

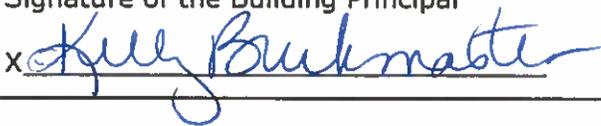
## SECTION B

### LEA Application - School Building Level Information

### MICHIGAN SIG COHORT IV

#### APPLICATION COVER SHEET

COMPLETE IN ENTIRETY FOR EACH SCHOOL APPLYING FOR A GRANT

Legal Name of School Building: Kenwood Elementary	Mailing Address: 1700 Chestnut St. Cadillac, MI 49601
School Building Code: 02024	
School Building Contact for the School Improvement Grant	
Name: Kelly Buckmaster	
Position and Office: Principal, Kenwood Elementary	
Contact's Mailing Address: 1700 Chestnut St. Cadillac, MI 49601	
Telephone: 231-876-5306 (w) 231-920-9493 (c)	
Fax: 231-876-5321	
Email address: kelly.buckmaster@cadillac.k12.mi.us	
Building Principal (Printed Name): Kelly Buckmaster	Telephone: 231-876-5306
Signature of the Building Principal x 	Date: 7-2-2015
<p>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.</p> <p><b>ASSURANCES AND CERTIFICATION:</b> By signing this cover sheet, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications in <b>Attachment H</b>, and will comply with all state and federal regulations and requirements pertaining to this program. The applicant certifies further that the information submitted on this application is true and correct.</p>	

## **Identify the Intervention Model Used in This School:**

- Transformation Model
- Turnaround Model
- Early Learning Intervention Model
- Evidence-Based Whole-School Reform Model
- Closure Model
- Restart Model

## **Intervention Model: Transformation Model**

### **Identification Status of the School (Priority or Focus): Priority**

**NOTE:** Narratives should follow the sequence of the grant application.

#### **1. Analysis of Need**

When preparing responses, the school should consider evidence of need by focusing on improvement status; all core content achievement results, as measured by the state and local assessments, poverty level, graduation data, extended learning opportunities, special populations, etc. Refer to the School Data Analysis, EdYES! Report, and results of the Data Dialogues facilitated by the Intervention Specialist (IS) or District Improvement Facilitator (DIF). Consider how subgroups within the school are performing and possible areas to target for improvement. The narrative should include, at a minimum:

- Identified data source(s)
  - Relevant student achievement data
  - Connection(s) to student achievement data and targeted areas of improvement.
- a. Based on the information above, describe the school and LEA's method and rationale for how and why the implementation activities of the selection intervention model were identified. **(maximum length 1 page)**

Kenwood Elementary School utilized the Collaborative Learning Cycle process through Lipton and Wellman. The priority planning team was trained in this process through our MSU assigned District Improvement Facilitator. The building then adopted this process and included all stakeholders in the Data Driven Dialogue process to identify key issues to be addressed to ensure rapid turnaround and improved student achievement.

**Literacy:** Student progress is assessed through the use of longitudinal annual data as well as district benchmarking assessments that are done three times yearly. MEAP data indicated that there has been a 20.9% decline in proficiency from 2009-2010 to 2013-2014. Writing scores also indicate 35.7% decline in proficiency in the same time frame. Stakeholders identified data as an area of need, data that is collected more

frequently, that is aligned to the common core. In January Of 2015, we adopted i-Ready as our diagnostic assessment tool. i-Ready data allows us to identify the literacy skills that are weak and pinpoint to individual children the area in which they need support; monthly progress monitoring will align students with direct skills based instruction. With our CLC process, all sources of data helped to inform us on our need for a deeper understanding of domain specific and general academic vocabulary and oral language for our early learners, understanding of the writer's workshop model to fully support the implementation of our MAISA writing units, and the need to engage students in critical thinking with text.

**Math:** MEAP data indicated that there has been no trend of improvement or accelerating student performance. Kenwood saw a gain in proficiency of 6% between the years 2009-2010 and 2013 -2014. In digging deeper through our data dialogues, it was concluded that we need to address the achievement gap as well as the acceleration of achievement of all students. The i-Ready targeted the area of fact fluency inhibiting student performance in Number and Operations and Algebra and Algebraic Thinking. To address this, interventions will be intentionally planned for students based on the assessment data and implemented during an intervention block.

**Infrastructure for building instructional capacity:** Our ERS resource check indicated a need to focus on improving collaboration through PLCs and provide job-embedded professional development. It was also identified that the building schedule needs to be aligned with instructional goals and Transformation Plan strategies. Kenwood has developed an established MTSS process and protocol to ensure student achievement through prevention and intervention systems. CAPS participated in a curriculum review process to ensure that we have a rigorous and engaging curriculum in Spring 2015. With the help of our School Improvement Facilitator, one grade level team adopted the Instructional Learning Cycle process to identify power standards and address learning gaps to improve instructional practices.

**Improving Climate and Culture and increase Family Engagement:** Kenwood was provided Tribes training in the fall of 2014 with quarterly follow up trainings. In April 2015, we were awarded the Positive School Climate Grant to provide training and support implementation of PBIS. A School Success Worker was hired to implement positive behavior supports. Kenwood secured a grant for tutoring in partnership with the YMCA that offered academic tutoring and health and nutrition education for students in first through fourth grades for five six-week sessions with 25 students in attendance at each session.

b. Describe the LEA's process for involving parents and the community in selecting the reform model. **(maximum length 1 page)**

In addition to feedback from board members, community leaders, and parents, the district solicited feedback regarding improvement strategies and plans for Kenwood through focus groups with business leaders and community members. Kenwood was identified as a priority school in August of 2014. Two ISD staff members, the building principal, a teacher leader, and a district curriculum director attended the priority

school technical assistance training in Lansing to learn more about requirements and processes.

Following meetings with the superintendent, communication with the school board, Kenwood staff, and Kenwood parents, the Transformation Reform Model was selected. At that point, a Priority Team was developed of Kenwood staff representing first, second, third, and fourth grade teachers, two Title I teachers, the building principal; the superintendent; the Forest View principal; a community member; and ISD support to develop the plan and report out to all stakeholders the progress of the team. Several meetings were held for all staff to receive updates, weekly priority updates were provided via e-mail to staff, quarterly updates were given to parents and the school board, bi-weekly updates were provided to district administration teams, and bi-monthly reporting was shared at District Improvement Meetings.

## **2. Baseline Data (Attachment A)**

Complete the baseline data worksheet.

## **3. Intervention Model – provide narrative on the following:**

- a. Describe in detail the appropriate interventions that will be implemented for the selected reform model using **(Attachment E)**.
- b. Describe how the school, to the extent practicable, will implement one or more evidence-based strategies in accordance with the selected SIG reform model. **(maximum length 1 page)**

Kenwood will implement systematic and explicit instruction as an evidence based strategy in our Transformation intervention model. Teachers will utilize data to plan for skill based instruction that includes students as active participants in the learning process. This will be applied in areas of literacy, decoding, comprehension, spelling, the writing process, and math. Students will have the opportunity throughout the lesson for self-reflection, monitoring, and goal setting in their learning.

Teachers will utilize the learning from Marzano's Foundations of Teaching and Learning and Goals and Scales to ensure implementation of effective strategies and identifying critical content for learning. Teaching strategies will be documented in Marzano's iObservaiton and goals and scales will be developed through Late Start Monday PLC time.

The instructional coach will support teachers in the use of data to drive instruction within the required learning blocks and also determine supports for explicit instruction for intervention blocks. Professional development through McGraw Hill will support the explicit instruction strategies and differentiation for students in reading.

- c. Describe how the implementation of the SIG will be evaluated for effectiveness. **(maximum length 2 pages)**

PLCs will be conducted at Kenwood weekly. Weekly meeting subject area assignments will be determined in advance and Kenwood teams will document progress, data, and decisions for planning on PLC documentation sheets.

Metrics to measure effectiveness:

Through our MTSS problem solving process, we will be evaluating each academic initiative with deeper follow up using the following:

- Literacy initiatives (Instructional Coach, Close Reading Strategies, Vocabulary Instruction, Writer's Workshop, intervention blocks)
  - Effectiveness will be measured through i-Ready reports needs analysis reports by grade level, individual student reports and the intervention screener report, goals and scales, Fountas and Pinnell, Comprehensive Needs Assessment.
  - Instructional practices will be monitored and measured through administrative walk-throughs as well as through coaching conversations.
  - Targeted practices will be monitored through the use of a google form that is created to track each initiative and the strategies through the instructional coach. Teaching strategies will be monitored for usage and effectiveness through Marzano's iObservation tool.
- Math intervention blocks will be assessed through review of i-Ready data after monthly progress monitoring to determine if aligned interventions are being delivered with the impact that is desired to increase student achievement. The i-Ready instructional grouping profiles will be utilized to determine student groupings based on skill level to determine intervention and enrichment instruction.
- PBIS will be monitored using the SWIS tool. This will allow us to pinpoint times and places in the day where additional monitoring would need to occur and professional development for staff.
- Family Liaison, School Success Worker effectiveness will be evaluated through comparison of discipline referral status, student, parent, staff perception and satisfaction surveys.

Information will be shared to stakeholders as follows:

- Teachers and administration will be trained to utilize the database of information through the use of Illuminate Data and Assessment Tool that will allow teachers to inform and guide instruction, create and administer assessments, and use pre-built reports to analyze data and determine next steps.
- Teachers will be provided updated disaggregated data summaries via Friday Focus messaging updates
- School Board will be provided updated information during quarterly reporting requirements.
- Communications will be updated via Kenwood's website and through building level and classroom level newsletters.

How the school will meaningfully engage families and communities in the implementation of the reform model on an ongoing basis.

- After-school tutoring will be offered in five six week sessions in cooperation with the Cadillac Area YMCA and transportation will be offered through Wexford County

Transit Authority to help families who would otherwise not be able to attend. Surveys will be collected from parents to help with further planning and improvements to the program.

- Parents will be invited to Feeding Families with a Focus following tutoring sessions to offer families nightly free meals and information regarding student achievement celebrations, instructional strategies and home support ideas, as well community resources such as Community Mental Health, Hope Network, OASIS Family Resource Center, The Stehouwer, the Wellness Center etc. . The Family Liaison will conduct surveys to collect feedback from families to track effectiveness of this initiative.
- Kenwood will provide summer school to address summer slide issues. Transportation and meals will be provided to students.

Monthly update via Feeding Families with a Focus, newsletter, and website updates

- Information will be shared at district school improvement meetings, administrative meetings, and also through parent-teachers-of Kenwood meetings. Surveys will be designed and delivered to families to assess their satisfaction and guide Kenwood and evaluate effectiveness of implementations and improvements.
- Curriculum Showcases will be organized by grade level for classroom teachers and their students to highlight their efforts and celebrate success. This will allow for them to engage families in components of our curriculum as well as the opportunity to share the strategies being implemented with students taking initiative in their learning.

Kenwood will share the responsibility of monitoring the effectiveness of the SIG. The School Success Worker will lead the monitoring of the school improvement grant along with the school principal and school improvement team to ensure that strategies are being implemented with fidelity. The data coach, principal, and teachers will be responsible for reviewing data through weekly PLC meetings, benchmarking analysis Data Driven Dialogues utilizing the CLC protocols, as well as instructional coaching feedback and reflection.

The Family Liaison will monitor the family engagement components, compile survey results, and communicate our academic efforts to families along with Kenwood teaching staff.

The process for evaluating this will be through weekly PLC, monthly building school improvement meetings, teacher observations and feedback meetings with administrator, instructional coaching meetings and feedback sessions.

#### d. Title VI Rural Schools Element Modification

- i. If the LEA receives rural school funding Title VI, it is allowed to modify one element of the transformation or turnaround model. Indicate which element the school will modify, and describe how it will meet the intent and purpose of the original element. **NOTE: this modification does not apply to the other models. (maximum length 1 page)** If the LEA does not receive Title VI rural school funding, mark section 6.d as "N/A."

**\*no modifications**

- e. Describe how the school and district will meaningfully engage families and the community in the implementation of the reform model on an ongoing basis.

The school and district will meaningfully engage families in the reform model on an ongoing basis through building and classroom newsletters, website updates, e-mails to families, and through focus group forums. Community engagement will include Kenwood events (such as Feeding Families with a Focus), mentor programs, volunteer opportunities, and media coverage to celebrate activities and successes. A Kenwood representative attends all District Improvement meetings to share the priority process and progress of Kenwood each month. The principal reports progress at least quarterly at school board meetings.

#### 4. Resource Profile

- a. Describe how the district will leverage state and federal funds and coordinate resources to implement the selected intervention model. As you develop your response, consider how SIG funds will be used to supplement and support other funding resources such as general funds, Title I, Part A, Title II, Part A, IDEA special education funds, and Michigan Section 31a At-Risk funding.  
**(maximum length 1 page)**

The district will continue to leverage Title II A funds to support professional development for all staff in Marzano's iObservation, Foundations of Teaching and Learning, and Developing Goals and Scales. Title I funds will also be supporting intervention strategies at Kenwood including providing a Title I Reading teacher and a paraprofessional to work with struggling students. A portion of the set aside for priority school requirement, will be utilized to support adding an instructional coach to Kenwood Elementary School. At Risk (31a) dollars will be utilized to support after school tutoring, paying for CAPS teachers to work with students.

Cadillac Area Public Schools has in place Late Start Monday professional development times for teachers which is funded through general funds. These LSM meetings will be focusing on vertical and horizontal alignment of our math curriculum during the 2015 – 2016 school year. Teachers will be developing goals and scales for math, in the first year of our implementation of the Marzano strategies. Teacher leaders will be participating in two days of training for the implementation of successful Professional Learning Communities in the 2015 - 2016 school year. Reading (ELA) curriculum goals and scales will be the PLC focus for the 2016 – 2017 school year, science during 2017 – 2018, and social studies for 2018-2019. This plan will allow us to have aligned the four core subjects using Marzano's Goals and Scales in a four year time period.

- b. The MDE requires the district to have three SIG- funded positions **at the building level** as a condition of receiving the grant. These positions are:
  - 1. The SIG coordinator
  - 2. Data coach
  - 3. Family liaison coordinator/director
- ii. The SIG school principal or assistant principal cannot perform any of the duties outlined above.

- iii. The Full-Time Equivalencies (FTEs) for each of these positions are based on the enrollment on each school. These are detailed below:
  1. Building enrollment of 250 students or less: should not exceed 0.5 FTE per position.
  2. Building enrollment of 251 to 500 students: should not exceed 0.7 FTE per position.
  3. Building enrollment of 501 or more students: should not exceed 1.0 FTE per position.
- iv. Districts applying for multiple schools may combine FTEs. For example:
  1. Two buildings with enrollment of 250 or less students are applying. They could have:
    - a. 1.0 FTE SIG coordinator to cover both buildings.
    - b. 1.0 Data Coach to Cover both Buildings.
  2. These are examples only. The school and district must decide how best to leverage the recommended FTEs to meet their unique needs.
- v. In a single building, any of the three positions may be combined at the building level. For example:
  1. One individual could be 0.5 FTE as the SIG coordinator and 0.5 FTE as the Data Coach.
  2. This is provided as an example only. The school and district must decide how best to leverage the recommended FTEs to meet their unique needs.
- vi. Describe how these positions will be operationalized, how they will be funded, how the appropriate FTEs will be assigned at the school level, and how they will support the SIG. **(maximum length 2 pages)**

Priority Data Coach- will work collaboratively with teachers to reflect on data and best practices and research based instructional strategies that will improve current classroom instructional practices at .7FTE. Changes in classroom instruction could include incorporating best practices, implementing small group instructional strategies, scheduling, and planning, while always bringing a focus back to the data to support positive changes for student learning. The coach will provide support to teachers in data analysis to drive instruction through supporting the Response To Intervention for Multi-Tiered Systems of Supports through weekly meetings with teachers to address students and the determine the interventions they need to improve achievement.

The Data Coach will also be responsible for collecting and organizing data with teachers for PLC meetings, and Data Driven Dialogue meetings held after each benchmarking session. The coach will meet with and assist teachers in using formative assessment data and work with teachers to plan for and monitor data driven instruction. Data from student assessment is the confirming information that supports the classroom changes made by the teacher.

The School Improvement Grant Coordinator will work with the building administrator and teaching staff to support efforts in reaching academic growth targets and help monitor individual students' growth and achievement at .7 FTE. The SIG coordinator will keep accurate data regarding discipline, attendance, and academic achievement data necessary for analysis and for District, State, and Federal reports.

Kenwood will also initiate a Family Liaison coordinator/director to facilitate the family engagement components of the redesign plan at .5 FTE. The Family Liaison will be focused on building positive relationships with families and increasing family engagement with Kenwood. The Family Liaison will provide personal outreach to families of students who are frequently tardy or absent. She will demonstrate sensitivity to family health and personal circumstances and build support and understanding between home and school to improve attendance, and thereby academic achievement. The Liaison will be instrumental in communicating with families and community partners to provide awareness of resources available for supports that our Kenwood families require.

**NOTE: SIG positions funded at the building level may not be duplicated at the district level.** Some district costs for oversight of the SIG are allowable. See LEA level application for more information.

- c. The district may choose to employ staff or contract for mental health services to support SIG receiving schools.
  - i. Indicate whether or not the school will provided mental health services.
  - ii. If providing these services, indicate if the services will be provided by a staff member or if the district will contract for the services.

**NOTE:** Contracted mental health services should be for an amount that is in line with the FTE requirements based on enrollment outlined in 3.b.iii above (i.e. the school enrollment is 250 or less, so the amount for the contracted service must be equal to or less than what it would cost for 0.5 FTE of an employee performing the same service).

- iii. Describe how this work will be operationalized, how it will be funded, how the appropriate FTE will be assigned at the school level, and how it will support the SIG. If not providing this service, no response is necessary. **(maximum length 1 page)**

CAPS will employ a school counselor to Kenwood Elementary. This position was implemented .5 FTE at Kenwood for the 2014 – 2015 school year (as identified as a priority school) to provide mental health supports to students and assist with behavior planning. The counselor will provide classroom lessons to incorporate positive behaviors as well as assist in monitoring and supporting students in dealing with their issues that are a barrier to their learning. The counselor will also work with parents to provide positive opportunities for engagement. This position is funded .5FTE through Section 31a.

- d. Professional development must be provided throughout the school year (late start, early releases, school days without students, etc.) at least 8 hours per month for all professionals in the building including the administrators and

support staff. All professional development cannot occur during the summer. Professional development should be job-embedded and tied to demonstrated need.

Describe how student data will be used to identify content of professional learning and how the school will deliver the required professional development throughout the year. Provide a draft professional development calendar for year 1 of the grant **(Attachment B) (Narrative maximum length is 1 page; the Year 1 PD calendar does not have a length limit)**

#### **5. External Service Provider Selection (maximum length 2 pages)**

Describe the process the building and district has used or will use to screen and select external service providers (ESPs) or Whole School Reform Model Developer from the MDE approved ESP list. Include the following:

- How the individuals, team, or committee responsible for vetting and selecting ESP was determined
- Process used to research provider and review evidence of effectiveness
- A description of the decision making process (i.e. voting or staff consensus)

Kenwood began reviewing the external service provider approved list on the MDE SIG IV website in April. Several contacts were made with various companies to determine how their professional development could best meet the needs that have been determined at Kenwood. Initially Kenwood staff investigated with much interest the Flippen Group - and Capturing Kids' Hearts. However, after learning that we had received the Positive School Climate Grant to support implementation of PBIS at Kenwood Elementary, we turned our focus to look for service providers who could help us reach our goals regarding improving instruction and teacher skills, as well as aligning our curriculum. As we narrowed our focus to two providers, through conference calls and emails including the school counselor, Title I teacher, instructional coach, kindergarten and second grade teachers, it was determined that McGraw Hill best fit the needs of our building at this time. Their professional development opportunities align with our school improvement plan. Kenwood staff met for a meeting to discuss the narrowed selection and staff unanimously agreed to move forward with McGraw Hill School Education Group. We met with our CAPS K-6 Curriculum Director, our ISD instructional consultant and district improvement facilitator, principal, and instructional coach to refine a plan for Kenwood professional development and determine support that could be counted to help Kenwood students succeed.

While reviewing companies and their products, Kenwood had several teacher representatives using a team developed rubric to score components, one on one presentations, online voting process for the top two. Once the selection was narrowed, the idea for coordinating with presented at an all staff meeting for unanimous agreement in moving forward with McGraw Hill for piloting the series and for providing professional development for Kenwood staff.

Staff reviewed sample professional development plans to determine how the company could best meet the needs of Kenwood staff in supporting increased student learning. The instructional coach, building principal, k-6 curriculum director, and the Wexford

Missaukee ISD instructional consultant met with a representative for McGraw-Hill to plan for professional development and review the needs of Kenwood Elementary.

Kenwood is excited to begin implementing the reading series and also to improve teacher knowledge, skills, and disposition through the supports of McGraw-Hill. Their partnership will focus on providing a Multi-Tiered System of Supports, increasing teacher leadership, implementation of curriculum with fidelity, scientifically based interventions, as well as "look fors" in effective classrooms. Corrective Reading Strategies promotes proficient reading and success for struggling students, through the use of systemic, small steps that make it possible for children to learn and learn in a timely manner. This will provide explicit, intensive, and specifically designed strategies to meet the needs of students most at-risk.

Teacher leadership trainings will support teacher effectiveness and knowledge of curriculum within and across grade level spans. Through dialogue related to curriculum alignment issues, Kent ISD was contacted to provide support in staff development for alignment. This will build capacity among Kenwood teachers as well as teacher leaders through the district perspective. The trainings will also focus on supporting the principal as an instructional leader and developing ongoing lines of communication between home and school.

All materials for instruction and professional development are aligned with Common Core Standards with a specific focus to help Kenwood Elementary increase student achievement. Technology purchased to support initiatives will provide students with additional exciting and engaging opportunities in their learning.

Throughout the process, teacher leaders were consulted and informed. The WMISD teacher consultant was included to determine what her role would be in supporting Kenwood through this process.

## **6. Increased Learning Time (maximum length 1 page)**

- a. Describe how increased learning time (lengthening the school day, week or year) will be scheduled.
- b. Describe how increased learning time will be spent engaging students in learning, not just adding clock time to a schedule.
- c. Indicate whether or not an agreement with the union will be required to support increased learning time, and if so, will the agreement be signed prior to the start of the school year?

A master schedule was created with ten minutes added to each school day for the 2014 - 2015 school year. Kenwood Elementary's specials schedule was developed to support instructional blocks for both literacy and math. All grades K - 4 will have a 60 minute math block and a 30 minute intervention block to provide additional individualized support for students' individual needs. Grades K - 2 will have a 90 minute literacy block and 3 - 4 will have a 60 minute literacy block. Science and social studies blocks will be intentionally scheduled. These non-negotiable instructional blocks will increase engaged learning time during the school day. After-school tutoring will be offered in five six-week sessions, with academic tutoring and also community partnership programming through the YMCA to provide guided vigorous play and nutrition education.

Kenwood will incorporate a two week, full-day, summer school session beginning summer 2016. This will provide strategic academic instruction and interventions, transportation, and meals for students.

A letter of agreement was signed by the Cadillac Education Association to support Kenwood's schedule and additional work required by teachers to implement the plan (January 8, 2015).

## 7. **Timeline**

- a. Attach a comprehensive five-year timeline for implementing the selected intervention (**Attachment F**). Identify who is responsible for each implementation activity. (PRIORITY SCHOOLS ONLY): For year one, note which activities have already occurred due to being previously identified as a priority school.

## 8. **Annual Goals**

- a. Determine the school's student academic achievement goals in the core content areas **for each of the next five years** as determined by local and state assessments. Take into account the changing state assessments and how that will affect goal setting. At a minimum, mathematics and reading must be included. For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of years one through five? (**Attachment G**)
- b. Describe how data will be used for continuous improvement, and how often it will be analyzed. (**maximum length 1 page**)

Data will be used for continuous improvement at the building level three times yearly following benchmarking assessments (DIBELS, i-Ready, MLPP, MAISA) and weekly for each grade level through PLC meetings, and Instructional Learning Cycle sessions. PLC data will be collected following each meeting to be reviewed by the Data Coach, School Improvement Grant Facilitator for documentation, and the building principal.

At the individual teacher level, i-Ready will provide monthly progress monitoring with skill specific intervention pieces identified for each student in math and reading. The Instructional/Data Coach will also meet weekly with grade level teams for data overview, and with individual teachers as data indicates the need for reflection on lessons, instructional delivery, and lesson modeling. Data on instructional strategies delivered will be organized and reported through Marzano's evaluation iObservation walk-through and evaluations.

The Collaborative Learning Cycle Data Driven Dialogue process will be utilized to review updated state assessment data and to make changes as necessary to adjust for improvement. Teachers will create pre and posttests, as well as unit plans to support students, and monitor the progress through CLCs.

## 9. **Sustaining Reforms (maximum length 2 pages)**

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends. **How will capacity be increased as a result of receiving the grant, and what commitment(s) will be made to sustain reforms after the grant period ends?**

Increased sustainability will be facilitated through the ongoing intentionally planned professional development that cultivates building systemic change. Fundamental changes will be in the area of Professional Learning Communities, Instructional and Data Coaching, Multi-Tiered Systems of Supports. The district adopted the Marzano iObservation tool to put the focus on improving instruction to improve student learning. Our plan is to consistently deepen and reinforce best teaching practices through robust professional development and a timeline including five years of supporting professional development. Teacher leaders will be developed throughout this process and supported by trainings. PLC groups will become systemic and purposeful with annual goals established. The practice of learning labs will also build the sense of collaboration and assist in the continued growth mindset.

The following professional development will provide sustainability beyond the grant cycle:

#### **Professional Learning Communities**

- Formative Assessment
- Curriculum alignment
- Developed Goals and Scales
- Deliberate Practice and Learning Labs
- Book Studies – Professional Resource Library

#### **Instructional Learning Cycle**

- Instructional Design
- Teaching Foundations & Goals and Scales
- Identifying Critical Content – Power Standards
- Improved Instructional Programs

#### **Multi-Tiered Systems of Supports**

- Marzano Domain 2 – 4 training
- Instructional/Data Coaching
- Data Driven Dialogue
- i-Ready diagnostic and instruction
- PBIS \*tiered behavioral supports
- McGraw Hill Literacy and leadership training

In addition to the professional development, the extended learning time, positive relationships and renewed parent engagement and community involvement, and additional technology will sustain the efforts of the School Improvement Grant. The systemic processes developed will ensure that new staff are selected with qualifications and a growth mindset in mind. Staff leadership capacity will be increased to build capacity for decision-making, adjustment of procedures and policies, delivery of high quality curriculum, and consistency for discipline and positive behavior intervention supports and provide sustainability for this work.

### **10. Budget Narrative and Preliminary Budget**

Provide narrative for this section that describes the following:

- a. Description of appropriate staffing and activities to support the intervention model at the school level for the full five years of the grant. Indicate which option the school is selecting from those detailed in 4.b below. **(maximum length 1 page)**
- i. Appropriate FTEs by enrollment must be documented for SIG funded positions.
- b. How the school's yearly budgets and activities will differ over the five year period of the grant. Indicate at the beginning of the narrative whether the school will use option 1 or option 2 detailed below. **(maximum length 2 pages)**
- i. **Option 1:** 1 Year of pre-implementation/planning not to exceed \$750,000, 3 years of full implementation not to exceed \$1.5 million annually, and 1 year of sustaining reforms not to exceed \$750,000.
    1. How will the Year 1 pre-implementation and planning activities differ from what will be budgeted for full implementation in years 2-4 and sustaining reforms in Year 5?

**NOTE:** schools selecting this option may not use the pre-implementation/planning year to research and select the intervention model. The intervention model must have been selected prior to the start of the grant.

Schools choosing this option are required to submit a "*Plan for Full Implementation*" to the MDE by July 1, 2016. Funding for years 2-5 are dependent on MDE approval of the *Plan for Full Implementation*. More information will be provided at a later date.
  - ii. **Option 2:** three years of full implementation not to exceed \$1.5 million annually, and two years of sustaining reforms not to exceed \$750,000 annually.
    1. How will the year 1-3 full implementation activities differ from what will be budgeted for sustaining reform in Years 4 & 5?
- c. Complete the preliminary **building level** budgets for all five years of the grant. **(Attachment C.1)**

## **Section B Attachments**

**Attachment A:** Baseline Data (to be uploaded into MEGS+ as a separate Excel file)

**Attachment B:** Professional Development Calendar

**Attachment C.1:** School Level Budgets

**Attachments D.1 – D.3:** SIG Funded Position Descriptions

**Attachment E:** Intervention Model

**Attachment F:** SIG Timeline

**Attachment G:** Annual Goals

**Attachment H:** Assurances and Certifications

## SIG Data Requirements

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

### USED SIG Data Requirements

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

<b>Data Group (Office Use Only)</b>	<b>Heading &amp; Description</b>	<b>SY 2014-2015 Baseline Year 1</b>
DG5	<b>Building Code</b>	02024
XXX	<b>School Name</b>	Kenwood Elementary School
DG4	<b>District Code</b>	83010
XXX	<b>District Name</b>	Cadillac Area Public Schools
DG728	<b>School Improvement Status</b>	Priority
DG728	<b>Intervention Used</b> The type of intervention used by the school under the School Improvement Grant (turnaround, restart, evidence-based whole-school reform, early learning intervention, closure, or transformation).	TRANS - Transformation
DG752	<b>Baseline Indicator Status</b> The baseline year is the school year immediately previous to the first year a school implemented one of the intervention models and received SIG funds.	YES
DG729	<b>School Year Minutes</b> <i>If decreased time please explain in DG745 Supplemental.</i>	65514.0
DG745	<b>Increased Learning Time (ILT)</b> Did the school provide for increased learning time from previous year?	YES
DG745	<b>ILT - Longer School Year</b> Did the school provide longer school year for increased learning time?	NO
DG745	<b>ILT - Longer School Day</b> Did the school provide longer school day for increased learning time?	YES
DG745	<b>ILT - Before or After School</b> Did the school provide before or after school for increased learning time?	YES
DG745	<b>ILT - Summer School</b> Did the school provide summer school for increased learning time?	NO
DG745	<b>ILT - Weekend School</b> Did the school provide weekend school for increased learning time?	NO

Data Group (Office Use Only)	Heading & Description	SY 2014-2015 Baseline Year 1
DG745	<b>ILT - Other</b> Did the school provide increased learning time other than longer school year, longer school day, before or after school, summer school, weekend school? <i>If yes, include information about the type of increased learning time in the explanation field in row 40.</i>	YES
DG745 Supplement	<b>Explanation</b> Explanation of other type of increased or decreased learning time. (maximum of 200 characters)	Kenwood's schedule was created to allow for literacy and math blocks to be incorporated daily. There were also five six-week sessions offered for after school tutoring for at-risk students.
<b>Student Data</b>		
DG731	<b>Student Attendance Rate</b> The count of school days during the regular school year (plus summer, if applicable) students attended school divided by the maximum number of days students could have attended school during the regular school year.	99.40%
XXX	Dropout Rate	0.00%
XXX	Number of Disciplinary Incidents	890
XXX	Number of Students Involved in Disciplinary Incidents	129
XXX	Number of Truant Students	25
<b>High Schools Only Data</b>		
DG732	<b>Advanced Coursework</b> The number of students who complete advanced coursework, such as Advanced Placement, International Baccalaureate classes, or advanced mathematics. Applies to grades 9-12 only.	NA
XXX	International Baccalaureate	NA
XXX	Early College/College Credit	NA
DG733	<b>Dual Enrollment</b> The number of high school students who complete at least one class in a postsecondary institution. Applies to grades 9-12 only.	NA
DG734	<b>Advanced Coursework &amp; Dual Enrollment</b> The number of students who complete advanced coursework and complete at least one class in a postsecondary institution. Applies to grades 9-12 only.	NA
XXX	High School Graduation Rate	NA
XXX	<b>College Enrollment</b> Number of students enrolled in college from most recent graduating class.	NA
<b>Teacher Data</b>		

<b>Data Group</b> <i>(Office Use Only)</i>	<b>Heading &amp; Description</b>	<b>SY 2014-2015</b> <b>Baseline Year 1</b>	
<b>DG735</b>	<b>Teacher Attendance Rate</b> The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days.	99.40%	

## DG729 - School Year Minutes

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

Description	SY 2014-2015 Year 1
<b>Minutes per Regular Day</b> Number of <u>minutes</u> required <u>for all students</u> per regular day	366
<b>Number of Regular Days of Instruction</b> The number of <u>days</u> required <u>for all students</u> during the normal school year	179
<b>Total Minutes - Regular Day</b>	<b>65,514.0</b>
<b>Minutes Before School per day</b> Number of minutes <u>all student</u> had the opportunity to participate <u>before school</u> each day	0
<b>Number of Before School days</b> Number of days <u>all students</u> had the opportunity to participate <u>before school</u> during the normal school year	0
<b>Total Minutes - Before School</b>	-
<b>Minutes After School per day</b> Number of minutes <u>all students</u> had the opportunity to participate <u>after school</u> each day	0
<b>Number of After School days</b> Number of days <u>all students</u> had the opportunity to participate <u>after school</u> during the normal school year	0
<b>Total Minutes - After School</b>	-
<b>Minutes from weekends per week</b> Number of minutes <u>all students</u> had the opportunity to participate on <u>weekends</u>	0
<b>Number of weekends per year</b> Number of <u>weekends</u> <u>all students</u> had the opportunity to participate during the normal school year	0
<b>Total Minutes - Weekend</b>	-
<b>Minutes per Summer Day</b> Number of minutes <u>all students</u> had the opportunity to participate during <u>summer</u> each day	0
<b>Number of Summer Days</b> Number of days <u>all students</u> had the opportunity to participate during <u>summer</u>	0
<b>Total Minutes - Summer</b>	-

**Attachment B: Professional Development Calendar** \* Insert the professional development calendar here.

**Professional Development Plan Narrative**

Decisions on professional development were based on Kenwood's Big Ideas through data analysis and need.

Professional Development	Year 1	Year 2	Year 3	Year 4	Year 5
Marzano –Emphasis on improved instructional strategies, layered to support implementation of Marzano strategies and evaluation tool	*Foundations of Teaching and Learning *Developing Goals and Scales	*Deepening Knowledge *Deliberate Practice *Learning Labs *Side-by-Side Coaching (admin)	*Instructional Design	*Planning and Preparation *Reflecting on Teaching *Collegiality and Professionalism	Online Access to Resource Library
Professional Learning Communities * teacher leaders, cycling through to all staff to establish protocols and documentation	* Learning Sciences *Leadership Coaching	*Learning Sciences	*sustained through weekly PLC meetings *incorporated through district level Late Start Mondays		
McGraw Hill *Close Reading, Writing, Vocabulary	Saturday training	Intervention kit training	Intervention kit training	*sustained implementation	
McGraw Hill *Technology	Saturday training	Saturday training	Saturday training	Saturday training	Saturday Training
Admin training and support Cognitive Coaching Admin mentoring	Refresher for Admin *cognitive coaching	Opportunity for teacher leaders *cognitive coaching	Deliberate practice		
PBIS *grant support	Coaching and Leadership	Continued training for	**trainer of trainers* and PBIS coaches.		
Tribes *support building communities in the classroom	Staff training and modeling to	Staff training and modeling to	Staff training and modeling to	Staff training and modeling to	Staff training and modeling to

Year One – Professional Development Calendar

Through our Data Drive Dialogues, PLC, and CLC process, appropriate professional development was determined to help staff meet goals of the SIG. Each professional staff member will be receiving 8 hours of professional development monthly through PLC and Coaching.

Action Step	Person Responsible	Start Date	End Date	Success Metric
Sig Implementation 2015 – 2015 Year One				
Illuminate	Troy Finstrom	August 5, 2015	Two additional Days yet to be determined throughout the school year	Implementation Guide Developed for Fall 2016
PBIS Coaches and Trainers	Kelly Buckmaster, Troy Finstrom, Emily Bender	August 2015 (5th, 10th, 11th)	Follow up in September, October, November, and April	Successful implementation of PBIS with staff - Roll out for January 2016 *Discipline Data will be reduced, positive results will be noted in perception surveys
Kenwood Boot Camp Day 1 AM Growth Mindset Training – growth mindset vs. fixed mindset for teachers and developing lessons to support growth mindset in students	Heidi Stange	August 19, 2015	Ongoing	Positive Pre-suppositions about students *monitored through MTSS process
Kenwood Boot Camp Day 1 – McGraw Hill Wonders – Resource Review PM	Heidi Stange	August 19, 2015	Ongoing	Login, create class lists, and assign students to McGraw Hill assessment tool
Kenwood Boot Camp Day 2 – McGraw Hill Program Specific Overview for Classroom Teachers	Dave Puckett (External Provider – from McGraw Hill	August 20, 2015		Teachers will plan for the first week of implementation using the new resources.
Kenwood Boot Camp Day 3 – Review of PBIS, Tribes, Overview of ILC, Scheduling and intervention blocks, Data (i-Ready diagnostic, data review)	Troy Finstrom & Emily Bender, Kristy Carlsen & Ashley Gettel	August 21, 2015		Ensure staff are aware of expectations for strategies to implement for School Improvement, important dates, and trainings.
Professional Learning	Kelly Baas	August 26, 2015	Follow up PD	Develop Building Leadership for

Communities - Learning Sciences training to support effective practices in PLCs	Kelly Buckmaster Ashley Gettel Kristy Carlsen Heidi Stange Danielle Dietlin Becky Fisk Brandon Bowman		February 2016	intentional and successful PLC *PLC forms will be completed for data collection *Goals and Scales will be developed
Learning Sciences – Foundations for Teaching	All Staff	September 1, 2015		Staff will incorporate best practices in their instruction
Learning Sciences – Goals and Scales	All Staff	September 2, 2015		Teachers will be able to write goals and scales based on
New Teacher Training on Assessment initiatives	Heidi Stange – Instructional Coach Sandy Morse – Tribes Trainer	September 2015	October 2015	New Teachers will get a comprehensive overview on Kenwood assessment practices: DIBELS, Fountas and Pinnell, i-Ready, Tribes
Technology Support Professional Development	Brian Mayle and staff requiring additional support for technology	September	Ongoing	As determined by technology department and teacher need, support for incorporating technology with instruction.
Marzano's Framework for Teaching and Learning *Coaching for Admin - Inter-rater Reliability	Admin	2015 - 2016	Ongoing through 2018	Side by Side Coaching for Administrators to ensure inter-rater reliability using the iObservation tool
Daily 5 System in Wonders	All Staff	January 2016	Ongoing	Teachers will have an understanding of how Wonders incorporates into the framework of Daily 5.
Daily 5 Strategy Instruction	Heidi Stange – All Staff	Monthly Staff Meetings	Ongoing	Deliberate sharing of strategies and procedures using The Two Sisters video collection for teaching and understanding the Daily 5 and CAFÉ. Teachers will each have copies of the Daily 5 for reference.
Close Reading – McGraw Hill	All Staff	TBD full day training		Teachers will have an understanding of how to

			*Saturday		incorporate close reading strategies across content areas and develop a plan for incorporating into daily instruction.
Leveled Literacy Interventions *Houghton Mifflin Harcourt	Heidi Stange and Carolyn Mitchell *first grade teacher *fourth grade teacher *paraprofessional	November 2015	Ongoing support		To support Intervention Blocks through embedded professional development
Technology Workshop for Wonders – McGraw Hill	Teachers	November 2, 2015 – Full Day	*during district wide professional development day		Teachers will receive training in the effective use of the components of Wonders for motivating students, monitoring progress, and recording assessments. They will be provided with ideas for effectively integrating the use of internet in classroom instruction, how to register for online student and teacher editions, and to explore the interactive web-based activities and projects.
Train the Trainer – McGraw Hill	Teachers leader	TBD full day training *Saturday			In depth training so they are prepared to train teachers to effectively implement the Wonders Reading program in order to serve as an on-site teacher leaders and program experts throughout the school year
Vocabulary Instruction - McGraw Hill	Teachers	TBD full day training			Participants will learn specific strategies for teaching vocabulary including vocabulary

					webbing. This session will also include tools for independent word learning as it focuses on the application of vocabulary to writing.
Writer's Workshop – McGraw Hill	Teachers				This workshop offers instruction on the writing process and components of six trait writing. Teachers will learn how to develop the six traits of writing and to enhance students' writing and effectively use a six-trait writing rubric.
Illuminate Follow Up	All Staff	TBD Saturday September 8, 2015			
Instructional Coaching meeting with individual teachers for goals and feedback before and after school with embedded support throughout the school day.	Heidi Stange and all grade level teachers			Ongoing – Full time, on staff Four hours monthly for each staff member	*First Focus will be intervention and enrichment blocks for Math and Reading *Modeling lessons for close reading, vocabulary, writer's workshop *Observations and feedback based on the Art and Science of Teaching (Marzano)
Professional Learning Communities – in action	Grade Level teams	Weekly *one hour during common planning time *2 hours outside of school time *one hour monthly for building PLC		Four Hours Per month all year	Analysis and review of Goals and Scales as developed through LSM, Grade Level Team meeting notes and PLC documentation.
Curriculum Training – Contracted Services through Kent ISD	Teacher Leaders	Monthly support for PLC implementation and goal setting		Monthly *Late Start Mondays	Goal setting and accountability practices to support the work of PLCs
Kenwood Boot Camp	All teachers	June 2016–			Collaborative Learning Cycle

Day 4 – data review and PD planning		following school release for summer		review to measure student success through review of i-Ready data, MAISA writing rubric scores, and state assessment data available.
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## Attachment C.1: Preliminary School Level Budget

**NOTE:** Preliminary budgets are for planning and review purposes only. Initial approval of the grant application does not grant explicit approval to all preliminary budget items. Final approval of SIG budget items occurs in the Michigan Electronic Grants System Plus (MEGS+) and is subject to Title I rules of supplement vs. supplant, tests of allowability, and reasonable and necessary expenditures to support the approved reform model. Inclusion of an item in the preliminary budget does not guarantee it will be approved as a line item submitted in MEGS+.

LEAs may apply for School Improvement grants for each individual eligible school building within their jurisdiction. For the purposes of this grant, eligible school buildings are Title I eligible or Title I receiving Priority or Focus schools.

A separate budget and budget detail narrative is required for each building. Please use duplicate pages as necessary. The budget must cover the five-year period of the grant, with each year separate and distinct from the preceding year. Budgets that do not distinguish between the five years of the grant will be considered incomplete and will receive reduced scores accordingly.

There are two options allowed for the five-year grant period. These are detailed below:

### **Option 1:**

- Year 1: Pre-implementation and planning not to exceed \$750,000. These activities comprise the budget for year 1.
- Years 2-4: Full implementation not to exceed \$1.5 million annually. Each year of implementation requires a separate budget.
- Year 5: Sustaining SIG funded reforms not to exceed \$750,000. Sustainable activities comprise the year 5 budget.

### **Option 2:**

- Years 1-3: Full implementation not to exceed \$1.5 million annually. Each year of implementation requires a separate budget.
- Years 4 & 5: Sustaining SIG funded reforms not to exceed \$750,000 annually. Sustainable activities comprise the year 4 and year 5 budgets. Each year of sustainability requires a separate budget.

***The following general guidelines must be adhered to in creating the school budget:***

- External service provider expenditures should not exceed 30% of the total annual building award.
- Personnel expenditures should not exceed 30% of the total annual building award.
- Technology expenditures should not exceed 20% of the total annual building award.

Personnel, Rationale, Estimated Cost including salaries and benefits for staff	Year 1	Year 2	Year 3	Year 4	Year 5	Total
SIG Coordinator .7FTE – manage implementation, scheduling, purchases, calendars, monitoring and reporting	\$60606	\$60606	\$60606	\$60606	\$60606	\$303030
Data Coach .7FTE certified coach to assist teachers and leaders in the use of instructional data for planning, updating data wall and schoolwide progress reports. (ILC, DDD, PLCs)	\$69815	\$69815	\$69815	\$69815	\$69815	\$349075
Family Liaison .5 FTE – to increase and improve parent engagement through expanded communications and offerings, increased partnerships, and student monitoring (attendance)	\$36119	\$36119	\$36119	\$36119	\$36119	\$180595
Counselor - .5 FTE to support mental health services by working with individuals, small groups children struggling with social and emotional issues	\$36119	\$36119	\$36119	\$36119	\$36119	\$180595
Summer School and Tutoring – staff hourly rate for summer school and tutoring @ \$24 per hour and transportation	\$29716	\$29716	\$29716	\$29716	\$29716	\$148580
<b>Total salaries and benefits</b>	<b>\$232375</b>	<b>\$232375</b>	<b>\$232375</b>	<b>\$232375</b>	<b>\$232375</b>	<b>\$1161875</b>
<b>Purchased Materials</b>						
Smart Audio Visual Solutions 4 @ \$2625	\$10460	0	0	0	0	\$10460
Student Laptops – Dell Latitude 13 for Education Durable laptops to expand student access to technology 90 @ \$626.35 Years 1 – 3 55 @ \$626.35 Year 4	\$56371	\$56371	\$56371	\$34449	0	\$203562
Laptop Cart –Aver, Laptop charging and storage cart for laptops, on rollers \$1415 – years 1 – 3 (3), year 4 (1)	\$5220	\$5220	\$5220	0	0	\$15660
Teacher laptops – IBM, Lenovo L540 with docking station and monitor for mobility with technology instruction 18 @ \$1089	\$19602	0	0	0	0	\$19602
iPads and Cart – to support learning apps and develop technology lending for parent engagement 10 pack iPad Air Wi-Fi 16 GB \$3740 (3)	\$11200	\$11200	\$11200	0	0	\$33600
Apple , Tablet Charging and Storage Cart for 30 iPads \$2799	\$2799	\$2799	\$2799	0	0	\$8397
<b>Total Purchased Materials</b>	<b>\$105652</b>	<b>\$75590</b>	<b>\$75590</b>	<b>\$34449</b>	<b>\$0</b>	<b>\$291281</b>
<b>Purchased Services</b>						
i-Ready license for diagnostic (Tier 1) and instruction (Tier 2)	\$9900	\$9900	\$9900	\$9900	\$9900	\$49500
McGraw Hill School Education PD services, Job Embedded PD- technology, Close Reading, Writer's Workshop, interventions, teacher leadership	\$11800	\$6400	\$6400	\$2500	\$2500	\$29600
Marzano Learning Sciences providing support for enhanced instructional strategies and effective PLCs, including side-by-side coaching support for Admin 6 days on site for years 1 & 2, with follow up for Years 3 – 5	\$28000	\$28000	\$4500	\$4500	\$4500	\$69500
Kent ISD – Curriculum Coaching for PLCs \$1000 per day, 10 days per year (monthly) and cognitive coaching support	\$12500	\$12500	\$10000	\$10000	\$10000	\$55000
YMCA – contracted staff for tutoring \$3200 per session @ 5 six-week sessions and transportation through CWTA including snacks for students after school	\$31000	\$31000	\$31000	\$31000	\$31000	\$155000
Chartwells – Family and community meals following after school tutoring 85 people during 5 six-week sessions	\$65000	\$65000	\$65000	\$65000	\$65000	\$325000
<b>Total Purchased Services</b>	<b>\$158200</b>	<b>\$152800</b>	<b>\$126800</b>	<b>\$122900</b>	<b>\$122900</b>	<b>\$683600</b>
	<b>\$496227</b>	<b>\$460765</b>	<b>\$434765</b>	<b>\$389724</b>	<b>\$355275</b>	<b>\$2136756</b>

d. How the school's yearly budgets and activities will differ over the five year period of the grant. Indicate at the beginning of the narrative whether the school will use option 1 or option 2 detailed below. **(maximum length 2 pages)**

i. **Option 1:** 1 Year of pre-implementation/planning not to exceed \$750,000, 3 years of full implementation not to exceed \$1.5 million annually, and 1 year of sustaining reforms not to exceed \$750,000.

1. How will the Year 1 pre-implementation and planning activities differ from what will be budgeted for full implementation in years 2-4 and sustaining reforms in Year 5?

**NOTE:** schools selecting this option may not use the pre-implementation/planning year to research and select the intervention model. The intervention model must have been selected prior to the start of the grant.

Schools choosing this option are required to submit a "*Plan for Full Implementation*" to the MDE by July 1, 2016. Funding for years 2-5 are dependent on MDE approval of the *Plan for Full Implementation*. More information will be provided at a later date.

ii. **Option 2:** three years of full implementation not to exceed \$1.5 million annually, and two years of sustaining reforms not to exceed \$750,000 annually.

1. How will the year 1-3 full implementation activities differ from what will be budgeted for sustaining reform in Years 4 & 5?

Cadillac Area Public Schools and Kenwood Elementary have selected Option 2, with three years of full implementation, and two years of sustaining reforms. The implementation activities in Year 1 and Year 2 include significant purchases of technology to support student access to computers and robust professional development to ensure staff have the knowledge, skills, and disposition to successfully implement the plan. The costs are even less for year three as the need for professional learning shifts from intensive training to refresher courses and reflective practices through the support of the Data/Instructional coach. With a three year plan to improve student access to technology, the costs for technology are also higher in years 1 – 3 with the need to provide students with that access and support teachers' implementation of said technology.

For years 4 and 5, Kenwood will continue to implement practices with expenses covered through the grant including staff to support the grant, family engagement strategies, and

Complete the preliminary **building level** budgets for all five years of the grant. **(Attachment C.1)**

## SCHOOL IMPROVEMENT GRANT PRELIMINARY BUDGET FORM

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

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

<b>LEGAL NAME OF DISTRICT APPLICANT:</b>  Cadillac Area Public Schools	<b>District Code:</b>  83010
<b>BUDGET SUMMARY FOR:</b>  Kenwood Elementary	<b>Building Code:</b>  02024

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

<b>Year 1: Full Implementation (may not exceed \$1,500,000)</b>								
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
111	Elementary							
112	Middle/Junior High							
113	High School							

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

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
118	Pre-Kindergarten							
119	Summer School	24960		31000				55960
211	Truancy/Absenteeism Services							
212	Guidance Services	18774	17345					36119
213	Health Services							
216	Social Work Services							
221	Improvement of Instruction	47599	22216					69815
225	Instruction Related Technology			9900	105652			115552
226	Supervision and Direction of Instructional Staff							
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement	33255	27351					60606
241	Office of the Principal							
249	Other School Administration							
250	Support Services Business							

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

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
257	Internal Services							
266	Security Services							
271	Pupil Transportation Services	1340	590		2826			4756
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services			52300				52300
331	Community Activities	18774	17345	65000				101119
	<b>SUBTOTAL</b>	<b>144702</b>	<b>84847</b>	<b>158200</b>	<b>108478</b>			<b>496227</b>
	Indirect Costs <u>1.86</u> % Restricted Rate							<b>9229</b>
	<b>TOTAL</b>							<b>505456</b>

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

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
111	Elementary							
112	Middle/Junior High							
113	High School							
118	Pre-Kindergarten							
119	Summer School	24960		31000				55960
211	Truancy/Absenteeism Services							
212	Guidance Services	18774	17345					36119
213	Health Services							
216	Social Work Services							
221	Improvement of Instruction	47599	22216					69815
225	Instruction Related Technology			9900	75590			85490
226	Supervision and Direction of Instructional Staff							
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement	33255	27351					60606

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

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
241	Office of the Principal							
249	Other School Administration							
250	Support Services Business							
257	Internal Services							
266	Security Services							
271	Pupil Transportation Services	1340	590		2826			4756
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services			46900				46900
331	Community Activities	18774	17345	65000				101119
	<b>SUBTOTAL</b>	<b>144701</b>	<b>85348</b>	<b>152800</b>	<b>78416</b>			<b>460765</b>
	Indirect Costs <u>1.86</u> % Restricted Rate							8570
	<b>TOTAL</b>							<b>469335</b>

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

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
111	Elementary							
112	Middle/Junior High							
113	High School							
118	Pre-Kindergarten							
119	Summer School	24960		31000				55960
211	Truancy/Absenteeism Services							
212	Guidance Services	18774	17345					36119
213	Health Services							
216	Social Work Services							
221	Improvement of Instruction	47599	22216					69815
225	Instruction Related Technology			9900	75590			85490
226	Supervision and Direction of Instructional Staff							
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement	33255	27351					60606

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

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
241	Office of the Principal							
249	Other School Administration							
250	Support Services Business							
257	Internal Services							
266	Security Services							
271	Pupil Transportation Services	1340	590		2826			4756
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services			20900				20900
331	Community Activities	18774	17345	65000				101119
	<b>SUBTOTAL</b>	<b>144702</b>	<b>84847</b>	<b>126800</b>	<b>78416</b>			<b>434765</b>
	Indirect Costs <u>1.86</u> % Restricted Rate							8086
	<b>TOTAL</b>							<b>442851</b>

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

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
111	Elementary							
112	Middle/Junior High							
113	High School							
118	Pre-Kindergarten							
119	Summer School	24960		31000				55960
211	Truancy/Absenteeism Services							
212	Guidance Services	18774	17345					36119
213	Health Services							
216	Social Work Services							
221	Improvement of Instruction	47599	22216					69815
225	Instruction Related Technology			9900	34449			44349
226	Supervision and Direction of Instructional Staff							
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement	33255	27351					60606

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

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
241	Office of the Principal							
249	Other School Administration							
250	Support Services Business							
257	Internal Services							
266	Security Services							
271	Pupil Transportation Services	1340	590		2826			4756
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services			17000				17000
331	Community Activities	18774	17345	65000				101119
	<b>SUBTOTAL</b>	<b>144702</b>	<b>84847</b>	<b>122900</b>	<b>37275</b>			<b>389724</b>
	Indirect Costs <u>1.86</u> % Restricted Rate							7248
	<b>TOTAL</b>							<b>396972</b>

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

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
111	Elementary							
112	Middle/Junior High							
113	High School							
118	Pre-Kindergarten							
119	Summer School	24960		31000				55960
211	Truancy/Absenteeism Services							
212	Guidance Services	18774	17345					36119
213	Health Services							
216	Social Work Services							
221	Improvement of Instruction	47599	22216					69815
225	Instruction Related Technology			9900				9900
226	Supervision and Direction of Instructional Staff							
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement	33255	27351					60606

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

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
241	Office of the Principal							
249	Other School Administration							
250	Support Services Business							
257	Internal Services							
266	Security Services							
271	Pupil Transportation Services	1340	590		2826			4756
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services			17000				17000
331	Community Activities	18774	17345	65000				101119
	<b>SUBTOTAL</b>	<b>144702</b>	<b>84847</b>	<b>122900</b>	<b>2826</b>			<b>355275</b>
	Indirect Costs <u>1.86</u> % Restricted Rate							6608
	<b>TOTAL</b>							<b>361883</b>

## Attachments D: School Improvement Grant Funded Positions

Insert SIG-funded position descriptions here.

### Attachment D.1: SIG Coordinator Position Description

SIG Coordinator Position Description
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Under the general supervision of the school principal, the School Improvement Grant (SIG) Coordinator, will guide and monitor school site implementation of SIG goals and activities. Ensure that professional development support is planned, implemented and monitored to directly support the school staff and affect student achievement in collaboration with the principal.
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DUTIES INCLUDE:
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Supervise and coordinate the implementation of the School Improvement Grant, and other school programs approved by the Board.
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Supervise and coordinate the implementation of the Transformation model requirements as outlined in the School Improvement Grant and other parent-related programs.
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Coordinate program budgets, in accordance with the School Improvement Grant and District guidelines, maintain grant records and supervise or prepare written reports for local, state, and federal funding sources.
---

Maintain a database to store and analyze data related to the School Improvement Grant such as achievement data, evaluation of professional development, school surveys, program evaluation, and other operations related to supporting the implementation, monitoring, and evaluation of the grant.
---

Participate in the writing and input of the program evaluation. Help coordinate program evaluation in cooperation with the School Improvement Grant evaluator.
--

Serve on PLCs and MTSS teams to support the implementation of the School Improvement Grant. Represent the Kenwood Elementary at necessary District Improvement, Parent Group, or community meetings.
--

Work directly with the administrator, teachers, parents and students regarding educational strategies and program implementation.
---

Organize and prepare agendas for staff meetings; professional development release time, and work in collaboration with the administrator.
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Other duties as assigned.
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## Attachment D.2:

SIG Priority Data Coach Position Description
Oversee efforts to improve the impact on student achievement through data analysis, technical assistance, and teacher support.
Duties Include:
Work collaboratively with teachers to reflect on data and best practices and research based instructional strategies that will improve current classroom instructional practices
Initiate and support changes in classroom instruction including incorporating best practices, implementing small group instructional strategies, scheduling, and planning, while always bringing a focus back to the data to support positive changes for student learning.
Provide support to teachers in data analysis to drive instruction through supporting the Response To Intervention for Multi-Tiered Systems of Supports through weekly meetings with teachers to address students and the determine the interventions they need to improve achievement.
Collecting and organizing data with teachers for PLC meetings, and Data Driven Dialogue meetings held after each benchmarking session.
Meet with and assist teachers in using formative assessment data and work with teachers to plan for and monitor data driven instruction. Data from student assessment is the confirming information that supports the classroom changes made by the teacher.

### Attachment D.3: SIG Family Liaison Director/Coordinator

SIG Family Liaison Coordinator/Director Position Description
To work to increase and improve parent and family involvement at Kenwood Elementary School
DUTIES INCLUDE:
Focus on building positive relationships with families and increasing family engagement with Kenwood.
Provide personal outreach to families of students who are frequently tardy or absent.
Demonstrate sensitivity to family health and personal circumstances and build support and understanding between home and school to improve attendance, and thereby academic achievement.
Communicating with families and community partners to provide awareness of resources available for supports that our Kenwood families require.
Organize and collaborate with community partners to plan events to engage families at Kenwood Elementary through academic programming and outside resources to support families.
Assist in designing programming to help families participate more effectively in their children's learning.
Facilitate and organize parent meetings and workshops.
Invite parents to participate in school activities and encourage participation in the Parents-and-Teachers of Kenwood group.
Support staff efforts to reach out to families and create opportunities for families and teachers to meet face-to-face (family meals, breakfast, and other get-to-know-you activities).
Document parent and community activities through sign-in sheets, flyers, photos, to be added to a parent and community engagement portfolio.
Publicize and promote activities for family involvement at Kenwood Elementary.
Attend community meetings that will help the liaison connect to community resources for Kenwood Elementary families.
Communicate regularly with the principal regarding parents' and families' ideas and concerns.

## **Attachment E.1: Transformation Model**

**The following items are required elements of the model. Describe how each element will be met. Responses must be in the sequence of requirements as listed. (Maximum length 5 pages)**

**NOTE:** If applying for the rural school exemption, reference your response to question 6.d. for the element that is being modified. - Not applying for rural exemption

1. **Replace the principal:** Cadillac Area Public Schools hired a new principal, Kelly Buckmaster, to begin the 2013 -2014 school year. This new principal meets all five turnaround competencies and was hired as a direct result of the District's data analysis of declining student achievement at Kenwood. In hiring, Kelly Buckmaster, Kenwood gained an instructional leader with demonstrated successful experience in turning around a neighboring district's "Focus" elementary school.
2. **Include student data in teacher/leader evaluation:** Within the iObservation evaluation tool, the district will be able to set the percentage of weight for student growth to meet the state's requirement in both the teachers' (at least 50%) and school leader/administrators' (at least 50%) evaluations. The administrative team received on-site training on the Art and Science of Teaching Framework as well as the iObservation tool directly from the "Learning Sciences Marzano Center" with assurances that we could establish these growth percentage requirements within the evaluation system.
3. **Evaluations are designed with teacher/principal involvement, and will:**  
Cadillac Area Public Schools worked collaboratively with teaching and administrative staff to select the Marzano Evaluation Model, as the instrument to evaluate both teachers and school leaders. This collaborative process was done with a committee of teaching and administrative staff and shared with board members for final adoption. This evaluation tool is one of the four recommended models through the State of Michigan and allows evaluation on five performance levels (Not Using, Beginning, Developing, Applying, and Innovating) with the metrics determined to translate to Michigan's Educator Effectiveness ratings - Ineffective, Minimally Effective, Effective, and Highly Effective. The teacher evaluation model focuses on continuous improvement of instruction through a cycle of reflection, collaboration, professional development, and feedback to advance teacher professional growth as evidenced by student achievement gains.

The Marzano Protocol establishes a common model or language of instruction across the district in every classroom. It builds a foundation from which collaborative and reflective conversations occur around professional practice focused on student learning. The Marzano Protocol engages specific feedback from supervisors, mentor teachers, teacher leaders, instructional coaches, and teacher self-reflections as well as student surveys and achievement data. The feedback loops allow for continuous dialogue and collaboration that builds sustainable professional learning communities. Because the conversations can be conducted online, they can be maintained without interrupting teachers' classroom time and administrators' busy schedules. The system collects, manages, and reports data for instructional leaders and teachers to make informed decisions.

4. **Remove leaders/staff that have not increased achievement:** Principal Buckmaster in analyzing her staff and in doing effective evaluations, and implemented improvement plans where necessary. As of June 2015, eight teachers have been reassigned to other positions within the district based on their strengths and the needs of Kenwood Elementary. Three highly qualified teachers from within the district were reassigned to Kenwood and five new teachers were hired to create a competent and positive teaching team.

5. **Provide on-going job embedded staff development:** Staff will be trained in PLC protocols through Marzano Learning Sciences to support ongoing professional development and will support developing teacher leaders and a data driven focus on student achievement. This process will lead to a continuous improvement of instruction, a guaranteed and viable curriculum developed through cooperation and collaboration, and improved school climate. Teachers will meet for an additional three hours monthly with their grade level groups within Kenwood Elementary and ninety minutes monthly on Late Start Mondays. An MDE certified instructional coach will be working at Kenwood Elementary with teachers to provide job-embedded professional development following a coaching model of instruction, goal setting, and feedback.

6. **Implement financial incentives or career growth or flexible work conditions:** Kenwood full FTE teachers will be compensated for their additional working hours outside of the teacher contract; \$500 for committing to the Transformation Redesign plan, and \$2500 for the additional hours required for meetings and trainings outside of the school calendar and contract. A School Success Worker/SIG Coordinator will be provided to plan and coordinate the implementation of the transformation redesign plan for Kenwood including the implementation of PBIS. The Instructional Coach/ Data Coach will work directly with teachers to provide support in reviewing data and implementing instructional strategies that will support student gains. A Family Liaison will support implementation and organization of family engagement strategies for Kenwood.

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:** All staff are trained in using the Collaborative Learning Cycle Data Driven Dialogues (Wellman and Lipton). i-Ready provides staff with detailed information on each student that is updated monthly. This allows Kenwood to analyze strengths and weaknesses from the student level, classroom level, grade level, and building. Goals and scales will be developed and shared at vertical and horizontal grade level meetings throughout the district.

8. **Promote continuous use of student data to inform instruction and meet individual needs of students:** Teachers will utilize the diagnostic and progress monitoring data from i-Ready to align student interventions for reading and math. With the support of a coach teachers will continually review individual classroom data, support PLC review of grade level data, to set goals for improving instruction. i-Ready will be utilized to provide diagnostic data with monthly progress monitoring to determine skills that need to be addressed to improve student performance. i-Ready instructional tool will be utilized with designated students for intervention purposes including students monitoring their own progress as well as goal setting.

Kenwood will begin using Illuminate in the Fall of 2015, which facilitates a focused effort on getting student data in the hands of classroom teachers in a usable and actionable way. Illuminate includes Early Warning Systems to assist teachers in the identification of students at-risk of failure.

**9. Provide increased learning time:**

**a. That is increased learning time for all students in the core areas**

A master schedule was created with ten minutes added to each school day for the 2014 - 2015 school year. Kenwood Elementary's specials schedule was developed to support instructional blocks for both literacy and math. All grades K - 4 will have a 60 minute math block and a 30 minute intervention block to provide additional individualized support for students' individual needs. Grades K - 2 will have a 90 minute literacy block and 3 - 4 will have a 60 minute literacy block. Science and social studies blocks will be intentionally scheduled.

**b. That includes instruction in other subjects and enrichment activities that contribute to a well-rounded education**

After-school tutoring is offered to students in partnership with the Cadillac area YMCA (5 six week sessions for one hour and thirty minutes per day, five days per week, for 25 students per sessions, totaling over 125 students impacted by the program) \*includes providing healthy habit education, nutrition instruction, healthy snacks, and community based field trips.

**c) That allows for teachers to collaborate, plan and engage in professional development**

Collaborative time has been planned for teachers with common planning allotted twice weekly within the school day and one hour weekly outside of the school day. Late Start Mondays will be used to provide time for teachers to create goals and scales for K-12 math alignment.

The MTSS process that has been developed by Kenwood staff in collaboration with the Wexford Missaukee ISD will be implemented with additional weekly grade level meetings designed with a problem solving approach focusing on interventions and strategic planning for students through prevention and intervention systems.

**10. Provide ongoing mechanisms for family and community engagement:**

- Family style meals each week following the tutoring session to encourage discussion of student learning. Each session could have the potential to offer meals to 25 families five days a week for six weeks. They would be served a balanced hot meal, five days a week for six weeks. Chartwell's Food service will set menus and cater this program. Follow up opportunities will be encouraged for alumni families to be invited back monthly to participate in family dinners including healthy lifestyle, parenting support and academic focus.
- Provide a technology lending library for families to have access to iPads or laptops to support students at home.
- Academic celebrations and achievement acknowledgement shared during Family Dinners to encourage positive family discussions connected to school

goals. Community members and their families will be invited to model and encourage family interaction opportunities during mealtimes.

- Trained Love and Logic facilitator will provide training and support for parents in positive behavior supports for families.
- Quarterly Curriculum Showcase Events will highlight academic achievements and initiatives within school hours and outside of the school day.
- Kenwood Parent-Teacher group (PTK) will be supporting our efforts by offering events such as Carnival, Make-A-Difference Events, Talent Night, Book Fair, Movie Night, Kids-on-the-Go, etc.
- Title I Family Night will be utilized to provide opportunities for families to further engage in the curriculum in a positive manner with their children and teachers.

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

- Kenwood staff will be reporting to work three additional days in August to before CEA contractual days to prepare for implementation of the plan.
  - Specials schedules were created by the district to support common planning time and to allow for implementation of instructional and intervention blocks at Kenwood.
- c. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization.

Kenwood Elementary has support through Cadillac Area Public Schools Central Office in regards to implementing the redesign plan. The WMISD has provided a School Improvement Facilitator as well as a District Improvement Facilitator to support Kenwood staff in needs analysis, problem solving and also in providing professional development to staff in the area of writing and in the Instructional Learning Cycle. McGraw Hill is providing professional development to support Kenwood's pilot implementation of the reading series "Wonders" for the 2015 - 2016 school year. Kenwood will be working in collaboration with McGraw Hill to implement the program with fidelity and facilitate learning labs for teachers to observe explicit instruction in classrooms with the support of an instructional coach and the ISD instructional consultant.

**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: *Staff will be compensated for their additional time commitment and given \$500 for their priority plan team participation.*
2. Institute a system for measuring changes in instructional practices that result from professional development: *The iObservation Tool will be utilized to track the implementation of strategies utilized at Kenwood through administrative walk-through and observation data. This will be compared with student achievement data during Data Driven Dialogue meetings.*

3. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement: *Kenwood Elementary will complete the Survey of Enacted Curriculum. Currently Kenwood Elementary along with all other Cadillac Area Public Schools buildings have participated in a curriculum audit conducted by a Kent County ISD Consultant and our district Curriculum Directors.*
4. Implement a school wide Multi-Tiered System of Supports model: *Kenwood Elementary staff has developed a model to implement an MTSS system. This has been in practice by Kenwood staff since January 2015.*
5. Use and integrate technology-based interventions: *i-Ready instructional interventions will be utilized along with the supports offered through Math Expressions and McGraw-Hill Wonders reading series.*
6. Establish early warning systems to identify students who may be at risk of failure: *Through our MTSS and PLC processes, teachers will continually review data to determine students who are at risk of failure and identify interventions to support those students. Illuminate will also provide early warning systems through analysis of data collection to identify students who may be at risk of failure.*
7. Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs: *Kenwood will be implementing PBIS through the support of the Positive School Climate Grant through the Michigan department of Education. Our community partners will include the Cadillac Area YMCA and the Adolescent Wellness Center located in the Cadillac Junior High School.*
8. Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff: *Kenwood has restructured its specials schedule to support adding instructional blocks for both math and literacy as well as intervention blocks. Ten minutes was added to the school day beginning with the 2014 - 2015 school year.*
9. Implementing approaches to improve school climate, culture, and discipline: *Ongoing training in TRIBES to support building community within the classroom, implementation of PBIS through the Positive School Climate grant, and the addition of a counselor and family liaison will support improvements to school climate, culture, and discipline.*
10. Expanding the school program to offer full-day kindergarten or pre-kindergarten: *Kenwood offers a full-day kindergarten program.*
11. Implement a per-pupil, school-based budget formula weighted based on student needs: *The State and Federal Programs Director uses the Title I School Selection formula to determine budget dollars to be allocated to Kenwood Elementary and other elementary buildings within CAPS. 31a dollars are also leveraged to support Kenwood Elementary initiatives such as tutoring, school counselor, and school success worker.*

## Attachment F: SIG Timeline

Insert the SIG timeline here.

Pre-Implementation			
Action Steps	Rationale	Timeline	Person (s) Responsible
Replace Principal	Hire principal to implement change	July 2013	Superintendent, School Board
Reassign Teaching Staff	Align staff to their strengths to support Kenwood student achievement	May 2014	Superintendent, Administrator
Tribes Learning Communities Training	Support building community in the classroom	Initial training in August 2014 with follow up trainings to support	Sandy Morse, Tribes Trainer Kelly Buckmaster, principal
Additional Learning Time	More time to support student learning	September 2014	CAPS Superintendent School Board
PBIS, MiBIsi coaching training	Introduce PBIS and provide training for leadership coaches	December 2014	Kelly Buckmaster Emily Bender Troy Finstrom Kristy Carlsen
Implement i-Ready Diagnostic	To provide timely updates on student achievement data and progress monitoring monthly	January 2015	Kelly Buckmaster Heidi Stange Carolyn Mitchell
Leveled Literacy Intervention Training	Support intervention specialists in utilizing LLI for Title I intervention services	January 2015 & March 2015	Carolyn Mitchell Heidi Stange Darcy Lizotte Kristy Carlsen Holly Murray Lisa Kassuba
Fountas and Pinnell training	Support teachers in identifying student reading levels	February 2015 – June 2015	Heidi Stange Carolyn Mitchell
PBIS School Climate Grant Implementation	Provide leadership training to support building capacity to implement PBIS	April 2015, May 2015, June 2015	Kelly Buckmaster Emily Bender Troy Finstrom
Universal Breakfast	Implement universal breakfast	March 2015	Chartwells Kelly Buckmaster

	to provide nutrition to students, ensure readiness to learn		Teaching staff
Marzano iObservation Training	Introduce iObservation protocols and use iObservation tool, Develop common language to support implementation, *Inter-Rater Reliability Training	March 2015 April 2015, May 2015, June 2015	*Kelly Buckmaster Brandon Bowman Becky Fisk
Leading Learning Visible Learning strategies *Hattie	Research on best practices and effect sizes of teaching strategies	February 2015	Kelly Buckmaster Heidi Stange Kelly Baas Mitch English Brandon Bowman Becky Fisk
MTSS	Team meetings to develop and finalize process for MTSS	May 2015	Kelly Buckmaster Heidi Stange Troy Finstrom Carolyn Mitchell *Julie VanAlst *Sara Schmanek
Provide Uninterrupted Learning Blocks	Ensure opportunities for explicit instruction and intervention blocks	May 2015	Elementary Administrative Team
<b>Full Implementation</b>			
<b>Action Steps</b>	<b>Rationale</b>	<b>Timeline</b>	<b>Person (s) Responsible</b>
Implement SIG staff to support work: Family Liaison, School Success Worker, School Improvement Grant Coordinator, Counselor, Data Coach	To provide necessary supports and training for staff to implement strategies as well as build capacity for sustainability	August 2015	Administrative Team School Board Superintendent
PBIS training for coaches and teacher leaders	Support building capacity among staff toward designing and building a system	August 2015	Kelly Buckmaster Emily Bender Troy Finstrom

	of PBIS		
Implementation of Professional Development Plan	To organize staff calendars, communicate with stakeholders to ensure all PD activities are enacted	August 2015 - 2020	SIG coordinator Principal Data Coach
PLC training for teacher leaders	Train staff to be leaders in appropriate protocols for PLC	August 2015 February 2016 August 2016 February 2017	½ staff during first session ½ staff during second session
Data Coach	Support staff in organizing and utilizing data to plan for instruction and improve student learning	August 2015 - June 2020	Heidi Stange
Marzano iObservation Tool and Training	Support teachers in learning new observation rubric, provide training to support implementing instructional strategies	September 2015 - June 2020	District Administration Teacher Leaders Principal
i-Ready Instruction and Diagnostic	Technology to as a diagnostic tool with individual instruction activities for students	September 2015 - June 2020	*Setup and data entry, Kelly Buckmaster *Implementation Teachers *Data organization Heidi Stange
PBIS coaches and leadership training	Train and support staff in developing and planning for PBIS implementation	September 2015 October 2015 November 2015 April 2016	PBIS School Climate Grant Facilitator, and Kenwood Leadership Team: Troy Finstrom, Emily Bender, Kelly Buckmaster
PLC meetings	Teachers to intentionally review data sources and creating effective lessons using pre and post assessment data,	September 2015 - June 2020 *monthly throughout the school year 2015 - 2016 Focus is alignment and	Teaching staff

	ILC protocols	Goals and Scales for Math	
Instructional Coaching	Support teachers in the implementation of planned lessons, model lessons for examples (learning labs)	September 2015 - June 2020	Coach Teaching staff Paraprofessional
Technology access to support learning and student engagement	Teachers will incorporate iPads and laptops utilizing web-based services aligned with the reading and math series *also i-Ready instruction	September 2015 - June 2020	Teaching staff Technology Coordinator (also to provide training and support)
After-School Tutoring	Provide academic tutoring as well as healthy habits and nutrition education *Meals provided for students and families	October 2015, six weeks sessions throughout the year, every year	Data Coach Teachers Family Liaison
Fountas and Pinnell Running Record Assessment	Identify students' reading levels, record appropriate level gains, identify small group instruction	October 2015 - continue Quarterly	Classroom Teachers, Title I teacher
LLI - Leveled Literacy Interventions	Following identifying student reading levels, implement strategic intervention supports through LLI	October 2015 - June 2020	Title I Teacher Title I paraprofessional Trained Classroom Teachers
Math Intervention Block	Support student individual needs through explicit instruction utilizing data from Math Expressions and i-Ready assessments	October 2015 - June 2020	Data Coach Classroom Teachers
TRIBES Learning Communities Refresher	Support teachers in developing communities within	Quarterly for 2015 - 2016	Sandy Morse, Tribes Facilitator Troy Finstrom SIG

	the classroom		coordinator
Curriculum Showcase	Include parents and encourage engagement in the curriculum, highlight learning and student achievement	Quarterly for 2015 - 2016 And throughout SIG plan	Grade Level Teachers Family Liaison Coordinator
Small Group Literacy Instruction	Support students individual *small group* learning needs	December 2015 - Ongoing	Heidi Stange *coaching All Staff
Title I Family Night	Encourage Family Engagement for Title I families to support efforts for interventions	January 2016 *yearly focus	Title I Teacher Family Liaison Teaching staff Principal

## Attachment G: Annual Goals

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

	<b>Current Proficiency Rate 2014-15</b>	<b>Goal for 2015-2016</b>	<b>Goal for 2016-2017</b>	<b>Goal for 2017-2018</b>	<b>Goal for 2018-19</b>	<b>Goal for 2019-20</b>
<b>Reading</b>	*based on MEAP 13 - 14 65.3	73.51	76.8	78.44	80.08	81.72
<b>Mathematics</b>	*based on MEAP 13 - 14 43	50.96	56.64	62.31	67.98	73.65
<b>Writing</b>	*based on MEAP 13-14 29.8	52.82	58.19	63.55	68.91	74.27
<b>Social Studies</b>	Not Available	52.14	57.62	63.09	68.57	74.05
<b>Science</b>	*based on MEAP 13 -14 9	44	50.84	57.67	64.5	71.33

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

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

### **SPECIFIC PROGRAM ASSURANCES**

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

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

### **CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS**

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

### **CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS**

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its

principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. **OG-4929**

**ASSURANCE WITH P.L. 111-117 OF THE U.S. DEPARTMENT OF EDUCATION OMNIBUS APROPRIATION ACT OF 2010**

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

**ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT**

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

**CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS**

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

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

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

**PARTICIPATION OF NONPUBLIC SCHOOLS**

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

**ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS**

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

**ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS**

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

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

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be

subjected to discrimination by such entity.” In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

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

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

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

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

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

**AUDIT REQUIREMENTS**

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

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

**ASSURANCE AGAINST TRAFFICKING IN PERSONS**

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

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

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

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

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

**CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS**

The applicant or grant recipient certifies it will meet the requirement for supplying a Data Universal Numbering systems (DUNS) number. As a condition of a sub recipient of a federal grant award, you must supply a DUNS number to the MDE. No entity may receive a federal sub award without a DUNS number.

The MDE will not make a sub award to an entity unless that entity has provided its DUNS number.

**ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS**

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

**IN ADDITION:**

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