Attachment B

SIG GRANT--LEA Application FY 13

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant:	Applicant's Mailing Address:
Jackson Public Schools	522 Wildwood Ave. Jackson, MI 49201

LEA Contact for the School Improvement Grant

Name:	Mrs. Willye Pigott
Position and Office:	Assistant Superintendent, State/Federal Programs
Contact's Mailing Address:	522 Wildwood Ave. Jackson, MI 49201
Telephone:	517-841-2157
Fax:	517-990-0556
Email address:	wpigott@jpsmail.org

LEA School Superintendent/Director (Printed Name): Daniel Evans	Telephone: (517) 841-2202
Signature of the LEA School Superintendent/Director: X D. M. E	Date: May 30, 2014
LEA School LEA Board President (Printed Name): Tim levy	Telephone: (517) 780-0155
Signature of the LEA Board President: X	Date: May 30, 2014

The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.

GRANT SUMMARY

District Name: ISD/RESA Name:	District Code: ISD Code:
Jackson County Intermediate School District	38170

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

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

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

LEA Application Requirements

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the Priority schools it will serve with a School Improvement Grant.

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

SCHOOL NAME	NCES ID #	INTERVENTION			
		turnaround	restart	closure	transformation
Bennett Elementary	261962005624				X
Frost Elementary	261962005626				X
Northeast Elementary	261962005634				X
Middle School at Parkside	261962005631				X

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

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

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

ASSURANCES AND CERTIFICATIONS

STATE PROGRAMS

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

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

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

ASSURANCE WITH P.L. 111-117 OF THE U.S. DEPARTMENT OF EDUCATION OMNIBUS APROPRIATION ACT OF 2010
When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

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

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

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

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

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

PARTICIPATION OF NONPUBLIC SCHOOLS

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

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

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

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

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

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

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

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

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

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

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

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

AUDIT REQUIREMENTS

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

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

ASSURANCE AGAINST TRAFFICKING IN PERSONS

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

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

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

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

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

CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS

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

ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS

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

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

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

SPECIFIC PROGRAM ASSURANCES

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

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

DATE May 30, 2014

SUPERINTENDENT OR
AUTHORIZED OFFICIAL

SIGNATURE

TYPED NAME/TITLE: Daniel M. Evans,
Superintendent

SCHOOL IMPROVEMENT GRANT III

Jackson Public Schools

Narrative

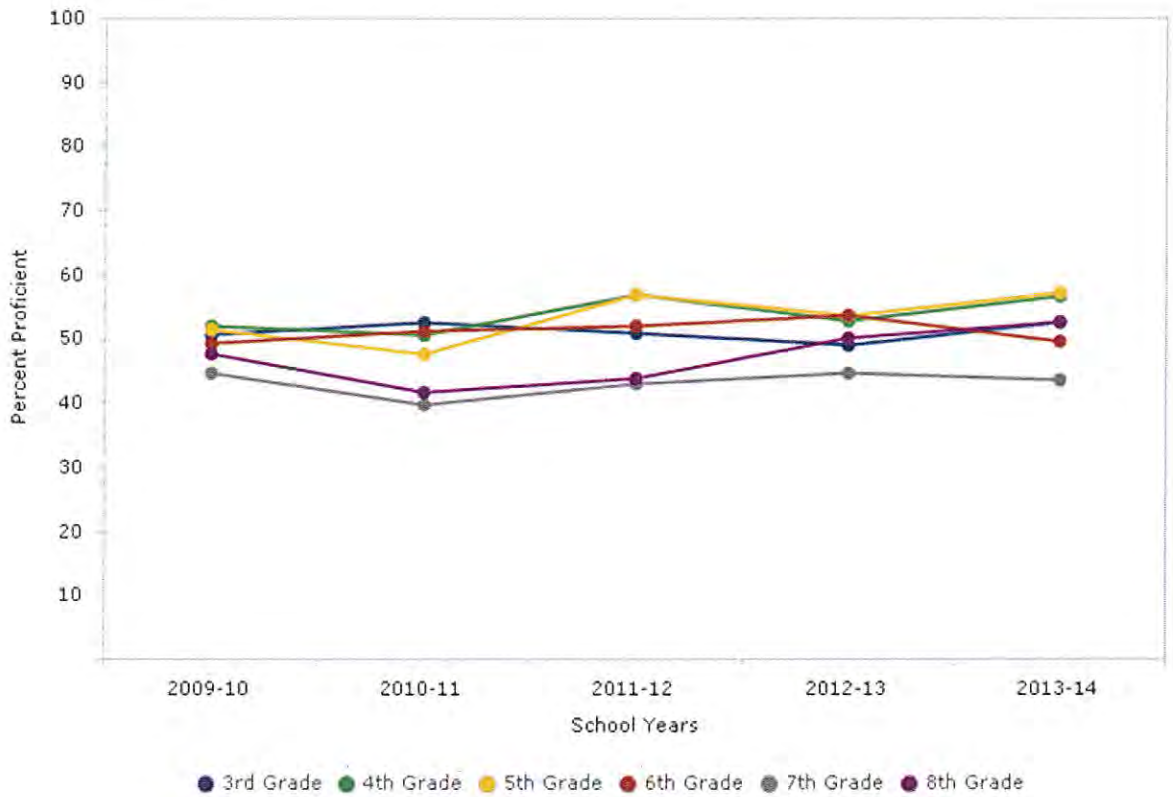
B. DESCRIPTIVE INFORMATION

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

Jackson Public Schools' district improvement team convened to review and discuss each intervention model. The team consists of central office administrators (Superintendent, Assistant Superintendents, and Director of Curriculum), Board member, elementary principals and parents. Multiple sources of data collection including state assessment (MEAP) results, interim assessment MAP (Measures of Academic Progress), curricular assessment results, perception data (parent, employee and student surveys), demographic data and process (programs) data were analyzed to help identify the needs in the buildings and the district. After this process of a comprehensive needs assessment, the team selected the Transformation intervention model to be implemented in each Priority school in the district. This intervention model meets the academic needs of the district and buildings for rapid turnaround in student achievement. Also included in this model is a rigorous staff evaluation, increased learning time, job embedded professional development, student growth and provides a mechanism for on-going community and family engagement. From data results MEAP and MAP, each Priority school developed three Big Ideas that are fully supported by the district. The Big Ideas include the implementation of a Multi-Tiered System of Support, creating Culture and Climate and Reading Comprehension. Four elementary schools (K-5) and the middle school (grades 6-8) have been identified as Priority schools.

While analyzing student achievement data, it is clear that additional time and resources need to be devoted to increasing student achievement in the reading and math. This includes increasing the instructional time by a minimum of 300 hours at each Priority school to provide rigorous instruction and enrichment activities that will help impact student achievement. The following trend of achievement data on the annual state assessment (MEAP) in reading and mathematics show students' proficiency levels in grades 3-8 during the past five years.

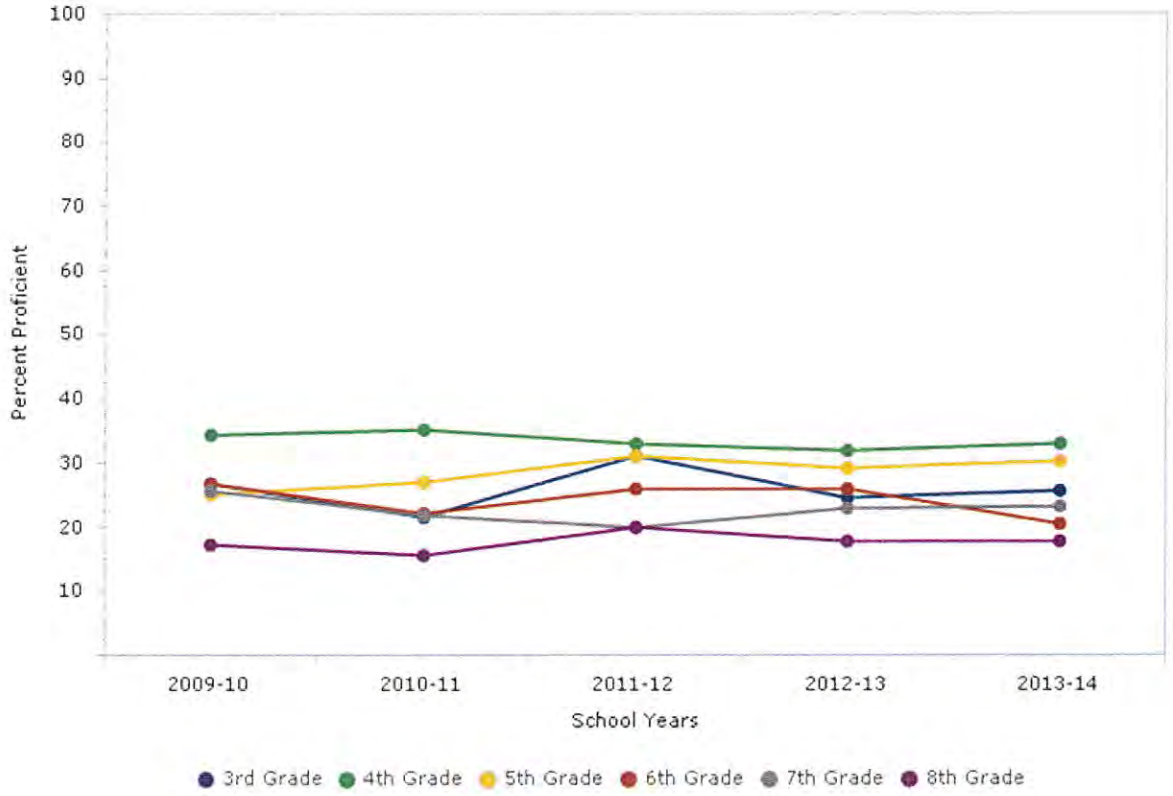
Reading MEAP Trend



In Reading, the trend for Jackson Public Schools has been proficiency increases from 3rd grade until 5th grade then decreases in proficiency from 5th through 7th. For example, following the 2009-10 3rd grade cohort, proficiency levels went from 50.6% in 2009-10 – 3rd grade, to 50.6% in 2010-11 – 4th grade, to 57% in 2011-12 – 5th grade, to 53.6% in 2012-13 – 6th grade, to 43.7% in 2013-14 – 7th grade. Additionally, over the last five years, JPS has not been able to significantly increase the proficiency levels at each grade level. For example, the proficiency level of 3rd grade students in 2009-10 was at 50.6% and five years later, in 2013-14, the proficiency level of 3rd grade students was at 52.5%. Data are consistent at the other grade levels as well. Additional resources are necessary to stop the academic slide and to start to trend upward in reading, especially at the upper elementary grades.

Therefore, there is an incredible need for additional resources to increase the reading levels of JPS students. The SIG funding would allow JPS to address those needed resources and to increase student reading proficiency levels greatly. For example, adding a literacy coach at each building would ensure that quality instruction is being delivered consistently, through best practices. A literacy coach would work with teachers individually to better meet the needs of our students. These additional resources will move JPS on an upward trend.

Mathematics MEAP Trend



In mathematics, the trend for Jackson Public Schools has been flat or static over the last five years. For example, the number of 3rd grade students that were considered proficient in 2009-10 (26.7%) is the same number of students considered proficient in 3rd grade in 2013-14 (25.7%). This example is consistent in grades 4-8 also. Jackson Public Schools should be increasing the number of students that are considered proficient from year-to-year. Additionally, following cohort data, the trend has been an increase in class proficiency from 3rd grade to 4th grade but then a steady decline through 8th grade. It appears that we are losing the early academic gains that students have made as these students move through middle school.

Therefore, there is a tremendous SIG funding need for Jackson Public Schools. This funding is essential to ensure that our district mathematic proficiency levels start trending upward. More importantly, this funding is necessary to address our upper grades where it appears we are losing students. The proficiency levels of our 5th – 7th grades stay relatively flat before falling in 8th grade. It is believed that adding additional resources to our upper elementary grades would start JPS trending towards mathematical success.

ACHIEVEMENT GAPS

Schools	Grade/ Year	3rd Grade				4th Grade				5th Grade			
		2012		2013		2012		2013		2012		2013	
	Subject/ Ethnicity	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Bennett	Black	70	15	47	24	39	16	53	27	40	17	39	17
	White	56	19	77	35	46	25	38	20	48	11	41	26
	Gap	+14	-4	-30	-11	-7	-9	+15	+7	-8	+6	-2	-9
Frost	Black	19	4	54	13	34	16	52	23	47	17	26	14
	White	75	39	63	27	56	36	67	44	65	35	58	35
	Gap	-56	-35	-9	-14	-22	-20	-15	-21	-18	-17	-32	-21
Northeast	Black	26	9	32	0	28	12	27	4	31	7	38	10
	White	52	33	30	20	55	38	67	38	45	13	64	33
	Gap	-26	-24	+2	-20	-27	-26	-40	-34	-14	-6	-27	-23

School	Grade/ Year	6th Grade				7th Grade				8th Grade			
		2012		2013		2012		2013		2012		2013	
Middle School at Parkside	Subject/ Ethnicity	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math
	Black	38	14	32	6	36	17	32	11	36	9	42	10
	White	72	45	60	32	54	30	59	36	65	26	68	28
	Gap	-34	-31	-28	-26	-18	-13	-27	-25	-29	-17	-26	-17

Black students outperformed white students
Gap between white and black students
Significant Achievement Gap
No gap; less than 10 black or white students

The above chart shows a significant achievement gap on the state assessment (MEAP) grades 3-8 in Reading and Math between t one subgroup and majority students in Jackson Public Schools.

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

The district will hire a full time data coach for data collection, data analysis and sharing the results monthly with the staff at each Priority school and quarterly to the Board of Education. Data results will be used to help make informed decisions about the acceleration of student achievement identify and implement interventions and instructional programs aligned with the Common Core State Standards. In addition, the district will hire a full time literacy coach for each Priority school listed in this application. The literacy coach will work with teachers in the Priority schools modeling best practices of instructional strategies and assessment techniques in the classrooms. This person will also document the progress of students through careful data collections. The literacy coaches will also engage K-8 teachers in a minimum of eight hours of high quality professional development each month. The Middle School teachers work in teams to provide instructional routines and approaches that will include social, personal, and cognitive and knowledge building dimensions.

2A): The results of the district's 2012-13 self assessment including nineteen indicators show that the district rated "implemented" or "exemplary" in seventeen of the indicators.
2B: The two challenging areas are Operational and Resource Management and Family Involvement. To improve in these areas, the district hired a part-time Parent Liaison. The district reallocated additional Title I funds to eligible schools for continuous quality instruction.
2C): The district will continue to employ highly qualified retired teachers to support teaching and learning by providing supplemental individual instruction to students in grades K-5 to reinforce the literacy and math concepts taught in the general educational classroom. Elementary teachers will participate in thirty minutes of daily collaboration time to discuss student achievement, results from formative/summative assessments and best practices. There will be on-going progress monitoring of students' success using the Fountas and Pinnell benchmark kits. Increased learning time and teacher collaboration are priorities in the district to help increase student achievement. The written curriculum (partially aligned with the Common Core State standards) will be reviewed by the literacy coaches and department chairpersons during monthly meetings. Revisions to the curriculum will be made when necessary. The district provides each teacher with access to a laptop, smart boards, document camera and other forms of technology to integrate technology into the delivery of classroom instruction.
2D): The district recruits, hires and retains a highly diverse and qualified staff. The primary attributes considered in the hiring process include extensive knowledge of content areas, demonstrated use of effective research-based and developmentally appropriate instructional practices and experience teaching a diverse population
2E): All teachers in the district receive accurate and rigorous evaluations each year based on clear standards for teaching effectiveness and student performance. The district only rewards those who are effective and highly effective.

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

A) Design and implement interventions consistent with the final requirements.

The district will hire a School Improvement coordinator who will help monitor and coordinate the School Improvement Grant at each Priority school. The coordinator will also monitor the implementation of interventions including the Multi-Tiered System of Support, Reading Apprenticeship and African American Young Men of Promise initiative.

B) Select external provider from the state's list of preferred providers

The district has chosen the Jackson County Intermediate School District (JCISD) as its External Provider. Consultants from the JCISD have been working diligently with the district's leadership team and the leadership teams at each Priority School.

C) Align additional resources with the interventions

As the district's improvement team meets monthly to discuss the needs of the buildings and district, federal funds (Title I, Part A, Title II, Part A) the following resources are coordinated and aligned with the interventions:

Interventions	**Funding Source**
After School program	Title I, Part A
Professional Development	Title II, Part A
Reading Apprenticeship	Title I, Part A
Superintendent's Dropout Challenge	Title I, part A
Summer School	Title I, Part A
Part-time Parent Liaison	Title I, Part A
Increased Learning Time	Title I, Part A

The coordination of these interventions occurs at each Priority school listed in the application (Bennett, Cascades, Frost, Northeast and the Middle School at Parkside). To help foster support for student achievement, the district has formed partnerships with several community agencies including Consumers Energy, United Way, Kiwanis and the Jackson Recreation Department. Through this

collaborative effort, a volunteered tutorial program (Energizing Education) has been implemented in the elementary Priority schools.

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

The areas in which the district has modified practices or policies to implement interventions include reducing class size in grades K-3 in one of the elementary Priority schools. Kindergarten classrooms throughout the district have enrichment activities taught by a certified teacher to enhance learning. Another area of modification is teacher collaboration time. K-8 teachers collaborate in small learning communities employing the professional learning community (PLC). The PLC teams will effectively mentor and model new teacher that join the staff and support them becoming focused on meeting the needs of all students. In reading instruction, K-5 teachers will strive to ensure that all students are at "benchmark" using the Fountas and Pinnell Intervention kits. If necessary, the school day will be extended at each Priority school by adding minutes to the day to increase instruction time.

E) Sustain the reforms after the funding period ends

Title I, Part A allocation to the Priority school will be used to sustain the reforms at the end of the School Improvement Grant. The district will also have the continued support from the Jackson County Immediate School District. Based on the district's general funds budget, the district will be committed to employing a Data Coach to continue improving data collection, analysis and dissemination to the buildings. This will require working with instructional leaders and teachers to help make informed instructional decisions.

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

Action Steps	Person Responsible	Start Date	End Date	Success Metric
Data Coach Interviews	Director of Human Resources and Principals from Priority schools	July 10, 2014	July 14, 2014	Data Coach hired
Literacy Coach Interviews	Director of Human Resources and principals from Priority schools	July 11, 2014	July 15, 2014	Literacy Coach hired

Part-time Parent Liaison interviews	Human Resources & Dir. of Fed. Programs	July 16, 2014	July 17, 2014	Parent Liaison hired
After school program (teachers)	Building principals	September 8, 2014	September 10, 2014	Teachers hired
Summer school program (teachers)	Building principals	June 10 , 2015	June 12, 2015	Teachers hired

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 Priority schools that receive school improvement funds.

After analyzing the data from state assessment (MEAP) in grades 3-8 and completing the comprehensive needs assessment, Jackson Public Schools leadership team established the following goals and proficiency targets.

Goals:

-All students will be proficient in Reading/ELA

-All students will be proficient in Math

-All staff will be involved in the integration of school, family and community partnership

The district is expected to attain 85% proficiency rate in all the content areas by 2021-2022. To help reach the target, the district has established the following increments in reading and math on the state assessment (MEAP).

Proficiency rates/ Targets

Baseline 2012-13	**2013-14**	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Reading 53.43%	56.94%	60.44%	63.95%	67.46%	70.97%	7 4.48%	77.98%	81.49%	85.0%
Math **33.03%**	39.04%	44.79%	50.53%	56.28%	62.02%	67.77%	73.51%	79.26%	85.0%

6. No response needed

7. No response needed

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 Priority schools. Describe how this process was conducted within the LEA.

The process Jackson Public Schools used to engage stakeholders (including parents) in the implementation of the Transformation model included establishing a partnership with various businesses in the community. This included a partnership with United Way and Consumers Energy forming a tutorial program (Energizing Education) comprised of volunteers from the community reading to and with elementary students weekly. Additional partnerships have been established with Jackson Area Manufacturing Association, Baker College, Big Brothers/Big Sisters, and CP Credit Union. All these stakeholders are an integral part of the education of our students in the district. Following the identification of Priority schools in August 2012 and 13, the Superintendent shared the information at a meeting with School Board members. The district leadership team met several times with the School Improvement Teams from the Priority schools and a representative from the Jackson County Intermediate School District to select the intervention model. After the model was selected, the District Leadership Team and School Improvement Teams began writing the Reform/Redesign Plan. Parents from each Priority school are members of the School Improvement Teams and parent representation is also on the District Improvement Team.

The District Leadership Team meets weekly with the School Improvement Facilitator and the Director of Instruction from the Jackson Immediate School District. The purpose of these meetings is to revise the District Improvement Plan and integrate components of the Reform/Redesign Plans from the Priority schools.

Quarterly reports from each Priority school regarding its progress on implementation of the intervention model is shared with stakeholders at Board meeting. These reports are also included in the schools' newsletter to families and available upon request from the Superintendent's office.

Jackson Public Schools
School Improvement Grant

	2014/15						
Funct.	**Description**	**FTE/HRS**	**Salaries**	**Benefits**	**Purch Serv**	**Sup/Matl's**	TOTAL
125	Summer School Teachers, K-8: 6 weeks, 4 hours/day, 4 days/week. 20-25 teachers @ $32.79/hr + PCMI fee (20%)	2,400/hrs	$ -	$ -	$ 94,440	$ -	$ 94,440
221	Data Coach	1.0 FTE	80,176	44,665	-		124,841
221	Literacy Coaches	4.0 FTE's	320,704	178,660		-	499,364
221	Professional Development, 80 sessions @ $500/ea				40,000		40,000
221	Professional Development book study "What Great Teachers Do Differently", 150 copies @ $30/ea					4,500	4,500
221	Stipends for PD for teachers, 150 teachers, 80 hours/ea @ $24/hr	12,000/hrs	288,000	106,560		-	394,560
331	Part-time Parent Liaison, 12-15 hours/week, 30 weeks @ $15/hr @ $15/hr + PCMI fee (20%)	450/hrs			8,100		8,100
	Sub total	5 FTE's; 14,850/ hrs	$ 688,880	$ 329,885	$ 142,540	$ 4,500	$ 1,165,805
	INDIRECT COST @ 3.75%						43,718
	TOTAL						$ 1,209,523

LH 5/30/2014

Jackson Public Schools
School Improvement Grant

	2015/16						
Funct.	**Description**	**FTE/HRS**	**Salaries**	**Benefits**	**Purch Serv**	**Sup/Matl's**	TOTAL
125	Summer School Teachers, K-8: 6 weeks, 4 hours/day, 4 days/week. 20-25 teachers @ $32.79/hr + PCMI fee (20%)	2,400/hrs	$ -	$ -	$ 94,440	$ -	$ 94,440
221	Data Coach	1.0 FTE	80,176	44,665	-		124,841
221	Literacy Coaches	4.0 FTE's	320,704	178,660		-	499,364
221	Professional Development, 80 sessions @ $500/ea				40,000		40,000
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	Sub total	5 FTE's; 14,850/ hrs	$ 688,880	$ 329,885	$ 142,540	$ 4,500	$ 1,165,805
	INDIRECT COST @ 3.75%						43,718
	TOTAL						$ 1,209,523

LH 5/30/2014

Jackson Public Schools
School Improvement Grant

	2016/17						
Funct.	**Description**	**FTE/HRS**	**Salaries**	**Benefits**	**Purch Serv**	**Sup/Matl's**	TOTAL
125	Summer School Teachers, K-8: 6 weeks, 4 hours/day, 4 days/week. 20-25 teachers @ $32.79/hr + PCMI fee (20%)	2,400/hrs	$ -	$ -	$ 94,440	$ -	$ 94,440
221	Data Coach	1.0 FTE	80,176	44,665	-		124,841
221	Literacy Coaches	4.0 FTE's	320,704	178,660		-	499,364
221	Professional Development, 80 sessions @ $500/ea				40,000		40,000
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221	Stipends for PD for teachers, 150 teachers, 80 hours/ea @ $24/hr	12,000/hrs	288,000	106,560		-	394,560
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	Sub total	5 FTE's; 14,850/ hrs	$ 688,880	$ 329,885	$ 142,540	$ 4,500	$ 1,165,805
	INDIRECT COST @ 3.75%						43,718
	TOTAL						$ 1,209,523

LH 5/30/2014

SIG GRANT—School Building Application FY 13

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Bennett Elementary School Building Code: 00278	Mailing Address: 820 Bennett St. Jackson, MI 49202

School Building Contact for the School Improvement Grant

Name:	Jacquelyn Brock
Position and Office:	Principal
Contact's Mailing Address:	820 Bennett St. Jackson, MI 49202
Telephone:	517-841-2731
Fax:	517-768-5901
Email address:	jbrock@jpsmail.org

LEA School Superintendent/Director (Printed Name):	Daniel Evans	Telephone: (517) 841-2202
Signature of the LEA School Superintendent/Director: X D. Evans		Date: May 30, 2014
LEA School LEA Board President (Printed Name):	Tim Levy	Telephone: (517) 780-0155
Signature of the LEA Board President: X T. Levy		Date: May 30, 2014
Building Principal (Printed Name):	Jacquelyn Brock	Telephone: (517) 841-2731
Signature of the Building Principal X Jacquelyn Brock		Date: May 30, 2014
Union Representative (Printed Name):	Elizabeth Brown	Telephone (517) 841-3747
Signature of Union Representative: X Elizabeth Brown		Date: May 30, 2014

The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.

Section A

1. Analysis of data.

1. *The LEA must analyze the needs of each Priority school using complete and consistent data. (The school building plan provides a possible model for that analysis. Do not attach a copy of the district or building CNA.)*

Bennett School has been identified as a Priority School by the State of Michigan Department of Education. According to the Reform Plan, the Bennett Priority School Team used the MEAP scores from years 2012 - 2013 and the online Measure of Academic Progress assessment (NWEA) Fall 2012 - Fall 2013 to analyze the needs of the school and what academic interventions were needed. PowerSchool data (online data warehouse) was also used to determine interventions that would best improve the building culture and climate.

Through this process Three Big Ideas were identified:

1. Higher Order Thinking Skills
    a. Rigby Benchmark Assessments (3-4 times/year for K-3)
    b. School wide assessment calendar
    c. Differentiated instruction techniques
    d. Flexible grouping
    e. Accelerated Reader Program (AR)
    f. Data Coach
    g. Energizing Education
    h. STEM Projects/activities
2. Multi-Tiered System of Support (MTSS)
    a. Title 1 Tutors for Tier 2 and Tier 3 interventions (Para-educators and Highly qualified retired teachers)
    b. 100 minutes per week of collaborative planning times by grade level (400 min per month)
    c. 100 minutes per month of cross-grade level meetings (from the total 400 collaborative planning per month)
    d. Data coach
    e. Energizing Education
3. Culture and Climate
    a. PBIS (Positive Behavior Intervention Strategies)
    b. McEvoy training - Decreasing aggressive or bullying behavior
    c. Positive Phone Calls home (by trimester) for behavior or academics
    d. Parental Involvement Facilitator
    e. Data coach
    f. Energizing Education
    g. Continue the NFL Fuel up to Play 60 –School Wide Student Engagement Initiative
    h. Service Learning Projects

2. School Building Capacity – Resource Profile

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

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

Bennett School will work with the District Federal Programs Coordinator (Willye Piggot) to monitor the SIG. A Parent Liaison position and a Data Coach position, working through the Jackson County Intermediate School District, will be created, Additional Mental Health services such as General Education Social Worker, Counselor, Behavioral Specialist, etc. will be added as funds are available.

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

Bennett will develop a schedule of 9 early release days per year equaling one per month (4 hours each time). We will supplement that schedule to add 4 more hours of PD through collaborative planning times and the use of stipends to offer before and after school planning opportunities for at least 8 hours per month of professional development for all staff at Bennett. (teachers, retired teachers, paraprofessionals, and support staff)

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

General Funds Title I Part A X Title I Schoolwide X Title I Part C Title I Part D	Title I School Improvement (ISI)	Title II Part A Title II Part D USAC - Technology	Title III
Title IV Part A Title V Parts A-C	Section 31 a Section 32 e Section 41	Head Start Even Start	Special Education
Other: (Examples include: Smaller Learning			

Communities, Magnet Schools.)			

3. School Building Commitment

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

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.

The School Improvement /Leadership/Priority Team members are committed to the transformation plan. The entire teaching staff has been continually informed regarding the transformation plan and has been involved in the creation, and on-going implementation of the plan. This has been done through both leadership team and cross grade level professional learning teams.

We also use surveys - a parent satisfaction survey and an employee engagement survey provided by Studer (a District initiative), 2 times per year. These surveys help to develop our school improvement plan as well as improve our teaching and support to students as individuals.

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

The district provides Bennett (Principal, School Improvement Team and staff) the autonomy over the school's schedule, staffing and the building's Title I budget in accordance with the federal regulations. The district ensures that any contractual seniority shall not apply to Bennett Elementary. A Letter of Understanding between the Jackson Education Association (teachers' union) and the Jackson Public Schools' Board of Education has been signed by the Superintendent and the President of the teachers' union.

c. Indicate whether or not an agreement with the union will be required to support extended learning time, and if so, will the agreement be signed prior to SY 2014-15?

A Letter of Understanding (01/17/2014) between the Jackson Education Association (teachers' union) and Jackson Public Schools' Board of Education has been signed by the Superintendent and the President of the teachers' union. This letter includes information regarding provisions in Section 8 1280c, which has been uploaded.

4. School Improvement Plan

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

The Transformation Redesign Plan has become the School Improvement Plan for Bennett School. This Plan has been uploaded as part of the school district information.

5. External Provider Selection

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

The district and Bennett are committed to receiving on-going external technical assistance from the Jackson County Intermediate School District, School Improvement Facilitator (Michigan State University) and the Michigan Department of Education. Intense support will include weekly meetings with various research based topics of discussion including the Multi-tier Systems of Support, barriers to student achievement and effective strategies that will transition a school from low performance to high performance. In addition, the district will support the schools through the attendance at workshops/conferences offered by the JCISD and the Michigan Department of Education, and other educational organizations.
The Director of Federal Programs will act as the district's liaison for Priority Schools and the Central Office contact person who will attend the weekly team/district meetings, engage in dialogue with the leadership teams regarding the writing of the Reform Plans, monitors and supports the implementation of the Reform Plan in each building.

6. Alignment of Resources

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

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

The district will provide Bennett (Principal, School Improvement Team and staff) the autonomy over the school's schedule, staffing and the building's Title I budget in accordance with the federal regulations.

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

The Transformation Redesign Plan (Requirement 9) includes a detailed listing of community resources that will be used.

Participation in the "Energizing Education" initiative, and partnerships with Baker College, Big Brothers/Big Sisters, and the Jackson Area Manufacturing Association's Engineering is Elementary, support our reform efforts in this area. Big Brothers, Big Sisters is expanding their support by working with staff to provide additional reading or math instruction 20-30 minutes during their visits.

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.

a. Describe how extended learning time (lengthening the school day, week or year) will be scheduled.

Bennett Elementary school will be restructuring the school day, adding 20 minutes to each school day and using 100 minutes per week to collaboratively plan as grade level and cross grade level teams. In addition, before school and after school academic support will be available for targeted students.

b. Describe how extended learning time will be spent engaging students in learning, not just adding clock time to a schedule.

Extended learning time will be spent engaging students in a mandatory 30 minute block of multi-tiered system of support time called WIN (What I Need) time. This time will be devoted to individualized instruction at the students' academic level focusing on student needs as determined by grade level teams and Data Wall information.

Students will also participate in Instructional Learning Cycles. This will ensure that they are learning the curriculum not just being taught the curriculum.

8. Timeline

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

As Bennett School is a Priority School, the Unpacking Tool regarding the Transformation Plan has been uploaded with the school district submission. This document includes the timeline for implementation.

9. Annual Goals

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

	Current Proficiency Rate 2013-14	**Goal for 2015-2016**	**Goal for 2016-2017**	**Goal for 2017-2018**
Reading				
3rd grade	61%	66%	71%	76%
4th grade	48%	53%	58%	63%
5th grade	43%	48%	53%	58%
Mathematics				
3rd grade	25%	30%	35%	40%
4th grade	23%	28%	33%	38%
5th grade	21%	26%	31%	36%
Writing				
4th grade	18%	23%	28%	33%
Social Studies				
Science				
5th grade	0%	5%	10%	15%

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.

Empowering parents with ideas and strategies to support their child at home, and additional opportunities to volunteer as tutors, mentors, and supporters of new skills etc. during the school day would improve parent and community engagement. It would also develop a "positive" partnership between home, community, and school. Participation in the "Energizing Education" initiative, and partnerships with Baker College, Big Brothers/Big Sisters, and the Jackson Area Manufacturing Association's Engineering is Elementary, support our reform efforts in this area. Big Brothers, Big Sisters is expanding their support by working with staff to provide additional reading or math instruction 20-30 minutes during their visits. Participation in the Superintendent's Drop Out Challenge, and the NFL's Fuel Up to Play 60 has additional community members and as well as members of our staff involved in the academic, behavioral, and self-esteem building skills needed to support students engagement and success. These stakeholders meet with students before, during, and after school. Plans are also being developed for these supports to continue into the summer. for approx. 6 weeks.

11. Sustaining Reforms

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

Bennett Elementary will make a concerted effort to ensure that the resources and programs implemented under the SIG can be sustained after the funding period ends.

Bennett staff will continue to use practices that were established through the Transformation Redesign Model i.e. Data Wall, Professional Learning Communities, Best Practices, MTSS, ILC's with no additional cost to the district or building. Para-educators and Retired Teacher Tutors will continue to be funded by Title 1 monies already a part of the building budget. Through professional development, the staff will have the necessary tools to mentor and support new staff in practices and procedures with no cost to the district. As students become more successful learners, the amount of interventions and support can be lessened at the upper grade levels.

12. State Reform Plan

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

Section B.

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

Attachment A – Transformation

Section C.

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

This information has been submitted by the School District.

Example:

LEA XX BUDGET					
	Year 1 Budget	Year 2 Budget	Year 3 Budget	Three-Year Total	
	Pre-implementation	Year 1 - Full Implementation			
Priority School #1	$257,000	$1,156,000	$1,325,000	$1,200,000	$3,938,000
Priority School #2	$125,500	$890,500	$846,500	$795,000	$2,657,500
Priority School #3	$304,250	$1,295,750	$1,600,000	$1,600,000	$4,800,000
Priority School #4	$530,000	$1,470,000	$1,960,000	$1,775,000	$5,735,000
LEA-level Activities	$250,000	$250,000	$250,000	$750,000	
Total Budget	**$6,279,000**	**$5,981,500**	**$5,620,000**	**$17,880,500**	

Section D.

Baseline Data Requirements

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

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

Metric	
Which intervention was selected (turnaround, restart, closure or transformation)	Transformation
Number of minutes in the school year	1098 minutes
Dropout rate (Numeric %)	Not Applicable
Number of Disciplinary Incidents	227
Number of Students Involved in Disciplinary Incidents	68
Increased Learning Time	20 minutes per day
ILT – Longer School Year	Not Applicable
ILT – Longer School Day	20 minutes per day
ILT – Before or After School	30 minutes Before/ 120 minutes After
ILT – Summer School	180 minutes per day/ 4 days a week/ 6 weeks
ILT – Weekend School	Not Applicable

ILT - Other	Not Applicable
Student attendance rate (Numeric %)	95%
Advanced Coursework	Not Applicable
Dual Enrollment Classes	Not Applicable
Advanced Coursework **and** Dual Enrollment Classes	Not Applicable
International Baccalaureate	Not Applicable
Early college/college credit	Not Applicable
High School Graduation Rate	Not Applicable
College Enrollment Rates (Numeric %)	Not Applicable
Truants (Numeric)	10
Teacher Attendance Rate	95%
Highly Effective Teachers (Numeric %)	81%
Effective Teachers (Numeric %)	19%
Minimally Effective Teachers (Numeric %)	0%
Ineffective Teachers (Numeric %)	0%
Explanation of other types of increased learning	Not Applicable

Fiscal Information

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

USES OF FUNDS

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

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

Intensive monitoring of grant implementation and evaluation are required.

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

Attachment A--Transformation Model

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

1. Replace the principal

Principal was replaced in the 2012-13 school year.

2. Include student data in teacher/leader evaluation

The District evaluation now includes a section in the rubric that accounts for student growth and achievement. That section accounts for 40% of the teacher's score for this school year to be increased next school year to align with the State's standard.

3. Evaluations that are designed with teacher/principal involvement

The evaluation is designed so that teachers have prior knowledge of their targets and allows for Principals to coach their staff in becoming highly qualified.

4. Remove leaders/staff that have not increased achievement

The evaluation is also built to identify ineffective leaders/staff and design a plan of assistance to improve their effectiveness. If the plan of assistance fails, the leader/staff member may be terminated. Staff members also have the opportunity to remove themselves voluntarily.

5. Provide on-going job embedded staff development

Professional Learning Community philosophy is being developed. Staff is starting to work together in grade level and cross grade level teams to continuously use data to information instruction. Professional Development including PBIS/ McEvoy, Guided Reading Instruction, Strategic Intervention Solutions, MTSS, Professional Learning Communities, Instructional Learning Cycles, Cooperative Learning is planned throughout the next 3 years. The Transformation Redesign Plan Timeline provides specific information.

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

District allows buildings to have more flexibility in the way that they are run in day to day operations and in staffing. Seniority is now not the decision-maker in staffing a building. The district rewards educators for positively contributing to increased student achievement. The criterion for educators receiving a reward is based on attaining a highly effective rating in each subcategory of the student achievement rubric in the

evaluation process. The process for determining teachers who are "highly effective" in student achievement will be the responsibility of the building principals, in collaboration with the Superintendent and/or Human Resource Director. The process of distributing the rewards will include establishing a list of teachers to be recognized by June 30th and developing a reward calendar, which will be in place by July 30th for the following school year. Possible rewards will include the following:

a. Internal and external recognition to the community (electronic sign board, webpage, school newsletter, district newsletter, Board Commendations, etc.)
b. Leadership opportunities (teacher in charge, curriculum/department chairpersons, PD leadership, etc.)
c. Recognized on JTV
d. Opportunity to provide building level professional development for classroom instruction.

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

The District has purchased research based ELA and Math programs that are aligned to the Common Core Standards across all grade levels.

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

The new system of evaluation encourages teachers and Principals to use data in order to increase student achievement. The District has purchased NWEA and Successmaker online programs as a way to assist teachers in obtaining data and progress monitoring. In addition, Rigby Benchmark Assessments, MTSS, Fontas and Pinnell Benchmark Reading, curriculum assessments, and teacher created assessments also provide useful data to inform instruction and meet individual needs of students.

9. Provide increased learning time

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

Bennett will extend learning time by 30 minutes daily for the 2014-2015 school year. This will lead to more instructional time for core subject areas. Bennett School chooses electives that contribute to a well-rounded education for students. Teachers will meet collaboratively in grade levels twice a week for 50 minutes and meet across grade levels once a month in professional learning communities for on-going professional development and to analyze student data.

10. Provide ongoing mechanisms for family and community engagement

Adding parent involvement personnel to plan activities and keep the Bennett School Community informed and involved is a necessity. Bennett has planned 3 family nights, one each trimester, to foster family and community engagement. Additional parental/family involvement would be another element that will influence student learning.

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

Bennett School participates in the MDE Drop-Out Challenge. Building administration has flexibility to schedule staffing, calendars and time to best effectively meet students' needs. The district allows building administration to create a budget that supports the programs and professional development specific to Bennett's needs.

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

Bennett School receives technical support through the Jackson County Intermediate School District.

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

1. Provide additional funding to attract and retain staff.

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

Teachers will keep data on new initiatives to see if there is a negative or positive effect on student learning. Data could be discussed during weekly grade level collaboration.

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

Per district policy, teachers are required to apply and interview for building positions regardless of seniority. The building principal and teacher mutually consent to the new position.

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

Academic coach will attend grade level meetings and perform peer observations to be sure the curriculum is implemented with fidelity. The Principal will conduct learning walks with "look-fors" created by the staff to identify the non-negotiables.

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

Bennett will train all instructional staff including paraprofessionals and Title 1 tutors to support the MTSS time of 30 minute sessions daily.

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

All staff members including the Special Education teachers will take part in MTSS time and Professional Learning Communities. These staff members also have opportunities to attend conferences-related MTSS for all students.

7. Use and integrate technology-based interventions.

Bennett has purchased SuccessMaker: a computer based comprehensive ELA and Math supplemental program. Our school has Interactive Whiteboards in three general education classrooms, with plans to add 3 more yearly until every general education classroom is equipped. We also have 3 Ipad carts of 30, 1 laptop carts of 30, and 1 Netbook cart of 24 for teachers to integrate technology into instruction. Lego Story Teller integrates ELA skills with computer skills when they are able to tell, build, write, and publish their writing in book/comic book form to share with others. This has been very successful in getting reluctant students to read and write, and we would like to expand this program to all k-5 classrooms.

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

One of Bennett's "Big Ideas" is to increase Higher Order Thinking Skills. Bennett staff will receive STEM training. In addition, Bennett has a lengthy history of working with Junior Achievement and their classroom volunteers focusing on STEM activities. We plan to incorporate the Energizing Education Program beginning September 2014. This coming year we are also expanding our partnership with the Jackson Area Manufacturing Association (JAMA) to begin a S.T.E.M. Leadership Club through Engineering is Elementary, a Jr. Lego Club, and participation in the county MathSumdog Competitions, and TiVitz Math Challenges.

9. Provide summer transition programs or freshman academies.

Not Applicable

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

Not Applicable

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

Bennett participates in the MDE Student Drop-Out Challenge. A Bennett staff member is assigned to chair the Drop-Out Challenge committee within our building. All Bennett staff has agreed to mentor a student in addition to those who are actually in the Dropout Challenge. The Climate and Culture Professional Learning Community has identified students at the highest risk of failure and matched those students with staff mentors. MTSS identifies and gives academic support for students at risk of failure. Staff will also participate in ASSIST meetings for students needing more support.

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

Staff, students and parents are/will be trained in PBIS and Marsha McEvoy behavior and anti-bullying strategies. A full-time Social Worker position at Bennett will be available to work individually and in small groups with students and their parents. We will be implementing the Energizing Education Program, as well as, having a parent liaison being trained in Sweet Watchful Advocacy for Parents Program (SWAPP). The Jackson Police Department has assigned a liaison officer to work with Bennett.

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

Bennett will extend learning time by 30 minutes daily for the 2014-2015 school year. This will lead to more instructional time for core subject areas. Bennett School provides elective classes that contribute to a well-rounded education for students. Teachers will meet collaboratively in grade levels twice a week for 50 minutes and meet across grade levels once a month in professional learning communities for on-going professional development.

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

Staff, students and parents are/will be trained in PBIS and Marsha McEvoy behavior and anti-bullying strategies. Administrator along with staff will monitor and assess PowerSchool log entries monthly throughout the school year. Continued implementation of our School wide NFL Fuel Up to Play 60 which is organized by students with adult sponsors from the staff and community will also increase student engagement and promote a positive school climate and culture with in our building and community.

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

Bennett will offer two full day self-contained Kindergarten classrooms.

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

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

The district allows building administration to create a budget that supports the programs and professional development specific to Bennett's per pupil school-based needs.

Attachment B—Turnaround Model

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

1. Replace the principal.

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.

3. Screen all existing staff and rehire no more than 50 percent.

4. Select new staff.

5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.

6. Provide staff ongoing, high-quality, job embedded Professional Development aligned with instructional program and designed with school staff.

7. Adopt a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)

8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards.

9. Promote continuous use of student data to inform and differentiate instruction to meet student needs.

10. Establish schedules and implement strategies that provide increased learning time.

11. Provide appropriate social-emotional and community-oriented services and supports for students.

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

1. Any of the required and permissible activities under the transformation model.

2. A new school model (themed, dual language academy, etc.).

Attachment C—Restart Model

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

1. A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization that has been selected through a rigorous review process.

2. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

Attachment D—School Closure

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

1. School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving.

2. The receiving schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.