

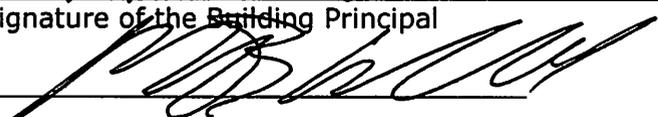
## SECTION B

### LEA Application - School Building Level Information

#### MICHIGAN SIG COHORT IV

##### APPLICATION COVER SHEET

COMPLETE IN ENTIRETY FOR EACH SCHOOL APPLYING FOR A GRANT

Legal Name of School Building: MacGregor Elementary School	Mailing Address: 1012 Fremont Avenue Bay City, Michigan 48708
School Building Code: 06967	
School Building Contact for the School Improvement Grant	
Name: Matthew Wenzell	
Position and Office: Principal	
Contact's Mailing Address: 1012 Fremont Avenue; Bay City, Michigan 48708	
Telephone: (989) 892-1558	
Fax: (989) 892-8651	
Email address: wenzellm@bcschools.net	
Building Principal (Printed Name): <i>Matthew Wenzell</i>	Telephone: (989) 892-1558
Signature of the Building Principal X 	Date: <i>6-29-15</i>
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.	
<b>ASSURANCES AND CERTIFICATION:</b> 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 <b>Attachment H</b> , 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.	

**Intervention Model: Transformation Model**  
**Identification Status of the School: Priority**

**1a - Analysis of Need-** During the most recent four school years, MacGregor Elementary averaged a 5.5 percentile ranking on the State's Top-To-Bottom (TTB) List. With a fourth percentile TTB ranking following the 2014-15 school year, MacGregor was officially identified as a Priority School in August 2014.

Following notification, MacGregor's Priority School Team utilized *Collaborative Learning Cycle* data dialogs, facilitated by their Intervention Specialist, to develop causal theories associated with MacGregor's low proficiency and to subsequently select an effective intervention model. MEAP Reading, Mathematics, Science, Social Studies and Writing results, as well as outcomes from annual District Benchmark and DIBELS testing were disaggregated both by subgroup and grade level.

The Priority School Team determined that MacGregor's two-year MEAP Math average proficiency was a combined 21.42%, 18.77% and 16.79% respectively between school years 2011-12 and 2013-14, for all grades tested. During that same three-year period, MacGregor's combined two-year Average MEAP Reading proficiency was 40.62%, 44.91% and 48.72%, for all grades tested. From 2011-12 through 2013-14, the school's Two-Year Average MEAP Science proficiency ranged from a 4.89% to .77%. Finally, 2009-10 through 2013-14 fourth grade MEAP Writing proficiency averaged 20.22% for all students tested.

For all core content areas and all grade levels including the economically disadvantaged within all years examined, MacGregor's improvement status remained flat or decreased. No subgroup or special group of students demonstrated increased proficiency. Non-impactful leadership, low instructional accountability, ineffective Tier One and Tier Two classroom instruction, misguided and poorly focused professional development and lack of collaborative practices were leading causal theories explaining MacGregor's Priority status.

With K-5 mathematics as MacGregor's initial content area targeted for improvement due to low overall proficiency, sustainable instructional strategy activities include (1) Intel Mathematics Theory and Knowledge Training for K-5 staff, Summer 2015 Professional Learning Community (PLC) Training, Summer 2015 Leadership Academy Culture and Climate (CHAMPS) Training, and 2015-16 School Year MTSS Training. All professional development will be job embedded, progress will be monitored by embedded coaching, Site Based Coordinator-conducted tracking and Principal walk-throughs as well as formal classroom observations throughout all years of MacGregor's Priority status.

MacGregor's newly-hired reform principal, the Superintendent of Schools, selected Elementary staff and associated Central Office personnel collectively determined that the Transformational Model would best serve MacGregor Elementary students' needs. That decision was based on efforts already underway to transform MacGregor from a struggling organization to one that appropriately serves students, families and the surrounding community.

**1b - Analysis of Need-** The Bay City Public School District was notified in August 2014 that MacGregor Elementary had been categorized as a 2014 Cohort Priority School. Because the Elementary had been ranked in the sixth percentile on the State's Top-To-Bottom list during each of the previous three school years, and fourth on that same standard following the 2013-2014 school year, MacGregor's new classification was not surprising.

The process used to select MacGregor Elementary School's most effective reform/intervention model included both District level and School level initiatives. Following receipt of the State's initial notice, the Superintendent of Schools, in conjunction with Central Office Personnel, prepared and delivered a series of informational presentations, monthly, to Board of Education members, staff and community members. In conjunction with this process, bi-monthly meetings were held with parent and community members, seeking their respective input and guidance as the process of selecting a reform model unfolded. Each discussion focused on aspects of MacGregor's new Priority status, including a need to quickly and efficiently identify a reform model. Those dialogs with the Board of Education and community influenced the Superintendent's consideration of options.

As Board of Education and Central Office debate was ongoing through October, 2014, MacGregor's newly-hired reform principal met with and discussed intervention model options with lead members of his faculty as well as key members of his school community. Those conversations helped the school leader to sense relative value of each reform model. The Principal also referenced spring, 2014 Parent Survey outcomes to better grasp community perceptions of MacGregor as they related to Priority-related issues. During these same interactions, the School Principal was able to systematically recruit parents and community members who demonstrated interest in assisting in selecting an appropriate reform model. Those individuals were then consulted throughout the process of reform model selection.

MacGregor's newly-hired reform principal, the Superintendent of Schools, selected Elementary staff and associated Central Office personnel collectively determined that the Transformational Model would best serve MacGregor Elementary students' needs. That decision was based on efforts already underway to transform MacGregor from a struggling organization to one that appropriately serves students, families and the surrounding community. Input from families, parent support groups, the Board of Education, staff and community leaders influenced the Superintendent's eventual decision.

### **3a – Intervention Model - See Attachment E**

**3b - Intervention Model-** MacGregor will implement two K-5 evidence-based mathematics-centered instructional strategies throughout 2015 -16. All teachers and certified support staff will pursue and meet common implementation objectives. Those strategies, “Number Talks” and “Use of Manipulatives”, are to be considered as essential processes within the scope of each 2015-2016 K-5 math lesson.

Given the degree of available classroom teacher support as well as newly established math interventions that will be available, each strategy is predicted to have a sizeable and positive impact on MacGregor students' mathematics proficiency. Because both strategies are essentially linked, plans for implementation are similar. The first step toward full implementation is a requirement that 2015 -16 K-5 MacGregor administrators, classroom and intervention teachers and ancillary staff fully and successfully participate in a weeklong Intel Grant August 2015 Number Theory Training program. This experience will assure that teaching and support staff understand theories and rationale behind both evidence-based strategies (Number Talk and Use of Manipulatives). Intel training will be followed by more thorough summarization of each evidence-based strategy and plans for respective implementation. Professional learning to support implementation will be job-embedded and will endure throughout the school year. Implementation will not be an event, but rather a process. MacGregor's Professional Learning Community structure will allow each strategy to be fully vetted on an individual teacher-by-teacher basis. MacGregor's Site Based Coordinator, in conjunction with the school's math coaching staff, will provide necessary support to each and every staff member depending on their expertise and capacity to integrate Number Talks and Use of Manipulatives into all daily math lessons.

MacGregor's selected Transformational Reform Model focuses on increasing teacher effectiveness as one of its two “Big Ideas”. Former proficiency struggles were theorized to be linked to ineffective classroom strategies and weak relationship(s) with curriculum. Number Talks and Use of Manipulatives are evidence-based strategies that strengthen teachers' relationships with curriculum, students and processes that encourage positive dispositions about mathematics. SIG funding will enhance opportunities for success in the implementation of both evidence-based strategies. Additional coaching staff, professional learning materials, enhanced support of Professional Learning Community activities and other program strengthening, all associated with long term SIG support, will broaden MacGregor's opportunity to consistently successfully implement K-5 Number Talks and Use of Manipulatives in all appropriate lessons for the purpose of increasing student achievement.

**3c - Intervention Model-** Clear and reliable data will be paramount in determining whether SIG funding of Transformational Plan components is effective. To that end, each and every 2015 -16 MacGregor staff member will thoroughly understand and effectively utilize the *Collaborative Learning Cycle* (CLC) data dialog protocol whenever evaluating student achievement outcomes. The CLC will both identify causal theories and encourage development of action plans. Professional Learning Communities (PLC's) will utilize this tool and process whenever results of their efforts with students is being considered. Data will never be analyzed for the sake of review. Instead, data will be considered within the context of 'causes' and next steps. This process will help to sustain MacGregor's intent to effectively utilize SIG funding throughout the next five years.

A second and equally important means through which SIG effectiveness will be consistently measured follows implementation of MacGregor's **Transformational Plan Effectiveness Team**. Members of this 2015-16 through 2019-2020 eight member group will include the Superintendent of Schools, MacGregor SIG Coordinator, MacGregor Central Office Partner, MacGregor Principal, MacGregor Data Coach, MacGregor Site Based Coordinator, Teacher Representative and Parent/Community Representative. Purposes of this team will be to (1) identify metrics clearly associated with measuring SIG effectiveness, (2) identify means through which sustainable streams of this data will be created, (3) track, discuss and disseminate data to all stakeholders, and, (4) develop and implement means through which MacGregor instructional and programming practices are modified in ways that will continually increase SIG effectiveness.

Specific metrics used to measure SIG effectiveness will be identified by each MacGregor Professional Learning Community (PLC) as well as the Transformational Plan Effectiveness Team. In each case that measure must be aligned with SIG related initiatives. Examples might include formative and summative assessment data linked to teachers' instruction that was shaped by Data Coach and Classroom Teacher Coaching collaboration. Another example might include changes in proficiency level assessments based on students' use of supplementary reading support materials purchased by SIG funding. A final example may include results of after school/before school academically focused student programs, funded by SIG.

From both district and school building perspectives, meaningful collaboration with our school family in all phases of MacGregor's reform efforts is crucial. Meaningful and long-term student success is dependent on specific collaborative actions. Bay City Public Schools must initiate elements of this partnership.

Bay City Public School's newly appointed Superintendent of Schools will begin service on July 1, 2015. Long associated with successful reform efforts and excited about prospects for MacGregor's success, the district's new leader views MacGregor – the District's only Priority school – as her priority. She has pledged to actively form a special relationship with the school's faculty, support staff, students and surrounding school community. Having a new leader begin her tenure concurrently with MacGregor's first year of Transformational Plan implementation can only be viewed as positive. The new leader has agreed to actively participate in Open House, Parent Teacher Conference, Curriculum Night, PTO, Special Event, Community Service, Student Achievement Oversight and Public Reporting Activities associated with MacGregor's reform efforts.

While the new superintendent's active involvement in MacGregor's reform efforts will be impactful, school based initiatives are even more likely to meaningfully engage families and the larger community as the school's quest for proficiency increases. Classroom teachers will be required to create and nurture close relationships with each and every student within their caseload. A supporting structure is being prepared to assist staff so that MacGregor's children will find success, warmth and safety within their school's walls. A series of outreach initiatives is being developed for 2015-16 implementation. Those include Interactive Open House, Transformational Plan-Centered Parent Teacher Organization, Transformational Plan Quarterly Board Report, consistent and frequent Media Press Releases (focused on student achievement and MacGregor's desire for community partnerships), publically-located Reform Plan Data Wall site, School/Business Partnership Program, Enhanced Fall and Spring Parent/Teacher Conference Program, Monthly Science/Math Academic Focus Parent and Community Evening Programs, ongoing participation of the Principal in locally accessible public or private morning talk radio shows, and active and consistently-updated School Facebook page. Responsibility for coordination of meaningful family and community engagement will be assumed by combined efforts of the Site Based Coordinator, the SIG Coordinator and the School Principal.

**3d - Intervention Model-** The LEA does not receive Title VI rural school funding and will not modify an element of the transformation plan.

**4a - Resource Profile-** MacGregor Elementary operations are funded mainly through annual General Fund allocations. Additional support for an array of MacGregor programs is provided through Federal Title I and Title II funding and Federal IDEA provisions. A small number of state and local funds are provided through community grant programs.

At present time, state and local tax efforts provide MacGregor with an equitable source of funding for General Fund-supported activities. Those are largely associated with salaries, benefits and related costs of MacGregor's approximately 45 full and part-time employees. General Fund also provides MacGregor with appropriate teaching supplies, materials and resources necessary to support traditional K-5 instructional needs. Beginning August, 2015, General Fund will begin providing MacGregor with equitable, not equal, proportions of General Fund monies so that Priority Status/Transformational Plan identified needs are met beyond levels associated with other Non-Priority Bay City Public Schools. Through Central Office discretion, General Fund resources will provide support for a new salaried position (Site Based Coordinator), incentive stipends (\$1200.00 annually for all MacGregor teachers needed to retain staff), and specialized assessment materials (NWEA Training and Testing and Testing Capacity). These and other examples of General Fund support help to describe how local funds will be leveraged to implement MacGregor's Transformational Plan.

MacGregor Elementary School receives annual IDEA, Title I and Title II Federal Funding for specialized, academically focused and approved programming. Those supports have historically been used to provide professional development, instructional coaching, targeted student intervention and related Tier Three support to all grade levels of students. MacGregor's Transformational Plan has provided means through which more effective professional development, instructional strategies, levels of student support, collaboration and accommodations for struggling learners will be implemented. Similar levels of Federal funding support, enhanced by required Priority Building and District set-asides, will provide greater yields in student achievement through more focused and intentional practices.

SIG funding tailored to supplement and support existing 2015-16 through 2019-20 MacGregor Priority resources will greatly enhance the school's capacity to meet an array of significant student and family needs. SIG support would almost triple the workforce charged with supporting MacGregor families (e.g. Home School Liaison). SIG funding would provide several additional classroom instructional coaches, thus maximizing opportunities to enhance teachers' skills through embedded professional development. Additional materials to further differentiate instruction would be provided through MacGregor's SIG, as would supplemental materials needed within Tier Three intervention efforts. SIG funding would lengthen the arm of MacGregor's Priority effort by a significant degree.

**4b - Resource Profile-** MacGregor's SIG Coordinator, a position new to the school and Transformation Plan for 2015-2016, will be funded solely by SIG funds. The individual within this position will be charged with SIG budget oversight, SIG Program implementation, SIG-related program evaluation and SIG reporting responsibilities. Each function will occur at the building level. MacGregor's SIG Coordinator will initiate and sustain a liaison relationship with selected Bay City Public School's Central Office personnel, including any Administrative SIG oversight staff associated with the Grant. The MacGregor SIG Coordinator is to report to the MacGregor Site Based Coordinator. The SIG Coordinator will oversee and evaluate MacGregor's SIG Family Liaison. MacGregor Elementary School's current population is 442. Thus, based on current planning, the SIG Coordinator is projected to be a .5 FTE.

Operationalization of MacGregor's SIG Coordinator will require articulation with other existing MacGregor Elementary School Transformation Plan Oversight personnel. Our intent is to provide coherent and seamless SIG services that compliment and strengthen existing and planned Transformational Plan initiatives as well as other resources that SIG may provide to MacGregor students and staff. In addition to oversight of the SIG Family Liaison, the SIG Coordinator will provide or act as:

- Oversight of MacGregor Elementary SIG Implementation – SIG supported activities will be implemented, maintained and assessed for effectiveness on an annual basis. Oversight of these activities will be assigned to MacGregor's SIG Coordinator.
- Central Office SIG Liaison – MacGregor's SIG Coordinator will work collaboratively with appropriate Central Office personnel, including Human Resources, Curriculum and Budget Management administrators, to align Building activities with Administrative processes and requirements.
- Projecting SIG Needs – MacGregor's SIG Coordinator will continually project and address Grant-related needs, changes and challenges. The position will be particularly useful in determining strategic "next steps" as they related to student learning and shifting expectations.

MacGregor's 2015-16 Data Coach, also a position new to the school and Reform Plan, will be funded through SIG resources. Similar to the SIG Coordinator, the SIG Data Coach will be a .5 FTE position. The SIG Data Coach's primary responsibility will be to serve as a bridge between student achievement data, as analyzed by each Professional Learning Community through use of the Collaborative Learning Cycle (CLC), and MacGregor's Site Based Coordinator. Such bridging will inform the Site Based Coordinator of needed professional development, instructional materials and related resources.

The SIG Data Coach will:

- Maintain an ongoing and collegial relationship with each and every Professional Learning Community grade level group.
- Evaluate and communicate Collaborative Learning Cycle data dialog weekly outcomes (e.g. causal theories and action plans) to the Site Based Coordinator.
- Liaison between MacGregor and the District, Bay Arenac Intermediate School District and the State on issues related student proficiency, data-related coaching and data warehousing/access.
- Instruct and maintain a high degree of proficiency within each and every MacGregor Elementary certified staff member in the function and application of Collaborative Learning Cycle (CLC) principles, intent and outcomes.
- Support MacGregor Professional Learning Community data-related activities including creation of professional, classroom and public data walls.
- Support MacGregor community's interest in understanding all forms of school-related data.

MacGregor's third required SIG resource, the Family Liaison, will be a .7 FTE position and will be fully funded by SIG. Considering MacGregor students' high percentage of poverty and need, this support will be a greatly valued component of the Transformational Plan. Responsibilities of the Family Liaison include:

- Sustained intent to be a presence in students' homes, taking direct interest in providing resources and support for MacGregor's families.
- Sustained presence in MacGregor classrooms, working as a liaison between families and the school for the purpose of enhancing student proficiency.
- Sustained presence at School, student and community events, and further encouraging relationships necessary to engage families in MacGregor's Reform Plan efforts.
- Assist in formation and development of MacGregor's 2015-16 *Parent Teacher Organization for Student Proficiency* (PTOSP).
- Maintain an active caseload of MacGregor students who may benefit from direct family/school support, as assigned by the Site Based Coordinator.

The SIG Family Liaison will report to the SIG Coordinator. Responsibilities of this position must align with, reflect coherence within and actively support all other SIG, Title I and General Fund Reform Plan activities.

**4c - Resource Profile-** Mental Health Services will not be funded for MacGregor Schools with this SIG grant.

**4d - Resource Profile-** MacGregor Elementary staff will be provided with ongoing, high quality, job-embedded professional learning opportunities throughout each and every year of their Priority status and SIG funding. This effort will be sustained following MacGregor's exit from State oversight and SIG support. All professional learning will be aligned with MacGregor's Transformational Plan's Big Ideas (Increased Teacher Effectiveness and Positive School Culture and Climate) as well as student outcomes.

MacGregor will implement its Transformational Plan beginning 2015 -16. Within the context of Michigan Standards, professional learning will be launched through a weeklong Intel Grant-funded whole staff study of mathematics theory. This opportunity is compensated training that will establish a more thorough understanding of concepts behind math instruction. During the week immediately prior to school's beginning, MacGregor staff will participate in the weeklong Leadership Academy. This compensated activity will launch a yearlong professional learning effort. Topics, for the year, include Backward Lesson Design, Team Building, MTSS Introduction, PD 360, Curriculum Mapping, Collaborative Learning Cycle and Instructional Learning Cycle introduction, Professional Learning Community-related activities and Climate/Culture Initiative Preview.

The nature of MacGregor's Priority-based Professional Learning program relies on successes within each Professional Learning Community (PLC). These grade level entities will be supported by a Data Coach, the Site Based Coordinator, the Building Principal, Interventionists and Support Personnel, Home School Liaison Personnel and related staff. As student achievement results are channeled into twice-weekly PLC's, evidence of a need for targeted professional development will be highlighted and delivered by appropriate personnel. That method – job embedded professional learning – will be the hallmark of MacGregor's monthly professional development program. In addition to the highly individualized nature of job embedded professional development, all MacGregor teachers will focus on two mathematics-related skillsets: Use of Manipulatives and Number Talks. Consistent and impactful use of these strategies as means for enhancing student achievement is highly valued within professional circles.

MacGregor will devote considerable human capital as well as "time" toward the goal of impactful professional learning for all MacGregor staff. Classroom and support teachers will meet as professional learning communities 1.5 hour a week plus one 2 hour meeting one time a month throughout the year. As an entire staff, 2 hours/month is in place for after school training. Professional development will total approximately 10 hours monthly for all MacGregor staff. Site base coordinator-sponsored afterschool targeted professional learning and in-school coaching-based learning, with associated release time provided by substitute teachers. In addition to their five-day summer 2015 Intel Grant-funded number theory training and a five day late August Leadership Academy, MacGregor staff will also participate in five school year/day long professional development programs.

(Professional Learning Calendar – see attachment B)

**5 - External Service Provider-** MacGregor Elementary School, a Transformational School, chose not to include an External Service Provider but rather use the intentional collaboration with other LEA's and Universities including Bay-Arenac ISD and Saginaw Valley University for professional support.

**6 - Increased Learning Time** - MacGregor Elementary School students' school day is 383 minutes long. Their planned number of school days for 2015 -16 is 175. The School's Transformational Plan addresses the need for increased learning time through several means. Significantly, MacGregor's traditional "specials" (e.g. art, music,) has ended. In its place is a new Priority-focused program, "STEAM", (Science, Technology, Engineering, Arts, Mathematics), which will provide all children with an average of 60 additional science-oriented minutes of instruction on a weekly basis. Because this content area was among MacGregor's most challenging and lowest achieving, additional learning time is envisioned as an effective strategy. Additional learning time will be factored into students' plans through the capturing of internal minutes previously used for passing time, recess, exchanging between classrooms (specialization) and recess-oriented "success breaks". Those changes will yield an additional 100 learning minutes weekly.

With a minimum of one hour and 40 minutes weekly of additional and potentially valuable learning time available to all 2015 -16 MacGregor Elementary students, efforts to yield results from this new capacity must be realized. To that end, the Principal and Site Based Coordinator, supported by Instructional Coaches, will conduct monthly "time usage" instructional planning and design sessions with each and every grade level Professional Learning Community team. This embedded system is designed to constructively dissect and discuss students' aggregate learning time so as to maximize teachers' impact. Previously, MacGregor teachers may have been expected to provide a '90 minute reading block'. For 2015 -16 and beyond, the content and expected outcomes of that reading block as well as all other time-related components of students' learning time will be considered. This effort is designed to more precisely define how increased learning time will be spent engaging students in learning activities.

An agreement with the Union will not be required to support increased learning time within MacGregor's school day. While compression of 'internal' time as well as the introduction of STEAM will yield additional learning time, the beginning and ending of each school day will remain as before. All other Priority status-related and Contract-sensitive issues have been resolved.

**7 - Building Timeline – See Attachment F**

## **8a – Annual Goals (see attachment G)**

**8b – Annual Goals** - Beginning with the 2015 - 2016 school year, MacGregor Elementary will grow toward being a learning-oriented school. Beyond traditional practices of focusing on the act of teaching, staff will base discussions and analysis on the result of teaching – student proficiency. All stakeholders, inclusive of classroom teachers, support staff and building administration, will implement this important paradigm shift. An instructional support structure was envisioned through MacGregor's Transformational Plan Development process to accommodate this change.

Results of assessment(s) will drive MacGregor instruction. Classroom teachers' practices will be informed through collaborative and ongoing study of assessment results. Collaboration will take place through facilitated and protocol-driven twice-weekly Professional Learning Community sessions. This new capacity will be supported by MacGregor's Site Based Coordinator, Instructional Coaches, Intervention Specialists, Assigned Special Education Teachers, the MacGregor Data Coach and MacGregor's Principal. The intent of MacGregor's transformational instructional support structure is to move "study of data" from an event status to one of everyday operations, throughout the school year.

To accommodate the shift in practice, teachers and support staff will be thoroughly trained in use of the Collaborative Learning Cycle (CLC) data dialog protocol as well as Professional Learning Community protocols and parameters. Learning to work with all data to the point of creating causal theories and associated action plans will broaden teachers' capacities to appropriately differentiate instruction. Data will drive instruction.

Results of daily classroom instruction will be evaluated through the CLC process and within grade level Professional Learning Community sessions, on a weekly basis. MacGregor's Data Coach will define timelines through which NWEA, DIBELS, once-annually M-Step, and Pre/Post Test Results will be studied by each grade level Professional Learning Community. MacGregor's intent is to consistently apply the CLC protocol whenever student achievement, process, demographic or current data is being considered. Resulting causal categories and action plans will always be the product of data analysis.

**9 - Sustaining Reforms-** McGregor Elementary School students struggled to reach acceptable levels of proficiency in all core content areas for many years. The school's Top-To-Bottom List percentile ranking averaged 5.5 over the past four years, eventually dipping to a low of fourth Percentile following the 2013 -14 school year. Students have clearly been underserved, and MacGregor's Transformational Plan allowed substantive rethinking of instructional practices. Formulating Transformational "Big Ideas" influenced planners' range of evidence-based ideas that had potential to turn their failing school around. There is strong sentiment within Bay City Public Schools that MacGregor's Transformational Plan has capacity to bring new levels of pride to its school community. Broad, sweeping and dramatic "rapid turnaround" is now an expectation.

SIG funding, in support of MacGregor Elementary School's approved Transformational Plan, will allow the school to significantly strengthen impact of planned changes. SIG puts strength behind ideas that would traditionally lack enough capacity to ensure success. As an example, without SIG funding, the principal would be compelled to assume student management as well as Professional Learning Community oversight duties. The building leader and Building Site Coordinator alone could not effectively manage broad arrays of daily challenges and still remain true to the spirit of MacGregor's Transformational Plan. With SIG funding, the principal and Building Site Coordinator's joint capacity will be greatly enhanced through the addition of a SIG Coordinator, a Data Coach, A Family Liaison and a Behavior Interventionist. That team extends the reach of the building leader and MacGregor's Building Site Coordinator. With additional and necessary funding, each individual will focus on his/her essential duties. The principal's presence in classrooms for 75% of each and every school day will be possible. The SIG Data Coach can interpret PLC needs and relay relevant details to the Site Based Coordinator. The SIG Coordinator will oversee pertinent administrative and implementation-oriented activities of the SIG, again allowing MacGregor staff to focus on critical aspects of their work.

MacGregor Elementary School's Sustainability Plan was envisioned by a team of District and Building leaders inclusive of Central Office curricular, human resources, budgetary and leadership representatives, and Building administrative, support and classroom instruction representatives. In all, over ten individuals, facilitated by MacGregor Elementary School's Intervention Specialist, met specifically to craft tentative plans that will extend the influence of SIG well beyond its five-year span of funding. To the degree possible so early in the process of seeking and receiving fiscal support for implementation of its Transformational Plan, MacGregor's Sustainability Planning Team had addressed important and related issues.

MacGregor's Transformational Plan focuses on two Big Ideas. We are intent on increasing teachers' effectiveness (e.g. shifting from a focus on teaching to a focus on learning), and positively addressing the school's culture and climate so as to enable gains in student proficiency through environments that are more conducive to learning.

To accomplish that, the Plan, and thus SIG funding, will address a broad array of initiatives. Chief among them are selected interventions that will be sustained indefinitely, when SIG support is no longer available. Those include the following:

- Professional Learning Community Structures – Inclusive of twice weekly scheduling, coordination through an assigned data coach, oversight by MacGregor’s permanent Site Based Coordinator, and conducted through repeated use of the Collaborative Learning Cycle data dialog protocol, this dedicated and collaborative process of focusing on the result of teaching (student learning) will be sustained as a permanent component within MacGregor Elementary.
- Culture and Climate-related Protocols – As SIG funding concludes, MacGregor’s internal environment (e.g. student discipline, behavioral expectations, processes, relationships with families and community) that supports student learning and proficiency will remain. Issues that undermined students’ needs will have been long-since replaced with expectations that support learning. Those will be sustained as a permanent component within MacGregor Elementary.

SIG funding will mean that MacGregor Elementary School’s Transformational Plan may have lasting and permanent impact on student learning. With such support, initiatives will have real chances of success. Personnel will be appointed with limited scopes of responsibility. Data, provided within a mutually supportive and “growth mindset” environment, will be continually analyzed through use of data dialogs. Professional Learning Communities will be tooled to use outcomes of teachers’ work with students to reframe instruction, further differentiate approaches and continually focus on student learning in order to meet or exceed academic goals.

**10a - Budget Narrative**— The principal was recruited and hired as the school's Transformational Leader. He possesses passion, experience, skills, knowledge and understanding necessary to lead others through rapid turnaround. MacGregor's General Fund-supported Site Based Coordinator will support each Professional Learning Community through coordination of Data Coach (.5 FTE SIG) SIG Coordinator (.5 FTE SIG), English Language Arts Coach/Interventionist (1.0 FTE SIG), Math Coach/Interventionist (1.0 FTE SIG) and Behavior Interventionist (1.0 FTE SIG) activities and corresponding embedded professional development. MacGregor's Family Liaison (.7 FTE) will coordinate development and implementation of effective means through which the school's reform efforts are directly supported by new parent/family/community program relationships. MacGregor's 2015-2016 teaching staff, interventionists, coaches, and other personnel were recruited to serve MacGregor Elementary. Staff already in place were provided options to move elsewhere in the district following the 2014-2015 school year. Approximately one-third did so, providing openings for seven new Transformational Teachers. A Priority-focused hiring process filled those vacancies with staff excited about prospects for MacGregor's success.

School-wide instructional strategies will actively support implementation of MacGregor's Transformational Plan. *Number Talks* and *Use of Manipulatives* will be fully implemented in all grades and all classrooms during the 2015-2016 school year. Similarly focused wall-to-wall Science, English Language Arts, Social Studies and Writing initiatives will be implemented in subsequent years. Broad instructional strategies, including Differentiated Instruction, Backward Design Lesson Planning, Problem Solving, MAISA Writing Units, Narrative Comprehension Strategies, Informational Text Structures and Narrative Comprehension Structures are representative of activities that will support MacGregor's Transformational Plan for the full five years of the Grant.

To support student learning, coherent student results-focused collaboration among all stakeholders will occur through MacGregor's twice-weekly Professional Learning Community (PLC) structure. Evidence of student learning will inform professional development for each year of SIG funding. Based on Collaborative Learning Cycle outcomes including causal theories and plans of action, ongoing collegial dialog will prompt growth in teachers' capacities so that student proficiency targets will be met. Using data to drive instruction will support MacGregor's Transformational planning efforts.

**10b - Budget Narrative** - MacGregor Elementary School selected **Option Two** to assist in formatting plans that expend SIG funds over the next five years. SIG support will facilitate immediate focus on activities that will bring about early and big wins.

MacGregor will provide for maximum impact on student learning through use of SIG funds. During its first full year of implementation, the Grant will supply MacGregor with \$1,453,330 in funding. Roughly 30% of those funds will support personnel, including Data coaching, SIG coordination, Family Liaison interaction with our school community and additional academic and behavioral intervention. For 2015-16, one of MacGregor's two "big ideas" (Culture and Climate) will be supported through year long CHAMPS training and implementation. Mathematics-oriented wall-to-wall instructional strategies (Number Talks and Mathematics Manipulative) will impact all students in all classrooms. Grade Level Professional Learning Community protocols will be learned and practiced, through encouragement by the Building Site Coordinator, the SIG Coordinator, MacGregor's Data Coach and other support personnel. The school's Science Technology Engineering Arts and Mathematics (STEAM) extended learning program will be launched, providing significantly more learning time for K-5 students. Approximately 50% of 2015-16 SIG funding will support purchases of materials associated with increased student learning opportunities. The first year of SIG funding allocates maximum support toward key personnel, embedded professional development, and materials directly accessible by students and teachers.

Years two and three of MacGregor SIG programming facilitates additional focused support for the school's Transformational Plan and its two "big ideas". Second tier CHAMPS training, both during the August 2016 Leadership Academy and through school year embedded professional development for all staff will result in further enhancement of school culture and climate supporting student learning. Professional Learning Community Collaborative Learning Cycle (CLC) protocols will provide more coherent and enhanced causal theories and plans of action for teaching staff. thus increasing teacher effectiveness. Student learning will increasingly become the school's focus. Additional instructional strategies, including differentiated Instruction, Backward Design Lesson Planning, Problem Solving, MAISA Writing Units, Narrative Comprehension Strategies, Informational Text Structures and Narrative Comprehension Structures will move the school's focus beyond mathematics and science. Embedded professional development, supported by MacGregor's Site Based Coordinator and other staff, will continually link these efforts to student learning. Total SIG dollars spent in years two and three will be approximately \$1,453,211 annually.

Approximately 30% of each year's expenditures will continue to support personnel associated with student learning. MacGregor's selection of SIG Option Two means that years one through three are envisioned to fully support wall-to-wall implementation of the school's Transformational Plan. Budget planning as well as activities that promote the chosen intervention model support that intent. Maximum allowable SIG expenditures provide years one through three personnel who encourage professional collaboration, embed professional development into school programs, implement few yet powerful instructional strategies within each and every classroom, and promote strong Tier One, Tier Two and Tier Three systems of support.

Years four and five of MacGregor's SIG-funded Transformational Plan begin to taper and diminish availability of funds beyond those provided by General Fund and Title One and Title Two. Combined expenditures for the final two years of MacGregor's SIG funding total \$1,296,280. While percentages of years four and five SIG monies supporting personnel and supplies/materials approximate those from years one, two and three, actual dollar amounts are halved. What remains funded in those final two years is considered essential to MacGregor's continued transformation and turnaround.

Throughout years four and five, SIG will continue to support MacGregor's preservice summer Leadership Academy and year-long embedded professional development. This intensive teacher effectiveness development process will enable leaders to maintain high expectations for all staff, with continued focus on student learning. Required SIG positions will remain at previous FTE levels, though MacGregor's three SIG-funded interventionists will no longer be available. Students' before and after school learning opportunities as well as themed summer school, support for each year's instructional strategies, purchases of high interest student reading materials and continued support for community service projects, interactive technology purchases and academic family nights will remain.

MacGregor Elementary is requesting \$5,655,913 over the course of five school years. Choosing Option Two provides full allowable expenditures for the Grant's first three years. To the extent permitted, MacGregor envisions spending SIG funds to support personnel associated with significantly strengthening teachers' capacity and creating culture and climate conducive to increased student proficiency. Collaboration through professional learning communities, data dialog protocols, coaching through job embedded means, and effective multi-tiered systems of support are hallmarks throughout the initial three year SIG period. In its final two years of SIG influence, MacGregor will maintain support for professional learning communities, embed professional development throughout each school day, encourage continued family support for MacGregor's reform efforts and sustain systems that assure MacGregor's transformation to an organization that values student learning.

## **Section B Attachments**

<b>Attachment A:</b>	Baseline Data (uploaded into MEGS)
<b>Attachment B:</b>	Professional Development Calendar
<b>Attachment C.1:</b>	School Level Budgets
<b>Attachments D.1–D.3:</b>	SIG Funded Position Descriptions
<b>Attachment E:</b>	Intervention Model
<b>Attachment F:</b>	SIG Timeline
<b>Attachment G:</b>	Annual Goals
<b>Attachment H:</b>	Assurances and Certifications

**Attachment A: Baseline Data Collection**  
Baseline Data uploaded to MEGS+ on June 29, 2015

## SIG Data Requirements

The MDE is required to send this information to the United States Department of Education (USED) on an annual basis.

### USED SIG Data Requirements

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

Data Group <i>(Office Use Only)</i>	Heading & Description	SY 2014-2015 Baseline Year 1
DG5	<b>Building Code</b>	06967
XXX	<b>School Name</b>	MacGregor Elementary
DG4	<b>District Code</b>	09010
XXX	<b>District Name</b>	Bay City Public Schools
DG728	<b>School Improvement Status</b>	Priority
DG728	<b>Intervention Used</b> The type of intervention used by the school under the School Improvement Grant (turnaround, restart, evidence-based whole-school reform, early learning intervention, closure, or transformation).	TRANS - Transformation
DG752	<b>Baseline Indicator Status</b> The baseline year is the school year immediately previous to the first year a school implemented one of the intervention models and received SIG funds.	NO
DG729	<b>School Year Minutes</b> <i>If decreased time please explain in DG745 Supplemental.</i>	67025.0
DG745	<b>Increased Learning Time (ILT)</b> Did the school provide for increased learning time from previous year?	NO
DG745	<b>ILT - Longer School Year</b> Did the school provide longer school year for increased learning time?	NO
DG745	<b>ILT - Longer School Day</b> Did the school provide longer school day for increased learning time?	NO
DG745	<b>ILT - Before or After School</b> Did the school provide before or after school for increased learning time?	NO
DG745	<b>ILT - Summer School</b> Did the school provide summer school for increased learning time?	NO
DG745	<b>ILT - Weekend School</b> Did the school provide weekend school for increased learning time?	NO

Data Group (Office Use Only)	Heading & Description	SY 2014-2015 Baseline Year 1
DG745	<b>ILT - Other</b> Did the school provide increased learning time other than longer school year, longer school day, before or after school, summer school, weekend school? <i>If yes, include information about the type of increased learning time in the explanation field in row 40.</i>	NO
DG745 Supplement	<b>Explanation</b> Explanation of other type of increased or decreased learning time. (maximum of 200 characters)	
<b>Student Data</b>		
DG731	<b>Student Attendance Rate</b> The count of school days during the regular school year (plus summer, if applicable) students attended school divided by the maximum number of days students could have attended school during the regular school year.	94.00%
XXX	Dropout Rate	0.00%
XXX	Number of Disciplinary Incidents	523
XXX	Number of Students Involved in Disciplinary Incidents	116
XXX	Number of Truant Students	81
<b>High Schools Only Data</b>		
DG732	<b>Advanced Coursework</b> The number of students who complete advanced coursework, such as Advanced Placement, International Baccalaureate classes, or advanced mathematics. Applies to grades 9-12 only.	NA
XXX	International Baccalaureate	NA
XXX	Early College/College Credit	NA
DG733	<b>Dual Enrollment</b> The number of high school students who complete at least one class in a postsecondary institution. Applies to grades 9-12 only.	NA
DG734	<b>Advanced Coursework &amp; Dual Enrollment</b> The number of students who complete advance coursework and complete at least one class in a postsecondary institution. Applies to grades 9-12 only.	NA
XXX	High School Graduation Rate	NA
XXX	<b>College Enromment</b> Number of students enrolled in college from most recent graduating class.	NA
<b>Teacher Data</b>		

<b>Data Group</b> <i>(Office Use Only)</i>	<b>Heading &amp; Description</b>	<b>SY 2014-2015</b> <b>Baseline Year 1</b>	
<b>DG735</b>	<b>Teacher Attendance Rate</b> The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days.	83.00%	

## DG729 - School Year Minutes

The number of minutes that all students were required to be at school and any additional learning time (e.g., before or after school, weekend school, summer school) for which all students had the opportunity to participate.

Description	SY 2014-2015 Year 1
<b>Minutes per Regular Day</b> Number of <u>minutes</u> required <u>for all students</u> per regular day	383
<b>Number of Regular Days of Instruction</b> The number of <u>days</u> required <u>for all students</u> during the normal school year	175
<b>Total Minutes - Regular Day</b>	67,025.0
<b>Minutes Before School per day</b> Number of minutes <u>all student</u> had the opportunity to participate <u>before school</u> each day	0
<b>Number of Before School days</b> Number of days <u>all students</u> had the opportunity to participate <u>before school</u> during the normal school year	0
<b>Total Minutes - Before School</b>	-
<b>Minutes After School per day</b> Number of minutes <u>all students</u> had the opportunity to participate <u>after school</u> each day	0
<b>Number of After School days</b> Number of days <u>all students</u> had the opportunity to participate <u>after school</u> during the normal school year	0
<b>Total Minutes - After School</b>	-
<b>Minutes from weekends per week</b> Number of minutes <u>all students</u> had the opportunity to participate on <u>weekends</u>	0
<b>Number of weekends per year</b> Number of <u>weekends</u> <u>all students</u> had the opportunity to participate during the normal school year	0
<b>Total Minutes - Weekend</b>	-
<b>Minutes per Summer Day</b> Number of minutes <u>all students</u> had the opportunity to participate during <u>summer</u> each day	0
<b>Number of Summer Days</b> Number of days <u>all students</u> had the opportunity to participate during <u>summer</u>	0
<b>Total Minutes - Summer</b>	-

## **Attachment B: Professional Development Calendar**

## PROFESSIONAL DEVELOPMENT CALENDAR

### MACGREGOR SCHOOL

2015-16

#### August 2015

##### Focus: Getting Ready for a New Year

- INTEL Training- Study of Math theory and understanding the concepts behind math instruction. Held and funded by Saginaw Valley University- Available for all staff. (August 3-7).
- Leadership Academy- This week long PD will be the start to the New MacGregor. New Staff, New focus on culture and climate, New focus on instructional strategies to improve student success (including the ILC process, backwards design, CHAMPS training, NWEA all run through grade level PLC's) . Available for all staff – held at BAISD, 6 hours each day.(August 24-28)
- New Teachers PD- to introduce new teachers (7) to MaGregor and our priority plan (1-2 days)

#### September 2015

##### Focus: Collaborative Learning Cycle (CLC)/ Introduction to PD360

- All district PD day on September 3 where we will continue our Leadership Academy training.
- PLC's held 2 times a week (1.5 hours/week) during common planning time
- 2X monthly (2 Hours) all staff to review data and CLC
- 2 hour PLC to continue Collaborative Learning Cycle and ILC process.
- Continual emphasis in PLC's and classroom with coach support on number talks and using manipulative.
- Support from our School Improvement ISD Interventionist throughout the month on the CLC process.

## **October 2015**

### **Focus: Instructional Learning Cycle (ILC)**

- PLC's held 2 times a week (1.5 hours/week) during common planning time
- 2X monthly (2 Hours) all staff to review data and CLC
- 2 hour PLC to continue Instructional Learning Cycle process.
- Continual emphasis in PLC's and classroom with coach support on number talks and using manipulatives.
- Support from our School Improvement ISD Interventionist throughout the month on the ILC process.

## **November 2015**

### **Focus: Backwards Design**

- PLC's held 2 times a week (1.5 hours/week) during common planning time
- 2X monthly (2 Hours) all staff to review data and CLC
- 2 hour PLC to continue Backward Design, Looking at Student Work
- Continual emphasis in PLC's and classroom with coach support on number talks and using manipulatives.

## **December 2015**

### **Focus: Formative Assessments/ MTSS**

- PLC's held 2 times a week (1.5 hours/week) during common planning time
- 2X monthly (2 Hours) all staff to review data and CLC
- 2 hour PLC to continue looking at Formative Assessments used to drive instruction .
- Continual emphasis in PLC's and classroom with coach support on number talks and using manipulatives.
- Formative Assessments will be emphasized to support work in math.
- All District PD on December 21- CHAMPS – building culture and Climate

## **January 2016**

### **Focus: Building Climate and Culture**

- PLC's held 2 times a week (1.5 hours/week) during common planning time
- 2X monthly (2 Hours) all staff to review data and CLC
- 2 hour PLC to continue CHAMPS
- Continual emphasis in PLC's and classroom with coach support on number talks and using manipulatives
- Support from BAISD regarding CHAMPS training

## **February 2016**

### **Focus: DATA**

- PLC's held 2 times a week (1.5 hours/week) during common planning time
- 2X monthly (2 Hours) all staff to review data and CLC
- 2 hour PLC to continue looking at Data (midyear NWEA, etc.)and changing instruction accordingly.
- Continual emphasis in PLC's and classroom with coach support on number talks and using manipulatives.
- Support from our SIG Data Coach

## **March 2016**

### **Focus: Curriculum Mapping Math**

- PLC's held 2 times a week (1.5 hours/week) during common planning time
- 2X monthly (2 Hours) all staff to work on curriculum mapping for math
- 2 hour PLC to continue Curriculum mapping for math with vertical alignment.
- Continual emphasis in PLC's and classroom with coach support on number talks and using manipulatives.
- Support from Math coaches and BAISD to carry out curriculum mapping.
- District PD day on March 1- Tentative plan would be to begin understanding curriculum mapping.

## **April 2016**

### **Focus: Curriculum Mapping Science**

- PLC's held 2 times a week (1.5 hours/week) during common planning time
- 2X monthly (2 Hours) all staff to work on curriculum mapping for science
- 2 hour PLC to continue Curriculum Mapping for science with vertical alignment.
- Continual emphasis in PLC's and classroom with coach support on number talks and using manipulatives.
- Support from coaches and BAISD to do the curriculum mapping.

## **May 2016**

### **Focus: CHAMPS – Climate and Culture**

- PLC's held 2 times a week (1.5 hours/week) during common planning time
- 2X monthly (1Hour each) all staff to review data and CLC
- 2 hour PLC to continue CHAMPS
- Continual emphasis in PLC's and classroom with coach support on number talks and using manipulatives
- Support from BAISD regarding CHAMPS training

## **June 2016**

### **Focus: Overview of year/ PLC Success/ Year 2 Focus**

- PLC's continue to be held reviewing data
- June 10<sup>th</sup> – District PD Day-
  1. PLC's will report out on growth-
  2. Coaches will review Year End Data
  3. Summer PD opportunities
  4. Year 2 Focus

**Attachment C.1: Preliminary School Level Budget**

## SCHOOL IMPROVEMENT GRANT PRELIMINARY BUDGET FORM

**INSTRUCTIONS:** The Budget Summary and the Budget Detail must be prepared by or with the cooperation of the Business Office using the School District Accounting Manual (Bulletin 1022). Please complete a School Improvement Grant Preliminary Budget for EACH building. Annual budgets are submitted in MEGS+ for final review and approval by MDE.

**NOTE:** Approval of the preliminary budget in the review process **does not guarantee** all preliminary budget items will be **approved** in the final budget in **MEGS+**.

<b>LEGAL NAME OF DISTRICT APPLICANT:</b>  School District of the City of Bay City	<b>District Code:</b>  09010
<b>BUDGET SUMMARY FOR:</b>  MacGregor Elementary	<b>Building Code:</b>  06967

**OPTION 2: Full implementation in years 1-3, and sustaining reforms in years 4& 5.**

<b>Year 1: Full Implementation (may not exceed \$1,500,000)</b>								
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
111	Elementary	22,400	7,700	12,000	382,000		55,000	479,100
112	Middle/Junior High							

## Year 1: Full Implementation (may not exceed \$1,500,000)

<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>
113	High School							
118	Pre-Kindergarten							
119	Summer School							
211	Truancy/Absenteeism Services	24000	17000					41000
212	Guidance Services							
213	Health Services							
216	Social Work Services	34328	25672					60000
221	Improvement of Instruction	203730	112000	21500	32000		164000	533230
225	Instruction Related Technology				280000			280000
226	Supervision and Direction of Instructional Staff							
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement							
241	Office of the Principal							
249	Other School Administration							

## Year 1: Full Implementation (may not exceed \$1,500,000)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
250	Support Services Business							
257	Internal Services							
266	Security Services							
271	Pupil Transportation Services							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities			20,000	25,000	0	15,000	60,000
	<b>SUBTOTAL</b>	<b>284,458</b>	<b>162,372</b>	<b>53,500</b>	<b>719,000</b>		<b>234,000</b>	<b>1,453,330</b>
	Indirect Costs _____ % Restricted Rate							
	<b>TOTAL</b>	<b>284,458</b>	<b>162,372</b>	<b>53,500</b>	<b>719,000</b>		<b>234,000</b>	<b>1,453,330</b>

## Year 2: Full Implementation (may not exceed \$1,500,000)

<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>
111	Elementary	22,400	7,700	12,000	242,000		55,000	339,100
112	Middle/Junior High							
113	High School							
118	Pre-Kindergarten							
119	Summer School			30,000	20,000		20,000	70,000
211	Truancy/Absenteeism Services	24,240	18,000					42,240
212	Guidance Services							
213	Health Services							
216	Social Work Services	34,678	26,672					61,350
221	Improvement of Instruction	205,033	115,000	56,500	27,000		212,000	615,533
225	Instruction Related Technology				259,988			259,988
226	Supervision and Direction of Instructional Staff							
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement							

**Year 2: Full Implementation (may not exceed \$1,500,000)**

<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>
241	Office of the Principal							
249	Other School Administration							
250	Support Services Business							
257	Internal Services							
266	Security Services							
271	Pupil Transportation Services							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities			20,000	25,000		20,000	65,000
	<b>SUBTOTAL</b>	<b>286,351</b>	<b>167,372</b>	<b>118,500</b>	<b>573,988</b>		<b>307,000</b>	<b>1,453,211</b>
	Indirect Costs _____ % Restricted Rate							
	<b>TOTAL</b>	<b>286,351</b>	<b>167,372</b>	<b>118,500</b>	<b>573,988</b>		<b>307,000</b>	<b>1,453,211</b>

## Year 3: Full Implementation (may not exceed \$1,500,000)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
111	Elementary	22,400	7,700	12,000	242,000		55,000	339,100
112	Middle/Junior High							
113	High School							
118	Pre-Kindergarten							
119	Summer School			30,000	20,000		20,000	70,000
211	Truancy/Absenteeism Services	24,240	18,000					42,240
212	Guidance Services							
213	Health Services							
216	Social Work Services	34,678	26,672					61,350
221	Improvement of Instruction	205,033	115,000	56,500	27,000		212,000	615,533
225	Instruction Related Technology				259,988			259,988
226	Supervision and Direction of Instructional Staff							
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement							

**Year 3: Full Implementation (may not exceed \$1,500,000)**

<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>
241	Office of the Principal							
249	Other School Administration							
250	Support Services Business							
257	Internal Services							
266	Security Services							
271	Pupil Transportation Services							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities			20,000	25,000		20,000	65,000
	<b>SUBTOTAL</b>	<b>286,351</b>	<b>167,372</b>	<b>118,500</b>	<b>573,988</b>		<b>307,000</b>	<b>1,453,211</b>
	Indirect Costs _____ % Restricted Rate							
	<b>TOTAL</b>	<b>286,351</b>	<b>167,372</b>	<b>118,500</b>	<b>573,988</b>		<b>307,000</b>	<b>1,453,211</b>

## Year 4: Sustaining Reforms (may not exceed \$750,000)

<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>
111	Elementary				63,500		20,000	83,500
112	Middle/Junior High							
113	High School							
118	Pre-Kindergarten							
119	Summer School			30,000	20,000		20,000	70,000
211	Truancy/Absenteeism Services	25,240	19,000					44,240
212	Guidance Services							
213	Health Services							
216	Social Work Services	10,403	8,037					18,440
221	Improvement of Instruction	69,000	38,460	7,500	20,000		179,500	314,460
225	Instruction Related Technology				50,000			50,000
226	Supervision and Direction of Instructional Staff							
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement							

## Year 4: Sustaining Reforms (may not exceed \$750,000)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
241	Office of the Principal							
249	Other School Administration							
250	Support Services Business							
257	Internal Services							
266	Security Services							
271	Pupil Transportation Services							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities			10,000	22,500		35,000	67,500
	<b>SUBTOTAL</b>	<b>104,643</b>	<b>65,497</b>	<b>47,500</b>	<b>176,000</b>		<b>254,500</b>	<b>648,140</b>
	Indirect Costs _____ % Restricted Rate							
	<b>TOTAL</b>	<b>104,643</b>	<b>65,497</b>	<b>47,500</b>	<b>176,000</b>		<b>254,500</b>	<b>648,140</b>

## Year 5: Sustaining Reforms (may not exceed \$750,000)

<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>
111	Elementary				63,500		20,000	83,500
112	Middle/Junior High							
113	High School							
118	Pre-Kindergarten							
119	Summer School			30,000	20,000		20,000	70,000
211	Truancy/Absenteeism Services	25,240	19,000					44,240
212	Guidance Services							
213	Health Services							
216	Social Work Services	10,403	8,037					18,440
221	Improvement of Instruction	69,000	38,460	7,500	20,000		179,500	314,460
225	Instruction Related Technology				50,000			50,000
226	Supervision and Direction of Instructional Staff							
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement							

## Year 5: Sustaining Reforms (may not exceed \$750,000)

<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>
241	Office of the Principal							
249	Other School Administration							
250	Support Services Business							
257	Internal Services							
266	Security Services							
271	Pupil Transportation Services							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities			10,000	22,500		35,000	67,500
	<b>SUBTOTAL</b>	<b>104,643</b>	<b>65,497</b>	<b>47,500</b>	<b>176,000</b>		<b>254,500</b>	<b>648,140</b>
	Indirect Costs _____ % Restricted Rate							
	<b>TOTAL</b>	<b>104,643</b>	<b>65,497</b>	<b>47,500</b>	<b>176,000</b>		<b>254,500</b>	<b>648,140</b>

**Attachments D: School Improvement Grant Funded Positions**

**Job Descriptions**

- **Building Positions**

## Bay City Public Schools Position Description

---

<b>POSITION:</b>	<b>Building SIG Coordinator (.5)</b>	
<b>BARGAINING UNIT:</b>	Non-Union; Individual Contract	
<b>REPORTS TO:</b>	Building Principal	
<b>PREPARED BY:</b>	Matthew Wenzell	<b>DATE:</b> 06/24/15
<b>APPROVED BY:</b>	Shelly Ouellette	<b>DATE:</b> 06/25/15

---

**SUMMARY:** Oversee the total school improvement process through leadership in the areas of curriculum, instruction, assessment and professional development as it relates to the schools SIG and Priority Plan. The School Improvement and Accountability Administrator will support the improvement of student achievement through the development of state and federal grants in compliance with all guidelines and will provide support for the improvement of student achievement through knowledge for guidelines of the development, implementation and monitoring of district and school improvement plans/ priority plan.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** *Other duties may be assigned.*

1. Evaluates, develops and coordinates goals and objectives for District educational and improvement programs; coordinates planning meetings with principals, teachers, and community members; and recommends major curriculum changes and initiatives to the superintendent. Attends regular meetings with departments, district and school administration, and School Board and school personnel.
2. Evaluates, develops and coordinates all educational programs and curriculum improvements. Assists in research and selection of scientifically researched-based curriculum, classroom practices and professional development to offer the greatest opportunities for improvement of student achievement. Prepares reports for federal and state grants and district and school improvement plans; comparability report, performance reports and other reports as requested or required.
3. Assesses professional development needs; develops training plans including coaching, workshops, seminars, group discussions and use of consultants. Directs, monitors, supervises and evaluates work performance of instructional coaches (mathematics and literacy coaches, assessment instructional coach).
4. Responsible for the interpretation of instructional policies adopted by the School Board; develops procedures needed to carry out policies. Assists district leadership and building administration in meeting the No Child Left Behind(NCLB) federal and state mandates; principally the strategies related to academic intervention, educator quality and resource allocation.
5. Shall work to coordinate services between the School District and institutions of higher learning to establish and maintain appropriate, effective lines of communication.
6. Coordinates the observation and supervision of teaching staff.

**REQUIRED QUALIFICATIONS:**

1. Effective problem solving
2. Working knowledge of Michigan standards
3. Standards based education and effective instructional strategies based on research
4. Working knowledge of student data systems for assessment and student information
5. Evidence of effective collaboration skills, evidence of leadership and continued professional development.
6. Communicate effectively in written and oral form using positive interpersonal skills
7. Utilize effective data-based problem-solving skills
8. Demonstrate effective collaboration skills
9. Integration of technology in classroom instruction
10. Participate in workshops, seminars, conferences and/or advanced coursework which further advance knowledge of current trends in improving student achievement

**SUPERVISORY RESPONSIBILITIES:** None.

*QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**EDUCATION and/or EXPERIENCE:**

1. Masters' Degree in Educational Administration
2. Five or more years teaching or administration or a combination of education/experience/training, which provides for an equivalent background necessary for the leadership position
3. Successful implementation of curriculum and instruction or similar area to improve student achievement

**CERTIFICATES, LICENSES, REGISTRATIONS:** Valid Michigan Elementary Teacher Certification with Major/Minor in English Language Arts. Participation in English Language Arts Curriculum Development required.

**LANGUAGE SKILLS:** Ability to read, analyze, and interpret professional journals, technical procedure, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of administrators, staff, students, parents and the general public.

**MATHEMATICAL SKILLS:** Ability to calculate figures and amounts such as discounts, interest, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

**REASONING ABILITY:** Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

**OTHER SKILLS AND ABILITIES:** Ability to apply knowledge of current research and theory to instructional program; ability to plan and present lessons based on school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective working relationships with students, peers, school staff and parents; skills in oral and written communication.

*PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee frequently is required to walk. The employee is occasionally required to stand and reach with hands and arms.

The employee must occasionally lift and/or move up to 10 pounds such as books and teaching material. Specific vision abilities required by this job include close vision, distance, vision, and the ability to adjust focus. The ability to travel to other building is required. The position requires the individual to sometimes work irregular or extended work hours and meet multiple demands from several people.

*WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The noise level in the work environment is usually moderate.

*The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.*

## Bay City Public Schools Position Description

---

<b>POSITION:</b>	<b>SIG Data Coach (.5)</b>	
<b>BARGAINING UNIT:</b>	Non-Union; Individual Contract	
<b>REPORTS TO:</b>	Building Principal	
<b>PREPARED BY:</b>	Matthew Wenzell	<b>DATE:</b> 06/24/15
<b>APPROVED BY:</b>	Shelly Ouellette	<b>DATE:</b> 06/25/15

---

**SUMMARY:** Creates, manipulates and maintains data files dealing with assessment and accountability as the SIG / Priority Plan is implemented.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** *Other duties may be assigned.*

1. Perform complex duties requiring independent judgment and analysis related to data gathering, report preparation, special projects, and other tasks as assigned
2. Gather and compile statistics and other data; research a variety of sources to provide reports including applicable legal provisions related to special programs
3. Research and analyze data utilizing spreadsheet programs such as Excel, coordinate the collection and preparation of data through computer-generated reports required by district or state and federal agencies
4. Operate a computer to input, output, update, and access a variety of records and information; generate reports, records, lists, and summaries from computer database
5. Provide excellent customer service by establishing positive relationships with administrators, district staff and public requiring interpretation of complex laws, rules and regulations governing SIG implementation.
6. Promote teamwork by sharing knowledge, providing cross training for other employees, cooperating with others, participating in meetings and work groups, and support the goals and objectives of the district and the department.
7. Work with School PLC teams to analyze, interpret, and inform instruction using data.

**Public Relations**

1. Interpret the districts data for staff, parents, and members of the community
2. Serve as part of a county-wide committee in developing activities and programs to disseminate information

**Other**

Perform other duties as assigned

**REQUIRED QUALIFICATIONS:**

1. Ability to perform difficult, complex and responsible analytical work.
2. Positive interpersonal, communication and leadership skills, tact and initiative, the ability and confidence to accept responsibility, and be well organized.
3. Laws, rules and regulations related to program compliance guidelines
4. District organization, programs and policies
5. Analyze data from a variety of sources.
6. Prepare and maintain statistical and other records and files.
7. Perform complex analytical work requiring speed and accuracy.
8. Interpret, apply, and explain rules, regulations, policies, and procedures.
9. Exercise analytical judgment and analysis.
10. Work effectively with constant interruptions.
11. Work confidentially with discretion.
12. Establish and maintain cooperative and effective working relationships.
13. Operate a variety of modern office equipment including computer systems and networks.
14. Meet schedules and time lines.
15. Communicate effectively both orally and in writing.
16. Work independently with little direction.

**SUPERVISORY RESPONSIBILITIES:** None.

*QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**EDUCATION and/or EXPERIENCE:**

1. Bachelor's degree in accounting preferred
2. Minimum of four years of broad and increasingly responsible experience in analyzing student achievement data
3. High level of competence in spreadsheet, database, and word processing software.

**LANGUAGE SKILLS:** Ability to read, analyze, and interpret professional journals, technical procedure, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of administrators, staff, students, parents and the general public.

**MATHEMATICAL SKILLS:** Ability to calculate figures and amounts such as discounts, interest, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

**REASONING ABILITY:** Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

**OTHER SKILLS AND ABILITIES:** Ability to apply knowledge of current research and theory to instructional program; ability to plan and present lessons based on school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective working relationships with students, peers, school staff and parents; skills in oral and written communication.

*PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee frequently is required to walk. The employee is occasionally required to stand and reach with hands and arms.

The employee must occasionally lift and/or move up to 10 pounds such as books and teaching material. Specific vision abilities required by this job include close vision, distance, vision, and the ability to adjust focus. The ability to travel to other building is required. The position requires the individual to sometimes work irregular or extended work hours and meet multiple demands from several people.

*WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The noise level in the work environment is usually moderate.

*The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.*

## Bay City Public Schools Position Description

---

<b>POSITION:</b>	<b>SIG Family Liaison 0.7 position</b>	
<b>BARGAINING UNIT:</b>	Non-Union; Individual Contract	
<b>REPORTS TO:</b>	Building Principal	
<b>PREPARED BY:</b>	Matthew Wenzell	<b>DATE:</b> 6-24-15
<b>APPROVED BY:</b>	Shelly Ouellette	<b>DATE:</b> 6-26-15

---

**SUMMARY:** Responsible for supporting the school(s) with implementation of family and community involvement in support of the SIG redesign plan. This position serves as a resource to the school(s) to effectively communicate to parents/community members the instructional goals of the school, assist with the assessment of the school's parental involvement efforts, create an inviting environment, and establish opportunities for parents to be leaders and advocates serving on accountability teams.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Maintain documentation for measuring progress in parental and community involvement goals per SIG redesign plan.
- Assist school(s) by providing information on programs, services or resources per the social needs of the community. Partner with community organizations to increase resource base.
- Assist the leadership team by evaluating and creating an inviting school environment for all parents and community members.
- Assist with the process for parental communication of the instructional goals for the school, expectations for student performance and attendance, how progress is measured towards the standards, and parent rights with specific programs, including making and facilitating home visits as appropriate.
- Assist leadership team by identifying, recruiting and implementing leadership training opportunities for parents and community members. Coordinate parent training, meetings and volunteer efforts.
- Assist leadership team, with parents, to conduct annual needs assessments, plan activities and evaluate current strategies for increasing family and community involvement.
- Attend district/school training and meetings as required
- Perform other duties as assigned

**SUPERVISORY RESPONSIBILITIES:** Supervises students before, after, and during the school day including at the busses, playground, general grounds, in the building, etc.

***QUALIFICATION REQUIREMENTS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**EDUCATION and/or EXPERIENCE:** Bachelor of Arts Degree preferred with emphasis in Early Childhood Education, Social work, Community Outreach and/or related fields.

**GENERAL REQUIREMENTS:**

- Awareness of community issues and problems as they relate to our schools and students.
- Experience with "at risk" students, and social service work.
- Must have the ability to operate computer equipment in order to maintain student data system needed for program documentation.
- Must be familiar of the operation of a counseling office with respect to protocol, channels of authority, and confidentiality of student information.

- Be able to work flexible hours.
- Must have reliable transportation.
- Must have knowledge of community-based organizations and know how to access community services for at-risk students.
- Demonstrated ability to follow directives and work well with others.

**LANGUAGE SKILLS:** Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedure, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of administrators, staff, students, parents and the general public.

**MATHEMATICAL SKILLS:** Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plan and solid geometry. Ability to apply concepts such as fractions, percentages, ratios and proportions to practical situations.

**REASONING ABILITY:** Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

**OTHER SKILLS AND ABILITIES:** Ability to apply knowledge of current research and theory. Ability to establish and maintain effective working relationships with students, peers, parents, and community; skill in oral and written communication. Ability to perform duties with awareness of all district requirements, Board of Education policies, and applicable State and Federal laws.

*PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to stand and talk or hear and sometimes walk and sit. While performing the duties of this job, the employee must occasionally push or lift up to 50 pounds such as boxes of books. The employee is directly responsible for safety, and well-being of other people. Depending upon the needs and situations within a building, safety measures, such as approved methods of restraining a student, are necessary means of interaction. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to sometimes meet multiple demands from several people and interact with the public and other staff.

*WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The noise level in the work environment is usually moderate. Duties are performed indoors and outdoors. Some driving may be necessary; therefore dependable, reliable, and efficient transportation is required. Attendance and punctuality are expectations of the position.

*The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.*

## Bay City Public Schools Position Description

---

<b>POSITION:</b>	SIG Coach/Intervention ELA Teacher, Elementary		
<b>BARGAINING UNIT:</b>	B.C.E.A.		
<b>REPORTS TO:</b>	Building Principal		
<b>PREPARED BY:</b>	Matthew Wenzell	<b>DATE:</b>	06/24/15
<b>APPROVED BY:</b>	Shelly Ouellette	<b>DATE:</b>	06/25/15

---

**SUMMARY:** Supports grades K-5 teachers in the delivery of core curriculum with emphasis in English Language Arts.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** *Other duties may be assigned.*

- Instruction
  - Plan and identify students most at-risk
  - Develop and implement motivating instructional lessons to provide appropriate opportunities and experiences at independent, instructional, and challenging levels for identified at-risk students
- Assessment
  - Use assessments to inform individualized instruction for identified at-risk students
  - Develop and implement an ongoing assessment system of all students
- Professional Development
  - Lead staff development of effective instructional strategies
  - Participate in ongoing professional development
- District
  - Share expertise with staff members
  - Work with the principal and district to collect, analyze, and present achievement data of identified students
- Other
  - Assist in the facilitation of meetings/parent workshops of identified students
  - Understand my job description and know what is expected of me

**REQUIRED QUALIFICATIONS:**

- Effective problem solving
- Evidence of a least 3 years of successful classroom teaching experience
- Effective communication skills
- Evidence of planning and organization skills
- Ability to structure own time and management of multiple priorities
- Knowledge and experience in curriculum implementation
- Knowledge of effective instructional strategies and research based best practices, in all subjects
- Evidence of effective collaboration skills
- Excellent interpersonal skills
- Evidence of taking leadership positions
- Evidence of continued professional development
- Willingness to participate in training

**SUPERVISORY RESPONSIBILITIES:** None.

**QUALIFICATION REQUIREMENTS:** *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**EDUCATION and/or EXPERIENCE:**

- Bachelor's Degree with valid Michigan Teaching Certificate
- Knowledgeable in M-STEP English Language Arts assessments at each applicable grade levels
- Major/Minor in English Language Arts and/or Math required
- Demonstrated successful classroom teaching
- A teaching/learning philosophy compatible with district vision
- Experience working successfully with at-risk students
- Demonstrates knowledge and understanding of best practices

**CERTIFICATES, LICENSES, REGISTRATIONS:** Valid Michigan Elementary Teacher Certification with Major/Minor in English Language Arts. Participation in English Language Arts Curriculum Development required.

**LANGUAGE SKILLS:** Ability to read, analyze, and interpret professional journals, technical procedure, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of administrators, staff, students, parents and the general public.

**MATHEMATICAL SKILLS:** Ability to calculate figures and amounts such as discounts, interest, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

**REASONING ABILITY:** Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

**OTHER SKILLS AND ABILITIES:** Ability to apply knowledge of current research and theory to instructional program; ability to plan and present lessons based on school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective working relationships with students, peers, school staff and parents; skills in oral and written communication.

*PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee frequently is required to walk. The employee is occasionally required to stand and reach with hands and arms.

The employee must occasionally lift and/or move up to 10 pounds such as books and teaching material. Specific vision abilities required by this job include close vision, distance, vision, and the ability to adjust focus. The ability to travel to other building is required. The position requires the individual to sometimes work irregular or extended work hours and meet multiple demands from several people.

*WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The noise level in the work environment is usually moderate.

*The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.*

## Bay City Public Schools Position Description

---

<b>POSITION:</b>	SIG Coach/Intervention Math Teacher, Elementary	
<b>BARGAINING UNIT:</b>	B.C.E.A.	
<b>REPORTS TO:</b>	Building Principal	
<b>PREPARED BY:</b>	Matthew Wenzell	<b>DATE:</b> 06/24/15
<b>APPROVED BY:</b>	Shelly Ouellette	<b>DATE:</b> 06/25/15

---

**SUMMARY:** Supports grades K-5 teachers in the delivery of core curriculum with emphasis in Math.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** *Other duties may be assigned.*

- Instruction
  - Plan and identify students most at-risk
  - Develop and implement motivating instructional lessons to provide appropriate opportunities and experiences at independent, instructional, and challenging levels for identified at-risk students
- Assessment
  - Use assessments to inform individualized instruction for identified at-risk students
  - Develop and implement an ongoing assessment system of all students
- Professional Development
  - Lead staff development of effective instructional strategies
  - Participate in ongoing professional development
- District
  - Share expertise with staff members
  - Work with the principal and district to collect, analyze, and present achievement data of identified students
- Other
  - Assist in the facilitation of meetings/parent workshops of identified students
  - Understand my job description and know what is expected of me

**REQUIRED QUALIFICATIONS:**

- Effective problem solving
- Evidence of a least 3 years of successful classroom teaching experience
- Effective communication skills
- Evidence of planning and organization skills
- Ability to structure own time and management of multiple priorities
- Knowledge and experience in curriculum implementation
- Knowledge of effective instructional strategies and research based best practices, in all subjects
- Evidence of effective collaboration skills
- Excellent interpersonal skills
- Evidence of taking leadership positions
- Evidence of continued professional development
- Willingness to participate in training

**SUPERVISORY RESPONSIBILITIES:** None.

*QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**EDUCATION and/or EXPERIENCE:**

- Bachelor's Degree with valid Michigan Teaching Certificate
- Knowledgeable in M-STEP Math assessments at each applicable grade levels
- Major/Minor in Math required
- Demonstrated successful classroom teaching
- A teaching/learning philosophy compatible with district vision
- Experience working successfully with at-risk students
- Demonstrates knowledge and understanding of best practices

**CERTIFICATES, LICENSES, REGISTRATIONS:** Valid Michigan Elementary Teacher Certification with Major/Minor in Math. Participation in Math Curriculum Development required.

**LANGUAGE SKILLS:** Ability to read, analyze, and interpret professional journals, technical procedure, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of administrators, staff, students, parents and the general public.

**MATHEMATICAL SKILLS:** Ability to calculate figures and amounts such as discounts, interest, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

**REASONING ABILITY:** Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

**OTHER SKILLS AND ABILITIES:** Ability to apply knowledge of current research and theory to instructional program; ability to plan and present lessons based on school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective working relationships with students, peers, school staff and parents; skills in oral and written communication.

*PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee frequently is required to walk. The employee is occasionally required to stand and reach with hands and arms.

The employee must occasionally lift and/or move up to 10 pounds such as books and teaching material. Specific vision abilities required by this job include close vision, distance, vision, and the ability to adjust focus. The ability to travel to other building is required. The position requires the individual to sometimes work irregular or extended work hours and meet multiple demands from several people.

*WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The noise level in the work environment is usually moderate.

*The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.*

## Bay City Public Schools Position Description

---

<b>POSITION:</b>	<b>SIG Behavioral Interventionist</b>	
<b>BARGAINING UNIT:</b>	Non-Union; Individual Contract	
<b>REPORTS TO:</b>	Building Principal	
<b>PREPARED BY:</b>	Matthew Wenzell	<b>DATE:</b> 6-24-15
<b>APPROVED BY:</b>	Shelly Ouellette	<b>DATE:</b> 6-26-15

---

**SUMMARY:** To work with staff and other community organizations to resolve student problems and establish good rapport. To provide students with support services such as tutoring, attendance and homework monitoring, and individualized behavioral contracts to meet the personal and social/emotional needs of academic at-risk students. Essential Duties and Responsibilities focus on the academic at-risk student population.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** *Other duties may be assigned.*

- To assist staff with student attendance and truancy.
- Control of students authorized by an administrator to be under his/her control (i.e. behavior, attendance, other alternatives to out-of-school suspension reasons)
- To serve as a student advocate and contact person between the school and home.
- To make home visits as needed.
- Monitors student academic achievement (i.e. progress reports, communication, etc.)
- Mentors students with transition from one grade level to another (as an example, organization skills, effective use of time, and planning methods).
- Work with administrators on school activities (i.e. dances, athletics, plays, music productions, etc.)
- Work cooperatively with teachers and other professional support staff to resolve student problems, and establish good rapport.
- Help students correct undesirable behaviors through planning, personal time-management, problem-solving, decision-making, and study skills
- To work with local mental health agency personnel in resolving students emotional, personal, and social problems that effect their school attendance and performance.
- To work with juvenile court personnel in resolving juvenile delinquency issues.
- To conduct before/after school tutorial sessions as determined by the building administrator.
- To serve as a school contact for the at-risk students who are referred to the School Services Worker.
- To assist staff with individualized instruction of students under the direct guidance of building administration.
- To provide motivational support for successful completion of student goals and opportunities.
- Other duties as assigned by the immediate supervisor.

**SUPERVISORY RESPONSIBILITIES:** Supervises students before, after, and during the school day including at the busses, playground, general grounds, in the building, etc.

**QUALIFICATION REQUIREMENTS:** *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**EDUCATION and/or EXPERIENCE:** Bachelor of Arts Degree with emphasis in Criminal Justice, Social work and related fields.

**GENERAL REQUIREMENTS:**

- Awareness of community issues and problems as they relate to our schools and students.
- Experience with “at risk” students, social service work, and probationary work preferred.
- Must have the ability to operate computer equipment in order to maintain student data system needed for program documentation.
- Must be familiar of the operation of a counseling office with respect to protocol, channels of authority, and confidentiality of student information.
- Be able to work flexible hours.
- Must have reliable transportation.
- Must have knowledge of community-based organizations and know how to access community services for at-risk students.
- Demonstrated ability to follow directives and work well with others.

**LANGUAGE SKILLS:** Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedure, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of administrators, staff, students, parents and the general public.

**MATHEMATICAL SKILLS:** Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plan and solid geometry. Ability to apply concepts such as fractions, percentages, ratios and proportions to practical situations.

**REASONING ABILITY:** Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

**OTHER SKILLS AND ABILITIES:** Ability to apply knowledge of current research and theory. Ability to establish and maintain effective working relationships with students, peers, parents, and community; skill in oral and written communication. Ability to perform duties with awareness of all district requirements, Board of Education policies, and applicable State and Federal laws.

*PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to stand and talk or hear and sometimes walk and sit. While performing the duties of this job, the employee must occasionally push or lift up to 50 pounds such as boxes of books. The employee is directly responsible for safety, and well-being of other people. Depending upon the needs and situations within a building, safety measures, such as approved methods of restraining a student, are necessary means of interaction. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to sometimes meet multiple demands from several people and interact with the public and other staff.

*WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The noise level in the work environment is usually moderate. Duties are performed indoors and outdoors. Some driving may be necessary; therefore dependable, reliable, and efficient transportation is required. Attendance and punctuality are expectations of the position.

*The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.*

## **Attachments D: School Improvement Grant Funded Positions**

### **Job Descriptions**

- **Building Positions**

## Bay City Public Schools Position Description

---

<b>POSITION:</b>	<b>District SIG Budget/Compliance Manager (260 days)</b>
<b>SUPERVISOR</b>	<b>5 year position based on additional funding</b>
<b>REPORTS TO:</b>	Director of Assessment
<b>PREPARED BY:</b>	Brian Johnson
	<b>DATE:</b> 06/24/15

---

**SUMMARY:** Under the general supervision of the Director of Assessment with financial direction provided by the Director of Finance, including overall responsibility for the fiscal monitoring plan of the grant in accordance with U. S. Department of Education final requirements and guidelines.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** *Other duties may be assigned.*

- Coordinate accounting functions related to school improvement grant (SIG).
- Follow the direction of the Director of Finance to ensure that accounting and reporting for school improvement grant are consistent with the District's system.
- Monitor expenditures to ensure purchases, contracts and personnel are expended as outlined in grant applications and amendments.
- 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 with SIG Coordinator on financial reports.
- Assist SIG Coordinator 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, SIG Coordinator and Superintendent.
- Prepare required documentation and support schedules for the drawdown of SIG funds.
- Prepare mandated reports and ensure timely submission for the Michigan Department of Education and U.S. Department of Education.
- Assist with ensuring district-level activities are directed toward SIG schools.
- Maintain records that document SIG 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.
- Other duties as assigned and in accordance with grant regulations

**REQUIRED QUALIFICATIONS:**

- Bachelor's degree in business required preferably in accounting or finance.
- Three years minimum accounting experience sufficient to demonstrate knowledge of accounting procedures and regulations.
- Ability to work independently and in a team environment
- Computer proficiency in excel
- Excellent communication skills

**Preferences:**

Experience working with state and/or federal grants

**EVALUATIONS RESPONSIBILITIES:** Performance of this employee will be evaluated in accordance with the provisions of the BCPS Board of Education's policy on evaluation.

***QUALIFICATION REQUIREMENTS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**CERTIFICATES, LICENSES, REGISTRATIONS:** Valid Michigan Elementary Teacher Certification with Major/Minor in English Language Arts. Participation in English Language Arts Curriculum Development required.

**LANGUAGE SKILLS:** Ability to read, analyze, and interpret professional journals, technical procedure, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of administrators, staff, students, parents and the general public.

**MATHEMATICAL SKILLS:** Ability to calculate figures and amounts such as discounts, interest, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

**REASONING ABILITY:** Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

**OTHER SKILLS AND ABILITIES:** Ability to apply knowledge of current research and theory to instructional program; ability to plan and present lessons based on school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective working relationships with students, peers, school staff and parents; skills in oral and written communication.

***PHYSICAL DEMANDS:** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee frequently is required to walk. The employee is occasionally required to stand and reach with hands and arms.

The employee must occasionally lift and/or move up to 10 pounds such as books and teaching material. Specific vision abilities required by this job include close vision, distance, vision, and the ability to adjust focus. The ability to travel to other building is required. The position requires the individual to sometimes work irregular or extended work hours and meet multiple demands from several people.

***WORK ENVIRONMENT:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The noise level in the work environment is usually moderate.

*The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.*

## Attachment E: Intervention Models

## **ATTACHMENT E.1: TRANSFORMATION MODEL**

Former MacGregor principal was removed from his administrative position and reassigned in June of 2014. The MacGregor Principal Search Committee was formed in June 2014. The committee included Central Office personnel and building staff. Members reached consensus agreement on qualities needed for MacGregor's new leader. A statewide search was conducted through use of AppliTrack. The new principal, Mr. Matt Wenzell, officially assumed his position on July 28, 2014. Mr. Wenzell has extensive experience working with at-risk students and transformative programs.

Current teacher evaluation tools and student data points will be used with the district evaluation tool, Charlotte Danielson Domains for Effective Teaching, in conjunction with MacGregor's Transformational Plan. MacGregor's teacher evaluation tool includes a section for teacher developed objectives and the school weighted growth score, reflecting the assessment tool developed in the transformation plan. The school's weighted growth score reflects standardized tests (NWEA). Teachers' criteria is weighted at 50% student growth. At the start of each school year, all teachers will complete the student growth goals based on Standardized tests. The same student growth formulas will be utilized for the administrative evaluation.

Bay City Public Schools Administration collaboratively reviewed input from teachers and principals while developing the new teacher evaluation process. The Danielson program includes four domains: Planning and Preparation, Classroom Environment, Instruction, Professional and Leadership Responsibilities. Teachers are rated based on: Highly Effective: beyond a year's growth; Effective: year of growth per year; Minimally Effective: Under a year's growth; Ineffective: Under half a year's growth. All staff members will experience frequent classroom walk-through activities. Information gleaned will be incorporated into teachers' final evaluations. In addition to the required evaluation processes and beginning with the 14-15 school year, all MacGregor faculty, working with the principal, were required to develop and maintain a Professional Growth Plan (PGP). This instrument will facilitate and track each staff member's professional growth and provide opportunities for individualized PD to enhance instructional skills. This plan will be based on data from student achievements, formal evaluations, and informal observations. The teachers PGP will be monitored and areas of concern will be addressed with increased professional development opportunities, an assigned mentor, and expectations that they work closely with the curriculum department on a monthly basis. Staff members, including the building principal, who receive minimally effective or ineffective will be removed from MacGregor.

In accordance with policy, due process rights of all staff will be respected. Should a MacGregor teacher be evaluated as "Minimally effective," "Ineffective" or during the year have areas which require additional support in order to effectively work with students to improve their professional practice or implement the instructional program, the following process is followed: Areas of concerns will be discussed, support will be provided in observations , PD, coaching, frequent feedback form principal. Any staff member not effective or lower will be given opportunities to grow and improve instructional practices. If the staff member remains below effective on two consecutive Year-End Performance Evaluations, they will be removed from MacGregor.

MacGregor leadership team explored high quality, researched-based, professional development opportunities and constructed a plan targeted to the big ideas and instructional programs identified during Collaborative Learning Cycle sessions. Professional Learning Communities (PLCs) will provide an opportunity to reinforce skills gained during PD. PLCs will include analyzing data, looking at student work, and planning for use of effective instructional practices. Through use of formative assessment and data analysis, academic lessons will be designed, implemented and reflected upon. PLCs will meet 4-6 hours/week. The PD that is planned for the next three years include: Leadership Academy (including staff expectations, lesson design, team building, MTSS, and formative assessment), PD 360, curriculum mapping, effective use of current instructional tools, data analysis, PLCs, instructional rounds, CHAMPS training, building grade level assessments, and Kagan training.

MacGregor will use Bay City Public Schools evaluation tools as one way to identify and reward school leaders. Financial incentives have been put in place for MacGregor teachers. In January of each priority year each teacher will receive a \$1200 stipend. If 90% of the teachers students make one year growth (according to NWEA) a \$200 allotment toward teaching supplies, and/or PD will be available. Based on parent perception surveys, if there is a positive increase, each teacher will receive a \$50 allotment to be spent on teaching supplies or PD materials. If the number of students with 10 or more missed days decrease by 2%, teachers will receive a \$100 allotment towards resources. There will be 10 available professional growth opportunity days that teachers will be compensated for throughout each year. The district will apply for and provide School State Continuing Education clock hours for PD days and summer workshops.

MacGregor's Leadership Team initiated their search for causes associated with our school's Priority status through use of the Collaborative Learning Cycle. They began by analyzing MEAP data and then, to provide multiple sources, they also referenced the following data: demographic data regarding enrollment trends, subgroups of students, (including English language learners, students with disabilities, and homeless), attendance of students and staff, discipline referrals, and suspension rates; local achievement data in the form of DIBELS, DRA, NWEA, and Bay City's public schools ELA and Math Benchmark Tests, process data from our School Process Rubrics (SPR40), and perception data from students, parents, and staff.

Achievement data was disaggregated by grade and subgroup. The data driven process highlighted two areas of concerns. First, MacGregor's four-year trend data indicated that students lagged significantly behind the state averages in all subject areas associated with MEAP testing. Secondly, staff and parent perception surveys, office discipline referrals, and suspension rates showed that MacGregor's culture and climate was negatively impacting learning.

Multiple programs and strategies were researched by the Leadership Team. Instructional strategies were prioritized with the use of student achievement data. These strategies were tailored around the big idea that MacGregor must improve student academic performance through increasing teacher effectiveness. This will be accomplished with a rigorous, data driven, engaging program of instruction. The Team divided them into four important categories to reach goals:

1. Professional Learning Communities – Through collaboration, teachers will focus on student learning. Teachers will be trained to develop and use formative assessment within the instructional learning cycle. There will be a continual systematic approach facilitating collaboration of special education and general education needs. Learning communities will develop teacher leaders to provide sustainability for the initiative.

2. Assessment using data - Years one through three will have an emphasis on improving data through the use of formative assessments, MTSS, and progress monitoring in all core areas. Mentors, coaches, workshops and other instructional assistance will promote teacher growth, and be correlated to data walls, data digs, and data protocols.

3. Classroom Instruction - To deliver quality instruction key strategies including differentiated instruction and cooperative learning will be the cornerstone of the learning environment. MacGregor will design workshops focused on engagement and application of these strategies. This model of quality instruction will be delivered with fidelity. The leadership academy (August 2015) will include: staff expectations, lesson design, team building, MTSS, formative assessment, and data dialogue. During the

2015-16 school year curriculum mapping will occur in both math and science. Mapping will continue in the 2016-17 school year for ELA and social studies. Kagan Training and CHAMPS training will occur to improve building culture.

4. Support for instruction will be developed for all core areas and behavior. 2015-18 will see MacGregor focusing on improving core instruction and a working MTSS across the board.

MacGregor will promote continuous use of student data to inform and differentiate instruction. Individual student needs will be met through the MTSS process. NWEA, DIBELS and progress monitoring will be used K-5 in reading. For other subject areas, MacGregor will use district benchmark tests as the universal screener. In addition, MacGregor will develop six-week assessments used to inform instruction. PLCs will analyze the results of those assessments to design intervention strategies and schedules. All MacGregor staff will collect and review data including student work to plan and assess the impact of instruction. Multiple types of data, academic and behavior, will be analyzed during PLCs to inform instruction. Data walls will be visible throughout the building, and in classrooms. Regular and ongoing assessments will be the expectation of all staff members. Pre and post six-week assessments will be developed and used to inform instruction. Formative assessments will be used weekly by teachers to inform instruction and keep a check on individual student growth. Job-embedded coaching will facilitate the Instructional Learning Cycle based on the data. As an early warning system MacGregor will participate in the Superintendent's Dropout Challenge. MacGregor realizes the importance of early involvement and have both full day kindergarten and an active preschool program within the building.

Due to the lack of adequate student achievement, MacGregor has restructured the school day to increase instructional time by twenty minutes which will be used to create a MTSS intervention/enrichment block with the daily schedule. During the school day, teachers will maximize instructional time through blocking schedule and better The targeted and intentional instructional time will engage students' productivity and meaningful experiences The plan for increasing time for enrichment activities is through MTSS instructional blocks utilizing supplemental/ intensive instruction for the enrichment of students in all tiers. The restructured 20 minutes per day will be dedicated to the MTSS block. Various development assessments will be analyzed to help drive the enrichment instruction. The addition of a STEAM teacher increases the availability of enrichment choices for students and also adds an average of 60 minutes per week. STEAM will take the class of our traditional music and art special class. This teacher will enrich the science and math instruction as well as provide additional science/ engineering - oriented instruction such as robotics and Legos.

Professional Learning Communities will meet for one and one-half hours weekly, with an additional 2 hour release time once monthly. PLC time will provide staff with effective research based strategies and knowledge to increase their ability to work together, analyze student achievement data and improve best practices in the classroom.

MacGregor explored a variety of parent engagement activities to assist in building the learning community. The focus will be on the following activities: 1.) Parent Teacher organization with an academic focus. 2) Teacher Directed Events to invite parents into the building. These activities include Curriculum Night, Family Night each month, parent workshops, two-way daily communication device, newsletters, career fair and both student and parent focus groups to gather perception data 3) *Parents in Action* which will be structured to encourage parents to intentionally participate in the learning community. Activities will include classroom readers to assist teachers with providing the focus strategies, Dads of Great Students to assist in promoting a positive culture and Parents in Action. Community Engagement is also vital to MacGregor's success. The Leadership Team actively recruited a community representative to serve on the leadership team. Community mentorship programs will be implemented. Community partnerships will continue to be developed. A key component will be reaching out to the community to tell MacGregor's story.

The School Leadership Team and the Principal determine the school's Title 1 budget. The school has complete autonomy of Title 1 expenditures and throughout the year the team analyzes and identifies areas in need of improvement. The team then decides what supplemental material/ resources will best meet the needs of the students. Title 1 Set-Aside funds will be used to provide compensation for teachers to meet and plan together based on summative and formative assessment data. Staffing has taken a different approach than ever before. Teachers in the building were given the opportunity to be placed elsewhere. New teachers were recruited and hired only after a second interview in the school building with both teachers and the Leadership Teams input. The school calendar of PD was developed with teacher input. The daily schedule was developed, with teachers input, to meet the needs of the children at MacGregor.

Bay City Public Schools will continue to partner with the Bay-Arenac ISD in the implementation of their Transformational Plan. Support has come through the Regional Assistance Grant. The ISD has provided an Intervention Specialist and School Improvement Facilitator to assist in the development and implementation of MacGregor's Transformational Plan. The school has access to professional learning programs and support programs provided by Bay-Arenac ISD (BAISD) including curriculum consultants to aide in onsite work. Guided School Improvement training is provided, monthly Curriculum council meeting, and regional professional learning programs.

**Attachment F: SIG Timeline**

## Year 1

### Culture and Climate

- **CHAMPS** - August Leadership Academy will begin training in CHAMPS. Implementation and continued training throughout the year. (Responsible Staff: Site-Based Coordinator, Behavior Specialist, Behavior Team)
- **Family and Community Involvement** - Family Liaison will establish relationships with community and parents. PTO will be formed with an emphasis on academics. Family nights will be held once a month with an academic focus. Kindergarten will participate in a community service project. (Responsible Staff: Family Liaison, Behavior Interventionist School Service Worker, Coaches, Leadership Team)

### Improving Teaching and Learning

- **Job Imbedded PD and Support** - Four instructional coaches/interventionists (math/ ELA) will provide job embedded PD. Their role will be to support the school-adopted strategies of number talks and manipulatives in math as well as basic literacy strategies. (Responsible Staff: Math and ELA Coaches/ Interventionists)
- **PD 360** - An online PD program will be introduced and refined to meet the needs of targeted assistance of PLC members. (Responsible Staff: Site-Based Coordinator, Data Coach, Coaches/ Interventionists)
- **PLC's** - PLC work began during the 2014-15 school year. PLC members will be trained in the CLC and ILC process, as well as backward design. Data from numerous sources will be used to inform instruction. (Responsible Staff: Site-Based Coordinator, SIG Coordinator, Data Coach)
- **NWEA** - The purchase of the basic program of NWEA was chosen during the 2014-15 school year. Additional plans to allow training, progress monitoring, using data to improve student growth will be completed 2015-16. Training and implementation will occur 2015-16. (Responsible Staff: Site-Based Coordinator, Data Coach)
- **Professional Learning** - INTEL grant is provided by Saginaw Valley University. The grant will enhance the mathematical skills of teachers. Included with this training is job embedded coaching, additional PLC time and mathematical training. (Responsible Staff: Site-Based Coordinator, Math coach, Principal)
- **Extended Learning for Students** – It was decided during the 2014-15 school year to end traditional art and music class and begin a STEAM program. The STEAM teacher will receive training, materials, and support. (Responsible Staff: STEAM teacher, Site-Based Coordinator, Principal)
- **Before and After School Program** – Available for students to attend thematic weeks of instruction. (Responsible Staff: Leadership Team)

## Year 2

### Culture and Climate

- **CHAMPS** – Continue training and implementation. Data collection to ensure the effectiveness of the CHAMP program. (Site-Based Coordinator, Behavior Interventionist, Behavior Team)
- **Kagan Training** – Staff will have two to three day training on Cooperative Learning strategies. (Responsible Staff: Site Based Coordinator, Coaches)
- **Family and Community Involvement** - Family Liaison will continue to establish relationships with community and parents. PTO will be fully functional with an emphasis on academics. Family nights will be held once a month with an academic focus. Kindergarten and first grade will participate in a community service project. (Responsible Staff: Family Liaison, Behavior Interventionist School Service Worker, Coaches, Leadership Team)

### Improving Teaching and Learning

- **Job Imbedded PD and Support** - Instructional coaches/interventionists will continue modeling lessons and providing feedback to teachers. Year 2 will focus on ELA and social studies strategies. (Responsible Staff: Math and ELA Coaches/ Interventionists)
- **PD 360** - An online PD program will be utilized and refined to meet the needs of targeted assistance of PLCs. (Responsible Staff: Site-Based Coordinator, Data Coach, Coaches/ Interventionists)
- **PLC's** - Teams will direct PLC's. CLC and ILC process.as well as backward design, will continue to be emphasized. Data from numerous sources will be used to inform instruction. (Responsible Staff: Site-Based Coordinator, SIG Coordinator, Data Coach)
- **NWEA** – NWEA implementation continues to occur with the Data discussions happening at PLC's. (Responsible Staff: Site-Based Coordinator, Data Coach)
- **Professional Learning** - INTEL continues into the second year. PLC meetings after school and another week of training will occur. Professional Conference based on the needs will be investigated. (Responsible Staff: Site-Based Coordinator, Math coach, Principal)
- **Extended Learning for Students** –STEAM program continues to evolve to meet the needs of students based on data. (Responsible Staff: STEAM teacher, Site-Based Coordinator, Principal)
- **Before and After School Program** – A curriculum and schedule is developed for this program. Units are measured for effectiveness and interest. (Responsible Staff: Leadership Team)
- **Summer Experience Scholarships** – Partnerships with colleges, other schools and community organizations will be developed to promote summer experiences for MacGregor students. Scholarships will be given for numerous programs. (Responsible Staff: Family Liaison, Site-based Coordinator, School Service Worker, Principal)

## Year 3

### Culture and Climate

- **CHAMPS** – Continuation of program. Existing staff will train new members of the staff. (Site-Based Coordinator, Behavior Interventionist, Behavior Team)
- **Kagan Training** – Continuation of the program. Existing staff will train new staff members. (Responsible Staff: Site Based Coordinator, Coaches)
- **Family and Community Involvement** – Community relationships will be self-directed, and the Family Liaison will continue to maintain them. (Responsible Staff: Family Liaison, Behavior Interventionist School Service Worker, coaches, leadership team)

### Improving Teaching and Learning

- **Job Imbedded PD and Support** - Instructional coaches/interventionists will support the strategies that have been adopted and provide continued job imbedded training. (Responsible Staff: Math and ELA Coaches/ Interventionists)
- **PD 360** – PD 360 will Continue and will be directed, as needed. (Responsible Staff: Site-Based Coordinator, Data Coach, Coaches/ Interventionists)
- **PLC's** – PLC's will be part of the culture of MacGregor. Members are comfortable using the CLC/ and ILC processes. (Responsible Staff: Site-Based Coordinator, SIG Coordinator, Data Coach)
- **NWEA** – NWEA implementation continues to occur with the Data discussions happening at PLC's, these teams are able to run the data discussions with little help. (Responsible Staff: Site-Based Coordinator, Data Coach)
- **Professional Learning** – INTEL knowledge and skills are fully implemented into the classrooms and clearly reflected in instructional practices. Professional conferences based on need. (Responsible Staff: Site-Based Coordinator, Math coach, Principal)
- **Extended Learning for Students** –STEAM curriculum is refined. (Responsible Staff: STEAM teacher, Site-Based Coordinator, Principal)
- **Before and After School Program** –The program is refined and sustainable. (Responsible Staff: Leadership Team)
- **Summer Experience Scholarships** – Partnerships with colleges, other schools and community organizations will be developed to promote summer experiences for MacGregor students. Scholarships will be given for numerous programs. (Responsible Staff: Family Liaison, Site-based Coordinator, School Service Worker, Principal)

## Year 4

### Culture and Climate

- **CHAMPS** –Readjustments to program to meet student needs. Training of any new staff. (Site-Based Coordinator, Behavior Interventionist, Behavior Team)
- **Kagan Training** – Continued training with full implementation. (Responsible Staff: Site Based Coordinator, Coaches)
- **Family and Community Involvement** - Family Liaison will enhance previously established community relationships. Kindergarten, first grade, second grade, and third grade will participate in a community service project. (Responsible Staff: Family Liaison, Behavior Interventionist School Service Worker, Coaches, Leadership Team)

### Improving Teaching and Learning

- **Job Imbedded PD and Support** – Return to the two district provided Coaches/ Interventionists. Capacity within the staff will exist. (Responsible Staff: Math and ELA Coaches/ Interventionists)
- **PD 360** – Continue and be directed, as needed. (Responsible Staff: Site-Based Coordinator, Data Coach, Coaches/ Interventionists)
- **PLC's** – PLC's will be part of the culture of MacGregor. Teachers are comfortable using the CLC/ILC processes. (Responsible Staff: Site-Based Coordinator, SIG Coordinator, Data Coach)
- **NWEA** – NWEA implementation continues to occur with Data discussions happening at PLC's, these teams are able to run the data discussions with little help. (Responsible Staff: Site-Based Coordinator, Data Coach)
- **Professional Learning** – INTEL knowledge and skills are fully implemented into the classrooms and clearly reflected in instructional practices. Professional conferences will continue to be attended. Internal "experts" will present to staff. (Responsible Staff: Site-Based Coordinator, Math coach, Principal)
- **Extended Learning for Students** – STEAM program is clearly outlined and materials are in place. (Responsible Staff: STEAM teacher, Site-Based Coordinator, Principal)
- **Before and After School Program** –The program is self-directed. It is no longer dependent on the developer. (Responsible Staff: Leadership Team)
- **Summer Experience Scholarships** – Summer experiences are evaluated for effectiveness. Family Liaison finds community grants and partnerships to continue the program. (Responsible Staff: Family Liaison, Site-based Coordinator, School Service Worker, Principal)

## Year 5

### Culture and Climate

- **CHAMPS** –Readjustments to program to meet student needs. Training of any new staff. (Site-Based Coordinator, Behavior Interventionist, Behavior Team)
- **Kagan Training** – Continued training with full implementation. (Responsible Staff: Site Based Coordinator, Coaches)
- **Family and Community Involvement** - Family Liaison will enhance previously established community relationships. All grades will participate in a community service project. (Responsible Staff: Family Liaison, Behavior Interventionist School Service Worker, Coaches, Leadership Team)

### Improving Teaching and Learning

- **Job Imbedded PD and Support** – We will continue with two district provided Coaches/ Interventionists. Capacity within the staff will exist. (Responsible Staff: Math and ELA Coaches/ Interventionists)
- **PD 360** – Continue and be directed. (Responsible Staff: Site-Based Coordinator, Data Coach, Coaches/ Interventionists)
- **PLC's** – PLC's will be part of the culture of MacGregor. Teachers are comfortable using the CLC/ILC processes. (Responsible Staff: Site-Based Coordinator, SIG Coordinator, Data Coach)
- **NWEA** – NWEA implementation continues to occur with Data discussions happening at PLC's. Teams are able to run the data discussions with little help. (Responsible Staff: Site-Based Coordinator, Data Coach)
- **Professional Learning** – INTEL knowledge and skills are fully implemented into the classrooms and clearly reflected in instructional practices. Professional conferences will continue to be attended. Internal "experts" will present to staff. (Responsible Staff: Site-Based Coordinator, Math coach, Principal)
- **Extended Learning for Students** – STEAM program is clearly outlined and materials are in place. (Responsible Staff: STEAM teacher, Site-Based Coordinator, Principal)
- **Before and After School Program** –The program is self-directed. It is no longer dependent on the developer. (Responsible Staff: Leadership Team)
- **Summer Experience Scholarships** – Summer experiences are evaluated for effectiveness. Family Liaison finds community grants and partnerships to continue the program. (Responsible Staff: Family Liaison, Site-based Coordinator, School Service Worker, Principal)

## Attachment G: Annual Goals

Insert annual goals here. A template is provided for your reference.

	<b>Current Proficiency Rate 2014-15</b>	<b>Goal for 2015-2016</b>	<b>Goal for 2016-2017</b>	<b>Goal for 2017-2018</b>	<b>Goal for 2018-19</b>	<b>Goal for 2019-20</b>
<b>Reading</b>	<b>*52.4</b>	<b>57.1</b>	<b>61.8</b>	<b>66.5</b>	<b>71.2</b>	<b>75.9</b>
<b>Mathematics</b>	<b>*18.4</b>	<b>28.4</b>	<b>38.4</b>	<b>48.4</b>	<b>58.4</b>	<b>68.4</b>
<b>Writing</b>	<b>*20.7</b>	<b>29.9</b>	<b>39.1</b>	<b>48.3</b>	<b>57.5</b>	<b>66.7</b>
<b>Social Studies</b>	<b>*4</b>	<b>15.7</b>	<b>27.4</b>	<b>39.1</b>	<b>50.8</b>	<b>62.6</b>
<b>Science</b>	<b>*3.1</b>	<b>14.8</b>	<b>26.5</b>	<b>38.3</b>	<b>49.9</b>	<b>61.6</b>

\*Projected

## **Attachment H: ASSURANCES AND CERTIFICATIONS**

**INSTRUCTIONS:** *Please review the assurances and certification statements that are listed below. Signatures on the application cover sheet indicate the applicant entity has read, understand, and agrees to the assurances and certifications herein.*

### **SPECIFIC PROGRAM ASSURANCES**

The following provisions are understood by the recipients of the grants should it be awarded:

1. The LEA will use its School Improvement Grant to implement fully and effectively an intervention in priority and focus school, which the LEA commits to serve consistent with the final requirements.
2. The LEA will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
3. The LEA will report to the MDE the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
4. The LEA will ensure that each priority and focus school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
5. The grant award is approved and is not assignable to a third party without specific approval. 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.
6. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
7. Payments made under the provision of this grant are subject to audit by the grantor.
8. If the recipient implements a restart model in an eligible 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.
9. 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.
10. 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.

### **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 sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients 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 sub grantee 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 sub award data be reported for all new Federal grants funded at \$25,000 or more with an award date on or after October 1, 2010.

**IN ADDITION:**

This project/program will not supplant nor duplicate an existing School Improvement Plan. In the case of priority schools already implementing a state approve reform/redesign plan, the grant will be used to supplement, expand, or otherwise substantially increase the efforts and work of the selected reform model. Grant funds shall not be used for a reform model that has not been approved by the Michigan Department of Education.