* annually,
  - b. Establish clear approaches to measure student growth, and
  - c. Use multiple rating categories.
3. For these purposes, student growth shall be measured by national, state, or local assessments and other objective criteria.
4. The work required to research and design an evaluation form and procedures that comply with Section 1249 of the Revised School Code of Michigan cannot be completed within the timeframe of the current negotiations between the Association and the District.
5. Therefore, the District and the Association, hereby agree to form a committee to create an evaluation form and procedures for teacher evaluation. The committee will examine the work that was accomplished previously. This joint effort was based in part on the work of Charlotte Danielson. The committee will develop an evaluation form and procedures to satisfy Michigan’s legal requirements and meet the needs of the Association and the District.
6. The committee will be comprised of six (6) members from the Association, appointed by the Association, and six (6) members of the District, appointed by the District. Said members shall be appointed by September 30, 2010. Additionally, the President of the Association or designee and the Assistant Superintendent for Human Resources or designee will serve as ex-officio members of the committee. Any work-release time necessary to accomplish committee

work by Association members shall not be charged against the time provided under Article 19, Section P: Association Days, as per past practice. Committee work outside of normal work hours will be paid to members at curriculum rate.

7. Additional participants from the District and the Association may be requested to attend committee meetings. These participants may include the MEA UniServ Director, legal counsel, or others with specific areas of expertise in the opinion of the Association or the District.
8. The committee shall begin meeting to undertake the work to accomplish the tasks described above beginning no later than October 31, 2010. A final report will be provided to the Contract Review no later than the April 2011 meeting.
9. The committee's recommendations will be communicated to the District and the Association. The District and the Association will negotiate the final teacher evaluation form, procedures and contractual provisions. These will be expressed in writing and subject to ratification and approval according to normal established procedures.
10. It is understood that the negotiated contract language shall be in compliance with Section 1249.

DATED: August 16, 2010

KALAMAZOO EDUCATION ASSOCIATION

KALAMAZOO PUBLIC SCHOOLS

**LETTER OF AGREEMENT #12**

**Between the**

**KALAMAZOO EDUCATION ASSOCIATION**

**and the**

**KALAMAZOO PUBLIC SCHOOLS**

**RE: Section 1250 Compliance**

The Kalamazoo Education Association MEA/NEA, hereinafter referred to as “the Association”, and the Kalamazoo Public School, hereinafter referred to as “the District”, hereby agree to the following:

1. The work required to comply with section 1250 of the Michigan Revised School Code (see attached) cannot be completed within the timeframe of the current negotiations between the Association and the District.
2. Therefore, the Association and the District hereby agree to form a committee to make recommendations on ways to comply with section 1250 and meet the needs of the Association and the District.
3. The committee will be comprised of six (6) members from the Association, appointed by the Association, and six (6) members of the District, appointed by the District. Said members shall be appointed by September 30, 2011. Ideally, some of the Committee members will have served on the Committee making recommendations on the Teacher Evaluation to comply with section 1249. Any work-release time necessary to accomplish committee work by Association members shall not be charged against the time provided under Article 19, Section P: Association Days, as per past practice. Committee work outside of normal work hours will be paid to members at curriculum rate.
4. Additional participants from the District and the Association may be requested to attend committee meetings. These participants may include the MEA UniServ Director, legal counsel, or others with specific areas of expertise.
5. The committee shall begin meeting to undertake the work to accomplish the tasks described above beginning no later than October 15, 2011.
6. The committee’s recommendations will be communicated to Contract Review not later than the February 2012 meeting. The District and the Association will negotiate the contractual provisions. These will be expressed in writing and subject to ratification and approval according to normal established procedures.

DATED: August 16, 2010

KALAMAZOO EDUCATION ASSOCIATION

KALAMAZOO PUBLIC SCHOOLS

## **Rosters for Priority and 1280c Schools Committee**

### **KEA volunteers for the Priority Schools Committee.**

Millie Lambert – KEA President

Peter Aranda – Maple Street School

Chris Aguinaga – Maple Street School

Jeff Anson – Maple Street School

Tamela Brown – Milwood Magnet School

Gina Gurzell – Milwood Magnet School

Dawn Kahler – Milwood Magnet School

Sally Wagenaar – Loy Norrix High School

### **Administrative Representatives for Priority Schools Committee.**

Barbara Witzak – Asst. Superintendent for Teaching and Learning Services

Phillip Seager – Director of School Improvement, Assessments and Magnet Schools

Sheila Dorsey – Asst. Superintendent for Human Resources

### **UAW 2150 (Principal's Union) Representatives for Priority Schools Committee**

Kimberly Parker DeVauld – Principal Lincoln Elementary School – UAW Local 2150 President

# **Rosters for Annual Educator Evaluation Committee**

Committee established to negotiate protocols for compliance with  
Sections 1249 and 1250 of Amended School Code for schools not listed as  
*Persistently Low Achieving*

## **KEA Representatives:**

Millie Lambert – KEA President

Dawn Ashby, Greg Orr, Heather Reid, Diane Eberts, Susan Chicvara, Tisha Pankop, Josh Brown,

Ad Hoc: Heather Sokolowski

## **KPS Administrative Representatives:**

Sheila Dorsey – Asst. Superintendent for Human Services

Johnny Edwards, Craig McCane, Coleen Loc, Terina Harvey, Judy D’Arcangelis, Cindy Green

Ad Hoc: Kimberly Parker-DeVauld

## **Scheduled Meeting Dates:**

November 29, 2010

December 8, 2010

December 15, 2010

January 3, 2011

January 12, 2011

January 19, 2011

Additional dates will be scheduled as needed.

**Appendix D**

**Artifacts Related to the New  
Annual Educator Evaluation Program**

*(Excerpts from)*

**FRAMEWORK FOR  
PROFESSIONAL PRACTICE**

**AND**

**TEACHER EVALUATION  
PROCESS**

Kalamazoo Public Schools  
1220 Howard Street  
Kalamazoo, MI 49008  
February 2011

Adapted from *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson, 1996.

**OVERVIEW OF KALAMAZOO PROFESSIONAL EVALUATION SYSTEM**  
**COMPONENTS OF PROFESSIONAL PRACTICE**

Domain 1: Planning and Preparation  
 Domain 2: The Classroom Environment  
 Domain 3: Instruction  
 Domain 4: Professional Responsibilities

<b>PLAN I:</b>	<b>PLAN II:</b>	<b>PLAN III:</b>
<b>Individualized Development Plan (IDP)</b>	<b>Continuous Professional Growth</b>	<b>Improvement Assessment/ Individualized Development Plan (IDP)</b>
<b>Who:</b>	<b>Who:</b>	<b>Who:</b>
<ul style="list-style-type: none"> <li>• Probationary status teachers who are acquiring knowledge and developing proficiencies</li> </ul>	<ul style="list-style-type: none"> <li>• Teams of non-probationary staff demonstrating proficiency that are continuing to grow professionally</li> </ul>	<ul style="list-style-type: none"> <li>• Professional staff, non-probationary, in need of specific professional development and improvement in identified area(s)</li> </ul>
<b>Purpose:</b>	<b>Purpose:</b>	<b>Purpose:</b>
<ul style="list-style-type: none"> <li>• To improve student achievement</li> <li>• To ensure that the Components of Professional Practice are understood, accepted, and demonstrated</li> <li>• To provide support in implementing the Components</li> <li>• To provide accountability for decisions to continue employment</li> </ul>	<ul style="list-style-type: none"> <li>• To improve student achievement</li> <li>• To focus on school improvement initiatives</li> <li>• To provide accountability for attaining district goals</li> <li>• To ensure that the Components of Professional Practice are understood, accepted, and demonstrated</li> <li>• To enhance professional growth</li> <li>• To provide feedback on professional issues</li> </ul>	<ul style="list-style-type: none"> <li>• To improve student achievement</li> <li>• To ensure that the Components of Professional Practice are understood, accepted, and demonstrated</li> <li>• To enable a teacher the opportunity to seek assistance in areas of weakness</li> <li>• To provide a structured process for a teacher who may benefit from more support</li> <li>• To provide accountability for decisions to continue employment</li> </ul>
<b>What:</b>	<b>What:</b>	<b>What:</b>
<ul style="list-style-type: none"> <li>• Annual Individualized Development Plan to be completed by 10/31</li> <li>• A year-end summative evaluation of performance by 3/31 based on a minimum of two observations (60 days apart)</li> <li>• Pre and Post-observation conferencing</li> <li>• Portfolio required in years one and two</li> </ul>	<ul style="list-style-type: none"> <li>• Team participation to develop and implement a Continuous Professional Growth Plan (PGP) on a 1, 2, or 3-year cycle</li> <li>• A mid-point summary of the team's Professional Growth Plan progress</li> <li>• A final summary of the team's Professional Growth Plan</li> <li>• A summative individual evaluation at least once every three years</li> </ul>	<ul style="list-style-type: none"> <li>• Observations and evaluation of performance</li> <li>• Improvement Assessment*/ Individualized Development Plan to specifically address identified needs</li> <li>• Potential of disciplinary action</li> </ul> <p>*As defined in Compact Article VI A 3 (b) ii</p>
<b>Method:</b>	<b>Method:</b>	<b>Method:</b>
<ul style="list-style-type: none"> <li>• Collaborative development of Annual Individualized Development Plan</li> <li>• Classroom observation with feedback and coaching</li> <li>• Collection and review of relevant data and the portfolio</li> <li>• Discussion of professional practices including a formal review of the Summative Evaluation Form</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing discussion of teacher' teaching and professional performance</li> <li>• Ongoing discussion of the Professional Growth Plan Team's goal progress and attainment</li> <li>• Collaboration between teacher and PGP teams and administrator</li> <li>• Administrative support of teacher and PGP Teams</li> <li>• A formal review of the team's Professional Growth Plan Final Summary Form</li> <li>• A formal review of the individual teacher's Summative Evaluation Form at least every 3 years</li> </ul>	<ul style="list-style-type: none"> <li>• Observation and feedback focused on identified areas(s) of needed improvement</li> <li>• Ongoing discussion, collaboration, and activities, to support improvement</li> <li>• Other actions as warranted</li> </ul>

**Kalamazoo Public Schools  
Framework for Professional Practice**

Domain 1: Planning and Preparation	Domain 2: The Classroom Environment
<p>Domain 1 includes comprehensive understanding of the content to be taught, knowledge of the students' backgrounds, and designing instruction and assessment. Its components are:</p> <p><b>Component 1a:</b> <i>Demonstrating Knowledge of Content and Pedagogy</i></p> <p><b>Component 1b:</b> <i>Demonstrating Knowledge of Students</i></p> <p><b>Component 1c:</b> <i>Selecting Instructional Goals</i></p> <p><b>Component 1d:</b> <i>Demonstrating Knowledge of Resources</i></p> <p><b>Component 1e:</b> <i>Designing Coherent Instruction</i></p> <p><b>Component 1f:</b> <i>Assessing Student Learning</i></p> <p><b>Component 1g:</b> <i>Utilizing Technology</i></p>	<p>Domain 2 addresses the teacher's skill in establishing an environment conducive to learning, including both the physical and interpersonal aspects of the environment. Its components are:</p> <p><b>Component 2a:</b> <i>Creating an Environment of Respect and Rapport</i></p> <p><b>Component 2b:</b> <i>Establishing a Culture for Learning</i></p> <p><b>Component 2c:</b> <i>Managing Classroom Practice</i></p> <p><b>Component 2d:</b> <i>Managing Student Behavior</i></p> <p><b>Component 2e:</b> <i>Organizing Physical Space</i></p> <p><b>Component 2f:</b> <i>Incorporating Technology into the Environment</i></p>
Domain 3: Instruction	Domain 4: Professional Responsibilities
<p>Domain 3 is concerned with the teacher's skill in engaging students in learning the content, and includes the wide range of instructional strategies that enable students to learn. Its components are:</p> <p><b>Component 3a:</b> <i>Communicating Clearly and Accurately</i></p> <p><b>Component 3b:</b> <i>Using Questioning and Discussion Techniques</i></p> <p><b>Component 3c:</b> <i>Engaging Students in Learning</i></p> <p><b>Component 3d:</b> <i>Providing Feedback to Students</i></p> <p><b>Component 3e:</b> <i>Demonstrating Flexibility and Responsiveness</i></p> <p><b>Component 3f:</b> <i>Providing Instruction Through Technology</i></p>	<p><i>Providing Instruction in and through Technology</i></p> <p>Domain 4 addresses a teacher's additional professional responsibilities, including self-assessment and reflection, communication with parents, participating in ongoing professional development, and contributing to the school and district environment. Its components are:</p> <p><b>Component 4a:</b> <i>Reflecting on Teaching</i></p> <p><b>Component 4b:</b> <i>Maintaining Accurate Records</i></p> <p><b>Component 4c:</b> <i>Communicating with Families</i></p> <p><b>Component 4d:</b> <i>Contributing to the School and District</i></p> <p><b>Component 4e:</b> <i>Growing and Developing Professionally</i></p> <p><b>Component 4f:</b> <i>Showing Professionalism</i></p>

Adapted from *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson, 1996



**DOMAIN ONE: PLANNING AND PREPARATION**  
**Component 1c: *Selecting Instructional Goals***

**Elements:** VALUE: Goals represent high expectations for students; and reflect important learning and conceptual understanding, curriculum standards, and frameworks. •CLARITY: Goals are clearly stated as student learning and permit sound assessment. •SUITABILITY FOR DIVERSE STUDENTS: Goals reflect needs of all students in a class. •BALANCE: Goals represent opportunities for different types of learning – for example, thinking as well as knowledge – and coordination or integration within or across disciplines.

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Value</b>	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.	Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.	Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.	Not only are the goals valuable, but teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
<b>Clarity</b>	Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Most of the goals are clear but may include a few activities. Most permit viable methods of assessment.	All the goals are clear, written in the form of student learning, and permit viable methods of assessment.
<b>Suitability for Diverse Students</b>	Goals are not suitable for the class.	Most of the goals are suitable for most students in the class.	All the goals are suitable for most students in the class.	Goals take into account the varying learning needs of individual students or groups.
<b>Balance</b>	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning but no effort at coordination or integration.	Goals reflect several different types of learning and opportunities for integration.	Goals reflect student initiative in establishing important learning.

Adapted from *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson, 1996.

## DOMAIN THREE: INSTRUCTION

### Component 3c: *Engaging Students in Learning*

**Elements:** Representation of content • Activities and assignments • Grouping of students  
• Instructional materials and resources • Structure and pacing

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Representation of Content</b>	Representation of content is inappropriate and unclear or uses poor examples and analogies.	Representation of content is inconsistent in quality. Some is done skillfully, with good examples; other portions are difficult to follow.	Representation of content is appropriate and links well with students' knowledge and experience.	Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content.
<b>Activities and Assignments</b>	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
<b>Grouping of Students</b>	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.

Adapted from *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson, 1996.

## Tasks and Timelines for Developing Educator Evaluation Model

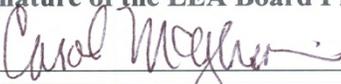
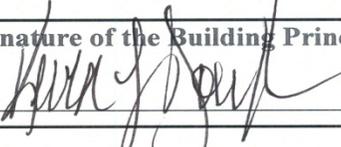
Requirements under Section 1280c and Sections 1249 and 1250 of Revised School Code	Action Steps	Timeline	PD	Evidence of Success
<p>A. Rigorous, transparent and equitable evaluation system</p> <p>B. Designed with teacher/ principal involvement</p> <p>C. Include – as a significant factor - data on student growth, in teacher/leader evaluations</p>	<p>Development of a teacher and principal committee (Joint Committee) charged with the development of a proposal for a performance-based educator evaluation</p> <p><b>Research performance-based evaluation programs from districts:</b></p> <ul style="list-style-type: none"> <li>• Grand Rapids Public Schools</li> <li>• Cincinnati Public Schools</li> <li>• Washington DC Public Schools</li> <li>• Okemos Public Schools</li> <li>• Race to the Top States – Delaware and Tennessee</li> <li>• Protocols and recommendations from the Framework for Educator Evaluations from MASSP/MEA/AFT/ME MPSA. <a href="#">Found here.</a></li> </ul> <p><b>Evaluation criteria will include:</b></p> <ul style="list-style-type: none"> <li>• MEAP/Mi-ACCESS/MME results</li> <li>• Locally-developed benchmark assessment results</li> <li>• Scantron Performance Series or similar nationally norm-referenced assessments</li> </ul> <p><b>Evaluation criteria could include:</b></p> <ul style="list-style-type: none"> <li>• Level and fidelity of the implementation of professional development</li> <li>• Attainment of teacher goal</li> <li>• Attainment of team goals</li> <li>• Differentiation of evaluation tools (Core content, music, technology etc.)</li> <li>• Professional Learning Community progress as determined by rubric</li> <li>• Self-reflection or Educator portfolios</li> <li>• Parent and student survey</li> </ul> <p><b>Develop a Letter of Agreement outlining:</b></p> <ul style="list-style-type: none"> <li>• Annual evaluations on all teachers and principals</li> <li>• Type of data to be used for evaluation</li> <li>• Team and individual data used in evaluation</li> <li>• Criteria for evaluation</li> <li>• Timeline for implementation</li> </ul>	<p>Establishment of Joint Committee – October 2010</p> <p><b>Execute addendum to contract for PLA schools – November 2010 (COMPLETED)</b></p> <p>Research current models of performance-based evaluation practices</p> <p>Identify various types of data that will inform the self-evaluation and reflection process</p> <p>Investigate the work of Charlotte Danielson and Inter-state School Leaders Licensure Consortium (ISLLC) performance based assessments</p> <p>Complete research and analysis of performance-based teacher evaluation programs – <b>Completed January 2011</b></p> <p>Develop proposal – February 2011</p> <p>Development of forms and rubrics to be used in the evaluation process – February 2011</p> <p>Training in new evaluation model – June through September 2011</p> <p>Implementation of new evaluation process begins September 2011 – All staff</p> <p>Evaluate and revise process annually.</p>	<p>Facilitation of group processes to plan and complete work</p> <p>Development of research criteria/standards</p> <p>Professional Development on the implementation of new evaluation process</p> <p>Professional development in the area of effective, research-based instructional practices</p> <p>Professional development in effective teacher observation and walk-through protocols</p> <p>Professional development on effective feedback practices</p> <p>Professional development on the effective practices of Professional Learning Communities</p> <p>Professional development on the analysis of student achievement data</p>	<p>Letter of Agreement and/or Executed Addendum for PLA schools – <b>completed November 2010.</b></p> <p>Improved teacher and administrator performance</p> <p>Improved student achievement</p> <p>Improved teacher, administrator and student attendance</p> <p>Full implementation of evaluation process</p>

Requirements under Section 1280c and Sections 1249 and 1250 of Revised School Code	Action Steps	Timeline	PD	Evidence of Success
<p>D. Identify and reward school staff and leaders who increase student achievement.</p> <p>E. Implement financial incentives or career growth or flexible work conditions</p>	<p>Design and develop a program to provide financial incentives or career growth for teachers / leaders</p> <p>Establish performance benchmark/standards and determine size of financial incentive, and criteria for receiving.</p> <p>Determine types of incentives beyond financial. These might include tuition reimbursement, conference attendance, or participation in professional organizations at district expense.</p> <p><b>Outline in Letter of Agreement:</b></p> <ol style="list-style-type: none"> <li>1. Criteria for providing incentives</li> <li>2. Alternatives to \$</li> <li>3. Timeline for implementation</li> </ol>	<p>Through negotiations, develop a program for implementing financial incentives or career growth for PLA schools – October 2010</p> <p>Establish a committee to research and develop a program for implementing financial incentives or career growth for non-PLAS – February 2011</p> <p>Research various models and districts using merit based incentives</p> <p>Complete research and formalize report of recommendations – September 2011 (November 2010 for PLA Schools)</p> <p>Establish performance benchmark/standards and determine size of financial incentive, and criteria for receiving. – September 2011 (November 2010 for PLA Schools)</p> <p>Begin awarding financial or career incentives – June 2012 (September 2011 for PLA Schools)</p> <p>Evaluate and revise process annually</p>	<p>Professional development linking new teacher/leader evaluation process to the implementation of financial incentives or career growth</p>	<ul style="list-style-type: none"> <li>• Full implementation of written plan</li> <li>• Improved student achievement</li> </ul>
<p>F. Remove leaders, teachers and other staff who have not increased achievement, after ample opportunities have been provided for them to improve.</p>	<p>Development of criteria and procedures for evaluation</p> <p>Development of timeline for the removal of leader or staff who have not increased achievement</p> <p>Development of plan of assistance and support (IDP) for leader or staff who have not increased achievement</p>	<p>Establishment of Joint Committee to research, review and establish criteria and procedure for the removal of leaders or staffs who have not increased achievement – January 2011 (November 2010 for PLA schools)</p> <p>Development of forms and timelines for the removal of leader or staff who have not increased achievement –April 2011 (November 2010 for PLA schools)</p>	<p>Facilitation of group processes to plan and complete work</p> <p>Professional Development on the implementation of process</p>	<ul style="list-style-type: none"> <li>• Processes established by January 2011</li> <li>• Full implementation of process by October 2011</li> </ul>

# SIG GRANT—School Building Application

## APPLICATION COVER SHEET

### SCHOOL IMPROVEMENT GRANTS (SIG)

<b>Legal Name of School Building:</b> Maple Street Magnet School for the Arts  <b>School Building Code:</b> 03518	<b>Mailing Address:</b> 922 W. Maple Street Kalamazoo, MI 49008
<b>School Building Contact for the School Improvement Grant</b>  Name: Phillip Seager  Position and Office: Director of School Improvement, Assessments and Magnet Schools  Contact's Mailing Address: 1220 Howard Street, Kalamazoo, MI 49008  Telephone: 269-337-1576  Fax: 269-337-1553  Email address: seagerpe@kalamazoo.k12.mi.us	
<b>LEA School Superintendent/Director (Printed Name):</b> Michael F. Rice, Ph.D.	<b>Telephone:</b> 269-337-0109
<b>Signature of the LEA School Superintendent/Director:</b> X <u></u>	<b>Date:</b> February 24, 2011
<b>LEA School LEA Board President (Printed Name):</b> Carol McGlenn	<b>Telephone:</b> 269-388-6009
<b>Signature of the LEA Board President:</b> X <u></u>	<b>Date:</b> February 24, 2011
<b>Building Principal (Printed Name):</b> Kevin Doerfler	<b>Telephone:</b> 269-337-0730
<b>Signature of the Building Principal:</b> X <u></u>	<b>Date:</b> February 24, 2011
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.	

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<p><b>LEA School Superintendent/Director (Printed Name):</b> Michael F. Rice, Ph.D.</p>	<p><b>Telephone:</b> 269-337-0109</p>
<p><b>Signature of the LEA School Superintendent/Director:</b>  X_____</p>	<p><b>Date:</b>  February 24, 2011</p>
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## Section A

### 1. Data Study and Data Narratives

The school should consider 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. Do not attach the building CNA.

**Demographic Profile:** Enrollment at Maple Street Magnet School has increased nearly 20% since the 2007-08 school year with the largest increase attributed to white students. The overall concentration of economic disadvantage has stayed stable, at about 69% over the past three school years. Despite increasing concentrations of Caucasian students enrolling at Maple Street Magnet School, the school remains both ethnically diverse and majority-minority. Though the concentration has declined by nearly 14% over the past three years, 34% of the population is African-American. 18% is Hispanic while 44% is Caucasian. The concentration of Limited English Proficient students has remained consistent at about 8% of the overall school. Student Mobility at Maple Street is high at over 42%. Over 98% of all Maple Street students were promoted to the next grade each of the last three years.

**Reading:** Over the past three years there has been an increase in the percentage of students proficient in Reading, with significant gains in 7<sup>th</sup> grade (48% to 74%). Eighth grade grew from 56% to 74%. The school now shows Reading proficiency rates above the district average. A longitudinal review of the data indicates that proficiency among same-cohort students has been increasing. From grade 7 to grade 8 there is a growth of 8 percentage points from 2008-2010. Gender data shows that proficiency rates are close at all grades but 8<sup>th</sup>. White students outperform their Hispanic and African American counterparts at all three grade levels by substantial margins. Non-economically disadvantaged students have a much stronger performance result than economically disadvantaged students. There is a 22 percentage point gap in proficient achievement at 6<sup>th</sup> grade, a 30 percentage point gap in 7<sup>th</sup> grade and a 28 percentage point gap in 8<sup>th</sup> grade on the 2009 - 2010 MEAP reading test when examining economic differences. In addition, the proficiency gap for students with disabilities is large and grows from 6<sup>th</sup> grade to 8<sup>th</sup> grade.

**Mathematics:** Overall proficiency rates in Mathematics have grown substantially over the last three years in 7<sup>th</sup> grade (51% to 69%). Eighth grade proficiency levels have not improved. Analysis of longitudinal data indicates a consistent decline from 7<sup>th</sup> grade to 8<sup>th</sup> grade. Males and Females earn proficient scores at nearly the exact same rate in all grades. The achievement gap for economically disadvantaged students remains significant (between 25 and 45 points). In 8<sup>th</sup> grade, however, the gap has not closed at all. When considering at same-grade proficiency rates for African American students the achievement gap remains high, at over 30%. However, African American students appear to lose the most ground when comparing cohort data, with the achievement widening dramatically on the 8<sup>th</sup> grade assessment. This last phenomenon also appears on other district assessment measures.

**Attendance:** Average Daily Attendance (ADA) has risen from 89.8% in 2007-08 to 93.1% in 2009-10. The largest improvement in ADA came for African American students (87% to 91%) and for Students with Disabilities (79.8% to 88.6%). Though improving, 8<sup>th</sup> graders consistently have had the worst attendance, holding below 88% each of the past three years. Attendance objectives for AYP purposes were not met by Students with Disabilities (88.6%). For this reason, Maple Street continues to not meet the AYP Objective in attendance.

**Behavior:** Behavior data indicates that while the number of students suspended has dropped since 2006-07 from 535 to 386, even as total student population has risen by over 100 students, the number of behavior incidents leading to suspension/day/100 students is at 0.3. For African American students, this statistic is 0.6. For Caucasian students, this value is 0.1. This indicates that a given African American student is six-times as likely as a Caucasian peer to be suspended on any given day. Even though the total number of suspensions and the total number of students suspended has decreased significantly over the past three school years, the data suggests issues of equity and incidence still persist.

**EdYES!/AYP Data:** A study of the AYP State Objective Status Report shows strengthening Proficiency Indices over the past three years. In 2009-10, the AYP State Objective Status reports in reading (89.2%) and mathematics (90.5%) both exceed state AYP targets. The indexed scores indicate the greatest gains in reading were made by Hispanic and White students. Unfortunately, the school has not met the attendance objective of 90% for the past three years. The AYP Status Report indicates failure to meet this objective for African American (88.7%) and students with disabilities (86.7%). Failure to meet the Attendance Objective has led to the school being placed in NCLB Phase 7.

**School Processes:** In recent years, Maple Street School has completed the School Process Rubrics required under the EdYES! accreditation model. Significant improvement has been made in Strand I: Standard 2 - Instruction, through school efforts to plan, refine and modify our curriculum - especially as it relates to our magnet school theme - and to increase student engagement. As well, the school has seen significant improvement under Strand III: Standard 2 - Professional Learning. We need to address issues related to Strand II: Standard 2 - Shared Leadership, particularly as it relates to Benchmark A - Collaborative Inquiry and Decision-making, Strand IV: Standard 1 - Parent/Family Involvement, and Strand V: Standard 1 and Standard 2 - Data Generation and Analysis. Plans for improving these areas are built into this application.

The Data Tables on the following pages were the basis for these narratives.

Data Tables:

Demographic Data – Student Counts

Year	Native American		African American		Asian		Hispanic		White		Males		Females		F/R Lunch		Paid Lunch		Total Population
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
06-07	9	1.3	325	46.8	8	1.2	104	15	248	35.7	342	49.3	352	50.7	496*	73.0*	185*	27.0*	694
07-08	8	1.4	275	47.7	5	0.9	85	14.8	203	35.2	281	48.8	295	51.2	409*	69.9*	176*	30.1*	576
08-09	6	1.0	288	46.2	9	1.4	106	17.0	214	34.3	300	48.2	323	51.8	451	72.0	177	28.0	623
09-10	7	1	236	34.3	14	2	127	18.4	305	44.3	335	49	354	51	493	69	224	31	689

Reading

READING													
Grade Level	ALL	Gender		Ethnicity			Economically Disadvantaged		English Language Learners		Special Education		
		Male	Female	African American	Hispanic	White	Yes	No	Yes	No	Yes	No	
<b>6th Grade</b>													
09-10 Building	80	80	80	70	74	89	74	93	68	82	64	81	
District	76	75	77	67	72	87	70	92	68	77	44	78	
<b>7th Grade</b>													
07-08 Building	48	45	51	30	44	75	35	78	46	48	27	51	
District	53	49	57	36	48	75	38	80	48	53	21	57	
08-09 Building	68	66	69	54	60	88	59	88	57	70	36	71	
District	62	58	66	47	61	80	51	84	55	62	29	65	
09-10 Building	74	74	74	59	62	91	65	93	54	78	TF	75	
District	70	70	71	57	67	86	61	91	55	72	23	73	
<b>8th Grade</b>													
07-08 Building	56	47	66	45	36	77	44	82	26	60	15	62	
District	59	52	66	46	46	75	47	78	43	60	17	63	
08-09 Building	55	56	54	42	50	78	45	85	50	56	12	60	
District	59	55	62	45	49	79	45	83	50	59	15	63	
09-10 Building	74	68	80	63	65	86	66	88	53	77	28	77	
District	68	60	75	58	62	82	59	87	55	69	31	71	

## Writing

WRITING												
Grade Level	ALL	Gender		Ethnicity			Economically Disadvantaged		English Language Learners		Special Education	
		Male	Female	African American	Hispanic	White	Yes	No	Yes	No	Yes	No
<b>7th Grade</b>												
06-07 Building	48	37	58	39	37	60	42	58	34	49	15	59
<b>District</b>	<b>44</b>	<b>37</b>	<b>52</b>	<b>37</b>	<b>33</b>	<b>53</b>	<b>35</b>	<b>59</b>	<b>32</b>	<b>45</b>	<b>11</b>	<b>47</b>
07-08 Building	52	46	57	39	51	70	44	70	49	53	19	56
<b>District</b>	<b>52</b>	<b>45</b>	<b>60</b>	<b>41</b>	<b>47</b>	<b>67</b>	<b>41</b>	<b>74</b>	<b>42</b>	<b>53</b>	<b>13</b>	<b>57</b>
08-09 Building	65	57	73	57	49	81	55	86	47	68	26	68
<b>District</b>	<b>61</b>	<b>53</b>	<b>69</b>	<b>53</b>	<b>49</b>	<b>75</b>	<b>51</b>	<b>81</b>	<b>43</b>	<b>63</b>	<b>20</b>	<b>65</b>
<b>8th Grade</b>												
06-07 Building	41	32	49	28	39	62	36	51	31	43	8	44
<b>District</b>	<b>44</b>	<b>34</b>	<b>53</b>	<b>32</b>	<b>38</b>	<b>63</b>	<b>34</b>	<b>59</b>	<b>27</b>	<b>45</b>	<b>7</b>	<b>58</b>
07-08 Building	40	30	51	26	29	62	26	69	15	44	3	45
<b>District</b>	<b>43</b>	<b>36</b>	<b>50</b>	<b>28</b>	<b>39</b>	<b>61</b>	<b>30</b>	<b>66</b>	<b>31</b>	<b>44</b>	<b>10</b>	<b>47</b>
08-09 Building	57	55	58	45	48	80	47	88	50	58	15	61
<b>District</b>	<b>57</b>	<b>51</b>	<b>63</b>	<b>44</b>	<b>51</b>	<b>75</b>	<b>44</b>	<b>79</b>	<b>48</b>	<b>57</b>	<b>17</b>	<b>61</b>

# Mathematics

MATH												
Grade Level	ALL	Gender		Ethnicity			Economically Disadvantaged		English Language Learners		Special Education	
		Male	Female	African American	Hispanic	White	Yes	No	Yes	No	Yes	No
<b>6th Grade</b>												
09-10 Building	76	71	81	63	63	91	70	90	55	80	62	77
<b>District</b>	<b>66</b>	<b>65</b>	<b>67</b>	<b>54</b>	<b>61</b>	<b>83</b>	<b>59</b>	<b>84</b>	<b>53</b>	<b>67</b>	<b>33</b>	<b>68</b>
<b>7th Grade</b>												
07-08 Building	45	46	44	31	37	68	35	68	44	45	9	50
<b>District</b>	<b>51</b>	<b>51</b>	<b>51</b>	<b>38</b>	<b>43</b>	<b>71</b>	<b>36</b>	<b>81</b>	<b>42</b>	<b>52</b>	<b>10</b>	<b>57</b>
08-09 Building	70	72	68	58	72	83	63	85	69	70	37	73
<b>District</b>	<b>65</b>	<b>64</b>	<b>66</b>	<b>54</b>	<b>67</b>	<b>79</b>	<b>57</b>	<b>83</b>	<b>61</b>	<b>66</b>	<b>31</b>	<b>69</b>
09-10 Building	74	74	74	54	65	94	66	92	61	77	TF	75
<b>District</b>	<b>69</b>	<b>70</b>	<b>67</b>	<b>51</b>	<b>66</b>	<b>88</b>	<b>59</b>	<b>90</b>	<b>59</b>	<b>69</b>	<b>33</b>	<b>70</b>
<b>8th Grade</b>												
07-08 Building	52	48	56	41	40	69	42	72	31	55	24	55
<b>District</b>	<b>51</b>	<b>52</b>	<b>51</b>	<b>38</b>	<b>36</b>	<b>70</b>	<b>40</b>	<b>72</b>	<b>35</b>	<b>53</b>	<b>24</b>	<b>55</b>
08-09 Building	53	55	51	42	49	73	43	84	47	54	26	56
<b>District</b>	<b>56</b>	<b>59</b>	<b>53</b>	<b>45</b>	<b>46</b>	<b>75</b>	<b>44</b>	<b>78</b>	<b>41</b>	<b>58</b>	<b>31</b>	<b>59</b>
09-10 Building	59	59	59	32	61	79	46	82	50	60	17	62
<b>District</b>	<b>51</b>	<b>51</b>	<b>51</b>	<b>34</b>	<b>53</b>	<b>74</b>	<b>41</b>	<b>75</b>	<b>45</b>	<b>52</b>	<b>16</b>	<b>54</b>

## Sub Group Non-Academic Analysis

### Behavior

**# of suspension events**

Ethnicity	06-07			07-08			08-09			09-10		
	Boy	Girl	Total									
Native American	1	0	1	2	2	4	0	0	0	0	1	1
African American	238	163	401	242	180	422	162	127	289	170	88	258
Asian	0	0	0	0	0	0	1	0	1	1	1	2
Hispanic	26	27	53	19	17	36	12	26	38	50	22	72
White	56	24	80	56	14	70	39	13	52	41	12	53
<b>Total</b>	<b>321</b>	<b>214</b>	<b>535</b>	<b>319</b>	<b>213</b>	<b>532</b>	<b>214</b>	<b>166</b>	<b>380</b>	<b>262</b>	<b>124</b>	<b>386</b>
<b>District</b>	<b>1581</b>	<b>637</b>	<b>2218</b>	<b>1660</b>	<b>811</b>	<b>2471</b>	<b>1054</b>	<b>588</b>	<b>1642</b>	<b>1427</b>	<b>700</b>	<b>2127</b>

**# of students suspended**

Ethnicity	06-07			07-08			08-09			09-10		
	Boy	Girl	Total									
Native American	1	0	1	2	2	4	0	0	0	0	1	1
African American	92	63	155	82	59	141	67	53	120	51	40	91
Asian	0	0	0	0	0	0	1	0	1	1	1	2
Hispanic	16	14	30	7	9	16	10	17	27	22	10	32
White	22	15	37	23	10	33	21	10	31	22	9	31
<b>Total</b>	<b>131</b>	<b>92</b>	<b>223</b>	<b>114</b>	<b>80</b>	<b>194</b>	<b>99</b>	<b>80</b>	<b>179</b>	<b>96</b>	<b>61</b>	<b>157</b>
<b>District</b>	<b>432</b>	<b>252</b>	<b>684</b>	<b>397</b>	<b>249</b>	<b>646</b>	<b>365</b>	<b>214</b>	<b>579</b>	<b>511</b>	<b>311</b>	<b>822</b>

### Attendance

**Average Daily Attendance Rate**

Year	Native American	African American	Asian	Hispanic	White	Total
07-08	86.6	87.0	98.5	92.6	91.6	<b>89.5</b>
08-09	92.3	87.4	96.9	92.3	91.7	<b>89.9</b>
09-10	94.0	90.9	96.7	94.5	94.2	<b>93.1</b>

**Average Daily Attendance Rate**

Year	Gender		Meal Status			Disabilities		LEP		Total %
	M	F	Free	Reduced	Paid	YES	NO	YES	NO	
07-08	89.4	89.4	87.2	93.2	92.8	79.8	90.6	92.5	88.9	<b>89.5</b>
08-09	90.3	89.6	88.7	93.4	91.8	85.8	90.4	92.7	90.2	<b>89.9</b>
09-10	92.5	93.7	91.8	95.2	95.3	88.6	93.6	94.4	92.9	<b>93.1</b>

**Average Daily Attendance Rate**

Year	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	Total %
07-08	N/A	90.0	90.1	<b>89.5</b>
08-09	N/A	93.4	89.3	<b>89.9</b>
09-10	92.5	93.0	92.0	<b>93.1</b>

## Retention and Promotion Data – 2009-10

Group	# Students	# of Expulsions	# of Retentions	# Promoted to next grade	Mobility	
					Entering	Leaving
Economically Disadvantaged	475	0	6	469		
Non-economically Disadvantaged	214	0	1	213		
<b>Race/Ethnicity</b>						
Native American	7	0	0	7		
African American	236	0	3	233		
Asian	14	0	1	13		
Hispanic	127	0	3	124		
White	305	0	0	305		
Disabilities	73	0	1	72		
LEP	106	0	1	105		
Homeless	25	0	0	25		
Migrant	2	0	0	2		
<b>Gender</b>						
Male	335	0	3	332		
Female	354	0	4	350		
<b>Total # of Students</b>	<b>689</b>	<b>0</b>	<b>7</b>	<b>682</b>	<b>166</b>	<b>122</b>

## Enrollment and Grade Acceleration Data – All Students – 2009-2010

Grade	# of Students	# Students in course/grade acceleration	# Enrolled in Advanced Placement Classes	Number of Students who have approved/reviewed EDP on file	# Students in ATYP (Academically Talented Youth Program)
6	227	67	N/A	0	0
7	207	96	N/A	228	0
8	276	96	N/A	232	11

## EDYes! Tables:

<b>MAPLE STREET MAGNET SCHOOL FOR THE ARTS</b>		
<a href="#">Explain AYP</a> Mr. Kevin Doerfler Principal <a href="mailto:doerflerkl@kalamazoo.k12.mi.us">doerflerkl@kalamazoo.k12.mi.us</a> <a href="http://www.kalamazoo.k12.mi.us">http://www.kalamazoo.k12.mi.us</a>	922 W Maple St Kalamazoo, MI 49008-1842 (269) 337-0730	

### School Report Card - Grades Tested 6 - 8

This report card provides an assessment of several measures of the school's performance.

	Status Score 2009-2010	Adjusted Score 2009-2010	Ed Yes! Grade 2009-2010
<b>Student Achievement</b>			
Reading	64.4	64.4	D
Mathematics	79.3	79.3	C
Science	63.8	63.8	D
Social Studies	59.7	59.7	D
<b>Achievement Subtotal</b>	<b>66.8</b>	<b>66.8</b>	<b>D</b>
<b>Indicators of School Performance</b>		<b>100</b>	<b>A</b>
<b>Preliminary Grade</b>		<b>78</b>	<b>C</b>
<b>AYP Status (Adequate Yearly Progress)</b>		<b>Did Not Make AYP</b>	
<b>Composite Grade</b>		<b>C</b>	

### School Report Card History

School Year	Ed Yes! Composite Grade	AYP Status			NCLB Phase		
		AYP for Reading	AYP for Math	AYP Overall	Phase Reading	Phase Math	NCLB Phase
2001-02	-	Yes	Yes	Yes	2	1	2
2002-03	C	No	No	No	3	2	3
2003-04	C	No	No	No	4	3	4
2004-05	C	Yes	Yes	Yes	4	3	4
2005-06	C	Yes	No	No	0	4	4
2006-07	C	Yes	Yes	Yes	0	4	4
2007-08	C	No	No	No	0	5	5
2008-09	C	No	No	No	1	6	6
2009-10	C	No	No	No	2	7	7

## AYP State Objective Status in Reading - Grades Tested 6 - 8

This report indicates the percentages of students who were proficient based on MEAP scores for each demographic category, as compared to the state's objective.

Student Group	Total FAY Assessed 2009-10	Total In 2009- 10	Total Provisional In 2009- 10	Students Proficient:					
				Percent In 2009- 10	Percent Provisional In 2009-10	Single Year Index	Two Year Index	Three Year Index	Met State Obj
<a href="#">View Details</a>									
All Students	316	282	40	89.2%	12.7%	<a href="#">24.2</a>	<a href="#">19.7</a>	<a href="#">14.2</a>	Yes
Black or African American	128	109	23	85.2%	18%	<a href="#">20.2</a>	<a href="#">13.2</a>	<a href="#">7.5</a>	Yes
American Indian or Alaska Native	3	3	1	-	-	-	-	-	-
Asian, Native Hawaiian, or Pacific Islander	4	4	0	-	-	-	-	-	-
Hispanic or Latino	54	49	9	90.7%	16.7%	<a href="#">25.7</a>	<a href="#">21</a>	<a href="#">11.6</a>	Yes
White	125	116	7	92.8%	5.6%	<a href="#">27.8</a>	<a href="#">27</a>	<a href="#">24.2</a>	Yes
Multiracial	2	1	0	-	-	-	-	-	-
Limited English Proficient	42	36	8	85.7%	19%	<a href="#">20.7</a>	<a href="#">17.1</a>	<a href="#">8</a>	Yes
Students with Disabilities	29	19	7	-	-	-	-	-	-
Economically Disadvantaged	216	186	35	86.1%	16.2%	<a href="#">21.1</a>	<a href="#">14.8</a>	<a href="#">8.6</a>	Yes

## AYP State Objective Status in Mathematics - Grades Tested 6 - 8

This report indicates the percentages of students who were proficient based on MEAP scores for each demographic category, as compared to the state's objective.

Student Group	Total FAY Assessed 2009-10	Total In 2009- 10	Total Provisional In 2009- 10	Students Proficient:					
				Percent In 2009- 10	Percent Provisional In 2009-10	Single Year Index	Two Year Index	Three Year Index	Met State Obj
<a href="#">View Details</a>									
All Students	315	285	103	90.5%	32.7%	<a href="#">36.5</a>	<a href="#">36.1</a>	<a href="#">29.4</a>	Yes
Black or African American	127	107	60	84.3%	47.2%	<a href="#">30.3</a>	<a href="#">30</a>	<a href="#">22.1</a>	Yes
American Indian or Alaska Native	3	3	1	-	-	-	-	-	-
Asian, Native Hawaiian, or Pacific Islander	4	4	0	-	-	-	-	-	-
Hispanic or Latino	54	51	18	94.4%	33.3%	<a href="#">40.4</a>	<a href="#">40.6</a>	<a href="#">30</a>	Yes
White	125	118	22	94.4%	17.6%	<a href="#">40.4</a>	<a href="#">40.9</a>	<a href="#">37.6</a>	Yes
Multiracial	2	2	2	-	-	-	-	-	-
Limited English Proficient	42	39	17	92.9%	40.5%	<a href="#">38.9</a>	<a href="#">40</a>	<a href="#">29.6</a>	Yes
Students with Disabilities	29	22	11	-	-	-	-	-	-
Economically Disadvantaged	215	187	90	87%	41.9%	<a href="#">33</a>	<a href="#">32.7</a>	<a href="#">25.6</a>	Yes

## AYP Attendance Objective in Reading - Grades Tested 6 - 8

This table indicates the level of attendance for each student demographic and whether that met the state's objectives.

<b>Student Group</b>	<b>Student Attendance 2009-2010</b>	<b>Met Attendance Objective (90.0%)</b>
All Students	90.9%	Yes
Ethnicity		
Black or African American	88.7%	No
American Indian or Alaska Native	-	-
Asian American Native Hawaiian or other Pacific Islander	-	-
Hispanic or Latino	92.8%	Yes
White	92.7%	Yes
Multiracial	-	-
Limited English Proficient	92.8%	Yes
Students with Disabilities	86.7%	No
Economically Disadvantaged	91%	Yes

## AYP Attendance Objective in Mathematics - Grades Tested 6 - 8

This table indicates the level of attendance for each student demographic and whether that met the state's objectives.

Student Group	Student Attendance 2009-2010	Met Attendance Objective (90.0%)
All Students	90.9%	Yes
Ethnicity		
Black or African American	88.7%	No
American Indian or Alaska Native	-	-
Asian American Native Hawaiian or other Pacific Islander	-	-
Hispanic or Latino	92.8%	Yes
White	92.7%	Yes
Multiracial	-	-
Limited English Proficient	92.8%	Yes
Students with Disabilities	86.7%	No
Economically Disadvantaged	91%	Yes

## 2. School Building Capacity – 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. Place a check in each box by the funding that will be used to support your SIG grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at:

[www.mi.gov/schoolimprovement](http://www.mi.gov/schoolimprovement).

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

### NARRATIVE ON RESOURCE PROFILE:

General Fund, Title IIa, Title III, Section 31a, Special Education and SIG funds will be coordinated to assure that the attached applications are implemented as written. Should one or more of these funding streams be compromised, the district will adjust the plans in order to effectively meet the goals of these applications to the best of its abilities. Additionally, the school will seek other grant sources, foundation support and local sources of supplemental support to maximize the impact of the redesign efforts.

In the process of making this application, the district sought to coordinate existing school improvement plans, Title program goals (where applicable), magnet school operational goals and accreditation goals. This application represents a comprehensive integration of all these initiatives, for each school served. Complete budget documents related to the School Improvement Grant request for Maple Street Magnet School are included in Section C of the District Application.

Resources other than the School Improvement Grant will be utilized according to the outline in the following table:

<b>Resource</b>	<b>Expense Area</b>
<b>General Funds</b>	Support provided by TLS; Coordination of Activities; Project Management; Instructional Coordinators; Assessments and Assessment Support; Instructional Resources; Certain Community Outreach efforts
<b>Section 31a Funds</b>	Supplemental Reading and Mathematics programs; Portions of Tiered Intervention Program; Certain Extended Learning Opportunities; Behavior Interventionist
<b>Title IIA</b>	District-level Professional Development Activities; District personnel assigned to professional development activities for PLAS
<b>Title III</b>	Certain Extended Learning activities
<b>IDEA</b>	Certain activities related to Tiered Intervention Program; Certain personnel associated with Tiered Intervention Program

### 3. School Building Commitment

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

- a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.

Maple Street Magnet staffs were involved in the development of this redesign plan from the outset. Staff members, including building leadership teams, principals, school improvement team members and parents, met several times with the Director of School Improvement to conduct a review of data relevant to this school improvement effort. The leadership teams and school improvement teams consist of teacher representatives from all grade levels and content areas in each school along with parent volunteers and building administrators. All members, including parents, actively participated on each team as full and engaged members in the decision making process.

As the plan went through various drafts, members of the building leadership team provided feedback and support for the various proposals. At critical points, the plan was shared with the entire staff for input and feedback. Members of the building staff served on various subcommittees as part of the redesign effort. The building administrative team was also heavily involved in the development, support and marketing of the redesign plan.

This redesign proposal was shared, reviewed discussed and agreed upon by all staff. Maple Street Magnet School believes that this plan provides the best opportunity to continue and accelerate improvements that are occurring in the school, and provides the best chance to make these improvements a permanent part of the school culture. Every member of the instructional staff (100%) approved the elements of design and implementation for this plan. The staff signed a commitment letter for the implementation of this Transformation plan which can be found in Attachment C at the end of this document.

b. Explain the district and school's ability to support systemic change required by the model selected.

Maple Street Magnet School undertook a restructuring efforts in the 2006-07 school year. A new principal was hired and the school began focusing intensely on school climate and reading achievement. As a result of these previous redesign efforts, the school has seen achievement and culture/climate make dramatic improvements.

Maple Street Magnet School is accredited under EdYES! and has earned accreditation every year but one since 2002-03, but is currently both a Priority III and Persistently Low Achieving School. Despite two principal changes, redistricting of the attendance area, and many other changes, the staffs at Maple Street School have dramatically moved academic achievement forward in the past few years. Maple Street staffs have adhered to the AdvancEd Standards and Policies consistently in recent years. In addition, Maple Street Magnet School has implemented many initiatives to support its school improvement effort. Among these initiatives are:

- A. Interdisciplinary teams work collaboratively to analyze achievement data, provide assistance to students and refine instructional practices. Common planning time is provided, to the greatest degree possible, to support these efforts
- B. The staffs are committed to developing a distributed leadership model that incorporates Professional Learning Communities, collaborative decision-making and data-driven school improvement.
- C. Implementation of a building-based hiring process resulting in the stabilization of staff and a widespread commitment to the school program. Teaching staff helps to determine new staff hires and are an integral part of this process.
- D. Direct staff involvement in the support of students outside of the traditional school day (ie. After school programs, summer academies, personal needs/family support).
- E. As evidenced in this school improvement plan, the focus in the building is on improving student literacy, numeracy in all content areas, and improving attendance for sub-groups that are failing to meet school and state expectations.

The staffs at Maple Street Magnet are highly qualified and knowledgeable in their content areas and are gaining knowledge and expertise in the areas of teaching, learning, assessment, data and collaboration. Among the support systems for improvement are:

- A. The school culture is collaborative, innovative, reflective and willing to wrestle with and address more difficult issues associated with serving a high-needs population.
- B. Teacher-leaders in the school subscribe to accountability as a model of doing business. This is evident in the school's implementation of a PLC model.
- C. Key roles (curriculum specialist, academic specialist, community/parent liason, etc.) are embedded into the school staff and are available to support instructional staff.
- D. The district has been supportive of Maple Street Magnet School's past efforts with restructuring and continues to be supportive of these efforts through this redesign plan

The district provides common planning time daily for teachers use. Two designated meetings a month exist which provide common planning time for cross-curricular team meetings. Time is provided monthly for grade level curriculum meetings. Meetings are provided monthly for staff to collaborate on issues of common concern regarding student achievement. Among the topics discussed are data analysis, curriculum, instructional improvement and assessment data.

Through the proposed restructuring plan, additional time will be provided for the training and development of Professional Learning Communities to enhance and formalize this collaborative effort, with the following expectations:

- In the master schedule, teams of teachers will be provided common planning time with the expectation of meeting for collaboration on at least a bi-weekly basis.
- Staff will be trained in a Professional Learning Communities approach which maximizes the use of collaborative time. Additional support and training will be provided so that all teams operate as Professional Learning Communities.
- The Building Leadership Team will establish a calendar for its meetings and to facilitate professional development, implementation, and monitoring of collaborative activities.
- The school will contract with an approved service agent to provide training for the continued development of Professional Learning Communities within the school

#### **4. School Improvement Intervention Plan—5 page limit**

Describe in narrative form the building plan for implementing the intervention model selected.

##### **Transformation Area #1: Develop and Increase School Leadership Effectiveness**

Maple Street School will retain Principal Kevin Doerfler to continue work on a school improvement plan that was put in place, starting with the 2007-08 school year, to improve poor academic achievement and a problematic school culture. Mr. Doerfler was hired as principal of Maple Street School in the fall of 2009 to continue and improve upon a reform plan that was started by his predecessor and himself.

Representatives of Kalamazoo Public Schools (KPS), the teacher's union (KEA), and the principal's union (UAW) have met to design a performance-based evaluation system that complies with the Michigan Teachers' Tenure Act and Sections 380.1249 and 380.1250 of the Michigan School Code. The plan for this system is outlined, along with process and timelines, in the Executed Addendum and associated documents found in Appendices C and D of the LEA Application. Implementation of this plan will begin, for all PLA schools, in the Fall of 2011.

Growth in student achievement, for the purposes of these evaluations, will be determined through a portfolio of the following assessments:

- MEAP/Mi-Access
- Locally-developed Benchmark Assessments for each course
- Nationally norm-referenced data from Scantron Performance Series assessments.

Growth relative to individual students and groups of students, and for individual teachers, interdisciplinary teams, and the overall school will be considered to inform this component of the evaluation system.

A program for rewarding staff who increase student achievement and participate in extra-duty activities to advance the mission of the school will be implemented through this plan. The criteria for determining expected growth will be established through collaboration between teachers, the principal and the interdisciplinary teams. Goals will be set for achievement growth for individual teachers, interdisciplinary teams, and the school.

The following activities will be monitored for the purpose of rewarding staff who perform in an exceptional manner:

- Exceeding goals for aggregate achievement growth by individual teachers, interdisciplinary teams, and/or overall school as defined in the previous paragraph,
- Exceeding expectations for the implementation of professional development provided by the district and the building under this school improvement plan,
- Participation in leadership opportunities not otherwise compensated.

Staffs who exceed expectations in all these areas will share in a fixed amount of compensation that can be used for rewards that will be established by the Building Leadership Team prior to the start of each school year.

In the abdicable event that an educator would fall substantially below their achievement growth goals, intensive monitoring of the educator's practices will be undertaken, through the formal evaluation process, by the building principal. Individual goals will be established and the existing observation and evaluation protocols will be followed, including the expectation of improved academic achievement results. Educators who do not improve professional practices and outcomes after intensive intervention, and after support through a formal teacher improvement plan, will be subject to sanctions up to and including removal.

Based on a review of literature, one of the most effective ways to increase student achievement is through building staff capacity through a Distributed Leadership Model. Our plan seeks to build capacity and increase the effectiveness of all leaders in the building. Maple Street Magnet School seeks to develop and implement a distributed leadership model that features building-level teams that steer professional development activities, school improvement processes and instructional program improvement. We seek to develop and implement robust Professional Learning Communities that use student achievement data to guide instructional improvement. In this plan, staffs will receive intensive job-embedded training in practices of Professional Learning Communities, Data Study and Distributed Leadership.

Maple Street Magnet School currently uses a hiring process, under their magnet school rules, that provides significant staff input in the hiring process, and disallows seniority as a primary reason for placement. This process provides cultural stability, adherence to the school's magnet theme and assures that teachers placed in the building understand the expectations the staff and building leadership have.

Grade-level interdisciplinary teams will be formed around common student populations. Each team will have as a main characteristic, to the highest degree possible, that they serve a common group of students. These teams will be given common planning time during each school day wherever possible. These teams will formally meet twice monthly and function as Professional Learning Communities. They will focus exclusively on student achievement, instructional improvement, implementation of best-practice strategies, implementation of professional development and identification of students for tiered intervention.

We will develop a Building Leadership Team comprised of stakeholders from all aspects of the school. Instructional staff members are elected to this leadership team and serve along with the principal. Elected leaders from each grade-level interdisciplinary teams are assigned to the Building Leadership Team. Other professional staff are elected to the Building Leadership Team by the entire staff. Additional, ad-Hoc members, including our para-professionals, parents and members of the Communities in School of Kalamazoo, will also be included in this team.

This leadership team will meet monthly to review data, discuss team progress, plan professional development and monitor the progress of our magnet school and general educational programs. A subset of this team, along with parents and other school stakeholders, will be assigned to the building School Improvement Team, to further extend the stakeholders involved in this distributed leadership model. The School Improvement Team will also meet monthly and will focus on school-wide goals related to accreditation and academic achievement. The Building Leadership Team will develop agendas for interdisciplinary grade-level team meetings, problem-solve issues of educational importance, make decisions such as scheduling, organizational issues, programmatic improvement and advise the principal as part of his decision-making process.

The Building Leadership Team will receive intensive and ongoing training as part of their service. The training will include a four-day annual summit before the start of the school year. Members will be trained in effective practices of Professional Learning Communities (PLCs) and on best practices in Literacy, Numeracy and Behavior instruction. They will diffuse this training through the rest of the staff via the formal interdisciplinary team meetings, embedded professional development through the use of a coaching model, and scheduled professional development. The Building Leadership Team will also be trained in effective data analysis techniques and in using data analysis to steer professional development and improve instruction. Training and support for the advancement of the distributed leadership model and Professional Learning Communities will be provided by the Saginaw Intermediate School District, through Technical Assistance consultants.

A program for providing incentives for staff members who participate in otherwise uncompensated activities that advance this school improvement plan will be implemented under this transformational model. The

Building Leadership Team will determine a list of incentives for staff that will include items like attendance at state or national conferences, tuition vouchers, flex time, among other items. Interdisciplinary Teams that exceed their achievement targets and individuals who provide exceptional effort and leadership will be provided vouchers that can be exchanged for these incentives. These incentives will be paid from a fixed allocation (not less than \$25,000). The Leadership Team will disseminate a list of such incentives and rules for how they can be earned.

To advance opportunities for this school to focus on their own school improvement goals, the school will be released from district professional development activities for the duration of this plan. The Building Leadership Team will use the Comprehensive Needs Analysis (CNA), School Improvement Plan (SIP) and staff input to determine professional development goals each semester. The goals will focus on the three key areas identified for improvement by this plan; Literacy, Numeracy and Attendance/Behavior. The team will identify research-based, high-yield, high-impact strategies on which the entire staff will be trained, for deployment in all content areas.

The Building Leadership Team will develop and promulgate a professional development calendar that is synchronized with the District PD calendar and which provides for the effective implementation of the building's professional development plan. Professional development activities associated with this plan will be designed and developed or purchased based on both the goals and needs of this plan. The school will retain a Leadership Coach who will facilitate the work of the Leadership Team, the PLC teams and will lead the staff through data studies and data-driven decision making.

Literacy and Numeracy coaches will be provided through this plan to provide job-embedded professional development and support. These coaches will be trained in best-practice strategies both in their respective content areas and in coaching and will coordinate activities for deeply embedding best practice strategies across all content areas. These coaches will be deployed to assist all teaching staff through in-class modeling, conferencing, mentoring, co-planning and data support.

A Positive Behavior Support coach will be provided to assist staff with implementing a comprehensive PBIS program that integrates the Responsible Thinking Process with school-wide and classroom expectations for behavior and attendance. The Attendance Interventionist will be maintained but the work responsibilities will be modified to support the goals of this school improvement plan. This person will be trained to work with staff in the development of a comprehensive attendance improvement plan aligned with the Tiered Instruction and Intervention model.

The Department of Teaching and Learning Services will conduct summer training workshops in the design and development of effective benchmarking exams. Teachers from each course will develop a battery of benchmark assessments that will be used, in conjunction with MEAP/Mi-ACCESS and Scantron Performance Series, to assist the interdisciplinary teams in planning instruction and support for their team, and to determine which students will need early intervention and supplemental support.

## **Transformation Area #2: Comprehensive Instructional Reform Strategies**

Staffs have reviewed existing data and have determined there is a need to more effectively and efficiently collect and monitor student performance data for the purposes of instructional improvement and identifying students who need supplemental support. We need to develop closely-aligned assessments with previously developed curriculum guides, curriculum maps and Grade Level Content Expectations, and better utilize the norm-referenced assessments we already give. Additionally, the current analysis of data has indicated the need to focus on three general areas, literacy, numeracy and school culture/climate.

We will leverage our grade-level interdisciplinary teams to focus on analyzing the academic work of their shared students. As discussed in Transformation Area #1 above, through their elected Team Leader, these interdisciplinary teams will be trained in effective PLC practices, the use of protocols, effective time/task management and data analysis. We will use the professional development components of Data 4SS to train these teams, and to support their collaborative work. Profiles of grade-level data will be drawn from previous administrations of Scantron Performance Series assessments, MEAP data, and locally-developed benchmarking assessments.

These teams will regularly examine and discuss student work and use the fruits of their discussions to determine intervention strategies and programs, modify existing practices, share practices that work, and determine strategies needed to better meet the needs of learners. Additionally, through professional conversations and data, the interdisciplinary teams will examine the alignment and the implementation of curricula. These conversations and analysis will occur during common planning time, professional development opportunities, and after-school and summer meetings. Acquisition of materials and resources to support this school improvement effort also will be directed by the fruits of these conversations.

The current data suggest a compelling need to focus on instructional strategies to improve comprehension and understanding of informational text. To address this need we will implement a school-wide Tiered Instruction and Intervention model to address literacy, comprehension and reading strategies across the curriculum. We will study and adopt school-wide strategies to engage all staff in modeling and supporting our literacy efforts. We will also leverage a district-provided Literacy Coach to model, train, assist and support all staff in these efforts.

Additionally, data suggest that while the area of numeracy is improving, more needs to be done. It is evident, when we conduct strand analyses, that number sense and numeration, and algebraic concepts are high-priority strands. To address these needs we will implement a Tiered Instruction and Intervention model to address numeracy across the curriculum. We will study and adopt school-wide strategies to engage all staff in modeling and supporting our numeracy efforts. We will also leverage a district-provided Numeracy Coach to model, train, assist and support all staff in these efforts.

Attendance and behavior issues have been dramatically reduced over the past three years, however, they continue to occur at unacceptably high levels. Over the past three years, attendance alone has stood in the way of Maple Street Magnet School making AYP. Through the improved use of our Attendance Interventionist, we will implement and support strategies to improve the climate and culture of Maple Street Magnet School. We will continue and expand our school-wide Positive Behavior Intervention and Support (PBIS) program and we will use the interventionist to provide data and strategies for training and supporting staffs in their efforts to improve attendance. We will, additionally, design and implement a tiered instructional support program to improve these areas.

### **Transformation Area #3: Increased Learning Time and Creating Community-Oriented Schools**

Our goals for increasing learning time and creating community oriented schools are to improve academic achievement, increase attendance, connect our Artsmagnet theme with enrichment activities, improve the link between our community organizations and forge a bond between school and home.

We will adjust our clock schedule so that all core-content courses meet for an additional 12 minutes each day. This effort will provide an additional 36 hours of instruction in each core-content area of instruction each year - 144 combined hours in the areas of Reading, Mathematics, Social Studies and Science - for all students in the school. Additionally, we will add supplemental instruction courses for Tier II and Tier III students (under our Tiered Instruction and Intervention model) in mathematics and reading. By replacing an

elective course with this supplemental support class, we are providing an additional 177 hours each year of strategic and intensive support for all students who are identified as needing this support.

The school will provide an organized 'Zero-Hour' four days each week, 30 minutes per session, for 35 weeks. This will be run by up to 20% of the certified building staff members each session and will be available to all students. This activity is designed to provide support for students to learn to engage and manage homework effectively, and to get help with classes in which they are struggling. This program will make available an additional 35 hours of extended learning opportunities for all students.

We will conduct a week-long 6th Grade Jump Start for all incoming sixth graders. This program runs five days for three hours per day and focuses on academic and behavioral expectations. In addition, we will operate an Art Academy for 7<sup>th</sup> and 8<sup>th</sup> grade students that focuses on academic and behavioral expectations and is based on the school's magnet theme of Art. Using certified and support staffs, this program provides both closely integrated academic instruction and transition activities to assist students who will be moving from neighborhood elementary schools to the middle school in the upcoming school year.

We will use certified staff to provide a menu of after-school activities (15 sessions each day), two days per week, two hours each session, for 30 weeks. These activities will closely integrate academic instruction in reading and mathematics with magnet theme activities in Biotechnology and Science. Transportation for students will be provided for through our 21st Century Communities in Schools partner CIS of K, and via public transportation, should overflows occur. This program will make available an additional 120 hours of academic and magnet theme learning opportunities for all students at this school.

The school will provide an organized Homework Hub one day each week, one hour per session, for 30 weeks. This will be run by up to 20 certified building staff members each session and will be available to all students. This activity is designed to provide support for students to learn to engage and manage homework effectively, and to get help with classes in which they are struggling. This program will make available an additional 30 hours of extended learning opportunities for all students. In addition, the school will offer After-school tutoring two days per week and available to all students.

We currently partner with Communities in Schools of Kalamazoo (CIS of K) to provide extended learning opportunities related to our 21st Century Communities in School grant. This program runs for 36 weeks, four days per week and three hours each session. Transportation is provided for all participants in this program, and this program also supports transportation for other after-school, extended-learning opportunities. Students served by this program are those identified as needing Tier II or Tier III support in our tiered intervention model. While it does not serve all students, it does provide over 400 hours of extended-learning opportunities to a significant portion of our at-risk population.

Maple Street Magnet School provides many opportunities for family and community engagement. We will continue and expand these efforts through this plan. Maple Street Magnet School, through our Community Liaison Officer, will invite and encourage community-based youth service organizations to use the school facilities for their meetings. Through such outreach efforts, we hope to better establish strong and positive relationships with the people we serve.

#### **Transformation Area #4: Providing Operational Flexibility and Sustained Support**

The Office of School Improvement has worked diligently and cooperatively with building leadership team members from Maple Street Magnet School (including instructional staff and parents), the building principal, Human Resources, the KEA President and members of both the KEA Executive Board and the PLAS Bargaining Team, and other members of the Teaching and Learning Services staff to develop a plan that can

help this school reach its true potential. Together, these individuals and stakeholder groups have worked tirelessly to resolve many issues, overcome many obstacles, build consensus from disparate interests, and forge what we believe to be a strong and promising school improvement plan.

Through this collaborative planning effort, Maple Street Magnet School has been given substantial operational flexibility to implement and monitor this school improvement effort. In addition, the principal will be given the flexibility to operate the school as necessary to implement this school improvement plan and to substantially improve student academic outcomes. Areas of flexibility include, but are not limited to: staffing, assignment of personnel to essential duties, managing the flow of site-based discretionary funds directing the staff Leadership team and managing all school improvement goals.

Additional operational flexibility will be provided with regard to instructional pacing guides to assure that teaching staff has the discretion to adjust activities to meet the needs of individual and groups of students in their charge, and to provide instructional support through the proposed Tiered Intervention Model. Any alterations will assure that all essential content is taught to mastery and require that required learning benchmarks are met.

The Director of School Improvement, Assessment and Magnet Schools, the Assistant Superintendent of Teaching and Learning Services and the Director of Secondary Education and Alternative Programs will have direct oversight of the processes and implementation of this plan. They will develop a calendar for the services of all designated partners or organizations, technical assistance providers, and other LEA support providers. These central office administrators will develop a system to monitor and evaluate the implementation of this plan along with the reporting and evaluation protocols for all service and technical assistance providers. Additionally, the effectiveness and fidelity of all intervention strategies will be evaluated and documented and a plan for sustaining and monitoring the effectiveness of this plan beyond the PLA cycle will be developed.

## 5. External Provider Selection

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

The state's list of approved technical assistance providers was reviewed and several providers were selected for interviews by the grant writing committee. A priority was placed on providers with proven track records of performance and with the ability to deliver the services identified as needed evidenced by the CNA and the input and advice of the building level subgroups. The selected providers were interviewed by phone or in person and were required to submit written proposals. Their proposals were analyzed for cost, ability to provide the desired services and record of service to other schools, to assure they could provide high-quality technical assistance that has a strong probability of improving student academic outcomes. In addition, providers who had served the school and district successfully in the past were given strong consideration.

This table shows the battery of State-approved Technical Assistance Providers selected for this redesign project.

### State-Approved Technical Assistance Providers

Technical Assistance Source	Contact Name	Purpose
Calhoun ISD	Mary Gehrig	Training of Data Coaches and Using Data to Support PLCs. Training and support in the development of benchmarking assessments.
Center for Excellence in Education at Central Michigan University	Patricia Benson	Numeracy, Literacy, Behavior/Attendance Coach Support and Training
Saginaw ISD	Rod Rock	Leadership Coaching Training; Development and Support of PLCs; Support with Project Evaluation and Auditing

## **6. Alignment of Resources**

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

In the master schedule, grade-level interdisciplinary teams of teachers will, to the fullest extent possible, be provided common planning time with the expectation of meeting for collaboration on at least a bi-weekly basis. Staff members have received training in Professional Learning Communities, which improves the use of collaborative time. Additional support and training is provided in this proposal so that all teams operate fully as Professional Learning Communities.

The Building Leadership Team will establish a calendar for its meetings and to facilitate professional development, implementation and monitoring of collaborative activities. Under the leadership and guidance of the building principal, and with the support of Teaching and Learning Services, the team will conduct activities using a Distributed Leadership Model. The school will contract with approved technical assistance providers to provide training and support for the continued development of this leadership model.

Maple Street Magnet School has developed partnerships with experts and mentors from local colleges and universities, businesses, and local social service agencies, to support the school's mission and to provide support for students. Under the proposed plan, these partnerships will be strengthened and more fully integrated into the educational program. Coordination of community involvement in extended learning opportunities, community outreach and students services will be managed by the principal and the school's Parent/Community Liaison.

Maple Street Magnet School will involve parents and community agencies in the school improvement process in several ways. Under the proposed plan, these ties will be strengthened and taken to full scale. The School Improvement Team and the building Leadership Team include parents as fully participating members. The school will continue maintaining a Community in Schools of Kalamazoo (CIS of K) leader - a paid position which supports and facilitates community involvement with student academic achievement. In addition, Maple Street Magnet School will continue to fund a Parent/Community Liaison position to coordinate community outreach and parental involvement. These groups will be used to coordinate and improve extended learning opportunities, community outreach and student services.

External consultants will be used to advise and critique systems, programs and curriculum as well as provide professional development and .

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

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

Representatives of Kalamazoo Public Schools (KPS), the Kalamazoo Education Association (KEA), and the principal's union (UAW) met to discuss modifications needed to the Collective Bargaining Agreement arising from requirements under MCL 380.1280(c) and related regulations. Changes were made to provide for compliance with the educator evaluation components of Transformation Area 1. Additionally, certain changes in the daily schedule, in the composition and duties of building-level leadership teams, responsibilities for participation in the extended-learning program, responsibilities to participate in additional professional learning, and for changes in the professional development calendar were made in collaboration with building staff and KEA leadership. These changes are outlined in the executed addendum in Appendix C of the LEA Application above.

A table outlining an analysis of policy changes considered and updated for this redesign plan is included under Section B - Item 3d of the LEA Application.

## 8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2011-2012 school year.

Pre-Implementation 2010-2011	Action	Metric for completion	Persons Responsible
June – August 2010	<ul style="list-style-type: none"> <li>Meet with building principals to review AYP status and the MDE process for selection of Persistently Low Achieving (PLA) schools</li> <li>Notification of replacement of principal</li> <li>Notification to staff of intent to replace principal</li> </ul>	<ul style="list-style-type: none"> <li>Meetings held</li> <li>Notifications made</li> </ul>	<ul style="list-style-type: none"> <li>Senior Administration</li> <li>Director of School Improvement (SI)</li> <li>Principals</li> </ul>
September 2010	<ul style="list-style-type: none"> <li>Meet with staff at both schools to share information on the selection process of PLA schools in Michigan</li> <li>Meet with parents and school board members to discuss requirements of the school improvement plan and grant for PLA schools</li> <li>Board of Education selects Transformation Model after review of all input</li> <li>Begin development of Transformation Plan and School Improvement Grant (SIG) application</li> <li>Identify teams of teachers to serve as writers of the Transformation Plan and SIG</li> <li>Attend School Improvement Technical Assistance Meeting in Lansing</li> </ul>	<ul style="list-style-type: none"> <li>Teams established</li> <li>Hold meetings</li> <li>Board selection in public meeting</li> </ul>	<ul style="list-style-type: none"> <li>Director of SI</li> <li>Superintendent</li> <li>Building staffs</li> <li>Key building leaders</li> <li>Principals of PLASs</li> <li>Board of Education</li> <li>External consultants assisting with grant</li> </ul>
October 2010	<ul style="list-style-type: none"> <li>Draft Transformation Plan for each building;</li> <li>Gather input from all stakeholders in each school</li> <li>Present plans to entire school staff in each building</li> <li>Begin discussions with KEA and UAW regarding required changes to CBA and evaluation processes; assemble Priority School Team, relative to Letter of Agreement #10, signed 8/16/10.</li> <li>Submit draft PLA Redesign Plan (PLARP) to MDE for feedback</li> </ul>	<ul style="list-style-type: none"> <li>Teams assembled and Meetings held</li> <li>Drafts of changes to CBA; discussions begun to modify CBA as needed to meet requirements of CBA</li> <li>Draft plan developed, reviewed and submitted to MDE</li> </ul>	<ul style="list-style-type: none"> <li>Director of SI</li> <li>PLAS Principals</li> <li>KEA President</li> <li>UAW President</li> <li>Asst. Supt. For Human Resources</li> </ul>
November 2010	<ul style="list-style-type: none"> <li>Review Technical Assistance providers; acquire written proposals; conduct interviews</li> <li>Determine Professional Development topics needed to support redesign efforts</li> <li>Review SSRO recommendations and modify redesign plan based on feedback</li> <li>Meet with district Section 1280c negotiation team to work out final Letter of Agreement</li> <li>KPS Senior Leadership and KEA Executive Board approve Letter of Agreement regarding 1280c compliance – finalize executed addendum for inclusion in PLA redesign plan</li> </ul>	<ul style="list-style-type: none"> <li>TA Proposals delivered</li> <li>TA providers selected</li> <li>PD coordinated with district calendar for 2011-2014.</li> <li>PLA redesign plan submitted through MEGS</li> </ul>	<ul style="list-style-type: none"> <li>Director of SI</li> <li>PLAS Principals</li> <li>KEA President</li> <li>UAW President</li> <li>Asst. Supt. For Human Resources</li> <li>Asst. Supt for TLS</li> <li>Dir. of Curriculum</li> </ul>

Pre-Implementation 2010-2011	Action	Metric for completion	Persons Responsible
	<ul style="list-style-type: none"> <li>Select Technical Assistance Providers</li> <li>Submit PLA Redesign Plan (PLARP) to MDE</li> </ul>		
December 2010	<ul style="list-style-type: none"> <li>District establishes a joint committee of teachers and administrators to develop the Annual Educator Evaluation system, tools and protocols for all KPS educators. (PLA schools will align with the results of this committee work, if it is different than what is in EA.)</li> <li>Receive final approval from MDE regarding PLAS redesign plan</li> <li>Post for new principal for Milwood Magnet School</li> </ul>	<ul style="list-style-type: none"> <li>Established committee</li> <li>Meeting schedule established</li> <li>Outcomes agreed upon</li> </ul>	<ul style="list-style-type: none"> <li>Asst. Supt. for Human Res.</li> <li>KEA President</li> <li>UAW President</li> <li>MDE</li> </ul>
January 2011	<ul style="list-style-type: none"> <li>Meet with PLAS building leadership teams to review PLARP and prepare modifications for SIG</li> <li>Attend Technical Assistance Meeting in Lansing regarding SIG</li> <li>Committee work continues regarding development of 380.1249-compliant Annual Educator Evaluation system</li> <li>Consider 1003(b) proposal from MDE</li> <li>Meet with TLS directors and coordinators to discuss elements of PLARP that affect each area; discuss changes proposed for SIG</li> <li>Meet with data warehouse providers to discuss data and analysis needs</li> <li>Interview principal candidates for Milwood Magnet School</li> </ul>	<ul style="list-style-type: none"> <li>Change matrix developed for preparing PLARP to be submitted for SIG</li> <li>PLA implementation plan for TLS</li> <li>Specs for potential data warehouse acquired</li> </ul>	<ul style="list-style-type: none"> <li>Dir. Of SI</li> <li>Asst. Supt. for Human Res.</li> <li>Superintendent</li> <li>KEA President</li> <li>1249 Bargaining Committee</li> <li>UAW President</li> <li>Other TLS Directors</li> <li>Department of Title I and School Improvement</li> </ul>
February 2011	<ul style="list-style-type: none"> <li>Continue data warehouse study; develop specs and request proposals.</li> <li>Committee work continues regarding development of 380.1249-compliant Annual Educator Evaluation system.</li> <li>Meet with KEA Leadership to finalize agreements on elements of the SIG application; assure that any modifications from the PLARP are covered by and align with executed addendum agreed to in November</li> <li>Write SIG; acquire Board of Education approval for plan; submit to MDE through MEGS</li> <li>Announce new principal of Milwood Magnet School</li> </ul>	<ul style="list-style-type: none"> <li>Specifications for data warehouse developed</li> <li>SIG completed and submitted</li> </ul>	<ul style="list-style-type: none"> <li>Dir of SI</li> <li>Asst. Supt for Human Res.</li> <li>Asst. Supt. For TLS</li> <li>KEA President</li> </ul>
March 2011	<p><u>If SIG is not received:</u></p> <ul style="list-style-type: none"> <li>District implements PLARP as submitted in November of 2010 and approved in December of 2010 – SIG ends.</li> </ul> <p><u>If SIG is received:</u></p> <ul style="list-style-type: none"> <li>Begin process of establishing building leadership teams; post and interview candidates</li> <li>Finalize contracts with Technical Assistance providers</li> <li>Begin development of project evaluation plan and reporting protocols</li> <li>Finalize any changes to building Master Schedules needed to implement Redesign Plan as approved</li> <li>Assign teams to grade-level interdisciplinary teams</li> <li>Committee work on the development of 380.1249-</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Team positions posted and applications accepted</li> <li>Contracts sent to TA vendors for signatures</li> <li>Completed building Master Schedules that provide for, to the greatest extent possible, common planning for</li> </ul>	<ul style="list-style-type: none"> <li>Dir. Of SI</li> <li>Asst. Supt. for Human Res.</li> <li>KEA, UAW Presidents</li> <li>KPS Senior Leadership</li> <li>Building principals</li> </ul>

Pre-Implementation 2010-2011	Action	Metric for completion	Persons Responsible
	<p>compliant Annual Educator Evaluation system completes; results move to KPS Senior Leadership Team and KEA and UAW Executive Committees for approval</p> <ul style="list-style-type: none"> <li>• Accept proposals for data warehouse</li> <li>• Building and district Comprehensive Needs Analyses are updated</li> </ul>	<p>members on the same grade-level, interdisciplinary team</p> <ul style="list-style-type: none"> <li>• Approved Evaluation system</li> <li>• Building CNAs updated</li> </ul>	
April 2011	<ul style="list-style-type: none"> <li>• Post positions for Literacy, Numeracy and Behavior coaches for each SIG-funded school.</li> <li>• Post position for Leadership Coach for all SIG-funded schools</li> <li>• Name building leadership teams</li> <li>• In collaboration with building leadership teams, assemble professional development schedule for each SIG-funded school for summer, pre-implementation trainings.</li> <li>• Interview and select coaches</li> <li>• Signed contracts submitted by Technical Assistance Providers</li> </ul>	<ul style="list-style-type: none"> <li>• Coaching positions posted, candidates interviewed and selected</li> <li>• PD schedule promulgated for SIG-funded schools for summer, pre-implementation work</li> </ul>	<ul style="list-style-type: none"> <li>• Dir. Of SI</li> <li>• Asst. Supt. for Human Res.</li> <li>• Asst. Supt for TLS</li> <li>• Dir. Of Curriculum</li> <li>• Tec. Assist. Providers</li> <li>• Dep. Supt. for Business and operations</li> </ul>
May 2011	<ul style="list-style-type: none"> <li>• Building Leadership Teams develop list of PD events for Year One Summer PD Summit</li> <li>• Building Leadership Teams steer the development of school-wide behavior expectations for PBiS program</li> <li>• Calendar developed for Technical Assistance Providers for 2011-12 School Year; aligned with district and building PD calendars</li> <li>• Begin aligning school improvement plans in AdvancEd with Redesign Plans</li> <li>• Initial training for Literacy, Numeracy and Behavior/Attendance Coaches</li> <li>• Initial Training for Leadership Coach</li> <li>• Begin process of developing local assessment battery</li> </ul>	<ul style="list-style-type: none"> <li>• PD calendars developed and coordinated</li> <li>• School Improvement Plans updated in AdvancED</li> <li>• Training of coaches initiated</li> <li>• School-wide behavioral expectations promulgated throughout the building</li> </ul>	<ul style="list-style-type: none"> <li>• Dir. Of SI</li> <li>• Principals</li> <li>• Dir of Curriculum</li> <li>• School Improvement Teams</li> <li>• Leadership Team</li> </ul>
June - July 2011	<ul style="list-style-type: none"> <li>• Building Leadership Team plans Leadership Retreat</li> <li>• Operate Summer Transition Programs for all incoming 6<sup>th</sup> graders</li> <li>• Operate Magnet-theme-based Summer Extended Learning Programs</li> <li>• Continue construction of locally-developed, curriculum-based assessment battery</li> </ul>	<ul style="list-style-type: none"> <li>• Plan completed</li> <li>• Extended Learning activities run</li> </ul>	<ul style="list-style-type: none"> <li>• Dir of SI</li> <li>• Building Leadership Teams</li> <li>• Technical Assistance Providers</li> <li>• Building staffs and administrators</li> <li>• Technical Assistance providers</li> </ul>

Year One 2011-12	Action	Metric for completion	Persons Responsible
July – August 2011	<ul style="list-style-type: none"> <li>Building Leadership Teams hold Leadership Retreat on Transformational Change and Distributed Leadership</li> <li>Summer Professional Development Summit for all staff is conducted</li> <li>Continue work on benchmarking/curriculum-based assessment battery</li> <li>Training for all staffs on new Annual Evaluation Model</li> <li>Continue training coaches</li> </ul>	<ul style="list-style-type: none"> <li>Retreat held and protocols developed/adopted for professional learning in PLA schools</li> <li>Summer PD Summit held</li> <li>Assessment development begins to produce artifacts</li> </ul>	<ul style="list-style-type: none"> <li>Dir. of SI</li> <li>Dir. of Curriculum</li> <li>Asst. Supt. For TLS</li> <li>Tech. Assist. Providers</li> <li>Leadership Teams</li> <li>Principals</li> <li>Building staffs</li> <li>Asst. Supt. For Human Res.</li> </ul>
September 2011	<ul style="list-style-type: none"> <li>Begin implementing new Annual Educator Evaluation system</li> <li>School-wide training occurs on PBiS school-wide expectations.</li> <li>Realign building Master Schedules as necessary</li> <li>Coaches begin working in classrooms with teachers</li> <li>Coaching training continues</li> <li>Benchmarking and other initial assessments are taken and systematic collection of data begins</li> <li>Interdisciplinary teams begin structured PLC work</li> <li>Begin after-school and other extended-learning programming</li> </ul>	<ul style="list-style-type: none"> <li>Finalized Master Schedules</li> <li>Embedded PD observable in classrooms</li> <li>Data gathered from initial planned assessments</li> </ul>	<ul style="list-style-type: none"> <li>Director of SI</li> <li>Coaches</li> <li>Dir. of Human Res.</li> <li>Principals</li> <li>Tech. Assistance Providers</li> </ul>
October 2011	<ul style="list-style-type: none"> <li>Training for coaches continues</li> <li>PLC work continues</li> <li>Results of initial assessments are analyzed by PLC teams and building leadership teams</li> <li>Coaches use data to assist teachers in integrating research-based, high-yield instructional strategies through modeling and supporting</li> <li>Leadership Teams begin study of Tiered Intervention Models</li> </ul>	<ul style="list-style-type: none"> <li>Data summaries; analyzed with recommendations made for instructional action</li> <li>Coaching is observed on regular basis</li> </ul>	<ul style="list-style-type: none"> <li>Director of SI</li> <li>PLAS Principals</li> <li>Tech. Assist. Providers</li> <li>Instructional and Leadership Coaches</li> </ul>
November 2011	<ul style="list-style-type: none"> <li>Training for coaches continues</li> <li>Work on the development of local, course-specific assessment battery continues</li> <li>PLCs are evaluated for fidelity of implementation</li> <li>Leadership Team evaluates the degree of implementation of practices learned during the Summer PD Summit.</li> <li>1<sup>st</sup> Trimester behavioral and attendance data is gathered and reported</li> </ul>	<ul style="list-style-type: none"> <li>Report on PLC implementation</li> <li>Report on implementation of building-wide instructional reform strategies</li> </ul>	<ul style="list-style-type: none"> <li>Director of SI</li> <li>Leadership Teams</li> <li>Principals</li> <li>Tech. Assist. Providers</li> </ul>
December 2011	<ul style="list-style-type: none"> <li>Training for coaches continues</li> <li>Where appropriate, PLC teams analyze tri-annual data from local assessment battery and use data to inform instruction and inform interventions for students who are not keeping pace.</li> <li>Leadership Team continues study of Tiered Intervention Models</li> <li>Coaches continue to support teachers through job-</li> </ul>	<ul style="list-style-type: none"> <li>Data profiles from assessments</li> <li>Rec's for instructional adjustments promulgated</li> </ul>	<ul style="list-style-type: none"> <li>Dir. of SI</li> <li>Tech. Assist. Providers</li> <li>Leadership Team</li> <li>Principal</li> </ul>

Year One 2011-12	Action	Metric for completion	Persons Responsible
	embedded instructional support <ul style="list-style-type: none"> <li>Behavior data is gathered for mid-year evaluation</li> </ul>		
January 2012	<ul style="list-style-type: none"> <li>Leadership Teams promulgate additional data analysis and instructional study protocols</li> <li>Mid-year benchmarking assessments are conducted</li> <li>Data from mid-year assessments is documented and presented to PLC teams and building leadership teams</li> <li>PLCs conduct mid-year data studies; Coaches provide assistance</li> <li>Results are used to modify instructional practices and establish interventions for students who are not keeping pace.</li> <li>Mid-year evaluation is conducted by Office of School improvement</li> </ul>	<ul style="list-style-type: none"> <li>Data profiles from assessments</li> <li>District analyses</li> <li>Written plans for modification of practices and recommendations for interventions</li> <li>Written report on mid-year evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Dir. Of SI</li> <li>Coaches</li> <li>Leadership team</li> <li>Principals</li> <li>PLC Team leaders</li> </ul>
February 2012	<ul style="list-style-type: none"> <li>Continue implementing new Annual Educator Evaluation system</li> <li>Coaching training continues</li> <li>Coaches, under the direction of TLS and the building leadership teams, continue assisting staff with the integration of high-impact, research-based teaching and learning strategies, in all content areas</li> <li>Work continues of development of local assessment battery</li> <li>PLCs are audited by Office of School Improvement for fidelity of implementation</li> </ul>	<ul style="list-style-type: none"> <li>Audit report generated for TLS</li> </ul>	<ul style="list-style-type: none"> <li>Dir of SI</li> <li>Coaches</li> <li>Tech. Assist. Providers</li> </ul>
March 2012	<ul style="list-style-type: none"> <li>Leadership Team prepares report on the implementation of a systematic Tiered Intervention Program beginning in the 2012-13 school year</li> <li>Construction of Master schedules begin in Redesign Schools</li> <li>Data from tri-annual assessments is gathered and reports are built</li> <li>2<sup>nd</sup> trimester behavior and attendance data is gathered and reported.</li> <li>PLC Teams analyze data, using effective protocols, and provide written recommendations for instructional modifications and interventions for students lagging behind.</li> <li>Comprehensive Needs Analysis updated and entered into AdvancED</li> </ul>	<ul style="list-style-type: none"> <li>Proposed Tiered Intervention Program for Literacy, Numeracy and Attendance/Behavior</li> <li>Achievement reports generated; academic and behavioral</li> <li>Written report on recommended modifications to instruction and interventions</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Leadership Team</li> <li>Dir. of SI</li> <li>Tech. Assist. Providers</li> </ul>
April 2012	<ul style="list-style-type: none"> <li>Training for coaches continues</li> <li>PLCs are audited for fidelity of implementation</li> <li>Leadership Team conducts review of the impact on instructional practices of job-embedded professional development</li> <li>Office of School improvement begins evaluation report for Year 1</li> </ul>	<ul style="list-style-type: none"> <li>PLC Audit Report</li> <li>Impact Report from Leadership Teams</li> </ul>	<ul style="list-style-type: none"> <li>Dir. Of SI</li> <li>Leadership Team</li> <li>Tec. Assist. Providers</li> <li>Coaches</li> </ul>
May 2012	<ul style="list-style-type: none"> <li>Building Leadership Teams develop list of PD events for Year Two Summer PD Summit</li> </ul>	<ul style="list-style-type: none"> <li>PD calendars developed and coordinated</li> </ul>	<ul style="list-style-type: none"> <li>Dir. Of SI</li> <li>Principals</li> </ul>

Year One 2011-12	Action	Metric for completion	Persons Responsible
	<ul style="list-style-type: none"> <li>Calendar developed for Technical Assistance Providers for 2012-13 School Year; aligned with district and building PD calendars</li> <li>Begin updating school improvement plans in AdvancEd based on progress toward established goals</li> <li>Design Tiered Intervention Program based on Leadership Team report</li> </ul>	<ul style="list-style-type: none"> <li>School Improvement Plans updated in AdvancED</li> <li>Design Plan for Tiered Intervention Model</li> </ul>	<ul style="list-style-type: none"> <li>Dir of Curriculum</li> <li>School Improvement Teams</li> </ul>
June 2012	<ul style="list-style-type: none"> <li>Building Leadership Team plans Leadership Retreat for Year Two</li> <li>Conduct and gather data on end of year assessment battery</li> <li>PLCs analyze data and prepare a report outlining findings</li> <li>Office of School Improvement prepares Year-end Report, highlighting successes and making recommendations for improvements</li> </ul>	<ul style="list-style-type: none"> <li>Retreat planned</li> <li>Year-end report submitted</li> </ul>	<ul style="list-style-type: none"> <li>Dir of SI</li> <li>Building Leadership Teams</li> <li>Technical Assistance Providers</li> </ul>
July-August 2012	<ul style="list-style-type: none"> <li>Building Leadership Team attends Leadership Retreat for Year Two</li> <li>Operate Summer Transition Programs for all incoming 6<sup>th</sup> graders</li> <li>Operate Magnet-theme-based Summer Extended Learning Programs</li> <li>Continue construction of locally-developed, curriculum-based assessment battery</li> </ul>	<ul style="list-style-type: none"> <li>Hold Retreat</li> <li>Conduct transition activities and summer extended learning opportunities</li> <li>Assessment battery nearing completion</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Team</li> <li>Principal</li> <li>Dir. of SI</li> <li>Tech. Assist. Providers</li> </ul>

**Year Two:**

Implementation of the Redesign Plan will continue as described above, with these additional milestones:

1. District will begin compiling artifacts from professional development activities, including coaching training, to be used as support for other schools in the district that may fall into PLA status.
2. Common, locally-developed, course-based assessment battery will be completed by the end of Year Two for all courses at the PLA Schools. These assessments will be used in other schools throughout the district.
3. The data warehouse will be fully implemented by Year Two, and will be used by all PLC teams and all individual teachers in the PLA Schools.

**Year Three:**

Implementation of the Redesign Plan will continue as described above, with these additional milestones:

1. Best-practice strategies are evident in all classrooms, throughout the building
2. All achievement and school culture/climate goals are met.
3. Final evaluation of project submitted to MDE.

## 9. Annual Goals

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

**Assessment:** *MEAP: Percent at or above proficiency*

Content Area	Current Proficiency Rate*	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	76%	84%	92%	95%
Mathematics	69%	77%	85%	95%

**Assessment:** *Attendance: Average Daily Attendance Rate*

Content Area	Current Rate*	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
School-wide	93%	94%	94%	95%
Subgroup Gap	(0.5)	(0.3)	(0.1)	0.0

**Assessment:** *Behavior: # suspensions/day/100students*

Content Area	Current Rate*	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
School-wide	0.3	0.2	0.2	0.1
Subgroup Gap	0.5	0.4	0.2	0.1

\* Based on 2009-10 Data

## 10. Stakeholder Involvement

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

During August of 2010, meetings were held with the principals and staffs of Maple Street Magnet School to discuss the list of Persistently Low Achieving Schools (PLAS) in the State of Michigan and what this would mean for their school. During September and October of 2010 the Superintendent and members of his administrative team met with the all staffs from the affected schools to discuss the legislation, required models for reform, and to solicit input on the selection of an improvement model. The principal met with parent organizations, shared the models with them and sought their input. At the same time, the school board was informed of the situation and input gathered from the building and community meetings was presented for consideration. After extensive discussions among all these stakeholders, the Transformation Model was chosen.

The building Leadership Team, consisting of teachers, parents, support staff, community partners and administration was assembled and provided input to a committee charged with drafting the redesign plan. Throughout the drafting process, the plan was regularly brought back to the building team for review and revision. Completed drafts were presented to the entire staff, along with parents, for review and revision before submission to MDE.

While this was occurring, discussions were held with KEA leadership and UAW leadership regarding the requirements and processes for complying with the provisions for annual educator evaluations, financial or career incentives, and extended learning opportunities. The proposed documents and processes were discussed by the respective union's executive boards and were revised based upon their input. A team of KPS administrators, union leaders and instructional staff members reviewed the plans and developed a Letter of Agreement (contained in Appendix C of the LEA Application) that outlined changes in existing collective bargaining agreements needed to meet the requirements of the redesign plan, and in compliance with MCL 380.1280c, MCL 380.1249 and MCL 380.1250.

The initial redesign plan was submitted in November to the Michigan Department of Education (MDE) for review and approval as a "380.1280(c)-compliant" redesign plan. Conditional approval of the plan was granted in December of 2010, pending artifacts from continuing committee work responsible for adopting and building forms and establishing protocols for the new Annual Educator Evaluation system (Draft artifacts for this system are provided in Appendix D of the District Application).

Immediately after receiving notice from MDE regarding the redesign plan, a project timeline was built for writing the School Improvement Grant. this timeline was promulgated to district senior leadership, shared with key stakeholders within the PLA Schools, and shared within the TLS department. The Building Leadership Team was assembled in January and again in early February, was updated on the status of the School Improvement Grant application, and was given an opportunity to provide input on this grant application. The resulting plan was shared with KEA leadership in February and the grant application was written.

## **11. Sustaining Reforms**

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

KPS is committed to the success of this transformation plan which focuses on the development of human capital, distributed leadership, research-based practices in instruction and assessment and financial and operational flexibility. By designing a data-driven assessment and instructional improvement process, and by developing the skills of the building leadership and staff in implementing these processes, we have built a redesign plan that will have long-lasting and sustainable impacts beyond the grant cycle.

The Office of School Improvement, building principals, building leadership teams and external consultants will collaboratively develop plans for sustaining and monitoring the effectiveness of the redesign project beyond the SIG timeline. This plan will provide metrics on the effectiveness of the redesign efforts both within the school and on achievement gains made by students after they leave the individual schools. In addition, both the evaluation and sustainability plans will be used to inform redesign efforts that may need to be undertaken by other schools in the district, in future years.

The development of a distributed, building-level decision making process along with the training of building level leadership teams, school improvement teams and Professional Learning Communities provides for a systemic, sustainable approach to improved professional practices and improved achievement for all students. Beyond structural changes in the clock schedules, proposals for extended learning activities under this plan are designed to strengthen school-community partnerships and develop a school culture that respects learning. Once established, our goal is to be able to maintain programmatic changes with General Fund and/or Section 31a funds.

Therefore, it is expected the district will be able to sustain the reforms as stated in this plan, after the grant cycle, through reallocation of existing funds and by focusing on the development of its human capital through effective professional development within a distributed leadership model.

**Section B.**

Complete the attachment that describes the requirements and permissible activities for the chosen intervention.

**See Attachment A – Transformation Grids**

**Section C.**

**Budget pages—Separate 1 and 3-year budgets, together with budget narratives, must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12.**

<b>2011-12 Pre- Implementation</b>	<b>2011-12 Implementation</b>	<b>2012-13 Implementation</b>	<b>2013-14 Implementation</b>	<b>Three-Year Total</b>
\$ 59180	\$ 1236792	\$ 1282472	\$ 1205072	\$ 3783516

(Indirect Costs not reflected in above table)

**See Attachment B for the following:**

- **Budget Narrative – 3-year Detail**
- **Budget Grids Aligned with Transformation Model Activities**

## Section D.

### Baseline Data Requirements:

Fill in the data requested. MDE is required to send this information to USDOED on a yearly basis.

### USDOE Baseline Data Requirements

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

Metric	Data
<b>School Data</b>	
Which intervention was selected (turnaround, restart, closure or transformation)	Transformation
Number of minutes in the school year	83,700
<b>Student Data</b>	
Dropout rate	N/A
Student attendance rate	90.9%
For High Schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	N/A
International Baccalaureate	N/A
Early college/college credit	N/A
Dual enrollment	N/A
Number and percentage enrolled in college from most recent graduating class	N/A
<b>Student Connection/School Climate</b>	
Number of disciplinary incidents (leading to suspension)	386
Number of students involved in disciplinary incidents	157
Number of truant students (more than 20 days absent)	103
<b>Teacher Data</b>	
Distribution of teachers by performance level on LEA's teacher evaluation system	not yet established
Teacher Attendance Rate	95%

## **Fiscal Information:**

*The MDE has asked for (and been granted) 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. Budgets must be submitted for school years 2011-2012, 2012-2013, and 2013-2014.*

## **USES OF FUNDS**

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

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

Intensive monitoring of grant implementation and evaluation are required and will begin in Fall 2011.

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.



**Attachment A--Transformation Model**

**Transformation Model Required Activities - Maple Street**

Requirement	Resources Needed	Tasks for Each Requirement
<b>Area 1: Develop &amp; Increase School Leader &amp; Teacher Effectiveness</b>		
<p>Replace the principal</p>	<p>Department of Human Resources</p> <p>Staff members for selection team</p> <p>Superintendent</p>	<ol style="list-style-type: none"> <li>1. Plan to retain the principal based on his being hired as a member of a leadership team that was brought in to bring about a change in student achievement.</li> <li>2. Hired as principal less than two years ago.</li> <li>3. Student achievement has gone up faster than state average; significant change.</li> <li>4. Hired to continue a model that has shown significant gains in student achievement.</li> </ol>
<p>Use of evaluation systems that take into significant account data on student growth as well as other factors</p>	<p align="center"> <b>See Appendix D of the LEA Application for:</b>  <i>Tasks and Timelines for Developing Educator Evaluation Model Executed Addendum</i> </p> <p align="center"> <b>See also Appendix C of LEA Application for:</b>  <i>Letter of Agreement Regarding Section 1280(c) Compliance</i> </p>	
<p>Evaluation systems are designed with teacher and principal involvement.</p>		
<p>Identify and reward school leaders, teachers, and other staff who have increased student achievement AND remove leaders and staff who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.</p>		

## Transformation Model Required Activities - Maple Street

Requirement	Resources Needed	Tasks for Each Requirement
<p>Provide staff with ongoing, high quality, job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Professional development is aligned and designed to insure that staff can facilitate effective teaching and learning and have the capacity of successfully implementing school reform strategies</p>	<p>Master Schedule builds in common planning to highest degree possible</p> <p>Staff for Leadership Team</p> <p>Instructional strategy books and materials</p> <p>Content coaches and facilitators</p> <p>Appropriate compensation for staff based on EA</p> <p>Technical Assistance consultants for Professional Development</p> <p>Staff members for Professional Development</p> <p>Dir. Of Curriculum</p> <p>SIG money for PD</p> <p>SIG money for coaches</p> <p>SIG Money for Summer Leadership Retreat</p> <p>SIG Money for Summer PD Summit</p> <p>31a money for Attendance Interventionist</p>	<ol style="list-style-type: none"> <li>1. Name Building Leadership Team               <ol style="list-style-type: none"> <li>a. Interdisciplinary Team Leaders</li> <li>b. Others elected to total membership between 12 and 14</li> <li>c. Principal</li> <li>d. Every reasonable effort to assure all content areas are represented</li> <li>e. Subset serves on building School Improvement Team</li> </ol> </li> <li>2. Summer Leadership Retreat: 4-day training on building skills in the Distributed Leadership Model</li> <li>3. Summer PD Summit – 5-day summit on all instructional and behavioral strategies implemented under plan</li> <li>4. Grade-level, interdisciplinary teams are formed around common student populations. Each team serves a common group of students. Each team has common planning time built into each school day.</li> <li>5. Interdisciplinary teams meet twice per month and function as Professional Learning Communities; focusing on student achievement, instructional improvement, best-practice strategies and implementation of professional development.</li> <li>6. Literacy Coach, Numeracy Coach, School Culture Coach and Leadership Coach are trained in best-practices both in content and coaching.</li> <li>7. Coaches are deployed to assist teaching staff through modeling, conferencing, mentoring, co-planning and data support</li> <li>8. Obtain release from District PD Activities for 2011-12, 2012-13 and 2013-14 school years</li> <li>9. Building Leadership Team and Principal use CNA, SIP and staff input to determine PD goals for school for each semester; Full staff approves goals; Project Manager approves goals. Key focus areas: Literacy, Numeracy, Attendance/Behavior</li> <li>10. Research-based, high-impact, high-yield strategies, identified and deployed in all content areas and throughout the school.               <ol style="list-style-type: none"> <li>a. Literacy – ex: Reading Apprenticeship; Strategic Reading; Chris Tovani and Kelly Gallagher</li> <li>b. Numeracy - ex: Reinforcing and integrating Numeracy; based on Research by Deborah Ball; NCTM</li> <li>c. Behavior - ex: Discipline in Secondary Classroom; Safe &amp; Civil Schools; Responsible Thinking Process; Ed Ford</li> <li>d. Data-driven Differentiated Instruction</li> </ol> </li> <li>11. Building Leadership Team develops and promulgates a PD calendar aligned with District PD Calendar</li> <li>12. Professional Development activities are designed, developed or purchased, based on goals and needs</li> <li>13. Maintain the building Attendance Interventionist. Focus and align work with this plan.</li> </ol>

## Transformation Model Required Activities - Maple Street

Requirement	Resources Needed	Tasks for Each Requirement
<p>Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students in a transformational school.</p>	<p>Leadership Team to appoint building manager of program</p> <p>SIG money for voucher program</p> <p>Dir. Of Curriculum - arrange PD credit</p> <p>Human Resources – promulgate incentives in postings</p>	<ol style="list-style-type: none"> <li>1. Determine list of incentives the PLA School can use to recruit effective staff to work in the building and to provide incentives for participating in activities that advance the school improvement goals beyond normal expectations.                             <ol style="list-style-type: none"> <li>a. Conference attendance</li> <li>b. Tuition vouchers</li> <li>c. PD credit</li> </ol> </li> <li>2. Interdisciplinary teams that exceed their achievement targets and individuals who provide exceptional effort and leadership will be provided vouchers that can be exchanged for any of the incentives identified by the Leadership Team.</li> <li>3. Additional Personal Day for all staff working in PLAS</li> <li>4. SB-CUEs awarded for professional development related to PLAS; Award college credit where possible – compensate PLAS staff for entire credit fee, not just the contractual rate</li> <li>5. Promulgate these incentives through job postings, HR, internal communications, job fairs, etc.</li> </ol>
<b>Area 2: Comprehensive Instructional Reform Strategies</b>		
<p>Use data to identify and implement an instructional research based program that is vertically aligned from one grade to the next, as well as aligned to state standards.</p>	<p>Data analysis hardware and software</p> <p>SIG money for PLC training</p> <p>SIG money for Tiered Intervention program</p> <p>31a money for SWIS</p> <p>Gen Fund – extra PerfSeries test</p>	<ol style="list-style-type: none"> <li>1. Use the following battery of assessments for measuring achievement growth                             <ol style="list-style-type: none"> <li>a. MEAP</li> <li>b. Locally-developed Benchmarking Assessments – 3x per year</li> <li>c. Performance Series – 3x per year (September, January and May)</li> </ol> </li> <li>2. Train PLC Teams in highly-effective data analysis techniques and protocols for analyzing student work and teaching practices.</li> <li>3. Use SWIS and eSchool to track attendance and behavior data</li> <li>4. PLCs – Training in effective PLC practices, use of protocols, and effective task/time management</li> <li>5. Use PD components from Data 4SS to assist in training staff on effective data analysis practices</li> <li>6. Performance Series – Increase to 3x annually, with first and last assessments given earlier and later in the year respectively</li> <li>7. Design and implement a comprehensive Tiered Intervention Program for Literacy, Numeracy and Attendance/Behavior.</li> </ol>
<p>Promote the continuous use of individual student data (formative, interim, and summative) to inform and differentiate instruction to meet individual student needs.</p>	<p>SIG money for development of Tiered Intervention program Consultants for facilitation</p> <p>Instructional coaches</p> <p>District coordinators</p> <p>Tech. Asst. Providers</p> <p>Leadership Team</p>	<ol style="list-style-type: none"> <li>1. Train staff on effective benchmark assessment design and development</li> <li>2. Design and develop common and benchmarking assessments in all courses</li> <li>3. Leadership Team creates and promulgates a Data Study calendar that outlines when assessment data from scheduled assessments will be analyzed in PLC teams.</li> <li>4. Train staff on differentiation within tiers of instruction</li> <li>5. Train staff on data collection for informing Tiered Intervention process</li> <li>6. Provide access to full complement of available data analysis tools</li> <li>7. Use coaches and coordinators to facilitate PLC meetings around data analysis and instructional improvement</li> </ol>

## Transformation Model Required Activities - Maple Street

Requirement	Resources Needed	Tasks for Each Requirement
	<p style="text-align: center;">Gen. Fund – Advisory Resources</p> <p style="text-align: center;">SIG Money – Advisory and Stud-Led Conf. PD</p>	<p>8. Train staff on research-based grading practices that inform instruction and motivate students</p> <p>9. Add Advisory Period into Master Schedule – provides transparency for students – Facilitates development of Student Led Conferences. Student Led Conferences – assure all staff involved are trained, and have necessary resources</p>
<b>Area 3: Increasing Learning Time and Mechanisms for Community-Oriented Schools</b>		
<p>Establish schedules and strategies that provide increased time for all students to learn core academic content by expanding the school day, week or year. Provide increased instructional time for core subjects during the school day.</p>	<p style="text-align: center;">SIG money – Summer Academies</p> <p style="text-align: center;">31a money – Homework Hub</p> <p style="text-align: center;">Staff for Summer Academies</p> <p style="text-align: center;">SIG money for After-school program (stipend and materials)</p> <p style="text-align: center;">Gen. Fund - materials for implementation of programs</p> <p style="text-align: center;">Teaching staff to operate activities</p> <p style="text-align: center;">Principal to coordinate activities</p> <p style="text-align: center;">CIS of K liaison assists with coordination</p> <p style="text-align: center;">Master Schedule changes</p>	<p>1. Adjust clock schedule so that all core courses meet for an additional 12 minutes each day, thus providing an additional 36 hours of instruction in each core area of instruction (144 hours additional core hours per student) for all students in the school each year.</p> <p>2. Add supplemental instruction courses for Tier II and Tier III students, replacing an elective course, which allows for an addition 59 minutes each day in intensive instruction in the identified area of deficiency (reading or numeracy). This will add an additional 177 hours of focused and intensive instruction for students who are identified as needing these classes.</p> <p>3. Using certified staffs, provide a menu of after-school activities (15 sessions) multiple days per week that integrate core academic instruction and magnet theme activities. Each after-school offering is available to all students 2 days per week for 30 weeks, and 2 hours each session (Total hours = 120 hours). Partner with CIS-K for transportation, also public transportation tokens are available for student who miss the 5:00 bus.</p> <p>4. After-school Tutoring – 2 days per week – Staffed by building teachers (Total 72 hours).</p> <p>5. Zero-hour – 4 days per week (30 minutes each session) – Staffed by building teachers (Total = 72 hours).</p> <p>6. Partner with CIS of K to provide 21<sup>st</sup> Century Community in Schools programming. This program runs for 36 weeks, 4 days per week, for 3 hours each session. Students involved in this program are those identified as needing Tier II and Tier III support in Mathematics or Reading. (Total = 432 hours)</p> <p>7. 6<sup>th</sup> Grade Jump Start – 5-day, 3 hour/day in summer. Focused on magnet theme, academic and behavioral expectations</p> <p>8. 7<sup>th</sup> and 8<sup>th</sup> grade Arts Academy, focused on magnet theme, academic and behavioral expectations</p>
<p>Provide ongoing mechanisms for family and community engagement.</p>	<p style="text-align: center;">Community Liaison Officer- 31a</p> <p style="text-align: center;">Leadership Team</p> <p style="text-align: center;">Coordinator for Bilingual Services</p> <p style="text-align: center;">CIS of K</p>	<p>1. Parent Advisory Council – Monthly</p> <p>2. Key Communicators</p> <p>3. School currently has a Community Liaison Officer who coordinates services between families, the school and other social service agencies. This will continue with 31a funds</p> <p>4. Title III-Bilingual Services provides English acquisition services for adults with students in the school</p> <p>5. Parent Involvement on SIT</p> <p>6. CIS of K – On-site liaison coordinates 21<sup>st</sup> Century CIS Program, works with individual students and assists with coordination of wrap-</p>

## Transformation Model Required Activities - Maple Street

Requirement	Resources Needed	Tasks for Each Requirement
		around and after-school tutoring services. 7. Home-School Interventionist (31a funded) 8. Gryphon Place provides support and training for the existing Peer Mediation and Conflict Resolution 9. Utilize existing Parent Center to further enhance home-school connections through: <ul style="list-style-type: none"> <li>a. Weekly Team Newsletters; Monthly building Newsletter</li> <li>b. Pinnacle Parent Connection (online gradebook access for parents)</li> <li>c. Utilizing Community-based organizations, like churches, Hispanic Council, Boys/Girls Club, YMCA and Douglas Center, to improve effectiveness of school outreach efforts.</li> </ul>
<b>Area 4: Providing Operational Flexibility and Sustained Support</b>		
Provide the school operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rates.	Principal  Dir. of School improvement  Dir. of Curriculum	1. Principal will be given the flexibility to operate the school according to the proposed project, and as needed to substantially improve student academic outcomes. Areas of flexibility include: staffing, assignment of personnel to duties, managing the flow of all site-based discretionary funds, leading the staff Leadership Team, managing all school improvement plan goals, etc.  2. Flexibility will be provided with regard to Instructional Pacing Guides to assure that teaching staff has discretion to adjust activities to meet the needs of the students in their charge, and to provide instructional support through the Tiered Intervention Model described under Area 2 above. Any alterations must assure that the all essential content is taught to mastery and that required learning benchmarks are met.
Ensure that the school receives ongoing, intensive Technical Assistance and related support for LEA, SEA or other designated external partner or organization.	Technical Assistant Consultant to assist in development of monitoring and evaluation systems  Dir. of School improvement  Principal  SIG money for Tech Asst.	1. Develop plan for monitoring and evaluating the implementation of the project. Technical Assistance Providers help Office of School Improvement and building principal construct the evaluation rubrics, timelines for assessment, and plans for modifying the project as needed.  2. Provide a status report to the BoE twice each year for the life of the project.  3. Office of School Improvement and Principal will develop and execute contracts regarding the use of State-approved Technical Service Providers, as necessary.  4. Office of School Improvement and Principal, with assistance from state-approved technical assistance partners, will develop a plan for sustaining and monitoring the effectiveness of this restructuring plan beyond the PLA cycle.

### Transformation Model Permissible Activities - Maple Street

Permissible	Resources Needed	Tasks for Each Requirement
<b>Area 1: Development &amp; Increase School Leader Effectiveness</b>		
<p>Institute system for measuring changes in instructional practices that result from professional development.</p>	<p>Consultant for training in assessment development</p> <p>Literacy, numeracy, data and culture/climate coaches</p> <p>TLS Coordinators</p> <p>Dir. of School improvement</p> <p>Technology infrastructure to build assessments, deliver them electronically, and analysis tools</p> <p>SIG money for Tech. Asst.</p>	<p><u>Program Monitoring and Evaluation – Area 4 above</u></p> <ol style="list-style-type: none"> <li>1. Research, design and implement a system for measuring the effectiveness of instructional change as a result of Professional Development</li> <li>2. Monitor and adjust Professional Development and coaching activities as a result of data analysis.</li> </ol>
<p>Ensure that school is not required to accept a teacher without mutual consent of teacher and Principal, regardless of seniority.</p>	<p><b>Article 12 Section S of existing CBA allows for this practice</b></p>	
<b>Area 2: Comprehensive Instructional Reform Strategies</b>		
<p>Conduct reviews to ensure that curriculum is implemented with fidelity and is impacting student achievement.</p>	<p>Dir. of School Improvement</p> <p>TLS Coordinators</p> <p>Dir. of Curriculum</p> <p>Tech. Assistance Providers</p> <p>SIG money for Tech. Asst.</p> <p>SIG money for PD</p>	<p><u>Program Monitoring and Evaluation – Area 4 above</u></p> <ol style="list-style-type: none"> <li>1. Development and implementation of Standards-based units</li> <li>2. Implementation of research-based instructional strategies</li> <li>3. Implementation of protocols for evaluating student work (i.e., slice protocol, tuning protocol)</li> <li>4. Interview and select literacy, numeracy, attendance/behavior and data coaches</li> <li>5. Train coaches for working with a model of embedded professional development</li> </ol>
<p>Implement a school wide Response to Intervention model.</p>		<p><u>Area 2 above</u></p> <ol style="list-style-type: none"> <li>1. Development of tiered intervention program for literacy, numeracy and attendance</li> <li>2. Design, implement and monitor a plan for the improvement of attendance</li> <li>3. Development of tiered intervention strategies</li> </ol>

### Transformation Model Permissible Activities - Maple Street

Permissible	Resources Needed	Tasks for Each Requirement
Use and integrate technology-based supports and interventions.	SIG money for SMI SIG money for SMI Training Coordinators and coaches	Read 180 – System 44 – Scholastic Math Inventory. Used in Supplemental Reading and Mathematics classes
Establish early warning systems to identify students who may be at risk of failure.		RtI – Area 2 above
<b>Area 3: Increase Learning Time and Creating Community-Oriented Schools</b>		
Partnering with parents and other organizations to create safe school environments that meet students’ social, emotional, and health needs.		Area 3 above
Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.	Principal Leadership Team to manage	Adjust time allocations in Master Schedule to allow for daily or Weekly Advisory Period
Implementing approaches to improve school climate and discipline.	PBiS Resources	Purchase resources for school-wide and classroom norm development

**Attachment B – Budget Grids**

**Budget Narrative: Maple Street Magnet School (03518)**

<b>FUNCTION CODE</b>	<b>FUNCTION TITLE</b>	<b>Description</b>	<b>Pre-Implementat ion</b>	<b>Year 1: 2011-12</b>	<b>Year 2: 2012-13</b>	<b>Year 3: 2012-13</b>	<b>Total</b>
110	<b>Instruction -- Basic Programs</b>	Stipend pay, technical assistance, supplies and materials related to incentives for recruiting and retaining staff; stipend pay supplies and materials for summer transition academies; stipends for after-school, extended-day learning opportunities for students.		220632	220632	220632	\$661,896
211	<b>Truancy/Absenteeism Services</b>	Resources and materials to support activities surrounding Positive Behavior Intervention and Support for improving school climate and culture		2500	2500		\$5,000
221	<b>Improvement of Instruction</b>	Salaries, benefits and professional development for instructional coaches; stipends, technical assistance, professional development activities and resources for implementing the Distributed Leadership Model; stipends, technical assistance, professional development and resources for Summer PD Summit; technical assistance, professional development and resources for Data Analysis training; stipends, technical assistance, materials and resources for the development of course-based common assessments; resources, technical assistance and professional development for implementing common, research-based strategies for literacy, numeracy and school culture/climate; technical assistance, professional development and resources for job-embedded development of Professional Learning Communities; technical assistance, resources and training on Positive Behavior Intervention and support; technical assistance, training and resources for the development and implementation of a Tiered Intervention Program	55480	869700	946380	863480	\$2,735,040.
225	<b>Instruction Related Technology</b>	Purchase Scholastic Math Inventory to provide benchmarking and progress monitoring support for Tiered Intervention Program; increase licenses of Scholastic Reading Inventory for additional support of reading interventions; purchase 20 desktop computers to support mathematics interventions.		31000			\$31,000
257	<b>Internal Services</b>	Supplies and Materials for communicating redesign plan and progress to greater community		800	800	800	\$2,400.
261	<b>Operations and Maintenance</b>	Building maintenance and custodial services for summer transition academies; summer PD Summit and summer work on building course-based common assessments		14060	14060	14060	\$42,180
270	<b>Pupil Transportation</b>	Public transportation vouchers for student to participate in summer learning academies		4500	4500	4500	\$13,500

<b>FUNCTION CODE</b>	<b>FUNCTION TITLE</b>	<b>Description</b>	<b>Pre-Implementat ion</b>	<b>Year 1: 2011-12</b>	<b>Year 2: 2012-13</b>	<b>Year 3: 2012-13</b>	<b>Total</b>
281	<b>Planning, Research, Development, and Evaluation</b>	Stipends for committee work to develop rules and policies around the rewarding staff who show exceptional gains in student achievement; stipend for coordination of summer transition academies; research, planning, evaluating and developing sustainability plans for redesign project	3700	18000	18000	26000	\$65,700.
311	<b>Community Services Direction</b>	Salary and benefits for Parent/Community Liaison; supplies and materials		70600	70600	70600	\$211,800.
331	<b>Community Activities</b>	Materials and resources for developing activities that promote greater participation in the school by parents and the community		5000	5000	5000	\$15,000
	<b>SUBTOTAL</b>		59180	1236792	1282472	1205072	\$3,783,516
	<b>Indirect Costs _____ % Restricted Rate</b>		1740	36362	37705	35429	\$111,236.
	<b>TOTAL</b>		60920	1287301	1320177	1240501	\$3,908,899

**Budget Narrative: Milwood Magnet School (02575)**

<b>FUNCTION CODE</b>	<b>FUNCTION TITLE</b>	<b>Description</b>	<b>Pre-Implementation</b>	<b>Year 1: 2011-12</b>	<b>Year 2: 2012-13</b>	<b>Year 3: 2012-13</b>	<b>Total</b>
110	<b>Instruction -- Basic Programs</b>	Stipend pay, technical assistance, supplies and materials related to incentives for recruiting and retaining staff; stipend pay supplies and materials for summer transition academies; stipends for after-school, extended-day learning opportunities for students.		325976	325976	325976	\$977,928
211	<b>Truancy/Absenteeism Services</b>	Resources and materials to support activities surrounding Positive Behavior Intervention and Support for improving school climate and culture		2500	2500		\$5,000
221	<b>Improvement of Instruction</b>	Salaries, benefits and professional development for instructional coaches; stipends, technical assistance, professional development activities and resources for implementing the Distributed Leadership Model; stipends, technical assistance, professional development and resources for Summer PD Summit; technical assistance, professional development and resources for Data Analysis training; stipends, technical assistance, materials and resources for the development of course-based common assessments; resources, technical assistance and professional development for implementing common, research-based strategies for literacy, numeracy and school culture/climate; technical assistance, professional development and resources for job-embedded development of Professional Learning Communities; technical assistance, resources and training on Positive Behavior Intervention and support; technical assistance, training and resources for the development and implementation of a Tiered Intervention Program	62360	862820	943650	885750	\$2,754,580.
225	<b>Instruction Related Technology</b>	Purchase Scholastic Math Inventory to provide benchmarking and progress monitoring support for Tiered Intervention Program; increase licenses of Scholastic Reading Inventory for additional support of reading interventions; purchase 20 desktop computers to support mathematics interventions.		31000			\$31,000
257	<b>Internal Services</b>	Supplies and Materials for communicating redesign plan and progress to greater community		800	800	800	\$2,400.
261	<b>Operations and Maintenance</b>	Building maintenance and custodial services for summer transition academies; summer PD Summit and summer work on building course-based common assessments		16280	16280	16280	\$48,840
270	<b>Pupil Transportation</b>	Public transportation vouchers for student to participate in summer learning		9000	9000	9000	\$27,000

<b>FUNCTION CODE</b>	<b>FUNCTION TITLE</b>	<b>Description</b>	<b>Pre-Implementat ion</b>	<b>Year 1: 2011-12</b>	<b>Year 2: 2012-13</b>	<b>Year 3: 2012-13</b>	<b>Total</b>
		academies					
281	<b>Planning, Research, Development, and Evaluation</b>	Stipends for committee work to develop rules and policies around the rewarding staff who show exceptional gains in student achievement; stipend for coordination of summer transition academies; research, planning, evaluating and developing sustainability plans for redesign project	3700	21000	21000	21000	\$66,700.
311	<b>Community Services Direction</b>	Salary and benefits for Parent/Community Liaison; supplies and materials		70600	70600	70600	\$211,800.
331	<b>Community Activities</b>	Materials and resources for developing activities that promote greater participation in the school by parents and the community		5000	5000	5000	\$15,000
	<b>SUBTOTAL</b>		66060	1344976	1394806	1333686	\$4,139,528
	<b>Indirect Costs _____ % Restricted Rate</b>		1942	39542	41007	39210	\$121,701.
	<b>TOTAL</b>		68002	1384518	1435813	1372896	\$4,261,229

**Budget Narrative: Kalamazoo Public Schools (39010)**

<b>FUNCTION CODE</b>	<b>FUNCTION TITLE</b>	<b>Description</b>	<b>Pre-Implementat ion</b>	<b>Year 1: 2011-12</b>	<b>Year 2: 2012-13</b>	<b>Year 3: 2012-13</b>	<b>Total</b>
110	Instruction -- Basic Programs						
211	Truancy/Absenteeism Services						
221	Improvement of Instruction						
225	Instruction Related Technology						
232	Executive Administration	25% proration of salary and benefits of Director of School Improvement, Assessments and Magnet School. The Director will oversee the entire project, coordinate technical assistance providers, conduct all research and evaluation, deliver professional development and develop sustainability plan.		39960	39960	39960	\$119,880
257	Internal Services						
311	Community Services Direction						
331	Community Activities						
	<b>SUBTOTAL</b>			39960	39960	39960	\$119,880
	Indirect Costs _____ % Restricted Rate			1175	1175	1175	\$3,525.
	<b>TOTAL</b>			41135	41135	41135	\$123,405

**Transformation Model Required Activities – Budget Detail**

Requirement	Tasks	Cost Factors			Year-by-year Cost Estimates
		Pre-Impl. & Year One	Year Two	Year Three	
<b>Area 1: Develop &amp; Increase School Leader &amp; Teacher Effectiveness</b>					
Replace the principal	<b>Current principal was retained</b>				
Use of evaluation systems that take into significant account data on student growth as well as other factors	<ol style="list-style-type: none"> <li>Develop Local Common Assessments that will be used for this process</li> <li>Research, Develop and Deploy Protocols and Tools</li> <li>Train Administrative Team in effective evaluation practices – purchased services</li> </ol>	Cost Factors for developing the Common Assessment Battery are shown in Area 2 below			Year 1. See Area 2 Below
					Year 2. See Area 2 Below
					Year 3. See Area 2 Below
Evaluation systems are designed with teacher and principal involvement.	<ol style="list-style-type: none"> <li>Assure that principals and teachers are involved in the committee work from Action Steps 1 and 2 above</li> </ol>	See Roster for Annual Educator Evaluation Committee in Appendix C of LEA Application			
Identify and reward school leaders, teachers, and other staff who have increased student achievement AND remove leaders and staff who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.	<ol style="list-style-type: none"> <li>Develop criteria for determining appropriate growth in student achievement</li> <li>Determine criteria for how educators will be rewarded</li> <li>Determine criteria for removal of ineffective educator</li> <li>Costs associated with rewarding staff and leaders meeting or exceeding growth criteria</li> <li>Schedule B pay for Leadership Team members</li> </ol>	<ul style="list-style-type: none"> <li>Committee work to finalize criteria and rewards profile</li> <li>Leadership Team – Planning work and School Improvement Organization</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Team – Planning work and School Improvement Organization</li> <li>Rewards incentives</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Team – Planning work and School Improvement Organization</li> <li>Rewards incentives</li> </ul>	Year 1. \$32,200
					Year 2. \$22,000
					Year 3. \$22,000

**Transformation Model Required Activities – Budget Detail**

Requirement	Tasks	Cost Factors			Year-by-year Cost Estimates
		Pre-Impl. & Year One	Year Two	Year Three	
Provide staff with ongoing, high quality, job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Professional development is aligned and designed to insure that staff can facilitate effective teaching and learning and have the capacity of successfully implementing school reform strategies	1. Name Building Leadership Team 2. Summer Leadership Retreat: 4-day training on building skills in the Distributed Leadership Model 3. Summer PD Summit – 5-day summit on all instructional and behavioral strategies implemented under plan 4. Grade-level, interdisciplinary teams are formed around common student populations. 5. Interdisciplinary teams meet twice per month; focusing on student achievement, instructional improvement, best-practice strategies and implementation of professional development. 6. Literacy Coach, Numeracy Coach, School Culture Coach and Leadership Coach are trained in best-practices both in content and coaching.				Year 1. \$827,000
	7. Coaches are deployed to assist teaching staff through modeling, conferencing, mentoring, co-planning and data support 8. Obtain release from District PD Activities for 2011-12, 2012-13 and 2013-14 school years 9. Building Leadership Team and Principal use CNA, SIP and staff input to determine PD goals for school for each semester; Key focus areas: Literacy, Numeracy, Attendance/Behavior 10. Research-based, high-impact, high-yield strategies, identified and deployed in all content areas and throughout the school. <ul style="list-style-type: none"> <li>a. Literacy – ex: Reading Apprenticeship; Strategic Reading; Chris Tovani and Kelly Gallagher</li> <li>b. Numeracy - ex: Reinforcing and integrating Numeracy; based on Research by Deborah Ball; NCTM</li> <li>c. Behavior - ex: Discipline in Secondary Classroom; Safe &amp; Civil Schools; Responsible Thinking Process; Ed Ford</li> <li>d. Data-driven Differentiated Instruction</li> </ul> 11. Building Leadership Team develops and promulgates a PD calendar aligned with District PD Calendar 12. Professional Development activities are designed, developed or purchased, based on goals and needs 13. Maintain the building Attendance Interventionist. Focus and align work with this plan.	<ul style="list-style-type: none"> <li>• Leadership Team Stipends</li> <li>• Summer Leadership Retreat – Pre-Implementation and Year One</li> <li>• Summer PD Summit                             <ul style="list-style-type: none"> <li>○ Stipends</li> <li>○ Consultants</li> <li>○ Materials/Resources</li> </ul> </li> <li>• Coaching Training – pre-Impl. and Year One</li> <li>• Coaches Salaries – Year One</li> <li>• Coaches Stipends – Pre-Impl.</li> <li>• Materials related to instructional strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Team Stipends</li> <li>• Summer Leadership Retreat – Pre-Implementation and Year One</li> <li>• Summer PD Summit                             <ul style="list-style-type: none"> <li>○ Stipends</li> <li>○ Consultants</li> <li>○ Materials/Resources</li> </ul> </li> <li>• Coaching Training –Year Two</li> <li>• Coaches Salaries – Year Two</li> <li>• Materials related to instructional strategies</li> <li>• Stipends for teachers to prepare PD</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Team Stipends</li> <li>• Summer Leadership Retreat – Pre-Implementation and Year One</li> <li>• Summer PD Summit                             <ul style="list-style-type: none"> <li>○ Stipends</li> <li>○ Consultants</li> <li>○ Materials/Resources</li> </ul> </li> <li>• Coaching Training – Year Three</li> <li>• Coaches Salaries – Year Three</li> <li>• Materials related to instructional strategies</li> <li>• Stipends for teachers to prepare PD</li> </ul>	Year 2. \$811,200

**Transformation Model Required Activities – Budget Detail**

Requirement	Tasks	Cost Factors			Year-by-year Cost Estimates
		Pre-Impl. & Year One	Year Two	Year Three	
Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students in a transformational school.	<ol style="list-style-type: none"> <li>1. Determine list of incentives the PLA School can use to recruit effective staff to work in the building and to provide incentives for participating in activities that advance the school improvement goals beyond normal expectations.                             <ol style="list-style-type: none"> <li>a. Conference attendance</li> <li>b. Tuition vouchers</li> <li>c. PD credit</li> </ol> </li> <li>2. Interdisciplinary teams that exceed their achievement targets and individuals who provide exceptional effort and leadership will be provided vouchers that can be exchanged for any of the incentives identified by the Leadership Team.</li> <li>3. Additional Personal Day for all staff working in PLAS</li> <li>4. SB-CUEs awarded for professional development related to PLAS; Award college credit where possible – compensate PLAS staff for entire credit fee, not just the contractual rate</li> <li>5. Promulgate these incentives through job postings, HR, internal communications, job fairs, etc.</li> </ol>	<ul style="list-style-type: none"> <li>• Costs to account for SBCEUs</li> <li>• Incentive pool</li> <li>• Promotion costs</li> </ul>	<ul style="list-style-type: none"> <li>• Costs to account for SBCEUs</li> <li>• Incentive pool</li> <li>• Promotion costs</li> </ul>	<ul style="list-style-type: none"> <li>• Costs to account for SBCEUs</li> <li>• Incentive pool</li> <li>• Promotion costs</li> </ul>	Year 1. \$54,000
					Year 2. \$54,000

**Transformation Model Required Activities – Budget Detail**

Requirement	Tasks	Cost Factors			Year-by-year Cost Estimates
		Pre-Impl. & Year One	Year Two	Year Three	
					Year 3. \$54,000
<b>Area 2: Comprehensive Instructional Reform Strategies</b>					
Use data to identify and implement an instructional research based program that is vertically aligned from one grade to the next, as well as aligned to state standards.	<ol style="list-style-type: none"> <li>1. Use the following battery of assessments for measuring achievement growth                             <ol style="list-style-type: none"> <li>a. MEAP</li> <li>b. Locally-developed Benchmarking Assessments</li> <li>c. Performance Series – 3x per year (September, January and May)</li> </ol> </li> <li>2. Train PLC Teams in highly-effective data analysis techniques and protocols for analyzing student work and teaching practices.</li> <li>3. Use SWIS and eSchool to track attendance and behavior data</li> <li>4. PLCs – Training in effective PLC practices, use of protocols, and effective task/time management</li> <li>5. Use PD components from Data 4SS to assist in training staff on effective data analysis practices</li> <li>6. Performance Series – Increase to 3x annually, with first and last assessments given earlier and later in the year respectively</li> <li>7. Design and implement a comprehensive Tiered Intervention Program for Literacy, Numeracy and Attendance/Behavior.</li> </ol>	<ul style="list-style-type: none"> <li>• Embedded PLC Training by Tech . Asst. provider on-site whole staff</li> <li>• Design Tiered Intervention Program</li> <li>• Tech. Asst Support in Tiered Intervention Program</li> <li>• PBIS</li> </ul>	<ul style="list-style-type: none"> <li>• Embedded PLC Training by Tech . Asst. provider on-site whole staff</li> <li>• Implement Phase I of Tiered Intervention Program</li> <li>• Tech. Asst Support in Tiered Intervention Program</li> <li>• PBIS</li> </ul>	<ul style="list-style-type: none"> <li>• Embedded PLC Training by Tech . Asst. provider on-site whole staff</li> <li>• Implement Phase II Tiered Intervention Program</li> <li>• Tech. Asst Support in Tiered Intervention Program</li> <li>• PBIS</li> </ul>	Year 1. \$42,000
					Year 2. \$57,000

**Transformation Model Required Activities – Budget Detail**

Requirement	Tasks	Cost Factors			Year-by-year Cost Estimates
		Pre-Impl. & Year One	Year Two	Year Three	
					Year 3. \$41,000
Promote the continuous use of individual student data (formative, interim, and summative) to inform and differentiate instruction to meet individual student needs.	<ol style="list-style-type: none"> <li>1. Train staff on effective benchmark assessment design and development</li> <li>2. Design and develop common and benchmarking assessments in all courses</li> <li>3. Leadership Team creates and promulgates a Data Study calendar that outlines when assessment data from scheduled assessments will be analyzed in PLC teams.</li> <li>4. Train staff on differentiation within tiers of instruction</li> <li>5. Train staff on data collection for informing Tiered Intervention process</li> <li>6. Advisory Program</li> <li>7. Use coaches and coordinators to facilitate PLC meetings around data analysis and instructional improvement</li> </ol>	<ul style="list-style-type: none"> <li>• Stipends for assessments development; Pre-Impl and Year One</li> <li>• Training on Assessment development – Consultants and TLS</li> <li>• Data Study Resources</li> <li>• Coordinators from TLS</li> <li>• Training on SLC</li> </ul>	<ul style="list-style-type: none"> <li>• Stipends for assessments development; Year Two</li> <li>• Training on Assessment development – Consultants and TLS</li> <li>• Data Study Resources</li> <li>• Coordinators from TLS</li> <li>• Training on Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Stipends for assessments development; Year Three</li> <li>• Training on Assessment development – Consultants and TLS</li> <li>• Data Study Resources</li> <li>• Coordinators from TLS</li> <li>• Training on Differentiation</li> </ul>	Year 1. \$105,000
					Year 2. \$128,000
					Year 3. \$98,000
<b>Area 3: Increasing Learning Time and Mechanisms for Community-Oriented Schools</b>					
Establish schedules and strategies that provide increased time for all students to learn core academic content by expanding the school day, week or year.	<ol style="list-style-type: none"> <li>1. Adjust clock schedule so that all core courses meet for an additional 12 minutes each day...</li> <li>2. Add supplemental instruction courses for Tier II and Tier III students...</li> <li>3. Using certified staffs, provide a menu of after-school activities (15 sessions) multiple days per week that integrate core academic instruction and magnet theme activities. Each after-school offering is available to all students 2 days per week for</li> </ol>	<ul style="list-style-type: none"> <li>• After-School Program - Personnel</li> <li>• Jump Start Academy - Personnel</li> <li>• Summer Arts Camp - Personnel</li> <li>• Homework Hub – Personnel</li> </ul>	<ul style="list-style-type: none"> <li>• After-School Program - Personnel</li> <li>• Jump Start Academy - Personnel</li> <li>• Summer Arts Camp - Personnel</li> <li>• Homework Hub – Personnel</li> </ul>	<ul style="list-style-type: none"> <li>• After-School Program - Personnel</li> <li>• Jump Start Academy - Personnel</li> <li>• Summer Arts Camp - Personnel</li> <li>• Homework Hub –</li> </ul>	Year 1. \$102,100

**Transformation Model Required Activities – Budget Detail**

Requirement	Tasks	Cost Factors			Year-by-year Cost Estimates
		Pre-Impl. & Year One	Year Two	Year Three	
Provide increased instructional time for core subjects during the school day.	30 weeks, and 2 hours each session  4. Jump Start Academy for 6 <sup>th</sup> grade– 1 -week, 5-session transition program for all incoming 6 <sup>th</sup> graders.  5. Technology and Learning Academy – One week - 5-session transition program for returning 7 <sup>th</sup> and 8 <sup>th</sup> graders.  6. Provide organized Homework Hub one day each week for 30 weeks, one hour each session, for all students. This activity utilizes 20 certified staff members to provide support for students to learn how to engage and manage homework effectively and to get help with classes with which they are struggling.  7. Partner with CIS of K to provide 21 <sup>st</sup> Century Community in Schools programming. This program runs for 36 weeks, 4 days per week, for 3 hours each session. Students involved in this program are those identified as needing Tier II and Tier III support in Mathematics or Reading.  8. Increase the total attendance time for students by 6 minutes each day and adjust classes each day to provide 60 minutes per week of increased learning time that will be dedicated to the implementation of the Student Advisory Program.	<ul style="list-style-type: none"> <li>• Zero Hour – personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Zero Hour – personnel</li> </ul>	Personnel <ul style="list-style-type: none"> <li>• Zero Hour – personnel</li> </ul>	Year 2. \$102,100
					Year 3. \$102,100
Provide ongoing mechanisms for family and community engagement.	1. Parent Advisory Council – Monthly 2. Key Communicators 3. School currently has a Community Liaison Officer who coordinates services between families, the school and other social service agencies. This will continue with 31a funds 4. Title III-Bilingual Services provides English acquisition services for adults with students in the school 5. Parent Involvement on SIT 6. CIS of K – On-site liaison coordinates 21 <sup>st</sup> Century CIS Program, works with individual students and assists with coordination of wrap-around and after-school tutoring services.	<ul style="list-style-type: none"> <li>• Community Liaison Officer</li> <li>• Activities to promote parental and community involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Community Liaison Officer</li> <li>• Activities to promote parental and community involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Community Liaison Officer</li> <li>• Activities to promote parental and community involvement</li> </ul>	Year 1. \$75,600
					Year 2. \$75,600
					Year 3. \$75,600

**Transformation Model Required Activities – Budget Detail**

Requirement	Tasks	Cost Factors			Year-by-year Cost Estimates
		Pre-Impl. & Year One	Year Two	Year Three	
<b>Area 4: Providing Operational Flexibility and Sustained Support</b>					
Provide the school operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rates.	<ol style="list-style-type: none"> <li>Principal will be given the flexibility to operate the school according to the proposed project, and as needed to substantially improve student academic outcomes. Areas of flexibility include: staffing, assignment of personnel to duties, managing the flow of all site-based discretionary funds, leading the staff Leadership Team, managing all school improvement plan goals, etc.</li> <li>Flexibility will be provided with regard to Instructional Pacing Guides to assure that teaching staff has discretion to adjust activities to meet the needs of the students in their charge, and to provide instructional support through the Tiered Intervention Model described under Area 2 above. Any alterations must assure that the all essential content is taught to mastery and that required learning benchmarks are met.</li> </ol>	<ul style="list-style-type: none"> <li>No Cost Factors</li> </ul>	<ul style="list-style-type: none"> <li>No Cost Factors</li> </ul>	<ul style="list-style-type: none"> <li>No Cost Factors</li> </ul>	Year 1.
					Year 2.
					Year 3.
Ensure that the school receives ongoing, intensive Technical Assistance and related support for LEA, SEA or other designated external partner or organization.	<ol style="list-style-type: none"> <li>Develop plan for monitoring and evaluating the implementation of the project. Technical Assistance Providers help Office of School Improvement and building principal construct the evaluation rubrics, timelines for assessment, and plans for modifying the project as needed.</li> <li>Provide a status report to the BoE twice each year for the life of the project.</li> <li>Office of School Improvement and Principal will develop and execute contracts regarding the use of State-approved Technical Service Providers, as necessary.</li> <li>Office of School Improvement and Principal, with assistance from state-approved technical assistance partners, will develop a plan for sustaining and monitoring the effectiveness of this restructuring plan beyond the PLA cycle.</li> </ol>	<ul style="list-style-type: none"> <li>Consulting services – evaluation design</li> <li>Consulting services – sustainability plan</li> <li>TLS personnel – contract management</li> </ul>	<ul style="list-style-type: none"> <li>Consulting services – evaluation design</li> <li>Consulting services – sustainability plan</li> <li>TLS personnel – contract management</li> </ul>	<ul style="list-style-type: none"> <li>Consulting services – sustainability plan</li> <li>TLS personnel – contract management</li> </ul>	Year 1.    \$15,500
					Year 2.    \$15,500
					Year 3.    \$23,600

Permissible	Tasks	Cost Factors			Cost Estimates
		Pre-Impl. & Year One	Year Two	Year Three	
<b>Area 1: Development &amp; Increase School Leader Effectiveness</b>					
Institute system for measuring changes in instructional practices that result from professional development.	<u>Program Monitoring and Evaluation – Area 4 above</u> 1. Research, design and implement a system for measuring the effectiveness of instructional change as a result of Professional Development  2. Monitor and adjust Professional Development and coaching activities as a result of data analysis.	<ul style="list-style-type: none"> <li>• Program Monitoring and Evaluation – Area 4 above</li> </ul>	<ul style="list-style-type: none"> <li>• Program Monitoring and Evaluation – Area 4 above</li> </ul>	<ul style="list-style-type: none"> <li>• Program Monitoring and Evaluation – Area 4 above</li> </ul>	Year 1.
					Year 2.
					Year 3.
Ensure that school is not required to accept a teacher without mutual consent of teacher and Principal, regardless of seniority.	<b>Article 12 Section S of existing CBA already allows for this practice</b>				
<b>Area 2: Comprehensive Instructional Reform Strategies</b>					
Conduct reviews to ensure that curriculum is implemented with fidelity and is impacting student achievement.	<u>Program Monitoring and Evaluation – Area 4 above</u> 1. Development and implementation of Standards-based units  2. Implementation of research-based instructional strategies  3. Implementation of protocols for evaluating student work (i.e., slice protocol, tuning protocol)  4. Interview and select literacy, numeracy, attendance/behavior and data coaches  5. Train coaches for working with a model of embedded professional development	<ul style="list-style-type: none"> <li>• Program Monitoring and Evaluation – Area 4 above</li> </ul>	<ul style="list-style-type: none"> <li>• Program Monitoring and Evaluation – Area 4 above</li> </ul>	<ul style="list-style-type: none"> <li>• Program Monitoring and Evaluation – Area 4 above</li> </ul>	Year 1.
					Year 2.
					Year 3.
Implement a school wide Response to Intervention model.	<u>Area 2 above</u> 1. Development of tiered intervention program for literacy, numeracy and attendance  2. Design, implement and monitor a plan for the improvement of attendance  3. Development of tiered intervention strategies	<ul style="list-style-type: none"> <li>• Area 2 above</li> </ul>	<ul style="list-style-type: none"> <li>• Area 2 above</li> </ul>	<ul style="list-style-type: none"> <li>• Area 2 above</li> </ul>	Year 1.
					Year 2.

Permissible	Tasks	Cost Factors			Cost Estimates
		Pre-Impl. & Year One	Year Two	Year Three	
					Year 3.
Use and integrate technology-based supports and interventions.	Read 180 – System 44 – Scholastic Math Inventory. Used in Supplemental Reading and Mathematics classes	Read 180 – System 44 – Scholastic Math Inventory			Additional resources and training included above
Establish early warning systems to identify students who may be at risk of failure.	Tiered Intervention Program in Area 2 above				
<b>Area 3: Increase Learning Time and Creating Community-Oriented Schools</b>					
Partnering with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.	Area 3 above				
Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.	Adjust time allocations in Master Schedule to allow for daily or Weekly Advisory Period				
Implementing approaches to improve school climate and discipline.	PBIS Activities – resources	<ul style="list-style-type: none"> <li>Classroom resources for school-wide and classroom norm</li> </ul>			Year 1. \$4,000
					Year 2. \$4,000
					Year 3.

**Attachment C**  
**Staff Commitment Letter**

Phillip Seager

Director of School Improvement,

Assessment & Magnet Schools

Wednesday, November 10, 2010

The staff members of **Maple Street School: A Magnet School for the Arts**, in an effort to dramatically improve student achievement and better prepare our students for a future of lifelong learning in a college-going culture, propose the attached school improvement plan. Recognizing that continuous school improvement requires collaboration and the cooperation of the entire learning community, we affix our signatures to this document as a testament to our support for this plan and our commitment to implementing it with fidelity and diligence.

NAME

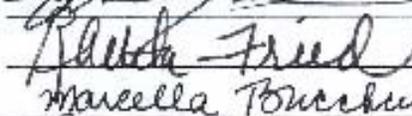
SIGNATURE

Christopher Aguinaga



Peter Aranda

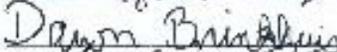
Rebecca <sup>Artilla</sup> Artilla-Fried



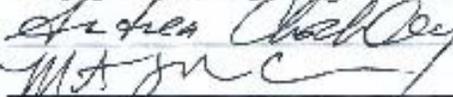
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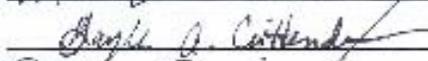
Rebecca Barajas



Dawn Brinkhuis



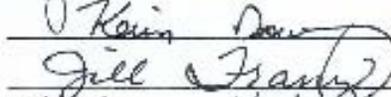
Andrea Chockley



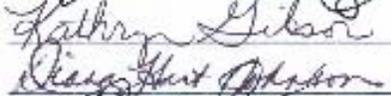
Matthew Covalt



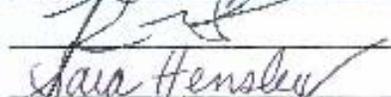
Gayle Crittenden



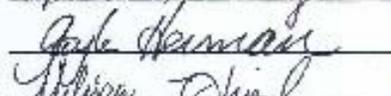
Julia Davis



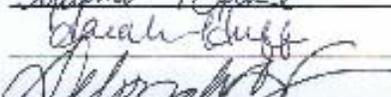
Kevin Downing



Jill Franz



Kathryn Gibson



Diana Hart-Johnson



Rahsaan Hawkins

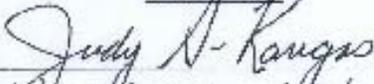
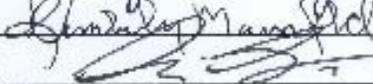
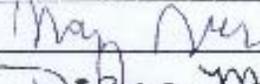
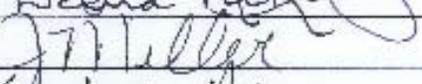
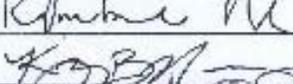
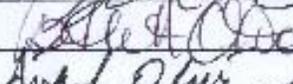
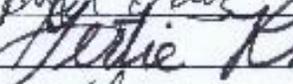
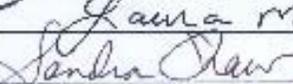
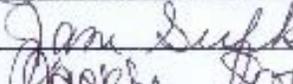
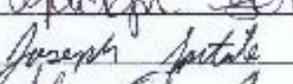
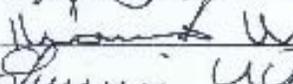
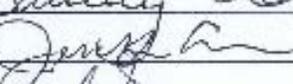
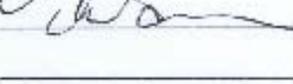
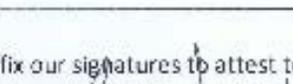
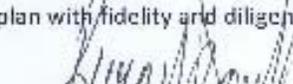
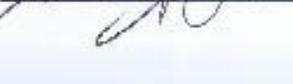
Sara Hensley

Gayle Herman

Melissa Herwick

Sarah Huff

Deborah Jackson

NAME	SIGNATURE
Judy Kangas	
Kimberly Mansfield	
Craig LeSuer	
Mary McCloskey	
Debra McKee	
Jamie Miller	
Kimberly Moss	
Kelsey Naab	
Beth O'Donnell	
Angel Olivarez	
Gertie Robinson	
Laura Ruelas	
Sandra Shaw	
Jane Siefker	
Jacklyn Sowle	
Joseph Spitale	
Abra Steppes	
Gregory Straka	
Thomas Unangst	
Lindsay Wilson	
Jeffrey Anson	
Laura Warren-Gross	

In support of the efforts of this school community, we affix our signatures to attest to our support of this plan, these teachers, and our commitment to implement this plan with fidelity and diligence.

Kevin Daerfler, Principal  
 Phillip Seager, Director of School Improvement

