

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: Benton Harbor Area Schools	Applicant's Mailing Address: 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 <u><i>Leonard Seawood</i></u>	Date: <u><i>5/29/14</i></u>
LEA School LEA Board President (Printed Name): Martha Momany	Telephone: (269) 927-1154
Signature of the LEA Board President: X <u><i>Martha E. Momany</i></u>	Date: <u><i>5/29/14</i></u>
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
ISD/RESA Name: Berrien RESA

District Code: 11010
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.
- Transformation Model:** Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools.
- Turnaround Model:** Replace principal and at least 50% of the staff, adopt new governance, and implement a new or revised instructional model. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.
- Restart Model:** Close the school and restart it under the management of a charter school operator, a charter management organization (CMO) or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

LEA APPLICATION REQUIREMENTS

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

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

<u>SCHOOL NAME</u>	<u>NCES ID #</u>	<u>INTERVENTION</u>			
		<u>turnaround</u>	<u>restart</u>	<u>closure</u>	<u>transformation</u>
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:

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.

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 Implementatio n			
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:

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

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

Leonard Seawood

Date

5/29/14

SIGNATURE OF LEA BOARD PRESIDENT

Martha E. Moman

Date

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 Benton Harbor High School	Building Code 00286	Name and Title of Authorized Representative Timothy Reese, Interim Principal	
Mailing Address (Street) 870 Colfax Avenue	City Benton Harbor	Telephone (Area Code/Local Number) (269) 605 - 1215	Date Signed (m/d/yyyy) 05 29 2014
Name and Title of Contact Person Timothy Reese, Interim Principal		Mailing Address (If different from agency address) 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: Benton Harbor Area Schools		District Code 11010	
MP/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	0	0	0	0	0	0	0	0	0	\$0
240	School Administration	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	\$0
250	Support Services Business	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	\$0
257	Internal Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	\$0
266	Operation and Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	\$0
280	Central Support Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	\$0
281	Planning, Research, Development, and Evaluation	184,703	110,167	19,186	1,000	0	0	0	0	0	0	0	0	0	0	0	0	\$315,056
283	Staff/Personnel Services	0	0	525,000	0	0	0	0	0	0	0	0	0	0	0	0	0	\$525,000
300	Community Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	\$0
311	Community Services Direction	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	\$0
331	Community Activities	155,060	92,014	1,690	34,500	0	0	0	0	0	0	0	0	0	0	0	0	\$283,364
	SUBTOTAL	1,890,202	886,726	1,616,601	298,550	0	0	0	0	0	0	0	0	0	0	0	0	\$4,692,079
	Indirect Costs 5.31% Restricted Rate	100,370	47,085	85,842	15,853	0	0	0	0	0	0	0	0	0	0	0	0	\$249,149
	TOTAL	\$1,990,572	\$933,811	\$1,702,443	\$314,403	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$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.)**

5/29/14 Carol Burke

Date

BUSINESS OFFICE REPRESENTATIVE SIGNATURE

5/29/14

Date

SUPERINTENDENT/DIRECTOR SIGNATURE

SEE PAGE 57 FOR BUDGET DETAIL

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 APPROPRIATION ACT OF 2010

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

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

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

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

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

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

PARTICIPATION OF NONPUBLIC SCHOOLS

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

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

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

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

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

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

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

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

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

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

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

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

AUDIT REQUIREMENTS

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

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

ASSURANCE AGAINST TRAFFICKING IN PERSONS

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

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

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

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

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

CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS

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

ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS

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

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

IN ADDITION:

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

SPECIFIC PROGRAM ASSURANCES

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

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

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

DATE 5/22/14 SUPERINTENDENT OR
AUTHORIZED OFFICIAL

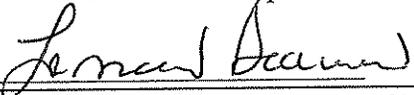
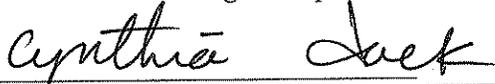
SIGNATURE

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: Montessori Academy at Henry C Morton	Mailing Address: 267 N. Hull Avenue Benton Harbor MI 49022
School Building Code: 00373	
School Building 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 	Date: 5/29/14
LEA School LEA Board President (Printed Name): Martha Momany	Telephone: (269) 927-1154
Signature of the LEA Board President: X 	Date: 5/29/14
Building Principal (Printed Name): Cynthia Jack	Telephone: (269) 605-2505
Signature of the Building Principal: X 	Date: 5/30/14
Union Representative (Printed Name): Mary Brown	Telephone: (269) 605-2457
Signature of Union Representative: X 	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.	

1. Analysis of Data

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

In crafting the SIG application, the Building Leadership Team (BLT) and other staff members at Montessori Academy considered four types of data – student achievement, perception, demographic and process and program – from multiple sources. Chief among these sources was the annual state assessment (MEAP). The team also examined formative data (NWEA MAP, Fountas and Pinnell) and demographic data including poverty level (89% economically disadvantaged). School culture and climate data were gleaned from student perception surveys and disciplinary data. Curricula data was also taken into account by examining the alignment between Montessori curricula and the new Common Core State Standards.

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

The major areas of need identified by staff for transformation are intentional, consistent and targeted interventions in reading, math and culture. An examination of longitudinal data shows that no more than 50% of students in any grade level reached proficiency in reading over the past three years. When analyzing data at the domain level, students perform better in “word study” and struggle with “comprehension.” In fall 2013, no more than 10% of students in any grade level reached proficiency in mathematics. Over the past three years, math proficiency by grade level ranged from 0% to 52%. Currently, there is no math intervention program to assist students struggling with math skills. Disciplinary data for eight months of the current school year shows that of the 250 recorded referrals, 76% are directly related to disruption or disrespectful behavior. At least 73% of these incidents occurred in classrooms suggesting that there is a high need to focus on climate for students and staff. The BLT also examined 2014 survey results where school climate was identified as the predominant concern among parents. (Reform plan includes specific data and processes.)

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

The data analysis supports the rationale for selecting the three targeted areas of reading, math and culture that must fundamentally change to increase student achievement and lead to a successful transformative change.

- **Reading:** Scale-up its instructional reading program by: 1) providing job-embedded professional development to increase teachers’ ability to deliver authentic Montessori instruction progressively; 2) providing job-embedded professional development to increase teachers’ skills to observe student achievement in reading and provide meaningful feedback; 3) coaching teachers on the use of data including documentation, analysis and interpretation; and 4) identifying and implementing additional research-based reading interventions based on age-appropriate instruction and student’s ability.
- **Math:** Implement a comprehensive math instructional program with tiered interventions by: 1) increasing teachers’ knowledge in math CCSS and math practices; 2) providing job-embedded professional development to increase teachers’ ability in the use of math manipulatives ; 3) providing job-embedded professional development to increase teachers’ skills to assess student achievement in math and provide meaningful feedback; 4) coaching teachers on the use of data including collection, analysis and implementation of instructional strategies aligned to student need; and 5) identifying and implementing research-based interventions based on age-appropriate instruction and student’s ability.
- **Culture and Climate:** Create an authentic Montessori environment by 1) establishing a shared understanding of the Montessori philosophy, theory and expectations among staff, students, parents and community partners; 2) developing strong norms and values with common and high expectations; 3) engaging students in learning by providing them with hands-on, authentic experiences; and 4) helping students understand their purpose.

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 funding 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	Reading	Math	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	
	Onsite School Trainer	Staff training on Montessori materials, methods, environment, expectations and instruction	X	X	X	
	Family Liaison	School and community engagement around student achievement	X	X	X	
	Mental Health Specialist	Social and emotional support for tier 3 students			X	
	Academic Coaches	Student coaching around their individual learning	X	X	X	
	Academic Interventions	Individualized support for students in reading and math	X	X		
	Job-Embedded and Traditional Professional Development Service	Literacy intervention and instruction		X		
		Research-based guided reading strategies		X		
		Math Workshop Model of Instruction			X	
Peace education, conflict resolution and working with students from low-income families					X	
	Parent engagement strategies		X	X	X	
Title I, Part A and/or Title II, Part A	Academic Intervention	Staff and materials to provide reading and math interventions	X	X		
	Parent Engagement	Staff and resources for advocacy and parent engagement			X	
	Student Assistance Coach	Social and emotional support for eliminating barriers to learning for tier 1 and 2 students			X	
	Professional Development	Need-based professional development including traditional, job-embedded and professional learning communities support	X	X	X	
	Extended Learning	Support for after school and summer school programming	X	X	X	
	Instructional Support	Supplemental experiences, materials and supplies	X	X	X	
IDEA	Instructional Support	Staff and materials for students identified with special needs	X	X	X	
21 CCLC	Extended Learning	After school academic and enrichment support	X	X	X	
General	Turnaround Principal	Leadership	X	X	X	
	Instructional Staff	Core content	X	X	X	
	Operations	Facilities			X	

The Montessori Academy calendar includes eight hours each month of professional development: 1) one half-day early student release for 3 hours; 2) two after-school sessions for a total of 2.5 hours; and 3) two professional learning community opportunities for a total of 2.5 hours. All professional development will be aligned to reform initiatives.

<input checked="" type="checkbox"/> General Funds <input type="checkbox"/> Title I Part A <input checked="" type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Title I School Improvement (ISI)	<input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start	<input checked="" type="checkbox"/> Special Education
Other: 21st Century Community Learning Centers; TRIG Readiness			

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.

Approximately 88% of Montessori Academy staff participated in the development of the SIG application and are committed to implementing strategies for transformation. Staff members were challenged to identify initiatives which would transform student achievement. This collaborative process included small staff groups discussing which initiatives best suited student needs. Using local data and research studies on best practices, the SIG team formalized strategies, interventions and activities for each big idea. The building leadership team created a matrix linking big ideas to data, specific interventions, potential external providers and community resources (current and potential). For continuous SIG involvement, the matrix was shared and discussed with staff at school-wide and grade-level meetings. A building leadership team member was present at discussions so that feedback would be incorporated into the SIG application. The matrix was continuously updated and shared with staff throughout the process.

A series of two stakeholder meetings were held in May for parents and community partners to create buy-in on transformation efforts and provide opportunities for input on the big ideas in the SIG application. Parents universally voiced support of and excitement for the plan while offering suggestions for refinement. This collaboration invigorated the team to continue developing a high-quality SIG application, which would significantly change the school community, culture and achievement at Montessori Academy.

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

The district and Montessori Academy are committed to and possess the capacity to support systemic transformation. This capacity is demonstrated by:

- A new principal possessing turnaround competencies and experience will be hired in summer 2014.
- In fall 2012, the district fully implemented research-based teacher and administrator evaluation systems. Eighty-eight (88%) of the indicators on the teacher evaluation are related to student growth and achievement, 77% are related on the administrator evaluation. ("The Framework for Teaching," 2011. Danielson)
- During restructuring, all relevant stakeholders agreed to the district maintaining the Montessori instructional approach and practices.
- The District established a monthly administrator PLC. ("Cultures Built to Last," June 2013. DeFour)
- Annual achievement goals for core content areas as measured by the state assessment are established in collaboration with the district with proficiency targets meeting 85% by 2021-2022.
- The district provides two formative assessments, given three times a year, to monitor student growth and assist staff in using data to modify instruction. ("Visible Learning for Teachers." 2012. Hattie)
- Staff PD days are embedded in the district calendar for the school to use for identified needs.
- The school has the autonomy to modify the school calendar to increase learning time.
- Montessori Academy has time set aside for intentional professional learning communities to address achievement data, student growth and instructional practices based on student needs.
- Two district-wide literacy coaches provide instructional literacy support for staff. The district is evaluating the need for other instructional support in areas such as mathematics and technology.

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

Benton Harbor Area Schools has a Memorandum of Agreement (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 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. The Assistant Superintendent conducted an interview with prospective providers to begin the vetting process. The Principal provided an overview of school instructional practices and culture. Providers were asked to discuss their transformation 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 Educational Excellence (reading and math), 2) Michigan State University Principals Fellowship (leadership coaching, culture and climate) and 3) Dr. Tanya Ryskind – pending MDE approval (Montessori training).

6. Alignment of Resources

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

District and building leadership recognize that building human capacity is two-fold: 1) hiring highly effective and qualified staff committed to working with high poverty, low achieving students; and 2) enhancing competence by improving skills of existing staff members. The Principal, select school staff, Assistant Superintendent and Human Resources staff will work collaboratively on the following strategies.

Strategies to Hire the Best Staff

- Understanding future staffing needs through an assessment and gap analysis
- Evaluating existing job descriptions based on future needs
- Establishing a consistent and reliable search committee
- Establishing a rigorous selection criteria based on specific school needs
- Developing and maintaining professional networks with four-year institutions hosting strong educator preparation programs
- Using the quality and quantity of job-embedded and traditional professional development offered at the district- and school-level as a recruitment tool
- Evaluating potential teaching candidates on instruction by observing them conducting a lesson with students in a Montessori classroom

Strategies for Retaining Qualified Staff

- Assessing strengths of current staff on a continual basis to ensure best fit
- Identifying high-potential employees or succession candidates and mentoring them
- Providing job-embedded professional development directly tied to individual staff needs

(b) How will community resources be aligned to facilitate implementation of the selected program(s)?

Community resources are vital to Montessori Academy's transformation efforts. Each program offered by a community organization will be evaluated to determine if the initiative is aligned to one or more of the big ideas in the transformation efforts. Community partners will be expected to provide qualitative and/or quantitative data to evaluate alignment to transformation goals. Montessori Academy is fortunate to have existing partnerships that already work hand-in-glove with the three big ideas:

- The Catch the Dream SMART Tutor Program utilizes approximately 20 community volunteers to provide tutoring for students in 1st through 8th grade to improve reading and math skills.
- The Boys and Girls Club of Benton Harbor provides afterschool programming focused on education, character education, health and life skills, arts, sports, fitness and recreation for 108 students.
- First Presbyterian Church provides a three-week summer leadership academy to develop leadership skills for approximately ten students. Students continue to meet throughout the school year to discuss experiences and maintain leadership skills.
- Michigan State University provides a volunteer who works directly with students on health and wellness each year for eight week cycles with first through six grade students.
- The Girl Scouts provide leadership training and support for female students in all grades by hosting "Girls Meetings" over six weeks during the school year.
- Andrews University student volunteers provide leadership training and support to groups of students based on gender, grade level, or issues they are facing.
- Western Michigan University provides a Learning-Centered Leadership Development Program for the Principal and aspiring leaders.

Montessori Academy will continue to use its School Improvement Team which includes community partners to draw upon community resources that are aligned to its transformation plan.

7. Modification of Local 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 starting and ending 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 from the collective bargaining unit. Practices around these areas have changed.

A major shift in school building practice will be modified to create an authentic Montessori environment. Currently, teachers are using three different instructional models – departmentalization, traditional and Montessori. The role of the classroom teacher will shift to one of mentoring and guiding students in their learning with observation as a key component to promoting concentration. Classroom environments will be meticulously prepared that are sequential and organized for multi-age groups. Student learning will be self-directed, meaningful, hands-on and spontaneous. Students will have freedom within limits and interpersonal relationships will focus on grace, courtesy and community.

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

Montessori Academy will be increasing learning time by lengthening the school day and school year for a total of 127.25 additional hours. Modifications to the school calendar will include:

	Lengthening Method	Hours
School Day	15 minutes a day for instruction in core academic subjects or enrichment	44.75
	2 hours a month for staff professional development	9.00
School Year	5 student instructional days	33.75
	5 professional development teacher days	38.35

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

Student engagement will be the cornerstone at Montessori Academy by offering cross-curricular tangible experiences. The onsite school trainer will mentor staff through collaborative planning to develop projects which engage the whole student, reflect levels 3 and 4 in Webb’s Depth of Knowledge and align to Common Core State Standards. School projects will include gardening, cooking and community service. Examples of specific age-level activities to engage students in learning include:

Lower elementary students (grades 1-3)

- Estimated how much healthy food one could buy with 1,000 pennies, create shopping lists, visit local stores and websites to compare prices, and prepare a presentation about where to buy things
- Draw a picture of what they think the inside of a computer looks like and then physically explore the inside of a computer, comparing and contrasting their prediction to the actual components

Upper elementary students (grades 4-6)

- Collect and display data and plot points on a graph as they figure out which cell phone plan is best for their family and prepare a presentation to their parents and classmates
- Collaborate with a team to create an episode of the Amazing Race utilizing research skills to describe the region traveled, technology skills to edit the episode, and speaking skills to create a presentation

Adolescent students (grades 7-8)

- Blog about smart surfing, digital footprint and cyber bullying and create electronic portfolios about digital citizenship
- Write and design an e-book for lower elementary students explaining science or social studies concepts at their level

8. Timeline

Montessori Academy has established time lines for each year of the grant including a pre-implementation period. 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.

Pre-Implementation Timeline Prior to October 1, 2014			
Intervention/Activity	Start	End	Responsible
Meet with staff to review SIG components, timelines and requirements	8/1/14	8/31/14	Principal
Post SIG-funded positions – SIG Coordinator, Mental Health Specialist and Academic Coaches	8/1/14	8/31/14	Principal; Human Resources
Finalize contracts with external providers	8/1/14	8/5/14	Assistant Superintendent; Principal
Purchase technology to support project-based learning	8/1/14	8/31/14	SIG Coordinator
Interview and hire candidates	8/10/14	9/30/14	Principal; Interview Committee
Obtain approval for external provider contracts from Board of Education	8/12/14	9/30/14	Superintendent
Establish interview committee for SIG-funded positions	8/15/14	9/15/14	Principal
Review and modify daily schedule to support the Montessori framework	8/15/14	8/31/14	Principal; Onsite Trainer
Establish Montessori model classrooms and provide professional development (5 days of extended learning time)	8/18/14	8/21/14	Onsite Trainer; Data Coach
Ensure classroom environments are specifically sequenced and organized for Montessori-appropriate multi-age groups	8/25/14	9/30/14	Principal; Onsite Trainer
Conduct gap analysis of CCSS and Montessori curriculum with staff and onsite trainer	8/18/14	8/21/14	Principal; Onsite Trainer; Data Coach
Restructure Professional Learning Communities and set meeting schedule	9/1/14	9/15/14	Principal; Onsite Trainer

Year One Timeline October 1, 2014 – September 30, 2015			
Intervention/Activity	Start	End	Responsible
Order training materials	10/1/14	10/7/14	Principal; Onsite Trainer
Provide Montessori training for secretarial, custodial, and food service staff	10/1/14	12/18/15	Onsite Trainer
Provide job-embedded training that supports the transition and connection between Montessori philosophy and components of the balanced literacy framework	10/1/14	9/30/15	Onsite Trainer; Data Coach; Leadership Coach

Year One Timeline (Continued)			
October 1, 2014 – September 30, 2015			
Intervention/Activity	Start	End	Responsible
Review building discipline policies and procedures and make modifications to reflect Montessori philosophy and structures	10/1/14	9/30/15	Principal; Onsite Trainer; Building Leadership Team; Leadership Coach
Evaluate progress on leading and lagging indicators monthly	10/1/14	9/30/15	SIG Coordinator; Principal
Host parent night to discuss SIG initiatives and the Montessori philosophy and expectations	10/1/14	10/31/14	Family Liaison
Establish a “Peace Room” for small group discussions and individual social and emotional intervention	10/15/14	11/1/14	Mental Health Specialist
Conduct a book study on working with high poverty schools through PLCs	10/15/14	2/30/16	Principal; Leadership Coach
Provide one-on-one and small group training on data collection, analysis and instructional modification	10/15/14	9/30/15	Data Coach
Provide traditional and/or job-embedded professional development for staff on peace education, conflict resolution and de-escalation strategies	11/1/14	9/30/15	Mental Health Specialist; Onsite Trainer
Begin a series of workshops for students with high disruptive behaviors using discipline and referral data to identify students and their needs	11/14/14	9/30/15	Mental Health Specialist
Research potential Tier III literacy intervention programs	12/1/14	2/27/15	PLCs
Develop cross-curricular tangible experience for summer program	1/7/15	4/30/15	Onsite Trainer; Data Coach
Provide job-embedded training on math methods and materials	1/20/15	9/30/15	Onsite Trainer
Begin monthly parent program	2/1/15	6/30/15	Family Liaison; PLCs
Research potential math intervention programs	3/1/15	5/30/15	PLCs; Onsite Trainer; Principal; Math Coach
Identify Tier III literacy intervention program	3/1/15	3/31/15	PLCs; Onsite Trainer; Principal; Literacy Coach
Conduct mid-year evaluation of external provider services	3/31/15	4/15/15	SIG Coordinator
Identify and purchase resources summer cross-curricular tangible experiences	5/1/15	5/30/15	SIG Coordinator
Identify math intervention program	6/1/15	6/30/15	PLCs; Onsite Trainer; Principal; Math Coach
Purchase literacy intervention program	6/1/15	6/30/15	SIG Coordinator
Begin summer cross-curricular program	6/1/15	8/31/15	SIG Coordinator
Prepare for literacy intervention program implementation (possible software installation and/or material purchases)	7/1/15	8/31/15	SIG Coordinator; Onsite Trainer
Train staff on literacy intervention program	7/1/15	8/31/15	SIG Coordinator
Purchase math intervention program	7/1/15	7/31/15	SIG Coordinator
Prepare for math intervention program implementation (possible software installation and/or material purchases)	8/1/15	9/30/15	SIG Coordinator; Onsite Trainer
Provide staff with summer training to analyze spring assessment data in order to identify skills and standards for remediation	7/1/15	8/30/15	Onsite Trainer; Principal; Data Coach
Train staff on math intervention program	8/15/15	9/30/15	SIG Coordinator

Year One Timeline (Continued) October 1, 2014 – September 30, 2015			
Intervention/Activity	Start	End	Responsible
Conduct end-of-year evaluation of external provider services	8/30/15	9/30/15	SIG Coordinator
Report progress on SIG initiatives to stakeholders	9/8/15	11/6/15	SIG Coordinator

Year Two Time Line October 1, 2015 – September 30, 2016			
Intervention/Activity	Start	End	Responsible
Begin literacy intervention program with identified students	10/1/15	11/1/15	Staff; Onsite Trainer
Begin math intervention program with identified students	10/1/15	11/1/15	Staff; Onsite Trainer
Evaluate and select technology devices which support project-based and individualized learning	10/1/15	12/1/15	SIG Coordinator; PLCs
Provide job-embedded literacy training on need-based areas	10/1/15	9/30/16	Onsite Trainer; Data Coach; Leadership Coach
Provide job-embedded training on discipline rubric	10/1/15	9/30/16	Principal
Provide job-embedded math training on need-based areas	10/1/15	9/30/16	Onsite Trainer
Evaluate progress on leading indicators monthly	10/1/15	9/30/16	SIG Coordinator; Principal
Develop and implement two additional cross-curricular tangible experiences per grade	10/1/15	5/31/16	Onsite Trainer; PLCs
Provide Montessori training for new secretarial, custodial, and food service staff	10/1/15	12/18/16	Onsite Trainer
Offer Montessori refresher training for existing secretarial, custodial, and food service staff	10/1/15	12/18/16	Onsite Trainer
Purchase technology to support project-based learning and individualized instruction	12/1/15	1/10/16	SIG Coordinator
Host parent night to discuss SIG initiatives and the Montessori philosophy and expectations	11/15/15	12/15/15	Family Liaison
Provide traditional and/or job-embedded professional development for staff on peace education, conflict resolution and working with students from low-income families	11/1/15	9/30/16	Mental Health Specialist
Provide workshops for students with high disruptive behaviors	10/1/15	9/30/16	Mental Health Specialist
Continue social and emotional support for students through group activities and counseling.	10/1/15	9/30/16	Mental Health Specialist
Identify resources and implement cross-curricular tangible experiences	1/1/16	5/30/16	SIG Coordinator
Implement occupations curriculum for 7 th and 8 th grade students	1/7/16	1/31/16	Onsite Trainer; Teachers
Conduct mid-year evaluation of external provider services	3/31/16	4/15/16	SIG Coordinator
Begin summer cross-curricular program	6/1/16	8/31/16	SIG Coordinator
Conduct end-of-year evaluation of external provider services	8/30/16	9/30/16	SIG Coordinator

Year Two Time Line (Continued) October 1, 2015 – September 30, 2016			
Intervention/Activity	Start	End	Responsible
Host parent and community partners events focused on improving students attendance , mathematics and literacy skills	9/15/16	10/15/16	Family Liaison
Research and identify a bullying prevention program	11/1/16	2/28/17	Mental Health Specialist; Family Coach/Liaison

Year Three Time Line October 1, 2016 – September 30, 2017			
Intervention/Activity	Start	End	Responsible
Provide job-embedded literacy training on need-based areas	10/1/16	9/30/17	Onsite Trainer; Data Coach; Leadership Coach
Provide job-embedded training on discipline rubric	10/1/16	9/30/17	Principal
Provide job-embedded math training on need-based areas	10/1/16	9/30/17	Onsite Trainer
Evaluate progress on leading and lagging indicators monthly	10/1/16	9/30/17	SIG Coordinator; Principal
Provide Montessori training for new secretarial, custodial, and food service staff	10/1/16	12/18/16	Onsite Trainer
Offer Montessori refresher training for existing secretarial, custodial, and food service staff	10/1/16	12/18/16	Onsite Trainer
Provide workshops for students with high disruptive behaviors	10/1/16	9/30/17	Mental Health Specialist
Host parent night to discuss SIG initiatives and the Montessori philosophy and expectations	10/15/16	11/15/16	Family Liaison
Provide traditional and/or job-embedded professional development for staff on peace education, conflict resolution and working with students from low-income families	11/1/16	9/30/17	Mental Health Specialist
Develop and implement two additional cross-curricular tangible experiences per grade	11/15/16	4/30/17	Onsite Trainer; PLCs
Conduct mid-year evaluation of external provider services	3/31/17	4/15/17	SIG Coordinator
Begin summer cross-curricular program	6/1/17	8/31/17	SIG Coordinator
Conduct end-of-year evaluation of external provider services	8/30/17	9/30/17	SIG Coordinator
Host parent and community partners events focused on improving students attendance , mathematics and literacy skills	9/1/17	9/30/17	Family Liaison

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 7% in reading, 11% in mathematics, 8% 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, student demographics and transition to a new assessment, Smarter Balance. 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 the end of 2017-2018.

Proficiency Targets: Montessori Academy				
Subject	Current Proficiency Rate 2014-2015	Goal for 2015-2016	Goal for 2016-2017	Goal for 2017-2018
Reading	29%	39%	54%	74%
Mathematics	4%	19%	39%	64%
Writing	25%	35%	50%	70%
Science	1%	16%	36%	61%
Social Studies	0%	15%	35%	60%

10. Stakeholder Involvement

The process for involving stakeholders in selecting the transformation model for Montessori Academy began in fall 2010. The district was undergoing a restructuring of all of its fourteen schools. As a part of these transformation efforts, it was crucial that a variety of stakeholders be involved in the process who would offer multiple ideas from different perspectives. Therefore, teachers, support staff, administrators, students, parents, board members, union representative, community business leaders, faith-based representatives and educational partners were identified and selected to participate in advisory groups.

Stakeholder involvement continued after Montessori Academy received priority status designation in fall 2013. The Assistant Superintendent, additional district staff, and the Montessori Academy School Improvement Team (administrator, instructional staff and instructional coaches) were directly involved in the transformation reform plan. The Michigan State University Intervention Specialist and Berrien RESA's School Improvement Facilitator provided expertise in development on both the reform plan and SIG application initiatives.

Montessori Academy consulted with a community volunteer with an extensive background in Montessori education. This community partner shared knowledge for both the reform plan and SIG application, providing guidance on school design, instructional practices, staffing, methods, materials and professional development.

Community partners and parent representatives attended two meetings in May during the SIG planning phase. Participants were presented with a brief overview of SIG, big ideas, possible initiatives and a vision of sustainability. Stakeholders provided feedback on topics such as partnerships, initiatives and implementation. The meeting resulted in garnishing positive support over the application process and overall school reform.

11. Sustaining Reforms

With sustainability at the forefront for long-term transformation of Montessori Academy, the SIG initiatives were based on five capacity building principles:

- 1) Developing a safe and respectful teaching and learning environment;
- 2) Building a community of practice through leadership, collaboration and collective responsibility;
- 3) Improving Montessori-based instruction and interventions based on data and aligned to Common Core State Standards;
- 4) Providing data-driven, differentiated instruction for all students; and
- 5) Strengthening human capital by retaining effective building leaders and staff.

The team believes the sustainability plan builds capacity for long-term transformation through the following major components.

- The district recognizes the need for a highly skilled school leader who will make organizational and instructional changes in a time-compressed period that will result in improved academic achievement. The district will hire a principal with turnaround competencies and the ability to galvanize staff around the transformation plan SIG initiatives.
- Capacity building and long-term strategy were key indicators when the school team selected external providers. Using research-based strategies and techniques gained through job-embedded professional development by the Institute for Excellence in Education and an onsite trainer, teachers and staff will have the skillset to continue with high-quality reading and math instruction on their own.
- Highly effective veteran teachers will mentor novice teachers.
- Model Montessori classrooms will be established to ensure practices and protocols are embedded in daily instruction.
- Through training, staff will become highly proficient and self-sufficient with utilizing data to provide tiered instruction.
- The district is committed to building capacity for data-driven, differentiated instruction after SIG funding by maintaining a district Data Coach.
- A positive school culture will foster and support the practices and protocol of the transformation plan and ultimately change the work culture for long-term sustainability.
- Once grant funding has ended, the Principal and district staff will review financial resources and ensure they are aligned to continue transformation efforts.
- Successful transformation initiatives will be incorporated into future School Improvement plans.

To emphasize the importance of capacity building and sustainability, the Montessori Academy school leadership team will keep the BHAS Superintendent and Board of Education apprised of transformation efforts and progress. Reform efforts with successful outcomes and a need for sustained support from the district will be considered by the district leadership team prior to the conclusion of grant funding.

Section D

Baseline Data Requirements

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

Metric	Response
Which intervention was selected (turnaround, restart, closure or transformation)?	Transformation
Number of minutes in the school year?	65,880
Dropout rate	n/a
Number of Disciplinary Incidents	326 (9/3/13 – 4/30/14)
Number of Students Involved in Disciplinary Incidents	133 (9/3/13 – 4/30/14)
Increased Learning Time	0
ILT – Longer School Year	0
ILT – Longer School Day	0
ILT – Before or After School	0
ILT – Summer School	n/a
ILT – Weekend School	n/a
ILT - Other	n/a
Student attendance rate (Numeric %)	89.64% (9/3/13 – 4/30/14)
Advanced Coursework	n/a
Dual Enrollment Classes	n/a
Advanced Coursework and Dual Enrollment Classes	n/a
International Baccalaureate	n/a
Early college/college credit	n/a
High School Graduation Rate	n/a
College Enrollment Rates (Numeric %)	n/a
Truants (Numeric)	179
Teacher Attendance Rate	95%
Highly Effective Teachers (Numeric %)	1 – 5%
Effective Teachers (Numeric %)	17 – 89%
Minimally Effective Teachers (Numeric %)	0 – 0%

Metric	Response
Ineffective Teachers (Numeric %)	1 – 5%
Explanation of other types of increased learning	N/A

Attachment A--Transformation Model

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

1. Replace the principal

- The principal job vacancy, which includes turnaround competency qualifications, was posted in April 2014. Interviews are scheduled for June 2014.

2. Include student data in teacher/leader evaluation

- In fall 2012, the district fully implemented a rigorous evaluation system for teachers and principals with 88% and 77% of the indicators relating to student growth, respectively.

3. Evaluations that are designed with teacher/principal involvement

- Between March and June 2011, Benton Harbor Area Schools partnered with external consultants to begin a collaborative process between teachers, principals and district administration to create teacher and administrator evaluation plans. The Benton Harbor Education Association Bargaining Unit and Administrators Bargaining Unit nominated teams including the union President, other officers and members to develop the evaluation rubric. Each team met four times and discussed planning, classroom culture, instruction, and leadership.

4. Remove leaders/staff that have not increased achievement

- The teacher and administrator evaluation system was designed with student growth as the major factor. Leaders and staff are evaluated on indicators through ratings of “highly effective,” “effective,” “improvement necessary,” and “ineffective.”
- Leaders and staff who have received an overall rating of “improvement necessary” or “ineffective” are required to develop an improvement plan including student achievement goals. Tenured staff members who are still rated as “ineffective” after two consecutive years are removed. New staff members are removed after one year as “ineffective.”

5. Provide on-going job embedded staff development

- Job-embedded professional development 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.
- A District Literacy Teaching and Learning Facilitator was hired in August 2013 with the overarching goal of improving reading achievement among students. This specialist has spent time with 100% of classroom teachers focusing on classroom reading strategies.
- The District Literacy Teaching and Learning Facilitator has provided a leveled classroom library for one upper elementary teacher which includes 400 books of various reading levels, genres, topics and formats. As part of this pilot, the teacher is receiving job-embedded professional development on the

management and implementation of utilizing a leveled library to engage students to become independent readers.

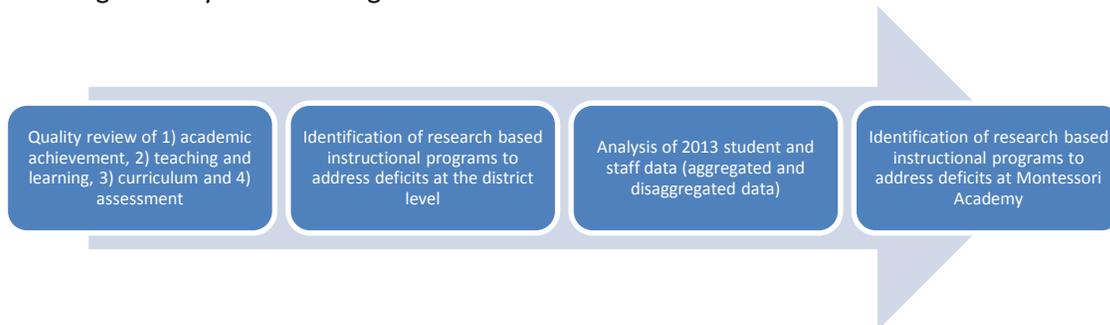
- SIG funds will allow Montessori Academy to contract with external providers for job-embedded professional development in the areas of reading, math and culture.

6. Implement financial incentives or career growth or 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 attend professional development beyond the scope of their contract receive extra duty pay.

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

- The process of selecting a research-based instructional program for Montessori Academy has evolved and is detailed below. During this diagnostic process, staff evaluated multiple data sources including aggregated and disaggregated MEAP, MAP, and Fountas and Pinnell data by subject, grade level and sub-group. Based on data, staff believe that the underlying causes of low student performance are 1) inconsistencies in teaching, 2) discrepancies with literacy program implementation, 3) gaps in curriculum delivery, 4) truancy, and 5) irregularities in classroom management. These causes that effect classroom instruction, are reflective of the data analyzed and are widely present across the student population resulting in low proficiency in core subject areas across grade levels. The low proficiency levels resulted in Montessori Academy falling in the state’s bottom five percent and receiving “Priority School” designation.



- SIG funds will enable the school to implement an authentic Montessori program with sequential lessons, individualized instruction and a student-centered environment.

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

- The F & P Leveled Literacy Intervention System (LLI) is a small-group, supplementary literacy intervention which provides powerful, daily, small-group instruction for all students at their grade level. The goal of LLI is to bring students to grade level achievement in reading. There are four certified and/or retired teachers who, along with the classroom teacher, provide daily, small group literacy instruction at the students’ instructional level for all grade levels.

- The district adopted “Illuminate” as its data warehousing system in fall 2013 for more effective data collection. Professional development will be provided to teachers to utilize class data and create customized reports. Reports will be used to modify instructional practices, have data conversations with students and communicate academic progress to parents.
- Through job-embedded professional development, professional learning communities and implementation of the instructional learning cycle, staff members analyze data to inform individualized instructional practices.
- SIG funds will enable the school to hire a Data Coach who provided job-embedded professional development to instructional staff.

9. Provide increased learning time

a. Extended learning time for all students in the core areas

- For the 2014-2015 school year, Montessori Academy will be increasing learning time by lengthening the school day and school year for a total of 127.25 additional hours for core, enrichment and professional development.

b. Instruction in other subjects and enrichment activities that contribute to a well-rounded education

- Student engagement needs to be the cornerstone at Montessori Academy by offering cross-curricular tangible experiences. The onsite school trainer will mentor staff through co-planning to develop projects which engage the whole student. School projects will include gardening, cooking and community service.
- The use of differentiated instruction through centers will help meet individual academic need and naturally engage students. Project-based learning will provide opportunities to meet students’ multiple learning styles.

c. Teachers to collaborate, plan and engage in professional development

- The lower elementary PLC (grades first through third) meets twice per month to share best practices related to many areas such as reading, writing, math, data, culture and climate. Specific topics discussed include guided reading planning and lessons, small group instruction, individual student plans, workshop model, strategies to increase test scores, technology availability to support student conferencing, flow charts/pacing guides, and Montessori math manipulatives.
- Lower Elementary teachers have engaged in rounds of “Looking at Student Work Protocols” in which teachers collaboratively examine evidence of student achievement and brainstorm to identify possible strengths, weaknesses and next steps.
- The upper elementary PLC (grades four through six) meets twice per month to share best practices related to many areas such as reading, writing, math, data, culture and climate. Specific topics discussed include individual student plans, workshop model of instruction, small group instruction, and Montessori math manipulatives.
- The adolescent PLC (grades seventh and eighth) meets twice per month to share best practices related to many areas such as reading, writing, math, data, culture and climate. Specific topics discussed include mini lessons, writing process, journaling, visual mapping, sustained reading,

intervention for struggling readers, culture and climate, data conversations, balanced literacy, and math literacy.

10. Provide ongoing mechanisms for family and community engagement

- The school has employed a full-time Family Coach. Students and families have received four types of family engagement services since September 2013. Services are provided by the Family Coach, in collaboration with school staff, and include orientation sessions to communicate the norms of the building and coaching sessions focused on eliminating barriers to their child's academic success.
- Andrews University has partnered with Montessori Academy to begin providing counseling to students with identified needs.
- Mentoring meetings are provided by young black professional males to speak with all 7th and 8th grade male students once a month on topics such as responsibility, goals, respect and choices.
- The Student Assistance Coach has identified common needs of students and created small group sessions on anger management, self-esteem and grieving. The coach has partnered with a community organization, Lory's Place, to provide grief counseling.
- SIG funds will provide a Family Liaison who will connect school to home around academic achievement. In addition, the Family Liaison will seek additional community partners to support transformation efforts.

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

- 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.
- SIG funds will enable Montessori to extend learning time.

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

- The district provides guidance on school operation related to instructional support, financial resources, staffing, information technology, and data needs.
- Berrien RESA provides professional development activities on areas including school climate, Student Achievement Framework, CHAMPs and subject-specific support.

- The Michigan State University Intervention Specialist provides ongoing support in the areas of data dialogue facilitation; ERS Resource Check for the data systems level data dialogue; process development for implementation of Instructional Learning Cycle; technical assistance in the development and implementation of the reform plan; and technical assistance in the District Improvement Plan.
- SIG funds will provide the principal, teachers and support staff with job-embedded professional developing and consultation with external providers with an expertise in leadership, authentic Montessori, literacy, math and culture and climate.

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

1. Provide additional funding to attract and retain staff.

- Traditional and job-embedded professional development is offered through district funding. When instructional staff are required to work beyond their contractual day they receive a stipend.
- The district is currently bargaining with the Benton Harbor Teachers Association and strongly advocating for merit pay.

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

- The Assistant Superintendent of Curriculum and Instruction plans to develop a system which will collect data, record observation and align instructional practices to professional development.

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

- The MOA between the Benton Harbor Education Association and the BHAS Board of Education 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 and teacher bumping rights. This MOA took effect January 2011. Based on this MOA, Montessori Academy is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.

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

- The Superintendent, Assistant Superintendent of Curriculum and Instruction and the Principal regularly assess classroom instruction. Collectively, this leadership team conducts monthly walk-throughs and de-briefs on strengths and areas of improvement.

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

- The F & P Leveled Literacy Intervention System (LLI) has been implemented school-wide. The goal of LLI is to bring students to grade level achievement in reading. There are five certified and/or retired teachers who, along with the classroom teacher, provide daily, small group literacy instruction at the students' instructional level for all grade levels.

- Through SIG funding, additional reading and math interventions will be provided based on student academic needs.
 - Leveled trade books on science and social studies concepts to meet individual student needs will be purchased through other funding sources.
- 6. Provide professional development to teachers/principals on strategies to support students in least restrictive environment and English Language Learners.**
- Professional development in co-teaching for students in least restrictive environment has been provided to staff.
- 7. Use and integrate technology-based interventions.**
- Staff are reviewing MobyMax, a technology-based teaching system with progress monitoring, goal setting, fluency practice and motivation tools which provides intervention in all content areas.
 - SIG funds will be used to purchase technology for students in order to provide a variety of tools to meet individualized needs in reading and math.
- 8. Increase rigor through programs such as Advanced Placement, International Baccalaureate, Science, Technology, Engineering, Arts and Mathematics (STEAM), and others.**
- 9. Provide summer transition programs or freshman academies.**
- 10. Increase graduation rates through credit recovery, smaller learning communities, and other strategies.**
- 11. Establish early warning systems to identify students who may be at risk of failure.**
- Montessori Academy participates in the Superintendent's Dropout Challenge which identifies students who have multiple drop-out risk factors and provides them with research-based supports and interventions.
- 12. Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.**
- Recognizing the critical role parents play in the success of transformation, the District established an Office of Parent and Family Engagement as a pillar of district reform in summer 2012. The Office supports a district-wide initiative on creating a school environment that meet students' social, emotional and health needs by providing a Parent University. The program encourages parents to participate in parent workshops, volunteer on various levels and provide input to their child's education. A Family Coach works directly with parents to eliminate barriers for educational success.
 - SIG funds will provide a Family Liaison who will strengthen the use of community resources to serve students with social, emotional and health needs. For example, the Family Liaison will look to partner with Berrien County Health Department and Lakeland Regional Health System on providing health-related workshops.
 - The Mental Health Professional, through SIG funding, will provide one-on-one and small group support to students with social and emotional needs.

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

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

- Montessori Academy has implemented the three to one ratio strategy which focuses on ensuring that for every negative interaction with a student there are three positive interactions with that same student.
- Intentional efforts by all staff to create an environment that focuses on the positive includes 1) identifying a “student of the month,” 2) conducting shout-outs over the intercom recognizing students exhibiting positive actions and 3) utilizing the STAR rubric to identify students for display on the “wall of stars.”
- The Student Assistance Coach provides guidance lessons to students twice a month to assist them in improving their social-emotional skills. Lessons to help students develop the skills they need. Topics include bullying, self-esteem and respect.
- The Student Assistance Coach implemented an annual Red Ribbon week which teaches students the importance of choosing a drug and alcohol free life.

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

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

- SIG funds will allow for a new governance structure that involves creating a district-level Turnaround Specialist in which the Principal and SIG Coordinator report.

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

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: Benton Harbor Area Schools		District Code 11010	
WIDE 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	0	0	0	0
232	Executive Administration	0	0	0	0	0	0	0	0	0	0	0
240	School Administration	238,840	142,448	19,179	3,700	0	0	0	0	0	0	\$404,178
250	Support Services Business	155,060	92,529	0	2,500	0	0	0	0	0	0	\$250,089
257	Internal Services	0	0	0	0	0	0	0	0	0	0	0
266	Operation and Maintenance	0	0	0	0	0	0	0	0	0	0	0
280	Central Support Services	0	0	0	0	0	0	0	0	0	0	0
281	Planning, Research, Development, and Evaluation	0	0	0	0	0	0	0	0	0	0	0
283	Staff/Personnel Services	7,128	2,828	0	800	0	0	0	0	0	0	\$10,756
300	Community Services	0	0	0	0	0	0	0	0	0	0	0
311	Community Services Direction	0	0	0	0	0	0	0	0	0	0	0
331	Community Activities	0	0	0	0	0	0	0	0	0	0	0
	SUBTOTAL	401,028	237,816	19,179	7,000	0	0	0	0	0	0	\$665,023
	Indirect Costs 5.31% Restricted Rate	21,296	12,628	1,018	372	0	0	0	0	0	0	\$35,314
	TOTAL	\$422,324	\$250,443	\$20,198	\$7,372	0	0	0	0	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.)

5/29/14 *Carol Burke*

Date 5/29/14 BUSINESS OFFICE REPRESENTATIVE SIGNATURE *Carol Burke*

Date _____ SUPERINTENDENT/DIRECTOR SIGNATURE _____

SEE PAGE 52 FOR BUDGET DETAILS FOR LEA LEVEL

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 DETAIL

MONTESSORI ACADEMY - 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
216 Social Work Services	Staff Computer for Mental Health Specialist				1,000	\$ 1,000	\$1000 * 1 staff
221 Improvement of Instruction	Teacher PD - Increased Learning Time	26,880	10,389			\$ 37,269	21 staff * \$32/hour * 40 hours 7.65% FICA, 31% Retirement
225 Instruction Related Technology	Technology for Project Based Learning				48,200	\$ 48,200	105 iPads * \$399 each; 105 Otterboxes * \$60 each
281 Planning, Research, Development, and Evaluation	SIG Coordinator	4,833	2,835			\$ 7,668	1 month salary + benefits @ 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		\$ 31,713	\$ 13,224	\$ -	\$ 51,200	\$ 96,137	
Indirect Costs		\$ 1,684	\$ 702	\$ -	\$ 2,719	\$ 5,105	5.31% restricted rate
TOTAL Pre-Implementation		\$ 33,397	\$ 13,926	\$ -	\$ 53,919	\$ 101,242	

MONTESSORI ACADEMY - 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	Academic Coach to coach students to become independent learners with student academic projects	82,800	81,144			\$ 163,944	\$11.50 hour * 40 hours/week * 36 weeks * 5 people + benefits @ 7.65% FICA, 31% Retirement, 59.35% Health
	Intervention program review team	1,152	445			\$ 1,597	6 hours * \$32/hour * 6 staff + benefits @ 7.65% FICA, 31% Retirement
	Added learning time	29,205	11,288			\$ 40,493	75 additional minutes/week for 36 weeks 21 staff for an average \$30.89 hourly rate + benefits @ 7.65% FICA, 31% Retirement
	Cross Curricular PBL materials				24,500	\$ 24,500	\$490 per project * 50 projects
	Supplemental Classroom Supplies				8,250	\$ 8,250	\$550 classroom * 15 classrooms
	Attendance incentives - students				1,500	\$ 1,500	\$150/month * 10 months
	Summer Cross curricular experience - salaries	4,608	1,781			\$ 6,389	4 days a week * 4 weeks * 3 hours/day * 3 teachers * \$32/hour + benefits @ 7.65% FICA, 31% Retirement
	Summer Cross curricular experience				3,000	\$ 3,000	\$750/week * 4 weeks
	Cross Curricular Summer Field Trip - Transportation			160		\$ 160	1 bus * 4 hours * \$40/hour for up to 60 students and chaperones
	Cross Curricular Summer Field Trip - Admissions/Fees			300		\$ 300	\$5/student * 60 students
120 Instruction Added Needs	Reading Intervention Program with Supporting Materials				32,000	\$ 32,000	\$4000 * 8 grades/school
	Math Intervention Program with Supporting Materials				160,000	\$ 160,000	\$160,000
216 Social Work Services	Mental Health Specialist	58,000	34,017			\$ 92,017	At will salary position full time with benefits 7.65% FICA, 31% Retirement, 20% Health
	"Peace Room" supplies				5,000	\$ 5,000	\$625 per grade * 8 grades for age appropriate materials
	Mental Health Specialist student workshop materials				3,000	\$ 3,000	\$300 * 10 workshops
221 Improvement of Instruction	Reading Intervention Training			6,000		\$ 6,000	\$3000/day * 2 days
	Math Intervention Training			6,000		\$ 6,000	\$3000/day * 2 days
	External Provider: Onsite Trainer Teacher providing coaching in all content area and Montessori instructional practices			90,000		\$ 90,000	Based on quote from external provider
	Resource books for teachers				1,100	\$ 1,100	\$50/teacher * 22 staff
	Guest PD Speakers			2,000		\$ 2,000	\$1000 session * 2 sessions

221 Improvement of Instruction (Cont'd)	External Provider: MSU, provides coaching in cultural proficiency			14,900		\$ 14,900	Based on quote from external provider
	External Provider: Institute for Educational Excellence provides data coach, literacy coach, and math coach			325,000		\$ 325,000	Based on quote from external provider
	Membership - International Montessori Council			250		\$ 250	\$250 annual membership
	PLC - Additional Instructional Time	5,376	2,078			\$ 7,454	21 staff * \$32/hour * 8 months * 1 hour/month 7.65% FICA, 31% Retirement
	Teacher PD	26,880	10,389			\$ 37,269	21 staff * \$32/hour * 40 hours 7.65% FICA, 31% Retirement
	Sub Costs for teachers to attend additional PD			2,520		\$ 2,520	\$90/day * 14 staff * 2 days a year
	Additional Summer PD	15,750	6,087			\$ 21,837	21 staff * 10 days * \$75 day 7.65% FICA, 31% Retirement
	Montessori Certification			30,000		\$ 30,000	3 staff * \$10000 each for Montessori Certification
225 Instruction Related Technology	Technology for PBL - such as tablets or netbooks				4,500	\$ 4,500	\$900/each * 5 devices
281 Planning, Research, Development, and Evaluation	Mileage Reimbursement - SIG coordinator			185		\$ 185	\$0.56/mile * 30 miles/month * 11 months
	SIG Coordinator	58,000	34,017			\$ 92,017	At will position full time with benefits 7.65% FICA, 31% Retirement, 20% Health
283 Staff / Personnel Services	External Provider: Institute for Educational Excellence provides leadership coaching			100,000		\$ 100,000	Based on quote from external provider
	External Provider: MSU providing Leadership Coaching			75,000		\$ 75,000	Based on quote from external provider
331 Community Activities	Family Liaison	50,000	29,325			\$ 79,325	At will salary position full-time with benefits @ 7.65% FICA, 31% Retirement, 20% Health
	Parent Engagement materials				3,500	\$ 3,500	\$350 month * 10 months
	Parent Workshop materials				4,375	\$ 4,375	\$625 month * 7 months
	Parent Night materials				1,200	\$ 1,200	\$400 * 3 nights
	Parent Engagement workshop staff presenters	1,792	693			\$ 2,485	7 workshops * 2 staff * 4 hours each * \$32/hour + benefits @ 7.65% FICA, 31% Retirement
	Community Engagement Staff presenters	768	297			\$ 1,065	3 events * 2 staff * 4 hours each * \$32/hour + benefits @ 7.65% FICA, 31% Retirement
	Community Stakeholder Engagement events				1,200	\$ 1,200	\$400 * 3 nights

331 Community Activities (Cont'd)	Community Stakeholder Engagement materials				1,800	\$ 1,800	\$600 * 3 events
	Mileage Reimbursement - Family Liaison			308		\$ 308	\$0.56/mile * 50 miles/month * 11 months
SUB-TOTAL		\$ 334,331	\$ 211,561	\$ 652,623	\$ 254,925	\$ 1,453,440	
Indirect Costs		\$ 17,753	\$ 11,234	\$ 34,654	\$ 13,537	\$ 77,178	5.31% restricted rate
TOTAL		\$ 352,084	\$ 222,795	\$ 687,277	\$ 268,462	\$ 1,530,617	

MONTESSORI ACADEMY - 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	Academic Coach to coach students to become independent learners with student academic projects	68,256	67,573			\$ 135,829	\$11.85 hour * 40 hours/week * 36 weeks * 4 people + benefits @ 7.65% FICA, 32% Retirement, 59.35% Health
	Added learning time	30,105	11,937			\$ 42,042	75 additional minutes/week for 36 weeks 21 staff for an average \$31.82 hourly rate + benefits @ 7.65% FICA, 32% Retirement
	Cross Curricular Project-Based Learning materials				7,350	\$ 7,350	\$490 per project * 15 projects
	Supplemental Classroom Supplies				6,000	\$ 6,000	\$400 classroom * 15 classrooms
	Attendance incentives - students				1,500	\$ 1,500	\$150/month * 10 months
	Summer Cross curricular experience - salaries	4,752	1,884			\$ 6,636	4 days a week * 4 weeks * 3 hours/day * 3 teachers * \$33/hour + benefits @ 7.65% FICA, 32% Retirement
	Summer Cross curricular experience				3,000	\$ 3,000	\$750/week * 4 weeks
	Cross Curricular Summer Field Trip - Transportation			160		\$ 160	1 bus * 4 hours * \$40/hour for up to 60 students and chaperones
	Cross Curricular Summer Field Trip - Admissions/Fees			300		\$ 300	\$5/student * 60 students
120 Instruction Added Needs	Reading Intervention Staffing	14,832	5,881			\$ 20,713	\$18.54/hour * 4 hours day * 2 people * 100 days + benefits @ 7.65% FICA, 32% Retirement
	Math Intervention Staffing	17,798	7,057			\$ 24,855	\$18.54/hour * 4 hours day * 2 people * 120 days + benefits @ 7.65% FICA, 32% Retirement
216 Social Work Services	Mental Health Specialist	59,740	35,635			\$ 95,375	At will salary position full-time with benefits @ 7.65% FICA, 32% Retirement, 20% Health
	"Peace Room" supplies				3,000	\$ 3,000	\$375 per grade * 8 grades for age appropriate materials
	Mental Health Specialist student workshop materials				2,000	\$ 2,000	\$200 * 10 workshops
	Bullying Prevention Program				3,500	\$ 3,500	Implementation program start-up cost
221 Improvement of Instruction	External Provider: Onsite Trainer Teacher providing coaching in all content area and Montessori instructional practices			80,000		\$ 80,000	Based on quote from external provider
	Resource books for teachers				550	\$ 550	\$25/teacher * 22 staff
	Guest PD Speakers			2,000		\$ 2,000	\$1000 session * 2 sessions
	Membership - International Montessori Council			250		\$ 250	\$250 annual fee
	External Provider: MSU, provides coaching in cultural proficiency			14,900		\$ 14,900	Based on quote from external provider

221 Improvement of Instruction (Cont'd)	External Provider: Institute for Educational Excellence provides data coach, literacy coach, and math coach			300,000		\$ 300,000	Based on quote from external provider
	PLC - Additional Instructional Time	5,544	2,198			\$ 7,742	21 staff * \$33/hour * 1 hour /month * 8 months + benefits @ 7.65% FICA, 32% Retirement
	Teacher PD	27,720	10,991			\$ 38,711	21 staff * \$33/hour * 40 hours + benefits @ 7.65% FICA, 32% Retirement
	Sub Costs for teachers to attend additional PD			2,520		\$ 2,520	\$90/day * 14 staff * 2 days a year
	Additional Summer PD	12,978	5,146			\$ 18,124	21 staff * 8 days * \$77.25/day + benefits @ 7.65% FICA, 32% Retirement
225 Instruction Related Technology	Technology for PBL - such as tablets or netbooks				3,000	\$ 3,000	\$1,000/each * 3 devices
281 Planning, Research, Development, and Evaluation	Mileage Reimbursement - SIG coordinator			188		\$ 188	\$0.57/mile * 30 miles/month * 11 months
	SIG Coordinator	59,740	35,635			\$ 95,375	At will salary position full-time with benefits @ 7.65% FICA, 32% Retirement, 20% Health
283 Staff / Personnel Services	External Provider: Institute for Educational Excellence provides leadership coaching			75,000		\$ 75,000	Based on quote from external provider
	External Provider: MSU providing leadership coaching			75,000		\$ 75,000	Based on quote from external provider
331 Community Activities	Family Liaison	51,500	30,720			\$ 82,220	At will salary position full-time with benefits @ 7.65% FICA, 32% Retirement, 20% Health
	Parent Engagement materials				3,500	\$ 3,500	\$350 month * 10 months
	Parent Workshop materials				4,375	\$ 4,375	\$625 month * 7 months
	Parent Night materials				1,200	\$ 1,200	\$400 * 3 nights
	Parent Engagement workshop staff presenters	1,848	733			\$ 2,581	7 workshops * 2 staff * 4 hours each * \$33/hour 7.65% FICA, 32% Retirement
	Community Engagement Staff presenters	792	314			\$ 1,106	3 events * 2 staff * 4 hours each * \$33/hour 7.65% FICA, 32% Retirement
	Community Stakeholder Engagement events				1,200	\$ 1,200	\$400 * 3 nights
	Community Stakeholder Engagement materials				1,800	\$ 1,800	\$600 * 3 events
	Mileage Reimbursement - Family Liaison			314		\$ 314	\$0.57/mile * 50 miles/month * 11 months
SUB-TOTAL		\$ 355,605	\$ 215,703	\$ 550,632	\$ 41,975	\$ 1,163,915	
Indirect Costs		\$ 18,883	\$ 11,454	\$ 29,239	\$ 2,229	\$ 61,804	5.31% restricted rate
TOTAL		\$ 374,488	\$ 227,157	\$ 579,870	\$ 44,204	\$ 1,225,719	

MONTESSORI ACADEMY - 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	Academic Coach to coach students to become independent learners with student academic projects	53,222	52,690			\$ 105,913	\$12.32/hour * 40 hours/week * 36 weeks * 3 people + benefits @ 7.65% FICA, 33% Retirement, 59.35% Health
	Added learning time	31,320	12,732			\$ 44,052	75 additional minutes/week for 36 weeks 21 staff for an average \$33.09 hourly rate + benefits @ 7.65% FICA, 33% Retirement
	Cross Curricular PBL materials				7,350	\$ 7,350	\$490 per project * 15 projects
	Supplemental Classroom Supplies				4,125	\$ 4,125	\$275 classroom * 15 classrooms
	Attendance incentives - students				1,500	\$ 1,500	\$150/month * 10 months
	Summer Cross curricular experience - salaries	4,942	2,009			\$ 6,951	4 days a week * 4 weeks * 3 hours/day * 3 teachers * \$34.32/hour + benefits @ 7.65% FICA, 33% Retirement
	Summer Cross curricular experience				3,000	\$ 3,000	\$750/week * 4 weeks
	Cross Curricular Summer Field Trip - Transportation			160		\$ 160	1 bus * 4 hours * \$40/hour for up to 60 students and chaperones
	Cross Curricular Summer Field Trip - Admissions/Fees			300		\$ 300	\$5/student * 60 students
120 Instruction Added Needs	Reading Intervention Staffing	12,339	5,016			\$ 17,355	\$19.28/hour * 4 hours day * 2 people * 80 days + benefits @ 7.65% FICA, 33% Retirement
	Math Intervention Staffing	18,509	7,524			\$ 26,033	\$19.28/hour * 4 hours day * 2 people * 120 days + benefits @ 7.65% FICA, 33% Retirement
216 Social Work Services	Mental Health Specialist	62,130	37,682			\$ 99,811	At will salary position full-time with benefits @ 7.65% FICA, 33% Retirement, 20% Health
	"Peace Room" supplies				1,000	\$ 1,000	\$125 per grade * 8 grades for age appropriate materials
	Mental Health Specialist student workshop materials				1,000	\$ 1,000	\$100 * 10 workshops
221 Improvement of Instruction	External Provider: Onsite Trainer Teacher providing coaching in all content area and Montessori instructional practices			70,000		\$ 70,000	Based on quote from external provider
	Guest PD Speakers			2,000		\$ 2,000	\$1000 session * 2 sessions
	Membership - International Montessori Council			250		\$ 250	\$250 annual fee
	External Provider: MSU, provides coaching in cultural proficiency			14,900		\$ 14,900	Based on quote from external provider

221 Improvement of Instruction (Cont'd)	External Provider: Institute for Educational Excellence provides data coach, literacy coach, and math coach			275,000		\$ 275,000	Based on quote from external provider
	PLC - Additional Instructional Time	5,766	2,344			\$ 8,110	21 staff * \$34.32/hour * 1 hour/month * 8 months + benefits @ 7.65% FICA, 33% Retirement
	Sub Costs for teachers to attend additional PD			2,520		\$ 2,520	\$90/day * 14 staff * 2 days a year
	Additional Summer PD	8,436	3,429			\$ 11,865	21 staff * 5 days * \$80.34/day + benefits @ 7.65% FICA, 33% Retirement
225 Instruction Related Technology	Technology for PBL - such as tablets or netbooks				2,000	\$ 2,000	\$1,000/each * 2 devices
281 Planning, Research, Development, and Evaluation	Mileage Reimbursement - SIG coordinator			191		\$ 191	\$0.58/mile * 30 miles/month * 11 months
	SIG Coordinator	62,130	37,682			\$ 99,811	At will salary position full-time with benefits @ 7.65% FICA, 33% Retirement, 20% Health
283 Staff / Personnel Services	External Provider: Institute for Educational Excellence provides leadership coaching			60,000		\$ 60,000	Based on quote from external provider
	External Provider: Michigan State University Leadership Fellowship			75,000		\$ 75,000	Based on quote from external provider
331 Community Activities	Family Liaison	53,560	32,484			\$ 86,044	At will salary position full-time with benefits @ 7.65% FICA, 33% Retirement, 20% Health
	Parent Engagement materials				3,500	\$ 3,500	\$350 month * 10 months
	Parent Workshop materials				4,375	\$ 4,375	\$625 month * 7 months
	Parent Night materials				1,200	\$ 1,200	\$400 * 3 nights
	Parent Engagement workshop staff presenters	1,922	781			\$ 2,703	7 workshops * 2 staff * 4 hours each * \$34.32/hour + benefits @ 7.65% FICA, 33% Retirement
	Community Engagement Staff presenters	824	335			\$ 1,159	3 events * 2 staff * 4 hours each * \$34.32/hour + benefits @ 7.65% FICA, 33% Retirement
	Community Stakeholder Engagement events				1,200	\$ 1,200	\$400 * 3 nights
	Community Stakeholder Engagement materials				1,800	\$ 1,800	\$600 * 3 events
	Mileage Reimbursement - Family Liaison			319		\$ 319	\$0.58/mile * 50 miles/month * 11 months
SUB-TOTAL		\$ 315,099	\$ 194,707	\$ 500,640	\$ 32,050	\$ 1,042,496	
Indirect Costs		\$ 16,732	\$ 10,339	\$ 26,584	\$ 1,702	\$ 55,357	5.31% restricted rate
TOTAL		\$ 331,830	\$ 205,046	\$ 527,224	\$ 33,752	\$ 1,097,852	