

## 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: <u>Hale High School</u>	Mailing Address: <u>200 West Main Street, Hale MI 48739</u>
School Building Code: <u>01535</u>	
School Building Contact for the School Improvement Grant	
Name: <u>Loren Vannest</u>	
Position and Office: <u>Superintendent</u>	
Contact's Mailing Address: <u>200 West Main Street, Hale MI 48739</u>	
Telephone: <u>(989) 728-7661</u>	
Fax: <u>(989) 728-2406</u>	
Email address: <u>lvannest@haleschools.net</u>	
Building Principal (Printed Name): <u>Michael Bowman</u>	Telephone: <u>(989) 728-7661</u>
Signature of the Building Principal <u>X Michael H.D. Bowman</u>	Date: <u>7/6/2015</u>
<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>	

## Section B 1a Analysis of Needs

### Method & Rationale for How & Why Implementation Activities Were Identified

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)**

The district has identified the Transformation Model to co-exist with the priority school reformation plan. This process involved all stakeholders: administration, staff, board members, parents, and community members. The intervention activities outlined in the transformation model clearly align with student achievement data and targeted areas of improvement.

Hale High School is targeting the following multiple areas of improvement:

- 1) increase student achievement in all core subjects,
- 2) reduce student achievement gaps between all students and the bottom 30% in all core subjects,
- 3) build a culture and climate conducive to learning.

School staff used multiple sources of data in their analysis for determining target areas. Sources included MI School Data, Top-to Bottom State Ranking, School Data Analysis, School Process Rubric, district student information system, and district assessments. According to the demographic data, Hale High School's student population (130 students) is primarily Caucasian, the poverty rate is 78%, and the rate of students with special needs is 23.85%. Due to lack of racial diversity, high poverty rate, and high percentage of special needs students, the subgroup of focus is the bottom 30%. No trend existed between gender subgroups.

Over the past four years, MME data reveals consistently low score in all subjects. According to 2013-2014 MME data, students scored significantly below state averages in all subjects. Proficiency rates are as follows: Writing 29%, Social Studies 22%, Science 14%, Reading 44%, and Mathematics 17%. According to the state Top-to-Bottom report for 2013-2014, Hale High School was ranked in the 4<sup>th</sup> percentile designating it as a priority school. According to the 2013-2014 Accountability Scorecard, all students met the target in all core subject areas; however, the bottom 30% subgroup did not meet the target in any core subject areas. The district's current high poverty rate can be contributed to the generational poverty of the area. The graduation rate is 81.08% and the daily average absentee rate is 9.65%. The student behavior data shows 147 office referrals. There are families in the community who have not had any family member graduate from high school. Therefore, some students lack the incentive and support to academically excel and/or graduate. State data reports and scores, achievement gaps, and high absentee and discipline rates indicate a clear need and provide rationale for the targeted areas of improvement.

## Section B 1b Analysis of Needs - Process for Involving Parents

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.

Describe the LEA's process for involving parents and the community in selecting the reform model.

**(maximum length 1 page)**

School staff and administration recruited parent and community members via personal communication because their involvement is highly respected. Communication was delivered through email, texts, phone calls, and personal conversations. Since Hale High School is already a Priority School and the Transformation Model was previously selected at a public school board meeting, parents and community members decided that this grant should parallel the reformation plan. The SIG committee was comprised of parents, community members, staff, and administration. Stakeholders met on a daily basis either electronically, by phone, or physically. A mandatory hour of collaboration at 9:00 a.m. in the school library occurred daily, at which time stakeholders' input was solicited, collected, and included. The SIG committee then modified and revised the application accordingly. Thereafter, stakeholders and teams were allowed flexible meeting times to accommodate various obligations, but could access others' progress electronically.

## Section B 3a Intervention Model - Attachment E.1: Transformation Model

Describe in detail the appropriate interventions that will be implemented for the selected reform model using (Attachment E).

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)

### 1. Replace the principal.

Hale High School was identified as a Priority School during the 2014/2015 school year and the “Redesign Plan” was dated 2/20/2015. The Hale Area K-12 Principal is Michael Bowman who was hired the previous year, in August of 2013. The “two year rule” indicates that Hale Area Schools met this requirement when Mr. Bowman replaced his predecessor.

### 2. Include student data in teacher/leader evaluation.

Hale Area School District has implemented an evaluation tool, which includes a significant connection to student growth, to assess the effectiveness of teachers and administrators. In 2014/2015, student proficiency growth data represented 26% of every teacher’s evaluation in the district.

### 3. Evaluations that are designed with teacher/principal involvement, and will:

#### a) Be used for continual improvement of instruction;

Hale Area School District teacher evaluations incorporate the “Danielson Model” which has continual improvement of instruction embedded. The improvement of instruction is carried out faithfully with the improvement intent.

#### b) Meaningfully differentiate performance using at least three performance levels;

Hale Area School District’s teacher and administrator evaluations are compliant with Michigan legislation that requires four levels including: Ineffective, Minimally Effective, Effective, and Highly Effective.

#### c) Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys);

The Danielson Model measures professional practice of various domains (Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities). Student growth data is also required in the teachers’ evaluations.

#### d) Evaluate teachers and principals on a regular basis;

Hale Area School District’s teacher and administrator evaluations are conducted annually in compliance with Michigan educator evaluation legislation. Walk-throughs are also conducted on a monthly basis.

#### e) Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and

Observations are assessed with the use of a rubric. Rubrics are compiled to identify professional development needs. Post observation meetings (formal and walk-through) must be scheduled within 24 hours of the observation.

**f) Be used to inform personnel decisions.**

Hale Area School District faithfully executes the letter and intent of Michigan legislation that clearly stipulates how educator effectiveness evaluation ratings are the first and primary consideration for all personnel decisions. The superintendent's contract is automatically extended for a year only.

**4. Remove leaders/staff that have not increased achievement.**

Hale Area Schools began serious reform efforts that included removal of school leaders and staff that had not increased achievement prior to the high school's designation as a Priority School in 2014/2015. The superintendent position turned over in 2011/2012 and again in 2014/2015. A large percentage of the teaching staff has been replaced since 2011/2012. Nearly every member of the high school staff has been replaced since 2011/2012. The Hale Area District Board and administration is committed to improving student proficiency rates. Any member of the teaching or administrative staff who fails to produce student academic growth will be terminated if efforts to improve fail.

**5. Provide on-going job embedded staff development.**

Hale Area Schools provides job embedded staff development that well exceeds the minimum professional development (30 hours) required in Michigan. The high school priority redesign plan indicates:

1. Readers' Workshop will be implemented to increase reading comprehension.
2. Writers' Workshop will be implemented to increase writing skills.
3. MTSS training will be implemented to meet the learning styles for all students.

**6. Implement financial incentives or career growth or flexible work conditions.**

Financial incentives have been tied to teacher effectiveness evaluations in the master agreement. In order to move up a "step" on the salary schedule teachers must have been rated as "effective" or "highly effective." Quoted from the master agreement: "Each employee that earns an annual performance rating of Effective or Highly Effective shall be granted the next step in the compensation process for the following year according to the base salary schedule either vertically, horizontally or both (steps 1 through 11). In the event that an employee earns a rating Minimally Effective or Not Effective, said Employee is not eligible for a step increase for the next school year. Employees not earning a step increase (Minimally Effective or Not Effective) will only become eligible for the next step the next school year following an evaluation of Effective or Highly Effective. Step increases can only be earned one year and one evaluation at a time."

Additional financial incentives are included in the SIG application. These incentives are all tied to increasing student proficiency rates.

**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.**

Readers'/Writers' Workshop and MTSS were chosen because we were designated a priority school due to the fact that the bottom 30 percent of the students did not meet the standards in all content areas. This was discovered through the disaggregation of multiple data types including MEAP, MME, ACT, Plan and Explore, as well as bi-monthly mastery tests for ELA and math. Each high school student has been surveyed to determine learning styles in all content areas. Based on disaggregated data, the staff established the big ideas and created the instructional program that will be implemented at Hale High School. Hale Area Schools' low student performance was caused by the lack of school-wide implementation of evidence based and standard aligned programs (Readers'/Writers' Workshop and MTSS). The cross-referencing of this data with attendance, free and reduced lunch count, generational poverty, and other significant data is contributing to valuable conversations

and strategies being developed and implemented with the instructional staff, Dean of Student Services, and Social-Emotional professionals employed in our district. This is all occurring under the leadership and direction of Principal Bowman.

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

The continuous use of student data to inform instruction and meet individual needs of students has been embedded into the school culture and is stipulated in the master agreement as follows: As a commitment to improving student achievement, staff will stay an additional one (1) hour, either before or after school, two (2) days per week. Meetings may consist of grade level teams, building level teams or K-12 teams, depending on the focus of each meeting. Technological training, data dissemination and instructional goals will be part of these meetings. In addition, teachers regularly implement tutorials and enrichments driven by data obtained from formative assessments.

**9. Provide increased learning time:**

In 2014/2015 (priority designation year) Hale Area Schools scheduled 1132 hours of instruction which is/was 34 hours beyond the Michigan requirement. In 2015/2016 Hale Area Schools will schedule two additional days (177 total - two more than the previous year and two more than the state minimum of 175) Hale Area Schools will add another 3 additional student learning days (180 total – 5 more than year designated as priority) to the calendar in 2016/2017.

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

The additional 30 hours added in 2014/2015 was proportionately distributed between core and non-core subject matter. Likewise, the additional 2 then 5 days will be proportionately distributed between core and non-core subject matter. An additional period (52 minutes) of Reinforcement will be made available in the schedule for all Core Subjects.

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

The additional 30 hours added in 2014/2015 was proportionately distributed between core and non-core subject matter. Likewise, the additional 2 then 5 days will be proportionately distributed between core and non-core subject matter.

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

In 2015/2016 Hale High School teachers will engage in 50 hours of additional collaboration, planning and professional development (beyond the required 30 hours in MI) for all high school instructional staff.

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

We will provide updates for our parents and community about school events, policies, and general information. This information will be communicated on our web page regularly, provided to area newspapers, transmitted via "All Call," and sent home to family and/or district residents using letters and monthly newsletters, including *What's Happenin'?*. By updating parents on students' daily progress with Skyward's online grading program and requiring teachers to place three positive phone calls daily, communication is ongoing. The district has expanded ways that we communicate with parents by having activities such as Technology Night. Training and information is provided on the following: study skills, Rachel's Challenge, PLATO, ACT-SAT prep awareness, scholarship and financial aid opportunities, etc. The district hosts an annual Open House before schools begins,

along with parent/teacher conferences scheduled twice annually. This will help engage parents and also provide a means to solicit volunteers for the year and give information about the variety of ways that parents can become involved.

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

Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidenced by: Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c: Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at Hale Area School. (a) That any contractual or other seniority system that would otherwise be applicable shall not apply at Hale Area School. This subdivision does not allow unilateral changes in pay scales or benefits. (b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at Hale Area School. This subdivision does not allow unilateral changes in pay scales or benefits.

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

Hale High School is the only high school in the district and resides with the elementary and middle school in a single building. The district's superintendent initiated and led the High School SIG application team. These facts provide ample reassurance of ongoing, intensive technical assistance from the LEA (Hale Area Schools).

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.**

SIG funding, if granted, will be used to attract and retain staff: signing bonuses for candidates in high demand/low supply and for existing staff evaluated as effective and highly effective.

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

Administration staff will track professional development implementation through the utilization of walk-throughs, lesson plans, peer processes, observations, mentor teachers monitoring mentees, and co-teachers monitoring each other.

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

Administration staff will ensure that the curriculum is implemented with fidelity and that it is impacting student achievement through the utilization of walk-throughs, lesson plans, peer processes, observations, mentor teachers monitoring mentees, co-teachers monitoring each other, and regular reviews of relevant proficiency data.

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

Professional development focused on school wide Multi-Tiered System of Supports model (MTSS) will be delivered in 2015/2016 and reinforced thereafter. The district intends to implement the MTSS philosophy and practice throughout the entire system going forward.

**5. Use and integrate technology-based interventions.**

The district has invested heavily in technology as a means for increasing instructional efficiency and effectiveness in recent years. SIG funding will be used to build on that foundation. Accelerated Reader and Accelerated Math are two technology-based interventions that are planned for implementation and integration in the year.

**6. Increase graduation rates through credit recovery, smaller learning communities, and other strategies.**

Both smaller learning communities and credit recovery are being implemented for 2015/2016. SIG funding would be used to hire a Graduation Coach who would follow up with individual students at risk of dropping out and work to remove barriers and employ incentives to encourage students to strive to graduate on time.

**7. Establish early warning systems to identify students who may be at risk of failure.**

SIG funding would be used to hire a Data Coach who would create and implement a system to identify students at risk of failure. The Graduation Coach would follow up with individual students at risk of dropping out and work to remove barriers and employ incentives to encourage students to strive to graduate on time. A Behavioral Interventionist will support mental health services by working with individual and small groups of students struggling with social/emotional issues. A Culture and Climate Coach will create and maintain a positive learning environment and a culture of high expectations that will benefit at-risk students. The Family/Parent Liaison will team with the other coaches to bring the family perspective to bear on the total picture.

**8. Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.**

The district partners with local churches and pastors to bring special events that are designed to create safe school environments that meet students' social, emotional, and health needs.

**9. Implementing approaches to improve school climate, culture, and discipline.**

The high school embarked on a transformation just prior to its designation as a priority school. School climate, culture, and discipline have been some of the areas targeted for transformation. This effort has already produced a safer, more orderly school environment. The effort is ongoing. TA Culture and Climate Coach will help create and maintain a positive learning environment and a culture of high expectations. A Behavioral Interventionist will support mental health services by working with individual and small groups of children struggling with social/emotional and discipline issues.

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

Hale Area Schools currently offers full day Kindergarten and intends to continue to do so into the foreseeable future.

## Section B 3b Intervention Model – Implementation of Evidence Based Strategies

The following evidence-based strategies will support the SIG reform model on a continual basis. These strategies will be implemented and supported by all high school teachers and were selected specifically to support the Transformation Model and the targeted areas of improvement.

### 1) Increased Learning Time:

- a) 1132 Hours Scheduled in 2014/2015 which is 34 hours beyond the MI requirement
- b) 2 additional student instructional days (177 total) will be added in 2015/2016
- c) Summer School opportunities will be provided
- d) Before and After School Tutoring and Programming, will be continued, expanded, and enhanced
- e) An additional period (52 minutes) of Reinforcement will be made available for all Core Subjects
- f) 5 Additional Instructional Days (180 total) to be scheduled in 2016/2017 and beyond
- g) 50 hours of additional professional development (beyond the required 30 hours in MI)

2) **Data Driven:** All high school instructional staff will stay an additional one (1) hour, either before or after school, two (2) days per week for Data Examination and Data Driven Adjustments along with other school improvement issues. A Data Coach will be hired to assist staff with utilizing data to drive instruction.

3) **Credit Recovery:** will be provided as needed for core subjects in an effort to Boost Graduation Rates.

### 4) Class Size Reduction:

- a) Second Sections of Core Subjects: A second section of each core subject would cut section numbers in half from typically about 30-40 students (single section) down to about 15-20 students (two sections).
- b) Individualized Instructional Strategies including: Mastery Learning, Multi-Tiered Systems of Support (MTSS), Tutorials & Enrichments would be employed in association with the class size reductions.

5) **Mastery Learning & Reinforcement:** Additional Time needed in core subjects will be made available in the schedule. Individual students will be scheduled into the second section of core subjects to accommodate their need for additional time and reinforcing instruction.

6) **Multi-Tiered Systems of Support (MTSS):** Individualized Instructional Strategies and Additional Time needed with core subject teachers suggested by MTSS will be made available with the addition of the second sections of core subjects described in the “Class Size Reduction” strategy.

### 7) New Instructional Programs:

- a) Accelerated Reader Program: the A.R. materials will be implemented into all high school English Language Arts courses and classrooms. ELA staff will be provided associated professional development. Accelerated Reader will be used to augment Readers Workshop in ELA courses.
- b) Accelerated Math Program: the materials will be implemented. Math staff will be provided associated professional development. Students who need extensive individualized math instructional programming will be offered accelerated math in addition to regular scheduled courses. Accelerated Math will also be used to supplement direct instruction in regularly scheduled courses.

8) **School Ethos:** enhanced by Culture and Climate Coach and Behavioral Interventionist

9) **Before & After School Programs:** Core Subject Tutoring: made available for each core subject for two hours, one or two nights per week. “Robotics”, “Mathletes”, “Career Explorations”, SAT Prep, “Investigations”: to be offered on customized schedules throughout the school year. Transportation home for after school programming is planned

10) **Staff Development:** High school instructional staff will be exposed to professional development that includes but is not limited to: Multi-Tiered Systems of Support, The Achievement Series, Readers & Writers Workshop, McGraw-Hill Math Textbook Series, School Improvement, Title One School-wide Transition, Mastery Learning, Effective Schools, Classroom Instruction That Works, Danielson Evaluation Model.

11) **Recruitment, Retention & Incentives:** Increased Compensation Incentives for core high school instructional staff will be tied to objective, and reliable data, indicating improvements of student proficiency status (M-Step, PSAT, SAT, PLATO, Interim Assessments).

Recruitment and Retention Compensation will be made available to deserving staff and candidates

12) **Technology Used To Enhance Instruction:** Various programs and equipment will be implemented.

## Section B 3c Intervention Model – Evaluation for Effectiveness

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

The SIG Coordinator will be responsible for monitoring and evaluating the effectiveness of the Transformation.

The following indicators will be tracked annually:

- M-Step
- PSAT
- ACT or SAT

The following indicators will be tracked quarterly:

- mastery tests
- attendance rates
- discipline referrals
- perception surveys

On a monthly basis, SIG personnel will meet to discuss and monitor the data to determine progress and outcomes. Stakeholders will then be informed and have the opportunity to give input on the progress and outcomes discussed in the SIG personnel meetings during professional development. Quarterly, the SIG Coordinator and Data Coach will formally present data and implementation progress at a public board meeting.

In order to meaningfully engage family and community members, surveys will be given continuously to determine the needs for workshops/events. Information will also be placed on our web page regularly, provided to area newspapers, transmitted via "All Call," and sent home to family and/or district residents using letters and monthly newsletters, including *What's Happenin'?*.

### Section B 3d Intervention Model - Title VI Rural Schools Element Modification

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."

N/A

### Section B 3e Intervention Model – Implementation of the Reform Model

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

N/A

## Section B 4a Resource Profile -Leveraging of State & Federal Funding

- 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)**

SIG funds will supplement and support selected interventions that align with all targeted goals: increased student achievement in all core subject areas, reduce the achievement between the bottom 30% and all students, and improve school culture and climate.

Currently, Hale High School receives At-Risk funding from the State of Michigan. This funding is used for a Licensed Professional Counselor, as well as a Behavior Psychologist consultant. These funds also support instructional/personnel staff who work with students at risk of social and/or academic failure. These students have been pre-identified by a universal screener completed by school staff. Additionally, At-Risk monies fund extended day/week instructional programs. SIG funds will help support after school programs and activities that promote positive culture and climate. A Behavioral Interventionist and Culture and Climate Coach will also be funded through the SIG.

The high school is not currently receiving federal Title I funds; however, the district's K-8 building is a Title I school. Upon receipt of SIG funds, Hale High School will apply for School-Wide Title I. Title II federal funds support staff professional development and training which will help fund the additional eight hours of professional development per month required by the SIG. Lastly, the Small Rural School Achievement (SRSA) grant enables the district to fund anything that is eligible for funding under Title I or Title II.

**Section B 4b vi – Resource Profile – Required Positions Operationalization, Funding and SIG Support Attachments:  
D.1, D.2, D.3**

- a. 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

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)**

Required SIG Positions:

- SIG Coordinator (Required)
  - .5 FTE – all five years
  - \$50,000 estimated total compensation/year
- Data Coach (Required)
  - .3 FTE – all five years
  - \$27,000 estimated total compensation/year
- Family/Parent Liaison (Required)
  - .3 FTE – all five years
  - \$24,000 estimated total compensation/year

Hale Area High School with a total enrollment below 250 students, would assign a 0.5 FTE to each of the required positions in accordance with the guidance outlined in the Section B application. To operationalize these positions, we would post and hire based on criteria in the job description considering both internal and external candidates. As a single building district with only the high school designated as a priority school, we intend to combine positions in consideration of individual candidate strengths. We would post as soon as we received notification of the grant award and would start employment as soon as funding is guaranteed or received.

The required 0.5 FTE positions could be combined with other less than full time positions envisioned in the SIG application for Hale Area High School:

- Culture and Climate Coach
  - .1 FTE – all five years
  - \$8,000 estimated total compensation/year
- Graduation Coach
  - .1 FTE – all five years
  - \$8,000 estimated total compensation/year
- Behavioral Interventionist
  - .5 FTE – all five years
  - \$40,000 estimated total compensation/year
- Math Coach
  - .2 FTE – first 3 years
  - \$16,000 estimated total compensation/year

- Literacy Coach
  - .2 FTE – first 3 years
  - \$16,000 estimated total compensation/year

To keep the required personnel expenditures within SIG defined limits (should not exceed 30% of the total annual building award) the following calculations were used to set the upper limit on the positional FTE's:

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

.3 x \$1,500,000 = \$450,000 absolute maximum for personnel

.3 x \$1,000,000 = \$300,000 a happy medium for personnel

.3 x \$500,000 = \$150,000 likely approximate minimum for personnel

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

.3 x \$750,000 = \$225,000 absolute maximum for personnel

.3 x \$500,000 = \$150,000 likely approximate minimum for personnel

Years 1-3: \$302,000 Proposed

Years 4-5: \$222,000 Proposed

The titles of each position imply how they will support the SIG.

SIG Coordinator:

- coordinate and supervise all aspects of the SIG verifying full compliance with the intent and requirements of the grant
- supervise all grant funded positions
- assume responsibility for all grant reporting requirements
- evaluate grant effectiveness at least quarterly
- make recommendations concerning grant implementation

Data Coach

- assist staff with data collection, analyzing data, storage and retrieval of data
- propose and implement a data storage and retrieval protocol
- search out and recommend a data warehousing scheme and vendor
- Train instructional staff to utilize the data warehousing and retrieval system implemented

Family/Parent Liaison

- increase parent communication
- coordinate events
- offer orientation for new volunteers
- give parent surveys
- mentor staff/parent communication

## Section B 4c iii, Resource Profile - Mental Health Services

- a. 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.
  - 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)**

The school currently provides mental health services in the positions of Licensed Professional Counselor, School Social Worker, Social Worker Liaison between Home and School, and Behavior Psychologist. The Licensed Professional Counselor is a full-time employee of the district, with an estimated 2/3 of the position funded through At-Risk and 1/3 through Title 1. The professional who is employed as the School Social Worker also holds the position of Social Worker Liaison between Home and School. The person is employed full-time by the district, with an estimated 2/3 of the position funded through Title 1 (the position of Social Worker Liaison between Home and School) and 1/3 though the General Fund (the position of School Social Worker). Lastly, the Behavior Psychologist is hired by the school as a consultant. This position is funded by At Risk. Title 1 funds are currently used in the district in grades K-8 and are unavailable to the high school at this time. With receipt of SIG funds, the school will be able to supplement its current positions, as well as hire the new position of Behavior Interventionist.

The Licensed Professional Counselor's program will be more comprehensive and promote the regulation of emotions and academic success for students. This program will also assist with dealing with significant trauma and loss, including students and their families. This will be accomplished with using current therapeutic techniques and modalities, parent involvement, and modeling, thereby reducing the rate of absenteeism in the classroom, increasing academic success, and reducing out of home placement costs. The focus is to guide and support youth in developing their inner strength, achieving desired academic goals, and improving social relationships. This is in addition to assisting youth with utilizing their own resources to bring about positive change regarding the challenges they face. The grant will also supplement the position of Social Worker Liaison between Home and School by broadening the services provided to high school students, including conducting Functional Behavior Analyses and Behavior Intervention Plans, individual and team-based interventions (which would involve all stakeholders), classroom observations and potential home visitations, as well as parent communications and progress monitoring activities. The position of Behavior Psychologist will additionally be responsible for providing consultation services to the school regarding Multi-Tiered Systems of Support (MTSS) and to the new position of Behavior Interventionist. Due to the school's enrollment of less than 250 students, the amount of contracted and employed services assigned to these positions will be equal to or less than 0.5 FTE each.

The position of Behavior Interventionist would oversee a newly created Problem Solving Learning Room (PSLR) and train staff for its implementation. The use of PSLR is an integral component of integrating social and problem solving skills into the classroom setting. PSLR is equivalent to and supplements intensive instructional intervention programs for students who are struggling in academics (e.g., a student who is 2 grade levels behind in reading or math receives two daily scheduled visits with a reading or math instructional specialist – e.g., 30 minutes individual reading (AM) and 30 minutes small group reading interventions (PM)). For example, a student with anger-management problems could receive 20 minutes of 1:1 instructional training (individualized coping strategies) in the morning and 20 minutes of small group instructions in the afternoon. PSLR aligns with MTSS and tiers interventions as appropriate for student success.

Research studies show that students with chronic disruptive/defiant/aggressive behaviors significantly impact on learning for ALL students. The chronic and generational poverty and high incidence of exposure to domestic violence, neglect, and abuse impedes students' social and emotional development, as well as their academic achievement. Adolescent depression along with other mental health disorders has increased tremendously. This denotes a serious need for mental health services.

#### **Section B 4d: Resource Profile**

- a. 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.

The professional development scheduled for the 2015-2016 school year includes Readers'/Writers' Workshop, MTSS Training, McGraw/Hill Math Series, Dr. Moses, and the Achievement Training Series due to the baseline data that shows need for improving scores in all core subject areas, decreasing achievement gaps, and building a positive culture and climate. In addition, teachers will receive personalized professional development upon request. Student data will be disaggregated weekly to drive instruction and professional development needs. This data will be used to identify the bottom 30% and target them for interventions and additional support. Also upon collected data, professional development will be determined as to what needs and/or trainings are necessary in each of the core subject areas; therefore, it is job-embedded. Outside sources will be brought in to assist with the application of these needed techniques and strategies.

## SIG Data Requirements

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

### USED SIG Data Requirements

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

Data Group (Office Use Only)	Heading & Description	SY 2014-2015 Baseline Year 1
DG5	<b>Building Code</b>	01535
XXX	<b>School Name</b>	Hale High School
DG4	<b>District Code</b>	35020
XXX	<b>District Name</b>	Hale Area Schools
DG728	<b>School Improvement Status</b>	Priority
DG728	<b>Intervention Used</b> The type of intervention used by the school under the School Improvement Grant (turnaround, restart, evidence-based whole-school reform, early learning intervention, closure, or transformation).	TRANS - Transformation
DG752	<b>Baseline Indicator Status</b> The baseline year is the school year immediately previous to the first year a school implemented one of the intervention models and received SIG funds.	NO
DG729	<b>School Year Minutes</b> <i>If decreased time please explain in DG745 Supplemental.</i>	94300.0
DG745	<b>Increased Learning Time (ILT)</b> Did the school provide for increased learning time from previous year?	NO
DG745	<b>ILT - Longer School Year</b> Did the school provide longer school year for increased learning time?	NO
DG745	<b>ILT - Longer School Day</b> Did the school provide longer school day for increased learning time?	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?	YES

Data Group (Office Use Only)	Heading & Description	SY 2014-2015 Baseline Year 1
DG745	<b>ILT - Other</b> Did the school provide increased learning time other than longer school year, longer school day, before or after school, summer school, weekend school? <i>If yes, include information about the type of increased learning time in the explanation field in row 40.</i>	NO
DG745 Supplement	<b>Explanation</b> Explanation of other type of increased or decreased learning time. (maximum of 200 characters)	N/A
<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.	84.00%
XXX	Dropout Rate	11.00%
XXX	Number of Disciplinary Incidents	147
XXX	Number of Students Involved in Disciplinary Incidents	52
XXX	Number of Truant Students	42
<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.	0
XXX	International Baccalaureate	0
XXX	Early College/College Credit	0
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.	6
DG734	<b>Advanced Coursework &amp; Dual Enrollment</b> The number of students who complete advance coursework and complete at least one class in a postsecondary institution. Applies to grades 9-12 only.	0
XXX	High School Graduation Rate	89
XXX	<b>College Enromment</b> Number of students enrolled in college from most recent graduating class.	25
<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.	92.00%	

## DG729 - School Year Minutes

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

Description	SY 2014-2015 Year 1
<b>Minutes per Regular Day</b> Number of <u>minutes</u> required <u>for all students</u> per regular day	394.8
<b>Number of Regular Days of Instruction</b> The number of <u>days</u> required <u>for all students</u> during the normal school year	175
<b>Total Minutes - Regular Day</b>	<b>69,090.0</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>-</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	70
<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	175
<b>Total Minutes - After School</b>	<b>12,250.0</b>
<b>Minutes from weekends per week</b> Number of minutes <u>all students</u> had the opportunity to participate on <u>weekends</u>	480
<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	27
<b>Total Minutes - Weekend</b>	<b>12,960.0</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>	<b>-</b>

## Section B 4d SIG Professional Development Calendar – Attachment B

8/11/15	Tue	9:00 am - 4:00 pm	Readers & Writers Workshop	6 hours
8/12/15	Wed	9:00 am - 4:00 pm	Readers & Writers Workshop	6 hours
8/19/15	Wed		Priority Plan Review	optional
8/20/15	Thur	9:00 am - 4:00 pm	Achievement Training Series	6 hours
8/21/15	Fri	9:00 am - 4:00 pm	Achievement Training Series	6 hours
8/25/15	Tue	8:00 am – 3:00 pm	McGraw Hill Math Series	math staff
<b>August All HS Staff Total Required Hours</b>				<b>24 hours</b>
9/1/15	Tue	9:00 am – 4:00 pm	In-service (handbook, policy)	6 hours
9/2/15	Wed	8:00 am – 3:00 pm	IRESA Common (Maurice Moses)	6 hours
9/3/15	Thur	9:00 am - 4:00 pm	Multi-Tiered System of Supports	6 hours
9/8/15	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
9/14/15	Mon	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
9/15/15	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
9/22/15	Mon	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
9/23/15	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
9/29/15	Mon	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
9/30/15	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
<b>September All HS Staff Total Required PD Hours</b>				<b>26 hours</b>
10/5/15	Mon	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
10/6/15	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
10/9/15	Fri	1:00 pm – 4:00 pm	R&W Workshop Coaching	subset
10/12/15	Mon	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
10/13/15	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
10/15/15	Thur	9:00 am - 4:00 pm	Achievement Training Series	subset
10/19/15	Mon	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
10/20/15	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
10/26/15	Mon	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
10/27/15	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
<b>October All HS Staff Total Required PD Hours</b>				<b>8 hours</b>
11/3/15	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
11/9/15	Mon	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
11/10/15	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
11/16/15	Mon	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
11/17/15	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
11/23/15	Mon	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
11/24/15	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
11/30/15	Mon	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
<b>November All HS Staff Total Required PD Hours</b>				<b>8 hours</b>

12/1/15	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
12/7/15	Mon	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
12/7/15	Tue	9:00 am - 4:00 pm	Achievement Training Series	subset
12/8/15	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
12/14/15	Mon	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
12/15/15	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
12/18/15	Fri	1:00 pm – 4:00 pm	R&W Workshop Coaching	subset
<b>December All HS Staff Total Required PD Hours</b>				<b>5 hours</b>
1/4/16	Mon	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
1/5/16	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
1/11/16	Mon	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
1/12/16	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
1/18/16	Mon	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
1/19/16	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
1/25/16	Mon	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
1/26/16	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
<b>January All HS Staff Total Required PD Hours</b>				<b>8 hours</b>
2/1/16	Mon	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
2/2/16	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
2/8/16	Mon	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
2/9/16	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
2/15/16	Mon	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
2/16/16	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
2/19/16	Fri	1:00 pm – 4:00 pm	R&W Workshop Coaching	subset
2/22/16	Mon	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
2/23/16	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
<b>February All HS Staff Total Required PD Hours</b>				<b>8 hours</b>
3/1/16	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
3/7/16	Mon	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
3/8/16	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
3/14/16	Mon	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
3/15/16	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
3/21/16	Mon	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
3/22/16	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
3/28/16	Mon	9:00 am – 4:00 pm	School Improvement	6 hours
<b>March All HS Staff Total Required PD Hours</b>				<b>13 hours</b>

4/11/16	Mon	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
4/12/16	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
4/18/16	Mon	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
4/19/16	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
4/22/16	Fri	1:00 pm – 4:00 pm	R&W Workshop Coaching	subset
4/25/16	Mon	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
4/26/16	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
<b>April All HS Staff Total Required PD Hours</b>				<b>6 hours</b>
5/2/16	Mon	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
5/3/16	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
5/9/16	Mon	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
5/10/16	Tue	7:00 am – 8:00 am	Principal led PD (Data, I.S.)	1 hour
5/23/16	Mon	9:00 am – 4:00 pm	School Improvement	6 hours
<b>May All HS Staff Total Required PD Hours</b>				<b>10 hours</b>
<b>June All HS Staff Total Required PD Hours</b>				<b>0 hours</b>
<b>July All HS Staff Total Required PD Hours</b>				<b>0 hours</b>
<hr/>				
<b>2015/2016 All HS Staff Total Required PD Hours</b>				<b>116 hours</b>

- a. SIG PD requirement: “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.”
- b. SIG PD calculation: 12 months x 8 hours per month = 96 hours of total PD

## Section B 5 External Service Provider Selection

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)

N/A

## Section B 6 a b c Increased Learning Time

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

Lengthening the School Day: In 2014-2015 (the year Hale Area High School was designated as a Priority School), the State added 30 hours to the minimum clock hours. The Hale Area School District scheduled 1,132 hours, which was 34 hours beyond the Michigan minimum requirement. With SIG funding we plan to bolster after school tutoring in core subjects for two hours every weekday. Credit recovery options (including after school availability) will be offered to keep students on track for graduation.

Lengthening the School Year: The district will be lengthening the 2015-2016 school year by two additional student instructional days, to 177 total, 2 days beyond the required minimum. In 2016/2017 the required Michigan minimum instructional days will move up to 180, which will represent an increase of 5 total additional instructional days since being designated as a priority school. With SIG funding we plan to add summer school to our regular school year.

Additional Professional Development: In addition, eight hours of professional development will be added per month.

Increased Learning Time in Core Subjects During the Scheduled Day: Targeted interventions will include 52 minute Reinforcement period for all core subjects will be offered to students based on need as identified through a formative assessment.

- b. Describe how increased learning time will be spent engaging students in learning, not just adding clock time to a schedule.

Hale Area Schools initiated reform efforts prior to the high school's designation as a priority school. These reforms included an emphasis on utilizing all available time to move students forward academically with especially high emphasis for teacher and student engagement and time on task. Increased learning time will give teachers more opportunities to engage students with tutorial and enrichments to gain higher student achievement. Tutoring services for core subjects will give students individualized instruction and support.

- 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?

The existing master agreement and negotiated calendar maintains the 30 additional instructional hours that were required by the state in 2014/2015. The existing master agreement also stipulates two additional hours of professional development weekly which will satisfy the SIG requirement of 8 hours/month of professional development. A "letter of understanding" has been acquired from the Hale Federation of Teachers that stipulates the addition of two days (177 total) of instruction in 2015/2016 if SIG funding is granted.

Section B 7 Timeline – Attachment F

		Full Implementation			Sustaining Reforms	
Initiative	Personnel Responsible	Year 1	Year 2	Year 3	Year 4	Year 5
Post and hire SIG funded positions	Superintendent and SIG Team	Within 2 weeks of notice of grant award	NA	NA	NA	NA
Align grant timelines with grant budget approval dates	SIG Coordinator	Within 1 week of hiring SIG Coordinator; Updated as needed throughout the grant	NA	NA	NA	NA
Purchase Technology, Equipment, and Books	SIG Coordinator	Within 1 week of hiring SIG Coordinator, Revise Needs Annually	By September 1, 2016	By September 1, 2017	By September 1, 2018	By September 1, 2019
Purchase Instructional Programs (AR, Math 360, Gizmos, etc.)	SIG Coordinator	Within 1 week of hiring SIG Coordinator, Revise Needs Annually	By September 1, 2016	By September 1, 2017	By September 1, 2018	By September 1, 2019
Readers’/Writers’ Workshop PD	Principal and RW Coach	Beginning August 12, 2015 and ongoing <b>*Already in place during Priority Status</b>	Ongoing	Ongoing	Ongoing	Ongoing
Learning with the Social and Emotional Brain in Mind Workshop	Dr. Maurice Moses and IRESA	Beginning September 2, 2015 and ongoing through consultation	Ongoing	Ongoing	Ongoing	Ongoing

MTSS PD	Principal and MTSS Consultant	Beginning September 3, 2015 and ongoing <b>*Already in place during Priority Status</b>	Ongoing	Ongoing	Ongoing	Ongoing
Develop PD action plan for school	SIG Coordinator and Data Coach	No later than October 30, 2015 Revised Annually	By September 1, 2016	By September 1, 2017	By September 1, 2018	By September 1, 2019
School-wide SIG orientation	All SIG funded personnel	October 9, 2015	NA	NA	NA	NA
Surveys of enacted curriculum and baseline data reporting	SIG Coordinator and teachers	By the end of the first semester	By the end of the first semester	By the end of the first semester	By the end of the first semester	By the end of the first semester
Implement mental health support	Behavioral Interventionist	No later than September 30, 2015	Ongoing	Ongoing	Ongoing	Ongoing
Implement parent and community engagement strategies and Events calendar	Family/Parent Liaison	No later than September 30, 2015	Ongoing	Ongoing	Ongoing	Ongoing
Implement school culture and climate benchmark surveys	Culture and Climate Coach	No later than September 30, 2015	Ongoing	Ongoing	Ongoing	Ongoing
Quarterly data feedback report	Data Coach	Quarterly	Quarterly	Quarterly	Quarterly	Quarterly
Analyze and utilize graduation data	Graduation Coach	Quarterly	Quarterly	Quarterly	Quarterly	Quarterly
Survey regarding SIG funded personnel	Administration and teachers	Bi-annually	Bi-annually	Bi-annually	Bi-annually	Bi-annually
SIG academic coaches training	SIG Coordinator	September 2015 – June 2016	September 2016 – June 2017	September 2017 – June 2018	September 2018- June 2019	September 2019- June 2020
Monthly SIG Grant Update to Superintendent	SIG Coordinator	Monthly	Monthly	Monthly	Monthly	Monthly
Align annual SIP and	SIG Coordinator,	Annually	Annually	Annually	Annually	Annually

Priority School Reformation reports and budgets to SIG plans	teachers, Superintendent, Principal					
Create a calendar of field experiences and college visits	SIG Coordinator, Graduation Coach and teachers	By September 30, 2015	By September 30, 2016	By September 30, 2017	By September 30, 2018	By September 30, 2019
Implement before & after school programs	SIG Coordinator and teachers	By October 1, 2015	By October 1, 2016	By October 1, 2017	By October 1, 2018	By October 1, 2019
Implement summer school	SIG Coordinator, Data Coach, and teachers	June 2016 - July 2016	June 2017 – July 2017	June 2018 - July 2018	June 2019 – July 2019	June 2020 – July 2020
Implement Freshman Academy	SIG Coordinator, Culture and Climate Coach, Family/Parent Liaison, teachers, Principal, Superintendent, Behavioral Interventionist	August 2015	August 2016	August 2017	August 2018	August 2019
Implement the problem solving learning room	Behavioral Interventionist, Dr. Maurice Moses (Consultant)	By September 30, 2015	By September 30, 2016	By September 30, 2017	By September 30, 2018	By September 30, 2019
Provide students with agendas/planners and educate parents on how they can be used as a tool to increase student achievement.	Principal, Family/Parent Liaison, teachers	Fall Open House				

Establish PLCs/collaborative team time for teachers to increase their informed use of student achievement data to improve instruction and address individual student needs.	Data Coach, Teachers	Weekly	Weekly	Weekly	Weekly	Weekly
Develop and utilize a system of progress monitoring and universal screening.	Data Coach	Monthly	Monthly	Monthly	Monthly	Monthly
Establish SIG personnel meeting to discuss progress and implementation	All SIG funded personnel	Monthly	Monthly	Monthly	Monthly	Monthly
Hold individual and small-group data conversations with students so that they understand their achievement data, take ownership and set goals.	Data Coach, Math Coach (first three years only), Literacy Coach (first three years only), Graduation Coach	September 2015 – June 2016	September 2016 – June 2017	September 2017 – June 2018	September 2018 – June 2019	September 2019 – June 2020
Select an online survey instrument and create a parent perception survey that is user-friendly.	SIG Coordinator, Data Coach	Quarterly	Quarterly	Quarterly	Quarterly	Quarterly

Collaborate on four CCSS math practices and student learning targets that all teachers will emphasize in their instruction (one per marking period).	Math Coach, Math Teachers	Quarterly	Quarterly	Quarterly	NA	NA
Maintain school-wide literacy strategies and student learning targets.	Literacy Coach, teachers	Ongoing <b>*Already in place during Priority Status with Readers'/Writers' Workshop Consultants</b>	Ongoing	Ongoing	Ongoing	Ongoing
Develop a schedule and topic list for published quarterly parent newsletters	Family/Parent Liaison	By September 30, 2015	By September 30, 2016	By September 30, 2017	By September 30, 2018	By September 30, 2019
Develop a data-driven numeracy action plan to increase student achievement in math	Math Coach	September 2015	Ongoing	Ongoing	NA	NA
Maintain reading and writing workshop in ELA classrooms; establish classroom leveled libraries to increase student access to books.	Literacy Coach, English teachers	September 2015	Ongoing	Ongoing	NA	NA

Survey parents at fall and spring conferences, using an online survey to provide perception data and plan future workshops.	Family/Parent Liaison	Fall and Spring P/T Conference				
Report to stakeholders on progress of SIG implementation and success	SIG Coordinator	Quarterly	Quarterly	Quarterly	Quarterly	Quarterly
Research and implement a math intervention program to address the high number of students performing below proficiency.	Math Coach, Math Teachers	October 30, 2015	Ongoing	Ongoing	NA	NA
Contact businesses and organizations to provide services as a means of increasing school capacity and increase teaching and learning opportunities through community resources	Culture and Climate Coach	September 2015 – June 2016	September 2016 – June 2017	September 2017 – June 2018	September 2018 – June 2019	September 2019 – June 2020
Offer workshops that educate parents and students about college and career opportunities.	Graduation Coach, Family/Parent Liaison	Fall and Spring				
Conduct formal performance evaluation of SIG funded personnel	SIG Coordinator, Superintendent	Annually	Annually	Annually	Annually	Annually

**Section B 8a Annual Goals - Attachment G**

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.

When M-Step testing results are available for 2014/2015 this table should be revised with the new data informing the Annual Goals. Michigan's transition to the M-Step from the MME introduces an unknown variable that renders appropriate goal setting almost impossible until the new test establishes a new baseline from which to project improved proficiency rates.	<b>Current Proficiency Rate 2014-15 (No Data reported yet for 2014/2015) Data Reported is from 2013/2014</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>
<p><b>Reading</b> 5%/yr. increase SIP MME Statewide: 59.0% ACT Statewide: 37.8%</p>	<p><b>44% MME</b> <b>30.6% ACT</b></p>	<p><b>49% M-Step</b> <b>33% ACT or Comparable SAT</b></p>	<p><b>54% M-Step</b> <b>36% ACT or Comparable SAT</b></p>	<p><b>59% M-Step</b> <b>39% ACT or Comparable SAT</b></p>	<p><b>63% M-Step</b> <b>42% ACT or Comparable SAT</b></p>	<p><b>67% M-Step</b> <b>45% ACT or Comparable SAT</b></p>
<p><b>Mathematics</b> 7%/yr. increase SIP MME Statewide: 29.0% ACT Statewide: 32.1%</p>	<p><b>17% MME</b> <b>16.7% ACT</b></p>	<p><b>24% M-Step</b> <b>23% ACT or Comparable SAT</b></p>	<p><b>31% M-Step</b> <b>30% ACT or Comparable SAT</b></p>	<p><b>38% M-Step</b> <b>37% ACT or Comparable SAT</b></p>	<p><b>45% M-Step</b> <b>44% ACT or Comparable SAT</b></p>	<p><b>52% M-Step</b> <b>51% ACT or Comparable SAT</b></p>
<p><b>Writing</b> 4%/yr. increase SIP 5%/yr SIG Goal MME Statewide: 51.0%</p>	<p><b>33% MME</b></p>	<p><b>38% M-Step</b></p>	<p><b>43% M-Step</b></p>	<p><b>48% M-Step</b></p>	<p><b>53% M-Step</b></p>	<p><b>58% M-Step</b></p>
<p><b>Social Studies</b> 8%/yr. increase SIP MME Statewide: 44%</p>	<p><b>22% MME</b></p>	<p><b>30% M-Step</b></p>	<p><b>38% M-Step</b></p>	<p><b>46% M-Step</b></p>	<p><b>54% M-Step</b></p>	<p><b>62% M-Step</b></p>
<p><b>Science</b> 8%/yr. increase SIP MME Statewide: 28% ACT Statewide: 31.6%</p>	<p><b>14% MME</b> <b>13.9% ACT</b></p>	<p><b>22% M-Step</b> <b>22% ACT or Comparable SAT</b></p>	<p><b>30% M-Step</b> <b>30% ACT or Comparable SAT</b></p>	<p><b>38% M-Step</b> <b>38% ACT or Comparable SAT</b></p>	<p><b>46% M-Step</b> <b>46% ACT or Comparable SAT</b></p>	<p><b>54% M-Step</b> <b>54% ACT or Comparable SAT</b></p>
<p><b>Color Key</b></p>	<p><b>Rose:</b> below statewide MME &amp; ACT</p>		<p><b>Yellow:</b> above statewide MME</p>		<p><b>Green:</b> above state MME &amp; ACT</p>	

## Section B 8 b Annual Goals – Data Used for Continuous Improvement

Describe how data will be used for continuous improvement, and how often it will be analyzed. **(maximum length 1 page)**

The Data Coach will analyze data often for continuous improvement. Based on needs identified through collected data, the Data Coach will develop a professional development action plan and create and utilize a system of progress monitoring and universal screening. The Data Coach will also be responsible for reporting baseline data and quarterly data feedback reports. The Data Coach will help establish PLCs/collaborative team time for teachers to increase their informed use of student achievement data to improve instruction and address individual student needs. In addition, the Data Coach will hold individual and small group data conversations with students so that they understand their achievement data, take ownership, and set goals. Furthermore, data collected from state testing will be analyzed and reviewed by the Data Coach and teachers on an annual basis.

Additionally, classroom data will be analyzed by teachers on a weekly basis to determine tutorial and enrichment interventions. This data will also be used to determine before and after school programs, as well as the utilization of the reinforcement classes. Targeted students will receive additional academic and social support in the Problem Solving Learning Room, which is determined by the Behavioral Interventionist.

## Section B 9 Sustaining Reforms

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?**

The transformation plan was designed to institute a sustainable framework and build upon teacher/leader capacity so that Hale High School can continue to improve once SIG funding has ceased. The staff and community are committed to the following three targeted areas of improvement in order to achieve long-term transformation success:

- 1) Increase student achievement in all core subjects.
- 2) Reduce student achievement gaps between all students and the bottom 30% in all core subjects.
- 3) Build a culture and climate conducive to learning.

Teachers, administrators, parents, and community members, who volunteered, were involved in the process of designing the sustainability plan which includes several different means. Ongoing professional development helps to cultivate and support building level systemic change. The school has also identified a process for rewarding and retaining teachers, while new staff will receive support and mentoring from these trained teachers. Data-driven dialogue meetings, student achievement results, classroom walkthroughs, teacher evaluations, and surveys will continue to drive instruction and ensure the use of research-based strategies. Also, the transformation plan goals and strategies are aligned with the school and district improvement plans, along with Title I and Section 3a plans. Personnel, materials, and technology will continue to be funded through a combination of local, state, and federal funds (i.e., Title 1, Section 3a, Title II, general funds, etc.).

## Section B 10 a Budget Narrative and Preliminary Budget – Description of Staffing & Activities

- 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)**

Hale Area High School has selected **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. Note: Personnel expenditures will not exceed 30% of the total annual building award.

### **Appropriate Staffing:**

The SIG Coordinator will be a part-time position (0.5 FTE) who will manage implementation records, scheduling, purchases, calendars, and file all necessary reports. The Data Coach will be a part-time position (0.3 FTE) who will assist teachers and leaders to use data for instructional planning while maintaining Hale High School's data wall and school wide records of progress. The Family/Parent Liaison will be a part-time position (0.3 FTE) who will increase parent communication, coordinate events, offer orientation for new volunteers, give parent surveys, and mentor staff/parent communication. The Culture and Climate Coach will be a part-time position (0.1 FTE) who will create and maintain a positive learning environment and a culture of high expectations. The Culture and Climate Coach will be required to develop a system for school staff to implement strategies and programs designed to improve culture and climate, regularly monitor school culture and climate, and ensure a safe environment, support learning and high expectations for staff and students to perform at high levels. The Graduation Coach will be a part-time position (0.1 FTE) who will identify, monitor, and meet regularly with at-risk students. The Graduation Coach will also assist seniors with applications, scholarships, etc. The Behavioral Interventionist will be a part-time position (0.1 FTE) who will support mental health services by working with individual and small groups of children struggling with social/emotional issues. The Behavioral Interventionist will coach students and teachers to minimize class disruptions and decrease office referrals. The Math Coach will be a part-time position (0.2 FTE) for the first three years who will provide job-embedded classroom instructional support. The Math Coach will demonstrate research-based strategies, assist with MTSS activities, and work with struggling students. The Literacy Coach will be a part-time position (0.2 FTE) for the first three years who will provide job-embedded classroom instructional support. The Literacy Coach will demonstrate research-based strategies, assist with MTSS activities, and work with struggling students.

### **Appropriate Activities:**

We will purchase instructional programs (Math-360, Accelerated Math, Accelerated Reader, Explore Learning, etc.) to differentiate and reinforce instruction. Before and after school programs (mathletes, career explorations, core subject/peer tutoring, credit recovery, SAT prep, investigations, etc.) will be used as interventions and enrichments to help reduce achievement gaps. Instructional materials (additional textbooks, classroom libraries, Chromebooks, desktops, etc.) will help to increase student achievement in all core subjects. Class size reduction, increased professional learning, and summer school programs will also align with all targeted goals. To improve school climate and culture, college visits, field experiences, school/community events, and freshman academy will be implemented. Merit bonuses based upon progress towards meeting student growth and academic achievement goals will be issued to incentivize staff, and signing bonuses will be issued to attract and retain effective staff.

## Section B 10b Budget Narrative and Preliminary Budget

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

In general, we gather the SIG funding is intended to provide a boost to struggling schools, but not intended to provide additional funding indefinitely. We have developed our SIG application with that paradigm in mind. Investments made during the implementation phase are reduced during the sustaining phase. Some transformational initiatives should make permanent improvements and would, therefore, not need to be ongoing. Strategies that are thought to be necessarily ongoing will require a revised budgeting process. The five years of the SIG should allow the district to reprioritize its budgets and master agreements for ongoing sustainability.

A robust After School Program is budgeted for the implementation years, as proficiency levels increase, the need for after school programming is projected to decline along with projected funding.

Book purchases are primarily budgeted for the implementation years (1-3). These books should serve the school for at least a decade, probably longer. The SIG funding in this case will make a permanent difference without the need for ongoing funding.

Class size reductions are intended to allow for more individualized instruction that will address students who are not proficient. SIG funding is envisioned to cover this strategy during the entire five years. During the grant period, we plan to include the high school in the Title I School-wide designation allowing some of the Title I funding to replace the SIG funding. In five years' time, as proficiency levels increase, it is anticipated that the need for such small class sizes will diminish, as SIG funding ceases.

Recruitment, retention, and incentives are envisioned in the SIG funding throughout the entire five year period. Such strategies, if proven effective, would be sustained after the SIG period with reprioritized district general funds.

Instructional Programs such as Accelerated Reader and Accelerated Math require investments upfront that we make during the implementation phase (years 1-3). The cost for maintaining these programs is minimal, so very little cost is budgeted for the sustaining years. When SIG funding ceases the district anticipates that ongoing financial support can easily be managed by the district's general funds.

Personnel funded with SIG are mostly for the entire period of the grant with some exceptions. The required positions (Coordinator, Data Coach, Family Parent Liaison) are funded for the entire period of the grant. Other positions are intended to give increase to staff effectiveness and student proficiency rates. Once that is accomplished funding will cease after the implantation phase. If any of the personnel positions are deemed to be essential to ongoing transformation, the district's budget will be revised accordingly.

Professional development is budgeted at a steady rate for the entire period of the SIG. Investments in this area should be long-lasting as teachers generally stay with a district for lengthy periods.

Summer School is intended to be a short term fix for boosting especially low student proficiency rates. Some staffing is funded throughout the period of the SIG, but the transportation will be curtailed in the sustaining years.

The budget outlines that follow depict in greater detail how the SIG funding would be distributed between the implementation years (1-3) and sustaining years (4-5).

**Years 1-3 Full Implementation \$1,500,000 maximum, approximately \$1,170,000 budgeted:**

Personnel

1. SIG Coordinator (Required), 0.5 FTE – all five years, \$50,000 estimated total compensation/year
2. Data Coach (Required), 0.3 FTE – all five years, \$27,000 estimated total compensation/year
3. Family/Parent Liaison (Required), 0.3 FTE – all five years, \$24,000 estimated total compensation/year
4. Culture and Climate Coach, 0.3 FTE – all five years, \$8,000 estimated total compensation/year
5. Graduation Coach, 0.1 FTE – all five years, \$8,000 estimated total compensation/year
6. Behavioral Interventionist 0.1 FTE – all five years, \$8,000 estimated total compensation/year
7. Math Coach, 0.2 FTE – first 3 years, \$16,000 estimated total compensation/year
8. Literacy Coach, 0.2 FTE – first 3 years, \$16,000 estimated total compensation/year

Activities

1. Class Size Reduction, all five years, estimated cost: \$80,000/year
2. Summer School, staffing all five years, transportation first three years, estimated cost: \$180,000/year
3. Before & After School Programming, all five years estimated cost: \$176,000/1-3 years, \$68,000/4-5 yrs.
4. Technology to Enhance Instruction, first 3 years, estimated cost: \$86,700/year
5. Professional Development, all five years, estimated cost: \$56,000/year
6. Retention, first three years, estimated cost: \$22,500/year
7. Recruitment, first three years, estimated cost: \$10,000/year
8. Merit Incentives: all five years, cost dependent on performance, \$270,000/year maximum
9. Accelerated Reader & Accelerated Math, mostly years first three years, \$1,640/2-3 years
10. Books: mostly years first three years, estimated cost” \$30,000/year
11. Professional Learning: all five years, estimated cost \$56,000/year

**Years 4-5 Sustaining Reform \$750,000 maximum:**

Staffing:

1. SIG Coordinator (Required), 0.5 FTE – all five years, \$50,000 estimated total compensation/year
2. Data Coach (Required), 0.3 FTE – all five years, \$27,000 estimated total compensation/year
3. Family/Parent Liaison (Required), 0.3 FTE – all five years, \$24,000 estimated total compensation/year
4. Culture and Climate Coach, 0.3 FTE – all five years, \$8,000 estimated total compensation/year
5. Graduation Coach, 0.1 FTE – all five years, \$8,000 estimated total compensation/year
6. Behavioral Interventionist 0.1 FTE – all five years, \$8,000 estimated total compensation/year

Activities:

1. Class Size Reduction, all five years, estimated cost: \$80,000/year
2. Summer School, staffing all five years, transportation first three years, estimated cost: \$180,000/year
3. Before & After School Programming, all five years estimated cost: \$176,000/1-3 years, \$68,000/4-5 yrs
4. Merit Incentives: all five years, cost dependent on performance, \$270,000/year maximum
5. Professional Learning: all five years, estimated cost \$56,000/year

## 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+**.

**LEGAL NAME OF DISTRICT APPLICANT:**  
Hale Area Schools

**DISTRICT CODE:**  
35020

**BUDGET SUMMARY FOR:**  
Hale High School

**BUILDING CODE:**  
1535

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

## 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
111	Elementary							
112	Middle/Junior High							
113	High School	\$277,518	\$124,882	\$68,698	\$30,700			\$501,798
118	Pre-Kindergarten							
119	Summer School	55,172	24,828					\$80,000
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services	\$5,517	\$2,483					\$8,000
216	Social Work Services							
221	Improvement of Instruction	\$22,068	\$9,932	\$56,000	\$240			\$88,240
225	Instruction Related Technology			\$6,138	\$86,700			\$92,838
226	Supervision and Direction of Instructional Staff							
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement							
241	Office of the Principal	\$87,586	\$39,414					\$127,000
249	Other School Administration							
250	Support Services Business							
257	Internal Services							
266	Security Services			\$12,000				\$12,000
271	Pupil Transportation Services				\$111,942			\$111,942
281	Planning, Research, Development, & Evaluation							
283	Staff/Personnel Services							
331	Community Activities							
	<b>SUBTOTAL</b>							\$1,021,818
	<b>Indirect Costs 12.13 %</b>							\$123,947
	<b>TOTAL</b>							<b>\$1,145,765</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	\$277,518	\$124,882	\$68,698	\$30,700			\$501,798
118	Pre-Kindergarten							
119	Summer School	55,172	24,828					\$80,000
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services	\$5,517	\$2,483					\$8,000
216	Social Work Services							
221	Improvement of Instruction	\$22,068	\$9,932	\$56,000	\$240			\$88,240
225	Instruction Related Technology			1,640	83,700			\$85,340
226	Supervision and Direction of Instructional Staff							
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement							
241	Office of the Principal	\$87,586	\$39,414					\$127,000
249	Other School Administration							
250	Support Services Business							
257	Internal Services							
266	Security Services			\$12,000				\$12,000
271	Pupil Transportation Services				\$111,942.00			\$111,942
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities							
	<b>SUBTOTAL</b>							\$1,014,320
	<b>Indirect Costs 12.13 % Restricted Rate</b>							\$123,037
	<b>TOTAL</b>							<b>\$1,137,357</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	\$277,518	\$124,882	\$68,698	\$30,700			\$501,798
118	Pre-Kindergarten							
119	Summer School	55,172	24,828					\$80,000
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services	\$5,517	\$2,483					\$8,000
216	Social Work Services							
221	Improvement of Instruction	\$22,068	\$9,932	\$56,000	\$240			\$88,240
225	Instruction Related Technology			1,640	83,700			\$85,340
226	Supervision and Direction of Instructional Staff							
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement							
241	Office of the Principal	\$87,586	\$39,414					\$127,000
249	Other School Administration							
250	Support Services Business							
257	Internal Services							
266	Security Services			\$12,000				\$12,000
271	Pupil Transportation Services				\$ 111,942			\$111,942
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities							
	<b>SUBTOTAL</b>							\$1,014,320
	<b>Indirect Costs 12.13 % Restricted Rate</b>							\$123,037.02
	<b>TOTAL</b>							<b>\$1,137,357</b>



