Attachment B **SIG GRANT--LEA Application FY 13**

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant:	Applicant's Mailing Address:
Benton Harbor Area Schools	**PO Box 1107** **636 Pipestone Road** **Benton Harbor MI 49022**

LEA Contact for the School Improvement Grant

Name: **Dr. Leonard Seawood**

Position and Office: **Superintendent, Central Administration**

Contact's Mailing Address: **PO Box 1107; 636 Pipestone Road; Benton Harbor MI 49022**

Telephone: **(269) 605-1010**

Fax: **(269) 605-1073**

Email address: **leonard.seawood@bhas.org**

LEA School Superintendent/Director (Printed Name): **Dr. Leonard Seawood**	Telephone: **(269) 605-1010**
Signature of the LEA School Superintendent/Director: X Leonard Seawood	Date: 5/29/14
LEA School LEA Board President (Printed Name): **Martha Momany**	Telephone: **(269) 927-1154**
Signature of the LEA Board President: X Martha E. Momany	Date: 5/29/14

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

GRANT SUMMARY

District Name: Benton Harbor Area Schools | District Code: 11010
ISD/RESA Name: Berrien RESA | ISD Code: 11

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

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

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

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

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

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

LEA APPLICATION REQUIREMENTS

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

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

SCHOOL NAME	NCES ID #	INTERVENTION			
		turnaround	restart	closure	transformation
Benton Harbor High School	260483004162	X			
International Academy at Hull	260483004175				X
Montessori Academy at Henry C. Morton	260483004163				X
STEAM Academy at MLK	260483004170				X

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

Section B – LEA Portion

1. Analysis of needs and how the intervention was selected

Benton Harbor Area Schools has an intentional and comprehensive assessment system to inform decisions intended to close the student achievement gap. The system was designed to: 1) monitor student growth and proficiency, 2) identify student needs, 3) modify instruction, 4) determine proficiency targets (see Table 8 for BHAS performance targets), 5) evaluate teacher and administrator effectiveness, and 6) inform stakeholders. The system is evaluated and updated each summer prior to the beginning of the school year.

Table 1: Comprehensive Assessment System to Review Annual and Longitudinal Data

Assessment	Subject	Grades	Type	Purpose
MEAP, MI-Access, MEAP-Access, MME	Reading / Math	3-8,11	Summative (1x/year)	Provides data to define school and district-level student performance targets
	Writing	4,7,11		
	Science	5,8,11		
	Social Studies	6,9,11		
NWEA Measures of Academic Progress (MAP)	Reading	K-8	Formative; Summative (3x/year)	Provides baseline data and progress monitoring; measures growth; uses disaggregated data to modify instruction
	Math	K-8		
	Language	2-8		
Fountas & Pinnell Benchmark Assessment	Reading	K-8	Formative; Summative (3x/year)	Provides baseline reading level data and progress monitoring; measures growth; uses disaggregated data to group students by need for leveled instruction
WIDA Assessment	Listening, Speaking, Reading, Writing	K-12	Summative (1x/year)	Provides growth and proficiency data for English Learners

In fall 2010, BHAS identified a need for leadership change and hired a new Superintendent, Dr. Leonard Seawood. The new Superintendent was charged with leading academic and fiscal transformation of this urban district. Transformation efforts involved a variety of stakeholders through four vehicles: 1) internal leadership group with representation from teachers, support staff, administrators, board members and external educational partners; 2) community advisory group with educational, business and faith-based representatives; 3) parent advisory group; and 4) student advisory group.

Process for Intervention Model Selection

The district conducted a comprehensive review of current and longitudinal data including student achievement, demographic, attendance, discipline, perception, process, dropout and graduation data. Aggregated and disaggregated student data revealed need for a high-level intervention model and hence, the process of selecting a reform model began. The Superintendent and reorganization committee decided to restructure from 14 schools to six schools. The district determined a kindergarten center, four themed schools serving grades one through eight and a high school would best serve students academically.

In 2010, Benton Harbor High School was identified as a Persistently Low Achieving School and submitted a transformation reform plan to the MDE. This model was selected based on the recent restructuring and the lack of leadership capacity to replace 50% of the current staff. In addition, the district determined that a turnaround model requiring 50% staff replacement would further disrupt the teaching and learning environment and therefore selected the transformation reform model as the model that best aligned and most appropriate for the school's capacity to significantly improve student achievement.

In 2011-2012, Benton Harbor High School was designated a Priority School. Based on continuous low student achievement data under the transformation reform plan, the district requested and received approval from the Michigan Department of Education to move from the transformation to turnaround reform.

2. LEA capacity to use school improvement funds to provide adequate resources and related support

Each BHAS school developed a school improvement plan focused on teaching and learning, leadership, professional learning, school and community engagement. The district utilizes multiple funding streams to deliver instructional services however significant progress is hindered by lack of funding. BHAS has the capacity to use SIG funds to effectively implement research-based interventions and activities as evidenced by:

Management and Operations

- With the goal of operating a balanced budget, substantial actions have been taken since 2010 including closing eight buildings, outsourcing non-instructional services and securing a 10% wage concession.
- There is a process for granted-funded programs to support effective operations and timely payment.
- To ensure accountability, the district will hire a Budget/Compliance Manager to oversee SIG expenditures.
- A tax levy provides funds for maintenance and building improvements.
- The district uses student information and data warehousing systems to provide teachers with timely information on student demographics, assessment, scheduling and school history. Through training, teachers and staff have the ability to access their assigned students and create tailored reports.

Teaching and Learning

- In 2012, an Assistant Superintendent of Curriculum and Instruction was hired to assist with transformation efforts by focusing on teaching and learning. A written plan for full Common Core State Standards (CCSS) implementation and resource alignment was developed spring 2014 which addresses the one component out of 19 on the District Process Rubric that is not rated "implemented" or "exemplary."
- BHAS' core curriculum utilizes the MAISA units which are aligned to CCSS. The Workshop Model of Instruction has been adopted for kindergarten through eighth grade students. The New Tech framework has been adopted for ninth through twelfth grade students.
- Supplemental content area classroom materials and technology for students are provided based on school needs through Title I funds. Examples include leveled libraries and interactive white boards.
- Formative and summative assessments are established as illustrated in Table 1.
- New and veteran teachers are provided individualized job-embedded professional development by district-level instructional coaches and contract service providers.
- A magnitude of PD opportunities are provided year-round for school- and district-level staff, funded through Title. Topics are identified by school leaders based on needs derived from multiple data sources.

Labor and Board Relations

- The BHAS Board of Education's vision for rapid transformation is based on the District Improvement Plan, individual school improvement plans and priority school plans. The Board adopted the MASB superintendent evaluation tool which includes student growth as an accountability measure.
- The Board has been involved in restructuring the district budget to align resources for transformation.
- To improve student achievement, the BH Education Association (Union) and Board of Education have a signed MOA "to assure that the district removes any barrier to removing teachers from priority schools."
- To assist with accountability, a Turnaround Specialist will be hired to oversee SIG–funded priority schools.

Human Resources

- Recruiting efforts have increased, the Assistant Superintendent, along with select staff, attend select job fairs to recruit highly qualified instructional staff.
- Staff are provided with opportunities to participate on leadership teams such as school improvement and assessment. Select teachers are provided opportunities to lead PD in their areas of expertise.
- Professional development is offered to teachers to support individualized professional development plans.
- District-level instructional coaches mentor teachers on a need basis, ranging from daily to bi-monthly.
- The district implemented a rigorous evaluation system for teachers and principals with 88% and 77% of the indicators relating to student growth, respectively.
- Principals at each school have been given the autonomy to provide collaborative time for instructional staff. Common plan time is approximately three hours per month before, during or after the school day.

3a. Design and implement interventions consistent with the final requirements

BHAS is committed to implementing interventions, activities and practices which will support Benton Harbor High School in its transformation efforts. Since being designated as a priority school district has taken the following actions aligned to the reform model requirements for the high school:

- The principal replacement process began in December 2012. A candidate was hired and interactions proved that this new hire would not be able to carry out a rapid turnaround. The district acted quickly and released the new hire. The position was re-posted, candidates were interviewed and an interim principal began work on October 14, 2013.
- Fifty percent (50%) of the high school staff were replaced for fall 2013. Nine key competencies were required for hiring new staff and re-hiring existing staff. (See reform plan for key competencies)
- The New Tech Network was adopted by BHHS with a phase-in strategy for full implementation by fall 2016. This framework is "an instructional approach centered on project-based learning, a culture that empowers students and teachers and integrated technology in the classroom." Phase one teachers and staff have received intensive New Tech training and continue to receive job-embedded coaching.
- A rigorous, transparent and equitable teacher and administrator evaluation system, with student growth as a significant factor, has been implemented district-wide.
- Job-embedded PD to improve teacher effectiveness has been provided by contract service providers and learning coaches on a need basis, ranging from daily to bi-monthly. The collaboration between teacher and coach includes analyzing data, co-planning, providing resources and modeling lessons.
- Instructional staff who exhibit leadership characteristics have been identified by district and school leaders and provided with growth opportunities in an effort to build capacity and plan for succession.
- Thirty 10th grade students receive an additional 380 hours of academic, enrichment and character instruction during the school year and summer through the 21CCLC grant which began fall 2013.
- A research-based literacy intervention program, READ 180, was implemented in January 2014 for approximately 90 students with the lowest reading proficiency levels.
- In an effort to make more informed district-level decisions and support school leaders, the Superintendent, Assistant Superintendent and Principal began collectively monitoring instruction through monthly walk-throughs and feedback beginning January 2014.
- The district is currently bargaining with the teachers' union and strongly advocating for merit pay.

Action to be Taken:

- Beginning with the 2014-2015 school year, 201.75 hours of extended learning time will be added by lengthening the school day and year.
- One-to-one devices for 100% of students and staff will be implemented fall 2014, aimed at providing digital access to personalize learning opportunities for students and funded through a Whole School Technology Transformation grant.
- The district will assist school staff in identifying a research-based Multi-Tiered System of Supports for reading and math. Scale-up of READ 180 is scheduled for fall 2014 for incoming 9th grade students.
- Two district-level math coaches will be hired in summer 2014 to provide job-embedded PD.
- The district will create a discipline rubric identifying action plan by behavior and frequency of infraction to support principals and provide consistency for implementation fall 2014.

3b. Select external providers from the state's list of preferred providers

Using the "Guide to Working with External Providers" by the American Institutes for Research, the district developed a systematic process to research, vet and select high-quality external providers with expertise for rapid turnaround. Each priority school SIG team examined external providers on the MDE pre-approved list. For each potential provider, the team completed a "Prospective Provider Rating Worksheet" that included ratings on five quality characteristics of services: 1) aligned with established goals, 2) part of a long-term strategy, 3) customized services that address targeted areas, 4) research-based and 5) capacity building.

The Assistant Superintendent and Principal conducted an interview with each prospective provider to begin the vetting process. As part of the interview, the team 1) shared a school overview and 2) asked questions focused on transformation approach, outcomes, evaluation and demonstrated successes at other Michigan low performing schools. Staff documented responses using an "External Provider Interview Worksheet." Post-interview, the team determined if the provider 1) offered services that met essential criteria, 2) demonstrated proven success, 3) had evidence that services consisted of the five quality characteristics, 4) estimated reasonable costs , and 5) had the ability to "hit the ground running." The Assistant Superintendent conducted reference checks to conclude the vetting process. External providers selected include:

Table 2: External Providers

External Provider	Area	Priority School*			
		HS	IA	MA	SA
Berrien RESA	Training on Curriculum, Instruction, Assessment and Instructional Learning Cycle		X		
Institute for Excellence in Education	Job-Embedded Professional Development in Reading, Math; Leadership Coach; Data Coach	X	X	X	X
Ryskind (pending approval)	Job-Embedded Professional Development			X	
Principals Fellowship – MSU	Leadership Coaching	X	X	X	X
New Tech Network	Instructional Framework; Professional Development	X			

*HS = Benton Harbor High School; IA = International Academy; MA = Montessori Academy; SA = STEAM Academy

3c. Align additional resources with the interventions

During the school improvement planning process for 2014-2015, the district in collaboration with each priority school, analyzed and modified current programming and staffing to ensure resource alignment with their respective reform plan. The district will continue to work closely with each school to maintain alignment of financial and human capital resources funded through multiple funding sources. As part of this process, leadership staff will 1) utilize the supplement, not supplant test for allowability and 2) implement the Michigan Department of Education's program evaluation tool. Initiatives which are proven effective and aligned to the SIG goals and big ideas will continue to be provided through their respective funding sources. The following table demonstrates the coordination of district resources for specific components included in the reform plans.

Table 3: Coordination of Additional Resources Beyond SIG Funds

Resource	Component	Priority School*			
		HS	IA	MA	SA
General Funds	Core Instruction and Facilities	X	X	X	X
IDEA	Support for Students with Special Needs	X	X	X	X
Title I, Part A	Job-Embedded Professional Development	X	X	X	X
	Reading and Math Intervention		X	X	X
	Student Advocacy Services		X	X	X
	In-School Reading and Math Tutoring		X	X	X
	After School Instructional/Enrichment Programming		X	X	X
	Office of Parent and Family Engagement Services		X	X	X
Title II, Part A	Job-Embedded Professional Development	X	X	X	X
Title III, Part A	English Learner Support Services	X	X	X	X
Section 31a At-Risk	Reading and Math Intervention	X			
	Student Advocacy Services	x			
	After School Instructional/Enrichment Programming	X			
Safe and Supportive Schools	Student Advocacy Services	X			
	Parent and Family Engagement Services	X			
21st CCLC	After School Instructional/Enrichment Programming	X	X	X	X
Private Funds	In-School Reading and Math Tutoring		X	X	X

	Instructional Materials			X	
Community Partners	After School Programming and Character Education	X	X	X	X

*HS = Benton Harbor High School; IA = International Academy; MA = Montessori Academy; SA = STEAM Academy

3d. Modify its practices or policies to implement the interventions fully and effectively

The Superintendent has been and continues to be a district and school transformation agent. He is an active leader and plays an integral role in the transformation of the BHAS educational system. BHAS took immediate action in revising policies and practices once the first school was identified as a priority school. This involved revamping the administrator and teacher evaluation system to include student growth as a major indicator. This evaluation system was implemented in fall 2011 with full implementation in fall 2012.

To ensure successful implementation of a reform model at any priority school within the school district, the Superintendent collaborated with the union to develop a MOA to allow for operational flexibility. This agreement between the Benton Harbor Education Association and the BHAS Board of Education took effect January 2011. This MOA states that provisions under the union agreement shall not apply to priority schools: assignments within the school, teacher transfers in or out of a school, staff vacancies, teacher bumping rights, start and end times of the school day for teachers, and teacher professional development times. Practices related to these areas were modified to address reform plan implementation. Examples include: principals have 1) exercised their rights with staffing assignments, 2) determined start and end times for their buildings for the 2013-2014 school year, and 3) determined professional development topics, timing and logistics.

Priority school administrators also identified obstacles in the areas of staff hiring, budgeting and financial services which hindered rapid transformation. Modified practices resulted in 1) expediting hiring of staff, 2) increasing involvement of principal in budgeting, and 3) decreasing response time when requesting materials.

3e. Sustain the reforms after the funding period ends

Significant capacity building will take place in years one, two and three through rigorous job-embedded and traditional professional development and leadership coaching to ensure the district's capacity to continue reform initiatives beyond the grant period. Sustainability efforts will focus on 1) leadership support, 2) human capital, 3) standards-based instruction, 4) culture of data-driven instruction, 5) culture change and 6) college and career readiness. Successful initiatives will be maintained through capacity building and/or alignment of resources as evidenced by the following.

- The teacher and administrator evaluation system provides the process to retain highly effective staff beyond SIG funding.
- Each building principal has identified teachers and support staff, who possess leadership skills and/or expressed an interest in taking a leadership role. District leadership has provided coaching, professional development and other opportunities for current staff to develop leadership skills.
- Substantial, high-quality district-wide job-embedded professional development and instructional coaching are utilized to build teacher capacity around best practice and standards-based instruction, ensuring they are developing and/or learning new skills and instructional strategies.
- Professional collaboration time in which teachers analyze student achievement data and plan for modification of instruction based on student needs will continue to be provided. This capacity building and student-centered instruction will assist students in becoming college and career ready.
- The district will respond quickly to remove or modify ineffective initiatives.

Policies and practices will continue to be evaluated by district and school staff during and after grant funding to ensure sustainability of school transformation. The district is committed to a paradigm shift where policies and practices will transition from an adult-centered and/or district parameter-base to an authentic student focus. The focus on building highly effective human capacity, student-centered learning and collaboration will result in sustainable shared beliefs and values and establish a culture and climate conducive to learning.

4. Timeline delineating steps to be taken to implement the selected intervention in each Priority school

The following tables outline the time line for pre-implementation and years 1, 2 and 3 of grant funding. The Turnaround Specialist will serve as the district-level staff member, responsible for coordinating services aligned to the reform plan and program evaluation. In addition, the SIG Budget/Compliance Manager will be responsible for ensuring funds are spent according to approved budgets and grant regulations.

Table 4: Pre-Implementation Timeline
Prior to October 1, 2014

Action Step	Responsible	Start Date	End Date	Success Metric
Hire new principals	Assistant Superintendent	4/25/14	6/30/14	New principals hired with turnaround competencies
Establish a SIG Start-Up Committee	Superintendent	8/1/14	8/15/14	Committee established with representation from all areas of the district
Meet with Union Leadership Team and Board of Education	Superintendent; Assistant Superintendent; Principal	8/1/14	8/15/14	Shared understanding by key stakeholders as evidenced by feedback
Inform stakeholders of award	Superintendent	8/1/14	8/30/14	All relevant stakeholders are informed
Post SIG funded positions and recruit candidates	Assistant Superintendent; Principal	8/1/14	8/30/14	Applications submitted by candidates
Order computers for SIG-funded district staff	Assistant Superintendent	8/1/14	8/10/14	Completed requisitions
Revise and submit school calendar that reflects increased learning time to Board of Education for approval	Assistant Superintendent	8/1/14	8/12/14	Approved school calendar
Begin Title I school-wide transition process for Benton Harbor High School	Assistant Superintendent; Title Coordinator; Principals	8/1/14	7/31/15	Approved Title I school-wide designation by MDE
Revise district professional development calendar to support SIG initiatives	Assistant Superintendent	8/1/14	8/30/14	Approved district professional calendar
Modify transportation schedule	Assistant Superintendent	8/1/14	8/10/14	Revised transportation schedule
Modify food service schedule	Assistant Superintendent	8/1/14	8/30/14	Revised food service schedule
Attend SIG Orientation	Superintendent	8/4/14	8/4/14	Superintendent, Board President, Union President, Principal and Business Manager attended meeting

Table 4: Pre-Implementation Timeline Prior to October 1, 2014				
Action Step	**Responsible**	**Start Date**	**End Date**	**Success Metric**
Modify staff contracts to reflect increased learning time	Superintendent; Human Resources	8/5/14	8/30/14	Revised contracts distributed to staff
Prioritize budget needs	Principal	8/5/14	12/20/14	Approved budget by MDE
Establish cost center for expenditures	SIG Budget/Compliance Manager	8/5/14	8/30/14	Chart of accounts established
Negotiate external provider contracts and submit to Board of Education for approval	Assistant Superintendent; Principal	8/5/14	9/30/14	Approved external provider contracts
Notify parents of school calendar and transportation changes	Assistant Superintendent	8/10/14	8/30/14	Distribution of school calendar
Interview, hire and orientate candidates	Search Committee	8/15/14	9/30/14	Quality staff hired with key competencies
Establish computerized property record inventory for SIG-funded equipment	SIG Budget/ Compliance Manager	8/1/14	8/14/14	Computerized system
Order technology and materials	SIG Coordinator	8/1/14	9/30/14	Completed requisitions
Begin weekly SIG Start-Up Committee meetings to ensure rapid implementation and coordination of efforts	Turnaround Specialist	9/1/14	9/30/14	Schedule established; Department representatives understand SIG requirements; Coordination between departments to expedite requests

Table 5: Year One Timeline October 1, 2014 – September 30, 2015				
Activity	**Responsible**	**Start Date**	**End Date**	**Success Metric**
Continue SIG Start-Up Committee meetings	Turnaround Specialist	10/1/14	12/19/14	Coordination between departments – human resources, business services and instruction
Review expenditure report by school monthly	Turnaround Specialist; Budget/Compliance Manager	10/1/14	9/30/15	Expenditures reflect approved budget
Establish monthly priority school Principal PLC time	Turnaround Specialist	10/1/14	9/30/15	Improved practices for implementation of SIG initiatives
Ensure benchmarks for measuring outcomes are established for external providers	Turnaround Specialist	10/1/14	10/15/14	Established benchmarks for all external providers
Evaluate leading indicators status report monthly	Turnaround Specialist; SIG Coordinator	10/1/14	9/30/15	Leading indicators reflecting progress
Establish monthly external provider check-in meetings to discuss progress and implementation concerns	Assistant Superintendent; Turnaround Specialist; SIG Coordinator	10/1/14	9/30/15	Modifications made when necessary
Establish weekly individual meetings with SIG Coordinator and Principal	Turnaround Specialist	10/1/14	9/30/15	Open communication; challenges addressed; successes shared
Conduct walk-throughs with Superintendent, Assistant Superintendent and/or Principal	Turnaround Specialist	11/1/14	5/30/15	Feedback shared; professional development scheduled if needed
Report to stakeholders on progress of SIG implementation and success	Assistant Superintendent; Turnaround Specialist	1/10/15	9/30/15	Positive feedback on progress from stakeholders
Conduct mid-year evaluation of external provider services	Assistant Superintendent; Turnaround Specialist; SIG Coordinator	3/31/15	4/15/15	Progress toward academic goals as measured against benchmarks
Conduct Priority School principal evaluation	Turnaround Specialist	4/1/15	4/30/15	Shared understanding of accomplishments; new goals established
Conduct SIG Coordinator evaluation	Turnaround Specialist; Principal	5/1/15	5/30/15	Shared understanding of accomplishments; new goals established
Conduct end-of-year evaluation of external provider services	Assistant Superintendent; Turnaround Specialist; SIG Coordinator	8/30/15	9/30/15	Progress toward academic goals as measured against benchmarks
Complete final report for year one	SIG Coordinator	9/15/15	9/30/15	Report indicates progress, success and areas of focus

Table 6: Year Two Timeline October 1, 2015 – September 30, 2016				
Activity	**Responsible**	**Start Date**	**End Date**	**Success Metric**
Review expenditure report by school monthly	Turnaround Specialist; Budget/Compliance Manager	10/1/15	9/30/16	Expenditures reflect approved budget
Maintain monthly priority school Principal PLC time	Turnaround Specialist	10/1/15	9/30/16	Improved practices for implementation of SIG initiatives
Evaluate leading indicators status report monthly	Turnaround Specialist; SIG Coordinator	10/1/15	9/30/16	Leading indicators reflecting progress
Maintain monthly external provider check-in meetings to discuss progress and implementation concerns	Assistant Superintendent; Turnaround Specialist; SIG Coordinator	10/1/15	9/30/16	Modifications made when necessary
Maintain weekly individual meetings with SIG Coordinator and Principal	Turnaround Specialist	10/1/15	9/30/16	Open communication; challenges addressed; successes shared
Conduct walk-throughs in partnership with Superintendent, Assistant Superintendent and/or Principal	Turnaround Specialist	11/1/15	5/30/16	Feedback shared; professional development scheduled if needed
Report to stakeholders on progress of SIG implementation and success	Assistant Superintendent; Turnaround Specialist	1/10/16	9/30/16	Positive feedback on progress from stakeholders
Conduct mid-year evaluation of external provider services	Assistant Superintendent; Turnaround Specialist; SIG Coordinator	3/31/16	4/15/16	Progress toward academic goals as measured against benchmarks
Conduct Priority School principal evaluation	Turnaround Specialist	4/1/16	4/30/16	Shared understanding of accomplishments; new goals established
Conduct SIG Coordinator evaluation	Turnaround Specialist; Principal	5/1/16	5/30/16	Shared understanding of accomplishments; new goals established
Conduct end-of-year evaluation of external provider services	Assistant Superintendent; Turnaround Specialist; SIG Coordinator	8/30/16	9/30/16	Progress toward academic goals as measured against benchmarks
Complete final report for year two	SIG Coordinator	9/15/16	9/30/16	Report indicates progress, success and areas of focus

Table 7: Year Three Timeline October 1, 2016 – September 30, 2017				
Activity	**Responsible**	**Start Date**	**End Date**	**Success Metric**
Review expenditure report by school monthly	Turnaround Specialist; Budget/Compliance Manager	10/1/16	9/30/17	Expenditures reflect approved budget
Maintain monthly priority school Principal PLC time	Turnaround Specialist	10/1/16	9/30/17	Improved practices for implementation of SIG initiatives
Evaluate leading indicators status report monthly	Turnaround Specialist; SIG Coordinator	10/1/16	9/30/17	Leading indicators reflecting progress
Maintain monthly external provider check-in meetings to discuss progress and implementation concerns	Assistant Superintendent; Turnaround Specialist; SIG Coordinator	10/1/16	9/30/17	Modifications made when necessary
Maintain weekly individual meetings with SIG Coordinator and Principal	Turnaround Specialist	10/1/16	9/30/17	Open communication; challenges addressed; successes shared
Conduct walk-throughs with Superintendent, Assistant Superintendent and/or Principal	Turnaround Specialist	11/1/16	5/30/17	Feedback shared; professional development scheduled if needed
Report to stakeholders on school improvement progress	Assistant Superintendent	1/10/17	9/30/17	Positive feedback on progress from stakeholders
Evaluate resources to create sustainability plan	Assistant Superintendent	1/15/17	5/30/17	Sustainability plan that allows for continued reform
Begin gradual release of duties for sustainability	Assistant Superintendent	2/15/17	9/30/17	Responsibilities assumed by district and school staff; Discussions on maintaining positions
Conduct mid-year evaluation of external provider services	Assistant Superintendent; Turnaround Specialist; SIG Coordinator	3/31/17	4/15/17	Progress on student outcomes as measured against benchmarks
Conduct Priority School principal evaluation	Assistant Superintendent; Turnaround Specialist	4/1/17	4/30/17	Shared understanding of accomplishments; new goals established
Conduct SIG Coordinator evaluation	Turnaround Specialist; Principal	5/1/17	5/30/17	Shared understanding of accomplishments; new goals established
Conduct end-of-year evaluation of external provider services	Assistant Superintendent; Turnaround Specialist; SIG Coordinator	8/30/17	9/30/17	Progress on student outcomes as measured against benchmarks
Complete close out grant report	Turnaround Specialist; SIG Budget/ Compliance Manager	9/30/17	10/14/17	Report indicates academic and student outcome progress

5. *Annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor Priority schools that receive school improvement funds*

The district established annual goals utilizing the Michigan Department of Education's guidelines on District and School Proficiency Targets for meeting 85% proficiency by the year 2021-2022 to monitor priority school progress. Based on receiving school improvement funds and implementing reform interventions, the school district established ambitious annual proficiency targets on the state assessment for the duration of grant funding and beyond.

Staff determined that a 10% increase in reading and writing and 15% increase in mathematics in year one was ambitious yet attainable, given SIG funds, current proficiency and student demographics. In years two and three, targets were increased by 5% from the previous year for the three subject areas.

Setting challenging goals and using SIG funds to deepen and bolster reform plans, staff at each of the priority schools expect to increase reading by 45%, writing by 35% and math by 45% by 2017-2018.

Table 8: Annual Goals to Monitor Priority Schools

Subject	Current Proficiency	Proficiency Target		
		2015-2016	2016-2017	2017-2018
Reading	24%	34%	49%	69%
Writing	12%	22%	37%	57%
Mathematics	3%	18%	38%	63%

8. Consult with relevant stakeholders

Benton Harbor Area Schools recognizes the importance of seeking input from a variety of constituents for successful school transformation and therefore consulted with all relevant stakeholders.

Administrators, teachers, instructional coaches, support staff, board members, students, parents, community leaders, community partners, educational representatives and business leaders were part of the SIG application process at various engagement levels. The process of engaging and consulting with stakeholders in the SIG application began with attendance at the Michigan Department of Education SIG technical assistance workshop. A BHAS Board of Education member, the President of the BHAS teacher union, three district-level staff, three administrators, two learning coaches and two teachers attended the SIG workshop.

The Assistant Superintendent of Curriculum and Instruction met with school leadership teams (teachers and administrators) to discuss SIG components including purpose, alignment to priority school reform plan, timeline, required staffing, planning, identification of transformation needs, extended learning time and external provider roles. School staff members were engaged in the discussion and sought clarification on many areas related to school improvement. As a result, there was a shared understanding and clear vision of the SIG opportunity and an eagerness to move forward with the application process.

Each priority school principal held school-wide staff meetings to further discuss the SIG application, staff commitment to the initiative and the potential for dramatic change. District-level staff established weekly meetings with various school staff to discuss 1) SIG program design, 2) application development, 3) stakeholder involvement including students, parents and community members, 4) external providers and 5) timelines. Multiple external stakeholders with expertise in specific interventions were consulted by district-staff and school leaders, as needs were identified during the planning process. The Assistant Superintendent also consulted weekly with Berrien RESA and the Michigan State University Priority School Intervention Specialist on reform strategies for all priority schools. Consultations with specific experts and potential external providers were conducted for individual priority schools. Staff evaluated their advice and guidance and incorporated it into the SIG applications.

The Superintendent, Assistant Superintendent of Curriculum and Instruction and principals of priority schools consulted with a national educational consultant with experience and expertise in school turnaround. The consultant provided guidance on school improvement in the areas of leadership, data, instruction, teacher observation, immediate feedback, culture, relationship building and capacity building.

In accordance with the school improvement grant assurances and certifications, the District invited surrounding non-public schools to participate in the planning and implementing of the SIG application. Twenty-two (22) schools within 25 miles of the District's boundaries received invitations.

As the Superintendent continues to lead district and school transformation, he has played an active role in the ongoing engagement of stakeholders in the SIG process. The SIG application was discussed at the BHAS Board of Education meetings which includes a student representative. One-on-one consultations occurred with individual BHAS board members, the Executive Director of the Boys and Girls Club of Benton Harbor, Mayor of the City of Benton Harbor, Benton Harbor City Commissioner, President of NAACP, Berrien County Probate Judge Mayfield, prominent faith-based organization leaders and business leaders. In addition, the Superintendent discussed the school district's SIG application and its potential for closing the achievement gap at the Southwest Michigan Leadership Council's April meeting with approximately 200 representatives from local businesses, K-12 schools, postsecondary education institutions, private foundations, healthcare organizations, workforce development, city managers, and community members.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve.

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

> Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Priority school the LEA commits to serve.
>
> An LEA's budget for each year may not exceed the number of Priority schools it commits to serve multiplied by $2,000,000.

LEA BENTON HARBOR AREA SCHOOLS BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Benton Harbor High School	$150,923	$1,600,922	$1,641,241	$1,548,142	$4,941,228
International Academy at Hull	$185,236	$1,481,393	$1,247,805	$1,152,718	$4,067,152
Montessori Academy at Henry C. Morton	$101,242	$1,530,617	$1,225,719	$1,097,852	$3,955,430
STEAM Academy at MLK	$251,360	$1,651,861	$1,517,282	$1,298,872	$4,719,375
LEA-level Activities	$236,363		$227,405	$236,569	$700,337
Total Budget	**$7,189,917**		**$5,859,452**	**$5,334,153**	**$18,383,522**

SCHOOL IMPROVEMENT GRANT BUDGET

APPLICANT INFORMATION

TYPE OR PRINT:

APPLICANT	Legal Name of District **Benton Harbor Area Schools**		District Code **11010**
	Address of District **PO Box 1107; 636 Pipestone Road**		
	City and Zip Code **Benton Harbor MI 49022**		Name of County **Berrien**
CONTACT PERSON	Name of Contact Person **Dr. Leonard Seawood**	Title **Superintendent**	Telephone (Area Code) **(269) 605 - 1010**
	Address **PO Box 1107; 636 Pipestone Road**	City **Benton Harbor**	Zip Code **49022**
	E-Mail Address **Leonard.seawood@bhas.org**	Facsimile (A.C./No.) **(269) 605 - 1073**	

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL — Date

Leonard Seawood — 5/29/14

SIGNATURE OF LEA BOARD PRESIDENT — Date

Martha E Momany — 5/29/14

SCHOOL BUILDING BUDGET

Districts and ISDs may apply for School Improvement grants for individual eligible school buildings within their jurisdiction for the purposes of this grant, eligible school buildings are those identified as a Priority school. Signature by the authorized representative indicates that the authorized representative of the school building will work cooperatively with the administrative and fiscal agent for this project. List the name of the school building for which you are applying below. **(Please use duplicate pages as necessary. A separate budget and budget detail narrative is required for each building. The budget must cover the three-year period of the grant. Year 1 must be separated into Pre-implementation activities and Implementation activities. See Page 7 for example.)**

SCHOOL BUILDING

Legal Name of School Building	Building Code	Name and Title of Authorized Representative	
Benton Harbor High School	**00286**	**Timothy Reese, Interim Principal**	
Mailing Address (Street)		Signature	
870 Colfax Avenue		Timothy Reese	
City	Zip Code	Telephone (Area Code/Local Number)	Date Signed (m/d/yyyy)
Benton Harbor	**49022**	**(269) 605 - 1215**	05/29/2014
Name and Title of Contact Person		Mailing Address (If different from agency address)	
Timothy Reese, Interim Principal		**870 Colfax Avenue** **Benton Harbor, MI 49022**	

SCHOOL IMPROVEMENT GRANT BUDGET APPROVAL FORM

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

1. BUDGET SUMMARY FOR: Benton Harbor High School

LEGAL NAME OF APPLICANT:	District Code
Benton Harbor Area Schools	11010

MDE USE ONLY	Grant No.	Project No.	Project Type	Ending Date	FY of Approved Activity
					2014

BUDGET OBJECTS:

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
110	Instruction -- Basic Programs	882,367	350,060	0	121,800	0	0	$1,354,227
120	Instruction -- Added Needs	142,790	56,173	4,000	12,700	0	0	$215,663
210	Pupil Support Services	0	0	0	0	0	0	$0
211	Truancy/Absenteeism Services	0	0	0	0	0	0	$0
212	Guidance Services	170,566	101,783	0	1,000	0	0	$273,349
213	Health Services	0	0	0	0	0	0	$0
214	Psychological Services	0	0	0	0	0	0	$0
216	Social Work Services	179,870	107,334	0	16,750	0	0	$303,954
220	Instructional Staff Services	0	0	0	0	0	0	$0
221	Improvement of Instruction	174,846	69,195	1,031,460	20,700	0	0	$1,296,201
225	Instruction Related Technology	0	0	0	90,000	0	0	$90,000
227	Academic Student Assessment	0	0	35,265	0	0	0	$35,265
230	General Administration	0	0	0	0	0	0	$0

232	Executive Administration	0	0	0	0	0	0	$0
240	School Administration	0	0	0	0	0	0	$0
250	Support Services Business	0	0	0	0	0	0	$0
257	Internal Services	0	0	0	0	0	0	$0
266	Operation and Maintenance	0	0	0	0	0	0	$0
280	Central Support Services	0	0	0	0	0	0	$0
281	Planning, Research, Development, and Evaluation	184,703	110,167	19,186	1,000	0	0	$315,056
283	Staff/Personnel Services	0	0	525,000	0	0	0	$525,000
300	Community Services	0	0	0	0	0	0	$0
311	Community Services Direction	0	0	0	0	0	0	$0
331	Community Activities	155,060	92,014	1,690	34,600	0	0	$283,364
	SUBTOTAL	1,890,202	886,726	1,616,601	298,550	0	0	$4,692,079
	Indirect Costs 5.31% Restricted Rate	100,370	47,085	85,842	15,853	0	0	$249,149
	TOTAL	$1,990,572	$933,811	$1,702,443	$314,403	$0	$0	$4,941,228

2. BUDGET DETAIL

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

SEE PAGE 57 FOR BUDGET DETAIL

5/29/14 Carol Burke

Date **BUSINESS OFFICE REPRESENTATIVE SIGNATURE**

5/29/14

Date **SUPERINTENDENT/DIRECTOR SIGNATURE**

4. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.
LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

ASSURANCES AND CERTIFICATIONS

STATE PROGRAMS

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

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

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

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

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

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

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

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

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

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

CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES
The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES
The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)
The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92` of Title 18, United States Code.)

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

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

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

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

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

ASSURANCE REGARDING THE PROHIBITION OF TEXT MESSAGING AND EMAILING WHILE DRIVING DURING OFFICIAL FEDERAL GRANT BUSINESS
The applicant assures that it prohibits text messaging and emailing while driving during official grant business. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

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

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

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

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

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

SPECIFIC PROGRAM ASSURANCES

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

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

SUPERINTENDENT OR
AUTHORIZED OFFICIAL

DATE 5/20/14

Leonard Seawood
SIGNATURE

TYPED NAME/TITLE: Dr. Leonard Seawood

SIG GRANT—School Building Application FY 13

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: **Benton Harbor High School** School Building Code: **00286**	Mailing Address: **870 Colfax Avenue** **Benton Harbor MI 49022**
School Building Contact for the School Improvement Grant Name: **Timothy Reese** Position and Office: **Principal; Main Office** Contact's Mailing Address: **870 Colfax Avenue, Benton Harbor MI 49022** Telephone: **(269) 605-1215** Fax: **(269) 605-1203** Email address: **Timothy.reese@bhas.org**	
LEA School Superintendent/Director (Printed Name): **Dr. Leonard Seawood**	Telephone: **(269) 605-1010**
Signature of the LEA School Superintendent/Director: X Leonard Seawood	Date: 5/29/14
LEA School LEA Board President (Printed Name): **Martha Momany**	Telephone: **(269) 927-1154**
Signature of the LEA Board President: X Martha E Momany	Date: 5/29/14
Building Principal (Printed Name): **Timothy Reese**	Telephone: **(269) 605-1215**
Signature of the Building Principal X Timothy Reese	Date: 5/29/2014
Union Representative (Printed Name): **Mary Brown**	Telephone: **(269) 605-2457**
Signature of Union Representative: X Mary E Brown	Date: 5/29/14
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

Section A - Benton Harbor High School

1. Analysis of Data

What sources of data did the school use in their analysis?

School staff used multiple sources of data in their analysis for determining need, target areas and fundamental changes. Sources included MDE Bureau of Assessment and Accountability, MI School Data, 2014 Interim Self-Assessment, School Data Analysis and the district's SIS. Staff analyzed the following data: achievement, enrollment, socio-economic status, attendance, gender, ethnicity and discipline.

Based on the analysis, what are the major areas of need that the school's plan will target?

Over the past five years, data reveals consistently low MME scores in math and reading. Proficiency rates remain below 5% in math and hover around 15% in reading for all students. With rates this low, there is little difference in subgroup scores. No students with disabilities have achieved proficiency in this time period. It is only with the 2012-2013 testing cycle that females had proficiency rates above 20% in reading while males lagged behind with less than 10% proficiency. The significantly low academic proficiency shows a need for modification of instructional practice (project-based learning) and interventions for essential academic skills. Disciplinary referrals reaching 2,000 per year, increasing dropout rates and a decreasing graduation rate, indicate a clear need and provide rationale for changes in climate. (Reform plan includes data and processes.)

Identify 3 things that the school will fundamentally change for turnaround to be successful.

SIG funds will allow the high school staff to make the following fundamental changes.

PROJECT-BASED LEARNING/ NEW TECH MODEL	Implement additional phases (10TH through 12TH grade) of the New Tech Model by: • Developing integrated courses that involved project-based learning which is relevant, contextual, creative and shared. • Integrating technology that enables students to be responsible for their own learning. • Providing traditional and job-embedded PD to build capacity among staff. • Changing the physical environment to a collaborative and student-centered learning space.
ESSENTIAL ACADEMIC SKILLS WITH A FOCUS ON LITERACY AND NUMERACY	Revamp the literacy program by: • Providing reading comprehension strategy instruction in all core content areas. • Creating high-quality, high-interest classroom libraries with various levels, topics and genres. • Offering in-class small group or one-on-one student or teacher-identified interventions. • Expanding the READ 180 intervention program. • Developing a new library learning space for collaborative student project development. Implement a rigorous math program by: • Providing job-embedded professional development to increase math teachers' knowledge in Common Core State Standards and math practices. • Providing job-embedded professional development to increase teachers' use of formative and summative assessments to modify instruction and provide meaningful feedback. • Identifying and launching a research-based student intervention program based on age-appropriate instruction and ability.
BUILDING A CULTURE AND CLIMATE CONDUCIVE TO LEARNING	Implement a cohesive and comprehensive culture and climate plan by: • Resurrecting Why Try, a resilience education program that teaches social, emotional and leadership principles. • Expanding the New Tech trust card program to include non-New Tech students. • Creating a code of conduct matrix with common expectations and consistent actions including levels of interventions and disciplinary responses. • Launching school-wide culture projects to capture the shared vision of the school's culture and climate as it relates to school quality and effectiveness. • Engaging students in data conversations so that they understand their own achievement data, take ownership over their learning, and set goals for academic growth.

2. School Building Capacity – Resource Profile

In addition to general funds that support core instruction, the following table details the coordination of human, fiscal and material resources through other sources that support effective implementation of strategies related to the big ideas stated in the school's reform and SIG plans.

Resource		Methods to Support Reform	PBL	Essential Skills	Culture
SIG Funds	SIG Coordinator	Overall implementation and monitoring of SIG plan	X	X	X
	Data Coach	Job-embedded professional development on data collection, data analysis and instructional changes	X	X	X
	Transition Liaison	Graduation coaching and college preparedness	X	X	X
	Family Liaison	School/community engagement around student achievement			X
	Mental Health Specialist	Social and emotional support			X
	Interventionist	Direct support to students in reading and math	X	X	
	Academic Interventions	Individualized support for students in reading and math		X	
	Job-Embedded and Traditional PD Service	Leadership coaching	X	X	X
		Literacy and math coaching		X	
		Parent/Community engagement strategies			X
General	Turnaround Principal	Leadership	X	X	X
	Instructional Staff	Core content	X	X	X
	Operations	Facilities			X
Section 31A, Title I, Part A and/or Title II	Academic Intervention	Staff and materials to provide reading and math interventions		X	
	Parent Engagement	Staff and resources for advocacy and parent engagement			X
	Student Advocates	Social and emotional support for identified students			X
	Professional Development	Need-based professional development including traditional, job-embedded and PLCs	X	X	
	Extended Learning	Support for after school and summer school programming	X	X	X
	Instructional Support	Supplemental experiences, materials and supplies	X	X	
IDEA	Instructional Support	Staff and materials for students identified with special needs	X	X	
21 CCLC	Extended Learning	After school academic and enrichment support	X	X	X
S 3	Learning Environment	Safe and supportive school environment support			X
Community	Local Consortium	New Tech implementation financial support	X	X	X
	Boys & Girls Club of BH	ACT preparation, reading program, tutoring, character education		X	
	BH Police Department	Mediation training for students			X
	Berrien County Health Department	Graduation support for teen parents		X	X

The Benton Harbor High School calendar will include 8 hours each month of staff professional development. Structured time includes six hours after early student release and one hour after school on two days. All professional development will be aligned to reform initiatives.

☒ General Funds ☐ Title I Part A ☒ Title I Schoolwide ☐ Title I Part C ☐ Title I Part D	☐ Title I School Improvement (ISI)	☒ Title II Part A ☐ Title II Part D ☐ USAC - Technology	☐ Title III
☐ Title IV Part A ☐ Title V Parts A-C	☒ Section 31 a ☐ Section 32 e ☐ Section 41	☐ Head Start ☐ Even Start	☒ Special Education
Other: 21st Century Community Learning Centers; Safe and Supportive Schools; Whole School Technology Transformation Grant			

3. School Building Commitment

(a) Staff involvement in and support of the school improvement application and support of proposed efforts to effect change in the school.

Teachers, support staff, administrators, students, parents and community leaders collaborated in the SIG planning process and are committed to reform efforts.

- Staff and students were provided the concept of the SIG at an after school meeting to gather input.
- School staff, students and community leaders participated in brainstorming ideas to include in the school improvement grant as evidenced by meeting agendas, notes and sign-in sheets.
- Once a week the SIG committee (composed of teachers, support staff, administrators, union members, students and community leaders) met to provide input and receive updates from the SIG leadership team. The SIG leadership team met three times a week during planning time. The SIG leadership team shared all meeting minutes electronically to all stakeholders.
- The Michigan School Climate Assessment Instrument was used to evaluate parent, student and staff feedback to guide the components of the SIG.

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

The district and high school have processes in place to support systemic change as evidenced below:

- In fall 2012, the district implemented research-based teacher and administrator evaluation systems. Eighty-eight (88%) of the indicators on the teacher evaluation are related to student growth and 77% on related on the administrator evaluation. ("The Framework for Teaching," 2011. Danielson)
- Beginning fall 2013, 50% of the staff were replaced and on October 14th, an Interim Principal was hired.
- Selection of the New Tech framework was a collaborative process involving various stakeholders.
- Based on MME, Explore, Plan, and local assessments, BHHS adopted the research-based New Tech Instructional Framework and is starting year two, fall 2014. This model utilizes project-based learning that is aligned with common core state standards to continually differentiate instruction based on formative and summative assessment towards the goal of student individualized education plans. By fall 2016, the high school will have fully implemented the New Tech model.
- Professional development days are embedded in the district calendar and based on school needs.
- The District established a monthly administrator PLC. ("Cultures Built to Last," June 2013. DeFour)
- A district-level literacy coach was hired to provide instructional literacy support for high school staff.
- Staff used longitudinal state assessment results to establish annual proficiency targets for core content area with the goal of meeting 85% proficiency by 2021-2022. Targets are ambitious with high expectations for increased student proficiency.
- State Continuing Education Clock Hours (SCECHs) are earned through attending county, regional and state conferences, and staff will have the opportunity to become trainers of trainers through job-embedded professional development opportunities in the New Tech High school.
- School staff participated in sustained, ongoing, and job-embedded professional development relating to the New Tech High School model, Adaptive Schools and Common Core State Standards Alignment through the professional learning community (PLC) process. Other trainings include Why Try Resilience Education training, School Achievement Framework SIP process provided by Berrien RESA staff which includes positive behavior support (C.H.A.M.P.S.). ("Job-Embedded PD," 2010, A. Croft)
- To support social-emotional and community-oriented services the school provides a part-time school parent liaison, full-time student advocate, student interventionist team, full-time mental health professional, and an academic counselor. This team provides the liaison between the staff and the community-oriented services for students and parents.

(c) Agreement with the union to support extended learning time.

BHAS has a MOA with the Benton Harbor Education Association to address supporting extended learning time for all priority schools within the school district. This MOA was established January 5, 2011.

5. External Provider Selection

The high school SIG team utilized a process established by the district in the selection of external providers. The SIG team examined potential providers on the MDE pre-approved list who offered services related to the three big areas of transformative work. For each potential provider, the team completed a "Prospective Provider Rating Worksheet" that included ratings on five quality characteristics of services offered including: 1) aligned with established goals, 2) part of a long-term strategy, 3) customized services that would address reading, math, and culture and climate, 4) research-based and 5) capacity building. Once a potential pool of providers was created, the team conversed with providers to review potential services. Recommended providers and area(s) of focus were submitted to the Assistant Superintendent of Curriculum and Instruction. The Interim Principal and Assistant Superintendent conducted interviews with prospective providers to begin the vetting process. The Interim Principal provided an overview of school instructional practices and culture. Providers were asked to discuss their turnaround approach, outcomes, evaluation, and demonstrated successes at other low performing schools. After the interview, the Assistant Superintendent assessed if the provider offered services that were a good fit, reasonably priced and could be implemented immediately upon award. To conclude the vetting process, the Assistant Superintendent completed reference checks. As a result, the SIG team has selected the following external providers: 1) Institute for Excellence in Education – support in curriculum and instruction; 2) New Tech Network – support in technology, teaching and culture; and 3) Michigan State University – Leadership Fellowship – support in leadership development, culture and climate.

6. Alignment of Resources

(a) Human resources more involved in intentionally hiring the best staff possible to build capacity.

In collaboration with Human Resources, the Principal will update existing and craft new job descriptions that include turnaround competencies as delineated in the attached reform plan. Human Resources staff will seek alternative venues to post open positions and recruit highly qualified individuals. The Principal and Human Resources staff will work collaboratively to expedite the hiring process to ensure staff vacancies are not impeding turnaround initiatives.

The Principal and Assistant Superintendent will develop and maintain professional networks with four-year institutions hosting strong educator preparation programs. In addition, they will attend select job fairs around the State to broaden recruitment efforts and talk with potential candidates about the school, New Tech instructional model, professional development opportunities and high poverty student population.

A selection panel will be organized to screen applications and conduct interviews using an established interview protocol for SIG-funded positions. The selection committee will consist of a minimum of three individuals from the following roles: administrator, New Tech teacher, special education professional, social worker, paraprofessional, student, parent, and union representative. The committee will establish interview questions, scoring rubrics and candidate presentation schedule with guidelines and identify candidates to interview. The panel will develop a schedule for candidates to give a presentation related to their respective role or teach a lesson. The selection panel will participate in the observations.

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

Community resources will be aligned to facilitate the implementation of the Benton Harbor High School Turnaround Plan. Services provided by community partners will be evaluated to determine alignment to the turnaround plan. Staff will use qualitative and/or quantitative data to assess outcomes and recommend program modifications to these community partners. The high school is fortunate to have community partners who provide valuable service to students. The Family Liaison in collaboration with high school staff will work on strengthening services provided by these partners and seek new partners to fill service gaps.

Community Resource	Service Provided	Service Alignment To Turnaround Reform
Boys and Girls Club of Benton Harbor	After school programming	Technology, academic assistance, character education
Berrien County Trial Court Family Division	Academic plans for students on probation	Academic support, behavior support, attendance
Berrien County Health Dept	Support to pregnant teens and teen parents and their families	High school graduation
Intercare School-Based Clinic	Social and health services	Attendance, culture
Lake Michigan College	Upward Bound program	Academic support, college readiness
	Off To College (with Berrien RESA)	College readiness for students with IEP
Michigan Rehab Services	Vocational readiness services	Rehabilitation Counselor services for students with an IEP
Michigan Works	Jobs for America's Graduates (JAG)	Career readiness
Univ of Michigan	Michigan College Advising Corps adviser	Academic counseling, college readiness
Western MI Univ	GEAR Up Program	College readiness
Whirlpool Corp	Robotics program support	Project-based learning

7. Modification of Location Building Policies or Practices

On January 5, 2011, a Memorandum of Agreement between the Benton Harbor Education Association and the Benton Harbor Area Schools Board of Education took effect that allows the district and priority school to modify start and end times of the school day for teachers, teacher professional development times, teacher assignments within the school, teacher transfers in or out of a school, filling vacancies, bumping rights of teachers without permission form the collective bargaining unit. Practices around these areas have changed.

Since summer 2013, several practices at the high school have been modified to support implementation of the turnaround model.

- A shift from technology driving instruction to instruction driving technology has occurred. Administrators, teachers and support staff have been instrumental in the planning process of implementing one-to-one devices for staff and students. School staff determined which technological devices best fit teacher and student needs unlike the past where technology parameters determined delivery of instruction.
- The Principal and school leadership team determine professional development topics on district-provided days which were previously decided by district-level staff.
- The student discipline referral process has changed from a discipline procedure to one in which trained staff work with students on corrective behavior in an effort to reduce repeat referrals.
- There has been an increase in collaboration with Berrien RESA to support planning of the School Achievement Framework which supports the development of a multi-tiered system of support.
- Extended day and summer programming has been planned by high school staff instead of district staff.
- The Principal along with the leadership team has been given the autonomy to modify the master schedule which allows for targeted intervention.
- The practice of leadership collaboration and communication has changed. The Principal meets weekly with staff groups to ensure alignment of turnaround initiatives.
- The Principal honors and celebrates success beyond the traditional honor roll program. Students who are most improving are recognized through the "On A Roll" program.
- The Principal and Assistant Superintendent of Curriculum and Instruction are identifying teachers who exhibit leadership characteristics and providing them with professional development opportunities. For example, just recently a math teacher was selected to participate in the Intel Math Program.
- Historically programs within the high school functioned independently. Programming initiatives are now coordinated for a school-wide cohesive approach.

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

Benton Harbor High School will be increasing learning time by lengthening the school day and school year for a total of 201.75 additional hours. Modifications to the school calendar will include:

Lengthening Method		**Hours**
School Day	60 minutes a day x 4 days a week for instruction and enrichment	144.00
	3 hours a month for staff professional development	24.00
School Year	5 instructional student days	33.75

b. Describe how extended learning time will be spent engaging students in learning.

Extended learning time will be provided through four different programs. Targeted interventions for both reading and math will be offered to students based on need as identified through a formative assessment. Credit recovery will be available to keep students on track for graduation. Multiple clubs which include both an academic and social benefit such as chess club, robotics, graphic design, book groups will be available to students based on their area of interest. Technology integration, one-on-one and small group instruction and variation from regular school day instruction will increase student engagement.

8. Timeline

The following tables outline the cohesive time line for pre-implementation and years 1, 2 and 3 of grant funding. Activities are aligned to the turnaround plan and were divided into sequential steps and intentionally placed into the timeline for effective and rapid implementation for increased student achievement. Activities are aligned to the current New Tech instructional model and clearly specify the person(s) responsible. The Turnaround Specialist will serve as the district-level staff member, responsible for coordinating services aligned to the reform plan and program evaluation. The SIG Coordinator will facilitate and monitor implementation of SIG goals and activities to build capacity among staff and support improved student achievement. The Coordinator will work collaboratively with the Principal to ensure interventions are implemented with fidelity and continually evaluated to meet the SIG achievement goals. The two leaders will elicit feedback on SIG initiatives and progress through staff meetings and stakeholder meetings.

Data is a critical component of turnaround and will be used throughout the years to inform planning, instruction and goal-setting as well as to refine reform initiatives. The Data Coach will be responsible for mentoring and supporting teaching and learning through data analysis, modeling, coaching and professional development to build capacity among staff and promote and improve student achievement through quality instruction. The Data Coach will produce timely data that teachers and staff can use to diagnose and improve student learning programs, as well as design school-wide and personalized instructional strategies that improve student learning and growth. The district's data warehousing system will be utilized for data collection.

PRE-IMPLEMENTATION TIME LINE			
Initiative	**Responsible**	**Start**	**End**
Offer Tier 2 Reading Strategies class during summer school using Scholastic's READ 180 program and screening/progress monitoring tool (SRI).	Summer School Data Coach	6/16/14	8/1/14
Provide New Tech training (one week) to 20 staff members (teachers, coaches, and administrators).	New Tech Trainers	7/7/14	7/11/14
Purchase ACT Aspire as a formative assessment to identify students for intervention and measure student growth.	Principal	7/15/14	7/31/14
Collaborate with Assistant Superintendent to modify food service and transportation (to accommodate extended learning time).	Principal	8/1/14	8/10/14
Work with district Title coordinator on budget modification for school-wide participation.	Principal	8/1/14	8/31/14
Meet with staff to review SIG components, timelines and requirements.	Principal	8/1/14	8/31/14
Post SIG-funded positions.	Human Resources	8/1/14	8/31/14
Provide teachers with professional development on project based learning. This professional learning will include a job-embedded component through instructional coaching.	New Tech Trainers; Instructional Coaches	8/1/14	8/31/14
Provide ELA teachers with professional development on implementation of Reader's Workshop, Writer's Workshop and leveled library usage.	Literacy Coach	8/1/14	8/31/14
Establish leveled libraries for ELA classrooms.	Literacy Coach	8/1/14	8/31/14
Purchase technology carts/kiosks for 9th grade student collaboration stations.	SIG Coordinator	8/1/14	8/31/14
Attend SIG Orientation.	Principal	8/4/14	8/14/14

PRE-IMPLEMENTATION TIME LINE (Continued)			
Initiative	**Responsible**	**Start**	**End**
Finalize contracts with external providers.	Assistant Superintendent	8/6/14	8/31/14
Provide students with agendas/planners and educate parents on how they can be used as a tool to increase student achievement. This will enhance communication with parents and help build their capacity as working partners in their children's education.	Principal	8/8/14	8/31/14
Finalize professional development topics and align with calendar.	Instructional Coaches	8/11/14	8/22/14
Attend two-day professional development on standards-based grading. During the 2013-14 school year, staff participated in ongoing research on standards-based grading.	Principal; Berrien RESA	8/20/14	8/21/14
Provide teachers with professional development and coaching throughout the year to increase their knowledge and use of standards and learning targets.	Instructional Coaches	8/25/14	9/30/14
Interview, hire and orient candidates.	Selection Panel	9/1/14	9/30/14
Provide individual New Tech staff with professional development on project-based learning and the New Tech model.	New Tech Trainers; Instructional Coaches	9/1/14	9/30/14
Establish PLCs/collaborative team time for teachers to increase their informed use of student achievement data to improve instruction and address individual student needs. Meetings will be facilitated by instructional coaches.	Data Coach	9/1/14	9/30/14
Obtain approval on external provider contracts from BHAS Board of Education.	Superintendent	9/12/14	9/30/14

YEAR ONE TIME LINE October 1, 2014 – September 30, 2015			
Initiative	**Responsible**	**Start**	**End**
Expand the READ 180 reading intervention to service additional students.	Literacy Coach	10/1/14	5/31/15
Provide additional Tier 2 reading support to supports.	Literacy Interventionists	10/1/14	5/31/15
Provide teachers with professional development and coaching throughout the year to increase their knowledge and use of instructional strategies.	Instructional Coaches	10/1/14	5/31/15
Maintain PLCs/collaborative team time for teachers to increase their informed use of student achievement data to improve instruction and address individual student needs. Meetings will be facilitated by instructional coaches.	Data Coach	10/1/14	5/31/15
Provide transportation to parent events. Work to develop a partnership with "Dial-a-Ride." Parents can "earn" their transportation by participating in events *and* providing verbal or written feedback.	Family Liaison	10/1/14	10/31/14
Provide teachers with professional development and coaching throughout the year to increase their knowledge and use of standards and learning targets.	Instructional Coaches	10/1/14	9/30/15

YEAR ONE TIME LINE (Continued) October 1, 2014 – September 30, 2015			
Initiative	**Responsible**	**Start**	**End**
Develop a system of progress monitoring and universal screening. Fund ACT Aspire and interim assessments to screen students for appropriate interventions and to monitor progress in student achievement. Use Scholastic Reading Inventory and Scholastic Math Inventory assessments as additional progress monitoring tools at Tier 2.	Data Coach	10/1/14	5/31/15
Continue offering integrated courses under the New Tech model, co-taught by 2 teachers, each highly qualified in their respective content areas. Current course offerings: Bio-Tech, American Studies, Earth-Tech, Agri-Tech, World Studies, and an integrated math course (under development).	New Tech Director	10/1/14	9/30/15
Establish weekly external provider check-in meeting to discuss progress and implementation concerns.	SIG Coordinator	10/4/14	9/30/15
Establish weekly meeting with principal.	SIG Coordinator	10/4/14	9/30/15
Provide Why Try training to all staff	Principal	10/5/14	12/5/14
Coach teachers through student-centered coaching cycles, but with common goals and assessments. Departments will drive these cycles with coaching support as necessary.	Instructional Coaches	10/12/14	5/31/15
Begin individual and small-group data conversations with students so that they understand their achievement data, take ownership and set goals.	Transition Coordinator	10/14/14	9/30/15
Evaluate leading and lagging indicators status report monthly.	SIG Coordinator	10/15/14	9/30/15
Purchase and implement Watch D.O.G.S. (Dads of Great Schools) program.	Family Liaison	10/15/14	12/31/14
Provide individual New Tech staff with professional development on project-based learning and the New Tech model.	New Tech Trainers; Instructional Coaches	10/15/14	9/30/15
Select an online survey instrument and create a parent perception survey that is user-friendly, available in Spanish and English.	SIG Coordinator	10/15/14	11/15/14
Establish an early warning system to identify students at-risk of not graduating.	Transition Liaison	10/20/14	12/20/15
Coordinate teen pregnancy resources.	Family Liaison	11/1/14	12/31/14
Develop a project-based independent study for teen parents that will allow them to learn about effective parenting from an organized curriculum and at the same time earn elective credit.	Family Liaison	11/1/14	12/31/14
Upgrade the parent resource room. Purchase DVDs, bilingual materials, audio programs, tablets with appropriate apps, and computers, and coordinate teen pregnancy and parenting resources.	Family Liaison	11/1/14	12/31/14
Determine four CCSS math practices and student learning targets that all teachers will emphasize in their instruction (one per marking period). Common formative assessments will be developed to measure student progress on mastery.	Numeracy Coach; Math Teachers	11/1/14	5/31/15

YEAR ONE TIME LINE (Continued) October 1, 2014 – September 30, 2015			
Initiative	**Responsible**	**Start**	**End**
Identify school-wide literacy strategies and student learning targets that all teachers will implement in their classrooms (one per marking period). Common formative assessments will be developed to measure student progress on literacy learning target mastery.	Literacy Coach; Teachers	11/1/14	5/31/15
Develop a schedule and topic list for quarterly parent newsletters. These will be used to develop parents' capacity as stakeholders who are involved in the school and are able to work as partners in their children's education.	Family Liaison	11/15/14	1/15/15
Establish a numeracy leadership team who will develop a data-driven numeracy action plan to increase student achievement in math.	Numeracy Coach; Math Lead Teacher	11/15/14	12/31/14
Implement reading and writing workshop in ELA classrooms, and establish classroom leveled libraries to increase student access to books.	Literacy Coach; English Lead Teacher	11/15/14	5/31/15
Develop a plan for strengthening community partnerships that will increase school capacity and increase teaching and learning opportunities, i.e. authentic projects, internships and job shadowing experiences. Use existing and additional community partners such as Dial-a-Ride, DHS, Berrien County Health Department, Boys and Girls Club, LMC, WMU, Kinexus, Whirlpool and Lakeland Regional Health System	Family Liaison	11/15/14	12/31/14
Develop a schedule for computer literacy workshops for parents, which will be held in the computer lab. Possible topics: one-to-one technology, social media, Power School, BHHS Web Site, New Tech Echo	Family Liaison	11/15/14	12/15/14
Develop a schedule for college/career workshops offered to parents and students. Possible topics: GEAR UP, financial aid/FAFSA, Upwards Bound, employability training. Possible partners: LMC, WMU, Kinexus.	Family Liaison; Transition Liaison	11/15/14	12/15/14
Survey parents at fall and spring conferences, using an online survey to provide perception data and plan future workshops.	Family Liaison	11/16/14	3/31/15
Offer workshops that educate parents about social health issues.	Mental Health Professional	11/18/14	5/31/15
Publish a quarterly parent newsletter to educate and communicate with parents about school-related issues.	Family Liaison; Transition Liaison	12/1/14	5/31/15
Develop a plan reinstating the PTA to meet quarterly. Initial focus will be on families of freshmen.	Family Liaison	12/1/14	1/31/15
Begin building a core of volunteers, which will be matched with staff-identified school needs. Use the library volunteers as a successful model to build upon.	Family Liaison	12/1/14	1/31/15
Introduce New Tech trusts to non-New Tech students and staff	New Tech Director	12/1/14	12/15/14
Enhance BHHS website to increase parent engagement and involvement and enhance communication with parents and community stakeholders.	Family Liaison	1/1/15	3/1/15

YEAR ONE TIME LINE (Continued) October 1, 2014 – September 30, 2015			
Initiative	**Responsible**	**Start**	**End**
Report to stakeholders on progress of SIG implementation and success	Principal	1/10/15	9/30/15
Research a math intervention program to address the high number of students performing below proficiency.	Numeracy Coach; Math Lead Teacher	1/10/15	5/15/15
Contact businesses and organizations to provide services as a means of increasing school capacity and increase teaching and learning opportunities through community resources.	Family Liaison	1/10/15	5/31/15
Offer workshops that educate parents and students about college and career opportunities.	Family Liaison; Transition Liaison	1/15/15	5/31/15
Implement trust card system to non-New Tech students	New Tech Director	1/20/15	6/5/15
Offer computer literacy workshops that educate parents about relevant topics.	Family Liaison	2/1/15	5/31/15
Evaluate year one integrated course offerings and analyze student achievement data to develop new courses that will best meet the needs of students.	New Tech Director	3/15/15	6/15/15
Offer a workshop that educates parents about standards-based grading. Repeat quarterly.	Data Coach; Transition Liaison	3/15/15	5/31/15
Offer orientation sessions for new volunteers and training that will develop the capacity of returning volunteers, as needed.	Family Liaison	3/20/16	5/31/17
Conduct mid-year evaluation of external provider services	SIG Coordinator	3/31/15	4/15/15
Conduct formal performance evaluation of SIG-funded staff.	SIG Coordinator	4/1/15	5/31/15
Use student and parent perception data to target workshop offerings and continual upgrades to the parent resource room.	Family Liaison	4/15/15	7/31/15
Purchase and install technology carts/kiosks for 9th and 10th grade students.	SIG Coordinator	6/1/15	8/31/15
Send selected staff, based on individual needs, to a week of intensive professional development on teaching and learning within the New Tech model.	New Tech Trainers	7/1/15	7/31/15
Purchase selected research-based math intervention program.	Numeracy Coach	7/1/15	8/31/15
Provide incoming freshmen with agendas/planners and educate parents on how they can be used as a tool to increase student achievement.	Principal; Transition Liaison	8/1/15	8/31/15
Conduct end-of-year evaluation of external provider services.	SIG Coordinator	8/30/15	9/30/15
Provide building leadership team with professional development on Multi-Tiered System of Support (MTSS) within the classroom.	Berrien RESA SAF Team	9/3/15	9/30/15
Report to stakeholders on progress of SIG progress and success.	Principal	9/8/15	9/30/15

YEAR TWO TIME LINE October 1, 2015 – September 30, 2016			
Initiative	**Responsible**	**Start**	**End**
Maintain READ 180 reading intervention to service identified students.	READ 180 Teachers	10/1/15	5/31/16
Implement the selected research-based math intervention program.	Numeracy Coach; Math Lead Teacher	10/1/15	10/31/15
Continue curriculum alignment in all content areas with a focus on refining rubrics and assessments, identifying essential standards within each content area, and beginning to develop common assessments that are aligned with the related learning targets.	Instructional Coaches	10/1/15	5/31/16
Review year one literacy strategies and assess students' knowledge and use of them. Common formative assessments will be refined as necessary. Identify three additional literacy strategies for focus.	English Lead Teacher; Literacy PLC	10/1/15	5/31/16
Review year one CCSS math practices and assess students' knowledge and use of them. Implement teaching and assessing of remaining math practices.	Math Lead Teacher; Math PLC	10/1/15	5/31/16
Maintain weekly external provider check-in meeting to discuss progress and implementation concerns.	SIG Coordinator	10/1/15	9/30/16
Maintain system of universal screening and progress monitoring to identify individualized interventions.	Teachers	10/1/15	5/31/16
Maintain weekly meeting with principal.	SIG Coordinator	10/1/15	9/30/16
Continue providing building leadership team with professional development on Multi-Tiered System of Support (MTSS).	Berrien RESA SAF Team	10/1/15	5/26/16
Continue evaluating staff needs and provide targeted professional development on project-based learning and the New Tech model.	New Tech Trainers; Instructional Coaches	10/1/15	5/31/16
Continue providing teachers with professional development and coaching throughout the year to increase their knowledge and use of standards and learning targets.	Instructional Coaches	10/1/15	5/31/16
Purchase technology carts/kiosks for 11th grade students.	SIG Coordinator	10/7/15	10/31/15
Continue providing teachers with student-centered coaching cycles.	Instructional Coaches	10/12/15	5/31/16
Evaluate leading and lagging indicators status report monthly.	SIG Coordinator	10/15/15	9/30/16
Offer orientation sessions for new volunteers, as needed.	Family Liaison	10/15/15	2/20/16
Create targeted professional development modules on standards-based grading for teachers that need review or for new teachers. Evaluate staff needs and provide targeted professional development on formative assessment.	Data Coach Instructional Coaches	10/15/15	5/31/16
Provide teachers with professional development on the use of data to create classroom and common formative and summative assessments.	Data Coach	10/20/15	5/31/16
Implement an independent study for teen parents.	Family Liaison	11/1/15	5/31/16
Survey parents at fall and spring conferences, using an online survey to provide perception data and modify programming.	Family Liaison	11/1/15	3/31/16

YEAR TWO TIME LINE (Continued) October 1, 2015 – September 30, 2016			
Initiative	**Responsible**	**Start**	**End**
Continue to provide parent workshops on topics such as computer literacy, standards-based grading, social and emotional needs, college/career opportunities and teacher-parent relationships.	Family Liaison; Transition Liaison	11/1/15	5/31/16
Identify New Tech teacher leaders to become teacher advocates and earn certification as New Tech Network Exemplary Teachers and Trainers.	Principal; New Tech Director	12/1/15	4/31/16
Evaluate year on integrated course offerings and analyze student achievement data to develop new courses that will best meet the needs of students.	New Tech Director	1/10/16	3/31/16
Report to stakeholders on progress of SIG	Principal	1/10/16	9/30/16
Offer FAFSA workshop for parents of seniors.	Transition Liaison	1/15/16	2/20/16
Evaluate year two integrated course offerings and analyze student achievement data to develop new courses that will best meet the needs of students.	New Tech Director	3/15/16	6/15/16
Evaluate staff needs and provide targeted professional development on technology. Create modules for review and orientation purposes.	Technology Coach	3/20/16	5/31/16
Conduct mid-year evaluation of external provider services	SIG Coordinator	3/31/16	4/15/16
Conduct formal performance evaluation of SIG-funded staff.	SIG Coordinator	4/1/16	5/31/16
Use student and parent perception data to target continual upgrades to the parent resource room. Continue to coordinate teen pregnancy resources.	Family Liaison	4/15/16	7/31/16
Evaluate the implementation of reading and writing workshop, and create targeted professional development modules for teachers who need review and for new teachers.	Literacy Coach	5/1/16	5/31/16
Provide incoming freshmen with agendas/planners and educate parents on how they can be used as a tool to increase student achievement.	Principal; Transition Liaison	8/1/16	8/31/16
Purchase technology carts/kiosks for 12th grade students.	SIG Coordinator	8/25/16	9/20/16
Conduct end-of-year evaluation of external provider services.	SIG Coordinator	8/30/16	9/30/16
Report to stakeholders on progress of SIG progress and success.	Principal	9/8/16	9/30/16

YEAR THREE TIME LINE October 1, 2016 – September 30, 2017			
Initiative	**Responsible**	**Start**	**End**
Maintain READ 180 reading intervention to service identified students.	READ 180 Teachers	10/1/16	5/31/17
Maintain weekly external provider check-in meeting to discuss progress and implementation concerns.	SIG Coordinator	10/1/16	9/30/17
Maintain weekly meeting with principal.	SIG Coordinator	10/1/16	9/30/17
Maintain system of universal screening and progress monitoring to identify individualized interventions.	Teachers	10/1/16	5/31/17
Evaluate the Multi-Tiered System of Support (MTSS).	Berrien RESA SAF Team	10/1/16	5/26/17
Implement standards-based grading and reporting in all courses. Coaches will support teachers during implementation. Continue to educate parents.	Data Coach Instructional Coaches	10/1/16	5/31/17
Maintain reading and writing workshop structure within ELA classrooms based upon year two program evaluation/fidelity checks.	ELA Teachers	10/1/16	5/31/17
Review literacy strategies and CCSS math practices and assess students' knowledge and use of them. Create a rotating schedule that focuses on teaching literacy strategies and math practices.	Literacy PLC; Math PLC	10/1/16	5/31/17
Evaluate and refine targeted professional development modules on standards-based grading for teachers that need review or for new teachers. Evaluate staff needs and continue targeted professional development on formative assessment, creating modules for review and orientation purposes.	Data Coach Instructional Coaches	10/10/16	5/31/17
Continue providing teachers with student-centered coaching cycles.	Instructional Coaches	10/12/15	5/31/16
Evaluate leading and lagging indicators status report monthly.	SIG Coordinator	10/15/16	9/30/17
Offer orientation sessions for new volunteers, as needed.	Family Liaison	10/15/16	2/20/17
Continue to align curriculum horizontally and vertically with a focus on using student exemplars to develop a grade level continuum for identified learning targets.	All Content PLCs	10/20/16	5/31/17
Offer an independent study for teen parents.	Family Liaison	11/1/16	5/31/17
Use student and parent perception data to target continual upgrades to the parent resource room. Continue to coordinate teen pregnancy resources.	Family Liaison	11/1/16	5/31/17
Offer parent workshops based on interest surveys.	Family Liaison	11/1/16	5/31/17
Survey parents at fall and spring conferences, using an online survey to provide perception data.	Family Liaison	11/15/16	3/31/17
Offer FAFSA workshop for parents of seniors.	Transition Liaison	1/15/17	2/20/17
Evaluate year three integrated course offerings and analyze student achievement data to develop new courses that will best meet the needs of students.	New Tech Director	3/15/17	6/15/17
Evaluate staff needs and provide targeted professional development on technology. Create modules for review and orientation purposes.	Technology Coach	3/20/17	5/31/17

YEAR THREE TIME LINE (Continued) October 1, 2016 – September 30, 2017			
Initiative	**Responsible**	**Start**	**End**
Conduct formal performance evaluation of SIG-funded staff.	SIG Coordinator	4/1/17	5/31/17
Use student and parent perception data to target continual upgrades to the parent resource room.	Family Liaison	4/15/17	7/31/17
Report to stakeholders on progress of SIG	Principal	1/10/17	9/30/17
Conduct mid-year evaluation of external provider services	SIG Coordinator	3/31/17	4/15/17
Conduct end-of-year evaluation of external provider services.	SIG Coordinator	8/30/17	9/30/17
Report to stakeholders on progress of SIG progress and success.	Principal	9/8/17	9/30/17
Complete close out report	SIG Coordinator	9/15/17	9/30/17

9. Annual Goals

Achievement goals in reading, mathematics, writing, social studies and science were derived by utilizing the Michigan Department of Education's guidelines on District and School Proficiency Targets. Staff calculated needed annual increases in order to meet the state requirement of 85% proficiency by the year 2021-2022. A minimum increase of 9% in reading, 11% in mathematics, 10% in writing, 11% in science, and 11% in social studies are necessary to meet the intended proficiency targets.

Based on receiving school improvement funds and implementing interventions outlined in the grant, the school district in collaboration with the school leadership team, established ambitious annual proficiency targets for reading, writing, math, science and social studies on the state assessment through 2017-2018. Staff determined that a 10% increase in reading and writing and 15% increase in mathematics, science and social studies in year one was ambitious yet attainable, given the current proficiency targets and student demographics. In years two and three, targets were increased by an additional 5% each year for the five subject areas. As a result of setting elevated goals and using SIG funds to deepen and bolster reform plans, staff expect to increase reading by 45%, writing by 45% and math, science and social studies by 60% by 2017-2018.

Subject	Current Proficiency Rate 2014-2015	Goal for 2015-2016	Goal for 2016-2017	Goal for 2017-2018
Reading	15%	25%	40%	60%
Mathematics	1%	16%	36%	61%
Writing	6%	16%	31%	51%
Science	0%	15%	35%	60%
Social Studies	3%	18%	38%	63%

10. Stakeholder Involvement

In 2010, Benton Harbor High School was identified as a Persistently Low Achieving School and submitted a transformation reform plan to the Michigan Department of Education. This model was selected based on the recent restructuring and the lack of leadership capacity to replace 50% of the current staff. The restructuring efforts involved a variety of stakeholders through four vehicles: 1) internal leadership group with representation from teachers, support staff, administrators, board members and external educational partners; 2) community advisory group with educational, business and faith-based representatives; 3) parent advisory group; and 4) student advisory group. The district determined that a turnaround model requiring 50% staff replacement would further disrupt the teaching and learning environment and therefore selected the transformation reform model as the model that best aligned and most appropriate for the school's capacity to significantly improve student achievement. In 2011-2012, Benton Harbor High School was designated a Priority School. Based on continuous low student achievement data and lack of success with the transformation reform plan, the district requested and received approval from the Michigan Department of Education to move from the transformation to turnaround reform model.

Numerous stakeholders were engaged in the development of the SIG application. It is evident through the involvement of the following partners and outside experts, that the Principal and school staff invited and welcomed external stakeholders to participate in developing reform efforts.

- The Principal collaborated with three school improvement leaders from across the country who provided consultation on extended learning time, high-poverty and low performing schools, student engagement during additional clock hours, human capacity, standards-based instruction, data-driven decision making and sustainability.

- New Tech Network has provided significant ongoing expertise for staff and leaders around project-based learning, integrated courses and technology to support reform initiatives. Specific topics have included planning, training, personalized coaching and general consultation.

- The Institute for Excellence in Education consultant met with the Principal and provided expertise in the areas of ongoing job-embedded professional development in reading and math, leadership coaching, data coaching and school culture.

- The SIG team consulted with the General Education Consultant from Berrien RESA on SIG initiatives and application. The Consultant provided past school improvement grant experience and coaching on vision, timeline and sustainability for Benton Harbor High School's SIG grant application.

- Students, parents and community members were involved in transformation efforts by attending committee meetings and staff sessions in which SIG initiatives were developed and vetted. One of the parents serves on the data subcommittee while another serves on the culture and climate sub-committee. Both parents provided a different perspective. Students were engaged in the discussions and offered feedback from a youth perspective.

The SIG team used the stakeholder feedback and guidance from outside experts in developing the school improvement grant application.

As transformation initiatives are implemented, students, parents and community members will continue to serve on the reform team. Stakeholder progress reports and feedback sessions are included in the implementation timelines.

11. Sustaining Reforms

Sustainability was at the forefront as Benton Harbor High School developed its SIG application. The team believes the following plan will allow for long-term transformation success. The sustainability plan was based on five principles: 1) human capital, 2) leadership, 3) culture of data-driven instruction, 4) standards-based instruction and 5) college and career readiness.

SIG Initiative	Actions Taken to Build Capacity	Overall Capacity of Staff for Sustainability of Efforts	Evidence of District Commitment to Retain Effective Staff
Project-Based Learning/ New Tech Model	• Individualized job-embedded professional development • Professional development workshops • Leadership training • "Train the trainer" model • Standard integrated courses with project-based learning • One-to-one technology	Leaders will have the capacity to: ○ build a community of practice, shared leadership, responsibility and professional collaboration ○ facilitate instruction-specific conversations based on data from multiple sources ○ ensure a safe, orderly and respectful environment for students and staff Lead teachers will be responsible for departmental curriculum and training new teachers. Certified New Tech trainers will support new teachers. Teachers will have the capacity to: ○ develop curriculum ○ identify and implement instructional best practices ○ analyze student data ○ collaboratively implement the instructional learning cycle ○ provide student-specific supports informed by data ○ develop standards-based grading to adjust instruction Staff will have the capacity to: ○ build positive relationships ○ engage students by creating relevance in the classroom ○ improve classroom management ○ use strategies for relating to high-poverty students ○ coach students on taking ownership of their learning Teachers and staff will have the capacity to prepare students for college and careers.	The district will maintain a student-centered physical environment. Job-embedded and traditional PD will be sustained by the district. District-level learning coaches will be responsible for training new teachers and supporting existing teachers. Student advocates will continue to meet social and emotional needs of students. Classroom libraries will be maintained through community partners and multiple funding sources. SIG-funded positions will be maintained or responsibilities of the positions will transition to existing staff to maintain turnaround efforts.
Essential Academic Skills with a Focus on Literacy and Numeracy	• Individualized job-embedded professional development • Training on CCSS • Training on formative and summative assessments, data analysis and standards-based grading • Trained Lead Teachers • Leadership monitors instructional practice against common expectations • Integrated reading instruction in core content • Multi-Tiered Systems of Support for reading and math • Training on student academic coaching		
Building a Culture and Climate Conducive to Learning	• Job-embedded professional development • Leadership training • Why Try program implemented • Leadership monitors use of discipline rubric • New Tech trust card program implemented for all grade levels • Staff and students engaged in school-wide culture projects • Social and emotional needs of students addressed • Staff/student data conversations		

Section D.

Baseline Data Requirements

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

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

Metric	Response
Which intervention was selected (turnaround, restart, closure or transformation)?	Turnaround
Number of minutes in the school year?	Students – 71,400 Teacher – 78,750
Dropout rate	13.64% (2013-14)
Number of Disciplinary Incidents	1,939 (9/3/2013-4/30/2014)
Number of Students Involved in Disciplinary Incidents	483 (9/3/2013-4/30/2014)
Increased Learning Time (From 2010 Transformation Plan)	+88 hours (2010-11) +14 hours (2011-12) +18 hours (2012-13)
ILT – Longer School Year	@ state mandated 170 days (2012-13)
ILT – Longer School Day	7 minutes was added to each school day (2012-13)
ILT – Before or After School	Credit recovery programs are in place for 9th, 11th-12th grade students 21st Century Community Learning Centers Grant provides after school opportunities for 10th grade students
ILT – Summer School	6 weeks for credit recovery 5 hours per day 10 courses (teacher-led and NovaNet) Servicing 165 students
ILT – Weekend School	None
ILT - Other	None
Student attendance rate (Numeric %)	79% (9/3/13 – 4/30/14)
Advanced Coursework	15 Honors courses offered 142 students enrolled in one or more honors course.
Dual Enrollment Classes	Dual enrollment currently offered through three Career Tech. Education Classes. 5 high school students have selected the college credit offering.

Metric	Response
Advanced Coursework **and** Dual Enrollment Classes	0
International Baccalaureate	Not available
Early college/college credit	6 students enrolled in classes receiving college credit
High School Graduation Rate	76.92 % (2010-11) 78.8% (2011-12) 57.58% (2012-13)
College Enrollment Rates (Numeric %)	51.9% (2011-12 – within 12 months)
Truants (Numeric)	459 students (2012-13) 330 students (2013-14 as of 4/30/14)
Teacher Attendance Rate	92% (2013-14 as of 4/30/14)
Highly Effective Teachers (Numeric %)	0
Effective Teachers (Numeric %)	22 or 46% (2012-2013) 17 or 53% (2013-2014)
Minimally Effective Teachers (Numeric %)	25 or 52% (2012-2013) 13 or 41% (2013-2014)
Ineffective Teachers (Numeric %)	1 or 2% (2012-2013) 2 or 6% (2013-2014)
Explanation of other types of increased learning	n/a

Attachment B – Turnaround Model

Turnaround Model Requirements	Brief Description of Implementation
1. Replace the principal	• Completed : The principal replacement process began in December 2012. A candidate was hired and interactions proved that this new hire would not be able to carry out a rapid turnaround. The district acted quickly and released the new hire. The position was re-posted, candidates were interviewed and a new principal began work on October 14, 2013.
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.	• New administrator and teacher evaluation systems were designed with consulting support from Cambridge Education staff using nationally normed competencies to establish locally adopted competencies to support rapid school improvement. • The new evaluation was implemented in fall 2011 with full implementation fall 2012. • Teacher and administrator tiers of intervention were established by using ratings of "highly effective," "effective," "improvement necessary," and "ineffective." • Classroom observations were conducted by high school administrative team and the district's Assistant Superintendent of Curriculum and Instruction during the 2012-2013 school year.
3. Screen all existing staff and rehire no more than 50 percent.	• Completed spring 2013. • All staff members received lay-off notifications and were required to submit a resume and interview for open positions. • Nine key competencies were used to screen new candidates and existing staff. (See reform plan for competencies)
4. Select new staff.	• Completed: Fifty percent (50%) of the high school staff were replaced for fall 2013.
5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.	• The district is currently bargaining with the teachers' union and strongly advocating for merit pay. • Instructional staff who exhibit leadership characteristics have been identified by district and school leaders and provided with growth opportunities in an effort to build capacity and plan for succession. • Staff who participate professional development beyond the scope of their contract receive extra duty pay. • Due to financial difficulties, the district is currently under a 10% pay reduction for all staff and is working to reinstate this concession.
6. Provide staff ongoing, high-quality, job embedded Professional Development aligned with instructional program and designed with school staff.	• Teaching & Learning Facilitators, in conjunction with the Assistant Superintendent and-Turnaround Principal, developed a year-long series of professional development opportunities in-line with building initiatives including, but not limited to: Standards-Based Grading, Introduction to the New Tech Model and Curriculum Alignment. • Teaching & Learning Facilitators conduct Effective Classroom Observations and staff are provided individual support in areas of identified need.

Turnaround Model Requirements	Brief Description of Implementation
	• Twenty-three (23) district participants will participate in the New Tech Annual Conference in July 2014. Thirteen (13) of these participants will attend the New Teacher Track which will focus on best practices in project-based learning, school culture and implementing instructional technology that enables all students to be college and career ready. • Illuminate data warehousing training has been conducted for school-level trainers. • Additional Illuminate data warehouse training is scheduled for summer/fall 2014 for teachers to provide them with the skills to access student data for classroom decision making. • An Instructional Technology Coach hired through SIG will provide job-embedded professional development to incorporate technology into instruction and projects. • A Literacy Coach was hired in fall 2013 to provided job-embedded professional development to increase instructional literacy in core content. • The district will be hiring a Math Coach to begin fall 2014. • SIG funds will allow staff to receive job-embedded and traditional professional development in the areas of project-based learning, technology integration, literacy, math, student academic interventions, Why Try and social and emotional student support.
7. Adopt a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)	• SIG funds will allow for a new governance structure including a district-level Turnaround Specialist, Principal, SIG Coordinator, Lead Teachers and select staff to support each the big targeted areas of project-based learning, essential academic skills with a focus on literacy and numeracy and culture and climate.
8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards.	• Longitudinal student achievement data indicated a need for complete re-design of core instructional programing. • The New Tech Model was researched and vetted by teams of stakeholders including building staff, Central Office staff, board members, community members and parents. • Phase one of the New Tech framework will be complete at the end of the 2013-2014 school year which included 9th grade students. Phase two (10th grade students) will be implemented in 2014-2015. Full implementation will be complete with the 2016-2017 school year. • New Tech integrated course content is aligned with academic standards. • SIG funds will provide a Data Coach who will support staff in collecting, analyzing and modifying instruction based on data.
9. Promote continuous use of student data to inform and differentiate instruction to meet student needs.	• The district adopted “Illuminate” as its data warehousing system in fall 2013 for more effective data collection. • Through job-embedded professional development, professional learning communities and implementation of the instructional learning cycle, staff analyze data to inform individualized instructional practices. • SIG funds will enable the high school to hire a Data Coach who

Turnaround Model Requirements	Brief Description of Implementation
	will provide job-embedded professional development to instructional staff. • Through SIG, student data will be used to identify students for reading and math differentiated interventions. In winter 2014, differentiated instruction in reading began.
10. Establish schedules and implement strategies that provide increased learning time.	• Beginning with the 2014-2015 school year, an additional 201.75 hours will be added by lengthening the school year and school day. • Strategies include: reading intervention, math intervention, credit recovery and academic enrichment.
11. Provide appropriate social-emotional and community-oriented services and supports for students.	• Social and emotional support services are provided to students by staff funded through Safe and Supportive Schools Grant and At-Risk Section 31A funding. Positions include student advocates and a mental health professional. • Select at-risk students are being provided with social-emotional services through workshops and mentoring. • Intercare, a community health organization, has established an on-site clinic to provide health services for students. • In collaboration with the Berrien County Health Department, pregnant teens and teen parents receive social-emotional support with the goal of high school graduation. • The Berrien County Trial Court Family Division assists students on probation with academic and behavior plans. • Vocational readiness services for students with special needs by the Michigan Rehabilitation Services. • The high school has a strong partnership with the Boys and Girls Club of Benton Harbor's Teen Center located across the street. Students receive tutoring, academic assistance, character education and technology assistance after-school • In collaboration with Berrien RESA and Lake Michigan College, students with special needs are provided with college readiness support. • SIG funds will provide a Mental Health Therapist who will provide staff with training for helping students with emotional needs and provide students with one-on-one and/or small group social and emotional support. • SIG funds will enable staff to implement the Why Try program.

Permissible Elements	
1. Any of the required and permissible activities under the transformation model.	• The high school is not required to accept a teacher without the mutual consent of teacher and principal regardless of seniority as established in a Memorandum of Agreement between the BHAS Board of Education and the Benton Harbor Education Association. • In January 2014, READ 180 was implemented as a Multi-Tiered System of Supports model for reading. SIG funds will be used to implement a math intervention program. • Technology-based interventions are utilized in the READ 180 program and in the New Tech. • A summer transition program will be offered this summer for incoming 9th grade students. • Credit recovery courses are offered to students who have failed courses required for graduation. • The high school has a Safe and Supportive Schools grant that uses student, parent and staff survey results along with discipline data to assist in selecting interventions and improving school climate.
2. A new school model (themed, dual language academy, etc.)	• BHHS adopted the research-based New Tech Instructional Framework. This model utilizes project-based learning that is aligned with common core state standards to continually differentiate instruction based on formative and summative assessment towards the goal of student individualized education plans.

Budget Detail

The following budget narrative details line items appearing on the budget summary. Each cost is directly attributable to the implementation of the reform model, reasonable, necessary and exceeds the cost the district would have incurred in the absence of the implementation model. Adequate staffing and activities that support and correlate to the plan are included for effective implementation. Activities are designed to address a specified need, represent meaningful change to improve student achievement and are integrated with other local, state and federal initiatives.

The district-level Turnaround Specialist and Budget/Compliance Manager will have overall responsibility for the fiscal monitoring plan in accordance with U.S. Department of Education final requirements and guidance, OMB Circular A-87 and Education Department General Administrative Regulations (EDGAR). Fiscal monitoring will involve staff from Business Services, Human Resources and Curriculum and Instruction working collaboratively with the Turnaround Specialist and Budget/Compliance Manager to monitor implementation of the School Improvement Grant. Elements of the fiscal monitoring plan include: 1) utilizing internal accounting controls in accordance with Generally Accepted Accounting Principles (GAAP), 2) adhering to human resources practices, 3) monitoring budget and expenditure reports to ensure purchases, contracts and personnel are included in the SIG budget, 4) ensuring district-level activities are directed toward SIG schools and 5) communicating weekly with the SIG Coordinator.

Salary costs are comparable to other positions in the district with similar qualifications. The district has set fringe benefit costs and retirement is mandated by the State of Michigan. Staff travel expenditures are in line with district policies, are supported by current documented conference and travel costs. Supplies and materials have been calculated on the basis of local vendor costs. External provider costs are based on quotes. Short-term professional development workshops are based on past experience and/or quotes. The indirect cost rate is obtained from the Michigan Department of Education and reflects the restricted rate of 5.31% for the 2013-2014 school year.

Following are:

District Summary
District Budget Details
School Budget Details

SCHOOL IMPROVEMENT GRANT BUDGET APPROVAL FORM

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

1. BUDGET SUMMARY FOR: LEA Level

LEGAL NAME OF APPLICANT:	District Code
Benton Harbor Area Schools	11010

MDE USE ONLY	Grant No.	Project No.	Project Type	Ending Date	FY of Approved Activity
					2014

BUDGET OBJECTS:

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
110	Instruction -- Basic Programs	0	0	0	0	0	0	0
120	Instruction -- Added Needs	0	0	0	0	0	0	0
210	Pupil Support Services	0	0	0	0	0	0	0
211	Truancy/Absenteeism Services	0	0	0	0	0	0	0
212	Guidance Services	0	0	0	0	0	0	0
213	Health Services	0	0	0	0	0	0	0
214	Psychological Services	0	0	0	0	0	0	0
216	Social Work Services	0	0	0	0	0	0	0
220	Instructional Staff Services	0	0	0	0	0	0	0
221	Improvement of Instruction	0	0	0	0	0	0	0
225	Instruction Related Technology	0	0	0	0	0	0	0
227	Academic Student Assessment	0	0	0	0	0	0	0

230	General Administration	0	0	0	0	0	0	0
232	Executive Administration	0	0	0	0	0	0	0
240	School Administration	238,840	142,448	19,179	3,700	0	0	$404,178
250	Support Services Business	155,060	92,529	0	2,500	0	0	$250,089
257	Internal Services	0	0	0	0	0	0	0
266	Operation and Maintenance	0	0	0	0	0	0	0
280	Central Support Services	0	0	0	0	0	0	0
281	Planning, Research, Development, and Evaluation	0	0	0	0	0	0	0
283	Staff/Personnel Services	7,128	2,828	0	800	0	0	$10,756
300	Community Services	0	0	0	0	0	0	0
311	Community Services Direction	0	0	0	0	0	0	0
331	Community Activities	0	0	0	0	0	0	0
	SUBTOTAL	401,028	237,816	19,179	7,000	0	0	$665,023
	Indirect Costs 5.31% Restricted Rate	21,296	12,628	1,018	372	0	0	$35,314
	TOTAL	$422,324	$250,444	$20,197	$7,372	0	0	$700,337

2. BUDGET DETAIL

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

SEE PAGE 53 FOR BUDGET DETAILS FOR LEA LEVEL

5/29/14 Carol Burke

Date **BUSINESS OFFICE REPRESENTATIVE SIGNATURE**

5/29/14

Date **SUPERINTENDENT/DIRECTOR SIGNATURE**

Budget Details

DISTRICT LEVEL - PRE-IMPLEMENTATION (Prior to October 1, 2014)							
Function Code & Title	**Position/Description**	**Salaries 1000**	**Benefits 2000**	**Purchased Services 3000 4000**	**Supplies & Materials 5000**	**Totals**	**Calculation Method**
240 Support Services Administration	Turnaround Specialist - District-level staff member responsible for coordinating services aligned to the reform plan and program evaluation	6,250	3,666			$ 9,916	One additional month of salary $75000 /12 + fringe benefits (FICA @ 7.65%, Retirement @ 31%)
	Staff Computer				1,000	$ 1,000	1 computer * $1000/each
	Recruitment for highly qualified staff - State-wide			3500		$ 3,500	$1000/month * 2 months for travel; $750/month * 2 months for printing and materials
	Travel for Superintendent, Principal, Business Manager, Union President, and Board member to attend August 4 SIG Orientation Meeting			269		$ 269	2 vehicles for 240 miles round trip to Lansing @$.56 / mile
250 Support Services Business	Budget/Compliance Manager - District-level staff member responsible for ensuring funds are spent according to approved budgets and grant regulations				1,000	$ 1,000	1 computer * $1000/each
Sub-Total		$ 6,250	$ 3,666	$ 3,769	$ 2,000	$ 15,685	
Indirect Costs		332	195	200	106	833	5.31% restricted rate
TOTAL - Pre-Implementation		$ 6,582	$ 3,861	$ 3,969	$ 2,106	$ 16,518	

DISTRICT LEVEL - YEAR ONE (October 1, 2014 - September 30, 2015)							
Function Code & Title	**Position/Description**	**Salaries 1000**	**Benefits 2000**	**Purchased Services 3000 4000**	**Supplies & Materials 5000**	**Totals**	**Calculation Method**
240 Support Services Administration	Turnaround Specialist - District-level staff member responsible for coordinating services aligned to the reform plan and program evaluation	75,000	43,988			$ 118,988	At will salary position: full-time with benefits (FICA@ 7.65%, Retirement @ 31% and Health @20%)
	Mileage reimbursement to travel to four SIG sites			988		$ 988	7 miles * 6 trips a week * 42 weeks * $.56/mile
	Professional development for Turnaround Specialist - attendance at Fall 2014 ASCD conference on educational leadership			2,365		$ 2,365	$500 airfare; $495 registration 4 nights lodging @ $250/night; 4 days @ $35/day meals; $50 ground transportation; $30 parking; $150 mileage
	Membership to professional organization such as ASCD			300		$ 300	Membership fee
	Materials for stakeholder updates			800	400	$ 1,200	$120/month * 10 months - $800 for contracted services; $400 internal
	Consumable office supplies				500	$ 500	Average of $42/month * 12 months
	Recruitment for highly qualified staff - State-wide			1,000		$ 1,000	$250/month * 2 months for travel; $250/month * 2 months for printing and materials
250 Support Services Business	Budget/Compliance Manager - District-level staff member responsible for ensuring funds are spent according to approved budgets and grant regulations	50,000	29,325			$ 79,325	At will salary position: full-time with benefits (FICA@ 7.65%, Retirement @ 31% and Health @20%)
	Consumable office supplies				500	$ 500	Average of $42/month * 12 months
283 Staff/ Personnel Services	Principal Professional Learning Community - Professional Learning monthly meetings for priority school principals facilitated by the Turnaround Specialist	2,304	890		400	$ 3,594	4 staff for 2 hours/month * 9 months * $32/hour (extra duty pay) + benefits (FICA @ 7.65%, Retirement @ 31%); PD books - 5 staff * 2 books/each * $40/book
Sub-Total		$ 127,304	$ 74,203	$ 5,453	$ 1,800	$ 208,760	
Indirect Costs		6,760	3,940	290	96	11,085	5.31% restricted rate
TOTAL - Year One		$ 134,064	$ 78,143	$ 5,742	$ 1,896	$ 219,845	

DISTRICT LEVEL - YEAR TWO (October 1, 2015 - September 30, 2016)							
Function Code & Title	**Position/Description**	**Salaries 1000**	**Benefits 2000**	**Purchased Services 3000 4000**	**Supplies & Materials 5000**	**Totals**	**Calculation Method**
240 Support Services Administration	Turnaround Specialist - District-level staff member responsible for coordinating services aligned to the reform plan and program evaluation	77,250	46,080			$ 123,330	At will salary position: full-time with benefits (FICA @ 7.65%, Retirement @ 32% and Health @ 20%)
	Mileage reimbursement to travel to four SIG sites			1,005		$ 1,005	7 miles * 6 trips a week * 42 weeks * $.57/mile
	Professional development for Turnaround Specialist - attendance at Fall 2015 ASCD conference on educational leadership			2,365		$ 2,365	$500 airfare; $495 registration 4 nights lodging @ $250/night; 4 days @ $35/day meals; $50 ground transportation; $30 parking; $150 mileage
	Membership to professional organization such as ASCD			300		$ 300	Membership fee
	Materials for stakeholder updates			800	400	$ 1,200	$120/month * 10 months - $800 for contracted services; $400 internal
	Consumable office supplies				500	$ 500	Average of $42/month * 12 months
	Recruitment for highly qualified staff - State-wide			1,000		$ 1,000	$250/month * 2 months for travel; $250/month * 2 months for printing and materials
250 Support Services Business	Budget/Compliance Manager - District-level staff member responsible for ensuring funds are spent according to approved budgets and grant regulations	51,500	30,720			$ 82,220	At will salary position: full-time with benefits (FICA @ 7.65%, Retirement @ 32% and Health @ 20%)
	Consumable office supplies				500	$ 500	Average of $42/month * 12 months
283 Staff/ Personnel Services	Principal Professional Learning Community - Professional Learning monthly meetings for priority school principals facilitated by the Turnaround Specialist	2,376	942		200	$ 3,518	4 staff for 2 hours/month * 9 months * $33/hour (extra duty pay) + benefits (FICA @ 7.65%, Retirement @ 32%); PD books - 5 staff * 1 book/each * $40/book
Sub-Total		$ 131,126	$ 77,742	$ 5,470	$ 1,600	$ 215,938	
Indirect Costs		6,963	4,128	290	85	11,466	5.31% restricted rate
TOTAL - Year Two		$ 138,089	$ 81,870	$ 5,761	$ 1,685	$ 227,405	

DISTRICT LEVEL - YEAR THREE (October 1, 2016 - September 30, 2017)							
Function Code & Title	**Position/Description**	**Salaries 1000**	**Benefits 2000**	**Purchased Services 3000 4000**	**Supplies & Materials 5000**	**Totals**	**Calculation Method**
240 Support Services Administration	Turnaround Specialist - District-level staff member responsible for coordinating services aligned to the reform plan and program evaluation	80,340	48,726			$ 129,066	At will salary position: full-time with benefits (FICA @ 7.65%, Retirement @ 33% and Health @ 20%)
	Mileage reimbursement to travel to four SIG sites			1,023		$ 1,023	7 miles * 6 trips a week * 42 weeks * $.58/mile
	Professional development for Turnaround Specialist - attendance at Fall 2016 ASCD conference on educational leadership			2,365		$ 2,365	$500 airfare; $495 registration 4 nights lodging @ $250/night; 4 days @ $35/day meals; $50 ground transportation; $30 parking; $150 mileage
	Membership to professional organization such as ASCD			300		$ 300	Membership fee
	Materials for stakeholder updates			800	400	$ 1,200	$120/month * 10 months - $800 for contracted services; $400 internal
	Consumable office supplies				500	$ 500	Average of $42/month * 12 months
250 Support Services Business	Budget/Compliance Manager - District-level staff member responsible for ensuring funds are spent according to approved budgets and grant regulations	53,560	32,484			$ 86,044	At will salary position: full-time with benefits (FICA @ 7.65%, Retirement @ 33% and Health @ 20%)
	Consumable office supplies				500	$ 500	Average of $42/month * 12 months
283 Staff/ Personnel Services	Principal Professional Learning Community - Professional Learning monthly meetings for priority school principals facilitated by the Turnaround Specialist	2,448	995		200	$ 3,643	4 staff for 2 hours/month * 9 months * $34/hour (extra duty pay) + benefits (FICA @ 7.65%, Retirement @ 33%); PD books - 5 staff * 1 book/each * $40/book
Sub-Total		$ 136,348	$ 82,205	$ 4,488	$ 1,600	$ 224,641	
Indirect Costs		7,240	4,365	238	85	11,928	5.31% restricted rate
TOTAL - Year Three		$ 143,588	$ 86,570	$ 4,726	$ 1,685	$ 236,569	

Budget Details

BENTON HARBOR HIGH SCHOOL - PRE-IMPLEMENTATION (Prior to October 1, 2014)							
Function Code & Title	**Position /Description**	**Salaries 1000**	**Benefits 2000**	**Purchased Services 3000 4000**	**Supplies & Materials 5000**	**Totals**	**Calculation Method**
110 Instruction: Basic Programs	Classroom Libraries and ebooks				60,000	$ 60,000	6 ELA classrooms * $10000/classroom
	Planners for students				1,800	$ 1,800	$3/student * 600 students
212 Guidance Services	Staff Computer for Transition Coach				1,000	$ 1,000	$1000 * 1 staff
216 Social Work Services	Staff Computer for Mental Health Specialist				1,000	$ 1,000	$1000 * 1 staff
221 Improvement of Instruction	Teacher PD Summer: Literacy	920	356			$ 1,276	8 people * 1 day * $75/day + facilitator (1 person * 10 hrs. * 32/hr.) 7.65% FICA, 31% Retirement
	Teacher PD Summer: Project-Based Learning	6,000	2,319			$ 8,319	40 people * 2 days * $75/day 7.65% FICA, 31% Retirement
	Teacher PD Summer: Project-Based Learning			6,000		$ 6,000	$3000/day * 2 days
	Teacher PD Summer: Standards Based Grading	600	232			$ 832	40 people * 2 days * $75/day 7.65% FICA, 31% Retirement
	Teacher PD Summer: Standards Based Grading			660		$ 660	$165 registration fee * 4 staff
	Teacher PD Summer: Reading/Writing	2,012	778			$ 2,790	10 people * 2 day * $75/day + facilitator (1 person * 16 hrs. * 32/hour) 7.65% FICA, 31% Retirement
	Teacher PD Summer: 1:1 technology	7,024	2,715			$ 9,739	40 people * 2 day * $75/day + facilitator (2 people * 16 hrs. * 32/hour) 7.65% FICA, 31% Retirement
225 Instruction Related Technology	Student Collaboration Stations - Technology-Puck Station				30,000	$ 30,000	6 stations * $5000/station
227 Academic Student Assessment	ACT Aspire Comprehensive Assessment for 9th and 10th Grade Students			10,230		$ 10,230	$22/comprehensive test * 465 students
281 Planning, Research, Development, and Evaluation	SIG Coordinator - provide overall guidance with SIG implementation	4,833	2,835			$ 7,668	1 month salary 7.65% FICA, 31% Retirement, 20% Health
	Staff Computer for SIG Coordinator				1,000	$ 1,000	$1000 * 1 staff
331 Community Activities	Staff Computer for Family Liaison				1,000	$ 1,000	$1000 * 1 staff
SUB-TOTAL		$ 21,389	$ 9,234	$ 16,890	$ 95,800	$ 143,313	
Indirect Costs		$ 1,136	$ 490	$ 897	$ 5,087	$ 7,610	5.31% restricted rate
TOTAL		$ 22,525	$ 9,724	$ 17,787	$ 100,887	$ 150,923	

BENTON HARBOR HIGH SCHOOL - YEAR ONE (October 1, 2014 - September 30, 2015)							
Function Code & Title	**Position/Description**	**Salaries 1000**	**Benefits 2000**	**Purchased Services 3000 4000**	**Supplies & Materials 5000**	**Totals**	**Calculation Method**
110 Instruction: Basic Programs	Added learning time	284,524	109,968			$ 394,492	4 additional hours/week for 36 weeks 60 staff for an average $32.93 hourly rate 7.65% FICA, 31% Retirement
120 Instruction: Added Needs	Why Try - Mindset works school kit			4,000		$ 4,000	School license fee
	Summer PBL units creation	69,120	26,715			$ 95,835	30 staff * $32 * 6 hrs./day * 12 days 7.65% FICA, 31% Retirement
	Office Supplies for PBL units - binders, paper				1,000	$ 1,000	$100/month * 10 months
	School-wide culture project				1,000	$ 1,000	4 projects * $250/project
212 Guidance Services	Transition Coach - provide direct service to 9th through 12th grade students, assisting them with graduation requirements	55,000	32,258			$ 87,258	At will salary position full time with benefits 7.65% FICA, 31% Retirement, Health 20%
216 Social Work Services	Mental Health Specialist - support emotional and social needs of students	58,000	34,017			$ 92,017	At will salary position full time with benefits 7.65% FICA, 31% Retirement, Health 20%
	Mental Health Specialist resource materials				4,000	$ 4,000	$400/month * 10 months
	Mental Health Specialist student workshop materials				3,000	$ 3,000	$300/month * 10 months
	Why Try Online Curriculum and Supporting Materials				1,750	$ 1,750	Materials $1250 + Online Curriculum $500
221 Improvement of Instruction	External Provider: Institute for Educational Excellence providing a Data Coach, Literacy Coach and Math Coach			318,750		$ 318,750	Based on quote from external provider
	External Provider: New Tech			18,000		$ 18,000	New Tech Coaching - $3000/day * 6 days
	Stipend for Lead Teachers	2,000	773			$ 2,773	4 teachers @ $500/year 7.65% FICA, 31% Retirement
	Extended Learning Time - PD 3 hours/month	46,080	17,810			$ 63,890	60 staff * 3 hours/month * 8 months * $32/hour 7.65% FICA, 31% Retirement
	Mindset works school kit				1,500	$ 1,500	Teachers lesson kit
	Professional Memberships to ASCD			4,500		$ 4,500	18 memberships * $250/membership - includes webinar access, access to online library and one course each
	PD books				5,400	$ 5,400	$60 /book * 45 staff * 2 books
	Guest PD Speakers			3,000		$ 3,000	$1000/speaker * 3 speakers
	Substitute teacher for teacher PD			7,200		$ 7,200	$90/day *2 days each * 40 staff

221 (Cont'd)	External Provider: MSU providing Culturally Proficient coaching			14,900		$ 14,900	Based on quote from external provider
225 Instruction Related Technology	Student Collaboration Stations - Technology-Puck Station				30,000	$ 30,000	6 stations * $5000/station
281 Planning, Research, Development, and Evaluation	SIG Coordinator - provide overall guidance with SIG implementation	58,000	34,017			$ 92,017	At will salary position full time with benefits 7.65% FICA, 31% Retirement, Health 20%
	Mileage Reimbursement - SIG coordinator			185		$ 185	$0.56/mile * 30 miles/month * 11 months
283 Staff / Personnel Services	External Provider: MSU providing Leadership Coaching			75,000		$ 75,000	Based on quote from external provider
	External Provider: Institute for Educational Excellence providing Leadership Coaching			106,250		$ 106,250	Based on quote from external provider
331 Community Activities	Family Liaison - provide direct support to students through an advisory capacity	50,000	29,325			$ 79,325	At will salary position full time with benefits 7.65% FICA, 31% Retirement, Health 20%
	Parent Involvement materials				5,000	$ 5,000	$500/month * 10 months
	Watch D.O.G.S - Dads parenting program kit				1,200	$ 1,200	Secondary start-up kit @ $400; implementation guides @ $200; training DVDS @ $300; promotional posters/banners @ $300
	Mileage Reimbursement - Family Liaison			308		$ 308	$0.56/mile * 50 miles/month * 11 months
	Volunteer recognition - certificates and recognition items				400	$ 400	1 event * $400
	Parent Resource Room Supplies				3,000	$ 3,000	$300/month * 10 months
	Survey instrument for parents - annual license fee for online survey tool such as Survey Monkey			250		$ 250	1 license * $250 for the year
	Community Stakeholder Engagement events				1,200	$ 1,200	$400 * 3 nights
	Community Stakeholder Engagement materials				1,800	$ 1,800	$600 * 3 events
SUB-TOTAL		$ 622,724	$ 284,883	$ 552,343	$ 60,250	$ 1,520,199	
Indirect Costs		$ 33,067	$ 15,127	$ 29,329	$ 3,199	$ 80,723	5.31% restricted rate
TOTAL		$ 655,790	$ 300,010	$ 581,672	$ 63,449	$ 1,600,922	

BENTON HARBOR HIGH SCHOOL - YEAR TWO (October 1, 2015 - September 30, 2016)							
Function Code & Title	**Position/Description**	**Salaries 1000**	**Benefits 2000**	**Purchased Services 3000 4000**	**Supplies & Materials 5000**	**Totals**	**Calculation Method**
110 Instruction: Basic Programs	Classroom Libraries and ebooks				15,000	$ 15,000	6 ELA classrooms * $2500/classroom
	Library Re-purposing				30,000	$ 30,000	10 collaboration tables @ $3000
	Added learning time	293,060	116,198			$ 409,258	4 additional hours / week for 36 weeks 60 staff for an average $33.92 hourly rate 7.65% FICA, 32% Retirement
120 Instruction: Added Needs	Why Try - Mindset works school kit				4,000	$ 4,000	School license fee
	Summer PBL units creation	48,960	19,413			$ 68,373	30 staff * $34 * 6 hrs./day * 8 days 7.65% FICA, 32% Retirement
	Office Supplies for PBL units - binders, paper				1,000	$ 1,000	$100/month * 10 months
	School-wide culture project				500	$ 500	$125/project * 4 projects
212 Guidance Services	Transition Coach - provide direct service to 9th through 12th grade students, assisting them with graduation requirements	56,650	33,792			$ 90,442	At will salary position full time with benefits 7.65% FICA, 32% Retirement, Health 20%
216 Social Work Services	Mental Health Specialist - support emotional and social needs of students	59,740	35,635			$ 95,375	At will salary position Full time with benefits 7.65% FICA, 32% Retirement, Health 20%
	Mental Health Specialist resource materials				2,000	$ 2,000	$200/month * 10 months
	Mental Health Specialist student workshop materials				2,000	$ 2,000	$200/month * 10 months
	Why Try				500	$ 500	Online Curriculum
221 Improvement of Instruction	External Provider: Institute for Educational Excellence providing a Data Coach, Literacy Coach and Math Coach			300,000		$ 300,000	Based on quote from external provider
	External Provider: New Tech			12,000		$ 12,000	New Tech Coaching - $3000/day * 4 days
	Stipend for Lead Teachers	2,000	793			$ 2,793	4 teachers @ $500/year 7.65% FICA, 32% Retirement
	Extended Learning Time - PD 3 hours/month	47,520	18,842			$ 66,362	60 staff * 3hrs/month * 8 months * $33/hour 7.65% FICA, 32% Retirement
	Teacher PD Summer as-needed Summer 2016	9,270	3,676			$ 12,946	40 people * 3 days * $77.25/day 7.65% FICA, 32% Retirement
	Why Try - Mindset works school kit				1,500	$ 1,500	Tools for administrators, teachers and students
	Professional Memberships to ASCD			4,500		$ 4,500	18 memberships * $250/membership - includes webinar access, access to online library and one course each
	PD books				5,400	$ 5,400	$60 /book * 45 staff * 2 books
	Guest PD Speakers			3,000		$ 3,000	$3000/year
	Substitute teacher for teacher PD			7,200		$ 7,200	$90/day *2 days each * 40 staff

221 (Cont'd)	External Provider: MSU providing culturally proficient coaching			14,900		$ 14,900	Based on quote from external provider
225 Instruction Related Technology	Student Collaboration Stations - Technology-Puck Station				15,000	$ 15,000	3 stations * $5000/station
227 Academic Student Assessment	ACT Aspire Comprehensive Assessment for 9th and 10th Grade Students			11,985		$ 11,985	$25.50/comprehensive test * 470 students
281 Planning, Research, Development, and Evaluation	SIG Coordinator - provide overall guidance with SIG implementation	59,740	35,635			$ 95,375	At will salary position full time with benefits 7.65% FICA, 32% Retirement, Health 20%
	Mileage Reimbursement - SIG coordinator			18,810		$ 18,810	$0.57/mile * 30 miles/month * 11 months
283 Staff / Personnel Services	External Provider: MSU providing leadership coaching			75,000		$ 75,000	Based on quote from external provider
	External Provider: Institute for Educational Excellence providing a leadership coach			100,000		$ 100,000	Based on quote from external provider
331 Community Activities	Family Liaison - provide direct support to students through an advisory capacity	51,500	30,205			$ 81,705	At will salary position full time with benefits 7.65% FICA, 32% Retirement, Health 20%
	Parent Involvement materials				5,000	$ 5,000	$500/month * 10 months
	Watch D.O.G.S - Dads parenting program kit				600	$ 600	Program guides @ $300; training DVDS @ $300
	Mileage Reimbursement - Family Liaison			314		$ 314	$0.57/mile * 50 miles/month * 11 months
	Volunteer recognition - certificates and recognition items				400	$ 400	1 event * $400
	Parent Resource Room Supplies				2,000	$ 2,000	$200/month * 10 months
	Survey instrument for parents - annual license fee for online survey tool such as Survey Monkey			250		$ 250	1 license * $250 for the year
	Community Stakeholder Engagement events				1,200	$ 1,200	$400 * 3 nights
	Community Stakeholder Engagement materials				1,800	$ 1,800	$600 * 3 events
SUB-TOTAL		$ 628,440	$ 294,187	$ 547,959	$ 87,900	$ 1,558,485	
Indirect Costs		$ 33,370	$ 15,621	$ 29,097	$ 4,667	$ 82,756	5.31% restricted rate
TOTAL		$ 661,810	$ 309,809	$ 577,055	$ 92,567	$ 1,641,241	

BENTON HARBOR HIGH SCHOOL - YEAR THREE (October 1, 2016 - September 30, 2017)							
Function Code & Title	**Position/Description**	**Salaries 1000**	**Benefits 2000**	**Purchased Services 3000 4000**	**Supplies & Materials 5000**	**Totals**	**Calculation Method**
110 Instruction: Basic Programs	Classroom Libraries and ebooks				15,000	$ 15,000	6 ELA classrooms * $2500/classroom
	Added learning time	304,783	123,894			$ 428,677	4 additional hours / week for 36 weeks 60 staff for an average $35.28 hourly rate 7.65% FICA, 33% Retirement
120 Instruction: Added Needs	Why Try - Mindset works school kit				4,000	$ 4,000	School license fee
	Summer PBL units creation	24,710	10,045			$ 34,755	30 staff * $34.32 * 6 hrs./day * 4 days 7.65% FICA, 33% Retirement
	Office Supplies for PBL units - binders, paper				1,000	$ 1,000	$100/month * 10 months
	School-wide culture project				200	$ 200	$200/project * 1 project
212 Guidance Services	Transition Coach - provide direct service to 9th through 12th grade students, assisting them with graduation requirements	58,916	35,733			$ 94,649	At will salary position: Full time with benefits 7.65% FICA, 33% Retirement, Health 20%
216 Social Work Services	Mental Health Specialist - support emotional and social needs of students	62,130	37,682			$ 99,811	At will salary position Full time with benefits 7.65% FICA, 33% Retirement, Health 20%
	Mental Health Specialist resource materials				1,000	$ 1,000	$100/month * 10 months
	Mental Health Specialist student workshop materials				1,000	$ 1,000	$100/month * 10 months
	Why Try Online Curriculum				500	$ 500	Annual fee
221 Improvement of Instruction	External Provider: Institute for Educational Excellence providing a Data Coach, Literacy Coach and Math Coach			281,250		$ 281,250	Based on quote from external provider
	External Provider: New Tech			6,000		$ 6,000	New Tech Coaching - $3000/day * 2 days
	Stipend for Lead Teachers	2,000	813			$ 2,813	4 teachers @ $500/year 7.65% FICA, 33% Retirement
	Extended Learning Time - PD 3 hours/month	49,421	20,090			$ 69,510	60 staff * 3 hours/month * 8 months * $34.32/hour 7.65% FICA, 33% Retirement
	Why Try - Mindset works school kit				1,500	$ 1,500	Tools for administrators, teachers and students
	Professional Memberships to ASCD			4,500		$ 4,500	18 memberships * $250/membership - includes webinar access, access to online library and one course each
	PD books				5,400	$ 5,400	$60 /book * 45 staff * 2 books
	Guest PD Speakers			3,000		$ 3,000	$1000/speaker * 3 speakers
	Substitute teacher for teacher PD			7,200		$ 7,200	$90/day *2 days each * 40 staff

221 (Cont'd)	External Provider: MSU providing culturally proficient coaching			14,900		$ 14,900	Based on quote from external provider
225 Instruction Related Technology	Student Collaboration Stations - Technology-Puck Station				15,000	$ 15,000	3 stations * $5000/station
227 Academic Student Assessment	ACT Aspire Comprehensive Assessment for 9th and 10th Grade Students			13,050		$ 13,050	$29/comprehensive test * 450 students
281 Planning, Research, Development, and Evaluation	SIG Coordinator - provide overall guidance with SIG implementation	62,130	37,682			$ 99,811	At will position full time with benefits 7.65% FICA, 33% Retirement, 20% Health
	Mileage Reimbursement - SIG coordinator			191		$ 191	$0.58/mile * 30 miles/month * 11 months
283 Staff / Personnel Services	External Provider: MSU providing leadership coaching			75,000		$ 75,000	Based on quote from external provider
	External Provider: Institute for Educational Excellence providing leadership coaching			93,750		$ 93,750	Based on quote from external provider
331 Community Activities	Family Liaison - provide direct support to students through an advisory capacity	53,560	32,484			$ 86,044	At will position full time with benefits 7.65% FICA, 33% Retirement, 20% Health
	Parent Involvement materials				5,000	$ 5,000	$500/month * 10 months
	Watch D.O.G.S - Dads parenting program kit				600	$ 600	Program guides @ $300; training DVDS @ $300
	Mileage Reimbursement - Family Liaison			319		$ 319	$0.58/mile * 50 miles/month * 11 months
	Volunteer recognition - certificates and recognition items				400	$ 400	1 event * $400
	Parent Resource Room Supplies				1,000	$ 1,000	$100/month * 10 months
	Survey instrument for parents - annual license fee for online survey tool such as Survey Monkey			250		$ 250	1 license * $250 for the year
	Community Stakeholder Engagement events				1,200	$ 1,200	$400 * 3 nights
	Community Stakeholder Engagement materials				1,800	$ 1,800	$600 * 3 events
SUB-TOTAL		$ 617,649	$ 298,421	$ 499,410	$ 54,600	$ 1,470,081	
Indirect Costs		$ 32,797	$ 15,846	$ 26,519	$ 2,899	$ 78,061	5.31% restricted rate
TOTAL		$ 650,446	$ 314,268	$ 525,929	$ 57,499	$ 1,548,142	