Attachment B

SIG GRANT--LEA Application FY 13

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant:	Applicant's Mailing Address:
Jackson Public Schools	522 Wildwood Ave. Jackson, MI 49201

LEA Contact for the School Improvement Grant

Name:	Mrs. Willye Pigott
Position and Office:	Assistant Superintendent, State/Federal Programs
Contact's Mailing Address:	522 Wildwood Ave. Jackson, MI 49201
Telephone:	517-841-2157
Fax:	517-990-0556
Email address:	wpigott@jpsmail.org

LEA School Superintendent/Director (Printed Name): Daniel Evans	Telephone: (517) 841-2202
Signature of the LEA School Superintendent/Director: X D. M. E	Date: May 30, 2014
LEA School LEA Board President (Printed Name): Tim levy	Telephone: (517) 780-0155
Signature of the LEA Board President: X	Date: May 30, 2014

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

GRANT SUMMARY

District Name: ISD/RESA Name:	District Code: ISD Code:
Jackson County Intermediate School District	38170

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.
- [X] **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.

SCHOOL NAME	NCES ID #	INTERVENTION			
		turnaround	restart	closure	transformation
Bennett Elementary	261962005624				X
Frost Elementary	261962005626				X
Northeast Elementary	261962005634				X
Middle School at Parkside	261962005631				X

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

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

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

ASSURANCES AND CERTIFICATIONS

STATE PROGRAMS

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

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

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

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

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

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

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

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

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

PARTICIPATION OF NONPUBLIC SCHOOLS

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

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

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

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

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

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

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

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

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

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

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

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

AUDIT REQUIREMENTS

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

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

ASSURANCE AGAINST TRAFFICKING IN PERSONS

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

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

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

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

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

CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS

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

ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS

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

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

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

SPECIFIC PROGRAM ASSURANCES

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

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

DATE May 30, 2014

SUPERINTENDENT OR
AUTHORIZED OFFICIAL

SIGNATURE

TYPED NAME/TITLE: Daniel M. Evans,
Superintendent

SCHOOL IMPROVEMENT GRANT III

Jackson Public Schools

Narrative

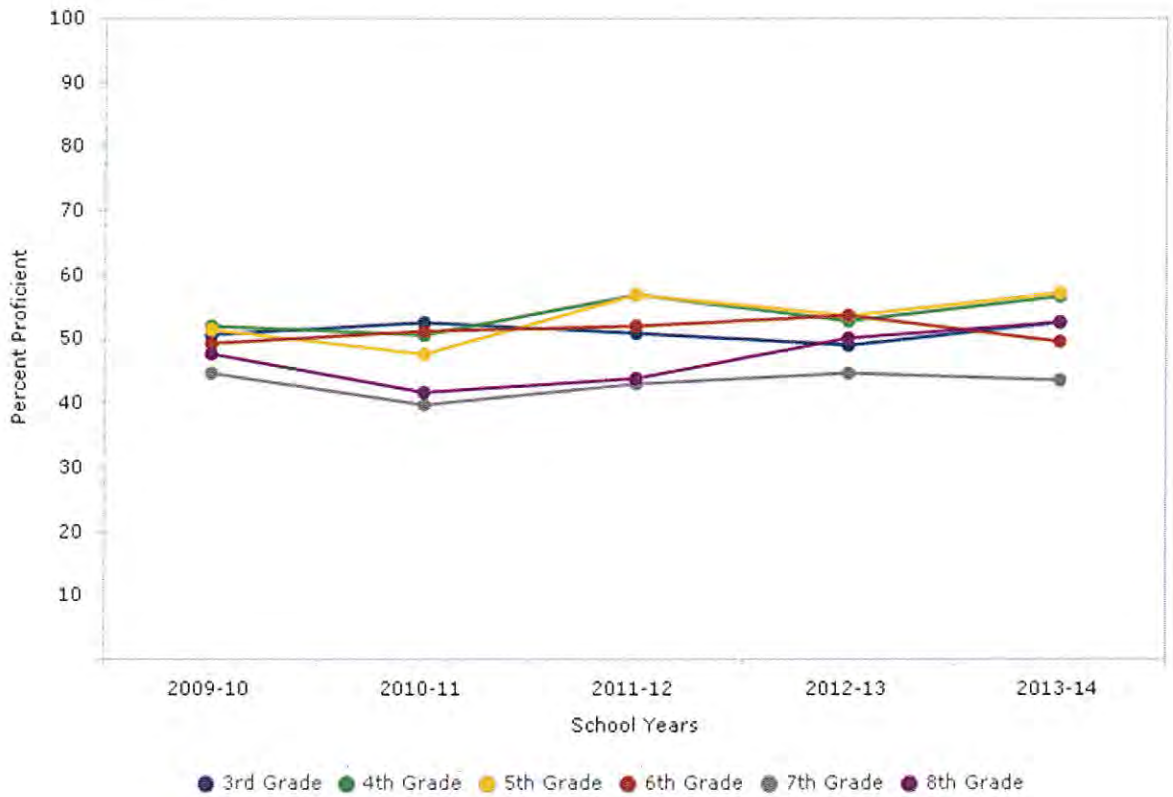
B. DESCRIPTIVE INFORMATION

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

Jackson Public Schools' district improvement team convened to review and discuss each intervention model. The team consists of central office administrators (Superintendent, Assistant Superintendents, and Director of Curriculum), Board member, elementary principals and parents. Multiple sources of data collection including state assessment (MEAP) results, interim assessment MAP (Measures of Academic Progress), curricular assessment results, perception data (parent, employee and student surveys), demographic data and process (programs) data were analyzed to help identify the needs in the buildings and the district. After this process of a comprehensive needs assessment, the team selected the Transformation intervention model to be implemented in each Priority school in the district. This intervention model meets the academic needs of the district and buildings for rapid turnaround in student achievement. Also included in this model is a rigorous staff evaluation, increased learning time, job embedded professional development, student growth and provides a mechanism for on-going community and family engagement. From data results MEAP and MAP, each Priority school developed three Big Ideas that are fully supported by the district. The Big Ideas include the implementation of a Multi-Tiered System of Support, creating Culture and Climate and Reading Comprehension. Four elementary schools (K-5) and the middle school (grades 6-8) have been identified as Priority schools.

While analyzing student achievement data, it is clear that additional time and resources need to be devoted to increasing student achievement in the reading and math. This includes increasing the instructional time by a minimum of 300 hours at each Priority school to provide rigorous instruction and enrichment activities that will help impact student achievement. The following trend of achievement data on the annual state assessment (MEAP) in reading and mathematics show students' proficiency levels in grades 3-8 during the past five years.

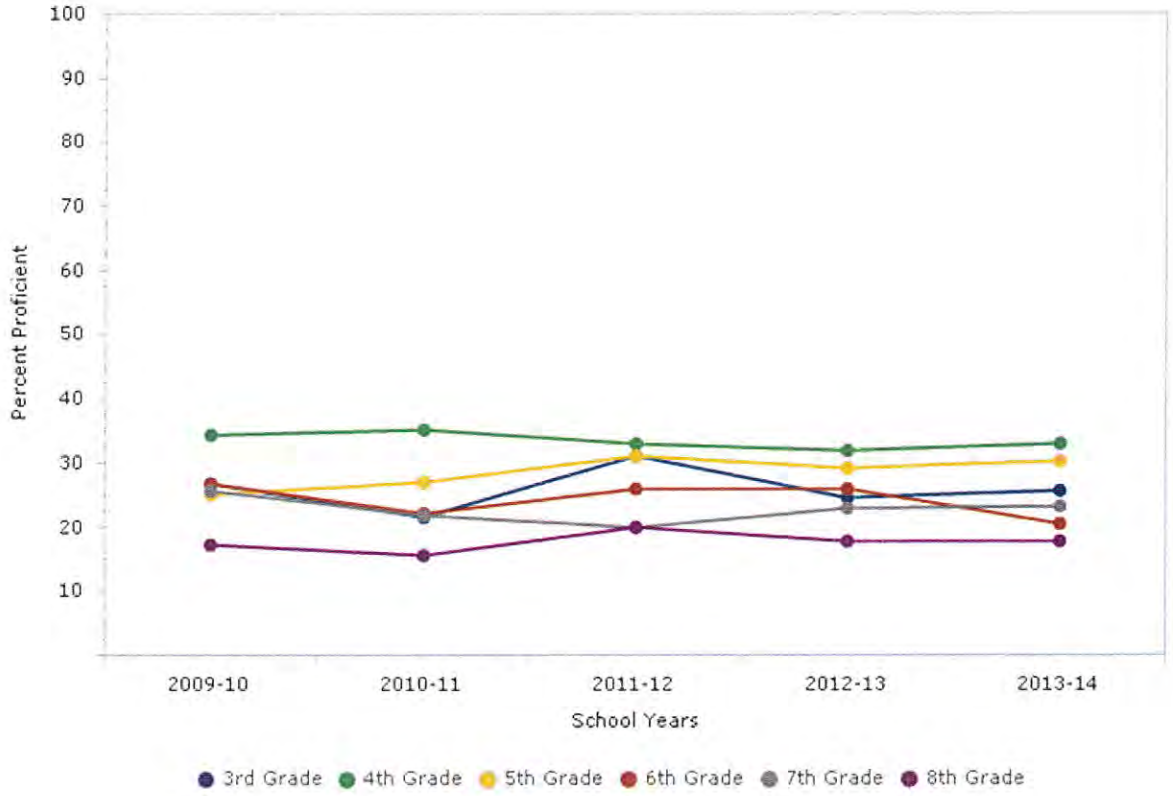
Reading MEAP Trend



In Reading, the trend for Jackson Public Schools has been proficiency increases from 3rd grade until 5th grade then decreases in proficiency from 5th through 7th. For example, following the 2009-10 3rd grade cohort, proficiency levels went from 50.6% in 2009-10 – 3rd grade, to 50.6% in 2010-11 – 4th grade, to 57% in 2011-12 – 5th grade, to 53.6% in 2012-13 – 6th grade, to 43.7% in 2013-14 – 7th grade. Additionally, over the last five years, JPS has not been able to significantly increase the proficiency levels at each grade level. For example, the proficiency level of 3rd grade students in 2009-10 was at 50.6% and five years later, in 2013-14, the proficiency level of 3rd grade students was at 52.5%. Data are consistent at the other grade levels as well. Additional resources are necessary to stop the academic slide and to start to trend upward in reading, especially at the upper elementary grades.

Therefore, there is an incredible need for additional resources to increase the reading levels of JPS students. The SIG funding would allow JPS to address those needed resources and to increase student reading proficiency levels greatly. For example, adding a literacy coach at each building would ensure that quality instruction is being delivered consistently, through best practices. A literacy coach would work with teachers individually to better meet the needs of our students. These additional resources will move JPS on an upward trend.

Mathematics MEAP Trend



In mathematics, the trend for Jackson Public Schools has been flat or static over the last five years. For example, the number of 3rd grade students that were considered proficient in 2009-10 (26.7%) is the same number of students considered proficient in 3rd grade in 2013-14 (25.7%). This example is consistent in grades 4-8 also. Jackson Public Schools should be increasing the number of students that are considered proficient from year-to-year. Additionally, following cohort data, the trend has been an increase in class proficiency from 3rd grade to 4th grade but then a steady decline through 8th grade. It appears that we are losing the early academic gains that students have made as these students move through middle school.

Therefore, there is a tremendous SIG funding need for Jackson Public Schools. This funding is essential to ensure that our district mathematic proficiency levels start trending upward. More importantly, this funding is necessary to address our upper grades where it appears we are losing students. The proficiency levels of our 5th – 7th grades stay relatively flat before falling in 8th grade. It is believed that adding additional resources to our upper elementary grades would start JPS trending towards mathematical success.

ACHIEVEMENT GAPS

Schools	Grade/ Year	3rd Grade				4th Grade				5th Grade			
		2012		2013		2012		2013		2012		2013	
	Subject/ Ethnicity	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Bennett	Black	70	15	47	24	39	16	53	27	40	17	39	17
	White	56	19	77	35	46	25	38	20	48	11	41	26
	Gap	+14	-4	-30	-11	-7	-9	+15	+7	-8	+6	-2	-9
Frost	Black	19	4	54	13	34	16	52	23	47	17	26	14
	White	75	39	63	27	56	36	67	44	65	35	58	35
	Gap	-56	-35	-9	-14	-22	-20	-15	-21	-18	-17	-32	-21
Northeast	Black	26	9	32	0	28	12	27	4	31	7	38	10
	White	52	33	30	20	55	38	67	38	45	13	64	33
	Gap	-26	-24	+2	-20	-27	-26	-40	-34	-14	-6	-27	-23

School	Grade/ Year	6th Grade				7th Grade				8th Grade			
		2012		2013		2012		2013		2012		2013	
Middle School at Parkside	Subject/ Ethnicity	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math
	Black	38	14	32	6	36	17	32	11	36	9	42	10
	White	72	45	60	32	54	30	59	36	65	26	68	28
	Gap	-34	-31	-28	-26	-18	-13	-27	-25	-29	-17	-26	-17

Black students outperformed white students
Gap between white and black students
Significant Achievement Gap
No gap; less than 10 black or white students

The above chart shows a significant achievement gap on the state assessment (MEAP) grades 3-8 in Reading and Math between t one subgroup and majority students in Jackson Public Schools.

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.

The district will hire a full time data coach for data collection, data analysis and sharing the results monthly with the staff at each Priority school and quarterly to the Board of Education. Data results will be used to help make informed decisions about the acceleration of student achievement identify and implement interventions and instructional programs aligned with the Common Core State Standards. In addition, the district will hire a full time literacy coach for each Priority school listed in this application. The literacy coach will work with teachers in the Priority schools modeling best practices of instructional strategies and assessment techniques in the classrooms. This person will also document the progress of students through careful data collections. The literacy coaches will also engage K-8 teachers in a minimum of eight hours of high quality professional development each month. The Middle School teachers work in teams to provide instructional routines and approaches that will include social, personal, and cognitive and knowledge building dimensions.

2A): The results of the district's 2012-13 self assessment including nineteen indicators show that the district rated "implemented" or "exemplary" in seventeen of the indicators.
2B: The two challenging areas are Operational and Resource Management and Family Involvement. To improve in these areas, the district hired a part-time Parent Liaison. The district reallocated additional Title I funds to eligible schools for continuous quality instruction.
2C): The district will continue to employ highly qualified retired teachers to support teaching and learning by providing supplemental individual instruction to students in grades K-5 to reinforce the literacy and math concepts taught in the general educational classroom. Elementary teachers will participate in thirty minutes of daily collaboration time to discuss student achievement, results from formative/summative assessments and best practices. There will be on-going progress monitoring of students' success using the Fountas and Pinnell benchmark kits. Increased learning time and teacher collaboration are priorities in the district to help increase student achievement. The written curriculum (partially aligned with the Common Core State standards) will be reviewed by the literacy coaches and department chairpersons during monthly meetings. Revisions to the curriculum will be made when necessary. The district provides each teacher with access to a laptop, smart boards, document camera and other forms of technology to integrate technology into the delivery of classroom instruction.
2D): The district recruits, hires and retains a highly diverse and qualified staff. The primary attributes considered in the hiring process include extensive knowledge of content areas, demonstrated use of effective research-based and developmentally appropriate instructional practices and experience teaching a diverse population
2E): All teachers in the district receive accurate and rigorous evaluations each year based on clear standards for teaching effectiveness and student performance. The district only rewards those who are effective and highly effective.

3. for each Priority school in this application, the LEA must describe actions taken, or those that will be taken to:

A) Design and implement interventions consistent with the final requirements.

The district will hire a School Improvement coordinator who will help monitor and coordinate the School Improvement Grant at each Priority school. The coordinator will also monitor the implementation of interventions including the Multi-Tiered System of Support, Reading Apprenticeship and African American Young Men of Promise initiative.

B) Select external provider from the state's list of preferred providers

The district has chosen the Jackson County Intermediate School District (JCISD) as its External Provider. Consultants from the JCISD have been working diligently with the district's leadership team and the leadership teams at each Priority School.

C) Align additional resources with the interventions

As the district's improvement team meets monthly to discuss the needs of the buildings and district, federal funds (Title I, Part A, Title II, Part A) the following resources are coordinated and aligned with the interventions:

Interventions	**Funding Source**
After School program	Title I, Part A
Professional Development	Title II, Part A
Reading Apprenticeship	Title I, Part A
Superintendent's Dropout Challenge	Title I, part A
Summer School	Title I, Part A
Part-time Parent Liaison	Title I, Part A
Increased Learning Time	Title I, Part A

The coordination of these interventions occurs at each Priority school listed in the application (Bennett, Cascades, Frost, Northeast and the Middle School at Parkside). To help foster support for student achievement, the district has formed partnerships with several community agencies including Consumers Energy, United Way, Kiwanis and the Jackson Recreation Department. Through this

collaborative effort, a volunteered tutorial program (Energizing Education) has been implemented in the elementary Priority schools.

D) Modify its practices or policies, if necessary to enable its schools to implement the interventions fully and effectively

The areas in which the district has modified practices or policies to implement interventions include reducing class size in grades K-3 in one of the elementary Priority schools. Kindergarten classrooms throughout the district have enrichment activities taught by a certified teacher to enhance learning. Another area of modification is teacher collaboration time. K-8 teachers collaborate in small learning communities employing the professional learning community (PLC). The PLC teams will effectively mentor and model new teacher that join the staff and support them becoming focused on meeting the needs of all students. In reading instruction, K-5 teachers will strive to ensure that all students are at "benchmark" using the Fountas and Pinnell Intervention kits. If necessary, the school day will be extended at each Priority school by adding minutes to the day to increase instruction time.

E) Sustain the reforms after the funding period ends

Title I, Part A allocation to the Priority school will be used to sustain the reforms at the end of the School Improvement Grant. The district will also have the continued support from the Jackson County Immediate School District. Based on the district's general funds budget, the district will be committed to employing a Data Coach to continue improving data collection, analysis and dissemination to the buildings. This will require working with instructional leaders and teachers to help make informed instructional decisions.

4. Timeline delineating the steps to be taken to implement the selected intervention in each Priority school identified in the LEA's application

Action Steps	Person Responsible	Start Date	End Date	Success Metric
Data Coach Interviews	Director of Human Resources and Principals from Priority schools	July 10, 2014	July 14, 2014	Data Coach hired
Literacy Coach Interviews	Director of Human Resources and principals from Priority schools	July 11, 2014	July 15, 2014	Literacy Coach hired

Part-time Parent Liaison interviews	Human Resources & Dir. of Fed. Programs	July 16, 2014	July 17, 2014	Parent Liaison hired
After school program (teachers)	Building principals	September 8, 2014	September 10, 2014	Teachers hired
Summer school program (teachers)	Building principals	June 10 , 2015	June 12, 2015	Teachers hired

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.

After analyzing the data from state assessment (MEAP) in grades 3-8 and completing the comprehensive needs assessment, Jackson Public Schools leadership team established the following goals and proficiency targets.

Goals:

-All students will be proficient in Reading/ELA

-All students will be proficient in Math

-All staff will be involved in the integration of school, family and community partnership

The district is expected to attain 85% proficiency rate in all the content areas by 2021-2022. To help reach the target, the district has established the following increments in reading and math on the state assessment (MEAP).

Proficiency rates/ Targets

Baseline 2012-13	**2013-14**	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Reading 53.43%	56.94%	60.44%	63.95%	67.46%	70.97%	7 4.48%	77.98%	81.49%	85.0%
Math **33.03%**	39.04%	44.79%	50.53%	56.28%	62.02%	67.77%	73.51%	79.26%	85.0%

6. No response needed

7. 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.

The process Jackson Public Schools used to engage stakeholders (including parents) in the implementation of the Transformation model included establishing a partnership with various businesses in the community. This included a partnership with United Way and Consumers Energy forming a tutorial program (Energizing Education) comprised of volunteers from the community reading to and with elementary students weekly. Additional partnerships have been established with Jackson Area Manufacturing Association, Baker College, Big Brothers/Big Sisters, and CP Credit Union. All these stakeholders are an integral part of the education of our students in the district. Following the identification of Priority schools in August 2012 and 13, the Superintendent shared the information at a meeting with School Board members. The district leadership team met several times with the School Improvement Teams from the Priority schools and a representative from the Jackson County Intermediate School District to select the intervention model. After the model was selected, the District Leadership Team and School Improvement Teams began writing the Reform/Redesign Plan. Parents from each Priority school are members of the School Improvement Teams and parent representation is also on the District Improvement Team.

The District Leadership Team meets weekly with the School Improvement Facilitator and the Director of Instruction from the Jackson Immediate School District. The purpose of these meetings is to revise the District Improvement Plan and integrate components of the Reform/Redesign Plans from the Priority schools.

Quarterly reports from each Priority school regarding its progress on implementation of the intervention model is shared with stakeholders at Board meeting. These reports are also included in the schools' newsletter to families and available upon request from the Superintendent's office.

Jackson Public Schools
School Improvement Grant

	2014/15						
Funct.	**Description**	**FTE/HRS**	**Salaries**	**Benefits**	**Purch Serv**	**Sup/Matl's**	TOTAL
125	Summer School Teachers, K-8: 6 weeks, 4 hours/day, 4 days/week. 20-25 teachers @ $32.79/hr + PCMI fee (20%)	2,400/hrs	$ -	$ -	$ 94,440	$ -	$ 94,440
221	Data Coach	1.0 FTE	80,176	44,665	-		124,841
221	Literacy Coaches	4.0 FTE's	320,704	178,660		-	499,364
221	Professional Development, 80 sessions @ $500/ea				40,000		40,000
221	Professional Development book study "What Great Teachers Do Differently", 150 copies @ $30/ea					4,500	4,500
221	Stipends for PD for teachers, 150 teachers, 80 hours/ea @ $24/hr	12,000/hrs	288,000	106,560		-	394,560
331	Part-time Parent Liaison, 12-15 hours/week, 30 weeks @ $15/hr @ $15/hr + PCMI fee (20%)	450/hrs			8,100		8,100
	Sub total	5 FTE's; 14,850/ hrs	$ 688,880	$ 329,885	$ 142,540	$ 4,500	$ 1,165,805
	INDIRECT COST @ 3.75%						43,718
	TOTAL						$ 1,209,523

LH 5/30/2014

Jackson Public Schools
School Improvement Grant

	2015/16						
Funct.	**Description**	**FTE/HRS**	**Salaries**	**Benefits**	**Purch Serv**	**Sup/Matl's**	TOTAL
125	Summer School Teachers, K-8: 6 weeks, 4 hours/day, 4 days/week. 20-25 teachers @ $32.79/hr + PCMI fee (20%)	2,400/hrs	$ -	$ -	$ 94,440	$ -	$ 94,440
221	Data Coach	1.0 FTE	80,176	44,665	-		124,841
221	Literacy Coaches	4.0 FTE's	320,704	178,660		-	499,364
221	Professional Development, 80 sessions @ $500/ea				40,000		40,000
221	Professional Development book study, 150 copies @ $30/ea					4,500	4,500
221	Stipends for PD for teachers, 150 teachers, 80 hours/ea @ $24/hr	12,000/hrs	288,000	106,560		-	394,560
331	Part-time Parent Liaison, 12-15 hours/week, 30 weeks @ $15/hr @ $15/hr + PCMI fee (20%)	450/hrs			8,100		8,100
	Sub total	5 FTE's; 14,850/ hrs	$ 688,880	$ 329,885	$ 142,540	$ 4,500	$ 1,165,805
	INDIRECT COST @ 3.75%						43,718
	TOTAL						$ 1,209,523

LH 5/30/2014

Jackson Public Schools
School Improvement Grant

	2016/17						
Funct.	**Description**	**FTE/HRS**	**Salaries**	**Benefits**	**Purch Serv**	**Sup/Matl's**	TOTAL
125	Summer School Teachers, K-8: 6 weeks, 4 hours/day, 4 days/week. 20-25 teachers @ $32.79/hr + PCMI fee (20%)	2,400/hrs	$ -	$ -	$ 94,440	$ -	$ 94,440
221	Data Coach	1.0 FTE	80,176	44,665	-		124,841
221	Literacy Coaches	4.0 FTE's	320,704	178,660		-	499,364
221	Professional Development, 80 sessions @ $500/ea				40,000		40,000
221	Professional Development book study, 150 copies @ $30/ea					4,500	4,500
221	Stipends for PD for teachers, 150 teachers, 80 hours/ea @ $24/hr	12,000/hrs	288,000	106,560		-	394,560
331	Part-time Parent Liaison, 12-15 hours/week, 30 weeks @ $15/hr @ $15/hr + PCMI fee (20%)	450/hrs			8,100		8,100
	Sub total	5 FTE's; 14,850/ hrs	$ 688,880	$ 329,885	$ 142,540	$ 4,500	$ 1,165,805
	INDIRECT COST @ 3.75%						43,718
	TOTAL						$ 1,209,523

LH 5/30/2014

SIG GRANT—School Building Application FY 13

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Middle School at Parkside School Building Code: 02957	Mailing Address: 2400 Fourth St. Jackson, MI 49203

School Building Contact for the School Improvement Grant

Name:	Kelly Pennington
Position and Office:	Principal
Contact's Mailing Address:	2400 Fourth St. Jackson, MI 49203
Telephone:	517-841-2301
Fax:	517-768-5968
Email address:	kpennington@jpsmail.org

LEA School Superintendent/Director (Printed Name): Daniel Evans	Telephone: (517) 841-2202
Signature of the LEA School Superintendent/Director: X [signature]	Date: May 30, 2014
LEA School LEA Board President (Printed Name): Tim Levy	Telephone: (517) 780-0155
Signature of the LEA Board President: X [signature]	Date: May 30, 2014
Building Principal (Printed Name): Kelly Pennington	Telephone:
Signature of the Building Principal X [signature]	Date: May 30, 2014
Union Representative (Printed Name): Elizabeth Brown	Telephone (517) 841-3747
Signature of Union Representative: X [signature]	Date: May 30, 2014

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.

Middle School at Parkside (Jackson Public Schools)

Section A

1. Analysis of data. Maximum length 1 page

The following data review is a summary from the Michigan Educational Assessment program (MEAP). There exists a significant discrepancy in student achievement between our sub groups **All Except Students with Disabilities** and **Students with Disabilities.** The **All Except Students with Disabilities** outperform our **Students with Disabilities**. In grade 6 there is a 38% gap in reading and 17% in mathematics. In grade 7 there is a 33% gap in reading and 18% in mathematics. In Grade 8 there is a 40% gap in reading and 16% in mathematics.

There also exists a significant discrepancy in student achievement between the sub groups **Economically Disadvantaged Students** and **Non-Economically Disadvantaged Students. The Non-Economically Disadvantaged Students** outperform the **Economically Disadvantaged Students** in both reading and mathematics at all grade levels. In grade 6 there is a 34% gap in reading, and 36% in mathematics, grade 7, 31% in reading, 24% in mathematics and in grade 8, 35% gap in reading and 23% in mathematics.

Reviewing the **Comprehensive Needs Assessment (CAN) Process Rubric Summary Report 2013** the three lowest areas identified at Parkside were, **Instructional Leadership**, we have replaced the principal. **Professional Learning**, we are in the process of becoming an International Baccalaureate World School and **Community Involvement**, have hired a part-time parent liaison to increase parent involvement.

Our **Extended Learning Opportunities at the Middle School at Parkside** is the 21st Century Grant- Project Success-After school program and our math tutoring offered before school.
Our resources currently available to the district are the Jackson Rotary Club-Junior Achievement program in grade 6 2013-14, Jackson Optimist Club P.E. grant 2013-14 and the JCISD Cradle-to-Career (C2C) initiative.

Based on the analysis of the data our major areas of concern are with two lagging indicators in both math and reading.

We will implement Math and Reading 180 increasing student achievement for both subgroups in the 2014-15 school year.

2. School Building Capacity – Resource Profile Maximum length 1 page

- **School Improvement Grant Coordinator/Facilitator**- This position will be a part-time position offered for a three year period and will be offered to retired teachers and funded by the SIG.
- **Family liaison position**-This part-time position is currently filled in our school by a parent. We will continue to offer as it is a component of our Priority School plan. It will continue throughout the grant as well funded by Title 1.
- **Data Coach**-A new full-time position here at Parkside which will be funded by the SIG.
- **Funding to support mental health services**- We currently have two counselors on staff and that will continue throughout the grant which will be funded through Title 1. We also have a Teen Health Center on campus that supports both physical and mental health issues. This is funded by the Community of Family Health an outside agency in Jackson, Michigan.
- **Professional development-** Will be aligned with our Priority Plan throughout the school year. Eight hours per month for all professionals in the building including the administrators and support staff. All eight professional development days will be scheduled by our central administration office and this will be a requirement of our district for all of our schools. All Staff will be required to attend. Stipend are included in SIG budget.
- **Funding in Jackson Public Schools that will be used to support our SIG grant.**

☐ **General Funds** ☐ **Title I Part A** ☆ **Title I Schoolwide** ☐ **Title I Part C** ☐ **Title I Part D**	☐ **Title I School Improvement (ISI)**	☆ **Title II Part A** ☐ **Title II Part D** ☐ **USAC - Technology**	☐ **Title III**
☐ **Title IV Part A**	☆ **Section 31 a**	☐ **Head Start**	☆ **Special**

☐Title V Parts A-C	☐Section 32 e ☐Section 41	☐ Even Start	Education

3. School Building Commitment Maximum length 1 page

This is the first year of implementing our Priority School Plan at Parkside. We hired a new principal who has experience in turning a school around and our school improvement team (S.I.T.) has taken on a noticeable leadership role at Parkside. The S.I.T. is an energetic group of teacher and parents who are open-minded and embrace new teaching and learning strategies. Staff have used the extra scheduled hour in our day to strengthen and implement our new International Baccalaureate (IB) Curriculum, Reading Apprenticeship(RA) comprehension techniques, and collaborated with common grade level/subject team members.

The teacher collaboration has been the most visible change with instructional development that has affected the teaching, learning and our school culture. We have also added a parent liaison position to our Parkside staff this year. We organized and implemented many new opportunities for parent involvement including moving parent-teacher conferences to a more accessible community location, developing parent activities in our local community center, increased parent involvement on our school improvement team, implemented a website parent page, scheduling informational meetings about our new IB program, and offered many family literacy events in the evening.

The Transformational Redesign plan required the implementation of "Three Big Ideas"; 1) our school started the process of becoming a authorized International Baccalaureate School (IB). We currently are an I.B. Candidate School and will apply for authorization in October 2014, 2) we required that all teachers receive training in Reading Apprenticeship (RA) and currently 66% of staff meet requirement and 3) we were committed to increased our parent involvement. Our Title I monies will be allocated to sustained both our IB, RA and parent liaison requirements.

The Redesign Priority School Plan was signed by Elisabeth Brown, President of the Jackson Educational Association (JEA) on April 23, 2013. It was submitted with our Priority School Plan which was approved by Michigan Department of Education. We will continue with the current schedule of instruction time as per our priority plan.

This year we will concentrate on our two lagging indicator (student sub groups) in math and reading implementing Reading and Math 180 which will be sustained by Title I money after the SIG III has expired.

4. School Improvement Plan

Attach School Improvement Plan **(DO NOT insert here, upload as a separate file)**

4a. Intervention Plan Implementation

The Middle School at Parkside was designated a Priority school in 2012-13. At that time we concentrated on our "Three Big Ideas" in our priority plan. One of our three ideas was the implementation of our IB program. We also had in place a math and reading program (Tier 1 intervention) for students that were functioning two grade levels below their peers. Looking at our data, many of our students that were in the bottom 30% qualified for Alpha Math/Reading or both Title I programs. Students that qualify for the programs also receive mathematics and English instruction in their school day as well. This was just one of the two sub groups (lagging indicators) that we identified. The other group is our students with disabilities.

The School improvement team took a close look at the data from our Alpha Math and Reading programs and we didn't see the improvement or transference of skill level when students were tested on our Northwestern Evaluation Association (NWEA) in math and reading, therefore have decided to implement reading and math 180 as our Title 1/Tier 1 intervention for the 2014-15 school year. Our principal for instruction will be responsible for the implementation of the program, scheduling students, training staff and community outreach. She will be presenting this program to our school board on June 4, 2014. We have looked at data from other school that have implemented reading and math 180 and are encouraged by these results. Once implemented our Parkside administration, grant overseer, data coach, and teaching staff will be monitoring the program with quarterly reports to the school improvement team and entire staff.

The implementation of the Tier 1 intervention will be funded with current Title 1 money that the district receives not through the SIG.

The second lagging indicator we wanted to address was with our special need students. We felt that the Math and Reading 180 would also benefit the special education student in their resource rooms. We will be moving from a

supportive "tutorial model" in the resource room to addressing specific math and reading skills students are lagging with the Math/Reading 180 programs. Two resource teachers at each grade level will be trained and implement the programs for the 2014-15 school year. The student's progress will be monitored by their resource room teacher, and the special education teacher consultant. They will work closely with the Parkside administration, grant overseer and data coach. Our special education teacher consultant along with our data coach will present quarterly reports to the school improvement team of the progress of our special need students. Our special need students will also receive instruction in math and English n their school day as well as outlined in their Individual Educational Program (IEP). **The School Improvement Grant III (SIG) will support this intervention.**

4b. Intervention Plan Use of Data

The Math/Reading 180 intervention for our students with disabilities will use the Scholastic Achievement Manager (SAM) to evaluate the student achievement. SAM is a comprehensive online management system that collects and organizes student performance data. SAM gives teachers instant access to critical performance data that lets them correctly assess and place students, group and instruct by student needs, as well as monitor overall class progress. Accessing these reports is easier than ever with the **teacher dashboard** included in SAM.

Our special education teaching staff will administer the NWEA in math and reading three times a year to also collect, monitor, evaluate and implement new strategies for our special needs students. One way we will measure the success of the program will be to analyzing how many students achieve their target scores on the NWEA test at the end of the year. Another is indicator of success will be student achievement on the MDE state standardized testing for math and reading.

Our school support team that will consist of our special education teachers, teacher consultants, data coach, building principal, and grant overseer will monitor the progress of the Tier II intervention. The data that will be gathered throughout the year will be shared with all stakeholders at the end of the year.

4c. Intervention Plan SIG administration (Job description SIG coordinator)

Middle School at Parkside
Jackson Public Schools

Job Description for School Improvement Grant (SIG) Coordinator

Under the general supervision of the school principal, the School Improvement Grant (SIG) Coordinator will guide and monitor school site implementation of SIG goals and activities. They will report directly to the Principal of Instruction at MSP.

The Specific Job Responsibilities Include:

• Ensure that professional development support is planned, implemented, and monitored to directly support the school staff and affect student achievement as it related to the implementation of SIG

• Coordinate the implementation of the School Improvement Grant

• Coordinate with **JCISD external provider** the implementation of the transformation model requirements as outlined in the School Improvement Grant

• Plan and coordinator program budgets, in accordance with the School Improvement Grant and District guidelines

• Prepare local, state, and federal written reports

- Transformation Implementation Indicators
- Interventions Annual Report by Federal Requirement
- Leading/Lagging Indicators Annual Report
- Quarterly Reports
- Annual Follow Up Report for Program Improvement (SFN 52820)
- Follow Up Report for Additional Program Improvement Funding (SFN 52822)

• Working this **Parkside Data Coach** to maintain a database to store and analyze data related to the School Improvement Grant such as achievement data, evaluation of professional development, school surveys, program evaluation, and other operations related to supporting the implementation, monitoring, and evaluation of the grant

• Develop and disseminate information on the School Improvement Grant to Parkside Staff

• Serve on Parkside School Improvement committee updating monthly School Improvement Grant progress

• Work with **JCISD external provider** with implementation of SIG

• Work directly with the Parkside administrators, teachers, parents and students regarding educational strategies and program implementation

• Facilitate parental involvement activities with Parkside Liaison meeting SIG requirements

• Maintain a current and complete calendar of all SIG meetings and staff sign-in sheets.

• Prepare an activity report of all major activities undertaken to fulfill the duties of SIG coordination

• Other duties as assigned by building principal

4d. Intervention Plan Improvement and Education

Our two lagging indicators are the achievement gap between 1) Students without Disabilities and Students with Disabilities and 2) Economically Disadvantaged and Non-Economically Disadvantaged. The above two groups of students will be participating in the Math/Reading 180 program in either a Tier I or Tier II program. Success of the program will be measure by analyzing how many students achieve their target scores on the NWEA test at the end of the year. Another is indicator of success will be student achievement on the MDE state standardized testing for math and reading.

The district staff members that will monitor the progress of the reform plan will be the building principal, grant overseer, and JCISD external provider working collaboratively to coordinate teacher training, program implementation, and program support. The grant overseer will report quarterly on the progress of the reform plan to MSP school improvement team.

5. External Provider Selection Maximum length 1 paragraph

Jackson Public School district has chosen the Jackson County Intermediate School District (JCISD) as our external provider. JCISD is listed on the State of Michigan's list of approved providers. We have developed a positive relationship with JCISD implementing our Reader's Apprenticeship (R.A.) program at Parkside over the past two years. JCISD has experience as a successful external provider with Springport schools with SIG Cohort 1.

6. Alignment of Resource Maximum length 1 page

Jackson Public Schools human and community resources are extremely committed to building capacity for our International Baccalaureate program. We will only hire highly qualified staff members that are dedicated to implementing the best practices embedded in our IB program. Our Human Resource (HR) department will work with the IB leadership team reviewing applications and will participate in the interview process. It will be an expectation that you will be trained in IB, Reader Apprenticeship, and participate in our Professional Learning Communities using the Instructional Learning Cycle (ILC) process to be considered for employment at Parkside. Teachers that are transferring in our building will need the approval of our Head of School, and have previously an effective or highly effective teacher evaluation.

In Jackson County we have many community resources that will support our transformational model. We will continue to work with the JCISD to support/coach our ILC and RA initiatives. The Cradle 2 Career program seeks to improve student success from kindergarten through high school helping to develop lifelong learners. C2C works to identify and address the causes of poor academic achievement and develop realistic goals and interventions in the community. We also have Junior Achievement (JA) in our 6th grade humanities classrooms this year focusing on economics. This program will be continuing next year. We will be incorporating the planetariums that will be opening next year at Ella Sharp Park, (across the street) in our IB science units.

The Middle School at Parkside is fortunate to have a grant from the Jackson Community Foundation supporting our physical education program at Parkside. It has been used for new equipment that supports their IB curriculum. We also house a Teen Health Center on our campus that provides both physical and mental health support for our middle school students.

As part of our Priority School Plan, Parkside established a part-time Parent Liaison position. We have seen an increased our parent involvement and developed many opportunities for parents to participate in literacy workshops,

homework tips, meet and greet counselors, arts & crafts, and family math night, just to name a few new community connections this year.

7. Modification of local building policies or practices

Maximum length 1 page

The Middle School at Parkside (MSP) has implemented multiple initiatives to provide increase-learning time for all our students, as well as increase collaboration time for our entire staff. The MSP staff agreed to add an additional hour of instructional time per day for the 2013-14 school year. This impacted academic teachers, counselors, and other support staff. It is used for additional instructional time in both our core academic areas and in our four enrichment classes, which are required in our International Baccalaureate (IB) program. These eight require subject areas contribute to a well-rounded education. One of the new additional requirements will be a foreign language that will be a full year class starting in grade six and continuing through grade 8. Implementation of the IB program required that we add an extra hour of instruction to accommodate the 8 subject areas required in IB.

As mentioned, teacher collaboration has increased in two areas this year. First, our teachers continually are working together to develop IB units of instruction in their subject and grade level teams. They develop formative and summative assessments use a "backward planning model". The instruction is based on an "inquiry method" using essential questions. This collaboration involves working with an IB curriculum coordinator, which is a mandatory component IB.

The second type collaboration this year involves our teachers using the Instructional Learning Cycle (ILC) to look at student data. Our staff will continue to work in professional learning communities as part of our Priority Plan requirements. These two collaborative initiatives are both examples of "best practices" and have proven extremely valuable to both staff and students this past year.

8. Timeline

YEAR 1	**2014-15**		
SUMMER	FALL	WINTER	SPRING
-(*Implementing*) ***JCISD Data retreat <u>focusing on Reading and math goal,</u> looking at gaps between E.D. and Non-E.D. students, Special Ed. And Non-Special Ed. Students.*** -(*Implementing*) Reflect on the ***Survey of an Enacted Curriculum*** adding interventions to action plan.	-Develop a one-page school improvement goal sheet for teachers. -***Ongoing collaboration with JCISD*** Special Ed. Supervisor, Teacher consultants, and instructional staff to address ***achievement gap for Special Ed. students.***	-Ongoing ***collaboration with JCISD*** Special Ed. Supervisor, Teacher consultants, and instructional staff to address ***achievement gap for Special Ed. student***	-Ongoing ***collaboration with JCISD*** Special Ed. Supervisor, Teacher consultants, and instructional staff to address ***achievement gap for Special Ed. student*** -Review new data from Spring testing to look at ***gaps between E.D. and Non-E.D. students, Special Ed. And Non-Special Ed. Students.*** -Take the ***Survey of an Enacted Curriculum*** and add interventions to action plan

-(*Implementing*) Work with our service provider, JCISD, to hire staff for ***Data Coach***, Read and Math 180, Grant overseer.	-Ongoing collaboration with our service provider JCISD and MSP ***Data Coach*** building professional learning communities using our ***Instructional Learning Cycle (ILC).***	-Ongoing collaboration with our service provider JCISD and MSP ***Data Coach*** building learning communities using our ***ILC process***.	-Reflect on our learning communities using our ***ILC process*** with our service provider JCISD and MSP ***Data Coach***
--(*Implementing*) Instructional training for two (regular education teachers and 6 special Ed. Resource Room Teachers) to implement ***Reading and Math 180***	-Implement ***Reading and Math 180*** for lowest 30% of students identified in our E.D/N.E.D. student gap - Implement ***Reading and Math 180*** for Special Education students in Resource Room	-Implement ***Reading and Math 180 f***or lowest 30% of students identified in our E.D/N.E.D. student gap. Move students that have made successful gains to a more challenging curriculum. Identify students that continue to need intervention. -Continued instruction with ***Reading and Math 180*** for Special Education students in Resource Room. -Move Special Ed. Students that have made successful gains to a more challenging curriculum. Identify students that continue to need intervention.	-Implement ***Reading and Math 180*** for lowest 30% of students identified in our E.D/N.E.D. student gap. Move students that have made successful gains to a more challenging curriculum. Identify students that continue to need intervention. -Continued instruction with ***Reading and Math 180*** for Special Education students in Resource Room. -Review year long data and implementation for reading and Math 180 programs next year
-(*Implementing*) Leadership Team retreat to plan ***SIG III rollout*** to staff to develop a three year action plan	***SIG rollout to staff, review school improvement goals/S.I.G. action plan***	Leadership Team ***reflect, revise, and implement school improvement goals/S.I.G. action plan*** with staff	Leadership ***Team reflect, revise, and implement school improvement goals/S.I.G. action plan*** with staff

-Review ***Survey of an Enacted curriculum***	-Set leadership Meetings for year		
-(*Implementing*) -Plan 8 days of professional development for school year. (IB/RA/ILC)	-September -October -November -December • JPS Central office will schedule dates for district	-January -February -March -April • JPS Central office will schedule dates for district	Plan 8 days of professional development for 2015-16 school year. (IB/RA/ILC)
-(*Implementing*) Finish application for authorization to be an ***IB World School.***	-Submit IB application for authorization by October 1. 2014. -***Prepare staff and students for IB onsite visitation***	-Two day ***authorization visit from IB.***	-***Notification of IB authorization by June 2015***.
-(*Implementing*) -International Baccalaureate Category II training for 39 staff members. --(*Implementing*) IB coordinators will start to implement an action plan for the ***8th grade Community Project***	-Continue to write IB units. **Second** unit completed by end of December -Schedule Category 1 training for new staff and assign a mentor IB teacher. -Plan ***for 8th grade Community project.***	-Continue to write IB units. **Third** unit completed by end of May. One unit will be an interdisciplinary IB. -Plan for ***8th grade Community Project.***	-Update IB pacing guides. -Curriculum writing **stipend offered for teachers** to write additional units in summer 2015 -Schedule 8th grade ***Community Project for all 8th graders at Parkside***
-(*Implementing*) -Develop staff training schedule for ***Reading Apprenticeship***	-Ongoing P.D *for* ***Reading Apprenticeship Cohort I and Cohort II*** (two scheduled days).	-Ongoing P.D. *for* ***Reading Apprenticeship Cohort I and Cohort II*** (two scheduled days).	-Middle School at Parkside will have ***100% of the teaching staff trained in Reading***

(R.A.) for final Cohort III. Schedule 3 days of training in August 2014.	-Two training days for Cohort III (this will be schedule on same days)	-Two training days for Cohort III (this will be schedule on same days)	***Apprenticeship*** (R.A.). Develop a plan for newly hired teachers to receive training.
-(*Implementing*) Plan with ***Parent Liaison activities*** for parents throughout the year.	-Family Night at King Center, Parent involvement, Literacy, & School Success -Family Night/Literacy Strategies Diary of a Wimpy Kid Book Sale/Movie Night	-Internet Safety Night/Parent Education -Talk Early Talk Often/ Parent Education (coordinated w/Center for Family Health)	-Family Night at the Boo Center Math, Family Involvement/School Success -Family Science Night Ruff Ruffman-coordinated w/JPS district parent liaison --Family Involvement/Literacy Poetry Night with Kalli Dakos

YEAR 2	**2015-16**		
SUMMER	FALL	WINTER	SPRING
JCISD ***Data retreat focusing on Reading and math goal,*** looking at gaps between E.D. and Non-E.D. students, Special Ed. And Non-Special Ed. Students. ***-Ongoing collaboration with JCISD*** Special Ed. Supervisor, Teacher consultants, and instructional staff to address achievement gap for Special Ed. students -Reflect in ***the Survey of an Enacted Curriculum*** adding interventions to action plan.	-Develop a one-page school improvement goal sheet for teachers. ***-Ongoing collaboration with JCISD*** Special Ed. Supervisor, Teacher consultants, and instructional staff to address achievement gap for Special Ed. students	***-Ongoing collaboration with JCISD*** Special Ed. Supervisor, Teacher consultants, and instructional staff to address achievement gap for Special Ed. student	***-Ongoing collaboration with JCISD*** Special Ed. Supervisor, Teacher consultants, and instructional staff to address achievement gap for Special Ed. student -***Review new data*** from Spring testing to look at gaps between E.D. and Non-E.D. students, Special Ed. And Non-Special Ed. Students. -Take the ***Survey of an Enacted Curriculum*** and add interventions to action plan for fall.
-Collaboration with our service provider ***JCISD*** and MSP ***Data Coach*** building reviewing our strategies with	-Ongoing collaboration with our service provider JCISD and MSP Data Coach building professional learning communities using our	-Ongoing collaboration with our service provider JCISD and MSP Data Coach building professional learning communities using our	-Reflect on our learning communities using our ***ILC*** process with our service provider JCISD and MSP ***Data Coach***

our professional learning communities and our ***Instructional Learning Cycle (ILC).***	***Instructional Learning Cycle (ILC).***	***Instructional Learning Cycle (ILC).***	
-Reflect on our first year of data using ***Read and Mathematics 180*** specifically looking ***Special Education gap and gains of our lower 30%***	- ***Reading and Math 180 for lowest 30%*** of students identified in our E.D/N.E.D. student gap	- ***Reading and Math 180 for lowest 30%*** of students identified in our E.D/N.E.D. student gap. -Move students that have made successful gains to a more challenging curriculum. -Identify students that continue to need ***Reading and Mathematics intervention.***	- ***Reading and Math 180 for lowest 30%*** of students identified in our E.D/N.E.D. student gap. Move students that have made successful gains to a more challenging curriculum. - Identify students that continue to need ***Reading and Mathematics intervention.*** -Review year long data with ***JCISD service provider*** and ***Data Coach*** -Reflect, revise, implement changes for ***Read and Mathematics 180*** program next year
-Curriculum writing stipend offered for teachers to ***write IB Units*** in summer 2016 -IB coordinators will start to	-Middle School at Parkside will be an **authorized IB World School.** -Schedule Category 1 training for new staff and assign a mentor IB	-Continue to teach, write, and reflect on IB units of instruction through ***teacher collaboration time that's mandatory in an IB program***	-Update ***IB pacing guides*** for 2016-17. Teachers will have 5-6 IB units of instruction written in all 8 subject areas.

implement an action plan for the ***8th grade Community Project***	teacher. -Plan ***for 8th grade Community project***	-Plan for ***8th grade Community Project***	-Schedule 8th grade ***Community Project for all 8th graders at Parkside***
-Ongoing P.D *for* ***Reading Apprenticeship*** for entire staff. - ***Reading Apprenticeship*** professional development scheduled for new staff members			
-(*Implementing*) Plan with ***Parent Liaison activities*** for parents throughout the year.	-Family Night at King Center, Parent involvement, Literacy, & School Success -Family Night/Literacy Strategies	-Parent Educational Topic-TBA - Coordinated w/Center for Family Health for this event	-Family Night at the Boo Center Math, Family Involvement/School Success -Family Science Night coordinated w/JPS district parent liaison --Family Involvement/Literacy TBA
-Plan 8 days of professional development for school year • ***International Baccalaureate (IB)***	-September -October	-January -February	Plan 8 days of professional development for 2016-17 school year.

• ***Reading Apprenticeship)RA)*** • ***Instructional Learning Cycle (ILC)***	-November -December • JPS Central office will schedule dates for district	-March -April • JPS Central office will schedule dates for district	(IB/RA/ILC)

YEAR 3	**2016-17**		
SUMMER	FALL	WINTER	SPRING
JCISD ***Data retreat focusing on Reading and math goal,*** looking at gaps between E.D. and Non-E.D. students, Special Ed. And Non-Special Ed. Students. ***-Ongoing collaboration with JCISD*** Special Ed. Supervisor, Teacher consultants, and instructional staff to address achievement gap for Special Ed. students -Reflect in ***the Survey of an Enacted Curriculum*** adding interventions to action plan.	-Develop a one-page school improvement goal sheet for teachers. ***-Ongoing collaboration with JCISD*** Special Ed. Supervisor, Teacher consultants, and instructional staff to address achievement gap for Special Ed. students	***-Ongoing collaboration with JCISD*** Special Ed. Supervisor, Teacher consultants, and instructional staff to address achievement gap for Special Ed. student	***-Ongoing collaboration with JCISD*** Special Ed. Supervisor, Teacher consultants, and instructional staff to address achievement gap for Special Ed. student -***Review new data*** from Spring testing to look at gaps between E.D. and Non-E.D. students, Special Ed. And Non-Special Ed. Students. -Take the ***Survey of an Enacted Curriculum*** and add interventions to action plan for fall.
-Collaboration with our service provider ***JCISD*** and MSP ***Data Coach*** building reviewing our strategies with	-Ongoing collaboration with our service provider ***JCISD*** and MSP ***Data Coach*** building professional learning communities using our	-Ongoing collaboration with our service provider ***JCISD*** and MSP ***Data Coach*** building professional learning communities using our	-Reflect on our learning communities using our ***ILC*** process with our service provider ***JCISD*** and MSP ***Data Coach***

our professional learning communities and our ***Instructional Learning Cycle (ILC).***	***Instructional Learning Cycle (ILC).***	***Instructional Learning Cycle (ILC).***	
-Reflect on our ***second*** year of data using ***Read and Mathematics 180*** specifically looking ***Special Education gap and gains of our lower 30%***	- ***Reading and Math 180 for lowest 30%*** of students identified in our E.D/N.E.D. student gap	- ***Reading and Math 180 for lowest 30%*** of students identified in our E.D/N.E.D. student gap. -Move students that have made successful gains to a more challenging curriculum. -Identify students that continue to need ***Reading and Mathematics intervention.***	- ***Reading and Math 180 for lowest 30%*** of students identified in our E.D/N.E.D. student gap. Move students that have made successful gains to a more challenging curriculum. - Identify students that continue to need ***Reading and Mathematics intervention.*** -Review year long data with ***JCISD service provider*** and ***Data Coach*** -Reflect, revise, implement changes for ***Read and Mathematics 180*** program next year
-Curriculum stipend for 3 days onsite ***training for new IB teachers with IB coordinators.***	-Second year as an **authorized IB World School.** -Continue to teach, write, and reflect on IB units of instruction	-Continue to teach, write, and reflect on IB units of instruction through ***teacher collaboration time that's mandatory in an IB program***	-Update ***IB pacing guides*** for 2017-18 -Teachers will have taught

-IB coordinators will start to implement an action plan for the ***8th grade Community Project***	through ***teacher collaboration time that's mandatory in an IB program*** -Schedule Category 1 training for new staff and assign a mentor IB teacher. -Plan ***for 8th grade Community project***	-Plan for ***8th grade Community Project***	5-6 ***IB units of instruction*** and ***reflected*** on them during ***common planning time.*** -Schedule 8th grade ***Community Project for all 8th graders at Parkside***
-(*Implementing*) Plan with ***Parent Liaison activities*** for parents throughout the year.	-Family Night at King Center, Parent involvement, Literacy, & School Success -Family Night/Literacy Strategies	-Parent Educational Topic-TBA - Coordinated w/Center for Family Health for this event	-Family Night at the Boo Center Math, Family Involvement/School Success -Family Science Night coordinated w/JPS district parent liaison --Family Involvement/Literacy TBA
-Plan 8 days of professional development for school year. • ***International***	-September -October	-January -February	Plan 8 days of professional development for 2017-18 school

Baccalaureate (IB) • ***Reading Apprenticeship (RA)*** • ***Instructional Learning Cycle (ILC)***	-November -December • JPS Central office will schedule dates for district	-March -April • JPS Central office will schedule dates for district	year. (IB/RA/ILC)

9. Annual Goals

The following charts are the projected achievement goals for our leading /lagging indicators at the Middle School at Parkside. The scores were determined by the state's MEAP test scores from 2013. The targeted sub groups are Student with Disabilities (**SWD**) and Economically Disadvantaged Students (**EDS**).

Grade 6 All Except Students With Disabilities	Current Proficiency Rate 2014-15		Goal for 2015-2016		Goal for 2016-2017		Goal for 2017-2018	
Students with Disabilities	**AESWD**	**SWD**	**AESWD**	**SWD**	**AESWD**	**SWD**	**AESWD**	**SWD**
Reading	51%	13%	51%	14%	51%	15%	51%	16%
Mathematics	21%	4%	21%	5%	21%	6%	21%	7%
Grade 6 Non-Economically Disadvantaged Students	Current Proficiency Rate 2014-15		Goal for 2015-2016		Goal for 2016-2017		Goal for 2017-2018	
Economically Disadvantaged Students	**NEDS**	**EDS**	**NEDS**	**EDS**	**NEDS**	**EDS**	**NEDS**	**EDS**
Reading	75%	41%	75%	42%	75%	43%	75%	44%
Mathematics	47%	11%	47%	12%	47%	13%	47%	14%

Grade 7 All Except Students With Disabilities	Current Proficiency Rate 2014-15		Goal for 2015-2016		Goal for 2016-2017		Goal for 2017-2018	
Students with Disabilities	**AESWD**	**SWD**	**AESWD**	**SWD**	**AESWD**	**SWD**	**AESWD**	**SWD**
Reading	46%	13%	46%	14%	46%	15%	46%	16%
Mathematics	25%	7%	25%	8%	25%	9%	25%	10%
Grade 7 Non-Economically Disadvantaged Students	Current Proficiency Rate 2014-15		Goal for 2015-2016		Goal for 2016-2017		Goal for 2017-2018	
Economically Disadvantaged Students	**NEDS**	**EDS**	**NEDS**	**EDS**	**NEDS**	**EDS**	**NEDS**	**EDS**
Reading	66%	35%	66%	36%	66%	37%	66%	38%
Mathematics	41%	17%	41%	18%	41%	18%	41%	20%

The following charts are the projected achievement goals for our leading /lagging indicators at the Middle School at Parkside. The scores were determined by the state's MEAP test scores from 2013. The targeted sub groups are Student with Disabilities (**SWD**) and Economically Disadvantaged Students (**EDS**).

Grade 8 All Except Students With Disabilities Students with Disabilities	Current Proficiency Rate 2014-15		Goal for 2015-2016		Goal for 2016-2017		Goal for 2017-2018	
	AESWD	**SWD**	**AESWD**	**SWD**	**AESWD**	**SWD**	**AESWD**	**SWD**
Reading	57%	17%	57%	18%	57%	19%	57%	20%
Mathematics	20%	4%	20%	5%	20%	6%	20%	7%
Grade 8 Non-Economically Disadvantaged Students Economically Disadvantaged Students	Current Proficiency Rate 2014-15		Goal for 2015-2016		Goal for 2016-2017		Goal for 2017-2018	
	NEDS	**EDS**	**NEDS**	**EDS**	**NEDS**	**EDS**	**NEDS**	**EDS**
Reading	77%	42%	77%	43%	77%	44%	77%	45%
Mathematics	43%	11%	43%	12%	43%	13%	43%	14%

10. Stakeholder Involvement Maximum length 1 page

After initial notification from MDE that Parkside was on the Priority School list, Superintendent Daniel Evans notified the Board of Education, Parkside Administration and staff members of the new designation from MDE. A Priority Team was created that included teachers, parent, administration, and our educational consultant from the ISD. This team attended all required meetings at MDE. The transformational model was selected because of many initiatives that were started the year prior to the new designation. Parkside had started to train teacher in the International Baccalaureate, Middle Year Program (MYP) and had also implemented Readers Apprenticeship (RA) the year before. These new strategies we just starting to takeoff and our Superintendent and the Priority Team felt the best fit for what was previously initiated was the Transformational Model. The school board, administration, teacher's union, staff, and parents all supported this decision as well.

After the team knew which model we were committing to, the Priority Team started to write the plan. This was a collaborative process and we were supported by our educational consultant from our ISD and our district improvement facilitator from MSU. Our team met onsite and at our ISD to complete the plan. We brought back information to our teachers at staff meeting keeping them abreast of the progress that was being made. Once the plan was completed it was approved by the Jackson Educational Association (JEA) teacher's union and approved by Jackson Public Board of Education. The three "Big Ideas" included in the plan were: 1) Implement the International Baccalaureate (IB) Middle Year Program, 2)Train all teacher in Reader's Apprenticeship (RA), 3) Develop a Parent Liaison position to increase parent involvement.

Our plan was approved by the Michigan Department of Education and we are currently finishing the first year of the plan.

11. Sustaining Reforms Maximum length 1 page

The reforms that will be implemented will be two programs that will be specifically directed at closing the gap in our lagging indicators with our specials education and our economically disadvantaged student which are Reading and Math 180. We are also requesting new technology that will support our I.B. program which is one of our three main goals in our Priority Plan. Our district current is **supporting a part-time parent liaison position** and we will be adding the Data Coach and Grant Overseer required.

We will train two regular education teachers and six special education teacher in Reading and Math 180. This implementation will also require the purchase of 40 additional laptops. Once the cost of the implementation met, the district will support the two teaching position and continue the new teacher's **training for both our IB program and Reading and Math 180 as these teaching positions become vacant with our Title1budget.**

Our IB program requires the use of technology by students and our district is **committed to the maintenance of the portable computer lab, Classroom computers, document cameras and the sound system** for the new classroom for the Reading and Math 180.

Our district is **committed to employing a Data Coach** to continue improving data entry, interpretation, analysis, and dissemination of district data. This will also require working with teacher to interpret student data to inform instruction

We will also have the **support from our local Intermediate School District for ongoing professional development with our Reading Apprenticeship and Data Review/Data Retreats.**

12. State Reform Plan

Attach approved State Reform Plan **(DO NOT insert here, upload as a separate file)**

Section B.

Attachment A-*Transformation Model*

1. Replace the principal

The Principal of Instruction was replaced in April 2014 by an Interim Principal. Kelly Pennington was hired in JPS as the Principal of Instruction for Parkside Middle School in July 2014.

2. Include student data in teacher/leader evaluation

In Jackson Public School 40% of the teacher's evaluation is based on student achievement data for the 2013-14 school year.

3. Evaluations that are designed with teacher/principal involvement

Teachers and principals have pre and post conferences to discuss the evaluation process and outcome. One of the observations is scheduled and the other is an unscheduled observation.

4. Remove leaders/staff that have not increased achievement

Teachers that have an ineffective evaluation after two years are removed.

5. Provide on-going job embedded staff development

Our IB program requires that there is a curriculum coordinator on staff that provides ongoing collaboration with teacher teams and provides job embedded professional development. Our district is also committed to meeting the requirement of planning 8 professional development days throughout the school year as a Priority School.

6. Implement financial incentives or career growth or flexible work conditions. The district offers nominal incentive for Effective and Highly Effective teachers in the current JEA teacher's contract.

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

The IB Middle Year Program is researched based and is aligned from one grade level to the next. The curriculum is vertically and horizontally aligned. Our Common Core State Standards (CCSS), Social Studies and Science Grade Level Content Standards (GLCS), IB objective are included in all core curriculums IB units.

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

Our Core Teachers (Math, ELA, Science and Social Studies) are using the Instructional Learning Cycle (ILC) to inform instruction each month. The reflection process in our IB unit planners also addressed looking at our formative and summative assessment to drive "best instructional practices" at the end of an instructional unit which is three-six weeks long.

9. Provide increased learning time
    a. Extended learning time for all students in the core areas
       The Middle School at Parkside has added an extra hour daily to our schedule. This was a requirement of our IB program which allowed us to offer the eight-subject area required yearly in an IB program.
    b. Instruction in other subjects and enrichment activities that contribute to a well-rounded education
       In an IB program each year every student is required to take the "four core" classes and four other classes which are 1) Foreign Language, 2) Visual Arts, Performing Arts, Technology and Physical and Health Education. In the IB unit planers teachers have enrichment activities for all units. Students have a component in IB where they have to take "action", (do something with their new knowledge the community) that also enriches learning.

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

In the IB program teachers are required to participate in common planning time to write, and reflect on all units of instruction throughout the year. The IB program mandates that there is an IB curriculum coordinator (50% of the day) that works with teacher with IB professional and aligning the curriculum to meet State and IB standards and objectives.

10. Provide ongoing mechanisms for family and community engagement

The Middle School at Parkside has a part-time parent liaison that promotes community connections and parent involvement at our middle school. This position is currently funded through our Title I budget and will enhance sustainability.

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

Middle School at Parkside offers part-time position for IB Coordinators who flex their time to meet with teachers before and after school. The teacher's union (JEA) also signed off on the priority plan allowing staff to add additional instructional time this year aimed at increasing student achievement.

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

Jackson Public Schools will continue to work with the JCISD as our external provider receiving technical assistance and professional development. We have established a positive partnership working with the JCISD during the first year of our Priority School designation.

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.

In the JEA former teacher's contract Jackson Public Schools provided addition stipends for staff members that receive an effective or highly effected designation on their evaluation. This is currently being negotiated in the new contract.

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

As part of our I.B. authorization process, we have embedded professional development and mandatory teacher collaboration. We use a curriculum design cycle when we working on units of instruction. Each unit is written, taught and reflected on each year. Currently 66% of our staff has been trained in Reading Apprenticeship (R.A.). The last cohort will be trained in 2014-15. There is R.A. coaching that supports the instructional changes in the classrooms. This will be supported for three years with the SIG III. The Tier I and Tier II Reading and Math 180 will also be supported with classroom coaching in both the of sub groups that will receive the program.

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

As a result of the State of Michigan legislation designation of a "Right to Work State" we no longer base teacher assignment based on seniority. The principal has right of assignment in the building and collaborates with Human Resource with the hiring process.

4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement. As required by I.B. we collaborate with teacher on units of instruction. We have a common unit planner that is used by all

5. Implement a school wide Multi-Tiered System of Supports model.
We have implemented a Multi-Tiered System of Support and will be implementing a new Tier I approach in 2014-15 by adding Math/Reading 180. We will be also implementing a Tier II intervention, Math/Reading 180 with our special needs students with our SIG III also in 2014-15. Our current intervention Tier I and II intervention hasn't been met with the success needed with our two sub groups/lagging indicators.

6. Provide professional development to teachers/principals on strategies to support students in least restrictive environment and English Language Learners.
All of our staff will be trained in Reading Apprentice by the spring 2015. Our staff has also attended intensive Category 1 & 2 International Baccalaureate (I.B.) training required for authorization. In our I.B. unit planners we address how we will differentiate our instructional practice for Special Education, English Language Learners and students requiring a 504 plan.

7. Use and integrate technology-based interventions.
As part of our I.B. program, technology must be taught each year. I.B. considers every teacher a technology teacher. We include technology in many of our formative and summative assessment. In our Tier I & II intervention, the Scholastic program Reading/Math 180 use a Scholastic Manager System (SAM) that's a comprehensive online management system, collects and organizes student performance data. Teacher's can access the management system through the Teacher's Dashboard. This technology directly aligns with R.I.T. interventions.

8. Increase rigor through programs such as Advanced Placement, International Baccalaureate, Science, Technology, Engineering, Arts and Mathematics (STEAM), and others.

As part of our Priority School Plan, we have started the process of becoming an International Baccalaureate School, Middle Year Program (MYP). Parkside is a Candidate I.B. school and will apply for authorization in October 2014. Our program is committed to providing students with a challenging curriculum with an international focus. I.B. student's experience ongoing rigorous assessments and reflections in all eight curricular areas.

9. Provide summer transition programs or freshman academies.

N/A

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

N/A

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

Our school participates in the student drop-out challenge. Our two counselors at Parkside are the point persons with the program at Parkside. Staff have identifies student that are at risk of failure and have mentored and built relationships with students throughout the year.

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

Parkside has a Teen Health Center on our campus that helps to meet the health needs of our students. It is funded through the Community for Family Health in Jackson, Mi. Parkside also has two counselors on staff and we have partnerships with Lifeways Community Mental Health, Jackson Mi. for outside referrals.

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

This year we have added professional development time for grade level teaching staff to collaborate with our I.B. curriculum writing. We built in time during the day for staff for this collaboration which helps to build our I.B. community and culture. Next year the schedule will reflect common planning time in subject grade levels to continue this required process. We are in the planning process of adding a student advisory period for 15-20 minutes and will develop an implementation plan during the 2014-15 school year.

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

In our I.B. program we have student attributes that are taught and embedded in our classroom culture and curriculum. These students attributes help frame our discipline conversations and interventions. It helps promote a positive school culture and climate.

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

Jackson Public Schools offers full-day kindergarten and has seven preschool programs housed in our district that are under the direction of the community Action Agency, Jackson, Michigan.

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

Middle School at Parkside is governed by the Jackson Public Board of Education.

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

Our school based budget is based on the current allocations that are uniform district wide and isn't weighted on a formula based on student needs.

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2014-15. Complete budgets for each building together with narratives must be entered into the MEGS+ system.

Example:

LEA XX BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Priority School #1	$257,000	$1,156,000	$1,325,000	$1,200,000	$3,938,000
Priority School #2	$125,500	$890,500	$846,500	$795,000	$2,657,500
Priority School #3	$304,250	$1,295,750	$1,600,000	$1,600,000	$4,800,000
Priority School #4	$530,000	$1,470,000	$1,960,000	$1,775,000	$5,735,000
LEA-level Activities	$250,000		$250,000	$250,000	$750,000
Total Budget	**$6,279,000**		**$5,981,500**	**$5,620,000**	**$17,880,500**

	Budget Line Item	Title I current costs	SIG Cost Year 1	SIG Cost Year 2	SIG Cost Year 3	Total SIG Cost	
		185,755.72	823,540.00	440,875.00	440,875.00	1,705,290.00	
1	Technology						
1c	Student Laptops Mth. & Rdg.180 (48 total)	0.00	28,800.00	0.00	0.00	0.00	
1d	DELL Laptops /Mobile Lab (30 +Cart)_	0.00	19,000.00	0.00	0.00	0.00	
		0.00	47,800.00	0.00	0.00	47,800.00	
2	Requirements of the S.I.G. III						
2a	ISD Personnel, Programs and Costs	0.00	150,000.00	150,000.00	150,000.00		
2b	Data Coach (180 days)	0.00	100,000.00	100,000.00	100,000.00		
2c	Grant Overseer (90 days)	0.00	25,000.00	25,000.00	25,000.00		
2e	Sub Total	0.00	275,000.00	275,000.00	275,000.00	825,000.00	
3	JCISD Additional Staffing						
3a	Math Coach (90 days)	0.00	45,000.00	45,000.00	45,000.00		
3b	Outreach Attendance Staff (90 days) 90 days)	0.00	25,000.00	25,000.00	25,000.00		
3e	Rdg./R.A. Coach (90 days)	0.00	45,000.00	45,000.00	45,000.00		
	Sub Total		115,000.00	115,000.00	115,000.00	345,000.00	
4	Tier I -Math & Reading 180 Intervention (paid with Title I local portion)						(lit includes 120 site licenses, books,book case, audio tapes, software, achievement manager, and coaching)
4a	Rdg. 180 P.D. 3 days training	2,899.00	0.00	0.00	0.00		
4b	Rdg. 180 in-classroom support	18,392.00	0.00	0.00	0.00		
4c	Mth. 180 P.D. 3 days training	2,899.00	0.00	0.00	0.00		
4d	Mth.180 in-classroom support	18,392.00	0.00	0.00	0.00		
4e	Mth. 180 -Quick Start Kit	52,995.00	0.00	0.00	0.00		
4f	Rdg. 180-Ouick Start Kit	34,400.00	0.00	0.00	0.00		(lit includes 60 site licenses, books, audio tapes, software, achievement manager, and coaching)

4g	Rdg. 180-add on 60 site licenses	33,000.00	0.00	0.00	0.00		
4h	Rdg. 180 Stage B-book packets	1,797.00	0.00	0.00	0.00		
4i	Host service Licenses annual fee	3,600.00	0.00	0.00	0.00		
4j	Rdg. 180 renewed site licenses (120)	0.00	3,600.00	3,600.00	3,600.00		
4k	Mth.180 renewed site licenses (120)	0.00	1,800.00	1,800.00	1,800.00		
4l	Rdg.180 student workbook (120)	0.00	3,600.00	3,600.00	3,600.00		
4m	Mth. 180 student workbook (120)	0.00	3,690.00	3,690.00	3,690.00		
4j	Host service set-up one time fee	1,500.00	0.00	0.00	0.00		
	Sub total	169,874.00	0.00	0.00	0.00		(Tier I will be sustained by our current Title I funding)
	Shipping	161.72	0.00	0.00	0.00		
	Sub Total	170,035.72	12,690.00	12,690.00	12,690.00	0	
5	Tier II -Math 180 Intervention						
	Special Needs Students (120)						
5a	Mth 180; 144 students/Start-up Kit 8 teachers/classrooms	0.00	62,500.00	0.00	0.00		
5b	Additional Mth 180 Student Materials	0.00	11,940.00	0.00	0.00		
5c	Math Additional Teacher Kits	0.00	18,200.00	0.00	0.00		(Mth. 180 kit includes 144 site licenses, books, bookcase, audio tapes, software, achievement manager and coaching)
5d	Mth. 180 P.D. 3 days training	0.00	2,899.00	0.00	0.00		
5e	Mth.180 in-classroom support	0.00	43,978.00	0.00	0.00		
5f	Mth. 180 student workbook	0.00	3,960.00	3,960.00	3,960.00		
5g	Mth. 180 renewed site licenses (120)	0.00	1,800.00	1,800.00	1,800.00		
	Sub Total	0.00	145,277.00	5,760.00	5,760.00	156,797.00	
6	Tier II- Reading 180 Intervention						
	Special Needs Students (120)						

6a	Rdg 180; 144 students/Start-up Kit	0.00	43,000.00	0.00	0.00	
6b	Scholastic Hosting	0.00	15.00	15.00	15.00	
6c	Rdg. 180/ 60 License bundle	0.00	33,000.00	0.00	0.00	
6d	Rdg.180/ 15 License bundle	0.00	10,725.00	0.00	0.00	
6e	Rdg. 180/ 5 License bundle	0.00	3,905.00	0.00	0.00	
6f	Rdg. 180 Student Books	0.00	2,396.00	3,600.00	3,600.00	
6g	Rdg. 180 Additional Teacher Kits	0.00	58,100.00	0.00	0.00	
6h	Rdg. 180 P.D. 3 days training	0.00	2,899.00	0.00	0.00	
6i	Rdg. 180 In-class support	0.00	43,978.00	0.00	0.00	
	Rdg. 180 renewed site license (140)	0.00	0.00	4,200.00	4,200.00	
	Rdg. 180 Host Service Annual Fee	0.00	0.00	0.00	0.00	
	Shipping	0.00	5,445.00	300.00	300.00	
	Sub Total	0.00	203,463.00	8,115.00	8,115.00	219,693
7	Professional Development					
7a	I.B. Training for new staff	0.00	15,000.00	15,000.00	15,000.00	
7c	8 days of P.D. Priority requirement	0.00	16,000.00	16,000.00	16,000.00	
7d	Read 180 training new staff	0.00	3,000.00	3,000.00	3,000.00	
7e	Math 180 training new staff	0.00	3,000.00	3,000.00	3,000.00	
	Sub Total	0.00	37,000.00	37,000.00	37,000.00	111,000.00

Middle School at Parkside SIG III Budget Narrative

Technology- $47,800.00

- As part of the Reading and Math 180 Tier II intervention, we will require 48 student laptops to be used in 8 of our Special Needs classrooms. Each classroom will receive 6 laptops needed to implement the program. The total cost will be $ 28,800.00.

- We will be purchasing a Dell mobile computer lab that will support our I.B. instructional program. Our instructional program uses an inquiry method of instruction and technology is built into every instructional unit. The total cost will be $19.000.00.

Requirements of the SIG III-$825.000.00

- ISD external provider/ personnel, programs & cost – The total cost will be $450.000.00
- Data Coach- The total cost will be $300,000.00
- Grant Overseer- The total cost will be $75,000.00

JCISD additional staffing for Middle School at Parkside-354,000.00

- Math Coach- The total cost will be $135,000.00
- Reading Coach- - The total cost will be $135,000.00
- Out-reach Attendance staff-This will be a part-time position and will help to increase student attendance. This staff person will be working very closely with our counseling staff and our student Teen Health Center. - The total cost will be $75,000.00.

Tier II Reading 180 Intervention-$219,692.00

- The implementation the **first year** will include the following expenses; Teacher start-up kits, site licenses, student textbooks, in-class support for Specials Education Teachers, 3 days of professional development, host fee for technology, and shipping cost. The total cost will be $203,463.00.
- The **second year** will include the following expenses;
  Student textbooks, renewed site licenses, and shipping costs. The total cost will be $8115, 00.00.
- The **third year** will include the following expenses;
  Student textbooks, renewed site licenses, and shipping costs. The total cost will be $8115, 00.00.

Tier II Math 180 Intervention-$156,797.00

- The implementation the **first year** will include the following expenses; Teacher start-up kits, site licenses, student textbooks, in-class support for Specials Education Teachers, 3 days of professional development, host fee for technology, and shipping cost. The total cost will be $145.277.00.
- The **second year** will include the following expenses;
  Student textbooks and renewed site licenses. The total cost will be $5,760.00

- The **third year** will include the following expenses;
  Student textbooks and renewed site licenses. The total cost will be $5,760.00

Ongoing Professional Development-$111,000.00

- I.B. training for new staff. - The total cost will be $45,000.00
- 8 days of professional development required by SIG III. - The total cost will be $48,000.00
- Reading 180 training for new staff. - The total cost will be $9,000.00
- Math 180 training for new staff. - The total cost will be $9,000.00

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.

Metric	
Which intervention was selected (turnaround, restart, closure or transformation)	Transformation
Number of minutes in the school year	70,570
Dropout rate (Numeric %)	N/A
Number of Disciplinary Incidents	1,180
Number of Students Involved in Disciplinary Incidents	1,180
Increased Learning Time	34 minutes of school added per day
ILT – Longer School Year	N/A
ILT – Longer School Day	34 minutes of school added per day
ILT – Before or After School	Math tutoring before school

ILT – Summer School	21st Century Grant 6 weeks
ILT – Weekend School	N/A
ILT - Other	N/A
Student attendance rate (Numeric %)	89%
Advanced Coursework	Math, English and Foreign Language
Dual Enrollment Classes	N/A
Advanced Coursework and Dual Enrollment Classes	N/A
International Baccalaureate-Candidate School	Middle Year Program MYP-
Early college/college credit	N/A
High School Graduation Rate	
College Enrollment Rates (Numeric %)	N/A
Truants (Numeric)	More than 10 days absent-410
Teacher Attendance Rate	88%-Daily
Highly Effective Teachers (Numeric %) 2013-14	9.2%

Effective Teachers (Numeric %) 2013-14	66.6%
Minimally Effective Teachers (Numeric %) 2013-14	20.3%
Ineffective Teachers (Numeric %) 2013-14	2%
Explanation of other types of increased learning	N/A

Fiscal Information

The MDE has asked for a waiver of section 421(b) of General Education Provisions Act to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Line item budgets must be submitted for school years 2014-2015, 2015-2016, and 2016-2017.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four intervention models at the school.