

**LEA Application**  
**Michigan SIG Cohort V**  
APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS (SIG)

**LEA Information**

Legal Name of LEA Applicant: Kalamazoo Public Schools

District Code: 39010

Applicant's Mailing Address: 1220 Howard Street Kalamazoo, Michigan 49008

**LEA Contact for the School Improvement Grant**

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Michael F. Rice, Ph.D.

LEA School Superintendent/Director (Printed Name)

*Michael F. Rice*

Signature of the LEA School Superintendent/Director

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7/15/16

Date

Ms. Patti Sholler-Barber

LEA School Board President (Printed Name)

*Patti Sholler-Barber*

Signature of the LEA Board President

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Date

Ms. Amanda Miller

Union Representative (Printed Name)

*Amanda Miller*

Signature of Union Representative

269-760-3283

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Date

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

**ASSURANCES AND CERTIFICATION:** By signing this cover sheet, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications in **Attachment G**, 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.

# LEA Application Schools to be Served

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

The LEA must identify each Eligible school the LEA commits to serve and identify the model that the LEA will use in each Eligible school. Detailed descriptions of the requirements for each intervention are in attachments B.1 – B.6

An LEA in which one or more priority schools are located must serve all of these schools before it may serve one or more focus schools.

Note: Weight will be given to applicant schools that:

- have not previously received a SIG award
- are identified as priority
- choose the transformation, turnaround, whole-school reform, or early learning models
- are facing a documented public health or environmental emergency

SCHOOL NAME	NCES ID #	PRIORITY (check)	FOCUS (check - if applicable)	INTERVENTION MODEL
Northeastern Elementary	02753	x		Transformation

## SECTION A

### Central Office/District Level Responses

#### 1. Actions to Support the Intervention Model:

- **The LEA (district/central office) must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively**

District staff have met throughout the past two years to identify and implement strategies to address the academic and behavioral challenges at each of our buildings. The district leadership team is working to promote and build capacity of school leaders and staff members to implement a consistent intervention system in the four core academic areas as well as behavior. We have worked to provide additional support and resources to our high need buildings through Title I, Title II, and the Early Literacy Grant opportunity through MDE. These supports have included internal coaches and supplemental academic programs. Northeastern has benefited from these efforts. Specific details of these actions are included in Section B of this application.

In addition to these services, the district team will meet quarterly each year to monitor this school's a) student achievement data, b) fidelity of implementation of the school's improvement strategies to track progress and identify additional supports or corrections that may be needed, and c) budget. Members of the district team will, in turn, work with the school's leadership team and SIG monitor on a monthly basis to study student data, staff/community implementation of the SIG project's strategies and activities, and budget. In all of these meetings as well as regular Teaching and Learning Services (TLS) Department meetings, particular attention will be paid to identification of policies and practices that may be inhibiting full and effective implementation of components of the SIG project. When problems are identified, the teams will seek solutions through collaboration within the school, TLS, and across the district (including relevant departments and the Superintendent's Senior Leadership team). Through collaboration, the district will do its best to ensure full implementation of all components of this SIG project.

- **Describe how the district/building's human resources will be more involved in intentional hiring of the best staff possible to implement the grant and build capacity**

The Human Resources Department is intentional about the use of demographic and achievement data, along with other factors, to determine staffing needs at Northeastern. The district looks for applicants that have had experience working in high poverty, urban school settings and there are specific guidelines in the area of minority recruitment. Advanced degrees in specific content areas are considered, and experience working in buildings that have been involved in closing the achievement gap is another desirable characteristic of potential candidates.

Status as a Focus or Priority building is communicated to potential candidates and is considered throughout the hiring process. Specific skills that are needed to be successful in a high-needs setting are assessed through the screening and interview process. The building administrator works closely with Human Resources staff to ensure that Northeastern has high-quality teaching staff through the hiring, transfer, and termination process.

- **Describe how community resources will be aligned to facilitate implementation of the selected intervention**

Kalamazoo Public Schools has developed strong partnerships with many community agencies to provide support services to our students. At Northeastern these partnership include Communities in Schools of Kalamazoo (CIS-K), Boys' and Girls' Club of Greater Kalamazoo, Kalamazoo Center for Youth and Community (KCYC), Department of Health and Human Services (DHHS), and church partners. These partners are integrally involved to provide support services during the school day as well as after school.

Community resources are aligned to a) support the removal of barriers to learning and b) provide effective interventions to increase academic and social/emotional/ behavioral skills. Intentional training of community partners and after-school program staff by district staff has taken place and will continue in reading and mathematics interventions that are provided in classrooms (e.g., Compass Learning). Effort will be made to be sure that schoolwide behavior expectations (i.e., Honesty, Caring, Respect, and Responsibility) are in place in all settings (including after school programs). Parent education sessions are planned through SIG in which continuity of academic and behavioral expectations are in place at home as well as at school.

- **If the applicant is a priority school, how does this align with and support the existing state reform/redesign plan?**

The initiatives proposed in this plan were begun as part of the original Reform/Redesign plan and refined through the unpacking tool process and school improvement process. This proposal very intentionally continues and expands upon this previous work in order to maintain focus and increase the impact of the identified strategies, including the implementation of Multi-tiered System of Support, Professional Learning Communities, strong Tier 1 instruction, and schoolwide positive behavior. The building's vision aligns with the requirements and priorities identified in the Transformation Model (see Attachment B). The building level plan is designed to accelerate implementation of the strategies and activities delineated in the Unpacking Tool through access to additional resources. The district and school are working to build a coordinated system that uses strategies and interventions to support our students.

**2. Oversight of SIG Implementation: The LEA (district/central office) must describe how it will provide effective oversight for implementation of the selected intervention for each school it proposes to serve. Who will perform this work? Will it be existing staff, or does the LEA propose to add additional staff or contract with another entity to perform this work?**

District oversight of the implementation of the School Improvement Grant at this school will be done by a team of district administrators in collaboration with the principal and SIG Coordinator/Data Specialist at the school. The oversight team will consist of Teaching and Learning Services Department staff (i.e., the Assistant Superintendent of TLS; the Director of School Improvement, Title I and Assessments; Director of Elementary Education; Director of Curriculum and Instruction; TLS Coordinators, and coaches) and members of the Business Office (i.e., the Business Manager, the Grants Manager, and the Deputy Superintendent of Business). Program implementation and fiscal monitoring will be overseen by this team.

Systems and processes to support the implementation of grants at the building level have been created in the past several years by the district with other SIG projects and continue to be improved upon each year. Regular meetings with district and building staff and the SIG Monitor will be held to ensure compliance and to monitor expenditures and implementation of the grant activities. In addition, school improvement/leadership team meetings held monthly at the building level will monitor implementation data as well as impact data. Adjustments in the project will be made based upon these conversations and status of implementation and the impact on student achievement/behavior. Additional detail is included in Table 4 of Section B of this grant application.

The KPS district improvement team will meet quarterly to monitor all schools a) student achievement data, b) fidelity of implementation of the school's improvement strategies to track progress and identify additional supports or corrections that may be needed, and c) budget. More specifically, members of the district team will work with the Northeastern's leadership team and SIG monitor on a monthly basis to study student data, staff/community implementation of the SIG project's strategies and activities, and budget. In all of these meetings as well as regular Teaching and Learning Services (TLS) Department meetings, particular attention will be paid to identification of policies and practices that may be inhibiting full and effective implementation of components of the SIG project. When problems are identified, the teams will seek solutions through collaboration within the school, TLS, and across the district (including relevant departments and the Superintendent's Senior Leadership team). Through collaboration, the district will do its best to ensure full implementation of all components of this SIG project.

### **3. Monitoring Progress on Annual Goals: The LEA must describe how it will monitor the progress on meeting annual goals for each school receiving a SIG.**

Building and district staff will monitor the progress toward meeting the annual goals defined in Attachment E. The annual goals reflect the target M-STEP proficiency as defined in the Michigan Department of Education draft proficiency targets calculated to achieve 85% proficiency by the conclusion of the 2023-2024 school year.

To monitor progress toward meeting these annual M-STEP proficiency goals, building and district staff will examine student outcome measures on district assessments including the NWEA Measures of Academic Progress (MAP) assessments, math fluency benchmark assessments, pre-post vocabulary assessments, Reading Street assessments, Fountas and Pinnell oral reading fluency benchmark assessments and progress monitoring (for identified students).

The Program Evaluation Tool will be utilized to establish the framework for monitoring implementation and impact on student achievement. Structured questions assist personnel to evaluate critical components of implementation in order to ascertain ways to strengthen implementation. Overarching questions include the following:

- Are the staff members ready to begin implementation?
- Do the staff members have the knowledge and skills they need to implement or is additional training needed?
- Is there opportunity for successful implementation?

Based upon results to these questions, actions will be taken to improve implementation and subsequently, impact on student achievement and progress toward meeting annual goals.

Implementation data will be collected through observations completed by the building principal and various coaches working with the building. Staff will create and make use of strategy implementation guides for specific interventions in order to articulate/clarify the expectation for the adults responsible for implementation. These will provide a guide to determine implementation fidelity. In addition, implementation will be assessed using the Tiered Fidelity Inventory (TFI) and the Program Evaluation Tool.

Outcome and implementation data will be utilized to determine fidelity of implementation and the effect of the interventions on student achievement and progress toward meeting annual goals. Adjustments will be made throughout the project based upon these results to further achieve desired results.

### **4. Charter School Accountability: Not Applicable**

**5. External Service Provider Accountability: Describe how the district/central office will regularly review the performance of external service providers (ESP) and hold them accountable for meeting the SIG requirements.**

Given our expanded partnership with KRESA for the past two years, our primary External Service Provider, some systems and processes have been implemented in previously funded SIG projects that will be replicated for this project. These are delineated below.

Monitoring and evaluation of external service providers will be conducted at the building and district level. At the building level, records of services provided will be maintained by the External Service Provider and these will be monitored at the building by the SIG Coordinator. For example, coaching logs will be maintained which include date of contact, individuals involved and topics discussed. Sign in will be required of all coaches at the building for each visit. A summary of services provided will be included in the MDE Compliance meetings held with the SIG monitor. These documents showing services delivered information will be cross-referenced with the ESP contracts to ensure provision of the services purchased.

At the district level, monthly meetings will be convened with the content area coordinators and the internal and external coaches in order to align services and ensure coherence with the coaching content and district initiatives. The monthly School Support Team meeting at the building with the KRESA IS/SIF, building and district staff will provide an additional opportunity for ongoing communication, monitoring and evaluation of services. This process, implemented this year, led to ongoing modification of services in order to meet the needs of our buildings and to ensure alignment with district initiatives. At the conclusion of the year, as part of the year end program evaluation process, student impact data will ultimately be a critical component in determining overall effectiveness of the coaching process with identified teachers.

Staff surveys have also been utilized to determine perception of the impact of the coaching services provided. These will be implemented with this project, also. These surveys provide information as to the perceived impact of the coaching support on instructional delivery and help to guide changes in implementation. Building leadership team input is also provided and will be used to inform service delivery throughout the year.

Professional development that may be provided by ESPs other than KRESA will be evaluated through our online process which specifically addresses the content of the professional learning opportunities as well as the perceived impact the training had that will impact student achievement. This survey is completed for all district professional development.

## 6. District Level Budget:

a. LEA Budget Overview – Attachment F.1						
Budget Year	Year 1	Year 2	Year 3	Year 4	Year 5	5 Year Total
<b>Eligible School #1</b> <i>Northeastern Elementary Option 1</i>	\$475,000	\$712,500	\$712,500	\$712,500	\$475,000	\$3,087,500
<b>LEA Costs</b>	\$25,000	\$37,500	\$37,500	\$37,500	\$25,000	\$162,500
<b>Total Budget</b>	\$500,000	\$750,000	\$750,000	\$750,000	\$500,000	\$3,250,000

### b. Budget Narrative

District level expenditures from the SIG budget will be limited to partial support for a district level SIG Coordinator, basic supplies, and travel expenses to required meetings. This person will assist building staff with required processes at the district level and help to align district initiatives with the building needs. The district coordinator facilitates partnerships with external service providers and helps with completion of contracts and other required reports, as needed. This person maintains a Personnel Activity Record (PARS) to ensure that expenditures from the grant are in alignment with the actual time spent. Adjustments are made at each amendment window in order to ensure access to funds at the building level. The SIG Coordinator duties will be integrated into the work of an existing position or shared between positions with existing staff, depending upon the support needed by the building.

This district SIG Coordinator will be involved in the monthly meetings to monitor implementation of grant activities and assist in processing expenditures by being a liaison between the building staff and business office personnel. This position provides support in creating school board purchase recommendations and reviews all grant expenditures for allowability prior to a second review in the business office. The district SIG Coordinator will attend required state level meetings with the building team to assist in alignment of SIG information with other required reports and initiatives. The district SIG Coordinator will act as a liaison between the building, district, and state SIG monitor, to support successful alignment and integration of initiatives and funding sources. This understanding of the “big picture” and the requirements of components of the statewide system of support will help to ensure the successful integration and coordination of the requirements to create a coherent program to support the students.

The district SIG Coordinator will continue to monitor implementation and ensure ongoing alignment with the building’s original reform/redesign plan. By supporting each revision of the Unpacking Tool and the subsequent alignment of resources for implementation, processes and procedures can be developed that will sustain efforts at the conclusion of the grant. This focus on building capacity to sustain SIG initiatives has already begun at KPS with the addition of internal academic coaches and a focus on integration of support for our buildings from the Teaching and Learning Services Department (curriculum, instruction, assessment) and the Student Services Department (PBLs, culture and climate, cultural responsiveness, special education). This ongoing collaboration across departments will build and sustain the development of a multi-tiered system of support for the students at Northeastern.