

**Attachment B**

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

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

<p>Legal Name of Applicant: Flint, School District of the City of</p>	<p>Applicant's Mailing Address: 923 E. Kearsley Street Flint, Michigan 48503</p>
<p>LEA Contact for the School Improvement Grant</p> <p>Name: Anthony Sitko</p> <p>Position and Office: Director Office of State, Federal and Local Programs</p> <p>Contact's Mailing Address: 923 E. Kearsley Street, Flint, Michigan 48503</p> <p>Telephone: 810-760-1259</p> <p>Fax: 810-760-7199</p> <p>Email address: tsitko@flintschools.org</p>	
<p>LEA School Superintendent/Director (Printed Name): Larry E. Watkins, Jr.</p>	<p>Telephone: 810-760-1249</p>
<p>Signature of the LEA School Superintendent/Director: <i>X Larry E. Watkins, Jr.</i></p>	<p>Date: May 30, 2014</p>
<p>LEA School LEA Board President (Printed Name): Mr. Isaiah Oliver</p>	<p>Telephone: 810-210-6823</p>
<p>Signature of the LEA Board President: <i>X Isaiah Oliver</i></p>	<p>Date: 5/30/14</p>
<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>	

## GRANT SUMMARY

**District Name:** Flint, School District of  
the City of

**District Code:** 25010

**ISD/RESA Name:** Genesee Intermediate  
School District

**ISD Code:**25000

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

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

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

## LEA APPLICATION REQUIREMENTS

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

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

<u>SCHOOL NAME</u>	<u>NCES ID #</u>	<u>INTERVENTION</u>			
		<u>turnaround</u>	<u>restart</u>	<u>closure</u>	<u>transformation</u>
<u>Cummings School</u>					<u>X</u>
<u>Eisenhower School</u>					<u>X</u>
<u>Neithercut Elementary School</u>					<u>X</u>

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

**B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant. LEA's are encouraged to refer to their Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) to complete the following:**

Provide a narrative description following each of the numbered items below for each school the LEA plans to serve with School Improvement Grant funds.

For each Priority school that the LEA commits to serve, the LEA must:

**1. Describe the process the LEA used to analyze the needs of the school and how the intervention was selected for each school.**

*The LEA must analyze the needs of each Priority school using complete and consistent data. (The school building plan provides a possible model for that analysis. Do not attach a copy of the district or building CNA.)* **Maximum length 1 page**

In order to identify need areas for each of its Priority Schools, the LEA with the schools and their leadership teams reviewed student achievement, behavior and attendance data through the completion of comprehensive needs assessments, and analyzed these data points for trends over the past five years. The student data that was analyzed consisted of end of year grades, benchmark exams, STAR data in reading and math, MEAP scores, as well as behavior and attendance records. This data was looked at for all subgroups in the school. Perception data gathered from staff and student surveys also contributed to the choice of intervention model.

Cummings School chose to implement the Transformation Intervention Model. The principal at Cummings School was exempt from the "two – year removal of principal" requirement for a reform/redesign plan as he became principal at the beginning of the 2011/2012 school year and Cummings was identified as a Priority School in 2012. In order to positively impact student achievement through the intentional focus on teaching and learning, and to develop a school culture and climate which fosters a positive learning environment focused on whole person growth for both staff and students, Cummings School is prepared to replace the current principal. The LEA will initiate a comprehensive search for a transformational leader for Cummings School who is able to focus on early wins and big payoffs, to mobilize staff around his/her leadership, to use data analysis to confront the status quo, to creatively identify strategies to address complex issues, and to build relationships and partnerships with all stakeholders.

**2. Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Priority school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Maximum length 1 page**

The Flint Community Schools District has the capacity to support Cummings School implementation of the required activities within the Transformation Model. The school district manages several grants including, but not limited to, Title I (all schools in the district are Schoolwide Title I sites), Title IIA, Title III, Special Education, Career and Technical Education, and 31A. Processes are already in place to manage the budgets and supervise large grants through the district central offices. For decades, FCS has served as fiduciary agent for national, state, Genesee County (Mott Middle College, Genesee Early College) and District discretionary/competitive education, health safety grants. Should the Cummings School be awarded a School Improvement Grant, the district's historical record of accomplishments most unequivocally qualifies it to implement SIP internally, and a SIG grant with integrity.

Flint Community Schools District is taking a proactive approach to put into place processes that will not only support its Priority Schools as they implement their Transformation Plans, but support the development of all of its schools into high performing institutions. This spring (2014), in a response to declining student achievement and enrollment, and after analysis of district processes through the completion of the Ed Yes District Process Rubric, the Flint Community Schools began the creation of an Educational Plan for the purpose of rapid and aggressive turnaround. Work on the Flint Community Schools Education Plan began in March, 2014. It was a collaborative project which involved representation from all district stakeholders including: teachers, building administrators, district administrators, parents, United Teachers of Flint, Michigan Education Association, National Education Association, Michigan Department of Education, Mott Foundation, and the University of Michigan. The Education Plan outlines goals, strategies and processes in four areas: Curriculum, Instruction and Assessment; Leadership and Professional Learning; Technology and Accountability; and Parent and Community Partnerships. The implementation of the Education Plan will insure the capacity of the district to support Cummings School transformation and school improvement initiatives.

Curriculum, Instruction and Assessment- Flint Community Schools has district wide Units of Study and pacing charts in place to provide a consistent curriculum that is aligned to state standards and benchmarks, and communicated in a uniform way to teachers, students and parents. The district provides building leadership with an analysis of multiple measures of data to guide instructional decisions and student learning goals. Additionally, content benchmark assessments and STAR Reading and Math programs are utilized as a way to monitor student progress.

Recruiting and retaining teachers---The Flint Community Schools Education Plan includes induction and mentoring processes, and support for both district wide development of Professional Learning Communities and individualized professional learning plans for all instructional staff. Currently all instructional staff has weekly job-embedded collaborative time.

Evaluation---Teachers are evaluated with a tool which is based upon Danielson's Effective Teaching, was developed collaboratively with teacher, administration and union representation and contains a significant student growth element.

**Note: If the LEA is not applying to serve each Priority school, explain why it lacks capacity to serve each Priority school.**

*If an LEA claims lack of sufficient capacity to serve each Priority school, the LEA must submit written notification along with the School Improvement Grant application, that it cannot serve all Priority schools. The notification must be signed by the District Superintendent or Public School Academy Administrator and the President of the local school board. Notifications must include both signatures to be considered.*

*The notification must include the following:*

- A completed online Michigan District Comprehensive Needs Assessment indicating that the district was able to attain only a "Getting Started" or "Partially Implemented" rating in at least 15 of the 19 areas with a description of efforts to improve.*
- Evidence that the district lacks personnel with the skills and knowledge to work with struggling schools. This includes a description of education levels and experience of all leadership positions as well as a listing of teachers who are teaching out of certification levels.*

**3. For each Priority school in this application, the LEA must describe actions taken, or those that will be taken, to **Maximum length 3 pages:****

**a. Design and implement interventions consistent with the final Requirements**

Intervention Design and Implementation:

- Replace the principal
- Include student data in teacher/leader evaluation
- Provide on-going job embedded staff development
- Implement career growth and leadership development programs
- Institute system for measuring changes in instructional practices that result from professional learning
- Conduct reviews to ensure that curriculum is implemented with fidelity and is impacting student achievement
- Establish early warning systems to identify students who may be at risk of failure
- Provide increased learning time
- Provide Intervention Teachers
- Provide Academic Coaching
- Provide ongoing mechanisms for family and community engagement
- Provide school social worker and/or behavior interventionists
- Provide parent liaison

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

Rapid turnaround requires laser like focus on student achievement and the implementation of the instructional practices and supports for those practices that will foster it. For this reason, the Flint Community School District strives to insure that school improvement plans are aligned with the goals of the district improvement plan which has a data-driven focus that translates into personal accountability for teachers and leaders. Since this is absolutely the case with the plans of each of the Priority Schools, the district fully supports their choices for external providers of professional learning and leadership resources to support the implementation of their reform plans.

The Fellowship of Instructional Leaders, Michigan State University—Provide professional development for an instructional leadership team; Leadership Coach and other specialized training specific to each transformation plan

GISD---Process Monitor; Professional learning specific to each transformation plan; Provide consultants who provide research-based best practice professional development

In their roles as external providers, these organizations will supply the necessary tools to focus on student learning. The Instructional Leadership approach will engage all teachers and school leaders in a collaborative and collegial forum where communication is deliberate and ongoing.

## **c. Align additional resources with the interventions**

Access to the expertise of external providers will complement the internal capacity of the Flint Community Schools. The district will continue to allocate appropriate funds from its other grant sources to provide improved student and professional learning, adequate technology, educational and well-being resources, and enhanced parent and community relations. Resources including but not limited to:

- Priority School Improvement Facilitator
- Intervention specialists
- Coaching
- Professional learning linked to identified interventions
- Technology and support
- Curriculum, Assessments, Data Analysis
- Instructional materials

## **d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively**

The District's current policies, practices and contracts provide for provisions that allow for changes utilizing the waiver process and monthly joint labor-management meetings with the United Teachers of Flint and Congress of School Administrators. Contract language changes and flexible scheduling are determined through shared

decision-making among the principals involved. In addition, there currently exists a Memorandum of Understanding (MOU) between the United Teachers of Flint (UTF) and Flint Community Schools (FCS) which states that the UTF and FCS will collaborate on the process of implementing each Priority School's reform/redesign plan consistent with MCL 380.1280c. The MOU indicates that seniority will not be a factor in staffing or transferring Priority School staff members, calls for collaboration between UTF and FCS regarding contractual and work rules that may "impede" the implementation of the redesign plan, and provides Priority Schools with a process to exercise operational flexibility in the implementation of the reform/redesign plan.

**e. Sustain the reforms after the funding period ends**

The financial, human services (instructional/staff) and materials budgets of Flint Community Schools are sufficient to support Transformation Model interventions and activities delineated in this application. Existing expenditures do, and any anticipated from a SIG award will, adhere to OMB Circulars by being reasonable, allowable and allocable.

The Flint Community Schools Education Plan will be implemented from 2014 through 2018 and contains a strong focus on developing and supporting Professional Learning Communities district wide in order to build instructional and leadership capacity. Individualized professional learning plans will be created by each staff member and monitored and supported by building and district leadership as part of the Education Plan as well. This plan is evidence of a district wide focus on improvement and its implementation will support the sustainability of instructional and leadership capacities.

Each of the Priority Schools has included in its Transformation Plan the use of external resources/partnerships for the purposes of building capacity within the school leadership team for progress monitoring, instructional and shared leadership. The implementation of the transformation plans will therefore develop the capacity necessary to sustain the efforts beyond the SIG award period. The district is dedicated to support the efforts of the Priority Schools during the implementation of the transformation plan and the efforts to maintain and increase capacity beyond.

It is the district's expectation that beyond the grant period the Priority School staffs will have built capacity to sustain school improvement initiatives. Our indicators for success will be exemplary teaching and learning, improved teacher effectiveness and improved student achievement.

**4. Include a timeline delineating the steps to be taken to implement the selected intervention in each Priority school identified in the LEA's application. *Include the action steps to be taken, who is responsible, start and end dates, and the metric to be used to determine completion. For example:***

The following table outlines the timeline for the steps to be taken to implement the transformation plan for Cummings School upon receiving the SIG III award.

<b>Action Step</b>	<b>Person Responsible</b>	<b>Start Date</b>	<b>End Date</b>	<b>Success Metric</b>
Principal Interviews	Human Resources Department, Director of Curriculum and Instruction	Upon Grant Award	Upon Implementation of Grant	New principal hired with turnaround experience
Placement of: Leadership Coach Data Coach SIG Coordinator Parent Coordinator Wellness Facilitator	MSU Fellows with input from Cummings Principal and Leadership Team, District	July/August, 2014	September, 2014	SIG personnel in place
Year 1 Fellowship of Instructional Leadership-MSU and Leadership Coaching	MSU Fellows Administrative Coach-MSU Core group of Cummings' Instructional Leaders Priority School Improvement Facilitator	September, 2014	June, 2015	<ul style="list-style-type: none"> <li>• Culture of Improvement</li> <li>• Accountable Professional Community</li> <li>• Shared understanding of instructional program of coherence</li> </ul>
Year 1 Develop MTSS-RTI	Dr. Sean Williams, MSU Cummings Instructional Leadership Team, Cummings Instructional Staff Priority School Improvement Facilitator	September, 2014	June, 2015	<ul style="list-style-type: none"> <li>• A understanding and application of relevant data for the purpose of providing "tiered" interventions exists</li> <li>• Organizational structures that support an adaptive MTSS-RTI system based on student needs has been identified</li> </ul>
Year 2 Fellowship of Instructional Leadership-MSU and Leadership Coaching	MSU Fellows Administrative Coach-MSU Core group of Cummings' Instructional Leaders Priority School Improvement Facilitator	September, 2015	June, 2016	<ul style="list-style-type: none"> <li>• Expanded capacity to implement effective instructional and leadership practice</li> <li>• Increased skills in using data and in helping others become adept in data analysis</li> <li>• Expanded accountable professional community to include feeder schools and central offices</li> </ul>
Year 2 Implement MTSS-RTI	Dr. Sean Williams, MSU Cummings	September, 2015	June, 2016	<ul style="list-style-type: none"> <li>• School leaders can implement and</li> </ul>

	Instructional Leadership Team, Cummings Instructional Staff Priority School Improvement Facilitator			monitor MTSS-RTI strategies that result in increased student achievement.
Year 3 Fellowship of Instructional Leaders-MSU and Leadership Coaching	MSU Fellows Administrative Coach-MSU Core group of Cummings' Instructional Leaders Priority School Improvement Facilitator	September, 2016	June, 2017	<ul style="list-style-type: none"> <li>• Institutionalizing a culture of accountable practice by developing proficiency to implement the strategies that result in increased student achievement.</li> <li>• Demonstrating data proficiency in all aspects of the school's work.</li> <li>• Ensuring instructional program coherence across and between grade levels/subjects.</li> <li>• Planning for continued progress and continuing an emphasis on effective and efficient school organization</li> </ul>
Year 3 MTSS-Rtl	Dr. Sean Williams, MSU Cummings Instructional Leadership Team, Cummings Instructional Staff Priority School Improvement Facilitator	September, 2016	June, 2017	<ul style="list-style-type: none"> <li>• Proficient school leaders that can implement and monitor MTSS-RTI strategies that result in increased student achievement.</li> </ul>
Years 1- 3 Data Coach SIG Coordinator Family Liaison Mental Health Services	MSU Fellowship Cummings Leadership Team	September, 2014	June, 2017	<ul style="list-style-type: none"> <li>• Proficient school leaders that can implement and monitor School Improvement strategies that result in increased student achievement.</li> </ul>
Years 1-3 Work with a Math Consultant	GISD Consultant Cummings Coaches and teachers Priority School Improvement Facilitator	September, 2014	June, 2017	<ul style="list-style-type: none"> <li>• Increased instructional capacity of teachers in the use of alternative strategies.</li> <li>• Improved student achievement in math</li> </ul>
Years 1-3 Work with an	GISD Consultant	September, 2014	June, 2017	<ul style="list-style-type: none"> <li>• Teachers' increased</li> </ul>

ELA Consultant	Cummings Coaches and teachers Priority School Improvement Facilitator			instructional capacity in reading and writing <ul style="list-style-type: none"> <li>Improved student achievement in reading and writing</li> </ul>
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**5. Describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor Priority schools that receive school improvement funds.**

The following table outlines Cummings Schools’ annual student achievement goals through 2017 based upon the current state designated assessment (MEAP).

	Current Proficiency Rate 2013-2014	Goal for 2014-2015	Goal for 2015-2016	Goal for 2016-2017
Reading	44.97%	48%	53.28	58.57
Mathematics	20.1%	40.82%	47.13	53.44
Writing	22.2%	41.66%	47.85	54.04
Social Studies	9.4%	29.18%	37.16	45.13
Science	2.7%	31.75%	39.36	46.97

Flint’s data plan will address accountability issues by aggressively responding to the MEAP or other current state designated assessment, and benchmark assessments, through a comprehensive data plan embedded in the District’s School Improvement Plan. A calendar with timelines, test schedules and clearly identified data usage, i.e. professional learning community, department/staff meetings, will provide a roadmap for school improvement. The data plan will help staff monitor and modify school improvement efforts to evaluate the affects and effectiveness of the SIP.

**6. For each Priority school the LEA commits to serve, identify the services the school will receive or the activities the school will implement. (No response needed.)**

**7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Priority schools that receive school improvement funds. (No response needed.)**

**8. As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA's application and implementation of school improvement models in its Priority schools. Describe how this process was conducted within the LEA. Maximum length 1 page**

For each instance of notification of pending Priority School status relevant stakeholders were consulted via the following:

- Discussions during Academic Subcommittee and Committee of the Whole Board of Education meetings
- Information disseminated through the building Parent Facilitator at Parent Advisory Council meeting
- Staff informational meetings held onsite and attended by Central Office, UTF and Genesee Intermediate School District representatives
- Parent letters as required by the Transformation Intervention Model

Flint Community Schools enjoys a rich history of building and sustaining community relationships. Following is a list of some current FCS services provided to support stakeholder involvement and awareness, as well as partners which help to provide such:

Parent Facilitator  
Behavioral Specialist  
Parent Advisory Council  
Parent Teacher Home Visit Program  
Building and District Newsletters and Websites  
District One Call System  
21<sup>st</sup> Century/Youth Quest after school programs  
Mott Foundation  
Crim Fitness Foundation  
Cranbrook  
Flint Cultural Center Programs  
University of Michigan  
Central Michigan University  
Western Michigan University  
Michigan State University-Fellowship of Instructional Leaders  
Court Street United Methodist Church  
Unitarian Universalist Church of Flint  
West Court Street Church of God  
St. Paul Lutheran Church  
Mott Children's Health Center  
Department of Human Services  
General Motors Corporation

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

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

Note: An LEA’s budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Priority school the LEA commits to serve.

An LEA’s budget for each year may not exceed the number of Priority schools it commits to serve multiplied by \$2,000,000.

<b>LEA 25010 BUDGET</b>					
	<b>Year 1 Budget</b>		<b>Year 2 Budget</b>	<b>Year 3 Budget</b>	<b>Three-Year Total</b>
	<b>Pre-implementation</b>	<b>Year 1 - Full Implementation</b>			
<b>Cummings School</b>	--	\$474,874	\$474,874	\$474,874	\$1,424,622
<b>Neithercut Elementary</b>	--	\$512,974	\$436,874	\$436,874	\$1,386,722
<b>Eisenhower School</b>	--	\$799,414	\$512,414	\$431,614	\$1,743,442
<b>LEA-level Activities</b>	\$101,875		\$81,178	\$76,572	\$259,625
<b>Total Budget</b>	<b>\$1,889,137</b>		<b>\$1,505,340</b>	<b>\$1,419,934</b>	<b>\$4,814,411</b>

## SCHOOL IMPROVEMENT GRANT BUDGET

### APPLICANT INFORMATION

TYPE OR PRINT:

<b>APPLICANT</b>	Legal Name of District Flint, School District of the City of		District Code 25010
	Address of District 923 E. Kearsley Street		
	City and Zip Code Flint, Michigan 48503		Name of County Genesee
<b>CONTACT PERSON</b>	Name of Contact Person Anthony Sitko	Title Director Office of State, Federal and Local Programs	Telephone (Area Code) (810) 760-1259
	Address 923 E. Kearsley	City: Flint	Zip Code 48503
	E-Mail Address tsitko@flintschools.org	Facsimile (A.C./No.) 810 760 - 7199	

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

Date

*Larry E. Walth Jr.*

*5/30/14*

SIGNATURE OF LEA BOARD PRESIDENT

Date

*Frank M. Oliver*

*5/30/14*

## SCHOOL BUILDING BUDGET

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

### SCHOOL BUILDING

Legal Name of School Building Cummings School	Building Code 0789	Name and Title of Authorized Representative Edward Walthers	
Mailing Address (Street) G-2200 Walton Street		Signature 	
City Flint	Zip Code 48503	Telephone (Area Code/Local Number) (810) 760 - 1422	Date Signed 05/30/2014
Name and Title of Contact Person Anthony Sitko		Mailing Address (If different from agency address)	

**SCHOOL IMPROVEMENT GRANT BUDGET APPROVAL FORM**

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

**1. BUDGET SUMMARY FOR: Cummings School**

<b>LEGAL NAME OF APPLICANT:</b>				<b>District Code</b>		
Flint, School District of the City of				25010		
<b>MDE USE ONLY</b>	<b>Grant No.</b>	<b>Project No.</b>	<b>Project Type</b>	<b>Ending Date</b>	<b>FY of Approved Activity</b>	
					2014	

**BUDGET OBJECTS:**

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
110	Instruction -- Basic Programs							
120	Instruction -- Added Needs							
210	Pupil Support Services							
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services			65725				65725
214	Psychological Services							
216	Social Work Services							
220	Instructional Staff Services							
221	Improvement of Instruction	11880	4725	345875				362480
225	Instruction Related Technology							
227	Academic Student Assessment							
230	General Administration							
232	Executive Administration							

240	School Administration									
250	Support Services Business									
257	Internal Services									
266	Operation and Maintenance									
280	Central Support Services									
281	Planning, Research, Development, and Evaluation									
283	Staff/Personnel Services	5040	2004	1625					8669	
300	Community Services									
311	Community Services Direction									
331	Community Activities	23000	15000						38000	
	SUBTOTAL									
	Indirect Costs	5.70								
	Restricted Rate									
	TOTAL	39920	21729	413225					27068	501942

**2. BUDGET DETAIL**

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

5/30/14

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Date

5-30-14

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Date



**BUSINESS OFFICE REPRESENTATIVE SIGNATURE**

*Liam E. Walsh*

**SUPERINTENDENT / DIRECTOR SIGNATURE**

**4. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.**

LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

**ASSURANCES AND CERTIFICATIONS**

**STATE PROGRAMS**

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

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

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

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

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

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

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

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

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

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

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

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

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

**PARTICIPATION OF NONPUBLIC SCHOOLS**

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

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

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

**ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS**

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

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

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

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

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for

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

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

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

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

**AUDIT REQUIREMENTS**

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

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

**ASSURANCE AGAINST TRAFFICKING IN PERSONS**

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

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

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

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

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

**CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS**

The applicant or grant recipient certifies it will meet the requirement for supplying a Data Universal Numbering systems (DUNS) number. As a condition of a sub recipient of a federal

grant award, you must supply a DUNS number to the MDE. No entity may receive a federal sub award without a DUNS number. The MDE will not make a sub award to an entity unless that entity has provided its DUNS number.

**ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS**

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

An applicant or subrecipient assures that it will timely report data as needed to the MDE for the purposes of federal reports for any subaward on a grant awarded by the U.S. department of Education will be reported for each action or subaward that obligates \$25,000 or more in Federal funds that does not

**IN ADDITION:**

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

**SPECIFIC PROGRAM ASSURANCES**

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

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

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

DATE 5-30-14 SUPERINTENDENT OR AUTHORIZED OFFICIAL

Larry E. Watten Jr.  
SIGNATURE

TYPED NAME/TITLE: \_\_\_\_\_



Signature of Union Representative: x <i>Lauriebeth Clawson</i>	Date: <i>May 30, 2014</i>
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

## Section A1. Analysis of data.

The following data was analyzed based on the learning priorities from our reform and redesign plan. The team analyzed Reading and Math achievement data from MEAP and Renaissance Place; STAR Math, STAR Reading, and STAR Early assessments and found that at the end of the 2012-2013 school year, Neithercut Elementary School ranked in the bottom 4% of the Top to Bottom State ranking. Neithercut's current ranking is in the bottom 2% of the state—a significant decrease over the past few years.

### Demographics:

Neithercut Elementary School is a K-6<sup>th</sup> grade school, with an enrollment of 278 students. The school's demographics include 62% African American, 30% Caucasian, 3% Hispanic and 5% other. 91% of the students are economically disadvantaged, and 7% are identified as students with disabilities.

### Perception:

Neithercut Elementary School used a variety of strategies to facilitate and improve communication among its stakeholders. The data results collected indicated that there was a compelling desire among these stakeholders to improve student learning and enhance student achievement.

### Process:

An examination of MI School Data, and the School Process Rubrics 90 identified that the impediments to the teaching and learning process are in the area of leadership. In the last five years we have had seven building administrators. In addition to shifts in building leadership, Neithercut has endured a number of personnel changes. This reality is compounded by the high mobility and absenteeism the overall student body.

### DATA:

51%, 150 students have ten or more absences this academic year.

24% of students have missed school as a result of Out of School Suspension.

- 153 school days were missed by this 24% of suspended students.

424 student referrals were written in the 2013-2014 academic year.

- 45 referrals were given for fighting
- 312 of the referrals resulted from a combination of insubordination, disruptive behavior, gross disrespect, and obscene behavior.

33.3% of our students are mobile (i.e., have not completed the full academic year here at Neithercut).

- 52 students new to the building
- 44 students left to another building

## Literacy Data MEAP 2013-2014

56.7% of 3<sup>rd</sup> grade students scored partially proficient or not proficient.  
47% of 4<sup>th</sup> grade students scored partially proficient or not proficient.  
54% of 5<sup>th</sup> grade students scored partially proficient or not proficient.  
29% of 6<sup>th</sup> grade students scored partially proficient or not proficient.

## STAR Reading

Students are expected to be at grade level and nine months of growth.  
75% of 2<sup>nd</sup> grade students are below a 2.7 grade equivalent level.  
66% of 3<sup>rd</sup> grade students are below a 3.7 grade equivalent level.  
61% of 4<sup>th</sup> grade students are below a 4.7 grade equivalent level.  
69% of 5<sup>th</sup> grade students are below a 5.7 grade equivalent level.  
74% of 6<sup>th</sup> grade students are below a 6.7 grade equivalent level.

## Math Data MEAP 2013-2014

72.9% of 3<sup>rd</sup> grade students scored partially or not proficient.  
70.5% of 4<sup>th</sup> grade students scored partially or not proficient.  
72.9% of 5<sup>th</sup> grade students scored partially or not proficient.  
65.4% of 6<sup>th</sup> grade students scored partially or not proficient.

## STAR Math

43% of 2<sup>nd</sup> grade students are below a 2.7 grade equivalent level.  
45% of 3<sup>rd</sup> grade students are below a 3.7 grade equivalent level.  
53% of 4<sup>th</sup> grade students are below a 4.7 grade equivalent level.  
66.7% of 5<sup>th</sup> grade students are below a 5.7 grade equivalent level.  
57% of 6<sup>th</sup> grade students are below a 6.7 grade equivalent level.

## **Big Ideas Drawn From Data**

After reviewing our data in conjunction with our reform and redesign plan, we identified several changes that need to be implemented at Neithercut Elementary—including ongoing professional development and training for staff specific to the following goals:

In the area of math, students will demonstrate the conceptual understanding of math concepts in both verbal and written form. In order to facilitate this goal all staff need to participate in mathematic specific professional development.

In the area of reading, students will increase reading proficiency in all academic subjects through balanced literacy and differentiated instruction. A media center is an important instructional tool needing vast improvements including technology resources available to students.

In the area of culture and climate, Neithercut will work to create and maintain a positive learning environment for students. Staff is looking to adapt a research based program to overcome personal constraints preventing peak performance of our students.

**2. School Building Capacity**

MDE requires the following positions/funding for schools receiving SIG funds during the three-year period of funding. The following SIG funded positions will assist in facilitating collaboration which will allow Neithercut to quickly implement interventions while building systems to promote sustainability. For instance, the School Improvement Grant Coordinator/Facilitator will assist the school leadership team in facilitating the disbursement of grant funds in collaboration with the district office and MDE. The Family Liaison Position will be responsible for coordinating engagement activities between the school, family, and community stakeholders in support of increasing student achievement. The Data Coach will analyze assessment results with staff to help guide instruction and build the capacity of all stakeholders involved. The social worker role will assist teachers in building capacity to overcome social and emotional barriers that exclude students from learning. Michigan State University will facilitate the hiring of a data and/or SIG coordinator that will build the capacity of the staff to sustain the work.

b. Professional development

Professional Development will be provided through weekly 70 minutes embedded PLC. In addition, we will attend Professional Development one Saturday per month. Professional Development will include administrator, teachers, and support staff.

c. Major grant related resources table

<p><b>X General Funds</b></p> <p><b>X Title I Part A</b></p> <p><b>X Title I School wide</b></p> <p><b>Title I Part C</b></p> <p><b>Title I Part D</b></p>	<p><b>Title I School Improvement (ISI)</b></p>	<p><b>X Title II Part A</b></p> <p><b>Title II Part D</b></p> <p><b>USAC - Technology</b></p>	<p><b>X Title III</b></p>
<p><b>Title IV Part A</b></p> <p><b>Title V Parts A-C</b></p>	<p><b>X Section 31 a</b></p> <p><b>Section 32 e</b></p> <p><b>Section 41</b></p>	<p><b>Head Start</b></p> <p><b>Even Start</b></p>	<p><b>X Special Education</b></p>

<b>Other: (Examples include: Smaller Learning Communities, Magnet Schools.)</b>			
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**3. School Building Commitment**

We have restructured the school day to increase it by 15 minutes. We have done this in hopes better supporting the academic growth of all students. We have also developed ongoing and job embedded professional learning that is focused on the implementation of research based instructional strategies proven to impact school learning. Our use of data has become an integral part of instructional reform, mainly to inform instructional decisions, and to guide instructional practices. We monitor and measure changes in professional practice, through the continuous use of technology-enabled classroom walk-throughs, reflective staff discussions, and development of data-informed action plans. We are also engaging parents as meaningful partners in their children’s learning-focusing on supporting student achievement. We will continue to build commitment with the assistance of MSU through a seroies of protocols and activities within the Fellowship.

A. Neithercut staff worked collaboratively to analyze MEAP, STAR, Accelerated Reading Program, behavioral data, and teacher classroom data to determine areas of need. Using data, our staff determined that it is critical that we address the reading, math, and culture/climate needs of our students.

B. Neithercut teachers have expressed their personal commitment to our school transformation plan and interest to engage in prescribed professional development through staff surveys and discussions at meetings. Flint and the United Teachers of Flint have established an agreement focused on enhancing student achievement through Instructional, Economic, and Operational Reforms in the establishment of Priority Schools.

**4. School Improvement Plan**

School Improvement is attached

**5. External Provider Selection**

We intend to use Michigan State University (MSU) and their fellowship of instructional leaders. The school leadership team met with MSU and discussed the school needs and the framework of the fellowship. School leadership then decided to use MSU as our external provider. MSU services will build the capacity of our staff in addressing our learning priority and sustaining the work after the grant cycle. MSU was selected as our external provider based on their proven/demonstrated success with;

1. Developing school wide coherence for implementing reforms
2. Successful practice in improving instruction in a positive learning environment.

Genesee Intermediate School District will be used as our secondary external provider to support our learning priorities for Neithercut. GISD will help support the professional development with a focus on math and reading.

## **6. Alignment of Resources**

In order to build capacity, the school leadership team participates on the District's New Hire Interview Panel to screen potential new hires including a new principal. During this staff interviewing process candidates will be able to showcase and demonstrate their teaching talents as our leadership looks for specific qualities and characteristics which would support the goals and objectives of Neithercut Elementary.

There is a system in place to involve stakeholders for collaborative efforts in the District. We continue to use the following resources to bridge our parent, community, school collaborations, and partnerships in an effort to successfully raise student achievement and school improvement:

- Provide a Parent Involvement Coordinator, and District assigned Parent Facilitator
- Provide monthly Parent Advisory Council meetings on Academic Strategies and Resources
- Strengthen the partnership with the building housed Department of Human Services
- Parent and community involvement in the school improvement plan process
- Provide parents and the community with educational workshops
- Collaborate with representatives from the following outside experts: Fellowship- MSU, Genesee ISD, Shiawassee ISD, and Regional Assistance.

## **7. Modification of Local Building Policies or Practices**

The District, in collaboration with the United Teachers of Flint, has established a common language relevant to the operation of Priority Schools. Special provisions for Priority Schools include, but are not limited to, the following: Schools identified as Priority Schools will participate in Shared Decision-Making Program as outlined in the collective bargaining agreement. Upon the selection of the staff, each Priority School will select a School Leadership Team (SLT) as described in the collective bargaining agreement. Members selected for the Priority Schools must be Highly Qualified in their content areas. Teachers in Priority schools shall be required to complete prescribed professional development as designed to meet the instructional needs of the school. Flexible working conditions may be necessary to accommodate special requirements in the school.

The principal has been given maximum flexibility in the decision-making process in choosing a new staff who are committed to the goals of the School Improvement Plan (i.e., rigorous instruction, extended learning opportunities, new leadership, creative scheduling and selection of dedicated staff are among the agreed upon terms set by both parties). Shared decision

making will be the catalyst for change as the program is built collaboratively. Staff participates in shared decision-making; engage in professional development aimed at effective teaching and learning practices, to use data for targeted instruction, to create individualized learning plans for students and to provide extended learning opportunities for students. Teachers also support creative teaching methods to accelerate improved student achievement, as well as participating in activities to engage parents and the community.

Neithercut will extend the learning time by 15 minutes. The day will begin fifteen minutes earlier to utilize the climate/culture curriculum. All students will participate. The additional time added to our school day was agreed upon by 80% of Neithercut staff.

## **8. Timeline**

Work throughout the three-year cycle of the SIG focuses on creating and expanding the essential school conditions for improved student achievement, aligned with existing and adopted programs. Our staff is committed to improving the instructional practices and school culture in our building around math reading, and school climate. These improvements will be developed through the work with our external providers. Furthermore, the partnerships that will be developed with community and professional stakeholders will support the work of our staff beyond the scope of the SIG. MSU's Fellowship of Instructional Leaders is designed to build the collective capacity of the adults within a school and its particular context. The organization of the Fellowship work ensures that principals and teachers have the fundamentals to begin and sustain instructional improvement in their schools as well as the practical tools and skills to identify which changes will translate into significant gains in student achievement.

### **Year One: Beginning the Work**

The principal, school improvement coach, and instructional leadership team will work to foster a school culture focused on improvement. We will work to create a collective vision of and a shared understanding of instructional program coherence and the role students have in their own education. Professional development will be provided to aid the staff in understanding the data, and make inform decisions about instructional improvement based upon that data. Identifying effective organizational structures and understandings of effective instruction that support improved student achievement.

### **Year Two: Deepening the Work**

The principal, coach, and leadership team continue their growth by expanding the capacity to implement effective instructional and leadership practice by increasing the use of data and helping others become more adept in data analysis. Staff will continue to learn how to manage complex change by using the school improvement plan, identifying an appropriate problem of practice and theory of action in order to provide focus for school improvement efforts that will leverage the greatest student improvement. The staff will expand the accountable professional community to include feeder schools and central offices.

### **Year Three: Sustaining the Work**

The principal, coach, and leadership team will work on institutionalizing a culture of accountable practice by developing proficiency to implement the strategies that result in increased student achievement, demonstrating data proficiency, and ensuring instructional

program coherence across grade levels. Lastly, planning for continued progress and continuing an emphasis on effective and efficient school organization.

### **Customized Program of Expert Support: MTSS-RTI**

A Customized Program of Expert Support (CPES) will include MSU Faculty, MSU Office of K-12 Outreach Specialists, Doctoral students and other University staff in provision of access to research-based best practices, resources and strategies aimed at addressing an identified need for a SIG School. The process will begin with an appropriate needs assessment in order to accurately identify current practices, relevant data, and areas of strengths and challenges related to MTSS-RTI programming at the school. Working with school leadership to analyze the results of the needs assessment, MSU faculty and staff will design a data-based CPES with methods and resources that are aligned with the needs and goals of the SIG School.

### **Year One: Beginning the Work**

MSU Specialist, Dr. Sean Williams and his team will provide professional development and support for MTSS-RTI that is aligned with the identified needs of the SIG school. The level of support will include:

- Performing a needs assessment
- Access to the latest, best practices, strategies and resources for MTSS-RTI
- Development of professional learning community and a culture of sustainability
- Using the school improvement plan and multiple forms of student data to identifying an appropriate problem of practice and theory of action in order to provide aligned content and RTI structures for targeted skill development
- Focusing school-community efforts including a shared understanding of the needs, available resources and applicable strategies
- Developing a shared understanding and application of relevant data for the purpose of providing “tiered” interventions
- Identifying effective organizational structures that support an adaptive MTSS-RTI system based on student needs
- YEAR 1 includes a commitment to the following learning model at a minimum:
  - 4 Professional Development Days- Full day or Half-day
  - 9 expert consultation support visits
  - Teleconference support; and/or subscription to online resources

### **Year Two: Deepening the Work**

MSU Specialists and the support team continue their support of school leadership growth by:

- Strengthening the capacity of school personnel to implement effective MTSS-RTI interventions
- Increasing school personnel’s skills in using data and in helping others become adept in data analysis
- Supporting school leaders in learning how to manage multiple MTSS-RTI programs while

improving the instructional core

- Using the school improvement plan, identifying an appropriate problem of practice and theory of action in order to provide focus for MTSS-RTI efforts.
- Expanding the accountable professional community to include feeder schools and central offices
- YEAR 2 includes a commitment to the following learning model at a minimum:

- 4 Professional Development Days- Full day or Half-day
- 9 expert consultation support visits
- Teleconference support; and/or subscription to online resources

### **Year Three: Sustaining the Work**

MSU Specialists and the support team assist in institutionalizing culture of accountability system wide by:

- Supporting the development of proficient school leaders that can implement and monitor MTSS-RTI strategies that result in increased student achievement.
- Facilitating demonstrable data proficiency by school leaders in all aspects of the school's work
- Supporting instructional program coherence across and between grade levels/subjects with a laser focus Tier I supports; core instruction
- Assisting in the planning for continued progress
- Scaffolding the continuation of an expanded professional community district-wide
- YEAR 3 includes a commitment to the following learning model at a minimum:

- 4 Professional Development Days- Full day or Half-day
- 9 expert consultation support visits
- Teleconference support; and/or subscription to online resources

## Genesee ISD Coaching External Support

### Year One:

Working together, the principal, leadership team, and staff will deepen professional development opportunities with GISD. Using technology we will strengthen our instructional strategies specific to numeracy in demonstrating the conceptual understanding of math concepts in both written and verbal forms. Professional development in school-wide and grade level meetings will build coherence around Smarter Balanced assessments and include classroom visits focused on math question and answer content.

### Year Two:

GISD will support the Neithercut professional learning community by developing and monitoring instructional strategies specific to the components of the Balanced Literacy program. This support will include professional development and collaboration with teachers, classroom visits, modeling and time to reflect on strategies, implementation, and next steps.

### Year Three:

GISD will continue to support the staff at Neithercut through professional development. After analyzing both math and reading data, professional development will be aligned with specific areas of need. The support will include individual teacher support, classroom visits, modeling lessons, and critique of successes and weaknesses.

## 9. Annual Goals

	<b>Goal Proficiency Rate 2014-15</b>	<b>Goal for 2015-2016</b>	<b>Goal for 2016-2017</b>	<b>Goal for 2017-2018</b>
<b>Reading</b>	<b>54.2%</b>	<b>58.6%</b>	<b>63 %</b>	<b>67.4%</b>
<b>Mathematics</b>	<b>37%</b>	<b>43.9%</b>	<b>50.8%</b>	<b>57.6%</b>
<b>Writing</b>	<b>33.4%</b>	<b>40.8%</b>	<b>48.2%</b>	<b>55.5%</b>
<b>Social Studies</b>	<b>34.1%</b>	<b>41.3%</b>	<b>48.6%</b>	<b>55.9%</b>
<b>Science</b>	<b>25.5%</b>	<b>34%</b>	<b>42.5%</b>	<b>51%</b>

## **10. Stakeholder Involvement**

Flint Community Schools, led by the Office of School Turnaround, collaborated with the school leadership team, and ISD facilitator to identify the most significant factors impacting student's achievement. Using student achievement, demographic, perception, behavioral and process data, we determined that our limited strength in instructional coherence, program alignment, and need for a culture climate program are the root causes of our low achievement scores. These stakeholders assisted our school in the review of research-based strategies designed to improve both our collaborative culture and instructional coherence. The building leadership team held discussions with the district leadership, and GISD Facilitator to determine if the Fellowship program design and supports met our needs according to our multiple forms of data, school improvement plan, and reform plan. We determined that the Fellowship provided to most support and assistance in establishing the capacity within our school to both improve and sustain our ability to support students.

## **11. Sustaining Reforms**

To support the building, the Instructional Leadership Team, a Leadership Coach (as defined by the Michigan State Fellowship for instructional leaders) will provide support throughout the school year. The Michigan Model of Leadership Coaching is part of the Michigan's State system of support for high priority schools. Frequently, leadership coaches have been identified as a key mechanism for providing on-site assistance to school principals and Leadership Team in order to help them make improvements that result in demonstrated gains in student achievement. The role of a leadership coach is to help school leaders build their capacity and through a one-to-one, confidential relationship. The goal is to build the capacity of a sustainable program to continue once the service has ended. Specifically, the job of the leadership coach is to engage principals in a learning process focused on systematic instructional improvement in the service of increased student achievement. Principals and leadership coaches attend professional development together in order to provide a common framework and opportunity for collaborative learning.

In addition, the school is involved in the Michigan State University Fellowship for instructional leadership that assists in building capacity within our leadership team (Process Mentoring Team / School Improvement). The Genesee Intermediate School District provides professional development opportunities in curriculum, instruction, technology, assessment, etc. In addition it also provides regular professional communications on content-specific issues, provides a forum for professional discussion that goes beyond the walls of our school. After the grant has ended the Leadership team will continue the function of the leadership coaches and continue to support building improvement efforts.

## **12. State Reform Plan**

Transformation Plan is attached

**Section D.**

**Baseline Data Requirements**

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

USED Baseline Data Requirements

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

<b>Metric</b>	
Which intervention was selected (turnaround, restart, closure or transformation)	Transformation
Number of minutes in the school year	65,880 minutes
Dropout rate (Numeric %)	n/a
Number of Disciplinary Incidents	424
Number of Students Involved in Disciplinary Incidents	
<b>Increased Learning Time</b>	
ILT – Longer School Year	n/a
ILT – Longer School Day	15 minutes per day
ILT – Before or After School	n/a
ILT – Summer School	n/a

ILT – Weekend School	n/a
ILT - Other	n/a
Student attendance rate (Numeric %)	92%
Advanced Coursework	n/a
Dual Enrollment Classes	n/a
Advanced Coursework <b>and</b> Dual Enrollment Classes	n/a
International Baccalaureate	n/a
Early college/college credit	n/a
High School Graduation Rate	n/a
College Enrollment Rates (Numeric %)	n/a
Truants (Numeric)	51%
Teacher Attendance Rate	?
Highly Effective Teachers (Numeric %)	0%
Effective Teachers (Numeric %)	100%
Minimally Effective Teachers (Numeric %)	0%

Ineffective Teachers (Numeric %)	0%
Explanation of other types of increased learning	

**Technology/Programs**

2 iPad Carts	\$ 3000.00
70 iPad Cases/Keyboards	\$ 7000.00
IPad 2 year warranty service	\$ 7000.00
30 Desktop computers	\$30,000.00
Funding to support additional software for lab/classrooms	
Cables and wiring for lab/classrooms	\$ 7000.00
Paper for Lab/classrooms	\$1000.00
Training for use of technology-contracted	\$1500.00
17 Apple TV's	\$1700.00
Ebooks	\$5000.00
6 Printers	\$1800.00
12 Cartridges	\$4500.00
13 Promethean Bulbs	\$1600.00
Mobile Ed Productions	\$5000.00

**Michigan State University**

Fellowship Program Plus Full Time Coach and Targeted Support (MTSS-RTI) \$225,000

**Climate/Culture**

Family Night (Math,Reading,Technology)

Staff Stipend-2 hours x 3 events	\$2000.00
Students books/materials	\$2000.00
Presenters	\$3000.0

