



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

**ASSURANCES AND CERTIFICATION:** By signing this cover sheet, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications in **Attachment H**, 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.

# LEA APPLICATION

## SCHOOLS TO BE SERVED

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

The LEA must identify each Eligible school the LEA commits to serve and identify the model that the LEA will use in each Eligible school. Detailed descriptions of the requirements for each intervention are in attachments E.1 – E.6

An LEA in which one or more priority schools are located must serve all of these schools before it may serve one or more focus schools.

Note: Weight will be given to applicant schools that:

- have not previously received a SIG award
- are identified as priority
- choose the transformation, turnaround, whole-reform, or early learning models

SCHOOL NAME	NCES ID #	PRIORITY (check)	FOCUS (check - if applicable)	INTERVENTION MODEL
MacGregor Elementary	260426004115	x		Transformation Model

Note: The **“Rule of Nine” has been eliminated**. In previous years, an LEA that has nine or more Priority schools could not implement the transformation model in more than 50 percent of those schools. That requirement is **no longer in effect**.

**Section A**  
**District/Central Office Level Responses**

**1 - Actions to Support the Intervention Model** Beginning a year before MacGregor Elementary was formally identified as a Priority School, the district became concerned about declining student achievement and began taking steps toward understanding and reversing this trend. In addition to the standard support for Curriculum, Instruction, and Assessment provided to all schools, the Superintendent asked an outside consultant to meet with MacGregor's School Improvement Team, review their data and processes, and provide an opinion on action steps for improving that school's achievement. By the end of that school year, the Superintendent made the decision to remove the former principal and to post the position of MacGregor Elementary Principal in search of an experienced, transformational leader who could guide that school through the necessary instructional changes to bring about radical improvement. This was an extraordinary step for the district, but one necessary to help improve student achievement.

Before the end of that summer, MacGregor Elementary was identified as a Priority School based on the previous school year's achievement data. At that point, a Central Office Administrator was assigned to work directly and consistently with the MacGregor School Leadership Team to work through the data analysis and transformation plan development process. Multiple times through this school year, the principal has met with the Superintendent, the district's Central Office Management Team, and the Board of Education, to discuss and present their plans. Throughout this process, those reports were readily accepted and all subsequent discussion and problem solving centered solely on successfully supporting and implementing their plan. Some examples of this responsive partnership include reallocation of both Federal Grant and General Fund dollars to support MacGregor's plan despite a minimal fund balance, negotiating a Memorandum of Understanding with the BCEA (teachers' union) to remove certain restrictions due to current contract language, and identifying professional learning opportunities for teachers based on the data-identified needs. At the request of the School Leadership Team, MacGregor Elementary was allowed to eliminate the current "special areas" courses of Music and Art in favor of developing a new STEAM (Science, Technology, Engineering, Arts, Math) course they believe will better support students in these areas of identified academic weakness.

Additionally, the district's Personnel and Employee Relations Department adapted and changed many current practices related to staffing and hiring to better support needs of MacGregor Elementary. Knowing this school would require high quality teacher hires, a number of steps were taken to modify district practices and procedures to better ensure success. The district accelerated the traditional staffing timelines to more quickly specify staffing needs prior to University Job Fairs. Each teacher at MacGregor was presented with requirements of their collaboratively developed Transformation Plan and then given the opportunity to express an interest for a specific position, or positions, within the school. Teachers also had the opportunity to request a district-level

placement to another school if they could not commit to the plan. The principal used this information to place the staff within MacGregor. The principal joined the Assistant Director of Personnel and Employee Relations at University Job Fairs in April, where he was able to personally meet all Elementary Teaching candidates and conduct initial screening interviews. From those fairs, he selected 28 candidates to invite for a formal first round interview. In that interview, the principal was able to adapt and add the normal questions to better address the needs of MacGregor in their plan. After the initial round of interviews, the Principal selected 12 candidates to move forward to a second round which the School Leadership Team designed and implemented. In that round, candidates were met at the door by the building's content coach who engaged them with some standard questions while touring the building. The candidate spent time conducting a short lesson in a classroom while building staff observed. Then the candidate finished by meeting with the principal before leaving. All staff involved in the process provided written input to the principal before he made his final staffing selections. Nearly every aspect of this hiring procedure was different than the process used for all other schools in the district. It was supported by the district to help address MacGregor's priority needs to select high quality staff early.

Another area where the District's Central Office team has, and will continue to, support MacGregor's plan to improve student achievement is through recruiting and coordinating support from Community agencies and resources. One example from this year was when the Superintendent learned of a new mentoring program being piloted by Big Brothers/Big Sisters which partners responsible high school students with at risk elementary students, he immediately connected them with MacGregor Elementary. Moving forward, Central Office Administrators serve on a number of community boards and committees, from the Chamber of Commerce to United Way, YMCA to Bay Sail, Rotary to Noon Optimists, and advisory boards and committees at Delta College and Saginaw Valley State University. These administrators will continue to use the professional relationships and networks developed through these opportunities to seek volunteers and partners for MacGregor Elementary. Opportunities may include reading buddies, mentors, field trip opportunities, or material donations.

These examples highlight just some of the ways the district, especially the Superintendent and Central Office Administrators, have been flexible and responsive to supporting MacGregor Elementary's needs and plan. When policies or procedures need to be adopted or adapted, they have partnered with the School Leadership Team to understand the need, and then worked with the necessary parties to bring those changes to fruition. Supporting MacGregor Elementary has become a priority for everyone in the district. The success of the district depends on the success of MacGregor. To that end, the district is committed to the success of all students, and the district has clearly demonstrated a willingness to do whatever it takes to ensure this happens at MacGregor Elementary.

**2 - Oversight of SIG Implementation** Even before MacGregor Elementary was identified as a Priority school, the Superintendent was concerned with the trend of declining student achievement at the school. One of the steps taken was to assign Mr. Brian Johnson, a Central Office Administrator to work with the building's School Improvement Team. Once the school became identified, this partnership was formalized as the Central Office Liaison. In this role, Mr. Johnson worked directly with MacGregor's principal and School Leadership Team throughout the data analysis and plan development process. As the liaison, Mr. Johnson provided direct report updates to the Superintendent, to the district's Central Office Management Team, and to the Board of Education. The district anticipates this direct relationship to continue throughout the life of MacGregor's Transformation Plan.

When the district is awarded this SIG, it is recognized that additional oversight and attention should be paid in order to ensure both compliance and success. The district proposes to hire, with SIG funds, a 0.5 FTE district level SIG Coordinator assigned specifically to the oversight and implementation of SIG. This person will work directly with the School Leadership Team to coordinate activities and approve expenditures related to this grant. No less than once per quarter, this person will work with the School Leadership Team to develop formal reports and updates to the Superintendent, Central Office Management Team, Board of Education, and community at large. These reports will include Budget updates and transparency, qualitative and quantitative measures of the impact of SIG activities, and updates on the progress toward short and long term goals in the MacGregor plan.

**3 - Monitoring Progress on Annual Goals** The district will use a variety of data points to monitor progress toward annual goals, as expressed in **Attachment G**. Data, including NWEA, progress monitoring data and classroom activities related to goal areas will be reviewed and updated at least quarterly. Additionally, state assessment data will inform progress toward MacGregor's annual goals at least annually. The district's Central Office Liaison and the SIG Budget/Compliance Manager will work directly with the MacGregor School Leadership team to review data and activities, report progress, and revise strategies as necessary to attain annual goals.

No less than once per quarter, the SIG Budget/Compliance Manager will work with the School Leadership Team to develop formal reports and updates to the Superintendent, Central Office Management Team, Board of Education, and community at large. These reports will include Budget updates and transparency, qualitative and quantitative measures of the impact of SIG activities as well as updates on the progress toward short and long term goals in MacGregor's Transformational plan. Reports will include necessary modifications identified by the team for better attaining annual student achievement growth goals.

**4 - Charter School Accountability MacGregor is not a charter school.**

**5 - External Service Provider Accountability – MacGregor Elementary will not utilize an External Service Provider.**

**6c- Budget Narrative-** When the district is awarded this SIG, it is recognized that additional oversight and attention will be prioritized in order to ensure both compliance and success. The district proposes to hire, with SIG funds, a 0.5 FTE district level SIG Budget/Compliance Manager assigned specifically to the oversight and implementation of SIG. This person will work directly with the School Leadership Team to coordinate activities and approve expenditures related to this grant. The SIG Budget/ Compliance Manager will assess professional development needs based on use and achievement results of a student assessment tool to determine the professional learning plans for the staff. Additional duties include coaching, workshops, facilitating group discussions and identifying appropriate consultants to address instructional needs. The SIG Budget/Compliance Manager will facilitate smooth operation of SIG implementation.

Once per quarter, SIG Budget/Compliance Manager will work with the School Leadership Team to develop reports and updates for Superintendent, Central Office Management Team, Board of Education, and community review. These reports will include Budget updates, qualitative and quantitative measures of the impact of SIG activities, and updates on the progress toward short and long term goals in the MacGregor reform plan.

In the design of the plan, MacGregor leadership team determined that an external service provider was not necessary for the successful implementation of the plan. The intentional collaborations with other LEAs and Universities include networking with Bay-Arenac ISD and Saginaw Valley State University for professional support in meeting the criteria of MacGregor's Transformational Plan.

The Superintendent and Central Office administrators have been responsive to supporting MacGregor Elementary needs and plans. When policies or procedures need to be adopted or adapted, they have partnered with the School Leadership Team to understand the need, and then worked with the necessary parties to make it happen. This level of collaboration with district leaders is focused on addressing the Transformational Plan. This plan is focused on increasing student academic opportunities including strengthening the academic core, implementing proven researched based instructional strategies to increase student achievement and establishing a culture focused on learning at McGregor Elementary.

Supporting MacGregor Elementary has become a priority for everyone in the district. The success of the district depends on the success of MacGregor. The district is committed to the success of all students, and the district has clearly demonstrated a willingness to do whatever it takes to ensure this happens at MacGregor Elementary.

The completion of funding for the SIG will take place after the academic year of 2019-20. It is the intent of the district to continue to fund the SIG Budget/Compliance Manager through our general fund and other revenue sources. The Manager will continue a number of job responsibilities at MacGregor and ensure continued academic success for students. The district will reassess the job responsibilities and the potential impact on the entire district.

**SIG Budget/Compliance Manager progress monitoring duties include:**

- Follow the direction of the Director of Finance to ensure that accounting and reporting for the school improvement grant are consistent with the District's system
- Monitor expenditures related to the grant purchases, contracts and personnel
- Ensure contracts are properly authorized and competitively bid when required
- Prepare reports and conduct financial analysis on a monthly, quarterly and annual basis
- Communicate weekly
- Assist district administrators with interpreting federal requirements
- Work closely with district's Finance Department to adhere to policies and procedures
- Assist with implementing and maintaining internal financial controls and procedures
- Provide monthly updates to the building Principal, and Superintendent
- Prepare required documentation and support schedules for the drawdown of grant funds
- Assist with ensuring district-level activities are directed toward school improvement
- Maintain records that document grant activities
- Complete and submit time and effort reports
- Assist with audit process and provide outside auditors with documentation in response to requests for financial information
- Understand state and federal regulations

**Sustainability of district level positions associated with oversight of MacGregor's reform efforts will be supported through General Fund. District administrators will meet with MacGregor administrative and support staff on a scheduled basis to continue long-established collaborative efforts. Tracking long-term progress toward attainment of goals will remain a primary focus of this oversight activity.**

## **Attachment C.2: Five Year Budget Overview**

**LEA BUDGET OVERVIEW**

<b>Budget Year</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>5 Year Total</b>
<b>Eligible School #1</b>	46,670	46,789	46,789	32,407	32,407	205,062
<b>Eligible School #2</b>						
<b>Eligible School #3</b>						
<b>Eligible School #4</b>						
<b>LEA Costs</b>	<b>1,453,330</b>	<b>1,453,211</b>	<b>1,453,211</b>	<b>648,140</b>	<b>648,140</b>	<b>5,656,032</b>
<b>Total Budget</b>	<b>1,500,000</b>	<b>1,500,000</b>	<b>1,500,000</b>	<b>680,547</b>	<b>680,547</b>	<b>5,861,094</b>

## **Attachment C.3: Preliminary District Level Budget**

**District/Central Office Budget Year 1: (may not exceed 5% of total allocation)**

<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>
221	Improvement of Instruction							
226	Supervision and Direction of Instructional Staff							
232	Executive Administration							
233	Grant Writer/Grant Procurement							
249	Other School Administration			46,670				46,670
252	Fiscal Services							
266	Operation and Maintenance							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities							
	<b>SUBTOTAL</b>			46,670				46,670
	Indirect Costs _____ % Restricted Rate							
	<b>TOTAL</b>			46,670				46,670

**District/Central Office Budget Year 2: (may not exceed 5% of total allocation)**

<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>
221	Improvement of Instruction							
226	Supervision and Direction of Instructional Staff							
232	Executive Administration							
233	Grant Writer/Grant Procurement							
249	Other School Administration			46,789				46,789
252	Fiscal Services							
266	Operation and Maintenance							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities							
	<b>SUBTOTAL</b>			46,789				46,789
	Indirect Costs _____ % Restricted Rate							
	<b>TOTAL</b>			46,789				46,789

**District/Central Office Budget Year 3: (may not exceed 5% of total allocation)**

<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>
221	Improvement of Instruction							
226	Supervision and Direction of Instructional Staff							
232	Executive Administration							
233	Grant Writer/Grant Procurement							
249	Other School Administration			46,789				46,789
252	Fiscal Services							
266	Operation and Maintenance							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities							
	<b>SUBTOTAL</b>			46,789				46,789
	Indirect Costs _____ % Restricted Rate							
	<b>TOTAL</b>			46,789				46,789

**District/Central Office Budget Year 4: (may not exceed 5% of total allocation)**

<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>
221	Improvement of Instruction							
226	Supervision and Direction of Instructional Staff							
232	Executive Administration							
233	Grant Writer/Grant Procurement							
249	Other School Administration			32,407				32,407
252	Fiscal Services							
266	Operation and Maintenance							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities							
	<b>SUBTOTAL</b>			32,407				32,407
	Indirect Costs _____ % Restricted Rate							
	<b>TOTAL</b>			32,407				32,407

**District/Central Office Budget Year 5: (may not exceed 5% of total allocation)**

<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>
221	Improvement of Instruction							
226	Supervision and Direction of Instructional Staff							
232	Executive Administration							
233	Grant Writer/Grant Procurement							
249	Other School Administration			32,407				32,407
252	Fiscal Services							
266	Operation and Maintenance							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities							
	<b>SUBTOTAL</b>			32,407				32,407
	Indirect Costs _____ % Restricted Rate							
	<b>TOTAL</b>			32,407				32,407